Oral Defense Announcement
University of Missouri – St. Louis Graduate School

An oral examination in defense of the dissertation for the degree
Doctor of Philosophy in Education with an emphasis in Teaching-Learning Processes

Debra Ann Cole

M.S. in Elementary Education, May 1996, Western Illinois University (WIU), Macomb, IL
B.A. in Secondary Education. – Modern Languages, May 1982, Wheaton College, Wheaton, IL

No One Can Whistle a Symphony:
Analyzing Growth in Proficiency for English Learners in Coteaching

Date: June 29, 2022
Time: 10:00 a.m.
Place: Bayer Lab - TLC

Abstract
K-12 ELs in the U.S. are increasing in number and diversity (Park, et al., 2018), requiring schools to establish and grow language instruction education programs (LIEPs) that facilitate language acquisition for a wide range of learners, while also providing equitable opportunities to learn. The study used a quantitative, pretest-posttest, research design to address gaps in the literature noted by Takanishi & Menestrel (2017), regarding which LIEPs are most effective for various EL subgroups, and to explore the effects of Coteaching for ELs (COTEL) on growth in proficiency. Growth was calculated using ACCESS test scores from 2018 and 2019 to avoid pandemic effects. Several two-way analyses of covariance (ANCOVA) were conducted to control for pretest differences and to better isolate the effects of COTEL on growth in English.

Results showed that overall ELs grew more in COTEL. Additionally, statistically significant, higher growth was discovered in COTEL for 4th and 7th graders, and for ELs with Developing (DEV) and Expanding (EXP) starting proficiency levels. Of particular interest, speakers of 33 lower incidence languages (MIX33) accelerated their growth in English in COTEL, while floundering in other kinds of English-instructed LIEPs (NO COTEL). Based on these findings, the researcher proposes that among English-instructed LIEPs, COTEL holds the most promise for implementing research-based practices with fidelity, for infusing a translanguaging stance, and for building the capacity of each school’s and classroom’s teachers to succeed with multilingual learners.

Defense of Dissertation Committee
Kim Hyunsook Song, Ed.D.
Natalie Bolton, Ph.D.
Gloria Delany-Barmann, Ph.D.
Cody Ding, Ph.D.