2016

A Day in Their Shoes: Lived Experiences of Five Agricultural Education Teachers Working with English Learners

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Lived Experiences of Five Agricultural Education Teachers
Working with English Learners

by
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A dissertation submitted to the faculty of Bethel University
in partial fulfillment of the requirements for the degree of
Doctorate of Education

Saint Paul, Minnesota
2016

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Abstract

This dissertation took a phenomenological approach in order to take a deeper look into the experiences of five agricultural education teachers that taught English Learner (EL) students and factors that affected those experiences. Dunkin and Biddle's (1973) Teacher Model provided the conceptual framework and underpinnings for the literature review. The study identified a pilot study teacher with EL experience and 4 agricultural education teachers that taught agricultural education at schools with at least a 15% EL student population. The interviews were semi-structured in nature and each was audiotaped and later transcribed. Each of the transcribed interviews was coded. Through a reduction process, the list of initial codes combined into 10 main themes of the study. The conclusion of this study showed that 1) Building relationships is an important part of teaching EL students, 2) Agricultural education teachers could be better prepared to teach EL students, 3) Agriculture education teachers need to teach at a slower pace when EL students are present, 4) Agricultural education teachers' understanding of EL student's culture has an impact on their ability to teach the EL students, 5) Agricultural education teachers described teaching EL students as challenging, frustrating and/or stressful, 6) Agricultural education teacher's self-efficacy teaching EL students increased with time, 7) Agricultural education teachers need to be patient when working with EL students, 8) It was beneficial for agricultural education teachers to collaborate with an EL teacher, 9) Agricultural education teacher's formative experience affected their experiences teaching EL students and 10) Agricultural education teachers noted that mixed language level classes are difficult to teach.

Dedication

I dedicate this dissertation to my wonderful extended family. I am blessed beyond words!! I am part of a family that loves and serves the Lord. It is because of family's strong Christian roots that I am who I am today.

I dedicate this dissertation to my husband Roger, I want to thank you for all the "extras" you have done the past three years while I attended classes, completed assignments and worked on my dissertation. I love you very much.

I dedicate this dissertation to my three beautiful children, Cecilia, Sophia and Torgee!!! The three of you are the light of my life. You each are my inspiration and I love you to the moon and back!!! (Cece, thank you for proofing so many of my papers:)

I dedicate this dissertation to each of my siblings. Jayne thank you for always encouraging me and filling in for mom during the past two years. I appreciate the talks that occur on my way home from work. To Jimmy for being a wonderful brother and always thinking mom liked you more. I love you so much!! John, you are a blessing to this family. I love your smile and that you wave to everyone. A special dedication goes to my sister Jackie. You went home to be with Jesus way too soon. You were a great sister and are greatly missed.

I dedicate this dissertation to my mom and dad. Dad, thank you for instilling within me the love of agriculture. Mom, I miss you everyday. I am so blessed that God allowed me to be raised by such an honorable women of faith. I am so happy to know that you are with Jackie.

Lastly, I dedicate this to Jesus. You are the most important person in my life. You have filled my life with purpose, which is to share your love with others!!

Acknowledgement

First, I would like to acknowledge the many English Learners I have had the pleasure to teach in my agriculture classes. Your passion to learn inspired me to begin this journey. It was an honor to learn about your lives, families, and culture during our time together.

Second, the agricultural education teachers that participated in this study. I know you each have a passion and commitment to the field of agriculture and to the many students that enter your classroom each day. I know that you put forth extra time and effort to teach to the many levels of EL students in your classroom. Thank you.

Third, thank you to Dr. Craig Paulson and Bethel Faculty who presented me with important information about becoming an effective Educational Leader. I have learned so much in each of the doctoral classes. The program has provided me the skills to become a 21st Century educational leader. A special thank you to Mike Lindstrom for the words of encouragement and advice you provided to help me in the dissertation process.

Fourth, to Leanna Cernohous; thank you for providing an extra set of eyes during the coding process. You are an amazing agriculture teacher and a good friend.

Fifth, to Dr. Amy Smith and Dr. Tim Buttles, my committee members; I appreciate the time you both devoted to reading my paper and giving be valuable suggestions and encouragement. I hope that the results of this study can help prepare the up and coming agricultural educators to work with EL students.

Lastly, to Dr. Sarah; I want to thank you from the bottom of my heart for being my advisor. You are an amazing person. Every time we met, I was inspired and encouraged to continue working on what seemed like an endless process. But here we are, on the cusp of defense!! I believe that God brought us together for such a task as this! Thank you.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

When I first started teaching secondary agriculture in the late 1990s, I taught in a traditional rural agricultural community that consisted of predominantly white students who all spoke English. As I look back, this experience grounded me in the agricultural teaching profession as I learned teaching strategies enabling me to successfully work with students and community members. A few years later, I accepted a teaching position in a Midwestern urban school that was drastically different from the rural school. The population consisted of predominantly minority students with 50% of the student body being English Learners (EL), students whose first language is something other than English (Pettit, 2011).

One day while teaching one of my *Introduction to Agriculture* classes at the urban secondary school, I looked around room at the rich diversity within the classroom. As I surveyed the students, I started wondering about the many different cultural influences and experiences that were happening within my classroom. I then posed a question to the class. I asked the students with a show of hands how many different languages were represented in this particular class. Of the 25 students who were present, there were eight different languages spoken. Some of the students in my class spoke English as their first language. But of the students who spoke one of the seven languages besides English, their English levels were very basic, which added to the challenge of teaching the wide array of students within the classroom. Albeit demanding at times, the multi-language classroom added to the cultural richness that created the agriculture classes that I had the pleasure of working with every day.

Teaching agricultural content to EL students was often a challenge because of the language barrier. For example, one day I was teaching the concept of photosynthesis, which can be a hard concept for some students to master. I was circulating around the room to determine

how students were doing with their activity when I stopped to help a young female Asian student with the assignment. She happened to be a recent immigrant to the United States. She seemed to be struggling, so I began explaining to her how plants used the sunlight to make their own food. As I was trying to clarify this process to her, it became evident to me that she lacked understanding of the basic language needed to understand the concept. During our interaction, I discovered that she did not know the word *sun*. At this moment, and many others like it that I encountered during my classes, I would have to remind myself not to assume that EL students knew the basic words in English, let alone the academic language that I was using, which is why is it important to have the understanding and proper training to meet the needs of the growing EL population. I taught in this particular urban school for four years and experienced many challenges and successes with EL students. In fact, I enjoyed working with the EL students so much that I requested to teach sheltered agriculture classes that had only beginning EL students.

During the next summers, I attended three different *Curriculum for Agricultural Science Education* (CASE) Institutes. Agriculture teachers from around the United States were in attendance. During the CASE professional development, I met agriculture teachers who also had EL students in their programs. During one of the institutes, I met a teacher who taught at a school in Tennessee. The school was home to 1700 diverse students that represented 64 different countries and 39 different languages (Mosley & Lawrence, 2013). During the institute, we exchanged stories about our experiences working with diverse groups of students. Coincidently, months after the institutes, I read an article in the *Agricultural Education Magazine* that happened to be about this same teacher's experiences teaching agriculture in an urban setting. When asked about her most challenging aspect of teaching a diverse group of students she

replied, "The biggest challenge I face is the language barrier. Thankfully I have many students that are fluent in their native tongue as well as English" (Mosley & Lawrence, 2013, p.12).

Due to the culmination of my experiences teaching EL students and meeting agriculture teachers who have had similar experiences, I started wondering about other agriculture teacher's experiences teaching EL students and if the other agricultural education teachers have had similar experiences. It was a result of these experiences that provided the impetus to research this topic.

Background of the Study

Many changes have occurred in public schools during recent years. One of these notable changes is the increase of the diversity within the student population, which includes those students who are culturally and linguistically diverse (Durgunoglu & Hughes, 2010; Hollie, 2012; O'Neal, Ringler & Rodriguez, 2008; Samson & Collins, 2012; Talbert & Edwin 2008). Alston, English, Faulkner, Johnson, and Hilton (2008) define diversity as "those human qualities that are different from one's own and outside the groups to which one belongs" (p. 17). According to the National Center for Educational Statistics (2015), in 2012, 49% of the public school population was comprised of students of racial or ethnic minority groups and it is projected that by 2024 the percentage will increase to 54%. One reason for this demographic change is due to the continued rise in the number of immigrants within the schools. The United States has always been a country of immigrants. However, recently there has been a rapid increase of both ethnic and racial groups immigrating to the United States (Howard, 2010; Mather, 2009). "Over the next several decades, the relatively young age structure of the U.S. population, combined with high levels of immigration, will put the United States on a new demographic path, led by America's children" (Mather, 2009, p. 13). Immigration has an impact

13

on many different areas of American life, however the impact is felt the most in U.S. public schools (Banks & Banks, 2010).

Agricultural Education Goals

The National Strategic Plan and Action Agenda for Agricultural Education: Reinventing Agricultural Education by 2020 addressed the mission and goals of agricultural education. It states that, "Agricultural education envisions a world where all people value and understand the vital role of agriculture, food, fiber and natural resources systems in advancing personal and global well-being" (2000, p. 3). Furthermore, the mission states, "Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems" (p. 3).

As part of The National Strategic Plan and Action Agenda for Agricultural Education (2000), four goals were created in order to attain both the vision and the mission of agricultural education. The first goal states the need for, "An abundance of highly motivated, well-educated teachers in all disciplines, pre-kindergarten through adult, providing agriculture, food, fiber and natural resources systems education" (p. 4). The second goal emphasizes the importance of educating all students; "All students have access to seamless, lifelong instruction in agriculture, food, fiber and natural resources systems through a wide variety of delivery methods and educational settings" (p. 4). The third goal's aim is for all students to have knowledgeable conversations about agriculture. Finally, the last goal is geared toward the involvement of stakeholders to support and ensure the presence of agricultural education.

Along with the goals, there were objectives created to help meet each goal. One of the objectives aligned with goal one states agricultural education leaders should provide instruction that has been looked at, selected or modified according to the changing educational environment

as well as using the best suited technologies and strategies for that changed environment. Therefore, due to the increase in the population of diverse students within public schools, including linguistically diverse, agricultural educator leaders and agricultural educators themselves will need to consider the mission, goals, and objectives of the National Agricultural Education Strategic Plan.

Content Teachers Experiences with EL Students

Due to the increase in diversity, teachers are also experiencing an increase in the number of linguistically diverse students in their classroom (Batt, 2008; DelliCarpini & Alonso, 2014; Mather, 2009; O'Neal, Ringler & Rodriguez, 2008). In 2002-2003 there were 8.7% EL or 4. 1 million EL students enrolled in public schools. Ten years later in 2012-2013, the numbers increased to 9.2% or 4.4 million EL students, with the majority of EL students in public schools being Latino and the second being Asian (Mather, 2009). Due to this ever-increasing number of EL students in the classroom, the preparation or lack-there-of has become a focal point of concern given the unique characteristics of the EL students.

In a study conducted by Durgunoglu and Hughes (2010), researchers looked at teacher's self-efficacy, attitude, preparedness, and ability to teach isolated EL students in their classrooms. Results showed that pre-service teachers did not feel prepared to teach EL students and that it is important to sensitize pre-service teachers to cultural and linguistic differences. In another study, O'Neal, Ringler, and Rodriguez (2008) aimed to determine how prepared teachers were to teach EL students in their classroom. The results showed that teachers are not prepared, but were willing to participate in professional development to better serve the EL students.

Agricultural Education and Diversity

Many studies centered on diversity (Alston, English, Graham, Wakefield, & Farbotko, 2010; LaVergne, Elbert & Jones, 2011; Talbert & Edwin, 2008; Warren & Alston, 2007) have been conducted to explore the idea of diversity within the agricultural education classroom in order to shed light on the demographic change occurring within the student population. Alston, English, Graham, Wakefield, & Farbotko (2010) led a study to gauge the readiness of secondary agricultural education teachers in the United States to use inclusive learning environments as perceived by state agriculture directors and supervisors. Conclusions found that agricultural education teachers are prepared to teach certain populations, like female and socioeconomically disadvantaged, but may not be prepared to teach students who are religiously diverse, questioning gender identity, EL students and special education students. However, based on goal one of the *National Strategic Plan and Action Agenda for Agricultural Education* (2000), it is critical that agricultural education teachers are equipped to teach all students.

In yet another study, Talbert and Edwin (2008) looked at the degree in which agricultural educator teacher preparation programs are preparing their students to work with diverse students. Results showed that 57 of the 86 agricultural education teacher programs that responded provided instruction on diversity, multiculturalism, and pluralism from different university classes or by infusing diversity topics into agricultural education classes. However, they recommend that agricultural education teacher education students be provided diversity education that allows them to go beyond a knowledge level to a process level.

A study by Warren and Alston (2007) looked at the benefits, barriers, and possible ways to increase the diversity of students in the secondary agricultural classes in North Carolina. The results showed that pre-service teachers need more training to work with diverse students, that

veteran teachers need professional development on diversity and teachers should use curriculum that incorporates diversity.

Finally, a study by LaVergne, Elbert, and Jones (2011) examined agricultural education teachers' perceptions toward diversity inclusion in Texas schools. The results showed that teachers had positive perspectives of diversity inclusion in the agriculture classroom. However, it was also noted that most agricultural education teachers are not enrolling in diversity or multicultural education courses in their undergraduate program. The researchers suggest, due to change in demographics, that these courses need to be part of the undergraduate training of agricultural education teachers.

In all these research studies, the need for agricultural education teachers to be better versed in diversity education is evidently identified. Having said this, there remains an obvious deficiency of research centered on agricultural education teachers and their experiences with linguistically diverse (EL) students within the United States.

Therefore, this study seeks to address the paucity of research and get to the core of the matter by conducting a phenomenological qualitative study. This research took an in-depth look at the lived experiences of agricultural education teachers that teach EL students. This study stems from the recent increase of EL students within the United States' school system and the need for agricultural education to reach both culturally and linguistically diverse students.

Statement of the Problem

In classrooms across the United States, there has been a noticeable change in the number of students from diverse cultures including those that speak a native language other than English. Within the public school students in the United States, 25% of the children are from immigrant families (Mather, 2009; Samson & Collins, 2012). In addition, according to the National Center

for Educational Statistics (2015), during the 2012-2013 school year, 9.2 % of public school students were classified as EL. According to the Migration Policy Institute (2015) they reported a slightly higher K-12 EL population at 9.8%.

Within the United States, the states with the greatest number of EL students are California, Texas, Florida, New York, Illinois, and Arizona (Banks & Banks, 2010). However, nearly all states have been impacted by immigration and have had an increase in the number of EL students. In the 1990s, there was drastic immigrant growth in non-traditional areas. States such as Nevada, Colorado, Utah, Idaho, North Carolina, South Carolina, Georgia, Arizona, Tennessee, Kentucky, Minnesota, Nebraska, and Arkansas saw "more than double the nation's immigrant growth rate" (Singer, 2004, p. 5). Table 1 from the Migration Policy Institute (2015) shows the number of EL students in the 15 states with the highest EL populations.

Due to the increased number of EL students in schools, there are now teachers that specialize in teaching EL students. However, DelliCarpini and Alonso (2014) referenced a study by Dong (2002) that states that EL students typically spend 80% of their school day in mainstream classrooms. "… most mainstream classroom teachers are not sufficiently prepared to provide the types of assistance that ELs need to successfully meet this challenge" (Lucas, Villegas, & Freedson-Gonzalez, 2008, p. 1) even though most mainstream teachers have or will have EL students in their classrooms and therefore must be prepared (Samson & Collins, 2012). Consequently, due to the increase of diversity in culture and linguistics within the classroom, challenges for teachers can arise such as effective communication and adequate resources (Gandara, Maxwell-Jolly, & Discoll, 2005).

Table 1

Top 15 States with Highest ELL Student Enrollment in Public Schools, SY 2012-2013

State	ELL Enrollment	Total K-12 Enrollment	Share of ELLs among K-12 Students (%)
United States	4,851,527	49,474,030	9.8
California	1,521,772	6,213,194	24.5
Texas	773,732	5,077,507	15.2
Florida	277,802	2,692,143	10.3
New York	237,499	2,708,851	8.8
Illinois	190,172	2,055,502	9.3
Colorado	114,415	863,121	13.3
Washington	107,307	1,051,694	10.2
North Carolina	102,311	1,506,080	6.8
Virginia	99,897	1,263,660	7.9
Georgia	94,034	1,703,332	5.5
Arizona	91,382	1,087,697	8.4
Michigan	80,958	1,513,153	5.4
Nevada	77,559	445,017	17.4
Massachusetts	71,066	954,507	7.4
Minnesota	70,436	845,291	8.3

Notes: National ELL enrollment totals in this fact sheet do not include outlying territories such as Guam, American Samoa, the Marshall Islands, or Puerto Rico. The share of ELLs among K-12 students was calculated by dividing ELL enrollment by total K-12 enrollment for all states and nation. *Source:* MPI calculations are based on data obtained through the U.S. Department of Education, "ED Data Express Tool," http://eddataexpress.ed.gov/index.cfm. Data on total student enrollment derive from the Common Core of Data (CCD). Data on enrollment of ELL students by state derive from the Consolidated State Performance Reports (CSPR).

Used with permission from the Migration Policy Institute. *Ruiz Soto, A.G., Hooker, S., & Batalova, J.* (2015, June).

One such study conducted by Alston, English, Graham, Wakefield, and Farbotko (2010) questioned State Directors of Agricultural Education on how prepared secondary agricultural education teachers are to provide an all inclusive learning environment. Though the study considered many questions, one question asked in the study was how prepared secondary agricultural education teachers were to teach English as a Second Language (ESL) students. The results showed that agricultural education teachers are somewhat prepared to work with these students. What is not known from this study is the viewpoint of agricultural education teachers

themselves. Additionally, research has not been conducted to determine the preparedness of secondary agricultural education teachers to teach EL students in the classroom.

It is important for agricultural education teachers to be prepared to teach EL students. DelliCarpini & Akonso (2014) stated that mainstream teachers that are not prepared to teach EL students contribute to student's low standardized test scores, which creates an achievement gap for EL students. In addition there are other negative outcomes that have affected EL students, such as low participation, low levels of achievement, and an absence of beneficial language development (DelliCarpini & Akonso, 2014; Langman, 2003; Verplaeste, 2000). Therefore, the preparation of agricultural education teachers to teach EL students is pertinent. It should be mentioned that the increase in student diversity is not only in urban schools. There is also an increase in the number of diverse students in rural schools (Johnson, 2012; Vincent & Kirby, 2015). Therefore, this is a concern that stems across all agricultural education programs.

Purpose Statement

The purpose of this phenomenological study was to explore the essence of human experiences shared by secondary agricultural education teachers that have taught English Learner students.

Research Questions

1. What are the lived experiences of secondary Agricultural Education teachers who teach English Learners?

2. What factors influence agricultural education teachers who teach English Learners?

Significance of Study

An adage of a successful farmer states, "Plan today for what you will plant tomorrow" and "Know your Market" (Alston, English, Faulkner, Johnson, & Hilton, 2008). This saying holds true to agricultural education and the need to plan for the ever-changing student

demographics that will enter their classroom in addition to helping to prepare students for future careers in the agricultural industry.

Students comprising classrooms in the United States do not look like they once did. This is attributed to the increase in diversity of the general population and thus reflected in today's classrooms (LaVergne, Larke, Elbert, & Jones, 2011). It is said that classroom diversity has a beneficial impact on the educational setting (LaVergne, Larke, Elbert, & Jones, 2011; Warren & Alston, 2007). Warren and Alston (2007) noted that, "diversity sharpens student's critical thinking skills, skills which will be needed to compete in the highly competitive ever-changing global workforce" (p. 76). A finding of their study shows agricultural education teachers "agreed that diversity broadens the perspectives of teachers and students, a characteristic that will be greatly needed as individuals participating in the global agricultural industry" (p. 76). In addition, LaVergne, Larke, Elbert, & Jones (2011) highlight Banks saying "…diversity has shown a positive impact on students' cognitive and personal development because diversity challenges stereotypes, broadens perspectives, and sharpens critical thinking skills" (p. 141). Therefore, due to the positive impact diversity has on the classroom, the change in the student public school population should be welcomed and embraced by agricultural educators.

The need to increase the diversity within the agricultural industry is critical to the future of the industry. A logical way to increase the diversity in the agricultural workforce is by way of the secondary agricultural education program.

According to Alston, English, Faulkner, Johnson, & Hilton, "Agriculture is the nation's largest employer" (2008, p. 17). Recent data from the United States Department of Agriculture (2015) shows, "Agriculture and agriculture-related industries contributed $789 billion to the U.S. gross domestic product (GDP) in 2013." Moreover to the contribution to the GDP, the

agriculture industry provides jobs to 16.9 million people. This accounts for 9.2 % of total US

employment (USDA, 2015).

An additional article developed at Purdue University (Goecker, Smith, Smith, & Goetz,

2010) states, "the agricultural, food, and renewable natural resources sectors of the U.S.

economy will generate an estimated 54,400 annual openings for individuals with baccalaureate

or higher degrees in food, renewable energy, and environmental specialties between 2010 and

2015" (p. 1). Figure 1 shows the highest expected employment areas within the field of

agriculture, food, and natural resources.

Figure 1
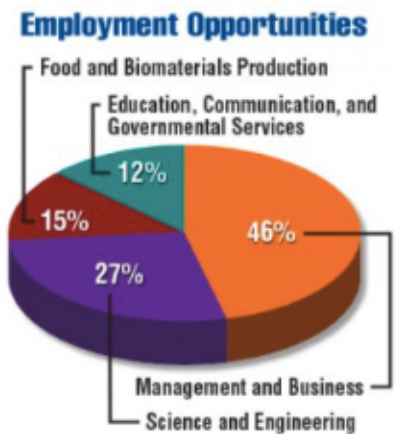
Agricultural Employment Opportunities

Used with permission of Allan Goecker from Goecker, Smith, Smith, & Goetz, (2015).

Based on these statistics and the change in the U.S. population, "…diverse populations will need

to be recruited in order to sustain the agricultural industry for the future" (Alston, English,

Faulkner, Johnson, & Hilton, 2008, p. 17). Fraze, Rutherford, Wingenbach, and Wolfskill

(2011) comment that, "Recruitment efforts are necessary, specifically with minority students, so that the agricultural workforce reflects the diversity of the U.S. population" (p. 75).

Contrary to the distinct need for support, the number of culturally diverse students participating in the field of agriculture has been steadily declining while the population of ethnic minorities has continued to increase (Warren & Alston, 2007). Because of the significant continued growth of ethnic populations, they concluded that the agricultural industry is looking to this diverse population to help fill career opportunities within the industry as well as to ensure the United States continues to lead at a global scale.

Definition of Terms

Having defined the problem, Creswell (2009) mentions the need to include a section of the definition of terms. Doing so allows those outside of the topic to have a better understanding of the topic. The inclusion of definitions increases the precision of the study (Creswell, 2009). The proceeding terms are important to the study of English Learners and agriculture, therefore are included in this study.

> **Agricultural Education Program: "**An *Agricultural Education Program* is a systematic program of instruction available to students desiring to learn about the science, business, technology of plant and animal production, and/or about the environmental and natural resources systems" (Agner, 2012, p.7).
>
> **Culture:** The beliefs, customs, arts, etc., of a particular society, group, place, or time (Merriam- Webster, 2015).
>
> **Culturally and Linguistically Diverse (CLD):** "Another term that can apply to English language learners. These are expressions that are often used to characterize ELLs and to highlight their distinct backgrounds" (Bardack, 2010).

23

Diversity: Diversity is the state of having people who are different races or who have different cultures in a group or organization (Merriam-Webster, 2015).

English Language Learner (ELL), or English Learner (EL):

> An individual who is in the process of actively acquiring English, and whose primary language is one other than English. This student often benefits from language support programs to improve academic performance in English due to challenges with reading, comprehension, speaking, and/or writing skills in English. Other terms that are commonly used to refer to ELLs are *language minority students, English as a Second Language (ESL) students, culturally and linguistically diverse (CLD) students,* and *limited English proficient (LEP) students* (Bardack, 2010).

English as a Second Language (ESL): "A term often used to designate students whose first language is not English; this term has become less common than the term ELL. Currently, ESL is more likely to refer to an educational approach designed to support ELLs" (Bardack, 2010).

Ethnic: Associated with or belonging to a particular race or group of people who have a culture that is different from the main culture of a country (Merriam-Webster).

Immigrant: "The terms "immigrant" and "foreign- born" are used interchangeably to describe all persons living in the U.S. who were born in another country (and were not born abroad to a U.S. citizen parent)" (Singer, 2004, p. 3).

Inclusion: The action or state of including or of being included within a group or structure (Merriam-Webster, 2015).

Limited English Proficiency: "A term used by the U.S. Department of Education to

refer to ELLs who are enrolled or getting ready to enroll in elementary or secondary

school and who have an insufficient level of English to meet a state's English expertise

requirements" (Bardack, 2010).

Multicultural education:

> Refers to any form of education or teaching that incorporates the histories, texts,
>
> values, beliefs, and perspectives of people from different cultural backgrounds. At
>
> the classroom level, for example, teachers may modify or incorporate lessons to
>
> reflect the cultural diversity of the students in a particular class. In many cases,
>
> "culture" is defined in the broadest possible sense, encompassing race, ethnicity,
>
> nationality, language, religion, class, gender, sexual orientation, and
>
> "exceptionality"—a term applied to students with specialized needs or disabilities
>
> (The Glossary of Education Reform, 2013).

Race: One of the groups that people can be divided into based on certain physical

qualities (such as skin color) (Merriam- Webster, 2015).

Sheltered Instruction:

Sheltered instruction is a set of teaching strategies, designed for teachers of academic

content that lower the linguistic demand of the lesson without compromising the integrity

or rigor of the subject matter. It was originally designed for content and classroom

teachers who teach in English (Best Practices for ELLs, n.d.).

Title III:

Title III of the *No Child Left Behind Act of 2001* (NCLB) is a part of the legislation

enacted to ensure that limited English proficient (LEP) students, including immigrant

children and youth, develop English proficiency and meet the same academic content and achievement standards that other children are expected to meet (Bardack, 2010).

WIDA Standards Matrix: "the basic format in which the English language development standards are represented with language proficiency levels expressed along the horizontal axis and the language domains of listening, speaking, reading, and writing expressed along the vertical axis" (WIDA, 2011).

Assumptions and Limitations

This research study focused on the experiences of four agricultural education secondary school teachers and a pilot study teacher who have taught English Learner students. The following are limitations that are associated with both the researcher and the methodology of this study. The researcher is a licensed agricultural education teacher who has taught English Learners in an urban setting. In addition, the study focused on only Midwest schools. The data represents the experiences of five secondary agricultural education teachers. The results of the study cannot be transferred to other settings since it is specific to the experiences of the teachers in the study.

Nature of the Study

This was a phenomenological study of secondary agricultural education teachers focusing on their experiences teaching English Learners. To conduct the phenomenology study, the researcher interviewed agricultural education teachers who have experience teaching EL students. The researcher coded and analyzed the data gathered from the interviews and developed conclusions and recommendations. The researcher was the main instrument used to gather the data and to analyze it.

Organization of the Study

Chapter Two provides an in depth look at literature that is aligned with the nature of this study. The conceptual framework for the literature review is based on Dunkin and Biddle's (1974) Model of Teaching, which takes a deeper look into multicultural education, culturally relevant teaching, LaVergne's Diversity Inclusive Program Model, as well as sheltered instruction and EL strategies. Chapter Three provides the methodology for this qualitative study. It includes a description of the interview process, data analysis protocol, and ethical consideration. Chapter Four presents a description of the five agricultural education teacher's experiences and their thoughts regarding teaching EL students, a list of codes that were used to analyze the data, a chart of the themes that emerged from the research as well as a final list of main themes of the study. Chapter Five elaborates on the main themes of the study, possible future studies and recommendations. The chapter concludes with the researcher's reflections.

Chapter 2: Literature Review

The purpose of this study is to discover the lived experiences of agricultural education teachers who have taught EL students and to identify factors that may have affected their experiences. The literature review is broken into two sections. The first section gives a brief overview of the history and purpose of agricultural education, the history of multicultural education and the history of United States English Learner education, and the laws that were enacted to ensure education for EL students. The second section of Chapter 2 provides the conceptual framework. The conceptual framework is based on Dunkin and Biddle's 1974 Model of Teaching. Dunkin and Biddle's Model of Teaching was also used to help develop the interview questions for this study to gain insight into the lived experiences of agricultural education teachers teaching EL students. This section also considers LaVergne's (2008) Diversity Inclusive Model and its connection to inclusion and the cultural aspects of education in addition to their potential impact of the agricultural education teacher's experiences.

History of Secondary Agricultural Education

Early in the 20th Century, there was an increase in the popularity and support of agricultural education (Hillison, 1986). Hillison highlighted the increase of agricultural education within elementary schools by the incorporation of nature studies. Furthermore, Hillison noted the rapid increase of agricultural education programs in secondary schools during the early 20th Century. In 1906-1907 there were less than 100 secondary schools that offered agricultural education, in 1907-1908 there were 250 and then between 1908-1909 there were 500 (Hillison, 1986). At this same time, industry groups were lobbying for federal funds to support agricultural education (Gordon, 2016). This is due to the fact that the agricultural industry was expanding and there was a shortage of skilled laborers (Gordon, 2016). Legislature support for agricultural education came in 1917 with the passage of the Smith-Hughes Act. The Smith-

Hughes Act of 1917 provided appropriations for salaries of teachers, supervisors, and directors

of vocational education in addition to funds to train agricultural education teachers (Stimson &

Lathrop, 1954). It was the passage of this act that officially brought secondary agricultural

education to a federal level.

In 1963, the federal government passed the Vocational Education Act. This act increased

federal influence in the states by including set-aside funds to serve those students considered

disadvantaged (Gordon, 2016). In 1984, the Carl D. Perkins Vocational Education and Applied

Technology Act was passed by congress. The Perkins Act had two main objectives; one to

improve vocational programs and the other was to provide equal opportunities (Gordon, 2016).

Though different revisions of the acts have occurred, the Carl Perkins Act still supports

vocational education, now called Career and Technology Education programs today.

History of Multicultural Education

"Multicultural education is a philosophical concept built on the ideals of freedom, justice,

equality, equity, and human dignity as acknowledged in various documents, such as the U.S.

Declaration of Independence, constitutions of South Africa and the United States, and the

Universal Declaration of Human Rights, adopted by the United Nations" (NAME, 2016).

Multicultural education is a product of the 1960s Civil Rights Movement (Banks & Banks,

2010). The movement was motivated by African American's quest for the elimination of

discrimination within many of the public sectors, including education (Banks & Banks, 2010).

The lack of representation of minority ethnic groups within educational curricula at all levels of

education was of concern (Banks & Banks, 2010). Other marginalized groups joined the

momentum of change, such as women, senior citizens, and people with disabilities. It was from

the needs of these different groups that diverse courses, programs, and practices including

educational institutions were developed, which is how multicultural education emerged (Banks & Banks, 2010).

The History of EL Education

In order to support EL students and ensure their education, legislation was enacted. It is expected that school districts and teachers abide by the laws and provide the needed instruction to EL students. The Bilingual Education Act (BEA), Title VII of the Elementary and Secondary Education Act, signed into law by President Johnson, aimed to provide compensatory education for students that were lacking economically and spoke a language other than English (Banks & Banks, 2010). The BEA did not recommend a specific kind of EL instruction, but rather provided monies for development, training, and research into the ways to teach EL students. Many people have an issue with BEA, as it is considered equal education opportunity for EL students rather than creating a language policy (Weise & Garcia, 1998). Before the BEA was enacted, the well-known *Brown v Board of Education* (1954), The Civil Rights Act of 1964 and the 1974 Equal Education Opportunities Act laid the foundation for the protection of student's rights (Banks & Banks, 2010).

In the case of *Lau v. Nichols* (1974), Kinney Kinmon Lau and 12 Chinese American students on behalf of nearly 1,800 Chinese speaking students filed a class action lawsuit against the school district of San Francisco Unified (Banks & Banks, 2010). It was believed that the Chinese-speaking students were not given equal education opportunities due to their limited English. Two more cases continued the momentum for linguistically diverse students. *Casteneda v. Picklard* (1981) established the need to assess EL programs to determine if the needs of the EL students were being meet. In the case *Plyer v. Doe,* it was determined that states

cannot deny immigrant students free public education based on their legal or undocumented status (Banks & Banks, 2010).

Most recently in 2002, Title III otherwise known as "Language Instruction for Limited English Proficient and Immigrant students" replaced Title VII as part of a larger school reform that was known as No Child Left Behind (NCLB) (Banks & Banks, 2010). Within this act the word bilingual was taken out of all government offices and materials, which is a signal of a shift toward cultural assimilation (Banks & Banks, 2010). Title III is considered to be more supportive of programs that focus on learning English; however it does not require an English-only approach to teaching (Banks & Banks, 2010). NCLB also expects that each state award licenses only to well-equipped teachers so that EL student's needs are meet (Brown University-The Education Alliance, n.d).

Conceptual Framework

Dunkin and Biddle (1974) developed a model for classroom teaching that encompasses four categorical variables that include presage, context, process, and product. These four variables function in such a way that results in student learning. The first variable, presage, is concerned with the characteristics of the teacher and the impact of those characteristics on the students. It has been stated that, "teachers are the most valuable influence on students performance in the classroom" (Howard, 2010, p. 33). The characteristics are formed due to the teacher's formative experiences, teacher training experiences, and teacher properties. Context variable is concerned with the conditions in which the teacher must adjust while teaching. These variables are out of the control of the teacher. These variables may include student population, school building, classroom space, budget, curriculum, and equipment. Process variable is concerned with the actual activities that take place within the classroom. It is what the teachers

and students do within the classroom that creates learning. Dunkin and Biddle describe the process variable as behaviors of the teacher and behaviors of the students. Product variable is aimed at the outcomes of teaching students. It is the change in the student that happens as a result of the product variable. Product variable will not be included in this literature review since the focus of this study involves the teacher's experiences and the factors that contribute to those experiences and not those of the students.

Figure 2 illustrates Dunkin and Biddle's Teaching Model. Three of the variables of the model, presage, context, and process will be used to create the framework for this literature review. It is critical to delve into the premise of each of the three variables to understand the possible influences on the agricultural education teacher's experiences. The literature review focuses on the different factors in the model that may play a role in the experiences of agricultural education teacher's teaching EL students and the teacher's reflection of those experiences.

Presage

Within the presage variable, the characteristics of the teacher are examined and how those characteristics affect their teaching. There are three areas that contribute to presage. They are the teacher formative experience, teacher training, and teacher properties.

Teacher formative experiences. This includes all of the teacher's experiences prior to the teaching program (Dunkin & Biddle, 1974). Three ideas that will be addressed within the formative experience section and their influence on agriculture teacher experiences are: Whiteness Theory, Deficit-based thinking, and Cultural Mismatch Theory.

According to the 2014 *National Study of the Supply and Demand for Teachers of Agricultural Education* (Foster, Lawver, & Smith, 2014) approximately 10% of newly qualified

agricultural education teachers were of a racial or ethnic minority group. Furthermore, according to the 2004-2006 *National Study of the Supply and Demand of Teachers of Agricultural Education* (Kantrovich, 2007) only 12% of established agricultural education teachers were of a racial or ethnic minority group. Therefore, of all the agricultural education teachers within the United States, approximately 90% are White.

Figure 2

PRESAGE VARIABLES

Teacher Formative Experiences

Social class
Age
Sex
. . .

Teacher Training Experiences

University attended
Training-program features
Practice-teaching experiences
. . .

Teacher Properties

Teaching skills
Intelligence
Motivations
Personality traits
. . .

PROCESS VARIABLES

THE CLASSROOM

Teacher Classroom Behavior

Observable Changes in Pupil Behavior

Pupil Classroom Behavior

CONTEXT VARIABLES

Pupil Formative Experiences

Social class
Age
Sex
. . .

Pupil Properties

Abilities
Knowledge
Attitudes
. . .

School and Community Contexts

Classroom Contexts

Climate
Ethnic composition of community
Bussing
School size

Class size
Textbooks
Educational television
. . .

PRODUCT VARIABLES

Immediate Pupil Growth

Subject-matter learning
Attitudes toward subject
Growth of other skills
. . .

Long-Term Pupil Effects

Adult personality
Professional or occupational skills
. . .

Figure 3.1.   A model for the study of classroom teaching.

From Dunkin. *The Study of Teaching*, 1E. © 1974 South-Western, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions

The beliefs of agricultural education teachers may have an impact on how students are taught due to teacher demographics. As the number of minority students continues to increase in agricultural education classrooms, White agricultural education teachers should take a look at their own culture and the impact it has on their classroom experiences (Martin & Kitchel, 2012).

Many agricultural education teachers base their classroom expectations and academic rigor on the culture that they grew up in which is predominantly mainstream and middle-class (Alston, English, Faulkner, Johnson, & Hilton, 2008; Alston, English, Graham, Wakefield, & Farbotko, 2010;). Ajayi (2011) referenced Clandinin (1985) who suggests that a teacher's background and experiences play a role in his or her knowledge and how it affects his or her decisions and instruction. Pettit (2011) states that a teacher's beliefs and attitudes, perhaps even as much as their qualifications, affect what children are able to learn in their classroom. Sparapani, Seo, and Smith (2011) determined from their study that it is important for teachers to understand their own culture and how it relates to the culture of their students. Therefore, it is important to understand the beliefs and cultural background of the teacher, because it too will have an influence on his or her teaching. While examining teacher culture, different cultural theories are addressed. Many are important when considering the formative experiences that teachers bring to their classroom and how they interact with their students. There are different theories that may influence the approach of the white agricultural education teacher toward teaching culturally and linguistically diverse students within their classroom.

In the United States, it is thought by some that white people typically view themselves as cultureless. This is due to the fact that white culture is the dominant culture (Martin & Kitchel, 2012). According to Martin and Kitchel (2012), color-blindness and meritocracy are main principles of the Whiteness Theory. Within the white culture, ideas persist that everyone is

treated equal and that everyone has the ability to succeed if they just work hard. When

considering teachers that teach in schools that are highly diverse, it is important to consider the

percentage of white teachers and the affect that they have on culturally and linguistically diverse

students. "Whiteness literature argues that White teachers are not problematic; White teachers

that fail to recognize how culture affects classrooms are problematic" (Martin & Kitchel, 2012,

p. 85). Banks (1995) states, "Because they [teachers] bring their own cultural perspectives,

values, hopes and dreams to the classroom they are in a position to strongly influence the views,

conceptions, and behaviors of students" (p. 333). In a study conducted by Ajayi (2011), the

researcher noted that teacher's view of school language policy, high stakes tests, resources,

school class numbers, etc.… seem to be influenced by the teacher's personal history. For

example, Ajayi (2011) found that when English as Second Language (ESL) teachers were asked

if the

> curriculum they were teaching was relevant to the intellectual, social and cultural needs
>
> of their students 84.37% of the White teachers *strongly agreed* and *agreed*, while only
>
> 40% and 41.17% of the African American and Hispanic teachers respectively *strongly*
>
> *agreed* and *agreed* (p. 267).

Furthermore, there has been a lack of white teachers that feel comfortable talking to and

with students about their racial identity, which is of major significance due to the growing

number of diverse students (Mazzei, 2008). It is noted by Peercy (2011) in a study that a white

teacher questioned her effectiveness teaching EL students because she didn't share the same

cultural experiences as her students.

Deficit-based thinking is a product of the eugenics movement that was prevalent in the

1920 and 1930s. Eugenics is the idea that the white race is biologically superior to other races

(Howard, 2010). Deficit-based thinking believes that student's poor performance is linked to the racial group the student belongs to (Howard, 2010). Teachers that align their beliefs to the deficit–based thinking believe that students of color and students from low-socio-economic situations perform poorly because they "came from a culture of poverty, lacked motivation for high achievement, did not value education, possessed a poor command of Standard English, were intellectually deficient, or were lacking in their language development" (Howard, 2010, p. 29). Howard (2010) points to research that shows the negative effects that a teacher's low expectations can have on student performance. Deficit-based thinking presents itself in a study by Markos (2012) when pre-service teachers were asked their beliefs and ideas of EL students. Markos found that pre-service teachers entered her class with a deficit-based and narrow idea of EL students.

Along the same lines as the Cultural Deficit Theory is the Cultural Mismatch Theory. The Cultural Mismatch Theory highlights the idea that all students naturally have the ability to achieve, but rather it is the culture of the minority student that has an impact on their ability to learn. This is due to the "mismatch" between the dominant white culture and the culture of the students of color (Howard, 2010). "People socialized in different environments will vary in numerous areas, including cognitive processes and communication methods" (p. 30). Culture influences the way that students learn, which includes the way they "process, organize, and learn materials" (Alston, English, Graham, Wakefield, & Farbotko, 2010, p. 135). The cultural mismatch ideology could contribute to a teacher's lack of understanding on how to teach students with different cultural backgrounds (Samson & Collins, 2012). Therefore, supporters of the Mismatch Theory believe that students of color experience discontinuity in their classrooms thus the best solution to combat this is for teachers to incorporate culture into instruction by

using culturally responsive teaching methods (Howard, 2010). Multicultural education and culturally responsive teaching will be addressed in the process variable section.

Teacher training. This includes the experiences of the teacher when they attended college or university, including their pre-service, in-service, and graduate coursework. It also includes the different courses that teachers took and the attitudes of their instructors (Dunkin & Biddle, 1974).

The Council of Chief State School Officers (CCSSO, 2011), developed through the Interstate Teacher Assessment and Support Consortium, constructed core teacher standards that all teachers should both know and use in order to guarantee that students in K-12 are both prepared for college or to enter the workforce upon graduation. According to Standard #2: Learning Differences: "The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards" (CCSSO, 2011, p. 11). Hence, according to this standard all teachers should acquire the skills to address the needs of the diverse school population. Moreover, looking specifically at agricultural education, in 2001 The American Association of Agriculture Education (AAAE) adopted the *National Standards for Teacher Education in Agriculture*. These standards were developed to create a strong framework for programmatic decisions regarding the development of agricultural education teachers (Roberts & Dyer, 2004). There are nine standards that are to be met to generate an effective agriculture teacher. Standard seven states, "The agricultural education teacher preparation program demonstrates and promotes an ongoing commitment to diversity" (AAAE, 2001, online). Standard 7.C. specifically addresses the need for faculty and pre-service teachers to have the chance to interact with students with

diverse backgrounds and that teacher preparation courses contain activities that lend to the ability of students to reflect on issues related to diversity.

Agricultural education teachers need to be prepared to teach diverse students due to the increase in the number of culturally and linguistically diverse students that are now represented throughout the public school system. In order to prepare teachers to work with diverse students, there is a need for secondary teachers to be culturally relevant (Vincent & Kirby, 2015). When teaching students from different social, cultural, and ethnic backgrounds, there are different issues that a teacher will need to recognize and address (Ashton, English, Graham, Wakefield, Farbotko, 2010). For example, a study in California looked at the challenges that secondary teacher's faced teaching EL students. The most challenging aspect that secondary teachers faced was the inability to communicate with their EL students. Moreover, teachers stated the "difficulty of helping students feel comfortable enough to try their beginning English speaking skills, helping them to feel part of the school or class, convincing them that school can help them, and keeping them absorbed and challenged with academic content appropriate to their English language skills" (Gandara, Maxwell-Jolly, & Discoll, 2005, p. 7). In addition, secondary teachers were frustrated with the varied levels of EL students along with varied academic levels within their classroom. Another concern was the lack of resources that teachers had in order to teach the EL students (Gandara, Maxwell-Jolly, & Discoll, 2005).

Research conducted by O'Neal, Ringler, and Rodrieguez (2008), looked at teacher preparedness to teach diverse students. They raised the question, " …have teacher preparation programs missed the mark by not preparing teachers to directly *teach* these students and instead just teach *about* these students" (p. 5). Gay (2002) states that too many teachers are not properly prepared to teach diverse students. It is imperative that teachers are equipped to teach the

assortment of students in the classroom. Therefore, results of this study can provide helpful insight to the pre-service preparations of the agricultural education teacher program.

Multicultural education brings about a change in educational thinking (Warren & Alston, 2007). According to Warren and Alston (2007) in-service teachers should be provided with training in diversity pedagogical techniques. This can help teachers to have a better understanding of culturally and linguistically diverse students in their classroom. It is also important to understand that culture has an impact on the way students process, organize, and learn new information (Alston, English, Graham, Wakefield, & Farbotko, 2008). Researchers have also determined that diversity has a positive impact on a student's cognitive and personal development (Warren & Alston, 2007). Warren and Alston (2007) comment on findings from Talbert and Larke (1995) that mention how role models of the same ethnicity and gender as the students can have a positive effect on those students by increasing the number of diverse students enrolling in agricultural education classes and pursing careers in the agricultural education careers.

Vincent and Torres (2015) looked at the multicultural competences of secondary agricultural education teachers that teach at schools with 30% or more diverse students. The study used the Multicultural Awareness-Knowledge-Skills Survey: Teacher Form. Based on 37 statements, it assessed the three constructs of multicultural competence. The three competencies are awareness, knowledge, and skills. The results of the study showed that teachers that have a diverse FFA chapter, which is a secondary education agricultural youth program part of agricultural education, have a higher multicultural competence score and are more skilled at relating to diverse students. The recommendation from this study was that pre-service teachers should have as much exposure to diverse students as possible. Agricultural education educators

at the university level should incorporate lessons and assignments that help to develop multicultural competence.

However there was a study conducted by Clem, Leonard, Fraze, and Burris (2015) that generated different results. The researchers inquired the thoughts of pre-service agricultural education teachers regarding teaching in an urban setting versus rural. The results showed that pre-service agriculture teachers believe they are knowledgeable about urban agriculture programs, even through they did not attend an urban high school. The concern with the results of this study is that these are the opinions of pre-service teachers that have not experienced teaching in urban situations. As stated by Reidel, Wilson, Flowers, and Moore (2007) urban agriculture classrooms differ both physically and culturally from a rural agriculture classroom. However, in the Clem, Leonard, Fraze, and Burris study, the teachers believed that they had the skills needed to work in urban agriscience programs. A specific statement asked in the study to the pre-service teachers was "Different preparation is needed to teach in urban programs than rural programs" (p. 8) with a "slightly agreed" answer from the students.

Teacher Properties. This includes the personality traits of the teacher (Dunkin and Biddle, 1974). For this study, research centered on characteristics considered important in order to be an effective agriculture teacher. Furthermore, it looked at teacher self-efficacy in regards to teaching EL students.

Characteristics of an effective agriculture teacher.

Miller, Kahler, and Rheault (1989) conducted a study to construct a profile of an effective agriculture teacher. A descriptive survey was developed with 40 behavior statements that aligned with five teacher performance areas. The five areas are productive teaching techniques, structured class management, positive interpersonal relationships, professional responsibilities,

and personal characteristics. The results of the study showed that effective agriculture teacher usually display traits that promote a fun, inviting environment. Furthermore, the agriculture teacher is enthusiastic about his/her work, is able to handle the challenges that arise at work, and copes well with changing situations. In addition, the agriculture teacher provides information regarding students that need additional assistance with instruction. Roberts and Dyer (2004) conducted a study to determine the characteristics of effective agricultural education teachers, finding similar results to Miller, Kahler & Rheault (1989). Based on their study, an effective agriculture teacher provides successful instruction, has a firm foundation in FFA and supervised agricultural experiences (SAE), a well-developed relationship with community and a plan to market the program, displays professionalism and professional growth, maintains program planning/management, and exhibits personal qualities.

More recently Roberts, Dooley, Harlin, & Murphrey (2007) conducted a similar study to generate competencies and traits of successful agriculture teachers. Their results were comparable to Robert and Dyer's. They identified 46 competency traits that fit into seven overarching categories, which included: instruction, student organization, supervised experience, program planning and management, school and community relations, personal traits and professionalism. However, from their research they developed a new competency, the ability to work with "diverse" students. Neither Miller, Kahler, & Rheault (1989) nor Roberts and Dyer (2004) identified student diversity as a competency. Roberts, Dooley, Harlin, and Murphrey (2007) pointed out that *diverse* does not necessarily mean students that are ethnically diverse but rather students with different interests, learning abilities, or with limited agriculture knowledge. However, for this study, the characteristics of a successful agricultural education teacher's ability

41

to work with diverse students will include those students that are culturally and linguistically diverse.

Hilliard (1974) determined that a teacher that works with culturally diverse students requires the following skills; the ability to communicate with students from a different culture, the aptitude to diagnose the abilities and knowledge of students from the different culture, the skills to critically analyze literature on multicultural education problems, a self-diagnosis regarding the teacher's own behavior in the cultural situation, and the teacher's ability to recognize equivalencies such as the student's capacity to use problem solving skills.

Teacher preparedness and self-efficacy towards EL students.

Self-efficacy is the belief in one's ability to organize and conduct activities in order to produce a certain product, in addition to the belief that a situation is controllable (Bandura, 2004; Durgunoglu & Hughes, 2010). Individuals who posses high self-efficacy tend to put a lot of time and effort into a task and may produce good outcomes, whereas those individuals that lack self-efficacy may give up early and fail at the task (Durgunoglu & Hughes, 2010).

Siwatu (2011) researched pre-service teachers preparedness to teach different student demographics in suburban schools compared to urban schools. The results showed that more pre-service teachers felt more prepared to teach in suburban schools than urban school. In addition, teachers felt more prepared teaching white students than African American and Hispanic. All teachers felt least prepared to teach EL students, especially in the urban setting. The researcher concluded that teacher's self-efficacy was higher in a suburban context compared to urban.

In a study by Durgunoglu and Hughes (2010), they asked pre-service teachers about their preparedness and self- efficacy to teach EL students. The results showed the pre-service teachers

were neutral regarding their preparedness and self-efficacy towards teaching EL students. The researchers looked at this as negative, because the pre-service teachers had already completed their teacher preparation program and their diversity classes. The pre-service teachers did not feel prepared to teach EL students. Four of the pre-service teachers were observed during their student teaching in the high school classrooms that had isolated EL students. Three main themes emerged from the observations of the pre-service teachers. They were: neglect, peer support, and lack of mentoring from the supervising teacher. It was noted that the student teachers did not interact with the EL students. It was noted that other students in the classroom helped the EL students with some support. There was a lack of guidance from the supervising teacher explaining how to work with the EL students. The conclusions of this study stated, "data imply that preparing preservice teachers thoroughly to teach ELL students is likely to lead to better knowledge and higher levels of self-efficacy. This in turn can translate into increased teacher commitment and better educational opportunities for ELL students" (Durgunoglu & Hughes, 2010, p. 40).

Context

Context is the conditions that the teacher has no control over. There are two areas that will be discussed in this section. They are student formative experiences and classroom context.

Student formative experiences. Student formative experiences are student experiences that make the student who they are (Dunkin & Biddle, 1974). Examples of student formative experiences include student's socio-economic status, where they live, experiences due to gender, if they are immigrants, or if they speak a different language. For this study, information will be presented about different languages and prevalence, stages of language acquisition and WIDA levels.

EL Languages and distribution. It should be mentioned that the most prevalent language

spoken in the United States by EL students, those students that are between the ages of 5 to 18

that are enrolled in school and are designated as speaking English less than "very well", is

Spanish (Migration Policy Institute, 2015). It is reported that 71% of EL students nationwide

speak Spanish (MPI, 2015). However, it is important to note that even though 71% EL students

speak Spanish, there are many other languages spoken by EL students. Figure 3 provides a map

of the United States with an overview of the states with the most EL students. Darker colored

states have a higher percentage of EL students.

Figure 3

Map of States showing percentage of K-12 EL Enrollment
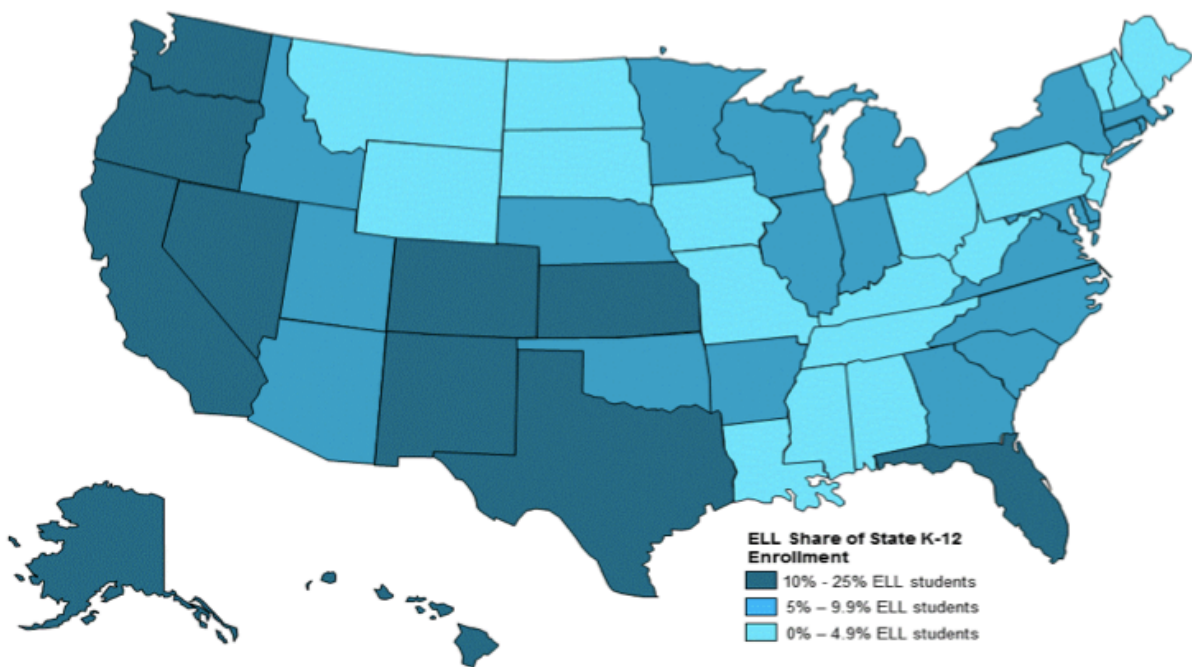
Used with permission from the Migration Policy Institute. *Ruiz Soto, A.G., Hooker, S., &*

Batalova, J. (2015, June).

Though Spanish is the most prevalent amongst EL students, there are many other languages spoken by EL students. For example, according to the Migration Policy Institute (2015) in Michigan, during the 2012-2013 school year there were over 80,000 EL students enrolled in K-12 schools, which accounted for 5.4 % of the student populations. The top languages spoken were Spanish, Arabic, Bengali, Albanian, and Vietnamese. In Minnesota, there are more than 70,000 ELs in K-12 schools with the top five languages spoken being Spanish, Hmong, Somali, Karen, and Vietnamese (Colorin Colorado, 2015). In Wisconsin it was similar, with 46,000 EL students, which is an increase of 81% from the 2002-2003 school year (Migration Policy Institute, 2015). The top five languages spoken in Wisconsin were Spanish, Hmong, Arabic, Chinese, and Russian (Colorin Colorado, 2015).

Stages of second language acquisition. As mainstream teachers work with EL students, it is advantageous to understand the process that EL students go through to learn a second language. According to a study by Reeves (2006), 71.7 % of teachers within their study believed that EL students should be able to acquire English within 2 years of starting school. Although EL students may be able to grasp English at a conversational language level within that time, it can take up to 5 or more years to acquire English at an academic level (Berg, Petron & Greybeck, 2012; Cummins, 1994). Berg, Petron and Greybeck (2012) provide an overview of the five stages that EL students go through in order to acquire academic English. The stages are described below.

1) Silent/Receptive/Pre-productive: At this stage, students are receiving language, building their oral language ability and their capacity to use context clues for understanding. If students try to communicate, they will most likely use nonverbal means. They may answer questions with yes or no. It is important not to pressure students to speak until they are ready.

2) Early Production: Students continue to build their language skills. They also start to speak in simple short phrases. They begin to comprehend more language spoken to them. It is recommended to celebrate any effort students give to speak the language.

3) Speech Emergence: At this point, EL students are able to converse using simple sentences. Typically sentences are short and are usually social in nature. Encouraging the student is important. Also, do not correct the student directly if they say something incorrectly. Rather, the EL students can be corrected using "recasting utterances" (p. 36). An example provided by Berg, Petron, and Greybeck is if an EL student says, "I go to church yesterday," the teacher could respond, " I went to church yesterday, too" (p. 36).

4) Intermediate Fluency: EL students are beginning to use more complex sentences when speaking and writing. They are also beginning to think in English, rather than their native language. They are starting to ask questions regarding school. It is common at this point for teachers to think that EL students are fluent in English due to their ability to have a conversation in English. However, students are just beginning to understand academic language at this stage. Their writing skills are still limited at this stage.

5) Advanced Fluency: At this point, the emphasis is on reading, writing and increasing academic language. They are considered to be near native in their second language.

     WIDA EL Levels. *"*WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators" (WIDA, n.d.-a). WIDA EL levels have been adapted by numerous states and used in school districts to identify the academic language level of EL students. Figure 4 provides the WIDA EL Level

definitions, which identifies the ability level of EL students as they become more proficient in academic language.

Classroom context. Classroom contexts include such things as classroom size, lighting, noise level, curriculum, conduct, and customs of the classroom (Dunkin & Biddle, 1974). This section will include classroom size, multicultural education, Culturally Responsive Teaching, diversity inclusion, sheltered instruction, and the Diversity Model.

Figure 4

Performance Definitions	6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
	5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of proficient English peers when presented with grade level material
	4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
	3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
	2- Emerging	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
	1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Used with permission from WIDA. *WIDA Performance Definitions* (WIDA, n.d.-b)

Class size. According to the Chiefs Pocket Guide to Class Size (2012), class size has been a popular topic of study within the education field. Studies that have been conducted are the Indiana Project Prime Time 1984, Tennessee Student Teacher Achievement Ratio (STAR) conducted in 1986 and occurred over a three-year period. In 1996, Wisconsin conducted the Project SAGE class size study. In 2002, Florida implemented the class size reduction legislation. According to the Chiefs Pocket Guide to Class Size (2012) there were six take away messages to consider. Of the six considerations, one states that smaller class sizes are best for early grades and for socio-economically challenged students. Therefore smaller class sizes may be an advantage when teaching EL students.

Multicultural education. Multicultural education states that all students should have an equal opportunity to learn regardless of their gender; social class; or ethnic, racial, or cultural background (Banks & Banks, 2010). However, it is a challenge to give culturally diverse students the needed knowledge, skills, and mindset to succeed (Talbert & Edwin, 2008). Typically in schools where there is an achievement gap, it is likely you will find students of color, students from low-income families, or English Learners (Howard, 2010). When considering schools that have a high diversity of students and offer agricultural education programs, incorporating space for multicultural education is critical.

Banks and Banks (2010) present five dimensions of multicultural education. They consist of content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowering school culture. All of these dimensions can be used to create a school with a multicultural emphasis. Content integration involves teachers incorporating examples and information from other cultures into lessons. Some subject areas, such as history or art, have an easier time with content integration than others (Banks & Banks, 2010). Knowledge

construction process is when students, with the help from teachers, investigate the biases, assumptions, and perspectives that are part of the subject; an example of this is science and the eugenics theory (Banks, 1996, p.20; Banks & Banks, 2010). Prejudice reduction is when teachers use lessons and activities that help to develop positive thoughts of different racial, ethnic, and cultural groups (Banks & Banks, 2010). Equity pedagogy involves teachers modifying their lessons and teaching in a manner that enables academic achievement of students from all racial, ethnic, cultural, and social classes (Banks & Banks, 2010). Empowering school culture is when all members of the school staff examine the culture of the school to ensure that there is equity among all students and students are empowered (Banks & Banks, 2010).

Warren and Alston (2007) looked at diversity inclusion in North Carolina secondary agricultural educational programs. They concluded that multicultural education is a key to diversity inclusion in secondary agricultural programs. They recommend that agricultural educators need to utilize curriculum that includes diversity and that agricultural education candidates work with diverse student populations and be exposed to more diverse coursework. However, Banks (2010) mentions that even if a teacher has multicultural curriculum, it will not be effective if the teacher has negative feelings toward culturally diverse students.

Culturally responsive teaching/pedagogy. Due to the increase in the number of diverse EL students within classrooms today, culturally relevant pedagogy is considered a key aspect of educational reform. Santamaria derived her explanation of culturally responsive teaching from the research of Ladson-Billings and Gay which states that it "…is a collection of best teaching practices to enhance the academic success of students who are culturally different in classroom settings" (Santamaria, 2009, p. 216).

49

When considering culture within the realm of education, culture includes many aspects with some being more important than others (Gay, 2002). Some properties that have direct affects in the classroom are "ethnic groups' cultural values, traditions, communication, learning styles, contributions, and relational patterns" (Gay, 2002, p. 107). Therefore it is critical to learn about the different cultural groups that are present in the classroom (Gay, 2002).

Gloria Ladson-Billing is considered seminal in developing components of culturally responsive pedagogy. Due to the bleak academic achievement of African American students, Ladson-Billings focused her research on teachers of academically successful African American students. She studied and compared eight teachers to determine the methods those teachers used that lead to the academic success of African American students. From her research, Ladson-Billings (1995) developed *Culturally Relevant Pedagogy* (CRP)*,* which cites three principles that are: academic success, cultural proficiency, and critical consciousness. Ladson-Billings defines CRP as "A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical references to convey knowledge, to impart skills, and to change attitudes" (Ladson-Billings, 1994, pp. 17-18). It is important to note that CRP is a critical component of educational reform not just for students of color, but also for those students with limited English, such as immigrants, because it incorporates the variety of student's culture, language, and experiences to promote academic success (Choi, 2013; Irizarry, 2007).

Adding to the research of Ladson-Billings was Geneva Gay (2010) who introduced Culturally Responsive Teaching. Gay defined it as " using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them (p. 31). She says that you teach "*to and through* the strengths of these students" (p. 31). Gay also pointed out cultural aspects that

are important for teachers to understand, which include different "ethnic groups' cultural values, traditions, communication, learning styles, contributions, and relational patterns" (Gay, 2002, p. 107). Gay describes culturally responsive teaching as validating, comprehensive, multidimensional, empowering, transformative, and emancipatory (Gay, 2010). In addition, Gay (2002) introduced five essential elements of culturally responsive teaching. They are:

1) Learning about cultural diversity, which includes foundational understanding of different ethnic and cultural groups.

2) Including culturally and ethnically relevant content into the curriculum, which is how culture is infused such as bulletin boards, celebrations, and the use of pictures that are connected to culture.

3) Being culturally caring and incorporating a community of learning. Teachers use the technique of cultural scaffolding to teach students. This is accomplished by using student's cultural experiences as part of the teaching. In addition, teachers create a classroom climate of learning and care so much for their students that they set high expectations.

4) Communicating with ethnically diverse students. Teachers need to acquire the ability to communicate with different ethnic groups as well as understand how differently diverse.

5) The last essential element is responding to ethnic diversity through the delivery of instruction. This involves matching the teaching style with the student's learning style (Gay, 2002).

In a study by Vincent and Kirby (2015), researchers studied ten agricultural education teachers who had 30 % or more student diversity within their classroom to determine the

51

presence of Gay's (2010) six characteristics of culturally responsive teaching, which include comprehension, empowering, multidimensional, transformative, and validating. The study also compared the magnitude of culturally responsive teaching between agriculture teachers with diverse classrooms with agricultural education teachers with non-diverse classrooms. The results found that agricultural education teachers exhibited the characteristics of validating, multidimensional, empowering, and transformative with the largest effect size. Agriculture teachers that possess the validating characteristic are able to acknowledge a student's cultural heritage (Gay, 2010; Vincent & Kirby, 2015). Many of the agriculture teachers believed that home visits and community activities helped to reduce the gap between the student's home culture and school (Vincent & Kirby, 2015). Furthermore, teachers that incorporate multifaceted characteristics into their teaching include it in all aspects of the classroom (Gay, 2002; Vincent & Kirby, 2015). Gay (2010) also mentioned that teachers that maintain the multidimensional characteristic develop relationships with their students. Vincent and Kirby (2015) noted that teachers with diverse students may have developed more trust with their students. Teachers that exhibit the empowering characteristic by encouraging and assisting students experience success while realizing possible risks (Gay, 2010; Vincent & Kirby, 2015). It is common for agriculture teachers to encourage students largely due to the FFA program. However, agriculture teachers need to be aware that diverse students need to overcome adversity that the dominant culture does not realize exists (Vincent & Kirby, 2015). In regards to comparing the teachers of diverse classrooms compared to those without diverse classrooms, the teachers with the diverse classrooms used different language to discuss the teaching methods that were used to teach their students (Vincent & Kirby, 2015).

Villegas and Lucas (2002) contributed to culturally responsive teaching by focusing on teacher education programs. Villegas and Lucas believe that teacher educators need to "articulate a vision of teaching and learning within the diverse society we have become" (p. 21). Furthermore, teacher educators need to inculcate multicultural education themes as central to the teacher education curriculum. Villegas and Lucas (2002) defined six characteristics to a culturally responsive teacher. They believe that a teacher needs to possess socio-cultural consciousness, affirming attitudes toward students of culturally diverse backgrounds, commit to being agents of change, employ constructivist views of learning, learn about their students, and ensure culturally relevant teaching practices.

Hollie (2012) introduced *Culturally and Linguistically Responsive Teaching and Learning*. His findings are based on his work done at the Culture and Language Academy of Success charter school in Los Angles, CA. The aim of the school was to decrease the achievement gap of minority students. The charter school employed cultural and linguistic pedagogy. In Hollie's work, he included linguistic diversity as part of culturally responsive pedagogy. According to Hollie (2012), "there is nothing more cultural about us as humans than the use of our home language" (p. 20). Hollie (2012) defines pedagogy as the "how and why of teaching" (p. 48). It is important for teachers to be strong in both methodology and content (Hollie, 2010). Methodology is developed from two areas: strategy and activity (Hollie, 2010). The strategy of teaching means to be strategically and deliberately determined (Hollie, 2012). Activity is the execution of the strategy. What is critical in cultural methodology is that teachers choose activities that keep students' cultural and linguistic needs in mind (Hollie, 2012). Hollie identified five pedagogical areas that can be infused within culturally and linguistically responsive strategies and activities (p. 49). They are responsive classroom management,

responsive academic literacy, responsive academic vocabulary, responsive academic language, and a responsive learning environment. Hollie (2012) included the term responsive before each area to ensure that the instruction is focused on culturally and linguistically pertinent activities.

Diversity inclusion. Recent studies have been conducted to look at the ability of agricultural education teachers to provide inclusive learning environments for diverse students. Though students with a disability and requiring special education have been the focal point of inclusion programs, other students are being added to the equation. Inclusion now encompasses more than just special needs but cultural/linguistic, socioeconomic, gender, and various religious beliefs (LaVergne, Larke, Elbert, & Jones, 2011). Inclusion education is a way of thinking that encourages the involvement of students, families, educators, administrators, and community to construct a school that centers on acceptance, belonging, and community (Alston, English, Graham, Wakefield, & Farbotko, 2010; Sapon-Shervin, 2003).

Inclusion is an important aspect within the agricultural education classroom, especially with the increase of diversity within public schools. When considering inclusion within a school classroom, there are four principles to adhere to. They are, "All Learners and Equal Access, Individual Strengths and Challenges and Diversity, Reflective Practices and Differentiated Instruction, and Community and Collaboration" (Alston, English, Graham, Wakefield, & Farbotko, 2010). The general idea of diversity inclusion is that the classroom learning environment is such that all students are able to learn, regardless of their race, language, socio-economic status, sexual orientation, family structure, culture, religion, or learning ability (Alston, English, Graham, Wakefield & Farbotko, 2010; Roach, Salisbury & McGregor, 2002).

Furthermore, inclusion involves the ability to recognize and accept individual student's strengths, their challenges, and their diversity (Alston, English, Graham, Wakefield, & Farbotko,

2010). Warren and Alston (2007) found that secondary agricultural educators felt it is important to invest time to "get to know their students including gaining an understanding of their respective cultures and learning styles" (p.76). It is also crucial that when all students are within a classroom, that teachers are constantly reflecting on their "attitudes, teaching and classroom management practices, and curricula to accommodate individual needs" (Alston, English, Graham, Wakefield & Farbotko, 2010). Warren and Alston (2007) also concluded that teaching material should be examined for inclusion of diversity to ensure all students are represented in the classroom. Lastly, inclusion promotes collaboration with many different stakeholders to ensure the success of all students.

LaVergne developed the Diversity Inclusive Program Model (Figure 5) that displays the intersection of multicultural education, culturally responsive teaching, and inclusion. These three components create what he calls *Diversity Inclusion*.

In addition to agricultural education, there was a study that looked specifically at EL inclusion. Pettit (2011) provided five beliefs that teachers need in order for successful inclusion of EL students. Those five beliefs are:

"(1) high expectations for ELLs, (2) accepting responsibility for ELLs, (3) encouraging native language use both at home and in the classroom, (4) an awareness of the time it takes ELLs to learn academic English, and (5) a desire for professional development in relation to ELLs when needed" (p. 5).

Figure 5
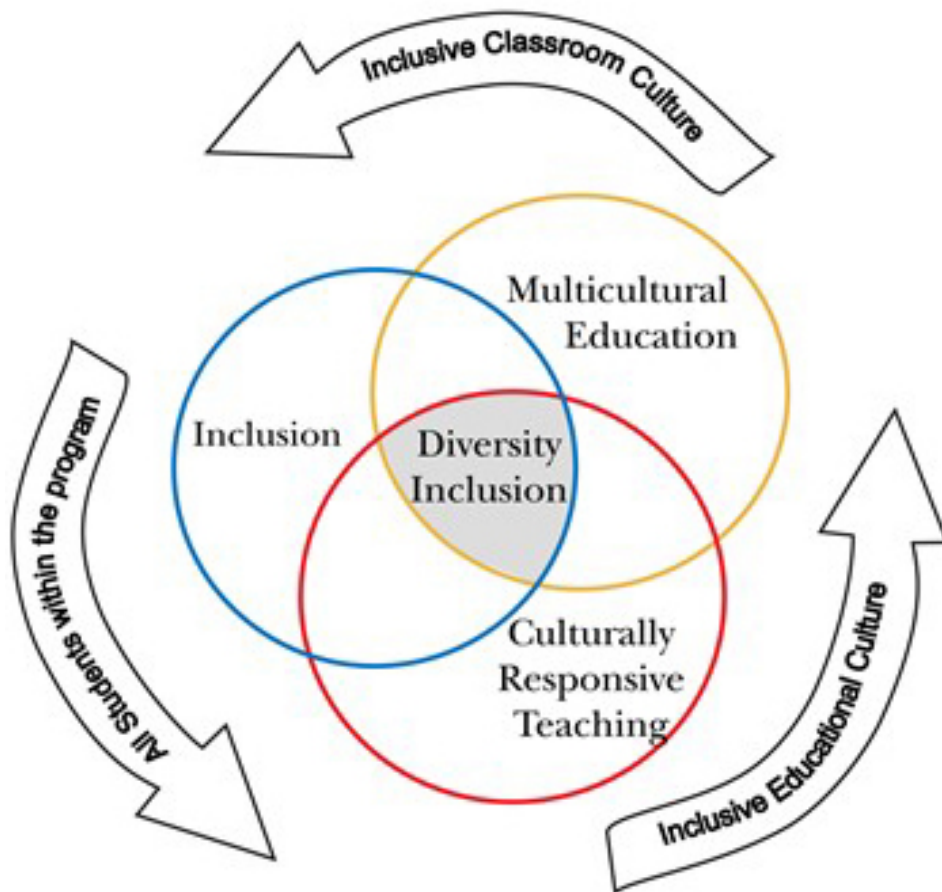
The Diversity Inclusive Program Model

Used with permission from Douglas LaVergne *(LaVergne, 2008)*

     Sheltered instruction. Mainstream teachers are those that are certified to teach a

traditional subject, such as math or social studies (Pettit, 2011). A mainstream classroom is one

that teaches content in English only (Pettit, 2011). Mainstream teachers can expect to have EL

students in their classroom and consequently need to have the skills and tools in order to meet

the EL students' needs (Pettit, 2011). An approach to teach EL students in the mainstream

classroom is referred to as sheltered instruction. Sheltered instruction is way of teaching that combines effective instructional strategies along with instruction that is designed to meet the needs of English Learner students (Hansen-Thomas, 2008).

In other words, "Sheltered instruction is designed to provide second language learners with the same high-quality, academically challenging content that native English speakers receive" (Hansen-Thomas, 2008, p. 166). Research has shown that sheltered instruction is an effective method of teaching EL students (Hansen-Thomas, 2008).

Features of sheltered learning are: working in cooperative groups with mixed students, focusing on academic language and vocabulary, incorporating the student's native language as a tool to comprehension, using hands-on activities in addition to modeling and demonstrations, and the use of specific teaching strategies. Furthermore, it is important to use the student's background knowledge within the lesson (Hansen-Thomas, 2008). Additionally, Samson, and Collins (2012) compiled information that may help the general education teacher to successfully teach EL students in their classroom. "These include the importance of attending to the oral language development, supporting academic language, and encouraging teacher's cultural sensitivity for the backgrounds of the students" (p. 2). Likewise, it is recommended that "Educators of ELLs can alleviate potential comprehension problems by slowing down their speech, writing crucial vocabulary on board, avoiding slang, and providing ELLs time to use the L1 [native language] language and resources" (Hansen-Thomas, 2008, p.168).

Many content teachers in both elementary and secondary school already incorporate aspects of sheltered instruction into their teaching (Hansen-Thomas, 2008). Science is an example of an area that already uses instruction that aligns with sheltered instruction. Science

involves group work, hands-on learning, and motivating interactive activities, in which EL

students tend to be successful (Hansen-Thomas, 2008).

Process

This component of the Dunkin and Biddle's Teaching Model encompasses all that is

involved in the classroom, in other words, the observable happenings within the classroom. The

context included in the process section includes factors that influence mainstream teachers that

teach EL students and strategies for working with EL students.

Factors that influenced mainstream teachers teaching of EL students.

Youngs and Youngs (2001) posited that teachers that lived outside of the United States

for a time had a more positive experience teaching EL students. In addition, they found that

female teachers typically had better attitude toward teaching EL students than their male

counterpart. Also, if teachers were fluent in another language they tended to implement

activities that both affirmed and encouraged EL students to use their native language (Lee &

Oxelson, 2006; Youngs & Youngs, 2001). However, Pettit (2011) did not find a relationship

between teachers of EL students that spoke another language and their beliefs toward EL

students.

Gandara, Maxwell-Jolly, and Driscoll (2005) suggest that the greater the teacher

preparation to teach EL students led to teachers having more confidence in their ability to teacher

EL students. Furthermore, teachers that taught more years with EL students had a better grasp of

teaching EL students.

According to Gandara, Maxwell-Jolly, Discoll (2005) teachers need to attain certain

skills and abilities to teach EL students. These skills and abilities are the "Ability to

communicate with students, ability to engage students' families, knowledge of language uses,

forms, mechanics, and how to teach these and a feeling of efficacy with regard to teaching

English language learners" (p. 3).

   Strategies for Working with EL students. Berg, Petron, and Greybeck (2012) offer

suggestions for working with EL students. They are:

1) Understand student's academic background: Determine what the student has already learned

in previous school experiences. This knowledge will allow the teacher to effectively teach to the

student.

2) Create meaningful instruction: This is an important strategy as it connects what is being taught

in school with real life experiences. In addition, the second language can be challenging for

students to learn new information, therefore it is important to check for understanding often.

3) Implement culturally responsive teaching: in addition to creating meaningful learning, it is

important to connect the students' learning to their culture. " In this way, students will not only

find the instruction more meaningful and relevant, but their own values and beliefs will be

validated" (p. 38).

4) Encourage peer interaction: Cooperative learning allows for all students to be involved. This

is vital to consider when working with EL students due to their limited language, they may feel

embarrassed if singled out. It is important to use different grouping methods, in addition to

allowing EL students to be in groups with English speaker so they are exposed to the second

language.

5) Monitor teacher language: It is important that teachers are aware of their own language when

working with EL students. Teachers should speak slower and enunciate their words. Writing

words on the board for EL students to see is important. Many words are cognates, which means

the word is similar to words in more than one language. Some students may be able to

understand a word because it has the similar meaning in their language. In addition, teachers should reduce the numbers of idioms that are used, which are phrases that mean something different then the true meaning of the words.

6) Choose comprehensible written materials: Choose written material that is appropriate for the level of the students. Teach students how to use pictures, headings, and words to get an understanding of the text. If there is material in both the native language and English, have student read the information first in their native language and then in English. This will help them grasp the content. Another approach is to partner a strong reader with one that struggles. The stronger reader can read aloud while the other student follows along.

7) Use appropriate assessments: Adjust the type of assessments for EL student. Examples are using multiple-choice with three options instead of more, providing word banks, creating shorter tests, or using learning logs or performance based assessments.

8) Emphasize content not form: The goal is for students to grasp the content. Do not correct all grammatical errors; there will be too many. Rather, conduct mini lessons on issues that students are having with mechanics. Do not focus on too many issues at one time because it will be overwhelming for EL students.

Chapter 3: Methodology

The beginning of this chapter describes the research method chosen for this study as well as the rationale for the method. It also states the purpose and two main questions that were answered by means of this study. The next section includes a detailed explanation of the methodology known as phenomenology and the rationale for its use. The third section provides details about the setting and participant selection. The fourth section contains a thorough explanation of how the data collection process occurred along with how the data was analyzed and synthesized. The last section of this chapter includes the study limitations and ethical considerations that were used to protect the study participants' confidentiality.

Research Method and Design

Qualitative research is used to become more knowledgeable about how individuals or groups of people ascribe to a social or human problem (Creswell, 2009). It begins with inquiry that is broad with general questions that pertain to the area of study (Roberts, 2004). According to Roberts, "Rather than numbers, the data are words that describe people's knowledge, opinions, perceptions, and feelings as well as detailed descriptions of people's action, behaviors, activities and interpersonal actions" (p. 111). Qualitative research is considered inductive because the researcher is trying to gather information in order to construct concepts, idea, or theories about a topic (Creswell 2009; Merriam, 2009). In addition, with qualitative research, the researcher is considered the primary or key instrument (Merriam, 2009; Creswell, 2009), which gathers and interprets the data and typically does not rely on other's instruments or questionnaires (Creswell, 2009). Some examples of qualitative research are ethnography, phenomenology, ground theory, case studies, and narrative research (Creswell, 2009). For this particular study, a phenomenology approach was used in order to best support the research

questions presented in this study. Within this phenomenological study, a rich detailed description of the teacher's lived experiences is included, which cannot be accomplished using a purely quantitative research method.

Phenomenological Methodology

Phenomenology is associated with a school of philosophy from the twentieth century in addition to it being a qualitative research method (Merriam, 2009). Philosophers Edmund Husserl and Martin Heidegger are known for their influence on the philosophy of phenomenology (Bogdan & Biklen, 2007; Lichtman, 2010). When considering the premise of phenomenology as a qualitative research method, the objective is to identify a common theme(s) between participants who have lived an experience or phenomena (Creswell, 2009; Merriam, 2009). Bogdan and Biklen (2007) describe phenomenology as a way to bring understanding to the "meaning of events and interactions to ordinary people in particular situations" (p. 25). When researching, phenomenologists concentrate on the description of what the participants have in common in the experience (Creswell, 2013).   "Phenomenological descriptions are derived from experiences and are validated by experiences" (King, 2014, p. 171). It is the role of the phenomenologist to pinpoint the commonalties between the participant's lived experiences (Creswell, 2013). For these reasons, phenomenology has become a popular mode of research in both the fields of education and nursing (Litchman, 2010).

There are two main approaches to phenomenological research, hermeneutic and transcendental (Flipp, 2014).   In hermeneutic research, the researcher focuses on the interpretation of lived experiences and of text (Creswell, 2013). This approach has been used with texts such as the Bible (Lichtman, 2010). In contrast, transcendental research involves

exploring the description of those that have lived an experience and less on the interpretation of the experience (Creswell, 2013).

The goal of transcendental phenomenology is to describe a lived experience (Flipp, 2014). It is important in this type of research for the researcher to ask questions about the experience in order to get to the deep meaning of the experience (Lichtman, 2010). Therefore, the role of the researcher is to "extract the essence of that lived experience by means of a reductionist process" (Lichtman, 2010, p. 79). This is accomplished by the researcher continually going back to the described experience in order to derive its meaning (Merriam, 2009). Lichtman (2010) used the example of having data that may initially produce 25 themes and by the time the data is reduced, there might only be three main ideas that describe the core or essence of the phenomena.

While conducting phenomenological research, researchers should embark on *epoche, a* suspension of judgment (Merriam-Webster) and bracket their previous experiences from the study (Merriam, 2009). *Epoche* is accomplished when the researcher examines prior experiences or their own personal prejudices, viewpoints, assumptions, and thoughts of the phenomena and then the researcher brackets those thoughts or puts away those thoughts regarding the experience or phenomenon so not to interfere with seeing the elements of the phenomena within the study (Creswell, 2013; Merriam, 2009). This allows for the researcher to concentrate on the participant's experiences. In addition, if the researcher includes his or her personal connections with the phenomena within the study, it allows the reader to determine if the researcher indeed focused exclusively on the participant's experiences without infusing the researcher's experiences into the study (Creswell, 2013). Therefore, the researcher included a brief

explanation of her background and thoughts on teaching EL students in Chapter Three's Instrumentation and Measures section.

The interview is the main data collection method used for phenomenological research and was the method used in this study. In transcendental phenomenological research, there are typically one or two broad questions that are asked during the interview. The researcher then asks probing questions that help to pull more of the lived experiences to the forefront. During this process, it is important to isolate the phenomena of study in order to understand it (Merriam, 2009).

After the data is collected, it is analyzed. This is accomplished through horizontalization. The process of horizontalization is laying out all the data for examination and treating the data as having equal weight (Merriam, 2009). It is also important to view the data with imaginative variation, which involves viewing an idea from different angles. Merriam describes it as viewing a sculpture from different vantage points. This technique holds true to interpreting and pulling meaning out of the phenomenon that is being studied. After horizontalization and imaginative variation is the reduction process, when data is organized into clusters or themes (Merriam, 2009, pp. 25-26). Using the developed themes, a textural description of the participants experienced is written (Creswell, 2013). After that, a structural description is included that explains the context or setting that influenced the experience (Creswell, 2013). Both the structural and textural descriptions are then combined to create a one to two paragraph explanation of the derived essence of the phenomena (Creswell, 2013).

Rationale

When considering which research method to use to pursue and answer the research questions about agricultural educators and their lived experiences teaching EL students,

qualitative was the best option because it allowed the researcher to draw out the experiences of the participants in order to get to the essence of the phenomena. When deciding which of the qualitative methods to use in order to accomplish the purpose of this study, a phenomenological method using interviews provided the best strategy in order to capture the rich, thick descriptions of an agricultural education teacher's "lived experiences" teaching EL students.

Purpose Statement

The purpose of this phenomenological study was to explore the essence of human experiences shared by secondary agricultural education teachers who have taught English Learner students.

Research Questions

This study explored the lived experiences that agricultural education teachers had regarding English Learner students. The intent of the study was to document the lived experiences in addition to determine factors that influenced their experiences. The two main questions of this study were:

1. What are the lived experiences of secondary Agricultural Education teachers who teach English Learners?

2. What factors influence agricultural education teachers who teach English Learners?

Researcher Positionality

Creswell (2009) mentioned four main worldviews to consider when developing a research study. These worldviews are post-positivism, social constructivism, participatory, and pragmatism. When contemplating the different philosophical worldviews, the one that aligned most accurately with the researcher in this study was the social constructivist view. A social constructivist "seeks understanding of the world in which they live and work" (p. 8). It was the

goal of this research study to expose the experiences of agricultural education teachers that teach EL students and to begin to understand what it is like to "walk a mile in their shoes." In general, the more open-ended the questions, the better for gathering data; as the researcher was the instrument and was listening for rich descriptions of what people said and did in their life (p. 8). In addition, the researcher is attuned to interactions that occur between people. It is important to note that in this perspective, the researcher was part of the research due to the researcher's own background, which shaped the interpretation of the data. For these reasons and the questions of this study, the social constructivist worldview aligned best with the qualitative approach to research.

Setting

The setting for this qualitative phenomenological study included three select U.S. public schools that had secondary agricultural education programs. All schools chosen were located in the Midwest. The overall school enrollment of each school ranged between 800 to 1200 students and each secondary school had an EL population of at least 15%. Furthermore, a fourth school was chosen for the pilot study. The pilot school also had student enrollment numbers that fit within the enrollment range of the study. However, the EL demographic percentage was just below the study criteria.

Schools were determined by assessing EL demographic information from their State's Department of Education website. Looking at the demographic information provided from the school data from the State Department of Education's website helped determine the participants that met the study requirements. In addition, agricultural education professors provided suggestions.

Participant Selection

This study utilized a purposeful selection of four participants, from three different school districts in addition to a fifth teacher selected for the pilot study. Lichtman (2010) suggests that since the goal of qualitative research is not to generalize the results, but rather to describe and interpret the data, there is not a specific sample number needed. For this study, a sample size of five, including the pilot teacher, met the objective of the study.

In order to accomplish the purpose of this phenomenological study and answer the two main questions, the selected participants taught secondary agricultural education in addition to having experienced teaching EL students at a high school with an EL population of 15% or more. After identifying schools that met the criteria, teachers from each school were contacted and asked if they were interested in participating in the study. If there were more than one teacher from a given school interested in participating in the study, the teacher's names were placed in a container and one was randomly chosen. If only one teacher was interested from the school, that teacher was automatically chosen. After the teachers were selected, the researcher inquired from each teacher the specific research approval process required at his or her school. After receiving the process, the appropriate steps were taken to gain permission to interview teachers regarding the purpose of this study (Creswell, 2009). After approval was granted from each school administration, the research commenced with an initial in-person interview at their school or at a local coffee or eating establishment. The interview location and time was determined by either a phone call or e-mail correspondence based on the interviewee's preference.

Instrumentation and Measures

The researcher was the main research instrument (Creswell, 2009) in this study. For this reason, the researcher collected the data through interviews and then manually analyzed and described the data.

For transparency of this study, it is noted that the researcher is a white female that has taught agricultural education for over 10 years. When the researcher was in her agricultural education teacher preparation program, it was a requirement to take a multicultural education class for teacher licensure. However, at that time, instructional strategies specifically for EL students were not presented. The researcher has experience teaching urban EL students in grades 7 through 12. In addition, she has had both positive and challenging experiences teaching EL students. The researcher also has opinions regarding the need to include EL instructional strategies and culturally responsive teaching methods in agricultural education programs due to the rapid increase in the number of EL students in public schools.

The type of interview used was "semi-structured" (Patten 2014, p. 163). A semi-structured interview has prepared questions, but allows for both the interviewer and interviewee to introduce different ideas or thoughts into the interview if the interview takes that path.

An interview protocol was established to ensure that each interview was conducted in the same manner to maintain consistency between interviews. The interview protocol (Creswell, 2009) included a heading, which included the date, time, interviewer, and location. There was a step-by-step instruction for the interviewer to follow so that each interview was consistent with the next. A preplanned list of semi-structured open-ended questions (Lambert, Henry, & Tummons, 2011) was developed that was read to the interviewees to help reduce inconsistency between interviews. However, since it is a semi-structured interview, there was freedom to

adjust questions.   The data was recorded with an audiotape and transcribed afterwards. The

researcher transcribed the data using a software program. In addition, the researcher took

"reflective notes" (Bogdan & Biklen, 2011, pp. 120-122) with a notepad. The reflective

fieldnotes were the researcher's insight into their feelings, ideas, impressions, misconceptions,

and clarification of the information being received during data collection (2011). Some

reflective notes were taken during the interview as ideas arise in addition to the researcher's

thoughts and ideas following the interview.

Interview Protocol

Data was collected through an interview that utilized semi-structured open-ended

questions. The questions were crafted ahead of time and were based on the conceptual

framework of the study. Each of the teachers was asked the same questions, but clarifying or

additional questions were asked if needed. In addition, specific demographic data was gathered

from each respondent. A protocol was developed to ensure the interviewer created similar

environments for each interview. An opening and closing statement was written and shared at

the beginning and end each session (Appendix C).

Before the interview began, the following steps were taken (Shaw, 2015). The researcher

introduced herself and shared that she is a student in a doctoral program at a university. An

informed consent form was given to the interviewee to read and sign (Appendix D). The

interviewee was informed of the right to exit the study at any time. The research goals were

reviewed with the interviewee. The interviewer explained how and why the interviewee was

chosen. The interviewer will be given an estimated amount of time that the interview should

take, which was approximately 30 minutes. The interviewee was assured of confidentiality

within the dissertation by using a pseudonym. The interviewer requested permission to

audiotape the interview so that it could be transcribed for analysis. The interviewer used probing

questions to delve deeper into responses if needed. A conclusion paragraph was written and read

to the participant at the end of the interview (Appendix C).

Interview Questions

A preliminary list of semi-structured open-ended interview questions was developed,

which is located in Appendix A. The interview questions were crafted to address the

overarching research questions and align with the framework developed from Dunkin and

Biddle's Teaching Model (1974), which was the underpinning of the literature review. In

addition to the interview questions, questions were asked regarding descriptive statistics of each

of the participants. The questions included teacher demographics, educational background, years

of teaching experience, and years of teaching at the school (Rios-Aguilar, Canche & Moll, 2012).

The list of descriptive questions is located in Appendix B.

Review of Interview Questions

A review of questions was conducted to determine their credibility. For this study, the

interview questions were reviewed by an agricultural education professor for suggestions

regarding the wording of the questions in addition to the alignment of each of the questions to

the research objectives. The researcher's advisor also provided important guidance regarding the

sequence of questions and wording of questions. Furthermore, the researcher's committee gave

suggestions.

It is recommended that during an interview that the first questions start out "easy" to

answer and make the participant feel safe (Shaw, 2015). At the beginning of the interview, the

questions were general and then as the interview preceded the questions become more

"challenging" in order to glean the needed information to answer the questions of the study. The

more difficult questions were toward the middle of the interview (Shaw, 2015). As the interview was drawing to a close, a "safe" question was employed to end the interview on a positive note.

Pilot Test

After both the review committee and the Institutional Review Board approved the proposal, a pilot study was conducted to test all the protocols and procedures of the study. The pilot test was conducted with an agriculture teacher who had experience teaching EL students within her classes. The pilot interview followed the interview protocol along with the interview questions located in Appendix A. The pilot test assessed the effectiveness of the audiotaping software for sound quality. The audio was transcribed to test the transcribing software. The data was analyzed using the data analysis process explained in the data analysis section. Major modifications were not needed after the pilot interview. The only notation made was that the interview process did not take as long as first assumed.

The EL demographics at the pilot school were slightly below the criteria for the study. However, since the same protocol was followed during the pilot interview and was not altered, the results of the pilot interview were blended with the results of the other teachers.

Data Analysis

The data collected for this phenomenology study was from interviews of participants who had experienced the phenomena of study, which are agricultural education teacher's experiences teaching EL students. The quotes provided by participants enabled the researcher and readers to have a better understanding of what it is like for an agricultural education teacher to teach EL students. It was critical that during the data analysis process that the phenomenological data analyses approach of horizontalization and imaginative variation were imbedded into the process. Horizontalization involved considering all data as equal and imaginative variation is

when the researcher viewed the data from different angles. Both were important during the coding process.

According to Schulz (2015), there is not a standard way to conduct interview analysis. Schulz does suggest the use of direct quotations from the interview, which brings the reader into the data in addition to support the conclusions of the study. Moreover, Schulz provides three main steps in qualitative data analysis. They include noting concepts that are within the data that are of importance to the study, collecting examples or quotes of the shared concept, and then analyzing the concepts for similarities (Schulz, 2015). These three steps were utilized in this study.

To begin the analysis process, the recorded interviews were transcribed using a software application. Each sentence of the interview was separated by sentence for coding purposes (Schulz, 2105). This format allowed for line-by-line analysis, which permitted the researcher to be immersed in the data and to develop a deeper understanding of the data (Schulz, 2015). The researcher read each interview transcript thoroughly before analysis was conducted. Initial thoughts were noted on the margin of the transcripts.

During the next step of the process, the researcher started with the first transcript and manually open coded each sentence (Schulz, 2015). This involved using one or two words to describe the meaning of each sentence. It did help at times to use a word from the sentence as the code (Schultz, 2015). The one to two words were written at the end of the sentence. Manually reading each transcript along with the researcher personally coding each transcript enabled the researcher to become submersed in the data. After the researcher open coded the first transcript, a list of all the open codes was compiled (Schultz, 2015). Next, all the codes were reviewed in order to identify similar or the same open codes throughout the transcript. The goal was to

reduce the long list of open codes to a smaller list of 20 to 25 (Schultz, 2015). Once the smaller

list of codes was created, it was important to go back to the original transcript and make sure that

the list of codes still aligned with the data. This process is called constant comparison (Schulz,

2015). After the first transcript was completed, the process starts over for each transcript.

The next stage of analysis was closed coding. Closed coding aimed to create five to

seven overarching themes that each of the open codes falls under. Closed coding was completed

in stages. The numerous open codes were reduced to create 14 codes, and then those codes were

divided between three over-arching categories (Schulz, 2015).

For trustworthiness (Shenton, 2004) during the coding process, after the teacher initially

coded all the transcripts, an agricultural education teacher who was experienced in teaching EL

students reviewed all the identified codes and sub-codes. The researcher and teacher met in

person to review two of the transcripts and then communicated via e-mail and through phone

calls to review the codes.

 After all the transcripts were coded, the last stage of analysis occurred. This stage

involved collecting the interview quotes for each of the three overarching themes along with the

ten sub-themes that were drawn from the data.

It was the commonalities and relationships of the over-arching themes that allowed the

true essence of the phenomena to emerge. Based on the data analysis, results, conclusion, and

recommendations were generated.

Trustworthiness

In order to uphold trustworthiness (Shenton, 2004) in this study, different strategies

provided by Merriam (2009) were utilized in this study. The principal strategy used to maintain

trustworthiness was member checks. Member checks occur after data has been collected and

interpreted. The data were read to each of the interviewees for confirmation that the researcher interpreted and expressed their thoughts correctly. Corrections to the data were made if needed. Researcher's reflexivity was included in this study. The researcher evaluated her "assumptions, world-view, biases, theoretical orientation, and relationship to the study" (p. 229) that may affect the interpretation. For transparency of this study, as noted earlier and again here, the researcher is a white female that has taught agricultural education for over 10 years. When the researcher was in her agricultural education teacher preparation program, it was a requirement to take a multicultural education class for teacher licensure. However, at that time, instructional strategies to work with EL students were not presented. The researcher has experience teaching urban EL student in grades 7 through 12. In addition, she has had both positive and challenging experiences teaching EL students. The researcher also has opinions regarding the need to include EL instructional strategies and culturally relevant teaching methods in agricultural education programs due to the rapid increase in the number of EL students in public schools.

Peer Review was an important aspect of this study. Discussion with agricultural education professionals was utilized to establish trustworthiness of the different aspects of the study. During the coding process, an agricultural educator validated the codes that were determined during the coding process.

An audit trail was utilized to document all the data that was collected. The audit trail included a "detailed account of the methods, procedures, and decision points in carrying out the study" (Merriam, 2009, p. 229). "Rich, Thick Descriptions" (Merriam, 2009, p. 229) of the data were included in the results of the study. This allows the readers to be able to determine if their experiences match those of the study. The researcher kept a journal of thoughts and experiences during the research collection.

Limitations

There are a number of limitations associated with qualitative research. The subjectivity of the researcher may cause her to interpret data differently than another researchers. Collecting data can be time consuming and expensive (USC Libraries, 2015).

Data collection is critical to research. Interviews are a recognized collection method used in qualitative research, however there are some limitations to qualitative studies and this method. Creswell (2009) points out some of these limitations. Interviews take place in a designated space rather than in a natural setting. The researcher may cause the responses to be biased. Not all people that are interviewed are articulate and insightful in their responses (p. 179). The sample size is small and the results will resonate within the agricultural education community.

Ethical Considerations

The integrity of the research is an important component of this study and relied on the trustworthiness of the methodology (Shenton, 2004). The main ethical concern in a research study is that the participants are not harmed physically or psychologically (Patten, 2014). To ensure no harm come to participants in the study, the Institutional Review Board approved the research plan of the study.

The participants were given full disclosure of the purpose of the research prior to the data collection (Patten, 2014). The participants were given reassurance of confidentiality. The names of the participants and schools in which they teach were not used; instead a pseudonym was used to conceal identity.

The participants were provided with an informed consent form at the beginning of the interview. The consent form consisted of the purpose of the study being conducted, what will happen during the interview and approximately how long it will take, what the benefits of the

study might be to them and to others that have an interest in the results, what the potential for harm might be and lastly, that they can withdraw at any time in the research process (Patten, 2014). The consent form is located in Appendix D.

During the data analysis portion of the study, member checks allowed participants to clarify and approve the interpretation of their interview to ensure true representation of the participants. Finally, at the conclusion of the study, each of the participants was debriefed on the results of the study.

Chapter 4: Results

The preceding chapters discussed the qualitative research method of phenomenology and the framework present by Dunkin and Biddle (1974) to help answer the questions: 1) What are the lived experiences of secondary Agricultural Education teachers who teach English Learners? and 2) What factors influence agricultural education teachers who teach English Learners?

This chapter presents the results of the study and was organized into four sections. The first section provides the teacher's narrative. The second section is a representation of the codes that emerged during the coding process. The third section highlights the overarching themes that developed during the study. Finally the fourth section includes a chart that summarizes the findings of the different ideas that surfaced from the study.

Purpose

The purpose of this phenomenological qualitative study was to explore the lived experiences shared by secondary agricultural education teachers who have taught English Learner students.

Research Questions

1. What are the lived experiences of secondary Agricultural Education teachers who teach English Learners?

2. What factors influence agricultural education teachers who teach English Learners?

Teacher Narrative

Question One: What are the lived experiences of secondary Agricultural Education teachers who teach English Learners?

The first interview conducted was the pilot interview. The EL demographics at the pilot school were slightly below the criteria for the study. However, since the same protocol was followed during the pilot interview and was not altered, it was blended with the results of the other teachers.

Teacher A: Josie

Josie (pseudonym) grew up in the Midwest. She was raised in a community with little diversity. She was part of the agricultural education program in high school and enjoys learning about plants, animals and natural resources. Josie believes that she is better equipped to teach secondary students rather than younger students.

Josie graduated within the past five years from a university with a degree in agricultural education. Josie has been teaching secondary agricultural education for less than five years and has two years of experience teaching EL students.

When considering how prepared Josie was to teach EL students, she expressed that she did not feel that the teacher-training program that she participated in provided her with the needed education to adequately teach EL students. In fact, she shook her head very adamantly "no" while she answered this question. She did mention that when she started teaching at her current school, the district did provide her with some training that included literacy strategies, such as KWL charts and teaching vocabulary.

During her time teaching EL students, she feels as if she has a hard time connecting with EL students because at times the stories she told them in order to help make content connections were not relevant to the student's experiences. However, she did say that sometimes her stories did make connections. She referred to this as a "double-edged sword". Therefore, it is hard to know exactly what experiences to share with students that will help them better grasp a concept.

Josie stated that she mainly gained skills to teach EL students while on the job. She was able to garner helpful advice from the EL teacher at her current place of employment. She also mentioned that she received help from a relative who is an EL teacher. Josie seemed very appreciative of the help she received. The EL teacher provided her with suggestions on how to teach and assess certain topics. A particular challenge Josie encountered was when she gave EL students a test. The EL students did not do well. Josie asked the EL teacher for advice on how to modify for her EL students. She was able take the advice and make modifications for the EL students that proved to be successful.

When it came to characteristics that an agriculture teacher should possess in order to effectively teach EL students, Josie mentioned the importance of regular communication such as check-ins with the EL students. Furthermore she listed, the need to be patient, flexible, open-mined, trustworthy and work to create a fun rapport with the EL students.

During Josie's time teaching EL students, her efficacy changed from not very confident to more confident. She mentioned that this increase was due to her time collaborating with EL teachers in addition to her witnessing the progress of the EL students in class. Josie's time in collaboration with the EL teacher proved most helpful to move her from a lower efficacy to a higher efficacy level.

Josie has mixed classes with students ranging from level 2 to native English speakers. She is unsure of what exactly the different levels mean. She mentioned that she believes that the levels represent the number of years the EL students have been in the country. She feels like she has learned a lot about the student's language levels from her time spent teaching them.

The rate that she covers content is at a slower pace because of the lower language levels in her classroom. She did comment that since the EL students are part of her class that she goes

deeper into the content, which she considers a positive attribute to having EL students in the classroom.

Josie spends more time going over vocabulary with her students due to the presence of EL students and clarifying words to make sure they comprehend double meaning words. For example, the class was reading over an article about ducks and refuges. Josie needed to ensure the EL students understood the difference between refuge and refugee. In addition, she made sure they have the basic understanding of new words. Moreover to the emphasis on vocabulary, she also uses an assortment of visuals to teach the students, such as video clips.

When Josie described what it is like to have the EL students in the classroom, she mentioned that the EL students are fun and light-hearted, which creates a positive classroom climate. During the interview, the researcher had the impression that Josie really enjoyed the EL students within the agriculture classes because of the climate they created and the relationships she had with them.

Josie is very reflective of how she teaches and what she teaches to the EL students to make sure students understand. She is conscious of the accommodations she gives to EL students, because she does not what them to think she is singling them out or that she is "dumbing down" the content. She stated that her lack of knowing how much to accommodate for the EL students would stress her out. However, she felt successful teaching EL students when see saw evidence of the EL students learning and making connections to the agricultural content.

Teacher B- Susan

Susan (pseudonym) grew up in the Midwest. There was not much diversity at the schools she attended. She recalls having one African-American student in her class. In addition, there

were a couple African American students that were a couple years younger than her. She did not have much exposure to different cultures.

Susan has been teaching for over 10 years. During that time, she has witnessed how the community demographics have changed. Due to the community change, there has been an increase in the number of EL students within the school district and within her classes. She mentioned that there are approximately 54 languages spoken at a local company. She stated that some of the students are Puerto Rican, Guatemalan, Somali, Cambodian, Vietnamese and Hmong.

She recalled that at first she was "probably pretty racist" in her thoughts and standoffish toward her EL students because that is all she had heard and learned. "I didn't know how to help them because I had had no training in ELL. I didn't even know what the word was, or that acronym, and so I had to just learn as I was going because I didn't have any preparation."

When she went to college to attain her education to become an agriculture teacher, EL strategies and instruction were not part of the program. However, Susan commented that the university would not have known the future demographics of the school population. Therefore, why would EL strategies be part of the curriculum? Initially, Susan thought that the EL students were not able to learn because of the language barrier. However, Susan came to the realization that "There're just like every other kid." Due to her time with the EL students, she was able to identify demonstrations as a key strategy to teaching the EL students. She also utilizes pictures and technology to assist teaching EL students. However, she did mention that technology could be troublesome and frustrating because the EL students may not always use it when and how it was intended.

Susan's self-efficacy in teaching EL students has increased since she first started teaching EL students. "At first I just thought, I didn't even know. I didn't even want them in my class because I didn't know how to deal with them..." She said that the administration wants to put EL students into the agriculture classes because of the amount of hands-on learning that takes place. However, she was not prepared to teach them.

Susan has drawn upon the expertise of the school's EL teacher to gain more instructional strategies to provide an effective means to teach the EL students. Susan said that when creating assignments, she now includes pictures along with a written explanation. These modifications came about due to collaboration with others.

The main concern that Susan expressed many times during the interview is the mixed language levels of students within her classes. She said that students with different language levels are just "thrown" into her classes without much thought. She recalled, "I had a kid that moved here from Mexico last quarter, he had been in the country eight days, and they threw him in my room." The mixed language levels within one classroom created a challenge.

There were times that she would be mindful of what she asked students because she did not want to hurt their feelings. She knew that some of the students came from horrible places or situations, so she wanted to create a positive environment for them. She also became more aware of the cultural differences between the U.S. cultures and other cultures. She provided an anecdote of a flower lesson where cultural differences came into play. She was handing out flowers to all the students and had saved a yellow flower for a particular student. Ms. Susan gave the student the yellow flower. The girl became very upset when getting the yellow flower. The girl asked Ms. Susan why she gave her the yellow flower. Susan told the girl that a yellow flower means joy and happiness, but the girl told Ms. Susan that in her country a yellow flower

meant that the giver of a yellow flower wants bad things to happen to that person. Susan said she

grabbed the flower back from the girl. She did not realize. This made Susan come to the

realization that she cannot assume things and she needs to check with people. Susan said it is

really important to make sure that you are communicating with people.

Teacher C- Sara

Sara (pseudonym) grew up in the Midwest on a farm and really enjoyed being in the

agricultural education program at her high school. The diversity at her school was probably 98%

Caucasian. There were some American Indian and Mexican, but predominantly Norwegian and

German. She decided to become an agriculture teacher because she did not want to be a

salesperson and enjoyed the variety that comes with teaching agricultural education. She was

pursuing a degree in animal science at a university, but switched her major to agricultural

education after participating in an FFA activity. The university that she attended had more

diversity than where she grew up. There were a number of African students within the College

of Agriculture in addition to African-American students.

After graduating from college, she spent time teaching agriculture oversees. It seemed as

though during the interview that Sara realized that her time teaching oversees aided in her ability

to teach the EL students in her classroom. She was teaching students that did not learn English

until Grade 2 or Grade 3. "I never thought of those kids as English Language Learners." She

has taught for over 10 years with over six years of experience teaching EL students.

Sara lacked the training or preparation to teach EL students from her college teacher-

training program. She mentioned that this was due to the fact there was not the EL student

population in school that we see today. She attended some training that her district provided.

The trainings were centered on strategies that would help teach EL students. Sara also

mentioned that she uses a lot of her own personal experiences to teach the students.

Teacher characteristics that are important when teaching EL students are the teacher's willingness to learn from the students and not to assume that they, the EL students, do not know things. Sara also explained agricultural education teachers need to be patient when working with EL students. Time must be given to allow EL students to process the information and understand.

Sara was excited to share about a new EL student that joined her class. This student was limited in English and did not have any formal education, but Sara discovered that when this student was 13, she had worked in a banquet hall in Thailand creating ornate floral arrangements. The student showed Sara pictures of the beautiful arrangements. Sara told the student that she needed to be in her floral design class, in fact, she should be teaching the class. Sara explained how this student who was new to the United States and limited in English, was so excited about this connection. Sara shared that "it was really cool, because you just saw her face light up. It was like, "Wow, somebody realizes that...just because I don't know English... I know what's going on. I can do things"."

Sara feels more confident in her ability to teach EL students, however she did mention that she has a lot more to learn. When she first started teaching EL students, she felt frustrated due to the language barrier. As she was teaching, she began to realize that students were not getting it. She mentioned that for EL students the teaching pace is much slower. She grasped this when she got to the end of the month and had only gone through a portion of the material that she would have completed with a non-EL class. She began to utilize EL students who had learned English and were able to translate to lower-level EL students. This was very beneficial and was something she utilized when she had taught overseas.

The classroom composition is comprised of students with mixed language levels. Sara understands the school assesses the EL students to determine which language level they fall under, but she was unsure of anything more than that regarding language levels.

Sara noticed that the EL students stick together. Sometimes the EL students will have conversations with one another, and because they speak a different language it is difficult to know if they are working on their assignment or off task. However, Sara said that you are able to figure it out by the way they are talking and with different tones and volume. Sara mentioned how important it is for EL students to speak with one another in class, so not to allow an EL student to become an island.

Some of the strategies that Sara uses in class to teach the EL students are demonstrations, word walls, working with EL students in smaller groups, using other students to help communicate, check-ins with students, not to assume that all students are understanding, interactive notes and projects, hands-on activities, and building relationships. Sara knows that the EL students have a multitude of experiences and that she has as much to learn from them as they do from her.

Teacher D- Maddie

Maddie is newer to the teaching profession. She graduated with an agricultural education degree less than five years ago. She grew up in the Midwest in a town that has seen a lot of change in its demographics. There was diversity within her high school, but she said she did not really notice it. Maddie alluded that she was living in her own "little white world". She thinks she received the best of both the country life and city life. She appreciated, on occasion, that her mom would take her to the city to the theater district while her dad provided the country

experiences on the farm. She even compared the town that she grew up in to the town where she now teaches. Both towns have gone through similar changes in demographics.

As a teacher, she appreciates and enjoys the different cultures that are present in her classroom. However, she does not feel like her experiences in high school have really affected how she currently views culture. She feels her perspective of different cultures is based more on her own personal experiences rather than her high school experiences. Maddie believes that some people have a harder time working with different cultures.

When asked about her preparation and training to teach EL students, she very easily stated that she learned little to nothing in college in regards to preparation to teach EL students. She recalls having two in-services at her current school that provided information on teaching EL students. In addition, she taught EL students in an afterschool program at her current school. She mentioned being unsure if she formatted the lessons appropriately to the different learning needs of the EL students.

She has yet to collaborate with an EL teacher, in order to gain more information about adapting and formatting lessons to the needs of the EL students. Maddie says it is on her "to do list", but keeps getting pushed back.

She thinks that an agriculture teacher should be flexible and very adaptable when working with EL students. Teachers also need to have a certain level of patience. Maddie was very candid with her own level of patience for teaching EL students. She knows that she has patience, but perhaps not to the level needed to teach a whole class of EL students. She explained that she has subbed in an EL classroom and it made her stressed. She described that the environment of the EL classroom was more chaotic than what she is used to. She prefers to have a more managed classroom. Maddie noted that if she had more EL students in her classes,

she would need to approach teaching them differently. She sets the same standards for the EL students as the non-EL students. However, she has sympathy for many of the EL students due to the struggles that they have endured.

At her school, the agriculture classes receive EL students that are level 3 and higher. At least to her knowledge, EL students need to be at least level 3 to be in the agriculture classes. However, she thinks there may have been a couple times that a higher-level 2 EL student has been placed in her class. Maddie explained that the level 2 EL students are provided with a few elective classes, such as health, art, and keyboards. Maddie does not believe that the EL level 1 students are mainstreamed at her school. She did mention on a follow-up phone interview, that the industrial technology teacher would be teaching an EL level 2 class during the coming year. Administration has approached Maddie about teaching lower-level EL students, but she never was approached after the initial meeting(s). She did say she would consider teaching a lower-level EL agriculture class.

Teacher E- David

David (pseudonym) is a male who has less than 5 years teaching experience. He has taught at his current school for less than 5 years. His only experience teaching EL students has been from his current school. David is not from the Midwest and considers himself a "city-boy". He said that he did not grow up in a very diverse area. His views were one-sided when he started teaching, largely due to the lack of diversity where he grew up. He also mentioned that he did not participate in an agricultural education program in high school.

When David was in college, he was a Teacher's Assistant (TA) for one of the departments in the College of Agriculture. During the TA experience, he enjoyed the students and the teaching experience. He decided to major in agricultural education because of his

positive TA experience. Furthermore, he stated that he wanted to be a teacher because "I had teachers that have [had] an effect on my life and I want to leave the same impact on others."

David described his experience when he first started teaching at his current school as "culture shock". However, he looks at culture shock as not a bad experience, but rather a positive one. David stated that due to his experience of culture shock, he's "... wanting to know more about other cultures, so [he's] still learning. It's an ongoing process." He even mentioned he would enjoy traveling to places where some of the students are from so he can learn more about their way of agriculture and their culture.

He does not think his college agricultural education-teaching program prepared him for teaching EL students. "It [EL preparation] definitely was not a priority of getting your diploma in Ag Ed." Not having the preparation or training in college to teach EL students created a challenge for David. However, his current district has provided some training in EL strategies. Nevertheless, he feels like the district training lacked in cultural aspects. He explained that EL strategies are important, in addition to cultural background to help relate to the EL students on a more personal level. He mentioned that his specific school has not provided much training on teaching EL students.

David teaches mixed language-level classes ranging from level 1 to native-English speakers. He believes it is both a challenge and a blessing to have mixed classes. Because of the mixture, he is able to partner a level 1 student with a level 3 student. This is one strategy that he used to provide support for the EL students. Other strategies he used were showing pictures, "repeat-after-me", technology, specifically Google Translator. However, the problem with Google Translator is it does not offer all of the different languages that are spoken at his school. The strategy that David uses most with his students is building relationships. During the

interview, David would circle back many times to the importance of creating relationships with the EL students.

At his current school, he asked some of the EL teachers for help, but felt like he was intruding on their curriculum. Nonetheless, the EL teachers did provide suggestions for modifying assessments. He specifically received help with modifying assessments for the different EL language levels in his classroom. This was helpful, but it meant that he was administering four different assessments to different EL leveled students. He has learned that the pace of the class needs to slow down in order for EL students to process the information. He does speak a bit of Spanish, which has been beneficial when communicating with the Spanish speakers at his school. However, he is teaching at a school with multiple languages, so his Spanish is not helpful with all of his students.

The biggest challenge that he encounters is the language-barrier and his lack of cultural understanding. He believes that understanding a student's culture is just as important as knowing EL strategies. The two go hand-in-hand. He is apprehensive to ask students about their culture. There was one time he asked a student a cultural question and it turned awkward very quickly.

Codes and Themes

Codes were derived from the each of the interview transcripts. Codes and their descriptions are listed in Table 3. Initial coding each of the transcripts from the interviews and reducing the codes down developed the themes of the study. The following is a description of the coding and reduction process.

During the coding process, each sentence was given a code, which described the idea of the sentence. Next, identifying similar codes and combining them reduced the initial codes.

Those reduced codes were then categorized using the conceptual framework and finally grouped into themes. For validity, another agricultural education teacher reviewed the codes as well as reviewing the reduction process.

Table 2

Codes

Collaboration/Advice- Teacher seeking help or provided strategies to teach EL students
EL Strategies- any strategy that teachers use to teach EL students
Teacher Efficacy- How the teacher views their ability to teach EL students
Teacher background including Cultural Awareness- Any information about where the teacher grew up or views about diversity/EL
EL Training/Preparation- EL training teacher received in college or at PD
Teacher Characteristics- The specific teacher characteristics helpful for teaching EL students
Classroom Composition- The composition of students within the classroom, including the different language levels.
Student Characteristics/background- Any description regarding an EL student. Successes or Struggles/ or their background
Community- Any comments regarding the community involvement or views of the EL students or change in the demographics at school.
Systems- Systems within school that are out of teachers' control
Student Learning- Comments regarding students' effort or evidence of learning
Language Barrier/Communication- Comments about issues that arise due to the language barrier between students or those between student and teacher.
Agriculture- Any comment that involves the agriculture industry or the change in the agriculture education programing due to demographic change
Teacher thoughts- Suggestions that teacher gives toward teaching EL students

The reduced codes were then grouped into three main overarching categories based on the conceptual framework of the study. Those categories are presage, context, and process. Under each of the three main categories are the sub-categories otherwise known as the factors that affected the experiences of agricultural education teacher's teaching English Learner students. Figure 7 provides a graphic highlighting the categories and sub-categories (factors) that emerged during the study.

Figure 6

Categories and sub-categories
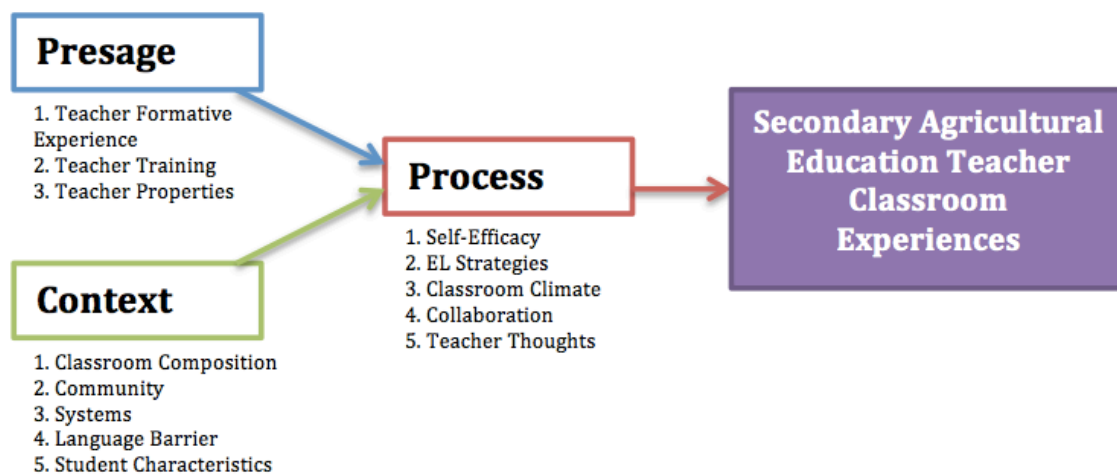
(Adapted from Dunkin and Biddle's Teaching and Learning Model (1974))

Interview Results

Question 2: What factors influence agricultural education teacher's experiences who teach

English Learners?

Presage

Within the Presage category, the characteristics of the teacher are examined and how those characteristics could influence their teaching. There are three areas that were included

under the presage category. They are teacher's formative experience, teacher training, and teacher properties.

1) Teacher Formative Experience/Cultural Awareness

Four of the five teachers grew up in communities with limited diversity. David and Susan both spoke to the idea that their background made an impact on their views of the EL students. Though Sara did not grow up in a diverse community, she was able to gain background with diverse populations by participating in an overseas teaching program. Maddie grew up in town and attended a school with a changing demographic. She mentioned how the town had a growing Latino and Somali population. She is now seeing similar changes in the community where she teaches. However, Maddie did not feel that her own school experience affected her views regarding diversity.

Josie stated that her background inhibited her from making some connections with her EL students. "I think that my experiences are kind of, now that I've been teaching for one year, and have some EL students, that they seem like I'm not able to connect with the students as well. Or that they don't like stories that I have to help clarify content. [The stories] don't always resonate with them as well as they have with other students. I do find that sometimes they like the stories that I have...so it's kind of a double-edged sword." Josie had a handle on the idea that her different background played a role in her ability to teach the EL students. She seemed to be realizing that some of her experiences were making more of a connection for the EL students than other experiences.

Susan commented on her limited background and how it initially affected her thoughts about EL students. She recalled hearing "horror" stories about the students at the school and how they would get into fights.

"I can remember going into the middle school right before I was going to teach there, because that's where the 8th and 9th graders were located at the time, and [a] teacher said to me, "Stay out of the halls. You don't want to be in here, because that's where all the fights are. "I'm like, "Oh, crap. What have I gotten into?" I was really pretty scared at first, but ... They're just like every other kid. At first, I was probably pretty racist, just because that's all I'd learned and heard. Now, it's different, but at first I was pretty stand-offish. I didn't know how to help them [ELL] because I had had no training in ELL. I didn't even know what that word was, or that acronym, and so I had to just learn as I was going because I didn't have any preparation"

Sara grew up in a rural area with limited diversity. She participated in an overseas teaching program early on in her career, which expanded her knowledge and experiences with diversity and different languages. She was able to use some of her experiences from the overseas involvement to help her in the classroom. "There, I was teaching agriculture practices that were probably equal to our practices in the 1950s, 1940s. I guess the approach that I took with those kids is similar to the approach that I take with these kids to get them to understand how we do things, and why we do things the way we do."

David did not experience much diversity growing up. He said there was a Spanish speaking population where he grew up and that he learned Spanish, which has been helpful when speaking to the Spanish speakers in his classroom. He described how he saw things as "Very one-sided. Just growing up not knowing about other cultures. Being from another state that was not very diverse, where I was from. Coming into the school I'm currently at is much more diverse than I had ever been used to. When asked if his one-sided view of things affected his teaching he answered, "Yeah. I'd say yes."" " I would say culture shock, like the unknowing. I

didn't know that they existed. Or I knew they existed, but they didn't ... They weren't in my schools growing up." He believes that the culture shock he experienced is a good thing. "I'm wanting to know more about other cultures, so still learning. It's an ongoing process."

Since a high percentage of agricultural education teachers are white, including all that participated in this study, it is important for agricultural education teachers to understand multicultural education and culturally responsive teaching.

2) Teacher Training/Preparation

All five of the teachers stated that they had little to no preparation to know how to teach EL students. Any training they did receive was from the school district or from collaboration with an EL teacher. Susan and Sara both mentioned to be fair to the agriculture teacher preparation programs at the time they attended, the current EL student populations did not exist when they went through the teacher training programs.

Susan did mention that when she went through her teacher preparation program that she learned about students with disabilities and strategies to teach them, but did not learn about EL students. Again, she recognized that there was not a large EL population at the time she completed her teacher-training program.

Josie graduated from her teaching-training program within the last five years. When asked about her preparations to teacher EL students she responded,   "I don't think I leaned a lot... I felt really under prepared.... even at (previous school) when I only, I only had like one or two students that were EL, but I just felt like I couldn't even ... I didn't know what help to offer them, or how to offer it to them. I felt really lost." Josie stated that most of her learning came from on the job training. "More of it I felt like I learned on the job."

94

Josie also attributed much of her increased ability to teach EL students to the school's EL teacher. Josie pointed out that she learned some helpful strategies from district professional development; however, much of what was covered centered on reading literacy rather than English Learner. She mentioned that she used some of the strategies with the EL students.

Maddie did not recall learning much from her teacher preparation program in regards to EL instruction and strategies.

3) Teacher Properties

All five teachers identified specific teacher characteristics that were beneficial when working with EL students.

Maddie believes that an agriculture teacher needs to be flexible, adaptable and patient when working with EL students. Maddie does not intend to specialize in teaching EL students. She is questioning her own level of patience that is required to teach EL students.

Susan believes that agriculture teachers need to be happy and smile. Furthermore, they need to be open and approachable. As Susan described how she worked with the EL students, she described it as being assertive when explaining or showing students how to do something. She also was sympathetic toward some of the EL student's background. "Some of them come from horrible places, and so I just want to make it positive for them."

Sara's main thought about teacher characteristics is that teachers need to be patient because of the amount of time needed for EL students to process their thoughts as a result of the language barrier. During the interview she also talked about the importance of building relationships with students.

David did not elaborate on teacher characteristics other than the need to build relationships with the students. David commented on the importance and the need to develop relationships with EL students in order to teach them effectively.

Moreover, Josie listed many different teacher characteristics that she felt were important for an agriculture teacher to possess in order to teach EL students. Those characteristics are being light-hearted (joking) and the ability to develop relationships with the students. Furthermore, the teacher should be approachable and patient when working with EL students. The teacher also needs to be flexible, thoughtful and open-minded.

In a study conducted by Miller, Kahler and Rheault (1989) they identified effective agricultural education teachers as creating a fun and inviting environment. The agriculture teacher is also able to handle challenges, changing situations and is able to provide the additional instruction to students in need.

Context

Context is the conditions that the teacher has no control over. The five context sub-categories that emerged from the main interviews were: classroom composition, community, systems, language barrier, and student formative experiences.

1) Classroom Composition

The five teachers in the study all had mixed language classrooms, which means the classroom composition is comprised of both EL speakers and native-English speakers. However, each teacher had a different composition of language levels.

The classroom composition within David, Sara and Susan classes were similar. They experienced having EL students from all the WIDA levels (1-5). Josie's classroom is comprised of both native-English speakers and EL students as well. The EL students in her classes range

from level 2 to Native English speakers. She thinks that most of the EL students are level 3 or higher.   Maddie mentioned that her classes only had EL students at language level 3 or higher. She did admit that there were probably a few EL students that were placed in her classes that may have been level 2.

Three of the five teachers did not know for sure how EL students were assigned to a level. The diversity demographics within each of the schools were different. However, there were some similarities of ethic/cultural groups of EL students at the different schools. Maddie said she was aware of Somali, Spanish, and Karen students. Susan said that there were 54 languages spoken at a local company and many of those languages represented in the school. Susan identified some of the different students that were at the school as Karen, Hmong, Cambodian, Thailand, Vietnamese, Laos, Somali, Mexican, Puerto Rican, Guatemalan and Ecuadorian. David mentioned that there are many languages spoken within their school district, but there are probably four to six main languages spoken at the school and within his classes. Josie shared that there are different cultural groups that are within the classes. The main EL languages spoken in Josie's classes are Spanish, Somali and some Karen. Sara did not mention the number of different languages spoken at her school.

2) Community

Two of the five teachers commented on demographic changes that were happening in the community. While teaching at her school, Susan experienced a change in the community demographics. Susan mentioned the lack of community support for the school, specifically the changing needs of the school as a result of the increased number of EL students. Maddie explained that her community was also experiencing a demographic change, but she did not

elaborate much about the change. She did mention that some teachers have a harder time working with the different cultures.

3) **Systems- Decisions made regarding classroom**

Susan believes that the administration places EL students into the agricultural classes because the classes provide hands-on learning opportunities. Susan stated that, "They [administration] want to put them in our classes because we do so much hands-on learning."

Both Susan and Sara have advocated for creating EL only agriculture classes. Susan said she approached the administration about it. She explained that she would ask again if it did not happen. Sarah said that at her school the administration was supportive of the idea, but it depends on scheduling.

Maddie said that administration approached her about creating an EL only agriculture class. She was receptive to the idea, but administration did not pursue the idea further. She believes that in the near future that there will be agriculture classes for the lower-level EL students as well.

4) **Language Barrier**

Three of the teachers spoke specifically to the challenges due to the language barrier. David pointed out that the EL students have background knowledge and have already experienced many things, but it is the language barrier that creates the problem to determine EL student's knowledge. David stated, "...I don't know necessarily that it takes them longer to learn. It takes them longer to learn or relate to what I'm trying to tell them, but they might already know how pigs are raised. It's just the fact that we have a language barrier between us." He went on to say, **"**You'll have an ELL student that will be in your class an entire semester and you know they haven't understood anything that has gone on. That's a huge challenge. Huge. You

might find that out halfway through the semester. You might find that out the last day of the semester because ELL students are very non-confrontational and so they will shake their head "yes". As the lovely teacher that I am, I'm assuming that everybody is getting it and [I] come to find out, they have not gotten it. That is a huge challenge, of finding out exactly what does each of the ELL students know."

Susan recalled, "I don't know how to communicate with them." She also stated, "when they first came in I thought no, they're not going to learn, because they can't understand me but one of the units I do is a flower unit, and I teach them how to make a boutonniere. If you can just demonstrate it, then you don't need to talk. They were my best boutonniere makers because they actually ... They wanted to learn and they would pay attention, and they weren't talking to everybody else because they couldn't and so they did the best job."

Sara explains what she thought and how she coped with the language barrier in class. "Right, because the one thing, I don't want them to feel like ... I don't want them to think that I think they're dumb because there's a language barrier, you know? It's equally frustrating for them on that side not knowing what words are being spoken to them. They catch a few of the words, but they don't get them all, and in agriculture, we've got our own language... it confuses the non-ELL kids when you start talking about all the different scientific terms in Ag."

Sara continues to explain how the students know that the language barrier is frustrating for the teacher as well. "They know that I don't understand their language and they know that I understand that they can't understand what I'm saying, and I'm hoping that they're not offended when I say, "Hey, come here," to another kid, "Translate this for me." Because then, I can show them what they're doing, what they need to be doing, and if they're paying attention to what my

hands are doing not necessarily listening to the words, they can understand what the concept is that I'm trying to get across."

5) **Student Characteristics**

Three of the teachers provided information about student characteristics. Susan provided two different narratives regarding the cultural background of her EL students. Both stories summarized the awareness agricultural education teachers need when working with EL students. The first is a story about how things have different meanings in different cultures.

I always share this story with my 8th graders. You don't assume things about people, and that's probably the biggest thing I learned, was just because it's good in our culture doesn't mean it's good in another one. When we do that flower unit, I had this really awesome kid, a girl. She was super, and I gave her ... We had all different flowers. I was new, so I didn't order all the same flower color. I learned that. But there was one yellow one, and so I saved it for her and I gave it to her. I was so excited. She came up to me about five minutes later, and she was crying. She said, "Why did you give me this yellow flower?" I said, "Because yellow means joy and happiness, and I really enjoy having you in class." I said, "It's beautiful." She said, "Well, in my country it means you want bad things to happen to me." I'm like, "Oh my gosh." I just grabbed it from her. That really made me realize that you really need to check with people you need to make sure you're communicating. When you see something, go and ask. Don't just stand back and think, "Oh, what's wrong with them?" Now I'm really more approachable, and I try and communicate with them and be in touch with what they're doing."

Another story that Susan provided about cultural awareness happened during an FFA event. "One girl I took on FFA, (student name), she's a sweetheart. They don't eat pork.

We were eating pizza. She's pulling one out (piece of pizza), and I said, "(Student name), you can't eat that." She goes, "Well, what is Canadian bacon?" I said, "That's from a pig." "Oh, " the student said. Susan went on to help the student determine which kind of pizza she could eat. "It is kind of fun. It's fun to learn about their cultures, and they're really anxious to share if you ask them."

David shared his frustrations due to his lack of cultural awareness of student background. David explained his two challenges of teaching EL students. He mentioned that both the language barrier and cultural understanding impeded his ability to teach effectively. "My biggest challenge is why does that student have that on their face? Why is that student wearing that kind of gown today? Why does that student have that hairpiece in today? I have no idea what it means and that's where my biggest challenge is and that's where I get frustrated." It is from these questions, that David was so adamant about having knowledge about student cultures and building relationships with students in order to learn more about the EL students.

Sara also illustrated a story about a new EL student at the school and how knowing student's background knowledge is important.

"Case in point: yesterday, I found out that there's a girl, and she's in my small animal class, and she just recently came to (School Name), just recently came to the United States. She needs to be in my Floral Design class. She had never been in school before she came here. No formal education at all. But when she was 13 years old, she went to work in banquet halls in Thailand, creating these ornate floral displays. And she was talking to another teacher, and then that teacher called me yesterday after school and said, "Hey, you need to see what this kid can do." And she came down here and I'm like, "Ah! Why?" you know; obviously the reason she hadn't told me was because she doesn't speak

any English. But she was showing me these pictures and I was like, "Ah! Really?" You know. And I told her, "You need to be in my floral design - You teach my floral design class!" Because the kind of things that she is able to do are not things that these kids have ever seen before, So being able to pull from those experiences, as well... And it was really cool because you just saw her face light up. It was like, "Wow, somebody realizes that ... Just because I don't know English ... I know what's going on. I can do things.""

Process

Process category includes all that is involved in the classroom, in other words, the observable happenings within the classroom. In this study, the process category looked at the interactions between the agricultural education teacher and EL students that in turn created the experiences. The experiences were influenced by both the presage and context categories. The process category includes self-efficacy, EL strategies, classroom climate, collaboration and teacher thoughts.

1) Self-Efficacy

Four of the teachers mentioned how their self-efficacy teaching EL students increased with more experience. They described their experience teaching the EL students as frustrating. However, they did say that their confidence or ability to teach EL students increased during their time teaching.

Susan stated that, "I've definitely gotten better. At first I just thought, I didn't even know. I didn't even want them in my class because I didn't know how to deal with them and I just think that the more that you work with them and ... It also helps with that collaboration piece, having that. You just get more used to it. I don't know. I'm also a little more assertive, too, now. Before, I was like, well, I don't know how to communicate with them and now, like when we're

doing that flower unit, I'll get right in their face and say, "No." I'll take their hands and I'll move their hands for them, or I'll just physically say, "Okay, this is where your hands need to be." I'm not afraid to say, "No, that's not right." Before, it probably was because I didn't want to hurt their feelings and some of that stuff. Some of them come from horrible places, and so I just want to make it positive for them."

When Sara shared about her self-efficacy in teaching EL students, she said, "There're still a lot of things that I need to learn. I feel a lot more confident than I did that first year in allowing the kids to express themselves more. And I love it when I have a floral design class with a bunch of ELL kids, because it's amazing what these kids can produce and come up with. You give them a bunch of flowers, and they go nuts. They're happy as can be and you've got career skills, you're learning other skills here that you can take forward in a job. There's always room to grow, but I feel a lot more comfortable and confident in what I'm doing now, than what I did then."

David believes in his ability to teach EL students. This is largely due to his effort in building relationships with his students. He explains that, "I work extremely hard because that is my challenge every day, is to teach everyone, diverse and all, and try to understand the concepts that I'm trying to teach them. I feel confident because I do build those relationships. I think building those relationships helps understanding the ELL and communicating with them. Even if it's a barrier, you can still use facial expressions or numbers, pictures, whatever it is. You can understand that they're understanding the concepts."

Josie believes that her efficacy in teaching EL students has increased from when she first started working with EL students. "I would say at the beginning of the year, it wasn't that great." Josie sought advice and directions from professionals, which in turn helped to increase

her efficacy. "I feel more confidant and being able to kind of see students progress, and seeing that they are making headway makes me feel more confident in my abilities."

Josie continued to describe her self-efficacy in teaching EL students, "I would still say that it's there, not super. Not super high just because it's the first year that I really ... I feel like I have to be really thoughtful about what I have to teach. Sometimes I question how I teach it, and wonder whether I was able to reach them at the level that they can understand, and that whether they like some of the experiences that I've had or shared, or whatever, if they are able to relate to them or not. Or if they just think I'm the crazy lady up there, you know." Josie continues with comments regarding her concerns when teaching EL students, "Yeah, I always am worried about being ... I don't want to make them feel like they're... Or like, just like you would teach a special ed. student. You don't want to feel like you're singling them out. I'm always really self-conscious of that. I want to say stressed out... It is a little bit stressful just learning how to, you know. Do you make adaptions for certain things?"

Maddie feels like she is competent teaching EL students due to her ability to set high expectations for them. Furthermore she stated that, "I think that I try at least to do a good job of letting them know that I'm understanding and I'm compassionate about the struggles that they have as EL students."

2) EL Strategies

During the interviews, different strategies were revealed that the teachers used with their EL students. All of the teachers have acquired strategies that they use specifically for the EL students.

Susan said that she increased the use of visual aids when teaching EL students. She said she has a lot more pictures and artifacts for class discussion and demonstrations. "I probably do more

demonstrative things or more hands-on things than I used to do. I think taking notes is a waste of time somewhat to an extent, because I'd rather have them have it in their hand, because that they're going to remember."

Sara mentioned that when teaching EL students she recognized the need to "slow down." She continued saying, "You go through things a lot slower and in different ways, and circle back. Try to draw upon previous class periods with those things, trying to do more verbal Q&A kind-of things. Even if it's a one-word answer as long as they're paying attention and they're responding, we're all good."

David's approach to teaching EL students is all about building relationships and learning about their culture. He communicated this many times throughout the interview. It is the researcher's opinion that relationships and cultural knowledge created the framework for David's instruction.

David explains, "You have to get on a personal note. Yeah, the relationship is a huge part of my teaching strategies in agriculture. I think in today's aspect and in agriculture, in any class, you're going to have to have English-language learning strategies or specifics. Agriculture in general, that's where the cultural background comes in huge, because for instance, I have Hmong families that are here in (state) that I know nothing about the way that they farm and they farm every day. If I can relate agriculture to them or find more cultural backgrounds, the way that these ethnicities are using agricultural, then I can relate my classes. From one period to the next, you're going to slow down instruction or speed up instruction. Yes, as far as ELL strategies go, I try to make sure that everybody is on board. It can be a struggle."

David continues to explain that "You're trying to teach them one way of repeat after me, and they don't get it. Then all of a sudden, you're like, "Oh my gosh. I have shown you this or done repeat after me so many times." Then you show them a picture and they get it. Changing that strategy and not being close-minded, open-minded, using different strategies. It helps**."**

Furthermore, David uses pictures, repeat after me, Google Translate, but not all the languages spoken at the school are available. David also explained how he partners students that speak the same language, but are at different levels of English development. For example he might partner an EL level 1 student with an EL level 3 student, so the higher language level student can help communicate with the lower language level student.

Maddie explained the strategies she uses when working with EL students. "For the most part, I format my lessons to be user-friendly to all language levels so that I'm not having to make those types of modifications. Then if I do have a group that has a few more Somali students, depending on the lesson, I'll maybe try to gear it a little bit more towards something that they can actually personally relate to. Otherwise, the nature of the conversations that we have, the nature of the material that I present, I want it to be user-friendly to everyone."

An important factor that affected Josie's experience was the pace she uses when teaching EL students. "Sometimes I feel like I can't move through content as quickly,... Like right now I have a class that's kind of half and half. Half the students are EL, and half the students aren't. As far as content, and moving through content, I feel like we don't move through content as quickly as I would in a class with no EL students."

The following is a list of different strategies that she uses when teaching EL students. They are breaking down words, KWL Charts, word webs, check-ins, student sharing, asking how to say things in their language, Word-of-the-Day, clarify, vocabulary words, visuals, video clips, study guides/test prep, current events/relevant, read-togethers, group work, popcorn reading, volunteer reads and teacher reads.

3) Classroom Climate

When asked about the climate in the classroom, or what the classroom "looks like" Sara said,

"The ELL kids stay together with the kids that they're familiar with, or they speak the same language with. I come in and it's like, "Okay, I want to do a seating chart, but them I'm separating those kids. And then they're in their own little island." So it's like, "That's not going to help anything." So I encourage them to ... And it gets tricky with the junior high kids especially if you do not have the seating chart for the kids because then everybody wants to sit with their friends, and then they do not want to be productive."

Susan had similar comments. "They still group somewhat, which is interesting to me. .... Once in a while they'll mix. They all get along, but they still... Sometimes I force them to mix, but I'm not ... I hated group projects when I was in school and my kids hate it just because it seems to be the same people doing the work.

Josie stated that the EL students are fun and they help "to add a little bit of light-heartedness to the class." Josie was able to appreciate the positive attitude and climate that the EL students bring to the classroom.

4) Collaboration

Susan specified, "I don't know specifically, just some things that I do that maybe the EL teacher has helped me with. For one example, in my 8th grade class we do a crop report, and I usually hand out a written document and I explain it, but for them, I've created a document where it says how you plant it, and then I show a picture. I've learned to show a picture. I show the words so they learn the words, but then you have the picture with it."

When David was asked about collaboration he stated, "Yes and no. Yes on the part of I knew who are the English-language learner teachers and no on the fact of they were busy with their own ELL classrooms.... Getting some strategies from them, I felt like I was almost

intruding on their curriculum, if you will." However, David has taken help from the EL teachers to modify assessments for the different levels of EL students in his classroom.

Josie collaborated with the school's EL teacher in order to learn and incorporate strategies into her teaching. She learned how to modify assignments for the EL students. "[The EL teacher] was awesome at helping me kind of figure out how do I teach this, or how do I help them understand these concepts. What additional, you know, little lesson can I do, or that sort of thing to help those students."

Maddie has not collaborated with anyone as of yet. She replied, "Unfortunately, it's one of those things that has been on my list since I got here and knew that I was going to be working with that population on a somewhat regular basis, but it's been one of those things that unfortunately has continued to get pushed to the back of the list."

Sara did not mention any kind of collaboration with the EL teachers.

5) Teacher Thoughts: The following are teacher concluding thoughts in regards to agricultural education and teaching EL students.

Maddie thought, "Well specifically to Ag, as a ... as an elective, we are always going to get a diverse population. As a culture, we are continuing to grow in our diversity and whether or not you choose to embrace that or not is up to you. If you want to be a successful program, you're going to need to embrace whatever population you're working with. Knowing what helps your population that you work with learn best is what's going to make you a good teacher. I guess the more training that you have available to you, the better you'll be. If I were to be a better EL Ag teacher, I would want more training. "

David stated, " The more experience you get with ELL students in college or being around ELL students, inviting ELL students into the classroom, is definitely beneficial. It also

depends on where you go to school. ... but as far as agricultural education in general, it should definitely have ... any educational program should have and focus a lot on ELL strategies and ELL backgrounds, cultural background."

Sara said, "These kids have a lot of experiences, and it's just interesting to have those kids start to open up and share those experiences and ask, "Why here in the United States do you do it this way? This is what we did in the country that I just came from." And it's getting into that conversation that, if you can have that, to ask, "Okay, you did things this way. Why did you do it this way? What was the reasoning behind it? This is the reasoning behind why we do things here the way we do." I can learn from them, and they can hopefully learn from me. It's a two-way street. Once the kids realize that, it's not just, "This is the way it 'is', and I don't care however you did it before, that's wrong, because this is the way we do it here," I think once the kids realize that I want to learn from them, that they like that, and they are kind of drawn to that."

Table 4 is a chart that organizes the prominent themes that emerged from the study. Themes that are common between all participants are located at the top of the chart. Less common are located at the bottom of the chart.

Table 3

Chart of Prominent Themes that Emerged

	A	B	C	D	E
Identified lack of preparation for teaching EL students	X	X	X	X	X
Relationships are key to teaching EL students.	X	X	X	X	X
When EL are in class, need to go at a slower pace	X	X	X	X	X
EL training should be included in teacher preparation program.	X	X	X	X	X
Described teaching ELs as frustrating, challenging or stressful	X	X	X	X	X
Identified culture as having an impact on teaching	X	X	X	X	
With experience, identified an increase in self-efficacy	X	X	X	X	
Mentioned using visuals, pictures and demonstrations to teach EL students	X	X	X	X	
Identified that students form infinity groups		X	X	X	X
Identified language barrier as a challenge		X	X	X	
Mixed classes of language levels are a challenge		X	X	X	
Sought collaboration with EL teacher	X	X		X	
Teachers need to be patient when working with EL students	X		X		X
Highlighted that EL students have background knowledge		X	X	X	
Identified three or more languages spoken at the school		X		X	X
Mentioned wanting to teach an EL only class		X	X		
Identified being sympathetic toward EL students		X			X
Used other EL students as translators			X	X	
Teachers need to be open-minded	X			X	

Summary

        Chapter Four provided the results of five semi-structured interviews with agricultural education teachers regarding their experiences teaching EL students and factors that affected their experiences. The interviews were coded and reduced down to fourteen codes. From those codes, three main categories were formed that aligned with the conceptual framework. Furthermore, three main categories had thirteen sub-categories that emerged. A chart was created to link major teacher ideas. Of those major ideas, ten emerged as the main themes shared by the teachers. The ten main themes that emerged from this study are:

1) Building relationships is an important part of teaching EL students.

2) Agricultural education teachers could be better prepared to teach EL students.

3) Agriculture education teachers need to teach at a slower pace when EL students are present.

4) Agricultural education teacher's understanding of EL student's culture has an impact on their ability to teach the EL students.

5) Agricultural education teachers described teaching EL students as challenging, frustrating and/or stressful.

6) Agricultural education teacher's self-efficacy teaching EL students increased with time.

7) Agricultural education teachers need to be patient when working with EL students.

8) It was beneficial for agricultural education teachers to collaborate with an EL teacher.

9) Agricultural education teacher's formative experience affected their experiences teaching EL students.

10) Agricultural education teachers noted that mixed language level classes are difficult to teach.

Chapter 5: Discussion, Implications, Recommendations

Overview of the Study

Purpose Statement

The purpose of this phenomenological qualitative study was to explore the essence of human experiences shared by secondary agricultural education teachers that have taught English Learner students.

Research Questions

1. What are the lived experiences of secondary Agricultural Education teachers who teach English Learners?

2. What factors influence agricultural education teachers who teach English Learners?

Structure of Chapter Five

This chapter provides the different themes that emerged from the previous Chapter Four, along with the interpretations and implications to the agricultural teaching profession. In addition, Chapter Five offers a new three-part model that encompasses the aspects that secondary agricultural education teachers should consider when teaching EL students. Furthermore, it offers suggestions to both practitioners and teacher educators within the scope of agricultural education and EL students. Finally, Chapter Five concludes with the researcher's reflections and closing comments.

Interpretations of Themes that Emerged

1) Building relationships is an important part of agricultural education teachers teaching EL students.

All five of the teachers believed in building relationships with EL students. An important characteristic of cultural responsive teaching is what Gay (2010) terms multi-dimensional. It is

the building of a student-teacher relationship. It is advantageous to agricultural education teachers to become well versed in the multi-dimensional aspect of culturally responsive teaching, in addition to the other five characteristics of culturally responsive teaching.

2) Agricultural education teachers could be better prepared to teach EL students.

All five of the teachers commented on the fact that they did not receive any preparation to teach EL students and did not feel equipped to teach when they first started teaching them. Furthermore, when the researcher first started teaching EL students she was not prepared. She did not have any training from her university program to equip her with EL instruction strategies. She was not prepared to teach the mixed levels of EL students within her classes. Durgunoglu and Hughes (2010) supports this as they found that pre-service teachers were not prepared to teach EL students.

Research conducted by O'Neal, Ringler, and Rodrieguez (2008), looked at teacher preparedness to teach diverse students. They raised the question, " …have teacher preparation programs missed the mark by not preparing teachers to directly *teach* these students and instead just teach *about* these students" (p. 5). A goal of National Council for Agricultural Education (2000) states that agricultural education leaders should provide instruction that has been looked at, selected or modified according to the changing educational environment as well as using the best suited technologies and strategies for that changed environment. Therefore, it is important to ensure graduating agricultural education teachers are prepared to teach the changing student demographics, which includes EL students.

3) Agriculture education teachers need to teach at a slower pace when EL students are present.

All of the teachers referenced the need to teach at a slower pace when EL students are in the classroom. One teacher believes that due to the language barrier EL students need more time to process the information given in class. Berg, Petron, and Greybeck (2012) mention the importance of monitoring teacher speech. Teachers need to slow down and annunciate words.

4) Agricultural education teacher's understanding of EL student's culture has an impact on their ability to teach the El students.

Culture influences the way students learn, which includes the way they "process, organize, and learn materials" (Alston, English, Graham, Wakefield, & Farbotko, 2010, p. 135). Therefore it is important for the agricultural education teacher to understand the different culture that he or she is working with.

All the teachers mentioned different student's culture and how it affects their ability to teach successfully. Multicultural education and culturally responsive teaching are both important components to include when preparing agricultural education teachers to successfully work with EL students.

5) Agricultural education teachers described teaching EL students as challenging, frustrating, and/or stressful.

Each teacher mentioned that teaching EL students is challenging, frustrating, and/or stressful. Teachers identified this is due to the language barrier, mixed language levels within a single class, and lack of knowledge about the different EL student's cultures. As mentioned earlier, Grandara, Maxwell-Jolly, & Driscoll (2005) stated that teachers' biggest challenge is the inability to communicate with EL students. The researcher also agrees that teaching EL students

is challenging, which is largely due to the mixed language levels within a classroom in addition to the language barrier.

6) Agricultural education teacher's self-efficacy teaching EL students increased with time.

Four of the teachers agreed that their self-efficacy in teaching EL students increased due to their experience working with EL students. Since none of the teachers had formal training in EL strategies, it is difficult to predict if teacher self-efficacy would have started higher when the teachers first started teaching EL students. The researcher also noticed with time an increase in self-efficacy when working with EL students. This finding is confirmed by Gandara, Maxwell-Jolly, and Driscoll (2005) when they suggest that the greater the teacher preparation to teach EL students leads to teachers having more confidence in their ability to teacher EL students. In addition, they mention that teachers who taught more years with EL students have a better grasp of teaching EL students.

7) Agricultural education teachers need to be patient when working with EL students.

During the study, three of the teachers mentioned how agricultural educators need to be patient when working with EL students. This is largely due to the idea that EL students take a longer time to process information due to the language barrier. Therefore agricultural education teachers need to allow a longer processing time for EL students when presenting information. Furthermore teachers need to provide more time when asking them questions in addition to extending assignment due dates. The researcher can attest to the need for patience when teaching EL students. When she explained ideas to EL students, she used different modes to communicate, such as drawing out an idea or using her hands and gesturing to help explain a thought or concept.

8) It was beneficial for agricultural education teachers to collaborate with an EL teacher.

Collaboration with an EL teacher was beneficial based on three of the teacher's experiences. A fourth teacher mentioned her intentions to collaborate with an EL teacher in order to gain skills to teach EL students. The teachers were able to get advice on assignment and test modifications. The researcher also collaborated with the EL teachers at the school where she taught. The researcher looked at EL teacher resources and curriculum to determine what kinds of reading material the different EL leveled students were capable of reading and completing.

9) Agricultural education teacher's formative experience affected their experiences teaching EL students.

Of the five teachers interviewed, four seemed to recognize that a lack of background in cultural diversity influenced their view of teaching EL students. From the researcher's perspective, this realization appeared to have emerged during the interview process. It seems that a reason for the lack of cultural knowledge was due to an underrepresentation of cultural diversity in the schools and communities where the teachers grew up. Because of the deficiency of diversity exposure, it is reasonable to conclude that those teachers lacked the basic understanding of different cultural groups when they first started teaching EL students in their classroom.

The following are two teacher anecdotes explaining their lack of understanding of cultural groups. Susan admitted that she felt like she was "racist" when she first started working with the diverse EL students due to her own upbringing. Furthermore, she admitted that she did not think that the EL students would be able to learn, which aligns with deficit-based thinking (Markos, 2012). Teachers that act from a deficit-based thinking perspective believe that students are unable to learn due to one factor being "poor command of Standard English" (Howard,

2010). The researcher also identified a deficit-based view of her students when she began to teach EL students. Her thoughts about her students changed as she developed relationships with the EL students in addition to her experience teaching the EL students.

Furthermore, the Cultural Mismatch Theory that Howard (2010) addresses was evident in David's thoughts regarding the different cultures of the EL students. David knows that EL students are able to learn, but the difference in cultures influenced his ability to teach the EL students. David emphasized the need to better understand the EL student's culture in order to better teach the EL students.

As qualified by all five teachers, agricultural education teacher preparation programs need to address and implement training to better prepare agricultural education teachers to serve the increase in the EL populations.

10) Agricultural education teachers noted that mixed language level classes are difficult to teach.

Three teachers mentioned that mixed language levels are difficult to teach. Three of the teachers taught language levels ranging from 1-5. One taught EL students ranging from 2-5. The other teacher mainly taught level 3 or higher. Mixed language levels were also a concern within the Gandara, Maxwell-Jolly, and Discoll (2005) study that was conducted in California. However as Pettit (2011) mentioned, mainstream teachers can expect to have EL students in their classrooms. Therefore a solution is for teachers to either implement sheltered instruction techniques as a means of teaching the mixed language classes or offer sheltered instruction agriculture classes that combine effective instructional strategies along with instruction that has been created to meet the needs of EL students (Hansen-Thomas, 2008). "Sheltered instruction is

designed to provide second language learners with the same high-quality, academically challenging content that native English speakers receive" (Hansen-Thomas, 2008, p. 166).

Some of the strategies of sheltered learning are working in cooperative groups with mixed students; a focus on academic language and vocabulary; the use of the student's native language as a tool to comprehension; the incorporation of hands-on activities; the use of modeling and demonstrations, and the use of specific teaching strategies. In addition, it is important to use the student's background knowledge within the lesson (Hansen-Thomas, 2008). Many of the teachers named many of these strategies as a way to teach the different language leveled students in their classes. Therefore, it would be beneficial for all agricultural education teachers to understand sheltered instruction and the different instruction components and strategies that can be used to successfully teach a sheltered EL agricultural class or mixed language level agriculture class.

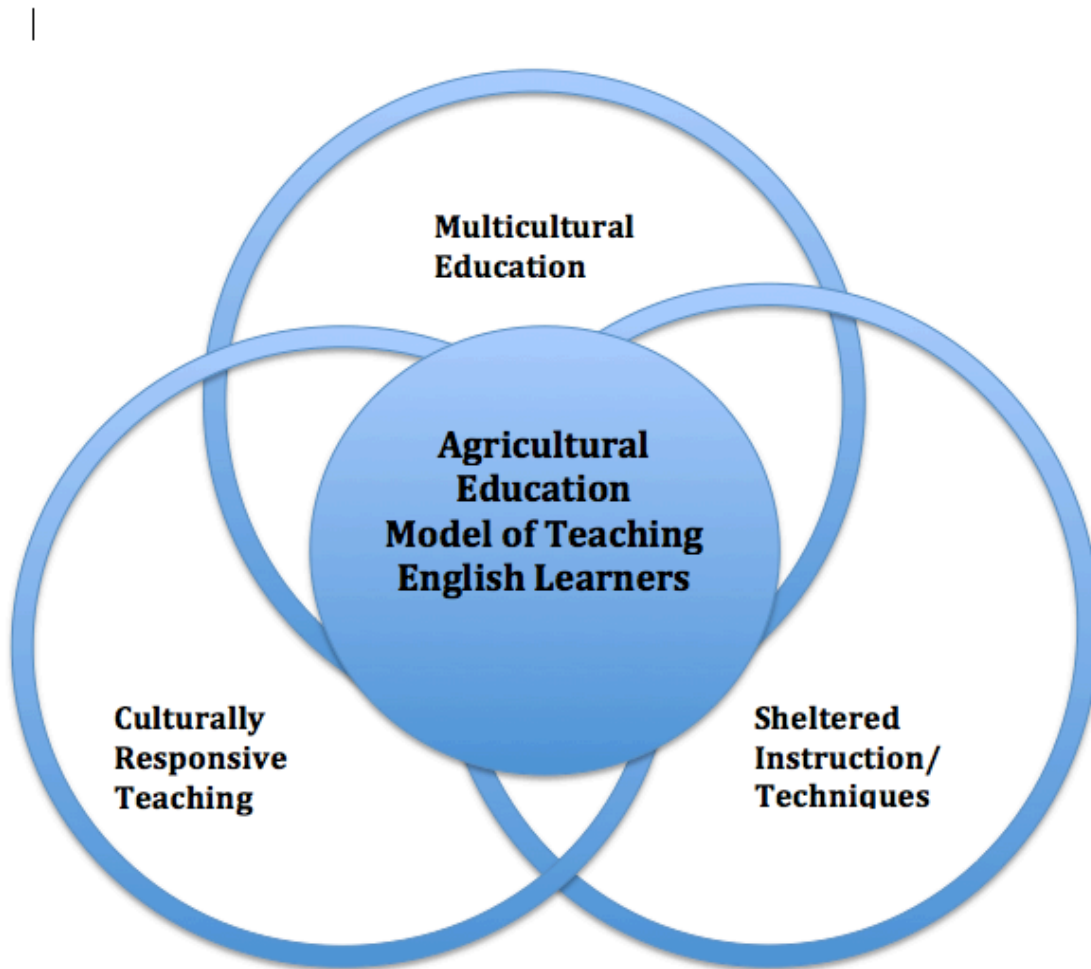**Agricultural Education EL Model**

In order for agricultural educators to accommodate EL students within their classrooms, they will need to have a firm understanding of the three components of multicultural education, culturally responsive teaching and sheltered instruction. Based on the results of the research, The Agricultural Education Model of Teaching English Learners illustrated in Figure 8 was created. The model was developed to highlight the interconnectedness of the three components needed to teach EL students.

Multicultural Education

It is critical for agricultural education teachers to have an understanding of the five dimensions of multicultural education in order to create a classroom that meets the needs of all students, including EL students. Those five dimensions are content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture (Banks & Banks, 2010; Banks, 1996).

Figure 7

Agricultural Education Model of Teaching English Learners

(Adapted from The Diversity Inclusive Program Model (LaVergne, 2008))

Agricultural educators should use EL students' experiences/background examples within lessons. The teachers from the study were able to identify the need to incorporate and understand the different cultures into the curriculum. Another aspect of multicultural education that should be considered is prejudice reduction. Teachers may not realize it, but they may approach teaching EL students from a deficit-based mind-set. Banks states that it does not matter if someone is using the components of multicultural education because it will not be effective if the teacher has negative feelings toward diverse students (Banks, 2010). The three other components are also important. They include the incorporation of positive views towards other cultural groups within lessons, to investigate biases within curriculum, and to create a positive climate within the classroom and school.

Culturally Responsive Teaching

Cultural responsive teaching is an imperative component of agricultural educators' teaching to EL students. Culturally responsive teaching is "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethically diverse students to make learning encounters more relevant to and effective for them" (Gay, 2010, p. 31). Culturally responsive teaching is very similar to multicultural education's dimension of content integration (Banks, 2010). As David mentioned multiple times, it is the EL student's culture that he needs to understand in order to be able to teach them just as much as knowing the strategies to teach them.

Gay presents the five essential elements of culturally responsive teaching. They are learning about the students' cultural background, including cultural relevant content into the curriculum, being culturally caring and incorporating a community of learners, communicating with the diverse students, and lastly instruction delivery style or matching the delivery style with

students' learning style (Gay, 2002). Agricultural educators need to infuse culturally responsive teaching into their approach to teaching diversity within their classroom, which includes EL students' backgrounds.

Sheltered Instruction

The last component is sheltered instruction. Sheltered instruction is an approach to teaching EL students from a mainstream teacher in a content specific class, such as agriculture. Based on the comments of agriculture teachers from the study, in addition to the researcher's own experience, providing a sheltered agriculture classroom would be in the best interest of both the agriculture teacher and the EL students. It is difficult to teach the mixture of varying language levels within the same classroom. Therefore it would be advantageous to provide agricultural education sheltered instruction classes with only EL levels 1 and 2. However, due to scheduling constraints, some agricultural education classes have a mixture of students ranging from level 1 to native-English speakers. If this is the case, it is imperative that teachers use sheltered techniques.

Possible Future Research Studies

Since this phenomenology study relied on data gathered from a one-time interview, there is the opportunity to elaborate and dig deeper in to the experiences of the teachers, with the addition of teacher observations and interviews. Furthermore, since research is lacking centered on agricultural education and EL students, there is a pronounced need for studies within this subject area. The proceeding provides two such potential studies.

As an offshoot to this study, is the idea to conduct a qualitative study to investigate the experiences of EL students in agriculture classes in order to delve into their views and thoughts of the agricultural content, their ability to learn with their language barrier to determine what

121

agriculture teachers could do to make their lessons understandable, and to investigate the student's view of participating within the agriculture industry as a career.

Another study of value would be a quantitative study determining the number of agriculture teachers within the nation that teach EL students. In addition, to administer a basic survey that generates a larger population of results regarding their experience. Questions can be generated as an expansion of this study.

Recommendations for Secondary Agricultural Educators

School administrators need to recognize and address the emerging idea from this study that mixed language level classrooms was a challenge for agricultural education teachers. Administrators may or may not be aware of the struggles created from teaching different language levels. Two teachers advocated for an EL only classroom. One teacher specifically mentioned that there may be a high turnover rate at their school due to teachers lacking adequate training to teach the low level EL students. To better serve the different levels within the classroom, EL agricultural classes should be offered, possibly for only language levels 1-3.

Based on the lack of knowledge that teachers conveyed regarding which EL language level EL students are assigned in addition to what those levels mean, agricultural education teachers should be provided education concerning the WIDA levels and language acquisition. Being given this information, agricultural education teachers will then know the language capabilities of the students at the different levels. This information aides the agriculture teacher in developing lesson plans with differentiating instruction for the varied EL leveled students. This education should preferably happen within the teacher preparation program.

Schools should provide their teachers and staff professional development centered on the different languages and cultures that are represented within their specific schools. Culture and

language go hand in hand. In order to teach EL students, you need to understand their culture. A pamphlet or website would be helpful for teachers to read about the different cultures represented at the school.

From the study, teachers replied that there are different (ethnic) groups represented within the different schools. Susan mentioned over 50 languages spoken at a local community business with many of those languages spoken within the school, whereas Maddie said she knows of three different language groups of students. Furthermore, as David mentioned, the two main challenges he encountered are the language barrier, but also the lack of knowledge regarding the student's cultural background. Therefore both strategies to teach different languages in addition to education regarding the cultures are pertinent to the success of the agricultural teachers.

Teachers need to be provided strategies to teach the EL students, since there appears to be a disconnect between the training provided in the university agricultural education teacher program and teaching EL students in the classroom. Both multicultural education and culturally responsive teaching are germane to the teaching of EL students, due to the different cultural backgrounds.

Recommendations for Agricultural Education Teacher Preparation Programs

The EL population has increased so quickly, that it seems that universities are lagging behind in incorporating EL preparation for its graduating students that are entering the agricultural education teaching profession. It is recommended that agricultural education preparation programs provide teachers with multicultural education, culturally responsive teaching strategies, and sheltered instruction. It would also be beneficial to increase the number of minority teachers within the agricultural profession.

Researcher Reflections

This process has enlightened me on many different levels. As an agricultural education teacher and having worked with various levels of EL students at two different schools, I have gained a broader perspective of other teacher's experiences. There are many ideas that the teachers shared that resonated with me, as I have experienced similar experiences. An example is the high level of frustration based on how to differentiate to such an array of language levels within one classroom. I also leaned on the experience of the EL teachers to help guide me in my efforts to provide an appropriate level of academics to the EL students. The different student cultures and backgrounds of the EL students were also a challenge for me, as I did not understand many of the cultural beliefs or customs.

It was an honor to hear the different experiences and perspectives of the teachers, as well as the commitment and hard work they provide to the students within their classrooms. I also learned a lot about myself during this process.

Concluding Remarks

Chapter Five provided the interpretation of the results from Chapter Four. It provided ten themes that offered insight into some of the lived experiences of agricultural education teachers who have taught EL students. Chapter Five also provided suggestions for future research studies centered on EL students.

As a result of the findings, there were recommendations for both agricultural teacher educators as well as secondary agricultural education teachers regarding EL students. Chapter Five ends with the researchers reflection of the dissertation journey.

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Interview Questions

Research Objective	Sub category/theme	Questions
Presage: The characteristics of the teacher and their impact on the students	Teacher • Teacher Formative Experiences • Teacher Training • Teacher Properties	• Explain why you chose to teach secondary agriculture. • How do you think your own culture has influenced your experiences teaching EL students? • What did you learn in your teacher preparation program that has been helpful to teach EL students? • Tell me about EL training you have used in the classroom to teach EL students. • Do you think that there are certain teacher characteristics that you possess that aid you when working with EL students? • Explain your confidence in teaching EL students.
Context: The conditions that the teacher has no control over.	Student • Student formative experiences School and Community • Classroom Context	• Explain the language levels of EL students that are in your classroom? • Can you explain how EL students impact the classroom climate? • How does the culture and language of the EL

		students influence how you teach content?
Process: This is all that is involved in the classroom, in other words, the observable happenings within the classroom.	None	• Can you describe what it is like to teach EL students? • What successes have you encountered when teaching EL students? – How did you contribute to the success? • What challenges did you encounter when teaching EL students in the classroom? -What did you do to overcome the challenge? • Is there anything else you would like to add?

Appendix B

Participant _____

School _____

1. Gender

M or F

2. Ethnicity-

Self-Identify

3. Level of Education

Bachelors   Masters   Doctorate

4. Years of Experience Teaching

1-5   6-10   11-15   16-20   20+

5. Years of Experience Teaching at this school

1-5   6-10   11-15   16-20   20+

6. Years of experience teaching EL students

1-5   6-10   11-15   16-20   20+

Appendix C

Opening Statement

Thank you for being part of my research. Our time together will consist of me going over

the purpose of the student and questions I hope to answer. I will provide you with a

consent forms with details of my research in which I will need your signature. I will

provide you with a copy of the consent form. After that we will proceed to the interview.

It should take about an hour.

Any Questions?

Closing Statement

Thank you for allowing me to interview you today. The information that you provided is

valuable to the agricultural profession. I you have any question or concerns about the

interview process please contact me either through e-mail or phone. While analyzing

data, I may need to contact you to clarify data. When I am done analyzing the data, I will

want you to verify the information to make sure that I represent your data correctly.

Any Questions?

Thank you for your time.

Appendix D

Consent Form for participation in a personal interview for research regarding experiences of agricultural education teachers that teach English Language students

You are invited to participate in a study of looking at the experiences of agricultural education teachers that teach English Language students. I hope to learn what is like to teach English Leaners and factors that may influence the experiences. You were selected as a participant because you teach agricultural education and teach at a school with a population of 15% or more English Language student. This research is my dissertation at Bethel University.

If you decide to participate, I Julie A. L. Ketterling will conduct one interview that will take approximately 1-1 $^{1/2}$ hours. The interview will take place in a convenient location to the interview. I will then contact you will a follow-up meeting to verify the information you provided in the first interview.

Any information obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission. In any written reports or publications, no one will be identified or identifiable and only aggregate data will be presented.

I will be audiotaping and transcribing the interview for use in the data analysis process. The audiotape will be destroyed after the data has been analyzed.

Your decision whether or not to participate will not affect your future relations with Bethel University in any way If you decide to participate, you are free to discontinue participation at any time without affecting such relationships.

This research project has been reviewed and approved in accordance with Bethel's Levels of Review for Research with Humans. If you have any questions about the research and/or research participants' rights or wish to report a research- related injury, please call Julie Ketterling or 612-558-6406 or Dr. Sarah Tahtinen-Pacheco at 651-638-6488.

You will be offered a copy of this form to keep.

You are making a decision whether or not to participate. Your signature indicates that you have read the information provided above and have decided to participate. You may withdraw at any time without prejudice after signing this form should you choose to discontinue participation in this study.

Signature _____ Date _____

Appendix E
Initial Codes

JOSIE
Agriculture Content –Agriculture
Agriculture content- agriculture
Older students (MICS)
Lack of connection- Teacher Efficacy
Inability to relate Teacher Background/efficacy
Don't Relate to student's background- Teacher Background- efficacy
Relate to student's background- Teacher background- efficacy
Where she grew up background
Where she grew up background
Different student background- Student background/Teacher Background
Lack of training Training
On the job training Training
Collaboration with EL experts Collaboration
Advice (from experts) Collaboration
Advice/lesson plans collaboration
District Training Training
District Training training
Vocabulary strategy
KWL Chart Strategy
Word Webs Strategy
Strategies Strategy
Check-ins Strategy
Light-hearted- Teacher Characteristics
Light-hearted fun relationships Teacher Characteristics
Trust/relationships/rapport- Teacher Characteristics
Patience Teacher Characteristic
Flexibility teacher characteristics
Flexibility Teacher Characteristics
Open-mined Teacher Characteristic
Flexibility teacher characteristics
Low-self-efficacy Efficacy
Sought advice collaboration
Advice collaboration
Confident Efficacy
More confident with experience- efficacy
Low efficacy efficacy
Mixed students Classroom Composition
El levels Classroom Composition
EL levels Classroom Composition
EL Levels Classroom Composition
Mix of students Classroom Composition
Pros and cons- Classroom Composition

Slower pace- Strategy
Mix group Classroom Composition
Slower pace- Strategy
Mixed group classroom comp
Slower pace- strategy
Deeper content Efficacy
Deep content- strategy
EL students are fun Student Characteristics
Positive climate Classroom climate
Relate- Strategy
Limited teacher background Teacher Background
Share- strategy
Improved el learning- Efficacy?
Their culture- Student background
Personal- EL Strategy
Relevant Teacher Background
Emphasis on vocab- strategy
Clarification (of vocab) Strategy
Clarification (of vocab) Strategy
Vocabulary- strategy
Language/vocab- strategy
Comprehension Strategy
Vocab/Comprehension- strategy
visuals strategy
Video Strategy
Thoughtful of content Teacher Characteristics/Efficacy
Self-efficacy Efficacy
Self-efficacy Efficacy
Self-efficacy Efficacy
Worried efficacy
Thoughtful- Teacher Characteristic
Level of accommodation Strategy
Self-conscious Efficacy
Stressful Efficacy
Accommodation and stressful- efficacy
Level of accommodation- efficacy
Level of accommodation efficacy
Level of accommodation efficacy
Evidence of learning – efficacy
Evidence of learning- efficacy
Lesson/talking- strategy
Evidence of learning- efficacy
Evidence of learning- efficacy
Evidence of learning- efficacy
It was cool- efficacy
exciting Efficacy

evidence of learning efficacy
video clips/news articles Strategies
Increase in self-efficacy efficacy
Evidence in learning- efficacy
Lack of learning- efficacy
Lack of learning or effort- efficacy
Expert Collaboration- collaboration
Study guide- strategy
Change in strategy Strategy
Change in strategy Strategy
Review guide strategy
 test prep- strategy
Efficacy efficacy
Efficacy- efficacy
change in strategy for all students- strategy
Relevant - strategy
Reading together Strategy
Questions- strategy
Group work Strategy
Collaboration with expert collaboration
Strategy Strategy
Modified Strategy
Reading together Strategy
popcorn Strategy
Teacher reads Strategy
Volunteer reads Strategy
Modify/group work- Strategy
Special education (MISC)
Vocab/comp Strategy
viewing through student eyes Strategy
modify instruction- strategy
modify instruction strategy
Lack cultural connection- Strategy/Cultural Awareness
Student perspective – Student Characteristics
Relevant perspectives
Expert- Collaboration
Expert- Collaboration
Strategies- strategies
Relevant to students- strategy
Relevant- strategy
Lack of training training
Lack of training training
Lack of training- training
Lack efficacy- efficacy

Susan
Change in demographics- community
Local agricultural company- agriculture
Increase in diversity- Community
Different levels/background- Student characteristics
Many years of experience- Teacher Background
Sad story for them- Teacher Cultural Awareness
Fabulous kids- Student Characteristics
Teacher family schedule- Teacher background
Education- teacher background
Rural MN- Teacher background
Lack of diversity- teacher background
Lack of diversity- teacher background
Stigma- teacher background
Rumors- teacher background
Teacher questioning- teacher background
Low self-efficacy- teacher efficacy
Kids are kids- Teacher Background
Racist- Teacher Background
What she learned- teacher background
Biases- teacher background
Lack of training- Training / efficacy
Lack of experience- Training / efficacy
based thinking- Teacher background
Demonstrations- strategy
Don't need to talk strategy
El Willingness to learn- student characteristics
Language barrier- language barrier
Good students- student characteristics
Minimal training- training
Change in demographics- Community
Value of ag program-Admin community too as the admin is supposed to represent the views of the community.
Training- training
Collaboration- collaboration
Pictures- strategy
Pictures strategy
Vocab with pictures strategy
Useful strategy - strategy
Advice- collaboration
Happy- teacher characteristics
Smile teacher characteristics
Open teacher characteristics

147

Approachable teacher characteristics
Relationship teacher characteristics/strategy
FFA- Agriculture
Demographics- community
Unsure of student background- Teacher Background/Cultural Awareness
Diverse student population- community
Lack of awareness- Teacher Cultural Awareness
Lack of awareness- Teacher Cultural Awareness
Not giving cultures identity- Teacher Cultural Awareness
Increase efficacy- Efficacy
Low efficacy- Efficacy
Lack of training- Training
Experience- Efficacy Training
Collaboration- Collaboration
Experience- Efficacy Training
Assertive- Teacher Characteristics/Efficacy
Didn't know how to communicate Language Barrier
Assertive- Teacher Characteristic/Efficacy
Empathetic- **teacher characteristic/efficacy**
Empathy/student awareness- Teacher Characteristics
Cultural awareness- Cultural Awareness
Cultural awareness Cultural Awareness
Experience- Efficacy/cultural Awareness Training
Cultural awareness- Cultural Awareness
Cultural awareness/relationships- Cultural Awareness/strategy
CRT- Strategy
CRT-Strategy
CRT- Strategy
Language level- Admin/Classroom Comp
Leveled- Administration
Levels- Classroom Comp
Levels- Classroom Comp
Uncertainly of levels- Classroom Comp
Mixed levels- Classroom Comp
Unhappy- Classroom Climate
ML- Classroom Comp
ML- Classroom Comp
ML- Classroom Comp
Frustrating- Classroom Climate
Creating an EL class- Admin
EL only- Classroom Comp This could actually be an EL Strategy too.
Demonstration Strategy
Demonstrations Strategy
ML- Classroom Comp
Frustrations- Classroom climate
Creating EL Class- Admin

Insufficient Para Support- Administration
Bitter- Teacher Efficacy
Not a good experience Teacher Efficacy
Class numbers- Classroom Comp
Mixed levels- Classroom Comp
Loud- Classroom Climate
Frustrated students- Classroom climate
Ml and class climate- classroom comp and climate
Noise in the classroom- classroom climate
Teacher Frustrating- Classroom Climate
Infinity groups- Classroom comp/Climate/characteristics
ML- Classroom comp/Climate
Tuning out-Language barrier
Technology –Classroom climate/language barrier EL strategy as they are supposed to use
them to look up words
ML- Classroom climate
More trying- Classroom Climate
Teacher expectations- Mixed Levels/Classroom Climate Admin
Pictures Strategy
Visuals Strategy
Hands-on Strategy
limited notes Strategy
different between middle and high- classroom comp
two el groups- Student Characteristics
different kinds of el students Student Characteristics
start mainstream too soon- Language Barrier Admin
level concerns Student Characteristics
frustrating Student Characteristics
el levels/language help Student Characteristics
el group Student Characteristics
some el students more eager to learn Student Characteristics
draw Strategy
share Strategy
hands-on Strategy
para- Admin
relationships- Teacher Characteristics/strategy
encouraged Teacher Characteristics
advocate Teacher Characteristics
teacher effort Teacher Characteristics
ambition Teacher Characteristics
student effort- Student Characteristics
crt/relationship- Strategy
blunt- Teacher Characteristic
awareness- Cultural Awareness
agriculture- agriculture
students characteristics- Student Characteristics

outlook- Efficacy
non-assuming- Cultural Awareness/Efficacy
draw Strategy
cultural awareness- Cultural Awareness
awareness- Cultural Awareness
cultural awareness and correction- Student Characteristics
ml and language barrier- Classroom comp/language barrier
frustrated- student characteristics
lose interest- student characteristics/language barrier
relevance- Student Background/ Strategy
student frustration- Student Characteristics
ml/language barrier- language barrier
frustration- language barrier
lack of resources- admin
lack of proper support- admin
technology- Classroom climate Strategy
bringing in manipulative- Strategy
small groups Strategy
lack of funds Admin
community Community
negative community- Community
lack of community support Community
negative community Community
lack of community understating and awareness Community
stigma- Teacher Background
bias- Teacher Background
stigma Teacher Background
stigma Teacher Background
public awareness- Community
Students helping- Strategy
Mixed levels- Classroom comp
teacher expectations- Teacher Thoughts
para support- Collaboration
modifications/collaboration
not opposed to el- Teacher Thoughts
positive thoughts about EL- Efficacy
class numbers- Classroom Comp/Admin
low efficacy- Efficacy
lack of motivation- Efficacy
bad attitude with improper grouping- Efficacy
level grouping-admin
positive view of EL- Teacher Thoughts
cultural awareness- Student Characteristics
cultural awareness- Student Characteristic
awareness and communication- Cultural Awareness
communication- Cultural Awareness

communication, non-assuming- Cultural Awareness
communicative/relationship- Cultural Awareness- Strategy
diverse student population- Community
class size- Admin
infinity- Student Characteristics Classroom Climate
classroom climate and infinity groups- Classroom climate
mixing of students strategy
compatible- Classroom climate
teacher filter- teacher background
students frustrations- classroom climate
generalization- teacher background
CRT Strategy
Group work Strategy

Sarah

Many years of experience- teacher background
6-10 ELL- teacher background
Rural Background- Teacher background
Background/high school classes- teacher background
Likes variety- teacher background
Changed major- teacher background
Changed major- teacher background
FFA Event- teacher background
Lack of diversity- teacher background
Limited diversity- teacher background
European background- teacher background
More diversity- teacher background
African students- teacher background
Experience overseas- teacher background
Cultural experience- teacher background
ELL- Teacher background
African ELL- Teacher background
Prior ELL experience- Teacher background
Old school agriculture/content- Teacher background
Understanding of ag practices-background, Training
Personal stories- Strategy
Teacher background- strategy
Teacher background- strategy
Relate and relevance- strategy
No-training- Training
Lack of ELL population agriculture/community
New urban agriculture- agriculture
Some urban ag programs- agriculture
Change in ag student demographic population- agriculture community
Minimal school training- training
Strategy training- training
Recent ELL training- training
Recent training- training
Open-minded- Teacher Characteristics
Recognize students prior knowledge/experience- Student Characteristics/background
language/communication barrier acknowledgement- language barrier
story- student background
student's knowledge- student background
experience/background- student background
students background- student background
student experience student background
teacher was pleased- efficacy

152

student was please – student characteristics/ classroom climate
student validation- student characteristics/classroom climate
patient- Teacher characteristics
increased process time- student characteristics
process time- student characteristics
lack of training/continuing ed- training/efficacy
increased efficacy w/experience- efficacy
positive experience- efficacy
student ability- student characteristics
student directed- strategy
happy students- student characteristics/classroom climate
teaching life skills- ?? agriculture? Actually, it goes back to relevance, which in turn, is a strategy, so maybe Strategy?
still learning- Efficacy/training
comfortable- efficacy
confident- efficacy
increased efficacy- efficacy
class size- efficacy
lack of knowledge- efficacy
pace- efficacy
lack of ell experience- efficacy Training
pace of teaching- efficacy Strategy
administration/placement- admin
reevaluate efficacy/strategy
students lack of ag experience student background
frustration- teacher thoughts
lack of training- training/efficacy
have other kids translate- strategy
students translate-strategy
lack of training- training/efficacy
perseverance- teacher characteristic
efficacy- efficacy
language levels classroom comp
mixed classes classroom comp
would like ELL only classroom comp Teacher thought
para Admin, Strategy
translator Admin, Strategy
prior class/language level info- efficacy, Strategy
preparation Strategy and efficacy
teacher expectations Admin, efficacy
lack of training training
mixed levels classroom comp
mixed levels classroom comp
mixed levels classroom comp
infinity groups student characteristics
considerate of student needs- empathy- teacher characteristics?? yes

doesn't want to isolate- empathy teacher characteristics?? yes
student needs- empathy teacher characteristics??
seating charts needed- strategy
student needs/relationships- strategy
communication barrier- language barrier
empathy/student needs- teacher characteristics
student collaboration- strategy
pace- strategy
circle back strategy
spiral strategy
modification strategy
student verbal participation strategy
hard- classroom climate
lack of participation and student efficacy- classroom climate
small groups- strategy
rapport- classroom climate Teacher characteristic (ability to build rapport anyway)
feedback- strategy
check-ins strategy
don't assume teacher thoughts
interactive notebook strategy
projects strategy
hands-on strategy
show learning strategy
show learning/modification strategy
demonstrations strategy
same as w/o ELL Teacher thought
demonstrations effective strategy efficacy
recognition of students experiences/background Student background teacher
characteristic
demonstrations strategy
frustrating- efficacy
language barrier/empathy- language barrier
language barrier language barrier
relationships- strategy/classroom climate
students collaboration strategy
relationships strategy
students recognizing barrier- language barrier
translation- strategy
non-verbal communication strategy
non-verbal communication- strategy
know they have background- language barrier/student background
frustrations/language barrier- language barrier
Ag/vocabulary agriculture/language barrier
Ag Terms agriculture/language barrier
Word wall strategy
Review strategy

154

Repeat strategy
ELL TA Strategy
Relationships- classroom climate
Relationships/rapport- classroom climate Teacher Characteristic
Building relationships- strategy/ classroom climate
Relationships- strategy
FFA- Agriculture
FFA- Agriculture
Cultural experience for EL- Agriculture
Self-efficacy- efficacy
Job satisfaction- efficacy
Relationships- strategy
General issues with all student motivation (not really part of study)
Lack of training- training
Collaboration/lack of experience- efficacy The collaboration part is a strategy
Repetition- strategy
Mixed classes- Classroom comp
Cognizant of students' needs/mixed classes Classroom Comp The first part is a teacher characteristic
Teacher expectations/mixed classes Classroom Comp
Admin/scheduling- Admin
Acknowledge student background- student background
Comparing culture/experience strategy
Relevant and validating- strategy
Expectations- Strategy
Time/pace- Student Characteristics
Classroom diversity- Classroom Climate
Comments about the students that are in the class(not really part of this)

Maddie-
First Vet- background
Passion for ag- background
Likes youth- background
Changed major- background
Small town-background
Country- background
City- background
Experienced both- background
Close to the cities- background
Similar towns- teacher background
Didn't witness the demographic change- demographic
Comparing the two schools- teacher background
Cultural background- teacher background
Assimilated well- teacher background
Racial identity /filter- teacher background
Filter- background/cultural awareness
Her cultural background/filter- teacher background
Cultural diversity in town- teacher background/cultural awareness
Didn't experience it- Teacher background
Teacher filter- Cultural Awareness
Cultural background/filter- teacher background/cultural awareness
Unaware/filter- teacher background/cultural awareness
Cultural awareness- teacher background
Difference in cultural groups- teacher background/cultural awareness
Appreciative of the diversity- teacher background/cultural awareness
Acceptance level- community/cultural awareness
lack of assimilation/community- community/cultural awareness
Different in cultural groups- teacher background/cultural awareness
Assimilation- teacher background/cultural awareness
Not affected by past experiences- teacher background/cultural awareness
Personal experiences- teacher background/ cultural awareness
Personal viewpoint- teacher background/cultural background
No training- training
Minimal training- training
Minimal training- training
School training- training
School training- training
Experience- training
Low efficacy/lack of training- efficacy/training
No collaboration- collaboration
No collaboration- collaboration
Flexible and adaptable teacher characteristics
Not interested in EL- Teacher efficacy

Patience- Teacher characteristics
Lacks patience to teach EL- teacher efficacy
El learning curve/pace- strategy
Classroom climate- student characteristics/classroom climate
Classroom climate- student characteristics/classroom climate
Stressful- classroom climate/efficacy
Chaotic classroom- classroom climate
Less order- classroom climate
Different teaching style- efficacy/ strategy
High expectations- strategy
Communication/empathy strategy/teacher characteristic
Same expectations- strategy
Same expectations- strategy
Level 3- classroom comp
Possibly level 2- classroom comp
No inclusion for Level 1 and 2 admin
Minimal mainstream/inclusion- admin
Increase EL Electives- admin
Unsure of Admin direction- admin
Admin considering ELL in Ag admin
Ag EL as a possibility- Admin
Accommodation for EL students- Admin
Unsure of Admin decision- admin
Engagement- student characteristics
Effort student characteristics
Varied based on students student characteristics
Desire to succeed- student characteristics
Effort student characteristics
Positive response to effort – teacher thoughts/efficacy
Students give effort- student characteristics
Fair grades strategy
different student perspectives- student characteristics
lack of effort toward students not engaged- efficacy/teacher thoughts
positive learning attitude- student characteristics/climate
isolated EL- classroom comp/climate
attitude effort of the student- student characteristics
class size- classroom comp
not number of students- student characteristics
quality of EL students student characteristics
unsure of demographics- community/classroom comp
demographics- community/classroom comp
some diversity- community/classroom comp
3 main El groups classroom comp/community
not differentiating strategy
creates lessons for all students strategy
CRT- strategy

Not crt- strategy
Two experience wit EL student characteristics
Can be negative student characteristics
Positive- classroom climate/ efficacy
Effort- student characteristics
Effort- student characteristics
Rewarding- efficacy
Struggle more than non-ELL- student characteristics/language barrier
No effort- student characteristics
Language barrier- language barrier
Questioning- strategy/efficacy
Lack of effort frustrations-
Empathy for situation- student characteristics
Life situations overshadow school- student characteristics
Effort could make a difference- student characteristics
 Not seating charts strategy
Infinity groups- classroom climate/student characteristics
Separations- classroom climate
Infinity groups-student characteristics/classroom climate
Students collaboration strategy
No seating chart strategy
Isolated EL- strategy/classroom comp
Small modifications strategy
Modification strategy
Student grouping based on ability strategy
Similar to special ed strategy
Limited successful experience- /efficacy
Not many successful experiences efficacy
Relationships efficacy
Motivation- efficacy
Relationships- strategy
Relationships strategy
Relationships are important strategy
No ELL in FFA- agriculture
El not involved in FFA agriculture
Want to increase agriculture
Increase FFA involvement agriculture
Pace-efficacy
Keep them on pace- efficacy
Biggest challenge- efficacy
Lack of self advocacy student characteristics/classroom climate
Help those that need it- strategy/efficacy
Class size Admin/classroom comp
El get overlooked- classroom comp/efficacy
Lack of El training- training
Not asking for help- student characteristics

Effort- student characteristics
Lack of self-advocacy student characteristics
Asking for help in class but after school- student characteristics
Happy to give extra help- teacher characteristics
Gives extra help teacher characteristics
Don't want to be wrong- student characteristics
Reluctant to ask help during class- students characteristics
Accepts level 3 or higher- classroom comp
Aware of different levels- classroom comp
Levels- levels
Levels vs effort language barrier/student characteristics
Tools- efficacy/training
Lack of strategies- training
Experience- efficacy/strategy
Knowledge of EL- teacher thoughts
Both class and experience are important thoughts
Experience is important thoughts
Learning by doing thoughts
Program didn't provide classroom strategies teacher background/training
Depends of who the mentor teacher is teacher background/training
Program strategy thoughts
Ag gets diverse students- thoughts
United State changing thoughts
Agriculture teachers needs to embrace the diversity thoughts
Training for the population is important thoughts
Training thoughts
training thoughts
training for the lower EL levels- thoughts

David
Likes youth- Background
Enjoys teaching- Background
Enjoyed TA- Background
Mechanics- Background
Changed major- Background
Switched to AG ED- Background
Influential Teachers- Background
Positive impact on others- Background
No High School Ag- Background
City Kid- Background
Lack of diversity- background/cultural awareness
Cultural ignorance- Background/Cultural Awareness
Lack of diversity- Background
Lack of diversity growing up- background-Cultural Awareness
Diverse at current school- Cultural Awareness/Community
Background impacted teaching-teacher background/cultural awareness
Culture shock- background-Cultural Awareness
Diversity is good- Cultural awareness
Unsure of cultures- background/Cultural Awareness
Desire to increase cultural awareness- Cultural Awareness
Ongoing process- Training/Learning
Lack of training- training
Lack of training- training
Challenge- Efficacy
Limited cultural experience- Background/Cultural Awareness
2nd language- Background
can communicate with Spanish- strategy
multiple language classrooms- Community/Classroom comp
district training- training
strategy based training not cultural- training
holistic approach- training
pictures- strategy
culture- Student Characteristics
culture- Student Characteristics
relating/relationships Student Characteristics/strategy
cultural ignorance efficacy/training
need language strategy and culture knowledge- Teacher Thoughts
district training- training
little school training- training
sought some help- collaboration
EL teacher busy- collaboration

Intruding- Efficacy/Cultural Awareness
Collaboration and modification- collaboration
Positive collaborations-collaboration
Differentiating- strategy
Mixed levels- classroom comp
Mixed- classroom comp
Unaware of placement- lack of training/classroom comp
Strategy and para- admin
Inconsistent paras- admin
Para- Strategy
Uncommon languages- Classroom comp
Technology- Strategy
Many languages- classroom comp
Strategies-strategy/training
Cultural ignorance- cultural awareness and student characteristics
Culture prior knowledge- background/strategy
Strategies- Strategies
Life long learner- Teacher Characteristics
Relationships Strategy
Knows their ability- teacher characteristic/training
Language barrier- Language barrier
Language barrier – Language barrier
Communication- Language barrier
Cultural awareness- cultural awareness/teaching strategy
Cultural awareness- cultural awareness/strategy
Cultural awareness- Cultural Awareness/strategy
Relationships- cultural awareness/strategy
Good efficacy- efficacy
Efficacy- efficacy
Efficacy- Efficacy
Relationships- Strategy
Relationships strategy
Non-verbal- Strategies/ communication barrier
Communication/learning- communication/student learning
Increase efficacy- efficacy
Lack of efficacy - efficacy
Collaboration and pairing students- strategies-
Pairing students to communicate: Strategies
Pairing students: Strategies
Successful(pairing students)- Strategy
Levels- Classroom Comp
Not understating Levels- Classroom comp/ training
Levels/Lack of training- classroom comp/training
Levels- Classroom Comp
Lack of training levels- Classroom comp
Levels- Classroom Comp/ Lack of training

Levels- Classroom Comp
Native speakers- classroom comp
Teacher expectations- classroom comp/strategies
Knowledge of student- classroom comp
Background of students – classroom comp/student characteristics
Recognizing cultures based on student characteristics- strategy/students characteristics
Class adjustment- Admin
Infinity groups- classroom comp- student characteristics
Infinity- student characteristics
Considerate- empathy/teacher characteristics
Self-grouping- student characteristics
Relationships- strategy
Seating charts- strategy
Seating charts strategy
Relationships- strategy
Relationships- strategy
Consistent- strategy
Cultural and language Cultural Awareness
Culture and content- Cultural Awareness
Culture and content- cultural awareness
Student background- student characteristics
Relating to student background- student characteristics
Students background- student characteristics
Content- agriculture
Background - student characteristics
Pictures strategy
Speed- strategy
Check-ins- strategy
Pace- strategy
Pace- strategy
Pace-strategy
Language barrier slows pace- language barrier/strategy
Demographic affects pace- strategy
Adapt to class demographics- strategy
 all engaged- strategy
collaboration- collaboration
suggestions/collaborations
modify strategy
culture shock- teacher background/awareness
close-minded- teacher cultural awareness
limited background- teacher background/cultural awareness
exposure to diversity- Cultural awareness
open-minded- efficacy
eager to learn- training teacher characteristic
learning diversity- training
learn more- efficacy

162

exciting- efficacy
success- efficacy
struggle- efficacy
failure/strategy/efficacy
picture- Strategy
strategies- strategies/efficacy
content- strategy
communication- language barrier
demonstration- strategy
script-strategy
success- student learning
real- Strategy
success – student learning
student success- student learning
success for both- student learning and teacher efficacy
overcame obstacles- student learning
language barrier/confidence- language barrier/student learning
confidence- student learning
confidence- student learning
auto program- ag content/ student characteristics Do you think the program ones could fit into strategy too?
future planning- ag content
college planning- ag content
content- ag content
learning- efficacy
culture/interest- cultural awareness
language barrier- language barrier
language barrier- language barrier
compliant- student characteristics
assumption/not understanding- student learning
language barrier- language barrier
check for knowledge- language barrier
technology- strategy
crt- strategy
modifications- strategy
language barrier- language barrier
culture- cultural awareness
language and culture- language barrier and cultural awareness
culture- cultural awareness
culture- cultural awareness
culture- cultural awareness
frustrations/lack knowledge- efficacy
lack of cultural knowledge- cultural awareness
sensitive cultural awareness-
negative expereince- cultural awareness
awkward- cultural awareness

culture- Cultural awareness/student characteristics
open- Teacher Characteristics
open- Teacher characteristics
training- training
knowledge- thoughts
lack of training- training
experience/knowledge- thoughts/training
ag ed/EL and culture- training/thoughts