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Sheltered English Immersion In Massachusetts: Examining The Reflections Of Career And Technical Teachers With Regard To A Mandated "One-Size-Fits-All" Professional Development Model

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SHELTERED ENGLISH IMMERSION IN MASSACHUSETTS: EXAMINING THE REFLECTIONS OF CAREER AND TECHNICAL TEACHERS WITH REGARD TO A MANDATED "ONE-SIZE-FITS-ALL" PROFESSIONAL DEVELOPMENT MODEL

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A DISSERTATION

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DEDICATION

for Benjamin and Samuel

"Sons are the anchors of a mother's life." —Sophocles

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ABSTRACT

Educators in Massachusetts have sought to use multiple professional development models to fill the gap of what bilingual programs once provided. A consequence of the 2002 vote indicated that all teachers have the responsibility to teach language to English language learners (ELLs) in Massachusetts. With all this change in federal and state policy, the only modification to the teacher preservice model for career and technical teachers was the addition of one required professional development series on providing sheltered English immersion to ELLs in their vocational-technical programs. However, the current SEI professional development model may not be able to provide for the pedagogical needs of career and technical teachers in Massachusetts.

Preliminary research provided valuable insight and indicated the need for additional studies and highlighted a gap in the research. The study's research problem was that career and technical teachers of ELLs must implement the prescribed pedagogy of a one-size-fits-all professional development model. Primary studies have suggested that this topic has remained in its infancy and thus requires a more intensive review at the local and national levels. The purpose of this qualitative interpretative phenomenological study was to examine career and technical teachers' reflections of their perceptions and experiences of implementing the prescribed pedagogy of the mandated one-size-fits-all sheltered English immersion professional development model in Massachusetts. Massachusetts school leaders and educators are held accountable for student growth and progress; therefore, they must answer for a decline in achievement, although many lack adequate training to support their ELLs.

Keywords: *sheltered English immersion, career, and technical education, English language learners, professional development*

CHAPTER ONE: INTRODUCTION

When Massachusetts lawmakers proposed to end formalized bilingual education in November 2002, residents overwhelmingly voted to abolish the transitional bilingual education program (Johnson & Fine, 2016). The passage of Question #2 required that public school educators teach children only in English for all classes and in English-only classrooms ("Massachusetts English," n.d.-c). The public expressed strong opinions about the direction of bilingual education, which resulted in a contentious election season (McField, 2014). The controversy surrounding the ballot item continued after the election. According to Viesca (2013), policymakers persuaded the public to weigh in on an educational policy without receiving data about bilingual success in Massachusetts. Viesca theorized that the campaign caused voters to believe that the current model did not enable immigrant students to learn the English language, stating,

> The thrust and promise of both the referendum and the campaign was that immigrant
>
> children can easily acquire full fluency and literacy in a new language, such as English if
>
> they are taught that language in the classroom as soon as they enter school. (p. 4)

Consequently, as a result of the election, the Massachusetts Department of Elementary and Secondary Education (DESE), school districts, and teachers had to provide a timeline and action plan to implement the new legislation. Subsequently, educators received little direction on how to move forward with teaching English as a second language.

The inception of Question #2 in 2002 resulted in a significant overhaul of transitional bilingual education programs in Massachusetts. Until that point, the school districts had to maintain and support transitional bilingual education programs when 20 or more enrolled students of the same native language could not succeed when attempting schoolwork in English

("Massachusetts English," n.d.-c). The transitional bilingual education program in Massachusetts required educators to teach all required courses in both English and students' native language, as well as the history of the students' native language and culture in conjunction with the history and culture of the United States. Students could stay in Massachusetts' transitional bilingual education program for 3 years or until they could perform successfully in English-only classes.

For more than 10 years, Massachusetts educational leaders have tried to establish a successful program for English language learners (ELLs). However, in 2013, the federal government put Massachusetts on notice for failure to provide an appropriate model for supporting students with limited English proficiency (LEP). Studies have shown that ELLs in Massachusetts consistently remain the population with the lowest growth and achievement (Mitchell, 2010). Massachusetts found itself at risk of a civil rights violation on behalf of the federal government. Therefore, state educational leaders moved forward with the Rethinking Equity and Teaching for English Language Learners (RETELL) Initiative.

The RETELL Initiative included two major components: a specific definition for sheltered English immersion (SEI) and new requirements for a professional development course and credential. RETELL required academic content teachers employed in K–12 schools to register and complete the SEI Endorsement course. The new state law presented SEI as:

> An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English, and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be

taught in any language other than English, and children in this program learn to read and write solely in English. ("Sheltered Immersion Programs," 2020, para.1)

After approving this new definition, policymakers created and implemented a required professional development endorsement course for all teachers employed in Massachusetts public schools.

The current Massachusetts SEI professional development endorsement course has a prescriptive lock-step curriculum with two primary modules totaling 45 hours ("Become a RETELL Provider," n.d.-a). Educators can take the course online or in-person with a provider approved by the Massachusetts DESE. DESE-approved providers must use all DESE materials, including teaching manuals, PowerPoint presentations, syllabi, course readings, and assessments, to present the course to teachers. The SEI professional development endorsement course includes the same curriculum for the entire State of Massachusetts, regardless of teaching expertise. The first module focuses on the culture of ELLs and the second language process in the SEI classroom; the second module is specific to academic language and literacy in the SEI classroom.

The SEI Teacher Course Participant's Manual (n.d.) indicates three overarching goals:

1. To help teachers effectively carry out their responsibility for the teaching and learning of ELLs as well as to understand the social and cultural issues that impact the schooling of ELLs.

2. To expand teachers' knowledge of how language functions within academic content teaching and learning and how children and adolescents acquire a second language.

3. To provide teachers with practical research-based protocols, methods, and strategies to integrate subject-area content, language, and literacy development—per the

expectations of the Massachusetts English Language Development (ELD) World

Class Instructional Design and Assessment (WIDA) standards—and thus to support

ELL students' success with the 2011 Massachusetts Curriculum Frameworks for

English Language Arts and Literacy and Mathematics and other Massachusetts

content standards. (para. 2)

The current SEI professional development endorsement course contains a series of

objectives for supporting teachers; however, there is an assumption that all teachers, including

career and technical teachers, have preexisting knowledge of how students acquire language

("Massteacher.org," n.d.). More specifically, the SEI endorsement course focuses on the function

of language within an academic context. The course includes the 2011 Massachusetts

Curriculum Frameworks for ELA and Math to present the best practices, methods, and strategies

for lesson design. However, the SEI professional development endorsement course does not

address teaching ELLs other subject area content, language, and literacy development for the

current Massachusetts Vocational Technical Education Frameworks. Further, the SEI

endorsement course also presents the recommended best practices with the current WIDA

English language development (ELD) standards specific to language arts, math, science, and

social studies ("WIDA," 2021). The WIDA standards focus only on subject-specific topics and

do not include standards for career and technical curriculum.

According to Niño-Santisteban (2014), the most important training a secondary educator

can receive is teaching literacy to ELLs. Literacy development, including vocabulary, is a unique

skill set not typically included in preservice teacher programs for non-ESL or English language

arts teaching candidates. Therefore, teachers of ELLs need professional development and

mentoring focused on literacy acquisition. Research has shown that teachers need more support

when meeting the needs of ELLs, particularly for second language and academic language acquisition (Many et al., 2009).

Consequently, the purpose of this interpretative phenomenological study was to explore the reflections of career and technical teachers specific to the mandated one-size-fits-all SEI professional development model in Massachusetts. The current SEI professional development endorsement course is unable to provide for the pedagogical needs of career and technical teachers in Massachusetts. Career and technical teachers may need a customized, hands-on, and robust professional development program that includes fieldwork, practice, and instructional practices to boost the academic language and second language acquisition of ELLs (Harper & deJong, 2009).

Definition of Key Terms

Career and technical education (CTE). With CTE, schools and programs have a curricular focus on preparing students for skilled trades and career planning after graduation.

English language learner. An individual or student who is unable to effectively communicate with the English language. ELL is a term often interchangeable with LEP.

Limited English proficiency (LEP). An individual or student with LEP does not use English as the primary language. Additionally, individuals with LEP have limited ability to read, write, and speak in English. LEP is often interchangeable with ELL.

Massachusetts Comprehensive Assessment System (MCAS). Standards-based assessments required by the State of Massachusetts for all public school students. The goal of the MCAS is to determine students' proficiency in English, science, and mathematics. Students must pass these assessments to earn their competency determination for graduation.

Massachusetts Tests for Educator Licensure (MTEL). Required exams in Massachusetts for prospective teachers wishing to gain credentials for employment. The two-part exam focuses on specific subject matter and reading and writing communication.

Rethinking Equity in the Teaching of English Language Learners (RETELL). An initiative developed to address the ELL achievement gap in Massachusetts. RETELL indicates the licensure requirements for teachers and administrators of ELLs.

Sheltered English immersion (SEI). An English language acquisition process for young children in which educators provide nearly all classroom instruction in English. The SEI curriculum design is for children learning the language and provides books and instructional materials in English. Educators must teach all reading, writing, and subject matter in English. Although teachers can use a minimal amount of a child's native language when necessary, they cannot teach any subject matter in any language other than English. Children in this program learn to read and write solely in English ("Sheltered Immersion Programs," 2020).

Sheltered English immersion endorsement. The SEI endorsement is a required teaching credential for educators in Massachusetts after completing the SEI course or SEI MTEL or possessing an ELL license.

Transitional bilingual education program. The process of teaching students in two languages, one being their native language.

Vocational tests for educator licensure (VTEL). Required exams in Massachusetts for prospective teachers wishing to gain credentials for employment. The two-part exam focuses on subject matter specific to technical literacy and also includes written and performance area subject components.

Statement of the Problem

The current SEI professional development program mandated in Massachusetts is a one-size-fits-all professional development model to support teachers of ELLs. However, the curriculum lacks any specificity or application for teachers employed in a career and technical setting. Thus, the curriculum has negatively impacted career and technical teachers (Slama et al., 2015). To compound matters, increasing ELL enrollment rates, changing legislation for teaching ELLs, and the current licensure requirements allow schools to employ career and technical teachers who have not attended adequate preservice teacher programs. Therefore, many career and technical teachers lack the tools needed to teach ELLs and require additional support to do so (Leslie, 2011).

Purpose of the Study

The goal of this qualitative interpretative phenomenological analysis (IPA) study was to explore the reflections and experiences of career and technical teachers when implementing the prescribed pedagogy of the mandated one-size-fits-all SEI professional development model in Massachusetts. Massachusetts career and technical teachers must instruct ELLs without receiving adequate general preservice teacher training or professional development on ELLs within educational settings (Yin, 2019). This study could contribute to the existing literature and policy changes at the state and federal level for supporting the professional development needs of CTE teachers of ELLs in Massachusetts.

Research Question/Design

RQ1: What are the reflections of career and technical teachers about their perceptions and experiences when implementing the prescribed pedagogy as part of the mandated one-size-fits-all SEI professional development model in Massachusetts?

This study was a qualitative inquiry. The IPA design was a suitable approach for connecting with the participants and becoming a part of the research process to understand and capture their unique experiences and perceptions. This qualitative study focused on CTE teachers' perceptions and experiences of implementing the mandated one-size-fits-all SEI professional development model in Massachusetts.

Conceptual/Theoretical Framework

The expanding and shifting nature of ELL student demographics has indicated the need to adapt preservice teacher programs to address the needs of both ELLs and teachers. However, a gap remains in the literature on how preservice teacher programs provide preparation for teaching ELLs (Lucas, 2013). Lucas (2013) posited that the

> Reason may be that some of [the literature] is focused on the preparation of specialists (i.e., ESL, bilingual, or sheltered content teachers) rather than mainstream teachers, so generalist teacher educators are simply not aware of it or do not think it is relevant for non-specialist teachers. (p. 6)

Massachusetts CTE preservice programs do not provide educators with additional support or advanced training beyond a generic professional development series on how to educate ELLs in a vocational-technical setting ("Occupational/Vocational," 2020).

There is a need to update preservice teacher programs to reflect the growing ELL population in the United States (Samson & Collins, 2012). Currently, "The research base documenting how ELL-related knowledge and skills are and can be effectively included in the teacher preparation program lags far behind the discussions on conceptual frameworks" (deJong, 2013, p. 41). Preservice teacher programs must provide more than the basics of scaffolded learning and vocabulary. Teacher preparation programs must ensure educators understand more

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than second language acquisition by presenting a curriculum focused on developing a culturally responsive setting. Preservice teacher curriculum should also address ELLs' culture and heritage. Additionally, educating ELLs requires teachers trained and comfortable in providing instruction for oral language development, academic language development, and cultural diversity and inclusivity (Samson & Collins 2012). In addition, teacher education programs should include regular site visits and field experience under the direction of trained mentors who understand ELLs' needs.

Teaching ELLs can be complicated and challenging. According to Campbell (2012), "Because most U.S. teachers are monolingual, linguistic diversity—which is linked to culture—is a difficult difference for many of them to address" (p. 187). With over 400 languages spoken nationally, hiring a multilingual and diverse staff is a complex challenge for educators striving to meet students' diverse needs. Therefore, an urgent need exists to revise teacher preparation for ELLs. The recruitment and retention of qualified applicants remain top priorities for many diverse school districts.

By trade and training, career and technical teachers are not linguists or experts in oral language, culture, and inclusivity, second language acquisition, or reading. However, these teachers must fill the gaps of professional development models when approaching ELL education (Faltis, 2013). Faltis (2013) stated, "Teachers do not have the skillset focused on the complexities of language, bilingualism and language acquisition" (p. 18). Unlike academic core classes, the goal of CTE classes is to replicate real-world environments for students to learn the nuances of a trade. Until 2016, CTE did not typically include lessons focused on second language acquisition. However, the RETELL initiative resulted in changes in the pedagogy and methodology of career and technical teachers.

As an academic assistant principal, I have witnessed the dramatic increase in ELL enrollment and diversity in student demographics. Federal and state leaders evolve and change mandates and adjust the requirements for professional development and licensure. Therefore, a need exists to explore the perspectives of the teachers who implement the mandated one-size-fits-all SEI professional development model in CTE classrooms.

Reflective Practice and Practitioners

Reflective practice remains a critical component of teacher education and ongoing pedagogical inquiry (Hebert, 2015). Schön (1987) developed a theoretical framework for reflective practitioners within the educational field of professional practice, which was the theory used for this study. According to Schön, the concepts of reflection in action and reflection on action address how a practitioner reflects on specific events. Schön asserted that a practitioner has a technical knowledge base specific to the specialized training received in the field of study. In addition to using technical knowledge, reflective practitioners problem-solve while applying their knowledge in the moment and reflecting on the event based upon previous decisions. Reflective practitioners embody the art and science of their professions based on the skills acquired in their fields and the ability to remain present in the moment.

According to Schön (1987), the first step of training a professional is technical rationality. Technical rationality consists of the academic skills professionals acquire from their educational training for certain fields they can rely on to solve well-defined problems. Schön noted that, in reality, practitioners rarely encounter straightforward problems. Therefore, they must think beyond their technical training to concentrate and frame the contexts in which they will attempt to problem-solve. Practitioners experience both types of reflections in the moment when they can change the outcomes and before or after the event.

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Career and technical teachers enter the profession with expertise in their trades from prior employment as plumbers, electricians, auto mechanics, or chefs. Career and technical teachers build foundational expertise by practicing specific manual trades; however, they must participate in a mandated one-size-fits-all professional development course for ELLs upon entering the teaching profession. The research, pedagogy, and technical rationality for teaching ELLs lack applicability or replicability to the real-life problems that may occur in CTE classrooms on any given day. The SEI professional development model focuses on the academic strategies for reflection on action activities, such as lesson planning and assessments. However, the model does not address the reflection in action scenarios in CTE environments regularly.

Assumptions, Limitations, Scope

This IPA study aimed to present career and technical teachers' reflections of their perceptions and experiences implementing the prescribed pedagogy of the mandated one-size-fits-all SEI professional development model in Massachusetts. This rich study produced thematic recommendations and best practices of career and technical teachers of ELLs in Massachusetts. As the primary researcher, I understood that my preliminary assumptions and limitations could have shifted as the study commenced.

According to Bloomberg and Volpe (2016), assumptions indicate what a researcher considers true while preparing for the study process. This study assumed that career and technical teachers remain reflective when implementing SEI in the classroom and want to develop successful strategies to support their students' learning. Another assumption was that career, and technical teachers regularly try to implement SEI strategies with their ELL students in the CTE classroom. In addition, an assumption was that career and technical teachers fully

participate with the mandated SEI professional development model to develop and refine their pedagogical skills for teaching ELLs.

From a conceptual standpoint, the limitations are grounded in the design's subjectivity (Bloomberg & Volpe, 2016). This study focused on the participants' words to describe their reflections, perceptions, and experiences of implementing the mandated SEI professional development model. As the primary researcher, I remained aware of the potential limitations in relying solely on the participants' words. This comprehensive study included a series of follow-up questions to the semi structured interviews to present the participants' perceptions and experiences in rich detail. A goal of IPA research is to document participants' lived reflections, experiences, and perceptions while avoiding opinions or personal judgments (Bloomberg & Volpe, 2016).

Additionally, the scope of this study may be a limitation due to the constraints of teaching and learning during the COVID-19 pandemic. At the time of the study, most regional career and technical educators had to use an unorthodox learning model due to the pandemic, teaching in either fully remote or hybrid settings. These teaching modalities could have impacted the ability to find participants due to a lack of accessibility. The teaching faculty did not have to teach onsite during the pandemic, and many used their time at home to revamp online learning sessions.

Finally, another limitation consists of my experiences of working at a CTE center. Although I worked at the study site at the time of the study, I mitigated any influence or potential bias because I did not serve in a supervisory or leadership capacity for the voluntary participants. I did not benefit financially from this study, and I had no affiliation or connection to the

Massachusetts Department of Elementary and Secondary Education or any other federal or state governing body connected to the development of SEI legislation or practices.

Rationale and Significance

Massachusetts has had tremendous growth in ELL enrollment, growth the Massachusetts Department of Elementary and Secondary Education projects will continue to increase exponentially ("Enrollment Data," n.d-b.). ELL students enrolled in public schools must meet the same accountability standards as their non-ELL peers. Massachusetts requires all students to pass MCAS exams for graduation, regardless of their status ("Accountability Report," 2019). The growth in ELL enrollment and needs requires updating the pedagogy and methodology in the professional development model and daily teaching repertoire. Preservice teacher programs and professional development models, including those with teacher licensure pathways, must adapt, evolve, and address the increasing demands of ELLs and students (Siwatu, 2011). Career and technical schools face the same challenges from increased ELL enrollment and state and federal accountability requirements. State and federal officials hold educators accountable for their students' success. However, educators lack the support from the state and federal government to address their students' needs.

Conclusion

The November 2002 election in Massachusetts changed the educational model for ELLs and required professional development training for teachers. The SEI professional development program is a one-size-fits-all model for teachers of ELLs. However, this generalized program lacks specificity or application to CTE classrooms. To compound matters, despite increasing ELL enrollment in Massachusetts, career and technical teachers struggle to educate this subset of students because of lacking the necessary pedagogical and methodological training to teach

ELLs. Therefore, the goal of this study was to explore the reflections and lived experiences of career and technical teachers contending with this precarious situation in Massachusetts.

CHAPTER TWO: LITERATURE REVIEW

This chapter presented the literature on SEI inception and an investigative timeline of the catalyst and subsequent events that contributed to the state of ELLs in a Massachusetts CTE secondary setting. This literature review includes the ELL impact at the federal and state levels, a historical account of sheltered instruction, the impact of increasing ELL enrollment, the efficacy of preservice teacher models, and the intersection of the theoretical framework of reflective practice with the professional development requirements for teaching ELLs in Massachusetts. These factors underwent analysis and synthesis to identify themes for this IPA study of career and technical teachers' reflections implementing a one-size-fits-all professional development model.

Conceptual/Theoretical Framework

The conceptual/theoretical framework was the guiding structure and backbone of the study (Bloomberg & Volpe, 2016). Often described as a map of the study development, the framework guides acquiring the research, supporting the methodology, collecting the data, and analyzing the content for synthesis and interpretation. Essentially, the framework is a critical component "formulated to explain, predict and understand the phenomenon" (Bloomberg & Volpe, 2016, p. 126). This study's theoretical framework consisted of Schön's (1987) reflective practice and practitioner theory and Dewey's (1933) gap practice theory, which intersected with the concepts of teacher reflection and decision-making in the classroom.

Reflective Practice and Practitioners

Reflection is a critical element of the scope of teachers' professional judgment when they consider their practices and acquired content knowledge (Mulryan-Kyne, 2020). According to Dewey (1933), reflection is a dynamic internal process that includes unique, personal principles

and preexisting knowledge and addresses those experiences with uncertainty before finding a resolution. Schön (1987) expanded upon Dewey's theory by adding the concepts of context and time. Schön further classified reflection while immersed in a situation as reflection on action and reflection in action, concepts which include reasoning and decision-making. Reflection on action occurs before an activity, and reflection in action happens while immersed in the activity. In this study, Schön's theories of reflection were conceptual frameworks used to focus on teacher preparation versus teachers in practice.

Students enrolled in teacher preparation programs learn the technical rationality of the profession, which consists of the academic skills needed for a profession. Teaching candidates reflect on action as they learn about and prepare for teaching and managing their planning, curriculum, instruction, and assessment outcomes. Reflection on action entails examining actions seen before or after the aforementioned activity. Reflection in action occurs during the teaching process itself in real time and requires more complex thinking and decision-making in the moment (Mulryan-Kyne, 2020).

Schön (1987) posited that a major challenge for teacher preparation programs is preparing teacher candidates for moments requiring unpredictable and unexpected decision-making. Reflection in action is an intangible skill best described as the art of the craft. In contrast, reflection on action is a more tangible skill that includes the science, or academic basis, of the profession. An individual can learn the technical rationality or science of teaching; however, the art of teaching is a skill acquired with both time and experience. Thus, educators should strive to embody and practice both forms of reflective practice.

The goal of the mandated one-size-fits-all SEI professional development model is to prepare educators to teach ELLs. However, the program's curriculum has limited scope for

teaching ELLs in the classroom. The curriculum provides for reflection on action based on the presented research and pedagogy; however, it lacks an extension or professional development opportunity for addressing the methodology and reflection in action for practitioners.

Theory Practice Gap

Schön's theories of the reflective practitioner align with the secondary theoretical framework used in this study to explore the ongoing and recurring challenges of preparing teacher candidates for employment. Addressing these challenges entails confronting and mitigating the theory-practice gap (DeConinck et al., 2019). The theory-practice gap occurs when novice teaching candidates transition from students in collegiate training to professional teachers employed to work in real classroom settings. The crux of this gap is the assumption that novice teachers automatically translate their mastery of pedagogy and methodology from the collegiate setting into applicable teaching practices in the field. Androusou and Tsfaos (2018) asserted that students enrolled in preservice teacher programs need a curriculum with professional agency and strong theoretical education to adequately prepare for the professional world of teaching. The current model for training career and technical educators in Massachusetts to teach ELLs contains only the mandated one-size-fits-all SEI professional development model. However, the model does not provide in-person practicum experiences or scaffolded support under the direction of trained teacher mentors. In addition, a gap in the literature exists on evaluating the importance of how teaching practitioners interpret and implement policy and professional development (Chang-Bacon, 2020).

The Review of Relevant Literature

The purpose of this literature review was to present a comprehensive body of research related to the topic under study. A literature review is a way to inform the reader about the

strengths and weaknesses of the literature as a whole (Rhoades, 2011). A literature review also

shows what scholars have studied and published in relation to the study topic. Therefore, this

literature review provides a historical account of the inception and evolution of sheltered

instruction in the United States. Additionally, the review addresses the intersection of SEI with

the career and technical model in Massachusetts and presents the legislation's impact on the

professional development requirements of teachers in the state.

The Inception of Sheltered Instruction in the United States

Markos and Himmel (2016) provided a timeline of the evolution of sheltered instruction

in the United States. English learners began entering U.S. public schools at increasing rates

during the 1970s. Educators began to design coursework and curricula to support a linguistically

expansive pedagogy based on shifting student demographics. In the 1980s, educators began to

see the benefits of including English language development within grade-level curricula,

particularly for English learners. However, scholars expressed concerns about the equity of the

model due to its focus on students' language development rather than the time spent on academic

content. Academic content teachers began to collaborate with English as a second language

(ESL) teachers to develop a curriculum that included both English language development and

content instruction. Sheltered instruction is this integrated curriculum with both English language

development and academic content.

Practitioners have continued to revise sheltered instruction since the 1980s. However,

despite differing models of sheltered instruction, they have the same foundational attributes and

content and language objectives (Markos & Himmel, 2016). A strategy for making content

comprehensible for students consists of:

- Connecting students' backgrounds and prior knowledge to content areas concepts.

- Explicitly teaching content vocabulary, academic language, and language structures of the content area.

- Presenting cognitively demanding information and tasks in context-embedded ways (e.g., graphic organizers and visual representations).

- Using cooperative learning to facilitate content understanding and primary language development through language use.

- Using alternative assessments to accurately determine what students know about a content area, regardless of English proficiency level.

Markos and Himmel (2016) asserted that the goal of sheltered instruction is for students to simultaneously develop their proficiency in academic content and the English language. The researchers acknowledged that although many programs do not include native-language instruction, educators should continue to support students' native language development. In addition, Markos and Himmel asserted that students without beginning levels of English proficiency require "teachers who are prepared to teach both content and language" (p. 2). Thus, quality sheltered instruction is necessary based on a teacher's ability to provide instruction for academic content, language learning, second language acquisition, and students' cultures and communities. Analysis of Massachusetts' mandated one-size-fits-all SEI professional development model suggested that the program does not provide the skills needed to teach ELLs in a career and technical setting. Teachers required to provide sheltered instruction need comprehensive and job-embedded professional learning opportunities to explore and integrate instructional ideas (Short, 2013).

Adapting to Meet the Needs of an Increasing Student Enrollment

Approximately 25% of school-aged children are from immigrant families and speak languages other than English at home (Samson & Collins, 2012). Educators must adapt to meet the needs of shifting student demographics and increasing ELL student enrollment trends. Early predictions have also indicated that within the next several years, ELLs will comprise more than half of students attending public schools in the United States (Campbell, 2012). Therefore, ELLs may no longer be a small subgroup within a school community, as they could comprise more than half of a student body.

Kaplan (2016) indicated that incoming ELLs have complex needs, as they require more than just learning English and academic disciplines. Educators must educate the whole ELL child, who may need both social-emotional support and support for academic deficits. Therefore, preservice teacher programs must prepare these emerging student needs (Campbell, 2012).

The Intersection of Sheltered English Immersion and

Massachusetts' Career and Technical Model

Massachusetts has a unique career and technical education model for high school students ("Best of Both," 2015). Secondary CTE programs can vary across the nation based on the community resources available (Jones, 2016). Massachusetts has 26 regional career and technical schools. Most state CTE models have a regional composition, as several surrounding communities feed into the one local career and technical high school in the region. The schools provide services to students bussed in from surrounding communities who stay on campus full time to complete their academic and vocational coursework (Jones, 2016). The regional model predominately used in Massachusetts consists of scheduling students into traditional academic classes for full days, one week at a time. On alternate weeks, students participate in their career

and technical programs for full days, one week at a time. The schedule rotates in this fashion, with occasional variations, for the entire school year (Birmingham & Weld, 2019). In sum, students spend two weeks each month receiving both an academic and vocational education ("Best of Both," 2015).

Massachusetts career and technical schools are regional public systems. Therefore, they have the same state and federal accountability mandates as their comprehensive counterparts, also known as traditional high schools ("Accountability Report," 2019). Massachusetts career and technical teachers must follow the respective state frameworks, and students must participate in the MCAS exams as a competency determination requirement for graduation ("MA Grad Reports," 2019). Students must score proficiently in English, math, and science on each of these exams to become eligible for graduation. Similarly, regional career and technical systems must align with the minimum standards of the Massachusetts core requirements in their academic schedules. Thus, students must take the necessary number of units for each academic discipline each year ("MassCore," 2018). All Massachusetts public systems (including those serving special populations, such as ELLs; special education, and high-needs groups), regardless of model, must align with the state-mandated regulations.

Massachusetts' Vocational Technical Education Frameworks

Career and technical students in Massachusetts have a higher 4-year completion rate than their comprehensive counterparts (Dougherty, 2018). Dougherty (2018) asserted that students who participate in a strong career and technical program are significantly more likely to earn higher wages upon entering the workforce than their counterparts graduating from traditional high schools. Career and technical teachers use a project-based learning (PBL) model to provide students with real-world connections and applications (Connors, 2019). Career and technical

teachers also play an important role in preparing students for both postsecondary schooling and direct entry into the workforce ("Achieve," 2012).

According to the Massachusetts Department of Elementary and Secondary Education (DESE), the required curriculum frameworks include expectations for what public school students should comprehend and demonstrate at the end of each school year ("Massachusetts Learning Standards," n.d.-c). The goal of these frameworks was to standardize the academic content for all students statewide to ensure they receive an equitable education. Educators in Massachusetts must follow and implement the frameworks' standards in accordance with their teaching assignments. Academic curriculum frameworks are in place for kindergarten teachers through Grade 12; conversely, career and technical teachers have vocational-technical education (VTE) frameworks representative of their respective career areas. The frameworks present the necessary skill sets that students must attain to achieve competency and promotion in their selected fields.

Career and technical teachers must follow the required Massachusetts VTE frameworks providing the nuances of their trades and comprehensive curricula for student learning. The six VTE curriculum strands are:

1. Safety and Health Knowledge and Skills

2. Technical Knowledge and Skills

3. Embedded Academic Knowledge and Skills

4. Employability and Career Readiness Knowledge and Skills

5. Management and Entrepreneurship Knowledge and Skills

6. Technological Knowledge and Skills ("Massachusetts Learning Standards," n.d.-c).

The current Massachusetts VTE does not include standards for how career and technical teachers should educate ELLs. Strand 3: Embedded Academic Knowledge and Skills is the only standard focused on academic attainment, directing career and technical teachers to the general standards of academic practice. However, the framework does not include explicit verbiage for teaching literacy.

Massachusetts policymakers require that educators use the learning standards in conjunction with the state assessments to inform their instruction and support the individual learning styles of all students. However, the standards indicate that "learning standards are not classroom curriculum. Curriculum lesson plans, books, materials, and other resources are all selected locally by the school district or by individual teachers ("Massachusetts Learning Standards," n.d.-c). This directive indicates that the leaders of each school district must select their own professional development training and strategies for literacy and second language acquisition. Therefore, career and technical teachers must seek additional professional development for academic language development and second language acquisition to supplement what they learned from preservice training and VTE frameworks.

Gaps in Massachusetts' Career and Technical Licensure

Career and technical teachers in Massachusetts follow an alternative and specialized pathway to preservice teacher education and certification:

The basic requirements for [a] Preliminary Vocational Technical Education license are, possessing at least a high school diploma, having at least seven years in the field, holding state-level licensure or certification in the profession to be taught, if available, earning passing scores on the Vocational Subject Matter Test(s) and either the Vocational

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Technical Literacy Skills Test (VTLST) or the Communication and Literacy Skills Test.

("Alternative Routes," n.d., para. 8)

Career and technical teaching faculty commonly begin their teaching profession without post-secondary schooling in education, methodology, or pedagogy, moving into education directly from their fields. Thus, CTE educators often enter the classroom with limited pedagogical knowledge and experience of the basics of teaching. Career and technical teachers do not receive training on educating students with disabilities unless they enroll concurrently in afterschool or evening associate's or postbaccalaureate programs while teaching in a vocational-technical setting ("Occupational/Vocational," 2020).

The licensure pathway for career and technical teachers in Massachusetts does not provide training for second-language acquisition and culturally responsive education. Under the current system, a career and technical educator could teach for 2 years before receiving the training needed to support students from special populations in a culturally responsive setting ("Occupational/Vocational," 2020). The Massachusetts Alternative Pathways licensure for career and technical teachers and evening programs for occupational education do not support a culturally responsive curriculum.

Teachers employed in a career and technical system must hold state licensure ("Educator Licensure," 2020) and follow traditional pathways to licensure, such as through master's-level education. Career and technical teachers can also earn teacher status by following alternative pathways to licensure ("Alternative Routes," n.d.). Most begin their teaching careers before enrolling in preservice teacher programs, entering the classroom without postsecondary education and attending school in the afternoons or evenings to earn their degrees ("Occupational Vocational," 2020). However, research has shown that the existing preservice

CTE options have limited scope and have received few updates over the last several years ("Alternative Routes," n.d.). Therefore, many career and technical teachers in Massachusetts learn both the pedagogy and methodology of teaching while taking classes and working in a regional system.

Implications of Question #2 in Massachusetts

Before Question #2 in 2002, Massachusetts schools had to maintain and support a transitional bilingual education program for their districts when 20 or more enrolled students of the same native language could not succeed with schoolwork in English ("Massachusetts English," n.d.-c). The transitional bilingual education program mandates educators to teach all required courses in both English and the students' native language, as well as teach the history of the students' native culture in conjunction with the history and culture of the United States. Students in Massachusetts' transitional bilingual education program can stay in the program for 3 years or until they can perform successfully in English-only classes.

Johnson and Fine (2016) described the impact of unbalanced reporting and print media on the ballot initiative. Following the referendum, the media and its role in the election underwent scrutiny from experts in the field of bilingual education and second language acquisition. The researchers perceived a slant toward SEI over bilingual education, finding that prominent news outlets, such as *The Boston Globe*, provided unbalanced news as a means of public persuasion. Therefore, news providers intentionally omitted many individuals associated with bilingual education, teachers, and experts in second language acquisition during the campaign. The public failed to understand the real gravity of such legislation.

Conversely, those in favor of bilingual education argue against measuring achievement by students becoming academically successful in the English language. Research has shown that

students immersed in their languages of origin have lower levels of attainment than when educated in their home language and in English (McGee, 2012). In response to the Question #2 vote, research has shown that the most successful practice for ELLs is an "additive rather than subtractive responses to linguistic and cultural diversity significantly and positively affect ELL achievement and performance" (deJong, 2013, p. 43). Simply placing an ELL in a mainstream SEI model is counterintuitive to how ELLs acquire academic language. Regardless of prevailing public thought and opinion, professional development is an immediate and critical need, curriculum and instruction require a significant shift, and academic language acquisition is the responsibility of all educators state-wide.

The aftermath of the 2002 Vote

Since the 2002 ballot decision, Massachusetts has undergone several professional development shifts and requirements due to evolving state and federal policy. The 2012 RETELL initiative led to a shift in focus to educating ELLs in Massachusetts public schools. Massachusetts Governor Charles Baker signed the Language Opportunities for Our Kids (LOOK) Act into law in 2017 and added verbiage to the preexisting RETELL initiative on the regulations for schools and educators providing services to ELLs. Coupled with federal guidelines, such as the No Child Left Behind (NCLB) Act of 2002 and the Every Student Succeeds Act (ESSA) of 2015, the state mandates required school leaders and educators to adapt and shift to new state- and federal-government-mandated policy regulations, training, and professional development requirements.

The initial premise of the state and federal mandates was to support the education of ELLs. However, schools that examined the impact and implementation of the policies, funding, and preservice teacher education found that educators received few resources and little

applicable training for supporting ELLs (Horsford & Samson, 2013). deJong (2013) stated,

"Rather than specialist language teachers (English as a Second Language, bilingual teachers), [academic core teachers] are expected to work with English language learners (ELLs) in their classrooms" (p. 40). Voters and policymakers failed to see the true impact of these policies (Horsford & Samson, 2013). Massachusetts teachers, including career and technical teachers, connect the components and develop a comprehensive and linguistically rich education for ELLs. According to DeJong, "This reality has drawn attention to the quality and content of the teacher preparation for this group of ELL teachers" (p. 40). The consequences of this legislation fell directly on the schools, creating an urgent need to review and revise essential training to support both educators and ELLs.

Weaknesses Within the Current Professional Development Model

Research on the required SEI course discovered flaws in Massachusetts' state-required professional development model. The model's development did not occur with a specialized lens or focus on practical implementation (McGee, 2012). Bacon (2018) described the model as flawed in its approach to supporting both educators and ELLs because it does not address teachers' perceptions and ideologies of ELLs in the professional development curriculum. Bacon found that the state-required training is a mixed cohort model not tailored or customized to provide for the needs of the multitude of educational settings throughout Massachusetts. The current professional development model, now several iterations beyond the 2002 original, is a canned curriculum comprising a series of scripted after school courses for participants to take over a few months. The SEI professional development course taught only by approved DESE consultants contains, verbatim, the same PowerPoint presentations and accompanying materials

used for all SEI classes, regardless of grade level, content, ELL student population, and demographics ("Become a RETELL Provider," n.d.-a).

Summary

Many factors have contributed to the current circumstances of career and technical teachers of ELLs in Massachusetts. A trifecta has emerged from three major areas. Thematically, the intersection of inconsistent legislation, coupled with increasing ELL enrollment and flawed professional development within Massachusetts, has produced a precarious and challenging teaching environment.

The designers of preservice teacher programs have just begun developing curricula focused on this aspect of teaching. Thus, many teachers enter the field without the necessary training (Siwatu, 2011). However, existing preservice education programs do not provide incoming teachers with adequate preparation for many of the challenges they encounter in their beginning years (Coffey & Farinde-Wu, 2015). One of these challenges is inadequate preparation for utilizing the instructional strategies best suited for diverse classrooms. Thus, there is a need for additional studies, particularly on career and technical teachers of ELLs in Massachusetts, to fill in the gap in the literature (Wright-Maley & Green, 2015. The mandated one-size-fits-all SEI professional development model may not provide for the unique needs of the career and technical pedagogy and methodology.

CHAPTER THREE: METHODOLOGY

The IPA is a qualitative research design focused on participants' lived experiences, particularly how they make meaning of these experiences in relation to the collective phenomenon. According to Moustakas (1994), interpretative phenomenological discovery occurs from researching the participants' firsthand experiences. Creswell and Poth (2018) expanded upon this definition and noted that this type of study "describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon" (p. 75). A researcher who identifies a phenomenon as shared by the subjects of a group can gather data to elicit meaning from the participants' shared experiences related to this phenomenon. The phenomenon under study in this dissertation was career and technical teachers of ELLs in Massachusetts. The study showed how members of the collective group experienced the phenomenon, as described by the participants' firsthand reflections and experiences of the phenomenon (Creswell & Poth, 2018).

The IPA study provided me, as the primary researcher, the opportunity to connect with the participants who became part of the research process. Smith and Osborn (2003) described the nature of an IPA study as dynamic because the researchers directly embed themselves within the study process. Furthermore, "A two-stage interpretation process, or a double hermeneutic, is involved. The participants were trying to make sense of their world; the researcher is trying to make sense of the participants trying to make sense of their world" (Smith & Osborn, 2003, p. 53).

In alignment with the essence of the phenomenological approach, IPA researchers focused on understanding the participants' truth from their unique perspectives (Smith & Osborn, 2003). Thus, this qualitative study focused on career and technical teachers' reflections on their perceptions of and experiences in implementing Massachusetts's mandated one-size-fits-

all SEI professional development model. Massachusetts career and technical teachers must contend with a required, prescriptive curriculum for educating the ELLs in their vocational classrooms (Campbell, 2012).

<center>**Site Information and Population/Setting**</center>

This study occurred at a regional career and technical high school in an urban setting in Massachusetts. The high school provides services for approximately 800 students from several area communities. The ELL population has doubled to approximately 25% of the entire student body, increasing more than 12% over the past 3 years. Therefore, the student population represented a spectrum of English language ability (Sugarman & Geary, 2018). Massachusetts educators code ELLs based on their English language proficiency on the annual Assessing Comprehension and Communication in English State-to-State (ACCESS) exams ("ACCESS for ELLs," 2020). ELL Level 1 and Level 2 students, who require intensive language instruction in support of their second language acquisition, comprised 10% of the total ELL population at the study site ("Massachusetts School Profiles," 2020). The study site has shown a tremendous increase in students classified as Level 1 and Level 2 who require more intensive language-based interventions from staff.

As the primary researcher, I requested and received permission to access the study site via formal communication with the superintendent-director of the district. After receiving the district and the University of New England's approval, the recruitment process commenced. The potential participants received the recruitment notice with details on the study's mission and goal, logistics, and participant protection procedures via email. The interested participants responded to the inquiry via email and scheduled Zoom interviews over the next several weeks.

Participants/Sampling Method

The school under study had 37 certified career and technical teachers who taught in the school's 16 career and technical programs ("Massachusetts School Profiles," 2020). All 37 teachers had completed the required SEI professional development course and earned the required SEI endorsement for licensure. The study's inclusion criteria were active employment in an urban career and technical system as an assigned career and technical teacher, current licensure from the Massachusetts DESE in the respective technical area, completion of the DESE-sponsored SEI Professional Development Endorsement, and teaching ELLs enrolled in the career and technical program. This criterion aligned with the purpose of the study, which was to explore the reflections of career and technical teachers mandated to implement a one-size-fits-all SEI professional development model.

In this study, a purposive or judgment sample was the population used to collect and analyze the data of the participants' reflections of working with ELLs. Purposive or judgment sampling is a deliberate, nonprobability method used when the researcher has identified the necessary attributes and seeks participants able and willing to contribute their lived experiences and reflections (Etikan, 2016). Additionally, this sampling method requires individuals well-versed and knowledgeable of the phenomenon or unique element under study.

An adequate sample for data and thematic saturation via interviews and in-depth analysis ranges in size between three to 16 participants for a single study (Robinson, 2014). Robinson (2014) asserted that "this sample size range provides scope for developing cross-case generalities, while preventing the researcher being bogged down in data, and permitting individuals within the sample to be given a defined identity" (p. 6). Thus, the goal was to recruit four to six participants for this study.

Instrumentation and Data Collection

The data collection consisted of semi-structured interviews, each lasting approximately 45 to 60 minutes. Interview scheduling was in consideration of participants' comfort. The participants could engage in their interviews via telephone or Zoom or in person at a conference room at the study site, a confidential, secure location with a separate lock. The participants knew they might receive a request for a follow-up interview that would last no more than 30 minutes.

Each participant received a consent form prior to the interview. The consent form presented the purpose of the interview, the data collection and analysis process, and the participants' rights during the study. The participants had the consent form read aloud to them and then signed it to acknowledge consent. All participants knew they could withdraw from the study at any time.

The participants chose pseudonyms for themselves at the beginning of their interviews to ensure confidentiality and anonymity throughout the process. The participants received their interview transcripts to review, retract, or withdraw information. In addition, they were aware that participating did not put them at risk of harm.

Semi-structured interviewing was the tool used to gather data from each participant. Moustakas (1994) recommended asking the participants broad questions as it relates to the qualitative phenomenological method. Therefore, the participants in this study provided detailed answers to broad questions about their reflections on the phenomenon and its influences on their experiences. Although the data collection process could have included other forms of data, such as written works, the purpose of this methodology and field design is to obtain participants' descriptions of their lived experiences with and reflections of the phenomenon (Creswell & Poth, 2018).

The participants consented to have their interviews audio-recorded within the Zoom platform. The Research Electronic Data Capture (REDCap) supported by the University of New England was appropriate to store the interview content, which remained secure on a password-protected file on my personal computer. After the interview process, the compiled cumulative data underwent hand transcription and subsequent analysis to identify common themes and recurring categories. This process, also known as horizontalization, produced the clusters of meaning used to create themes based on significant statements (Creswell & Poth, 2018). All participants received their interview transcripts and could adjust as needed in a process known as member checking.

Cohen and Crabtree (2006) stressed the importance of member checking, as it provides both the researcher and the participant with the opportunity to understand, verify, and confirm the recorded data. Additionally, the process enabled participants to change or update the information in the transcripts. Member checking also provided the opportunity to discuss the data and summarize and draw conclusions of the various findings. Member checking with each participant entailed conducting a full transcript review after the data collection and analysis phases (Creswell & Miller, 2000).

Data Analysis

Following the collection and compilation of data in REDCap, a series of action steps occurred to process the acquired content. Topically, I moved the data from individual and shared experiences to a streamlined and narrowed set of descriptive themes derived from the participants' points of view (Smith et al., 2012). The steps included reading and reviewing the original transcripts, notating the transcripts, focusing on emerging themes, connecting themes

and patterns, and finalizing an interpretation (Smith et al., 2012). The participants had the opportunity to review and correct their data at any time.

Limitations and Delimitations of the Research Design

A study's limitations are the elements within the research design and methodology which may influence the researcher's interpretations of the data (Bloomberg & Volpe, 2016). Bloomberg and Volpe (2016) asserted that limitations are "the constraints regarding transferability, applications to practice, and/or utility of findings that are the result of the way in which you chose to design the study" (p. 164). Bloomberg and Volpe further indicated that "a key objective of the research process is not only to discover new knowledge but also to confront assumptions and explore the unknown" (p. 165).

Conceptually, the limitations of IPA are related to the subjectivity of the study (Bloomberg & Volpe, 2016). The IPA methodology focuses on the important and integral role of language, as language is one of the primary means by which participants relay their experiences (Willig, 2008). An IPA study aims to explore the participants' reflections of their lived experiences and not the opinions of either the participants or the researcher. Therefore, I acknowledged this limitation and collected descriptive, in-depth data and thorough verbiage from the participants (Tuffour, 2017). Addressing this limitation consisted of probing the participants to understand the contexts of the contributing conditions to these experiences.

It was also necessary to acknowledge the limitations that could have occurred during the sampling and data collection processes. In addition, unintentional biases could have existed during the interview, survey, or questionnaire process (Bloomberg & Volpe, 2016). Therefore, this study included a plan to address these challenges if they arose during data analysis. The study presented recommendations for further research after the data collection and analysis

processes. Mitigating bias throughout this study required producing findings available and beneficial to all those interested in the reflections of career and technical teachers implementing the mandated one-size-fits-all SEI professional development model in Massachusetts.

Additionally, I disclosed that I worked at the research study site at the time of the study but did not serve in any leadership or supervisory capacity over the participants. I also did not benefit financially from this study and had no affiliation or connection to the Massachusetts DESE or any other federal or state governing body connected to the development of SEI legislation or practices.

Trustworthiness

Trustworthiness, or rigor, comprises the consistency and accuracy of analyzing a well-developed, high-quality study's data, meanings, interpretations, and methods. As the primary researcher, I established protocols and procedures throughout the study to ensure that scholars could accept the findings as sound, thorough, authentic, and comprehensive (Connelly, 2016). Data collection and analysis occurred with all the required procedural safeguards. The semi-structured interview format provided some flexibility in data collection. All participants' information remained confidential.

Member checking occurred after data collection so the participants could verify the accuracy and transparency of their transcripts. I destroyed the transcripts at the end of the study. All participants received their interview transcripts to review for the accuracy and clarity of their responses. According to Bloomberg and Volpe (2016), "As a further indication of validity, where possible, researchers should document feedback on their interpretation of the data from the study participants" (p. 159). The member checking process was a built-in safeguard to ensure the data

were accurate and the transcripts accurately represented the participants' voices, experiences, and perceptions.

Credibility

The principle of credibility consists of the accurate representation of the participants' thoughts, descriptions, lived experiences, and reflections (Bloomberg & Volpe, 2016). Credibility requires a researcher to present the potential for personal bias, show a vested interest through regular engagement and commitment with the study and its participants, utilize multiple data points and cross-check the validity of each source, triangulate the data for accuracy, reveal discrepancies in the findings, and consult with colleagues and peers to cross-check and validate the process (Creswell & Miller, 2000). Ensuring the credibility of this study's results consisted of employing this process to confirm the accuracy of an agreement between the data and the participants' verbiage (Birt et al., 2016). Following data analysis, all participants were able to engage in member checking. This process was also a means to maintain the confidentiality and accuracy of the study.

Transferability

Transferability, another principle of trustworthiness, consists of how well other scholars can apply the findings of a study to other settings and contexts (Bloomberg & Volpe, 2016). Transferability occurs when a researcher uses rich language and in-depth descriptions to document the participants' lived experiences and engagement with the phenomenon of the study (Creswell & Miller, 2000. Achieving transferability in this study consisted of providing robust and detailed accounts of the participants' contexts and backgrounds and the phenomenon under study (Bloomberg & Volpe, 2016). Sullivan and Forrester (2019a) encouraged researchers to include long, direct quotes to paint vivid pictures of participants' unique experiences and

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perceptions. In this study, the follow-up questions to the semi-structured interviews were another way to capture rich details as the participants described their perceptions and experiences. Researchers can ensure the thoroughness of the details by applying the findings in other settings.

Dependability

Dependability is the procedure used to track the research processes and procedures (Bloomberg & Volpe, 2016). This study presented a detailed and thorough description of the strategies used to collect and analyze data. Creswell and Miller (2000) suggested having an outsider audit and track the processes and procedures used to obtain data. Thus, this study included creating a system for others to access if they wanted data beyond that included in Chapter 3. Additionally, several colleagues assisted with the coding process of each participant's interview, "thereby establishing inter-rater reliability" (Bloomberg & Volpe, 2016, p. 163). This process commenced to eliminate bias in data collection and analysis.

Confirmability

Confirmability is the assurance that a researcher has based the findings and analysis of a study upon the participants' reflections and personal biases ("Statistics Solutions," 2020). This study's strategies used to attain confirmability included creating a trackable audit and engaging in reflexivity and bracketing. Reflexivity is the conscious attitude a researcher adopts while participating in all aspects of the study's process and design. Therefore, reflexivity in this study meant taking a deep and reflective look at my background, opinions, potential biases, and positions as they related to the study's topic, chosen methodology, and means for collecting data (Creswell & Miller, 2020).

In this study, bracketing and reflective journaling occurred to track personal thoughts and ideas throughout the study ("Statistics Solutions," 2020). The process of bracketing throughout

data collection and analysis was a way to set aside personal biases, opinions, preconceived notions, and experiences to see, hear, and absorb the real data presented by the participants (Creswell & Miller, 2000). In addition, bracketing and reflective journaling allowed me to document these experiences throughout the data collection and analysis stages. These additional measures helped ensure the study's quality and validity (Vicary et al., 2017). Conducting this study required acknowledging the limitations initially and throughout the research process and using strategies to address and mitigate any limitations that could have arisen during the study.

Ethical Issues in the Study

Researchers must use ethical practices throughout the study (Smith et al., 2012). A researcher must approach a study recognizing they must minimize any harm to the participants. More specific to the IPA design, conducting this study required obtaining informed consent from each participant. Informed consent is a way to establish transparency between the researcher and the participants to ensure they are aware of expected or unexpected outcomes, the risks of participation, and the topics covered in the study.

Confidentiality includes ensuring the anonymity of those involved. To maintain confidentiality, the participants chose unique pseudonyms at the beginning of their interviews. Additionally, they could have withdrawn from the study at any time (Smith et al., 2012). I thoroughly and comprehensively planned all aspects of the participants' experiences before collecting and analyzing data. Gaining informed consent, maintaining anonymity with pseudonyms; allowing the participants to withdraw; presenting an extensive overview of the study, including any risks, and providing additional support were the actions taken to focus on doing no harm to the participants.

Conflict of Interest

Mitigating bias required making the findings of this study available to those interested in the reflections of career and technical teachers implementing the mandated one-size-fits-all SEI professional development model in Massachusetts. Additionally, I disclosed that while I worked at the study site at the time of the study, I did not serve in any management or administrative capacity over the participants. Also, I did not benefit financially from this study and no connection to the Massachusetts DESE or any other federal or state governing body connected to the development of SEI legislation or practices.

Summary

This IPA study focused on career and technical teachers' reflections on their experiences implementing the Massachusetts's mandated one-size-fits-all SEI professional development model. The study was a means to explore the participants' reflections of how they managed to educate ELLs and experienced the phenomenon of implementing the mandated and prescriptive professional development model.

Data collection for this qualitative study was through semi structured interviews, which occurred in conjunction with best practices for ensuring consent, confidentiality, and the ability to withdraw from the study at any time (Creswell & Miller, 2000). There was a commitment to completing a study that caused no harm to participants. Transparency included disclosing potential limitations.

As the researcher, I understood the importance of recognizing my biases; therefore, I reflected on the participants' voices and captured their lived experiences outside of my own. If any limitations, biases, or conflicts of interest had occurred, I would have made those known and immediately developed a plan to mitigate them. Lastly, member checking commenced after the

data collection and analysis phase to ensure the confirmability, validity, and transferability of the findings. The data underwent transcription, coding, and analysis to identify the key themes related to the participants' lived experiences of this phenomenon.

CHAPTER FOUR: RESULTS

The purpose of this IPA study was to examine career and technical teachers' reflections of the mandated one-size-fits-all SEI professional development model in Massachusetts. The required SEI professional development model may not provide for the pedagogical needs of career and technical teachers in Massachusetts (Many et al., 2009). The study's guiding research question was, "What are career and technical teachers' reflections of their perceptions and experiences of implementing the prescribed pedagogy as part of the mandated one-size-fits-all SEI professional development model in Massachusetts?"

IPA was the strategy of inquiry used to capture the reflections and lived experiences of the participants, specifically how they made meaning of their experiences related to the collective phenomenon. The IPA approach fulfilled the purpose of this research because it provided the opportunity to directly connect with the participants, allowing them to become a part of the research process. Smith and Osborn (2003) affirmed the dynamic nature of a qualitative IPA study and described the process as double hermeneutic. The first part of the process explores how participants made meaning of their lived experiences; the second part entails the researcher making meaning of the participants' accounts of their lived experiences.

Five participants from four career and technical programs participated in the study. After the interview and data collection process, I performed a series of steps to familiarize myself with the data (Smith et al., 2012). Several readings of the interviews occurred to identify the repetition of words and themes and compare the responses between each participant and each interview question (Sullivan & Forrester, 2019a).

Analysis Method

Topically, I moved the data from individual and unique shared experiences to a streamlined and narrowed set of descriptive themes derived from the participants' points of view (Smith et al., 2012)**.** Microsoft Word was the tool used to merge each interview into a two-column document and code the data by hand for overarching themes and subthemes (Sullivan & Forrester, 2019a). After this exercise, I compiled the notes into one master sheet to document the themes and subthemes, the repetition of words, and overlapping areas, condensing the data from 280 to 17 pages. I used font colors to color-code major themes and subthemes as they emerged and highlighted the commonalities between each participant. The analysis of an IPA study is an "iterative and inductive cycle" (Smith, 2007). Smith et al. (2012) suggested that a novice researcher complete data analysis by hand, if possible.

After the data collection and analysis phases, member checking was a means to ensure validity and transferability. Transcription, coding, and data analysis occurred to find key themes related to the participants' experiences. Additional notations included the possible impacts to the participants to capture their lived experiences of teaching ELLs in a career and technical setting (Sullivan & Forrester, 2019a).
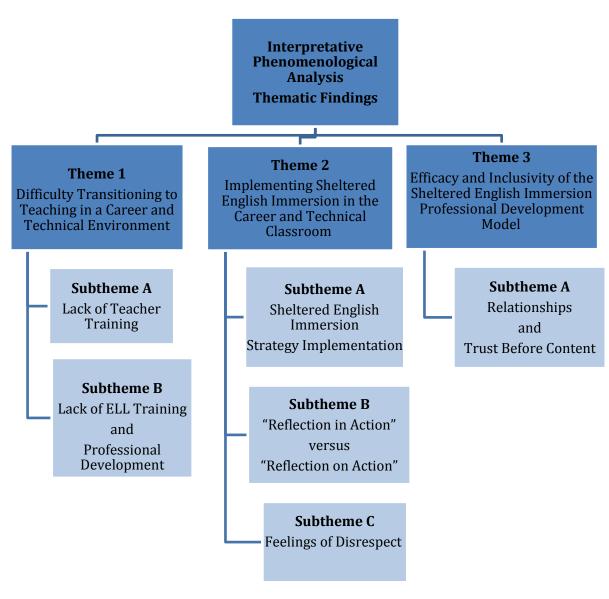
Presentation of Results and Findings

Three major themes and six sub themes emerged from the data during the analysis process. The themes and subthemes provided a rich understanding of and insight into the participants' lived experiences and reflections. The major themes and sub themes appeared from the commonality and saturation of words. In addition, the repeated phrases and concepts connected each participant to one another and the overarching themes and key findings (King & Horrocks, 2010). The three major themes and six subthemes were as follows: (1) difficulty

transitioning to teaching in a CTE, with the sub themes of (a) a lack of teacher training and preparation and (b) a lack of ELL training and preparation; (2) implementing SEI strategies in a career and technical classroom, with the sub themes of (a) SEI strategy implementation, (b) reflection in action versus reflection on action, and (c) feelings of disrespect; and (3) efficacy and inclusivity of SEI as a professional development model, with the subtheme of relationship and trust over content. Figure 1 shows the themes and subthemes and its connection to the study.

Figure 1

Themes and Subthemes Summary

Difficulty Transitioning to Teaching in a Career and Technical Environment

In the first part of their interviews, participants reflected on their experiences and perceptions of their transition to teaching in a career and technical setting. All five participants described their initial transition into teaching as very difficult because they lacked teacher training and preparation. For example, Participant A stated, "The transition to teaching was not only difficult—it was painful. I had zero teacher training." Participant B said, "It was very hard, and I was overwhelmed [because] I was not prepared for this. I relied heavily on my colleagues for support." Both Participant C and Participant D shared similar statements, describing the transition as "abrupt," "jarring," and "insane." Similarly, Participant E said, "I wasn't prepared at all for this transition." All participants described their transition as difficult due to "a lack of adequate preparation and training for the field of education."

The participants noted that once they began working at the study site, they immediately assumed a caseload of ELLs requiring specialized instruction. When asked about their teacher training and preparation specific to teaching ELLs, all five participants reported that "they did not have the tools or skill sets needed to teach this subset of students." Participant A stated, "I had no ELL training when I started. I relied on the ESL teacher to help me with translations and calling parents." Participant C said, "With some of our trades, you don't need a degree to teach. We don't have any background in this. Some of these [CTE teachers] only have a high school diploma." Participant E said, "the language barrier and cultural differences were the biggest challenges" in his first year with ELLs.

The participants described their transition to teaching as very difficult. In addition, they encountered compounded difficulties as new teachers when faced with teaching ELLs. Not only

did they lack the skills needed to teach, but they also had to provide for a specialized population of students who required additional support.

Implementing Sheltered English Immersion Strategies

in the Career and Technical Environment

In the second portion of their interviews, all five participants reflected on their lived experiences and perceptions of trying to implement the SEI strategies of the professional development model. Thematically, they identified this experience as causing them to feel overwhelmed and unprepared. The five participants felt "overwhelmed" by teaching in general and shared that the specialized instruction needed to work with ELLs was "not part of their repertoire." The participants reported that a "lack of preparation for this subset of students left them with no support" in the career and technical setting.

All the participants described the nuances of their career and technical program as "incompatible with the traditional classroom model presented in the state-mandated SEI professional model." SEI professional development assumes that all teachers instruct in a traditional classroom setting with a board and desks in rows or groups. None of the participants were classroom-based educators, as they taught "live on the floor" with their students (e.g., in a culinary restaurant, cosmetology salon, or auto body shop) or in an active job site (e.g., a landscaping project or at a carpentry house building site). The participants displayed a shared frustration in describing how the mandated professional development model "did not represent their work, teaching practices, or daily environment."

When asked about implementing the strategies provided in the SEI professional development, Participant A shared his frustration with his experience, stating,

The SEI [professional development] didn't give me any real strategies. They talked about grouping kids where they sit. We don't sit. It was fluff. I didn't go to college, [and] it just seemed like a waste of my time. There was only one CTE video from a culinary arts program.

I need help with teaching kids technical jargon so they can pass national exams. You can't design vocational PD and use [it] in an academic setting. I didn't go to college, [so] I don't know what this means. A lot of it was gibberish. We did it to check the box, [but clearly] the PD was designed by a person who never worked in a shop. Look at your audience—the same blanket for everyone doesn't work. It's offensive.

Participant B shared similar sentiments of frustration, saying, "The SEI training and strategies are for academics and not for trades on the floor. I am constantly repeating myself, [and] it takes a lot of patience and deep breaths."

Participant C expanded on his frustration, stating,

Our program is very different from other shops, never mind academics. We took the PD and tried to adapt it. Our teaching [occurs] outside, in the field. I am not inside writing on a board. A lot of [the professional development] doesn't apply. The SEI was a lot of work for a little payoff. It's checking a box for the state.

The participants reflected on their perceptions and experiences trying to incorporate SEI strategies into their daily lesson plans. The consensus among all five was that they were "not prepared for this population of students" because of the "nuances and complexities of teaching and learning in a career and technical setting." In addition, all participants indicated finding it "very difficult to both instructionally plan [reflection on action] and then adapt [reflection in action] to the needs of their ELL students" while teaching live and in the moment.

The findings showed that many of the challenges career and technical teachers faced were due to the unpredictability of their learning environments. The participants discussed "struggles with live teaching moments," which they described as unpredictable when teaching ELLs. The participants said they "tried to prepare for many scenarios" during live instruction and had to "be poised to make quick decisions when faced with an unexpected language barrier."

For example, Participant E stated,

A lot of my teaching is on the job site. I use Google Translate and other apps to communicate in the field. Students also help me translate. It is hard to prepare for my lessons. I struggle with live, in-the-moment teaching and being able to communicate. I don't have a classroom or a textbook. Sometimes, I will stop and take a piece of plywood and start drawing [on it] if I see the kids need something. I have to always be thinking off the cuff.

Similarly, Participant A said he did "not utilize an indoor classroom environment for teaching." He had "little support for his career and technical area when teaching ELLs" and that "it was difficult to prepare for the unexpected and unanticipated needs of my ELLs while in the moment." Participant C had similar experiences and said,

I can't always prepare for a lesson because you never know what will come up on the job site. Some things I cannot control, and if [the students] don't get it one day, it's okay; there is tomorrow. I have set plans and have to adjust a lot.

All the participants described how they felt overwhelmed by the strategies presented in the SEI professional development model. The consensus was that they would have benefited from a tailored curriculum representative of their fields earlier in their teaching careers. The consensus was also that career and technical education remained an "afterthought" for state

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policymakers. All five participants said they felt "disrespected," "unacknowledged," and "insignificant." Thematically, the participants did not feel heard or represented in training as their peers at the elementary and secondary level in a traditional classroom-based setting.

Participant A stated, "We aren't acknowledged or recognized by the state. They're not going to design a [professional development] specifically for us." Similarly, Participant C said, "It was clear that we are an afterthought. Their [professional development] wasn't differentiated. I need real hands-on strategies and techniques." Participant E remarked, "We were the last to be added to the required training, and there was only one video from a career and technical program. They are just checking the box for us."

Efficacy and Inclusivity of S.E.I as a Professional Development Model

The participants described their unique perceptions and experiences of the efficacy and inclusivity of the SEI professional development model. Thematically, all five found the SEI model's academic focus was irrelevant to and unreflective of their career and technical fields. Participant E expressed frustration, saying,

> I am not in a classroom space. The videos and strategies [of the professional development] don't relate. It's a lot of classroom stuff for elementary students, like writing vocabulary words on the board and repeating them four times. I can't picture my high school students doing this.

Similarly, Participant D stated, "We don't use a textbook. The academic teachers learn this stuff in college."

The participants described their most effective strategies for working with ELLs. All five mentioned the teaching practice of pairing a visual model or photo with a verbal explanation. Participant B said, "I rely on visuals. I pair a word with a visual or demonstration, and the

students help translate to the other students. The kids get a handout and a visual." Participant D stated, "I try to always use visuals for my demonstrations. I am not in a classroom setting. And then afterward, when needed, the [ELLs] can translate [the material] for one another." Similarly, Participant C said, "I mostly use other [ELLs] to help me translate [for] the newcomer students. The students do a lot of observing and translating for each other."

Reflecting on the strategies they considered the most successful for engaging ELLs, all participants highlighted the "importance of relationships and trust when supporting [ELLs]." They described the importance "of building a rapport" with ELLs "before attempting to introduce content and learning objectives." All participants spoke about receiving ongoing support from their teacher teams and colleagues and emphasized the importance of "fostering relationships and chemistry" when building positive and safe environments for ELLs. For example, Participant A said,

> I learned to make connections with my ELLs using food and their culture. Over time, they learned to trust me and come along. You need to make connections [with] their lives [and] learn some of their language and their culture. The word got out about my program in the community, and many students from Brazil are now drawn to this program. You get them to buy in first, [and] then you can teach them.
>
> Some of these kids have horrible lives. We [career and technical teachers] spend more time with these kids than their own families do. We buy them clothes and food.
>
> The success of my program comes from the relationships we build with our ELLs. I have a good team of partners with me. We have fun, and we care about our kids. The chemistry of the staff is paramount. They are my lifelong friends.

Participant B said the "success of my program comes from her teacher team" and the "culture that they have created for their ELL students." She stated, "Our students trust us and form a connection with us. We see building these relationships as critical to changing the trajectory of someone's life." Participant C described his teacher team as successful because they took a united approach to working with their students. He stated,

Building a rapport with students is critical; if you get involved in their lives, it makes teaching easier. You can figure out the teaching part, but if you can't relate to kids, you can never be taught that. Relationships before content.

Similarly, Participant D said, "Building trust is so important. Without my teacher team, I wouldn't be able to do this. Our chemistry is very important. We are good friends and on the same page, thank God." Participant E stated,

My teacher team is highly effective. We definitely complement each other, even though we have taken on different roles. We have similar personalities and work to create a trusting culture and environment. My goal is to make students feel comfortable; it is so hard, but I love it.

All five participants theorized that they had succeeded in their career and technical areas because they prioritized building relationships before expecting ELLs to understand the content. The participants reflected on their experiences with the SEI professional development and what they considered helpful for students. However, they reported using successful strategies they had not learned from the SEI professional development model or courses on pedagogy or methodology. The participants reported a commitment to establishing trust and rapport with their students and colleagues, which enabled students to let their guard down and open up to learning. Summarizing the views of the five participants, Participant B said the most impactful component

of teaching ELLs "does not come from a textbook, but in developing who they are as a person and supporting their learning from a social-emotional standpoint."

Summary

The goal of this IPA study was to explore career and technical teachers' reflections of their perceptions and lived experiences of implementing the prescribed pedagogy of the mandated one-size-fits-all SEI professional development model in Massachusetts. The findings showed that participants did not feel prepared to teach upon entering the field of education, did not find the SEI strategies of the mandated model applicable and replicable, struggled to plan for teaching in an unpredictable and nontraditional classroom environment, and achieved success because of the relationships developed with students and co-teachers.

Thematically, the findings suggested that career and technical teachers need more instructional support when teaching ELLs. All five participants had similar experiences of entering the profession. They discussed the preparation gaps obstructing their ability to enter the profession with the necessary tools. Additionally, the participants' experiences with the mandated professional development model indicated a gap in the preexisting curriculum, which does not address the needs of career and technical teachers of ELLs. Finally, all participants reported that much of their teaching required preparing for multiple outcomes and scenarios because they did not engage in classroom-based teaching. Instead, they often teach live on the floor or at a job site. In addition, the five participants felt they had achieved success with ELLs because of the culture and student and staff relationships they worked to build, not because of any content they brought into the classroom.

CHAPTER FIVE: CONCLUSION

The purpose of this IPA study was to explore the career and technical teachers' reflections of the mandated one-size-fits-all SEI professional development model in Massachusetts. Schön's (1987) theory of reflective practitioners was the framework used to understand the participants' perceptions and experiences. Schön's framework of reflection in action and reflection on action provided a foundation for the research question and data collection and analysis processes. The research question for this study was, "What are career and technical teachers' reflections of their perceptions and experiences of implementing the prescribed pedagogy of the mandated one-size-fits-all SEI model in Massachusetts?"

In this qualitative study, the IPA design was the best approach used to guide the study's process and findings. This study was significant because there was minimal research on career and technical teachers who had minimal training to teach ELLs in a technical setting in Massachusetts. The mandated one-size-fits-all SEI professional development model cannot address the pedagogical needs of career and technical teachers in Massachusetts (Samson & Collins, 2012). The IPA method of inquiry provided the opportunity to explore and make sense of the career and technical teachers' experiences and perceptions of implementing the mandated one-size-fits-all professional development model for teaching ELLs.

The following three major themes and six sub themes emerged: (1) difficulty transitioning to teaching in a career and technical environment, with the sub themes of (a) a lack of teacher training and preparation and (b) a lack of ELL training and preparation; (2) implementing SEI strategies in a career and technical classroom, with the sub themes of (a) SEI strategy implementation, (b) reflection in action versus reflection on action, and (c) feelings of

disrespect; and (3) efficacy and inclusivity of SEI as a professional development model, with the subtheme of relationship and trust over the content.

Interpretation and Importance of Findings

Interpreting and developing a finding consists of making explicit connections between the evidence and verbiage from the data to ensure both clarity and transparency (Sullivan & Forrester, 2019a). Sullivan and Forrester (2019a) asserted, "Where possible, you should include some element of narrative, as giving a flavour of the participants' personal stories helps bring all types of qualitative analysis to life" (p. 330). Therefore, the presentation of findings included verbatim responses from the participants rather than individual words or repeated phrases. This study included longer direct quotes to provide a broader picture of participants' unique experiences and perceptions of teaching ELLs in a career and technical environment. According to Sullivan and Forrester,

> Be confident about including longer quotations. Presenting adequate material in such a way that readers can "judge it to have accurately represented the subject matter or to have clarified or expanded their appreciation and understanding of it" helps in creating resonance. (p. 330)

The findings of this study aligned with the notion that the SEI professional development is "notoriously disjointed and disconnected from teachers' practice, and still too often 'delivered' in infrequent workshops with little or no follow-up" (Borko, 2004, as cited in Lucas, 2013, p. 11). The SEI professional development curriculum has limited applicability to a career and technical program or related theory setting (Bacon, 2018). Thus, career and technical teachers must participate in training that does not reflect their fields or work experiences. The mandated professional development model lacks methodologies applicable to teaching ELLs in CTE

settings. Teaching in a multilingual setting requires a full complement of skills for language development and an overarching understanding of language and its diversity (Lopez & Santibanez, 2018). Thus, career and technical teachers could benefit from a tailored professional development model focused on the trade-specific vocabulary development of their daily teaching.

Some teaching faculty may find teaching vocabulary to ELLs challenging (Mofareh, 2016). Mofareh (2016) added that not all teaching faculty feel confident using the best practices needed for the curriculum, instruction, and assessment of vocabulary development. Teachers of ELLs may need additional content-specific professional development and ongoing mentoring to feel supported when teaching these objectives. In addition, pairing literacy development with academic content during the preservice teacher and professional development program could be a way to support targeted vocabulary instruction in the classroom (Leslie, 2011). However, the Massachusetts' current career and technical professional development curriculum does not address these topics within the course of study ("Occupational Vocational," 2020). This subset of faculty could benefit from a tailored professional development curriculum specific to their teaching and learning environments.

The findings of this study are significant because Massachusetts continues to have exponential growth in the enrollment of the ELL population ("Enrollment Data," n.d.-b). As ELL enrollment increases, so does the need to update the pedagogy and methodology for teachers of ELLs. It is necessary to adapt, evolve, and tailor preservice teacher programs and professional development to address the growing demands of ELLs, as identified by their teachers (Siwatu, 2011).

Career and technical school educators face a series of challenges. School accountability, as indicated by student achievement scores, is connected to the preparation and training of teachers. Career and technical school teachers may face disadvantages because they lack the necessary training. All Massachusetts schools must be accountable for the success of their students. However, career and technical schools in Massachusetts continue to lack government recognition and support, as evidenced by the mandated training from the state and federal government. Darling-Hammond et al. (2017) observed, "Professional development that focuses on teaching strategies associated with specific curriculum content supports teacher learning within their classroom contexts" (p. 2). In the current SEI professional development model, teachers have to figure out how to teach second language acquisition because they lack guidance and support from the state and federal government (Bacon, 2020). State and federal government officials must address this gap in training and adjust the professional development model to support this subset of faculty.

Implications

ELL achievement data continues to decline nationally; however, there have been no modifications to the current professional development model to address the needs of educators and ELLs in Massachusetts (Alford & Niño, 2011). Researchers have continued to find significant discrepancies between ELLs and non-ELLs. The development of a supportive curriculum should occur with a focus on vocabulary, including one's content area (Gibson, 2016). However, the existing SEI professional development model does not address or provide strategies for career and technical teachers' pedagogical and methodological needs. Until stakeholders and constituents challenge the Massachusetts RETELL initiative, which includes the mandate for this specific model, it will remain the only available professional development

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option for teachers of ELLs in Massachusetts. Without a changed professional development model, ELLs will continue to lag behind their English-speaking peers. Additionally, career and technical teachers may have to continue to teach ELLs without the preparation and skills needed to provide adequate instruction. The achievement data have shown the ineffectiveness of this initiative for ELLs and their teachers; however, this trend will remain unless educational stakeholders and lawmakers adopt a change (Alford & Niño, 2011). Massachusetts school leaders and educators remain accountable for student growth and progress and must answer for the decline in achievement, despite lacking adequate training to support their ELLs ("Accountability," 2019).

Recommendations for Action

Short (2013) encapsulated both the urgency and recommendation for action by outlining the challenges facing a new teacher of ELLs:

> Teachers new to the profession not only have to master teaching their subject matter but also have to learn how to manage the teaching and learning process, maintain classroom discipline while making lessons engaging to students, adjust to the culture of the school and deliver effective instruction to English learners This is akin to learning to fly an airplane while it is already in the air. (p. 119)

All novice teachers, especially career and technical teachers entering education, have significant pedagogical and methodological needs. Career and technical teachers will need a customized, hands-on, and robust professional development program that includes fieldwork and practice with instructional methods for boosting ELLs' academic language and second language acquisition (Harper & deJong, 2009).

One recommendation is to conduct a national review of preservice teacher programs and professional development models to ensure teaching candidates receive the necessary education for instructing ELLs (Samson & Collins, 2012). The national focus should focus on tailoring a curriculum that addresses the nuances of a career and technical environment. Cavazos et al. (2018) highlighted the importance of tailored, job-embedded professional development (JEPD) for teachers of ELLs. According to Cavazos et al., addressing and meeting the diverse needs of ELLs is highly challenging. Gaps in schooling and underlying learning needs that go unnoticed or undocumented because of language barriers present additional challenges to addressing ELLs' linguistic needs.

JEPD focused on content and provides active collaboration and support from a mentor. Therefore, JEPD is a strategy with high levels of success for improving teacher and student outcomes (Cavazos et al., 2018). Cavazos et al. (2018) stated,

> Future research is needed on other groups of teachers of [English learners], and in other contexts (additional urban districts, smaller districts) to determine how JEPD supports sustained teacher changes and how participation in JEPD in reading affects long-term student outcomes. Other contexts may include a smaller or larger school or a different type of bilingual program (e.g., one-way dual language). Different contexts provide a different set of instructional challenges for the providers of JEPD. It is important to study sustained instructional change over a longer period of time beyond an academic year. Additional research is needed with a larger sample size to assess the benefits of JEPD, and follow-up support with more participants. (p. 212)

The preliminary research is not uniform from state to state, nor is the current research expansive in-depth and breadth. State leaders must determine the requirements and criteria for

training teachers of ELLs in their states; therefore, a disconnect remains between legislation and implementation. A lack of continuity also exists from one state to another. A national review could provide a more meaningful look at what occurs in different states to compare the most effective models, practices, and strategies for educating ELLs.

Until lawmakers implement a federal mandate for one succinct model to regulate the policy and implementation of professional development for teaching ELLs, recommendations for action can only occur at the state level. As previously indicated, the RETELL initiative includes a mandate for educators to use Massachusetts's SEI professional development model. Communities, stakeholders, and constituents should challenge this initiative at the state level. With the support of the Massachusetts DESE, school staff should demand to be part of focus groups to analyze the implementation of the RETELL and the professional development model required of all teachers. K–12 educators across all disciplines and schools should have the opportunity to participate in revamping the existing professional development model so that it addresses their fields.

Short (2013) asserted that professional development is most effective when embedded into a job. Therefore, the professional development opportunities should reflect and be based on teachers' actual environments. Teachers should be able to see how they can apply their training to their unique learning environments.

Additional recommendations for further study include:

- Applying this study's design to other career and technical schools in Massachusetts and nationally.

- The creation of a working group to address the needs of CTE when designing professional development.

- The creation of a pilot program which will initiate a mentoring program for incoming career and technical teachers to be able to enhance the instruction for ELLs.

- To perform an audit of the current Massachusetts Vocational Administrators Association course programming and sequence to ensure that career and technical teachers receive support in the curriculum when faced with teaching ELLs.

- Researching the plausibility of returning to a bilingual model in Massachusetts.

Recommendations for Further Study

Although this research provided valuable insight into the problem under study, it did not produce results generalizable on a large scale. Therefore, a need exists for additional studies on the gap in the literature on career and technical teachers of ELLs mandated to implement a one-size-fits-all professional development model (deJong & Naranjo, 2019). The topic remains in its infancy and requires a more intensive review at local and national levels (Feiman-Nemser, 2018). According to Bacon (2020), future research should focus not only on skill development in teacher preparation programs but on the language ideologies of practitioners, especially as they relate to policy and reform.

Additional researchers could study:

- SEI programs, both statewide and nationally.

- Job-embedded professional development models, both statewide and nationally.

- Preservice teacher curriculum to provide a consistent methodology and pedagogy for supporting ELLs.

- States who have returned to a bilingual model and outcomes they have observed.

Conclusion

Educators in Massachusetts have more than one professional development model to fill the gap of what bilingual programs once provided. The 2002 vote indicated that all teachers have the responsibility to teach language to ELLs in Massachusetts. School leaders have invested significant funds into training and certifying teachers (Slama et al., 2015). However, despite changes in federal and state policy, the only modification to the preservice teacher model for career and technical teachers was an additional required professional development series on providing SEI to ELLs in vocational-technical programs ("Release of SEI Endorsement," 2018).

The goal of the SEI professional development program is to support teachers of ELLs; however, this generalized, one-size-fits-all model lacks specificity or applicability to career and technical classrooms. Therefore, career and technical teachers in Massachusetts need a customized and tailored professional development program reflecting their teaching environment and purviews. Massachusetts leaders should embed this model into the daily work of career and technical teachers to reflect their learning environments and present the pedagogy and methodology they need to address the unique needs of teaching and learning of ELLs.

Federal and state policy dictates the implementation of language-based professional development. Therefore, the individuals the most impacted by the policy should have the opportunity to participate in the initial policy and implementation development. Teachers who represent all areas across the state should be able to weigh in on the implementation, as they are the stakeholders most impacted by these initiatives.

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APPENDIX A: INTERVIEW PROTOCOL

Thank you for your voluntary participation today!

The purpose of this study is to highlight the reflections of career and technical teachers, with regard to your perceptions and experiences, when implementing the prescribed pedagogy as part of the mandated :one-size-fits-all" Sheltered English Immersion Professional Development model in Massachusetts.

As part of this study, all those participants involved, as well as the study site, will be kept strictly confidential. The content collected throughout the data collection process, coding, analysis, and subsequent writing will be kept within a password-protected file and laptop. Any hard copies of content will be stored in a locked cabinet at my home. Following the submission of this study, all materials will be destroyed. Additionally, I will be the only individual to have access to this content. Lastly, with your permission, you will be asked to choose a pseudonym of your choice to provide for an additional layer of anonymity throughout this process.

The interview will take approximately 45–60 minutes. You will be provided with a copy of your transcript following the data collection process with the ability to update, change, retract or add to the content. Additionally, you have the ability to withdraw from this study at any time.

I am now going to give you a copy of the consent form and am happy to read this aloud with you. Do you have any questions?

Do you have a pseudonym you would like to use? _____

Do I have your permission to record this interview using the REV app? This transcript will be available to you to review.

The questions are divided into themes. Each theme will be introduced to the participant prior to the next series of questions. I will also explain to the participant that I am happy to repeat, rephrase, or skip questions as needed.

Questions:

Transitioning to Teaching

1. Describe your transition from the field into teaching. What went well, and what was difficult about that transition?
2. Describe your training to become a teacher? What inspired you to make a career change?

Preparation for Teaching ELLs

3. Describe your training to become a teacher of ELLs.
4. How would you describe the SEI program as compared to other PD models?

Reflecting on Implementing SEI in the CTE Classroom

5. What aspects of teaching ELLS are most challenging in a CTE setting?
6. What strategies do you use for **instruction** of your ELLs?
7. What strategies do you use to **assess** your ELLs?
8. What strategies do you use for **general communication and relationship building** with your ELLs?
9. Of the strategies you just mentioned, which were acquired from the SEI PD? If not from the SEI PD, how did you develop those strategies?

Reflecting on the Efficacy of SEI

10. Reflecting on PD, what makes professional development effective, and what aspects of professional development are ineffective?
11. Reflecting on the SEI PD, what tools or strategies would have helped to prepare you to teach ELLs in a CTE setting?
12. Reflecting on your experiences implementing the SEI model, what aspects have been helpful, and what aspects do you wish you had more training on?
13. If you could serve on a committee to help redesign the SEI PD, what aspects should the committee include for new teachers in the field?
14. Is there any other information you'd like to add about the SEI PD that I did not already ask you about?

APPENDIX B: REQUESTING PERMISSION TO USE RESEARCH SITE

Superintendent

Dear Superintendent and Members of X Admin Team,

I am conducting research for my dissertation pursuant to earning a Doctorate of Education at the University of New England in Biddeford, Maine. I am seeking your permission to use your district as my research site.

My research is focused on the reflections of career and technical teachers with regard to their perceptions and experiences when implementing the prescribed pedagogy as part of the Massachusetts' mandated "one-size-fits-all" Sheltered English Immersion Professional Model.

The names of all participants, superintendents, districts, and schools collected for this study will remain confidential. At no time during the study process will any individuals, schools, or districts be identified. Additionally, no cost will be incurred by the teachers, the school, or the district.

Should you approve this request, please send your written permission on district letterhead. Attached you will find my study proposal.

If you have any questions, please do not hesitate to ask. I can be reached at xxx-xxx-xxxx or rswasey@une.edu. I thank you in advance and look forward to your reply.

Professionally,
Rebecca Nault Swasey
Doctoral Student
University of New England
rswasey@une.edu
xxx-xxx-xxxx

Principal

Dear Principal X,

I am conducting research for my dissertation pursuant to earning a Doctorate of Education at the University of New England in Biddeford, Maine. I am seeking your permission to use your district as my research site. I have had previous communication and approval from Superintendent X.

My research is focused on the reflections of career and technical teachers with regard to their perceptions and experiences when implementing the prescribed pedagogy as part of the Massachusetts mandated "one-size-fits-all" Sheltered English Immersion Professional Model.

Participation will consist of an initial interview of approximately 45–60 minutes and the potential for a follow-up interview which is expected to be approximately 15–30 minutes. All participants will be given the opportunity to review the findings before publication. Interviews will be conducted at the comfortability of the participant and will be conducted after contractual hours.

With your permission and support, I would like to begin recruiting teachers from your school, via email, within the next few days.

The names of all participants, superintendents, districts, and schools collected for this study will remain confidential. At no time during the study process will any individuals, schools, or districts be identified. Additionally, no cost will be incurred by the teachers, the school, or the district.

If you have any questions, please do not hesitate to ask. I can be reached at xxx-xxx-xxxx or rswasey@une.edu.

Regards,
Rebecca Nault Swasey
Doctoral Student
University of New England
rswasey@une.edu
xxx-xxx-xxxx

APPENDIX C: TEACHER RECRUITMENT

Dear Teacher X,

I am conducting research for my dissertation pursuant to earning a Doctorate of Education at the University of New England in Biddeford, Maine. I am seeking your permission to use your district as my research site. I have had previous communication and approval from your Administrative Team.

My research is focused on the reflections of career and technical teachers with regard to their perceptions and experiences when implementing the prescribed pedagogy as part of the Massachusetts mandated "one-size-fits-all" Sheltered English Immersion Professional Model.

The three criteria required for participation in this study are:

- Hold active Massachusetts' teaching license for a respective career and technical program.
- Participated and successfully completed mandated Sheltered English Immersion (SEI) professional development.
- Manage a caseload of English Language learners (ELLs).

Participation will consist of an initial interview of approximately 45–60 minutes and the potential for a follow-up interview which is expected to be approximately 15–30 minutes. All participants will be given the opportunity to review the findings before publication. Interviews will be conducted at your comfortability, whether it be in person, via phone, or Zoom.

The names of all participants, superintendents, districts, and schools collected for this study will remain confidential. At no time during the study process will any individuals, schools, or districts be identified. Additionally, no cost will be incurred by the teachers, the school, or the district.

If you are interested in sharing your reflections, experiences, and perceptions while implementing the SEI PD model, please contact me by replying to this email or calling me at xxx-xxx-xxxx.

If you have any questions, please do not hesitate to ask. I can be reached at xxx-xxx-xxxx or rswasey@une.edu.

Regards,
Rebecca Nault Swasey
Doctoral Student
University of New England
rswasey@une.edu
xxx-xxx-xxxx

UNIVERSITY OF NEW ENGLAND
CONSENT FOR PARTICIPATION IN RESEARCH

Project Title:

Sheltered English Immersion in Massachusetts:
Examining the Reflections of Career and Technical Teachers With Regard to
Their Perceptions and Experiences When Implementing the Mandated
"One-Size-Fits-All" Professional Development Model.

Principal Investigators:

Rebecca Nault Swasey

Introduction:

- Please read this consent form before we begin. If you wish, I am happy to read this form aloud to you while you follow along.
- The purpose of this consent form is to give you information about this research study, including your rights and protections.
- If you choose to continue with this study/process, your signature will confirm your voluntary participation. Additionally, you are encouraged to ask any questions now, during, or even after this research is complete.

Why is this research study being done?

The purpose of this interpretative phenomenological analysis study is to examine the reflections of career and technical teachers with regard to their perceptions and experiences when implementing the prescribed pedagogy as part of the mandated "one-size-fits-all" Sheltered English Immersion professional development model in Massachusetts.

Who will be in this study?

Participants Who:

- Hold an active Massachusetts teaching license for their respective career and technical program.
- Participated and successfully completed mandated Sheltered English Immersion (SEI) professional development.
- Manage a caseload of English language learners (ELLs).

What will I be asked to do?

Participants Will:

- Be asked a series of interview questions based upon your reflections, experiences, and perceptions when implementing the mandated Massachusetts' Sheltered English Immersion Professional Development Model.
- Your permission will be sought to choose a pseudonym for yourself.
- Your permission will be sought to record this interview using the Rev.com app.
- You will be asked to review the transcript following the interview, as well as after all of the data collection to ensure that I have captured your words accurately.
- This interview is anticipated to be 45–60 minutes in length. You may be asked for a follow-up interview of no more than 15–30 minutes.
- You also have the right to withdraw your participation at any time throughout the study.

What are the possible risks of taking part in this study?

There are no anticipated risks associated with participating in this study.

What are the possible benefits of taking part in this study?

This research is hoped to add to the existing literature and inform future policy changes at the state and federal level specific to supporting the professional development needs of Massachusetts' career and technical teachers of ELLs.

What will it cost me?

There are no costs associated with taking part in this study.

How will my privacy be protected?

- No participants, school staff, or the site will be named
- You will use a pseudonym for anonymity of your choosing.
- Additionally, all identifiable information will be removed.
- Schools and districts will be referred to as "the research site."
- All content will be stored within encrypted passwords (files/computer), and hard copies will be stored in a locked file cabinet.
- Any and all transcriptions and recordings will be destroyed following the study.
- Only the researcher's advisor and the IRB Committee at the University of New England have the right to access the data.

How will my data be kept confidential?

- You will be assigned a pseudonym of your choosing.
- The transcripts of your interview(s) will be stored within encrypted passwords (files/computer), and hard copies will be stored in a locked file cabinet.
- Following the conclusion of the study, all documents will be destroyed.

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.
- Your decision to participate will not affect your relationship with the school district.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate, there is no penalty to you, and you will not lose any benefits that you are otherwise entitled to receive.
- You are free to withdraw from this research study at any time, for any reason.
- If you choose to withdraw from the research, there will be no penalty to you, and you will not lose any benefits that you are otherwise entitled to receive.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.
- If you sustain an injury while participating in this study, your participation may be ended.

What other options do I have?

- You may choose not to participate.

Whom may I contact with questions?

- The researcher conducting this study is Rebecca Nault Swasey
    - For more information regarding this study, please contact me at rswasey@une.edu.
    - If you choose to participate in this research study and believe you may have suffered a research-related injury, please contact Deborah Jameson, Ph.D., Lead Advisor, at djameson1@une.edu or 207-221-4960.
- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board, at 207-221-4567 or irb@une.edu.

Will I receive a copy of this consent form?

- You will be given a copy of this consent form.

Participant's Statement

I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

Participant's signature or	Date
Legally authorized representative	

Printed name

Researcher's Statement

The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

Researcher's signature	Date

Printed name

APPENDIX E: IRB APPROVAL

UNE | UNIVERSITY OF NEW ENGLAND

Institutional Review Board
Mary DeSilva, Chair

Biddeford Campus
11 Hills Beach Road
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(207)602-2244 T
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Portland Campus
716 Stevens Avenue
Portland, ME 04103

To: Rebecca Swasey, M.Ed.

Cc: Deborah Jameson, Ph.D.

From: Brian Lynn, J.D.
                    Director of Research Integrity

Date: June 30, 2021

IRB Project # & Title: 0621-16; Sheltered English Immersion in Massachusetts: Examining the Reflections of Career and Technical Teachers with Regard to their Perceptions and Experiences When Implementing A Mandated 'One Size Fits All' Professional Development Model

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the above captioned project and has determined that the proposed research is exempt from IRB review and oversight as defined by 45 CFR 46.104(d)(2).

Additional IRB review and approval is not required for this protocol as submitted. If you wish to change your protocol at any time, including after any subsequent review by any other IRB, you must first submit the changes for review.

Best of luck with your research, please contact me at (207) 602-2244 or irb@une.edu with any questions or concerns.

Sincerely,

Brian Lynn, J.D.
Director of Research Integrity