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Investigating How Teachers Meet State Standards for Multicultural Curriculum

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Walden University

College of Education

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Richard O. Adelani

has been found to be complete and satisfactory in all respects,
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the review committee have been made.

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Walden University
October 2020

Abstract

Investigating How Teachers Meet State Standards for Multicultural Curriculum

by

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Project Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

October 2020

Abstract

The problem of this study was the lack of evidence on how teachers, who teach world languages and English language learners in middle and high schools in a local district, use multicultural resources to supplement state of New Jersey core curriculum students learning standards and meet the cultural and linguistic needs of students they teach. School library online circulation files showed that few world languages teachers checked out library resources for their classrooms between August 2014 and May 2018. The purpose of this case study was to investigate how teachers supplement core curriculum to meet state standards regarding cultural diversity. The research questions guiding this study asked how the teachers supplement the core curriculum with multicultural resources to meet the state student learning standards. The conceptual framework for the study was culturally relevant pedagogy. Purposeful sampling was used to recruit nine teachers as study participants, and open-ended interview questions were used to collect data. Data were transcribed and coded for emerging themes using inductive analysis. The findings of the study showed that most library collections are outdated which has made teachers secure resources from departments, public and college libraries, and personal collections. Librarians work in isolation to purchase library resources, and there has not been library user training for the teachers for 15 years. The findings from the project also revealed a need for collaboration between teachers and librarians. The findings were used to develop a series of workshops designed to help teachers improve the use of school library multicultural resources and to increase collaboration among librarians and teachers which may not only result in improved academic achievement, but may also promote social change at the middle- and high-school levels.

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Dedication

This project study is dedicated to the glory of the almighty God who granted the enabling grace and abundance of health to complete the program. I appreciate my wife, Bolanle, and our children, Kehinde, Taiwo, Idowu, and their wives, for the unconditional support and understanding of my commitment to life-long learning. Finally, to my father, Chief Edward A. Adelani, whose love for education inspired me to continue to learn despite all odds.

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Section 1: The Problem

The Local Problem

As many nations are experiencing the immigration of worldwide peoples from diverse cultural backgrounds, schools are becoming more varied, which requires multicultural curriculum and resources to meet the educational needs of immigrants. According to Kim(2011), people migrate to new places with different cultures and languages different from their own where they need to learn the languages and cultures of their hosts for effective integration, but in order to promote harmonious living, their hosts also learn about them. Kim asserted that access to multicultural resources exposes students to the cultures of societies beyond their own and enhances global awareness.

To prepare students for globalism, the New Jersey State Department of Education (NJDOE) standards require that all students in pre-kindergarten through twelfth grade have regular and sequential instruction in one or more world languages. The state's world languages standards require students to communicate in more than one language and develop an understanding of cultural contexts to prepare them for cross-cultural communication. Teachers are required to use library media and other resources to supplement curriculum to meet the linguistic and cultural needs of students and increase their knowledge of other cultures. Consequently, school librarians are required to ensure that the resources from media centers support the learning standards to assist teachers in meeting the needs of their students.

Definition of the Problem

The problem of this study was that it is unknown in at the study site how teachers who teach world languages and English language learners (ELLs) in middle and high schools in the local district are using multicultural resources in their classrooms to supplement New Jersey core curriculum learning standards and meet the cultural and linguistic needs of students. New Jersey state standards require teachers to use library resources, however, the two middle and high school libraries' online circulation records show that few of the teachers who teach world languages and ELLs visited the school library with their students for instructional activities. Additionally, few of the identified high school teachers sent students to the library to use resources for research or project assignments between September 2014 and June 2018. Furthermore, the high school library online circulation file showed that only two of the four high school Spanish teachers checked out multicultural materials (a total of three Spanish textbooks and five videos) within 2 school years (High School Online Circulation File, 2017).

The librarian in one of the middle schools, Middle School Librarian A, shared that the world language teachers in her school combined use of laptops for one-on-one online class instruction with texts in Spanish and French, but they rarely check out books or other resources from the school library. Middle School Librarian A also shared that teachers of world languages and ELLs have never checked out any of the favorite fiction and nonfiction trade books written in Spanish and English such as *Captain Underpants* and *Diary of a Wimpy Kid*. Both series, although written strictly for pleasure reading, contain colloquialisms and cultural elements that are as important to learn as vocabulary and sentence structure. Trade books are used for

classroom instructions in middle schools to offer students opportunities for vocabulary development, fluency in reading, and building comprehension (McGrain, 2002). In addition, trade books allow students to learn compassion and understanding of others through stories about people in past generations (Moody, 2010). Moody noted that use of interactive electronic storybooks supports vocabulary development, engagement, and comprehension of the story. In addition, Phadung, Suksakulchai, and Kaewprapan (2016) illustrated that using interactive e-story books for early literacy instruction on world recognition, story comprehension, and story application among significantly improved child word recognition and story comprehension skills. In the northeastern schools that served as the setting of this study, fiction texts in Spanish and French available in the library are not used, nor are used to supplement core curriculum state students diversity learning standards.

Middle School Librarian B submitted that only a few teachers of world languages and ELLs check out multicultural resources from the library. She shared that the only multicultural resources checked out were a few copies of folktales in Spanish languages used by Hispanic students for personal reading. The purpose of this study was to investigate how middle and high school teachers who teach world languages and ELLs use multicultural resources in their classrooms to supplement core curriculum learning standards to meet cultural and linguistic needs of students. Middle and high school teachers of world languages and ELLs were selected for this study because meeting the standards for their curricular areas requires the inclusion of significant supplementary multicultural resources from school multimedia centers, and records

show that those resources were not checked out from the library in spite of state requirements that teachers use media center multicultural resources.

Rationale

The rationale for choosing this problem for investigation was born out of personal concern as a school librarian. Over the last 10 years, I have been a school librarian in the school district under study. The problem is that the middle and high school teachers who teach world languages and ELLs have reduced their usage of school library multicultural resources and it is unknown how they meet the cultural and, linguistic needs of their students. The NJDOE requires that each state school district uses approved district curriculum, instructional materials, school media, and library resources for all instructional activities in the classroom. The two librarians in this study were concerned about multicultural resources teachers use in their classrooms to supplement learning standards and meet the cultural and linguistic needs of students.

According to Drellack (2011), the primary role of school library media centers is to provide students and teachers with adequate resources to use in the classroom to supplement the core curriculum. Thus, the use of librarian-recommended multicultural resources to supplement learning standards empowers and furthers students' knowledge of cultures and languages. Whenever teachers fail to use appropriate resources, most especially teachers of world languages and ELLs, student quality of education is adversely affected (Agosto, 2001). According to Agosto, learning becomes real and permanent when teachers use resources that are prepared in line with the students' cultural and linguistic backgrounds, which make learning to progress from known to unknown, simple to **complex**. On the other hand, learning is impeded when the

resources or content does not align with student' previous knowledge. To address poor use of librarian resources, Montiel-Overall (2005) suggested a teacher-librarian collaboration (TLC) with students' in which teachers meet regularly with the school librarian to increase collaborative efforts. According to Montiel-Overall and Adcock (2008), true collaboration involves a committee that plans, co-thinks, co-plans, co-implements, and evaluates library resources across the curriculum; however, collaboration between librarians and subject teachers does not exist at the study sites. Hence, librarians are left to order books and non-book resources without needed contributions from the teachers. Low patronage of school library resources from world languages and ELL teachers according to school library records has raised the question of how teachers can supplement core curriculum state learning standards to meet cultural and linguistic needs of their students.

Definitions of Terms

I will provide definitions for the following terms because of their significance to this study in terms of understanding how teachers meet cultural and linguistic needs of students.

Cross-cultural communication: This form of cultural communication is considerate verbal and non-verbal cues specific to each culture (Saava, 2017).

Cross-cultural competence: Culhane (2013) defined intercultural competence as a selection of skills, knowledge, behavior, and understanding of cultural characteristics and values. *Culturally*

relevant teaching: This is an approach to teaching that involves pedagogy related to the home culture of the student population being taught (Brown-Jeffy & Cooper, 2011).

Culturally responsive teaching: This pedagogy seeks to enhance student achievement as a tool for shaping and implementing curriculum to maximize learning and self-esteem (Aceves & Orosco, 2014).

Cultural sensitivity: This is a state of awareness that cultural differences and similarities exist and influence values, learning, and behavior of individuals (Association of College & Research Libraries, 2012).

Diverse classroom population: This term describes a classroom within the local district with at least 15% of students representing a minority group (Campbell & Binder, 2014).

Multicultural competence: Multicultural competence is the process of using cultural knowledge and skills for education, communication, and inclusive relationships (Pivoriene & Uselyte, 2013, p. 65).

Multicultural education: Multicultural educational standards are those that align with the cultural needs of students. Multicultural education further includes providing multicultural resources, diverse teaching methods, and inclusive teaching processes (Gorski, 2010).

Student learning standards: This term refers to what students should know and able to do upon completion of a 13-year public school.

Significance of the Study

This project study is significant and contributed knowledge regarding the use of librarian resources that aid middle- and high-school educators in supporting the multicultural needs of

students. The findings of this case study may provide information to the school district administration and school librarians to support teachers in terms of giving relevant resources for teachers to supplement state learning standards as required by the NJDOE. The knowledge gained from this study and its resulting white paper may benefit both librarians and teachers at the middle- and high-school levels in furthering the use of library resources for meeting the multicultural needs of students and educators. The project developed in response to this study may increase teachers' use of school library resources, as well as increase collaboration between teachers and school librarians in terms of selection of school library multicultural resources to meet the cultural and linguistic needs of students.

Research Questions

The problem of this case study was that it is unknown at the study site how middle and high school teachers who teach world languages and ELLs obtain and use multicultural resources in their classrooms to supplement learning standards to meet the cultural and linguistic needs of the students they teach. The purpose of this qualitative study was to investigate how middle and high school teachers who teach world languages and ELLs use multicultural resources in their classrooms to supplement learning standards. The following research questions guided the direction of the study:

RQ1: How do teachers use school library multicultural resources to supplement common core state learning standards to meet the cultural and linguistic needs of students?

RQ2: What are the perceived barriers that hinder teachers from using school library multicultural resources to supplement core curriculum state learning standards to meet the cultural and linguistic needs of students?

RQ3: Other than the school library, what other sources do teachers use to obtain multicultural resources to supplement core curriculum state learning standards?

Review of the Literature

The purpose of this case study was to investigate how middle and high school world language teachers and ELLs at the study sites use multicultural resources in the classroom to supplement core curriculum state learning standards to meet the cultural and linguistic needs of students. The literature review involves the culturally relevant pedagogy (CRP) framework created by Ladson-Billings in the early 1990s. In the remainder of this section, the following topics are reviewed: evolution of diversity in United States public schools, definitions of multicultural education as a concept, and multicultural education as an equalizer. Following those topics is a rationale for multicultural education in U.S. public schools, including increasing teachers' cultural sensitivity and multicultural competence and the importance of teachers' attitudes toward multiculturalism. I conclude the literature review with recommendations regarding resources that should be included in multicultural library collections.

Conceptual Framework

The conceptual framework that guided this study is CRP. According to Ladson-Billings (1995), culturally relevant teaching is considered a pedagogically model for guiding student skill, knowledge, and attitudes towards cultural diversity. CRP is considered an ideal model for

furthering the acceptance of culturally diverse beliefs and values within educational settings (Cagle, 2006). The educational application of CRP involves including culturally diverse values, beliefs, and knowledge within pedagogical activities and lessons for the purpose of encouraging cultural knowledge and acceptance among students. Through CRP, students are empowered to learn about cultural differences, values, and behaviors. According to Groulx and Silva (2010), CRP based learning is applied through social interactions that are enhanced by students' cultural and linguistic experiences. According to Gay (2010), CRP is most effectively applied through educator integration of culturally context with pedagogical activities and lessons. Brown-Jeffy and Cooper (2011) identified five themes of CRP: (a) identity and achievement, (b) equity and excellence, (c) developmental appropriateness, (d) teaching the whole child, and (e) student-teacher relationships. The three themes most relevant to this study are equity and excellence, developmental appropriateness, and teaching the whole child. Each of these themes align with the expectations of the New Jersey state requirement for teachers to use multicultural resources to supplement core curriculum state learning standards regarding the cultural and linguistic needs of students.

The theme of equity and excellence involves teachers' dispositions toward cultural diversity, incorporation of multicultural curriculum content, equal access, and high expectations. Equity means providing students what they need despite the diverse cultural and linguistic differences. When teachers fail to identify diversity of the class, the ability to address individual student's cultural and social needs in learning is limited. The integration of excellence and equity in CRP is predicated upon having a curriculum that recognizes students' cultural experiences and

setting high and attainable goals for the students to achieve. Teachers of world languages and ELLs are expected to supplement curriculum with culturally authentic electronic and non-electronic resources, which are appropriate to the age and grade level of students (NJDOE, 2017). Developmental appropriateness involves the importance of students' cognitive and psychosocial development in learning (Brown-Jeffy & Cooper, 2011). According to Ladson-Billings (2014) the background knowledge of each student should be recognized, explored, and used in instructional activities. Through CRP, the students unique background can be included in teaching assessments and activities. Under the tenet of teaching the whole child, concepts of ensuring students are provided with opportunities to develop culturally contextually skills at home, in school, and within the school (Brown-Jeffy & Cooper, 2011). The principle of CRP involves addressing student-teacher relationships, equity, and excellence as a framework for facilitating an effective learning environment in diverse communities. In order to effectively integrate CRP principles in the instructional process, teachers must recognize the importance and impact of cultural socialization experiences of students.

Significance of the CRP Approach to Teaching and Learning

Creating a culturally diverse and competent student population is considered essential to student outcomes both in school, at home, and within their community. The current study is significant because I aimed to provide an understanding regarding how the teachers use the school library multicultural resources to supplement core curriculum state standards for culturally diversity of learning. The findings of this study may lead to the improvement of policies and practices that include librarian strategies for using multicultural resources to

supplement the core curriculum state students learning standards. Further, these findings may provide significant for illustrating collaborative efforts from educators to librarians as a means of increasing student cultural competency among high-school and middle-school students. As such, this study is significant for teaching and learning because I will provide recommendations for policy and practice that will further multicultural teaching in high-school and middle-school settings.

Review of Broader Problem

The search for literature involved the use of Walden University Library digital databases ERIC, PubMed, EBSCO Host and Database, Google Scholar, Web of Science, and SAGE Journals to define the following keywords: *CRP and student education*, *CRP and multicultural education*, *diversity in public school systems*, *educational practices and multiculturalism*, *educational practices* and *CRP*. The central focus of the literature review was definitions, historical perspectives, and implications for education practices at middle- and high-school levels.

Evolution of Diversity in United States Public Schools

Between 1880 and 1920, 23 million immigrants arrived in the United States from impoverished towns and villages in southern and eastern European countries (Gay, 1994). The influx of immigrants had its impact on school enrollment at this time. For instance, pupils of Public-School Number 1 in New York City's Lower East Side represented 25 different nationalities during 1882. Many of these students were from non-English speaking European countries. These children had to learn how to speak, read, and write a brand-new language

together with English-speaking children. According to Gay (1994), as immigrants learned English, they were promoted to classes with children of their age except for English classes, and they did not receive any special treatment. During the second half of the century, services in school libraries had significantly experienced changes due to increases in the population of diverse individuals in the United States. Immigrant communities includes ethnic minorities whose culture and way of life were substantially different from the current majority of students in the school system. As a result of increased immigration, students' populations grew in diversity.

According to Abdourahamane (2010), minority students represented close to 38% of the K-12 public school population. Abdourahamane also reported that the number of students of color in public schools is expected to reach 40% in 2020 and 50% in 2035 (National Center for Education Statistics [NCES, 2004]). The NCES (2004) report showed that the percentage of students of color enrollment was rapidly escalating. Similarly, in the states like California, Florida, and Texas, Mississippi, New York, the District of Columbia, and New Mexico reports showed that the White student population has gone below 50% of the total student population (Darling-Hammond, 2004; Gollnick & Chin, 2004; Percy, 2014). I considered the dynamism of population changes of immigrants, as shown in the schools' enrollment, a significant challenge to the planning of curriculum to offer balanced education for all categories of students, immigrants, or natives. Shelly (2011) attributed the increase of ethnic-minority students mainly to an increase in Hispanic students (NCES, 2004). As such, adequate school library services in a multicultural society requires culturally competent professionals as teachers and teacher-librarians (Montiel-

Overall & Adcock, 2008). Students who are entering schools have a variety of issues related to their diverse cultures, such as family history, stereotypes, bullying between cultural groups and a lack of pride (Welch, 2011). The teachers' and teacher-librarians' responsibilities include ensuring that they meet students' academic and social needs through the variety of information resources and activities in the school libraries (Agosto, 2011). To realize this, Martines (2005) submitted that educators should observe, discern, and discuss the students' cultural and linguistic differences and problems that require cultural awareness, knowledge, and skills of the students. In the study on the challenges of school segregation in the 21st century, Kotok and De Matthews (2017) stated that diversity by race, linguistic, and socioeconomic status requires continued focus towards multicultural pedagogy. In spite of the steps already taken by some school districts to promote diversity initiatives like creating racially and economically integrated schools, the initiative is challenged by difficulty in garnering support from the government and stakeholders (Frankenberg, 2014).

Definitions of Multicultural Education

Different interpretations of multicultural education exist in academic literature. According to Gorski (2010), proponents of multicultural education acknowledge that educational systems are central for developing cultural equability. This author declared that the underlying goal of multicultural education is to effect social change. Aeve (2015) explained that the goal of multicultural education was to ensure that all students irrespective of the cultural and linguistic backgrounds have access to inclusive teaching and learning. To achieve the desired transformation in the nation's education system, Pivoriene and Uselyte (2013) suggested that

educational institutions should adopt a student-centered approach, which would support an equal and favorable learning climate and continuous assessment procedures for all students irrespective of race and language. Contributing to the process of preparing teachers for culturally diverse schools, Sleeter (2011) defined multicultural education as steps taken by institutions to work with minority groups. The measures include identifying the cultural needs of different groups, ensuring that the learning experiences, and the representation of various diverse organizations with the goal of developing a positive perception of oneself. Sleeter (2011) explained that multicultural education should aim at solving racial and ethnic prejudices of students from minority groups. Sleeter advocated for learning that will equip students from both minority and the so-called majority classes with knowledge about ethnic, racial, and positive self-concept to be able to defend controversial issues related to diversity. Similarly, Tonbuloglu, Aslan, and Aydin (2016) noted that in order for teachers to understand the importance of multicultural education and impact the students with the practices in a learning community, the implementation of educational reforms must recognize equal opportunities of learning as essential for all students irrespective of their cultural background.

Griner and Stewart (2013) described multicultural education as the process of ensuring that all students, regardless of ethnicity, are provided equitable education. Griner and Stewart argued that multicultural education should emphasize acceptance of cultural diversity and an appreciation for other cultures. They further affirmed that multicultural education is relevant to the current education reform because it emphasizes respect for others' perceptions. It also recognizes cultural pluralism in American society and fostering the individual development of

each student. Griner and Stewart identified six goals of multicultural educations: including multiple historical perspectives, increasing the ideology of a cultural consciousness, furthering student intercultural competency, reducing and combating racism, sexism, and prejudice, as well as increasing student multicultural understanding. Thus, multicultural education is a complex phenomenon that requires educators to diversify pedagogical methods for student multicultural comprehension (Bulankina & Polyankina, 2011). In essence, multicultural education is a concept that carries varied meanings between groups, such as the educators and other stakeholders.

Gay (2010) defined multicultural education regarding the practical utilization of cultural knowledge, background experiences, and the learning styles of all students to make learning more effective and meaningful. This scholar asserted that multicultural education should provide a tangible connection between students' cultural backgrounds and their educational experiences, which leads to lifelong learning. Gay believed that multicultural education also provides students with information to understand the history and contributions of various ethnic groups. Similarly, Nakata (2011) found that multiculturalism includes acceptance of human equality. Through multicultural education, biases about ethnic, racial, and social class groups, are replaced with unbiased and accurate information that will not only help students to embrace cultural pluralism but also recognize that diversity is part of society (Gay, 2010).

Multicultural Education as an Equalizer

The underlying goal of multicultural education is to provide equal educational opportunities for citizens irrespective of cultural and linguistic backgrounds to enhance social change in diverse communities (Pivorienė & Uselyte, 2013). Ideas of multicultural education

started is considered centralized within social movements, such as the Civil Rights and Womens Rights movements (Banks, 2004a). According to Barrett (2018), multiculturalism is central for creating a culturally knowledgeable population. The concept of multiculturalism appreciates the value of different ways of life in social and cultural networks. Students must be taught by teachers who are competent and knowledgeable in diverse cultures and languages beyond the students' immediate boundaries (Welch, 2011). Above all, Kevel (2014) affirmed that the new trend globally is the movement from multiculturalism to interculturalism. According to Kevel, the critics of multiculturalism described the original concept of interculturalism as methodology of describing the fluid and evolving nature of culture. As an equalizer, contemporary educators globally adopt multicultural education as a means of delivering quality education to the discriminated students and immigrants (Ahn, 2015; Akar & Ulu, 2016). The critics of multiculturalism have alleged that inhibits interactive diversity, whereas interculturalism allows the absorption of sociological and social psychological ideas (Kevel, 2014).

Although the principle of equity is a fundamental tenet of U.S. culture, it is unfortunate that there are still inequalities in learning opportunities for some students due to gender, class, ethnical, racial, or other cultural attributes (Banks, 2001). Similarly, Banks attributed the inequalities in educational opportunities for the diverse population in Europe, Asia, and Latin America to these features plaguing the United States. Wang (2018) stated that most teachers lacked the intercultural communicative competence to teach students from diverse cultures and languages. Wang lamented that in most classrooms, teaching is dominated techniques that create boring and unfriendly learning environment. Also, Wang submitted that preparation of teachers

in the universities and colleges of education is based mainly on theory without sound practical experience for to acquire adequate practical experience and problems in intercultural communicative competence.

Scholars such as Banks (2004b), Gay, (2010), and Sleeter (2011) have considered cultural pluralism as a theoretical framework in education. In this way, they proposed multicultural education as an educational reform movement for equal education opportunities for all. These multiculturalists agreed that cultural fluidity should be central towards developing equitable respect for all cultures and groups (Sleeter & Grant, 1999, p.153). For this reason, multicultural education must be centralized around anti-racist ideologies (Gay, 1994). Advocates of multicultural education have concurred that the content of programs should include various ethnic and cultural ideologies, beliefs, and values contextualized within historical injustices (Gay, 1994). Gay argued that multicultural education is an ideal philosophical model for creating pedagogically reformed models that address cultural diversity, while Ford (2014) said that students in racial and cultural homogeneous communities must be exposed early to multicultural education. Ideally, such methodologies decrease the biased and erroneous prejudices found in home, school, and media-based environments.

Multicultural education provides such opportunities through quality textbooks, resources, media, videos, and activities that culturally guide diversity learning (Ford, 2014). For the curriculum to serve diverse groups it should not be color-blind rather, lesson plans should focus on both majority and minority major racial/cultural groups to capture the uniqueness of each group relative to their specific history, experience, language, and other cultural factors (Aud et

al., 2012; Maralani, 2013). According to Ogbu (1978), all cultural groups are valid and deserve equitable support, representation, and presentation in educational contexts. The consequence of treating each racial/cultural group as a monoculture is that it creates stereotypes.

In contrast to the benefits of multicultural education, the critics of the concept have argued that it fosters group conflicts by being anti-Whites and encouraging negative attitudes toward the United States (Gorski, 2010). Banks (2004a), however, listed the goals of multicultural education as ensuring acceptance of cultural and racial groups, providing educational equity, and creating a sense of cultural acceptance and competency among students. The goal of multicultural education is designed not to rewrite history but rather to correct distortions and inaccuracies in the education system, and mainly to effect social changes in the society (Banks, 2004a). For these changes to be meaningful, International Federation of Librarian Association, (IFLA, 2009) and American Association of School Librarians (AASL, 1988) stipulated that library services must move from the present conventional state, which is narrow in scope and partial in service delivery, to an all-embracing and following type that will serve different patrons with diverse cultural and linguistic backgrounds. Multicultural education is considered an ideal model for reforming educational towards culturally accepting practices (Ford, 2014). These definitions all point to the fact that the purpose of the curriculum is to provide students with an understanding of social justice and equal opportunities to become patriotic citizens in their communities.

Rationale for Multicultural Education in Public Schools

The call for fairness and justice in the education of all citizens in the United States without discriminations based on races, religion, gender, language, and age by the activists in the early 19th century emphasize the need to introduce multicultural education into the nation's education system (Aydin & Tonbuloglu, 2015). Kaya (2015) described the concept of multicultural education as a reformation model for creating a culturally open and accepting society. Akar and Ulu (2016) pointed out the concept of multicultural education was introduced into the United States education system to increasingly accept differences in the society. According to Gay (2013), the United States is gradually becoming a society without a dominant ethnic group, as demographic statistics that the world will soon be a melting pot consisting of diverse cultures. Sen (2006) attributed this to the increase in global contacts and interactions, especially extensive migrations, have positioned the diverse practices of different cultures near one another.

According to Sawchuk and Perry (1997), educating students about various cultures does not mean abandoning their own culture. The goal of education should be to produce model citizens for the global village. Even though some scholars have affirmed that there are instances when traditional courses have been eliminated or downplayed to give multicultural education prominence in the curriculum, the goal is to expand what the students learn rather than to substitute one particular topic for another (Tonbuloglu et al., 2016). For instance, Banks (2004b) examined Native Americans in the United States and Indigenous Peoples in Canada, finding that when teachers adapt their classroom instruction styles to those of the students, participation

results are positive. Eristi (2014), Gay (2010), and Martinson (2016) demonstrated that integration of multicultural education into public school education given the importance of the school to promote positive societal changes. Mann (2013) submitted that transformation in schools is necessary to help reduce social and power inequalities that historically oppressed and denied the minority groups equal educational opportunities. Mann added that the perspectives of many stakeholders in the education system are often biased from political and social power interests. This scholar recommended that teachers should seek to understand the world around them and use that knowledge to provide their students with instruction that is meaningful and useful for their success in the society.

Eristi (2014) affirmed that multicultural education contributes to positive societal development. In a study of multicultural interactions through video conferencing among elementary school students, Eristi investigated the perceptions of students in a school in Turkey and a school in Canada. The findings showed that video conferencing with students from another country helped them to understand the cultural differences that exist between the two countries. Based on these findings, Eristi concluded that cultural interactions in schools are essential to helping students develop a multicultural viewpoint. Consequently, students develop positive attitudes and behaviors about diversity at an early age and such interactions help students become aware of how vital, diverse cultural values are to an integrated society.

Martinson (2016) surveyed racism and White privilege involving two teachers and 38 students in Grade 8 and concluded that if teachers want to create a positive learning environment in their classroom, they must develop positive personal attitudes and behaviors toward diversity.

Sleeter (2011) said that democratic education for all students—regardless of their backgrounds, experiences, or abilities—is the correct direction for the social development of the country.

Sleeter declared that educators should recognize and value the diverse backgrounds of their students, ensure that curriculum and instruction represent the need for different groups that will enhance positive self-concept in students. Some scholars in recent times have stated the multicultural visions of globalization and challenges that globalization imprints on multicultural education (Cha & Ham, 2014; Gore, 2004; Hossain, 2016; Oikonomidou, 2011; Zajda, 2011). Gore (2004) said universal education should establish in connection with the rest of the world and propagate common problems and aspirations, and shared humanity. Gore cited the example of a state in Australia that has incorporated the concepts of global citizenship education into geography and made it a compulsory subject in junior high schools.

Sutton (2005) noted that globalization of multicultural education is based on the three critical features. Banks (2001) described multicultural education the primary concerns of education through ensuring context, validation of identity, and empowerment of oppressed groups. These three features can be summed up into two forms: the recognition of diversity strand and the social equality strand. Banks believed that the demands for an equal educational opportunity, as a central motivating force behind multicultural education should be reviewed and treated as central to contemporary education. Sutton submitted that one of the ways by which educators all over the world can solve the problems of balancing local, national, and global norms and values is to foster intercultural education. Zajda (2011) noted that education is often impacted by reduced equitable opportunities, which require a renewed focus towards learning for

social rights activities purposes. Also, Zajda stressed that there is continues challenges present in pedagogy that lacks cultural diversity and ignores growing globalization. This author, therefore, suggested that the only way to fill the gap already created is by providing quality education for all, irrespective of socio-cultural backgrounds.

Cultural misunderstandings and discriminations cause frictions between ethnic groups, reduce productivity and satisfaction of workers in any organization, most especially in the school system (Martines, 2005). Most often, students from different cultural, religious, and ethnical backgrounds socialize with each other better than the ways the school will do it (Banks, 2001). Educators, therefore, face challenges in helping children who are from diverse groups to ensure connection between home, school, and the community (Banks, 2001). The knowledge of students' cultures gives school leaders, teachers, teacher-librarians important clues to students' behaviors and needs. Moreover, it would enhance collaboration between the librarians and classroom teachers to work together in identifying school library resources fit to supplement common core state standards and meet the cultural needs of the students.

Teachers' cultural sensitivity. Teachers' multicultural competence is measured by the degree of teacher's awareness, knowledge, and skills needed to function effectively in a pluralistic society (Sue & Sue, 2003). A classroom in any American school consists of students who come with diverse cultural traditions, as well as emotional, cognitive, and physical differences (Al-Hazza & Bucher, 2016). Librarians and other educators have a responsibility to reach students with different cultural and linguistic backgrounds. Teaching about other cultures by discussing their cultural skills, values, and behaviors is central to creating an equitable

learning environment (Wan, 2006). Welch (2011) said that students learn better when teachers teach topics that relate to their cultures.

The superficial knowledge of other people's cultures is the cause of various levels of discriminations and low self-esteem among the people of different races and languages (Al-Hazza & Bucher, 2016). Conversely, students who feel welcome in all aspects of the school community will become involved in activities that allow them to be successful throughout their school career, as well as their future career (Kim, 2011). A curriculum that focuses on using multicultural materials helps students to understand multiple perspectives and cultural backgrounds of other cultures (Agosto, 2011). Multicultural education aims at unlocking the barrier that has made it impossible for people to learn and interact with cultures beyond their own and relate to such people without prejudice.

Teachers' multicultural competence. Multicultural competence is the ability to understand others' culture and language well enough to communicate and work with others without prejudice (Kevel, 2014). As the school population grows in racial, ethnic, cultural, linguistic, sexual orientation, and ability differences, the need for teacher educators to prepare teacher candidates to work with diverse students is becoming apparent (Freidman & Herrman, 2014). Accordingly, teacher candidates need to develop their own cultural identities and establish multicultural competence. Multicultural competence is defined as a process of learning about cultural skills, behaviors, and characteristics to further create a culturally competent society (Sue & Sue, 2003).

According to Pivoriene and Uselyte (2013), garnering knowledge is essential to creating a culturally competent society. Pivoriene and Uselyte argued that this component creates the basis for comparison between one's own and other cultures while the second component of multicultural competence is concerned with the knowledge of other nationalities. Multicultural incompetence results in the cultural and experiential gap between mainstream teachers and cultural and linguistic diverse students (Colombo, 2007). An incompetent multicultural teacher will not appreciate the cultural patterns, values, and behaviors of immigrant children and their parents. Pivoriene and Uselyte (2013) noted that the fourth-year social work students were asked to suggest how the knowledge in multicultural competence could prepare them to meet the challenges of cultural diversity in the field of practice. Eighty-nine percent of respondents said that social work studies should focus more on multiculturalism and development of multicultural competence and that the college curriculum should include multicultural communication, to intensify foreign language learning in the social work program.

Lenarz (2002) agreed with the two of the solutions offered by the multicultural educators to change the existing school culture, so that multicultural education is institutionalized as a means of creating students that are culturally competent. The second solution is to incorporate the struggle of ethnic, cultural, and gender groups into the curriculum in colleges of education. Jerome and Sweeney (2014) recommended that the enhancement of teachers' multicultural competency should start with total reformation of teachers' preparation in the schools of education in the United States, which enables the graduate teachers equipped to use the

multicultural resources to implement the multicultural curriculum standards and meet the cultural and linguistic needs of the students.

Teaching Multicultural Education in the Class

The purpose of teaching multicultural education in the class is to ensure fairness and justice in the education of all citizens in the United States without discrimination based on races, religion, gender, language, and age, as advocated by the activists who proposed the concept (Gay, 2013). The effective and meaningful teaching of multicultural education required the teachers' cultural sensitivity and competence, understanding, and ability to foster relationships with the students' families (Colombo, 2007). According to Vargas and Erba (2016), lack of cultural competence results in experiential gaps between the mainstream teachers and students with diverse cultures and language backgrounds. Grych (2014) said analytical self-reflection of teachers' attitude and beliefs are necessary for developing CRT. This assertion also aligns with Dewey's (1938) submission on reflection as a vehicle for transformational change. The submission was based on Dewey's philosophy of pragmatism, which if properly scaffolded by teachers in the class, it can motivate learners to learn and enlarge their perceptions about other people's cultures and languages.

Spader (2015) examined White teachers' perceptions regarding their preparation for teaching culturally diverse students. Thomas and Vanderhaar (2008) argued that teacher educators should make connections with theory and practice through self-assessment of strength and weakness of the curriculum. Further, educators are well disposed to multiculturalism in the classroom should help teacher candidates gain the knowledge and skills necessary to prepare

them for multiculturalism. According to Hossain (2016), most teachers' colleges have started to address the changes in schools' demographics by the introduction of multicultural education in their coursework for teachers' preparation. Such coursework aims "at providing all teacher candidates with the knowledge, information, and strategies for teaching children from diverse ethnic background" (Hossain, 2016, p. 52). According to Lehman (2016), global changes bring about a new awareness of needed changes. The primary challenge being faced by the university-based teacher education program is preparing new teachers to educate the diverse student population (Zozakiewicz, 2010). In line with the effort toward the complete transformation of the education system in the United States, Miller and Milkulec (2014) called for the reevaluation of the training of pre-service teachers to make their training align with the needs of K-12 students.

Teachers' Attitudes toward Multiculturalism

Teachers' attitudes are critical to the success of using multicultural resources to supplement the core curriculum state standards. According to Martines (2005), teachers' attitudes toward multiculturalism are contingent upon the knowledge acquired in the college and daily interactions with people of diverse cultural and linguistic backgrounds. Martines (2005) discovered that teachers did not demonstrate attitudes that were deemed fit to show a degree of multicultural skills. Further, Ford and Quinn (2010) noted that racially diverse demographics are common for public school educators. Thus, it is essential that educators of multi-ethnic student population select and teach culturally competent literature. Ford and Quinn, however, noted that some White educators may be poorly equipped to teach culturally diverse student populations. Goldenberg (2014) said that the racial mismatch between a non-White student public school and

a primarily White teaching force continues to be under-examined by the educators through an appropriate cultural lens.

Ladson-Billings (1995) stated that CRT provides teachers in colleges of education with a way to understand and demonstrate cultural diversity without demonstrating shame or guilt. Tabatadze and Gorgadze (2018) noted that low intercultural competence by teachers in urban schools is due can be traced to poor naïve attitudes of preservice students toward different sources of cultural identity. Despite any prejudices raised toward multicultural education as part of transformation education system in the United States by its critics, the concept has gone a long way to bring about justice and equity in the education of the citizens to be conscious of other cultures beyond their own. When students are taught about the cultures and languages beyond their own, they are empowered to adapt and live confidently in any part of the world and compete well in the global economy. The change in the learning experiences of the students may lead to an alteration in the social order of a society, which include changes in nature, social institutions, and behavior (Taki, 2016). According to Taki (2016), the role of education as an agent of social change is widely recognized. The successful implementation of multicultural education curriculum using relevant multicultural resources will enhance students' global awareness beyond their local environment.

Multicultural Library Collections

Multicultural library collections are electronic and non-electronic resources in the library that contain information about multicultural and diversity education. From practical experience, building and maintaining balanced collections is a difficult task, yet Agosto (2007) posited that a

well-balanced school library collection teaches students irrespective of their socio-cultural status exact nature of the diverse world. Students stand to benefit from using multicultural library resources in some ways. For instance, students benefit when these materials integrate into the school curricula and leisure reading habits to ensure that students are provided opportunity to learn about the globe through historical and contemporary resources. Roethler (1998) explained that most Black children in American schools model their lives after characters from the literature they read as children.

Relevant cultural resources positively influence the learning process of students in the school libraries. Lopez-Robertson (2006) explained that any efforts to make students' native languages and family socio-cultural backgrounds a part of the school culture always enhance higher levels of self-esteem and better learning achievement. Agosto (2001), explained, multicultural resources are valuable materials that help ELLs with the English language acquisition process. To achieve this, culturally relevant texts that enable the student to interact with familiar illustrations and at the same time focus on English language learning are essential because multicultural materials provide a window into many cultures of the world (Coatney, 2004). According to Agosto (2007), a curriculum that includes cultural diversity through multiple resources allows for students to examine issues that reflect historical biases, power relationships, and current cultural issues. Multicultural resources must be available for both bilingual and monolingual students in culturally mixed educational settings. Agosto (2001), asserted that when immigrant and nonimmigrant students use the same multicultural library

resources for learning, social bonds develop between them, resulting in enhanced global awareness and social change.

Implications

The findings of this study provided information on how the teachers use the school library multicultural resources to supplement core curriculum state standards. The findings from the study led to the development of a project with goal to improve the teachers' use of the school library multicultural resources to supplement the state students learning standards and meet the cultural and linguistic needs of the students. Additionally, the findings also provided information about alternative sources of multicultural resources teachers use to meet the core curriculum state standards beside the school libraries. The conclusions also led to development of strategies for teachers to collaborate with school librarians to acquire appropriate multicultural resources to supplement the core curriculum state students learning standards. Finally, the findings from this study may assist the school district administration to understand how the teachers obtain resources from within and outside the school library and may also provide information on how to increase collaboration between the classroom teachers and the librarians to acquire appropriate and adequate multicultural resources in the school libraries.

Summary

The research sites for this case study consisted of two middle schools and one high school in a culturally diverse urban schools district of northeastern United States. The school district reflects the changing demographics in public education as which has necessitated the introduction of a multicultural curriculum in middle and high schools. The problem that I

investigated was that teachers who teach world languages and ELLs at the middle- and high-school levels are underutilizing their school library's multicultural resources. It was unknown how the teachers supplement the state students learning standards and meet the cultural and linguistic needs of the students. The central research questions for this study involved how teachers in the middle and high schools study sites supplement the core curriculum to meet the state students learning standards.

The conceptual framework for this study was CRP. According to Ladson-Billings (1995), culturally relevant teaching is a method that leads to the comprehensive model for developing student understanding of cultural knowledge and competency. Findings from the study may be used to develop a project or write a policy statement that will teachers improve their use of library multicultural resources to meet the cultural and linguistic needs of the students. In the next section, I will address the methodology for this project study, consisting of the research design and my rationale for using this model. Details regarding procedures for recruitment of participants, data collection, and data analysis are then presented.

Section 2: The Methodology

Qualitative Research Design and Approach

The problem that I addressed in this qualitative case study was how middle and high school teachers who teach ELLs in schools located in the northeast region of the United States use multicultural resources to supplement state learning standards to meet cultural and linguistic needs of students. I wanted to find out types of resources that WL and ELL teachers use to supplement state standards, as well as where they obtain those resources outside of the school library.

The research design for this study was a qualitative case study. The qualitative case study design was appropriate for this study because I aimed to gather subjective data based on participants' experiences and perceptions, rather than numerical or measurable data. Qualitative research designs involve detailed descriptions of people, places, conversations, and events (Bogdan & Biklen, 2007). Instead of using statistics to test and verify variables in hypotheses as a researcher would do in a quantitative study, qualitative researchers interpret data in comparison to underlying theories to explain data (Creswell, 2012). Creswell (2012) also stated that the qualitative approach involves steps or phases to obtain logical answers to the research problem. The qualitative research approach offered me a more comprehensive perspective of the problem than a quantitative design (Creswell, 2012).

Qualitative research designs include case studies, grounded theory, phenomenological study, and ethnographic design. Of all these approaches, I considered case study as most appropriate with the use of open-ended interview questions as an instrument for data collection.

Creswell (2012) described a case study as a qualitative approach in which the researcher explores a bounded system over some time through comprehensive data collection using different sources of information like observations, interviews, and documents.

Merriam (2009) defined a case study as a detailed description and analysis of a bounded system. The system is a single entity or a unit in the project study, which may be an activity, event, or process involving a teacher, group of teachers, or implementation of a program (Creswell, 2012). In this study, the bounded case is the investigation of how teachers who teach world languages and ELLs supplement core curriculum state standards to meet cultural and linguistic needs of students. Other qualitative approaches that I considered—but deemed inappropriate—included ethnographic approaches, the phenomenological research design, and the grounded theory approach. Creswell (2012) described the ethnographic research approach as procedures for analyzing and interpreting a cultural group's shared patterns of behavior, beliefs, and language that develop over time. According to Lodico, Spaulding, and Voegtle (2010), the phenomenological approach involves essentials of human experiences. Lodico et al. (2010) cited that phenomenologists are interested in interpreting and recording participants' perspectives of the problem under study. Creswell (2012) described the grounded theory as a procedure to generate a theory that explains, at a broad conceptual level, a process or action involving a substantive topic.

Participants

Purposeful sampling was used to select participants for this case study. With purposeful sampling, researchers intentionally select individuals who are information-rich to learn or

understand a central phenomenon (Creswell, 2012). This study involved two types of purposeful sampling. The first was the selection of the research site, the two middle schools and only high school in the district of study. I chose these middle schools and one high school because they have the same core curriculum and learning standards.

Lodico et al. (2010) described information-rich participants as those individuals with firsthand information relevant to the research problem. I purposefully selected 16 teachers who have been teaching world languages and ELLs in the two middle schools (Grades 7 and 8) and one high school (Grades 9-12) for at least 3 years as potential participants. Only nine individuals consented to participate in the study. This satisfied the number of participants needed for saturation.

Justification for the Number of Participants

The targeted population for the study was between 8 and 10 teachers, with 3 purposefully selected from each middle school and 4 from the high school. Teachers were required to possess a minimum of a college degree in their respective teaching subjects and to have taught in the school district for at least 3 years. A manageable number of participants between 2 and 30 is considered a realistic number for case studies (Creswell, 2012; Emmel, 2013).

Accessing the Research Site

The Board of Education for the research sites requires a researcher to obtain formal approval from the Superintendent of Schools office to research within its area of jurisdiction. Walden University requires the support of the university's Institutional Review Board (IRB)

before researchers collect data from the participants. In line with the district policy, I wrote a letter of request to the Superintendent of Schools for permission to conduct a project study (see Appendix B). In the letter, I stated the problem and purpose of the project study and listed the criteria for recruitment of participants for the study, methods of data collection, and instruments to collect the data. I explained all ethical steps to protect the identity of the research sites and human participants' privacy. Once I received the superintendent approval, I provided a copy of the permission to principals of each participating school.

Accessing the Research Participants

The approval letter from the superintendent of schools was attached to the IRB application form and forwarded to Walden's IRB Office. As soon as I received an approval letter from the IRB office, I wrote a letter of request (see Appendix D) to the supervisor of the Department of World Language & ELLs for the names of certified teachers who have taught for at least 3 years in the school district under study. Using the email addresses on the list, I emailed a letter of invitation (see Appendix D) and letters of informed consent to each of the 16 identified certified teachers who met the criteria to participate. In the letter of invitation, I stated the title of the study, purpose, problem, primary questions that guided the study, and requirements for participation. The informed consent form included the title, problem statement, and purpose of the study, as well as information regarding protection of participants' privacy, risks, and benefits involved in participating in the study. The consent letter also outlined procedures for data collection, time, and location for the interview, as well as the approximate duration of meetings (between 45 and 60 minutes). I included a statement of confidentiality regarding any information

volunteered by participants. Out of 16 participants invited, nine consented to participate in the study. These were the participants whose data I collected for this study.

Establishing Working Relationship with the Participants

I have been working as a Media Specialist in the district high school for over 14 years. Within that period, I have interacted with a few of the participants at district and building levels. We have attended professional development conferences and workshops together within and outside the district. Notably, I have collaborated with most of the high school teachers to use school library resources for classroom instructional activities. I have no supervisory role over any of the selected research participants. I conducted a study in the district where I work as a librarian, which enabled me to investigate how teachers supplement the state students' learning standards to meet the students' cultural and linguistic needs. The participants responded to all the interview questions thoroughly, showing their concern for implementing a multicultural curriculum to meet the cultural and linguistic needs.

Ethical Protection for Participants

In keeping with the established research ethics, participation in this study was voluntary for all, and participants had the ability to withdraw at any time during the study. Nine out of 16 potential participants consented to participate in the study. To ensure the safety and confidentiality of the participants' identities, I developed a unique pseudonym in the form of alphanumeric code for each participant and a case study codebook for my reference during the study and labeled all documents with a unique code. For example, I gave each of the three

schools code names, as follows: the two middle schools were Schools A and B, while the high school was School C.

The first world language teacher interviewed in high school was tagged 1WLC, the first ELL teacher in School A was tagged 1ELA, and the first world language teacher in School B was coded 1WLB. By using these codes, I was able to hide the real identities of the participants and their schools. I stored all hard copies of data, transcripts, and the case study codebook in secured locker in my house while the digital texts of the study, which include transcribed data and transcript of the analysis were kept in a computer file that requires a password to access in my house for at least 5 years after completion of the study. At the expiration of the required 5 years, I will destroy all the paper documents that bear any information about the participants, schools, and the district of the study, while the digital files in the computer will be deleted.

Data Collection

To collect data for this project study, I conducted a one-on-one interview with each participant using open-ended questions (see Appendix E). I chose to use open-ended questions because they capture individuals' feelings, opinions, attitudes, perceptions, and different ways of interpreting phenomenon in a qualitative case study. According to Creswell (2012), open-ended questions allow participants to express their views about problems unconstrained. I scheduled an interview with each participant, which lasted between 30 and 40 minutes. I interviewed the participants in a designated area, most importantly, at the location of each teacher's choice after school hours to provide privacy and confidentiality of the information volunteered. Even though I was guided by the interview protocol, probing questions were asked to obtain more details that

emerged during the interview. The interview protocol consists of two sections. The first section consists of four demographic questions; the second section consists of 16 items derived from the research questions. The collection of data from all the participants took 6 weeks to complete.

Process for Collecting Data

To ensure that the details of the participants' responses during the interviews were adequate and accurately recorded, I used both audio recording and notes (Creswell, 2012; Lodico et al., 2010). Out of 16 tenured teachers that I invited to participate in the study, nine consented to participate in the study. I called all the participants in the two middle schools on the phone and met with participants in the high school one-on-one to schedule the interview day, time, and place for meeting. I emailed the confirmation of the interview schedule (see Appendix H) to the participants for record purposes. Before the interview began, I assured participants of the confidentiality of their identities, the district, and schools, and the information volunteered. I gave each participant a code name. I recorded every interview session and took detailed field notes of statements and actions that the recorder failed to capture. The interview of the nine participants took place between March 29 and May 12, 2019. At the end of the meetings, I wrote a letter of appreciation to all the participants for their time and information.

Table 1*Study Participants*

Participants	Name	Gender	Subject	Grades
1	1ELC	Male	ELS	9 -12
2	2WLC	Female	Spanish	9 – 12
3	1WLC	Male	French	9 – 12
4	1WLA	Female	Spanish	6 – 8
5	1BLC	Female	*Bilingual	9 – 12
6	3WLC	Female	French	12
7	1ELB	Male	ELS	6 – 8
8	2ELC	Female	ELS	9 – 12
9	3ELC	Female	ELS	9 – 12

Note. The bilingual teacher works as an inclusion teacher translating and teaching academic content to students using their native language and English.

Systems for Keeping and Tracking Data

Data collected during the interviews were organized and kept in a computer file folder created on my laptop. For safety and secured confidentiality, I created a password to protect copies of data on my personal laptop computer at home. To prevent total loss of collected data through unexpected occurrences like computer crash, fire outbreak, and theft, I created back-up storage of online files in a secure drive. I also made duplicate copies of file notes and journals and kept them in a separate locked cabinet inside the archive room in my house. I assigned each participant an alphanumeric code for identification, which I attached to participants' file folder. This method enabled me to track and retrieve data accurately.

Interview

In this project study, open-ended interview questions were used to collect data from the participants on a one-on-one basis. Lodico et al. (2010) stated that interviews are the most valued sources of information in qualitative research. The use of open-ended questions allowed the

participants to speak their minds without restriction on any issue about the research problem (Creswell, 2012). According to Baskarada (2014), “a researcher's use of a semi-structured interview approach allowed freedom for interviewers to refocus questions or prompt questions if the subject of interest emerged” (p. 11). Lodico et al. (2010) described the components of an interview protocol to include a brief statement explaining the purpose of the project study, confirmation of the current date, biodata of the interviewee, and a list of questions guiding the interview.

During the meeting, I used an audio recorder to record the responses of the participants to enhance the accuracy and safekeeping of data. I also took field notes to capture all that the registrar failed to register, such as non-verbal languages and gestures. To ensure the confidentiality of the identity of the participants and information volunteered, I gave each participant a coded name, using WL to abbreviate the phrase world language and ELL for English language learners. For example, the first WL teacher interviewed was “1WL,” and the first ELL teacher interviewed in the same building was “1ELL.” Glesne (2011) stated that participants have the right to anonymity and confidentiality.

Role of the Researcher

I currently work as a Media Specialist in one of the study sites (i.e., the high school), meaning that I collected data from my colleagues. The participants are my faculty colleagues; I do not have any supervisory responsibilities over any of the participants. My primary role as the researcher for this project study was to conduct in-depth interviews that allowed for the collection and analysis of data and creating a narrative of rich detail to re-tell the participants'

experiences (Lodico et al., 2010). Creswell (2012) described this type of scenario as “backyard research,” which he defined as “studying the researchers' organization, or friends, or immediate work setting” (p. 177). Creswell explained this could lead to biases in the researcher's tendency to disclose information or raise uncomfortable issues. This familiarity may also cause some participants to feel obliged out of sentiment to participate in the study.

To control biases in the findings, I used a reflective journal to monitor the subjectivity of the study. A reflective journal serves as a diary of thoughts, perceptions, and prejudices that may impact the findings (Creswell, 2012). I combined the use of reflective journals with the use of two methods proposed by Creswell (2012), which enhanced the trustworthiness of the selected qualitative research approach. These methods are peer review and member checking. A peer who does not have any affiliation with the teaching of world languages and ELLs was asked to review the findings independently. The reviewer for this case study was an educator in another school district who completed his doctoral program in Education Leadership. According to Creswell (2012), peer review involves a third person who does not have any direct or close affiliation with the participants. To use the member check method, I gave the summary of the interview transcripts to each participant to review and corroborate with what they volunteered during the interviews.

Data Analysis

The data analysis for this case study commenced immediately after the interview of the nine participants who consented to participate in the study. Qualitative data analysis, which involves “consolidates, reduces, and interprets the participants have said and what the researcher

has seen and read” (Merriam, 2009, p. 175). The process of data analysis follows systemized steps. Guest, MacQueen, and Namey (2012) emphasized the importance of maintaining the objective of targeted, systematic analysis. Thus, data analysis and interpretations for this study followed the six steps identified by Creswell (2012).

The data analysis process for this qualitative case study began with the uploading of the digital audio recorded interview into software on my laptop computer. The company offered an online statement of safety and confidentiality of information uploaded into the port for transcription. The company provided the participants’ voice recordings with the text data, which made it possible for me to hear the voice of each participant as I was proofreading the script on the laptop screen. As stated earlier, I assigned an alphanumeric code to each participant, specifying the order each participant was interviewed. I labeled each transcribed text with a unique system in place of the participant's identity.

I used color-coding to identify segments that emerged from the data under each research question. I used three different colors as follows: red for RQ1, blue for RQ2, and yellow for RQ3. The coding of the data commenced as I read through the transcribed texts of each participant. I identified and wrote out a statement that described a phenomenon corresponding to each research question on the appropriate colored post-it papers pasted on poster cardboard. Coding is the process of “identifying segments of the data that describe related phenomena and labeling these parts using broad category names” (Lodico et al., 2010, p. 171). After coding the entire texts, I made a list of words and phrases, grouped similar statements, and identified the redundant codes, after which I reduced the number of codes to manageable and workable size. I

compared the codes with the data to ensure that they aligned with the participants' interview responses. The list of codes was further reduced by merging similar ones to become themes. I used inductive analysis to identify common topics the participants discussed to determine how they use the multicultural resources in the classroom to supplement the state students learning standards to meet the cultural and linguistic needs of their students. I then created a list of phrases for each research question. Themes form the basis to answer the research questions for the study and discuss the findings (Merriam, 2009).

Validation of Data Collected

To validate the recorded data and field notes, I used participants' reviews to reduce the influence of personal biases. Lodico et al. (2010) described member checking as a method "in which the summaries of the researcher's conclusions are sent to participants for review" (p. 274). I emailed the summary of the transcribed text to six participants for review to ascertain that the contents were accurate representations of the information volunteered during the interview. Furthermore, I cross-checked the copied versions of each participant's transcript with the field notes. I used the field notes to fill the gaps in the transcribed texts, which was created by the failure of the transcriber to pick some words from the audio recorder.

To reduce the influence of my personal prejudices and biases on the recorded data, I kept the records in the reflective field notes and the behaviors that the actions that the recorder could not capture. The primary form of reporting the findings of this qualitative project study was a narrative discussion. I used the participants' opinions as expressed in the data to address the research questions that guided the investigation of how the teachers who teach world languages

and ELLs use the school library multicultural resources in the classroom to supplement the state students learning standards to meet the cultural and linguistic needs of the students at the study site.

Data Analysis Results

The purpose of this qualitative study was to investigate how teachers who teach world languages and ELLs in the middle and high schools supplement the state students learning standards to meet the cultural and linguistic needs of students. To determine how teachers use the multicultural resources to supplement the state students learning standards, I conducted an open-ended interview with nine purposefully selected participants to collect data for the study. The summary of the responses of the participants to the interview questions that relate to each of the three Research Questions, which guided the direction of the project study are as follows:

RQ1: How do teachers use school library multicultural resources to supplement common core learning standards to meet cultural and linguistic needs of students?

In response to the interview protocol questions related to RQ1 on teachers' use of school library multicultural resources, five teachers—1ELC, 2WLC, 1WLC, 1BLC, and 3WLC—were not able to appropriately respond to the questions because they do not use the school library multicultural resources. Three of the teachers, 2ELB, 32ELC, and 3ELC, use the resources occasionally, while participant 1WLA uses the resources one or two times in a week. On the types of resources in the school library used by the teachers to supplement state students learning standards, 1ELC, 2WLC, 1WLC, and 3WLC, shared that they do not use any resources from the library; 1WLA uses text books and online resources; 1ELB, 2ELC, and 3ELC use only Internet

information to supplement the standards. Five of the teachers (1ELC, 2WLC, 1WLC, 1BLC, and 3WLC) do not use search tools to locate resources in the library; two participants (1ELB, and 2ELC) surf the Internet to search for resources, while 3ELC uses both the online catalog and physical search to locate and retrieve resources from the shelves. In responding to the number of multicultural resources that each participant borrow from the library in a school year, seven teachers—1ELC, 2WLC, 1WLC, 1BLC, 1ELB, 2ELC, and 3ELC—shared that they do not borrow resources from the library; 3WLC used to borrow resources many years ago, but no longer, and 1WLA borrows resources from the library only during Black History Month (i.e., February) and Hispanic Heritage Months (i.e., September/October) for essay writing and quiz competitions.

Regarding how comfortable the teachers are in using the library resources to supplement the state standards, 1WLC said that they used to be comfortable in the past, but not now, because the resources are outdated and no more relevant to the core curriculum. 1WLA said that the state of comfort varies according to the type of the resources. Three teachers, 1ELB, 2ELC, and 3ELC, shared that they are comfortable using online resources, while 1ELC, 2WLC, 1BLE, and 3WLC do not use the library resources. 1ELC, 2WLC, 1BLC, and 3WLC could not give appropriate responses to the question on the alignment of the resources with state standards because they do not use the resources; one teacher, 1WLC share that there used to be alignment of the resource with the state standard, but now most of the textbooks are outdated in terms of the years of publications. 1WLA said that there are very few textbooks and databases that align, while 1ELB, 2ELC, and 3ELC stated that they cannot make any categorical statement about the

books' alignment. On how often teachers recommend resources to the librarian, Seven teachers, 1ELC, 2WLC, 1BLE, 3WLC, 1ELB, 2ELC, and 3ELC, said that they never recommended resources to the media specialist; 1WLC said that they used to recommend resources for the library collections; 1WLA shared that they recommend resources whenever they see new titles at workshops and seminars. In responding to the question on the type of selective tools the teachers use to identify resources for order in the library, Participant 1WLA cited using online catalog and publishers' websites, while the remaining eight participants shared that they do not use any selective tools. In response to the question on how the teachers use the multicultural resources in the classroom, eight of the teachers—1ELC, 2WLC, 1WLC, 1BLE, 3WLC, 1ELB, 2ELC, and 3ELC—stated that they do not use school library multicultural resources. Table 2 summarizes teachers' use of school library multicultural resources. Table 3 summarizes teachers' use of resources.

Table 2*Use of School Library Multicultural Resources by Teachers*

Participants	Interview Q1a: Frequency of referring students	Interview Q1b: Frequency of use of library resources	Interview Q1c: Types of resources used in the library	Interview Q1d: Search tool(s) to identify resources	Interview Q1e: # of borrowed resources
1	Occasionally to print assignment	Does not use library resources	Does not use any type library resources	Does not use search tools	Does not borrow library resources
2	I seldom do	Does not use library resources	Does not use any type of library resources	Does not use search tools	Does not borrow library resources
3	*None	Does not use library resources	Does not use any type of library resources	Does not use search tools	Does not borrow library resources
4	2 or 3 times a week	1 or 2 times a week.	Textbooks and internet	Uses online catalog	Borrows resources for specific topics. E.g., Black History Month and Hispanic for essay writing and quiz contests
5	Once a week	Does not use library resources	Does not use any type of library resources	Does not use search tools.	Does not borrow library resources
6	Occasionally	Does not use library resources	Does not use any type of library resources	Does not use search tools	Used to but no more
7	Moderately. To use the internet or print assignments	Uses the library resources occasionally	Internet and textbooks	Online catalog	Does not borrow library resources
8	Occasionally. To search online or print assignment	Uses the library resources occasionally	Internet and textbooks	Moving round the shelves and online catalog	Does not borrow library resources
9	Occasionally. Whenever they have projects to print	Uses the library resources occasionally	Internet and textbooks	Online catalog	Does not borrow library resources

Notes. *Participant does not use school multicultural library resources.

** Participant used to frequent the library and used the resources but has stopped the practice

Table 3

Use of Resources by Teachers

Participants	Interview Q1f: Comfort using resources.	Interview Q1g: Alignment of resources with standards	Interview Q1h: Recommend resources to librarian	Interview Q1i: Selective tools for resources order	Interview Q1j: Use of resources
1	Does not use the resources	Does not use library resources	Never recommended	Does not use library selective tools	No library resources used in the classroom.
2	Does not use the resources	Does not use library resources	Never recommended	Does not use library selective tools	No library resources used for class instruction.
3	**Used to be comfortable with the resources, but no more	**Used to many years ago but not now.	Used to recommend but no more doing it.	Does not use library selective tools	No library resources used in the classroom
4	Varies according to resources	Few books and databases.	Whenever I have new titles from a workshop or the internet.	Use Online catalog and publishers' websites	Teach grammar, biographies (USA & Hispanic countries)
5	Does not use the resources	Does not use the resources	Never recommended	Does not use library selective tools	No library resources used in the classroom
6	Does not use the resources.	Does not use the resources.	Never recommended	Does not use selective tools	No library resources used in the classroom
7	Only comfortable with online resources	Does not use the library resources	Never recommended	Do not use selective tools	No library resources
8	Comfortable when using online resources	Most of the resources are too old to align with the standards	Never recommended	Does not use selective tools	No library resources used in the classroom

sele (Table continues)

9	Comfortable only with online resources.	The resources are outdated	Never recommended	Does not use selective tools.	No library resources used in the classroom
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Note: *Participant does not use the school library multicultural resources.

** Participant used to frequent the library and use the resources but has stopped.

RQ2: What are the perceived barriers that hinder teachers from using school library multicultural resources to supplement the core curriculum state learning standards to meet cultural and linguistic needs of students?

In response to the interview questions related to RQ2 on the perceived barriers that hinder the teachers from using the school library multicultural resources, five of the teachers—1ELC, 2WLC, 1WLC, 1BLE, and 3WLC—were not able to appropriately response in to the questions because they do not use the school library resources. Regarding how successful the teachers have been in using the resources, only one teacher (1WLA) indicated that they have experienced success in using resources many years ago but has not recently used these resources because the resources are outdated. Other teachers, 1WLA, 1ELB, 2ELC, and 3ELC, shared that occasionally they experience successes in retrieving resources that are appropriate to supplement the state standards. Concerning the difficulties that teachers face when using resources in the library, 1WLA, 1ELB, 2ELC, and 3ELC mentioned time constraints, work load, and lack of knowledge in using the classification scheme to locate resources in the library as difficulties they face when using the library; the remaining teachers, 1ELC, 2WLC, 1WLC, 1BLE, and 3WLC, were not able to respond appropriately to the question of difficulties because they do not use library resources. In response to the interview question on the effectiveness of search tools being used in the library, 1WLA stated that the school librarian always assists them to locate and retrieve

resources from the shelves, while 1ELB, 2ELC, and 3ELC shared that most commonly use physical search by moving round the shelves to identify resources and a times request for the librarian's assistance. Regarding how often the teachers attend the users' training organized by the school library, one teacher, 1WLC, responded that they attended the training once about 23 years ago, while the remaining eight teachers never attended any library users' training since being employed as teachers in the district. Table 4 summarizes teachers' perceived barriers to school library multicultural resources.

Table 4*Perceived Barriers to Teachers Using School Library Multicultural Resources*

Participants	Interview Q2a: Successes in using resources	Interview Q2b: Difficulties in using resources	Interview Q2c: Effectiveness of search tools	Interview Q2d: Users' training frequency
1	Does not use the resources	Does not use the resources	Does not use the search tools	None
3	Occasionally in the past but more using the resources	Does not use the resources	Does not use the search tools	Once, many years ago
4	Occasionally	Time constraints	Librarian assists	None
5	Does not use the resources	Does not use the resources	Does not use the search tools	None
6	Does not use the resources	Does not use the resources	Does not use the search tools	None
7	Not all the time	Time constraints and complexity of the classification of books on the shelves	Use physical search for book or assisted by the librarian	None
8	Occasionally	Time constraints	Physical search of books on the shelves or assisted by the librarian	None
9	Occasionally	Time constraints and workload	Assisted by the librarian	None

Note. *The participant does not use school multicultural resources.

RQ3: Other than the school library, what other sources do teachers use to obtain multicultural resources to supplement the state learning standards?

In response to the interview protocol questions related to RQ3, Participants 1ELC, 2WLC, 1WLC, 1WLA, 1BLC, 1ELB, 2ELC, and 3ELC shared other sources where they obtain multicultural resources outside the school library, which include personal collections, which

consist of text books, e-books, audio books, and magazines. Other sources are the products of computer information technologies, which include YouTube, Google videos, and audio and visual recordings. The teachers also receive supplies of books, Internet software 44 (Read 180), videos and audio recordings from the department's supervisor. In response to the question on the teachers use the resources they from outside the school library in the library, the nine teachers listed different pedagogical activities deem appropriate for world languages and ELL students.

The activities listed include reading and comprehension, vocabulary development, translations between languages, and interactive/speech presentations in groups. For instance, the ELL teacher who instructs struggling readers in Read 180 described the program as an interactive opportunity for students who are 2 or more years behind in reading and comprehension to become active readers. Students are made to work independently with the online prepared passages, following a personalized path that accelerates their learning. Students are engaged in either small group learning or independent reading. Other exercises that teachers use include essay writing in Spanish and English, biographical studies of heroes and heroines, and projects related to the cultures of other nations, which may include food, dance, language, fashion, and government. Both WL and ELL teachers use picture reading and word drills to build vocabulary. Table 5 summarizes information about use other sources teachers use to find multicultural resources.

Table 5*Other Sources Teachers Use to Obtain Multicultural Resources*

Participants	Interview Q3a: Sources other than the school library	Interview Q3b: Use of outside resources
1	Personal books, internet search, books from friends, and Publisher websites. Books and video from the department	Reading & Comprehension, Translation, Vocabulary building, Word drill.
2	Software: Internet 44 (Read 180), Online articles, public and other school libraries. Voice of America News, Google videos and YouTube.	Language skills – phonics, phonemic words UCLA websites for translations. Essay writing. Vocabulary building.
3	An Internet search, Online text purchases, Subscriptions to digital and on-digital French books and videos. Google Videos.	Interactive speech presentations in groups, Reading & Comprehension, Word drill. Essay Writings
4	Language Software, Pandora for Spanish music and poems, YouTube, Google videos, Personal texts. Supplies from the department.	Biography studies – Essay writing on Hispanic people, culture, government, language, fashion, food, and Arts. Building vocabulary
5	Public library, Internet search, Personal books and videos	Word for word translation, Language skills – Phonetics Listening Audio books. Group discussions. Vocabulary building.
6	Personal textbooks, Google videos, Spanish word drills and games videos. Books supplies by the department	Report writings on Hispanic heroes and heroines. Group and individual presentations on culture, people, language, and food in Hispanic countries
7	Websites, Internet search, Public and other high school libraries. Personal collections. Google videos.	Reading and Comprehension. Essay writings. Reading and Comprehension, Essay writings and presentation works on celebrities. Group project on current issues in any country.
8	Public library, Internet search, Personal books and videos. Supplies from the department, Google and You Tube videos.	Listening to video speech and summarize in French. Group presentations of report on a French man or woman.
9	Personal texts books and videos. College libraries. Internet search and Google videos.	Reading and Comprehension. Essay writing. Picture reading. Translation from native language to English or from English to Creole. Essay writing in English. Word drill. Reading and Comprehension.

Emergent Themes

The analysis of data collected for this qualitative study was done purposely in order to obtain answers for the research questions that directed the conduct of the study (Creswell, 2012). In the course of the analysis, the data were coded to make meaning out of the texts, followed by merging the codes into broad themes. In this section, I will discuss the emerged themes as they relate to the conceptual framework.

Analysis of the data from RQ1 resulted in two main themes and four sub-themes. Analysis of the data from RQ2 resulted in five main themes and three sub-themes. Analysis of the data for RQ3 led to four main themes. I gave each participant a coded identity, showing the order in which, each participant was interviewed and the teaching subject. For example, the first world language teacher that I interviewed in Middle School A was coded Participant 1WLA, and the second ELL teacher in the high school was coded Participant 2ELC.

Use of School Library Multicultural Resources

Two themes emerged in response to RQ1: varied frequency in use of library resources and resources used to increase cognitive development. The teachers who use the library resources use computers, online subscriptions, and physical books to increase their students' cognitive development. The teachers do so primarily through building vocabularies and providing background cultural knowledge on food, language, clothes, government, and religions.

Varied Frequency in Use of Library Resources

In answering Interview Question 1c regarding how many multicultural resources teachers borrow from the library annually to supplement the state standards, the participants gave

different responses. Out of the nine teachers, only Participant 1WLA reported frequenting the school library to use the resources, which the participant cited as one or two times in a week. Three participants—3ELB, 2ELC, and 3ELC—shared that visit the school library occasionally to use the resources. The remaining five teachers—Participants 1ELC, 1WLC, 2WLC, 1BLC, and 3WLC—declared that they do not use the school library’s multicultural resources for classroom teachings. According to Participant 1ELC, classrooms provide access to online videos and digital texts, which limits their need to borrow multicultural library resources. Participant 2WLC stated:

I have more than enough website addresses that I use with my students for the group and independent project and class works. With all these books and DVDs in my cabinet, why should I go to the school library or send students there?

All of the participants stated that they use computer technologies to access online information to teach cultures and languages, either in the classroom or in the school library. In the classes, the participants use Chrome Books with the students to connect with website links from their textbooks. Participant 2WLC explained how she combines the use of manual and digital texts (e.g., videos) to teach topics like foreign foods, clothing, and cultural carnivals. She stated, “My students have a better understanding of the subject matter whenever they watch the videos of preparation of meals or listen to discussions on a topic simultaneously as I teach in the class. Participants 1WLC and 3WLC cited that they used to visit the school library with students to search for scholarly peer-reviewed articles on foreign languages and cultures. In recent years, however, most of the schools’ databases subscriptions have lapsed. Other participants claimed

ignorance of the existence of electronic databases in the school library. Participant 2ELC perceived that lack of publicity and failure to connect the databases to the classroom computers as teaching and learning resources for both the teachers and students makes the databases unpopular in the schools, especially in high school, where the students need it for research works.

All nine participants stated that they receive sufficient teaching resources, digital, and textbooks from their department supervisor. For this reason, they do not see the need to frequent the school library. Participants 1ELC, 2WLC, 1WLC, 1BLC, and 3WLC explained that they set up class libraries in their respective classes stocked with desktops, videos, and current and textbooks relevant to the state students learning standards. These participants shared that they have since stopped going to the school library to use the resources. Participant 1WLC stated:

I used to visit the school library when I started teaching in high school, during which I recommended multicultural books to the librarian. The librarian reserved two extended shelves for world languages and fictions with low Lexile (400 – 600 for the struggling readers in ESL classes. But those collections were not updated and became irrelevant to the current multicultural curriculum.

Participants 2WLC and 1BLC agreed with 1WLC, stating that they do not patronize the library resources because most of the resources related to world languages in the school library were either obsolete or not available. The classroom libraries that the participants described evolved from the resources the supervisor acquired through the department budget and distributed to the teachers (1WLC, 1ELC, 2ELC). Participant 3WLC explained, “The good thing about the

resources collected from the supervisor is that they are current and very relevant to supplement the state student learning standards.”

However, a Spanish teacher, Participant 1WLA stated that they visit the school library to check out books to Hispanic biographies, languages, foods, and governments. This participant explained that they enjoyed the assistance of school librarian to locate and retrieve desired resources in the library.

Resources Used to Increase Cognitive Development

All participants agreed that multicultural resources provide information about people, food, clothing, languages, government systems, which enhances the students' global knowledge of other peoples' cultures and linguistics. Participants 1WLC and 2WLC—who are French and Spanish teachers, respectively—explained that the use of relevant and authentic resources that are written with the consideration of the students' cultural differences in mind facilitate real and permanent learning.

Participant 1WLA described using books on Hispanic histories, biographies, and American history books to teach names, historical places, and Spanish terminologies. She stated:

In my class, word drill has helped my Spanish speaking students to differentiate between certain unfamiliar Spanish words and English language and form sentences in English language. (1WLA).

Participants 2ELC and 3ELC stated that they collect fictional texts with a low lexical level (100 – 200) from the school library for the students to read independently for comprehension activity in the class and group assignment from home. 1ELC and 1BLC said that in most cases, they

make direct interpretation of English words to Creole or vice versa for the students to increase their English language vocabulary. Participant 1WLA stated that she collaborated with her school librarian to organize a book club in which the librarian checks out books for low- and middle-levels for students to read within a stipulated time. According to Participant 1WLA, the above exercise has helped the students not only to acquire more vocabulary, but also to develop skills in the usage of either Spanish or English languages. 1BLC cited using the one-on-one direct translation of words, phrases, and sentences. She said:

I teach sophomore classes, consisted mainly of Creole-speaking Haitians who are coming in contact with the English language for the first time. So, I have to first read the text aloud in English language and then translate passages word-for-word for the students.

3ELC explained that she invented shorthand and coded words formed from the English alphabet to teach Haitians students to read sentences in the English language. She also uses pictorial reading with her Hispanic and Haitian students to form sentences in the English language. This participant described that the engagement of students in all the activities in the class results in the building of vocabulary and cognitive development.

Perceived Barriers to Using School Library Resources

In answering RQ2, three themes emerged from the analysis. The factors that the participants perceived as barriers to the use of school library resources were: (a) absence of fixed library time, (b) lack of library users' training, and (c) lack of collaboration between teachers and librarian. In the following sections, I will discuss each theme individually.

Absence of fixed library time. In response to Interview Question 2b about the difficulties the participants have identified when using the school library resources, the participants were unanimous regarding the time constraints that they experience in using the school library resources. The time constraint is a result of the absence of a fixed library time in school daily schedule as it exists in elementary schools in the district. Lack of a fixed time to use the school library on the regular schedule in the middle and high schools has become a barrier for the teachers and students to visit the libraries and utilize their resources, according to Participants 1WLA, 3ELB, 2ELC, and 3ELC. 3ELC stated:

There is hardly time for me to visit the library to do a severe search of resources that I can use for my lessons. Even though I have prep time on my daily schedule, there are other things I have to attend to within the period, which prevent me from doing a thorough search in the school library.

Participants 1ELC, 2WLC, 1WLC, 1BLC, and 3WLC were not able to appropriately respond to the questions because they stated that they do not use the school library's multicultural resources.

According to 2ELC, 3ELC and 1ELB, the absence of a fixed library time makes it difficult for teachers to use the state recommended textbooks with the students in the library. In the alternative, teachers look for other sources to obtain different related texts or search online resources to supplement the state students learning standards. For instance, in the Common Core State Standards Initiatives 7.1. IL.A.1 – 7.1. IL.A.3, it is required that the teachers of world languages and ELL are to supplement the curriculum with age- and level-appropriate and authentic resources. All the participants expressed concerns regarding the negative effect of the

absence of library time in the students' daily schedule, which has made it difficult for the students to have adequate time to visit and use multicultural resources in the school library for their studies or to do assignments. Participant 1ELB lamented that students are being denied opportunities to explore the library's electronic and non-electronics resources for academic works. 1WLC, 3WLC, and 2ELC stated that the absence of a library time for students is more devastating for immigrant students who are coming into contact with Anglo-American-based collections.

All the participants explained that apart from the absence of regular library time for teachers and students, the school libraries only open for use between 8:00 AM and 3:00 PM. The schedule does not give room for teachers to use the library resource before after the school hours. In this regard, Participants 1WLC, 3WLC, 2ELC, and 3ELC said that their students only go to the school library early in the morning before the first block to print out assignments. Neither the teachers nor the students have enough time to explore the school library's multicultural resources for any serious research projects. 2ELC further explained the influence of time constraints on the use of the school library:

Most of my students go to the library to copy from the internet; they do not have time to search and study articles that relate to their assignment. It is as bad as that! It is very frustrating when I am under pressure of time limitation whenever I visit the school library to explore resources that are available in my subject area.

The state students learning standards require the teachers to use authentic resources in the school library to supplement the core curriculum state standards to meet the cultural and

linguistic needs of the students. This requirement is challenging for the teachers to respond when they do not have enough time to visit the school library, according to Participant 2ELC. All of the participants expressed their inability to conduct a thorough use of resources in the school library because the time is not available in between periods/blocks during the school hours. In alignment with the intent of the theme, teachers resorted to obtaining resources outside school libraries.

Lack of library users' training. In response to Interview Question 2d on how often the participants attend library users' training program in the school library, all the participants except 1WLC shared that they never attended any user training program organized by the school library. Participant 1WLC stated that he once had a library users' training during the first week of his employment over 19 years ago. He added that the knowledge acquired that time is now obsolete because many things have changed in the school library. According to 1ELC and 1WLA, the absence of a library orientation has made most of the teachers unaware of the type of resources that the school library offers for different subjects, in terms of quantity and quality. In responding to the question on how often the teachers recommend resources for acquisition by the school librarian, only Participant 1WLA said that they do recommend resources whenever they discover new titles at workshops or on the Internet. All other participants never recommended resources. Participant 3WLC stated, "I never knew that I could recommend resources relevant to my teaching subject to the school librarian for the library acquisitions. Nobody told me since I started work in the school about 7 years ago." This participant attributed her lack of knowledge to the absence of a library orientation for new teachers in the school building.

In answering Interview Question 2c on how useful the library search tools are to the participants when searching for resources in the school library, Participants 1ELC, 2WLC, 1WLC, 1BLC, and 3WLC could not respond appropriately to the question because they do not use the library multicultural resources library; three participants (1ELB, 2ELC, and 3ELC) cited using an online catalog; while one teacher, Participant 1WLA, combined the use of online catalog with physical search of resources on the shelves. According to 1WLA, “Whenever I visited the school library to search for books or videos, I got frustrated because of a long time it takes me to search for one title of video or book without positive result unless the librarian assists me.”

Participants 2ELC, 1ELB, and 3ELC claimed that apart from their inability to use the online catalog to locate and retrieve books from the shelves, they also lack an understanding of the classification scheme that the school library uses to arrange resources. Library orientation for new and veteran teachers would have solved this problem for the users. Teachers are expected to be familiar and competent to use the library search tools without wasting time in the library.

Lack of collaboration between teachers and school librarian. In response to a probing interview question on the effectiveness of the collaboration between the teachers and the school librarians, all the participants gave different responses according to their experiences. Participant 1WLA described the level of collaboration between her and the school librarian as very cordial, stating:

The library in my school has been beneficial. Whenever I give the librarian a list of titles of books and videos that I need in Spanish fictions and non-fictions, grammar,

biographies, and Hispanic traditions and government, she works with me to retrieve all the available titles and joins me in the class instruction to work with the students.

Other participants did not have much collaboration with their building librarians. Participant 1WLC perceived collaboration as impossible in a situation where the library does not have what the teachers need in the classroom. 1ELB, 3WLC, and 3ELC acknowledged that the support teachers are receiving from the department supervisor in terms of electronic and non-electronic resources have rendered any collaboration with the librarians ineffective. Other participants, 1WLC, 2WLC, 2ELC, 1BLC, and 3WLC, do not use the school library search tools; rather, they search for resources on the Internet for classroom instructions.

Other Sources of Resources

To answer RQ3, four themes emerged from the data analysis. These themes describe alternative sources of multicultural resources: (a) department resources, (b) online resources, (c) personal acquisitions, and (d) public and college library resources. In this section, I will discuss each theme individually.

Department resources. In response to Interview Question 3a regarding other sources that teachers use besides the school library to obtain multicultural resources to supplement state students learning standards, all the participants receive supplies of textbooks from their department supervisor. In addition to this, the supervisor introduced them to online book representatives from whom they make purchases, according to 1WLC. Participant 2WLC said that because she takes AP Spanish classes, she updates her teaching resources at the beginning of every marking period in the school year through the department supplies. This participant

showed me her stack of new multicultural resources, and asked:

What would I be doing in the school library? I have enough books and videos for me students to use in the class, so I do not visit the library for the past years, and I do not ask the students to borrow books from the school library books except when they want to print assignments.

Similarly, Participants 1ELC, 1WLC, 2WLC, and 1WLB stated that they are satisfied with the materials they receive from the department. The participants described these resources as not only adequate for the number of students, but as current and in alignment with the multicultural resources.

Online resources. All the participants have Chrome Book carts, each containing 25 Chrome Books with Internet access for online browsing. Participants 1WLC, 2WLC, 3WLC, and WLA described leading their classes to access five different languages using a registered software. Participants 1ELC and 3ELC access multimedia online to search for keywords in the English language in ELL classes. The use of multimedia to teach new worlds enhances the pronunciation of words, the meaning of words, and the construction of simple sentences in the English language by the Hispanic and Haitian students, according to 1ELC.

Personal acquisitions. All the participants said that they buy textbooks, fiction books, and video recordings to supplement the supplies from the department to enrich their classroom instructions and for personal development. Participants 1WLC, 1ELB, and 3ELC shared that there are certain aspects of the multicultural curriculum that are not found in some of the textbooks recommended by the state Department of Education. To make up for the unavailable

resources, other teachers have to search for such resources, either online or in bookstores for purchase, according to 3ELC. Other participants (1WLA, 1ELB, and 2ELC) stated that they use fiction books from the school library and receive textbooks and videos on subtractions from publishing houses.

Public and college libraries. In response to the question of whether teachers use other libraries to obtain multicultural resources besides the school library, one participant cited using an academic library, five participants cited public libraries, and the remaining three stated that they use their personal collections. Participant 3ELC stated that she uses her alma mater library mostly during weekends to use multicultural textbooks, especially in Haitian language and cultures. This participant further explained:

Use of my former college library very useful. The library is well stocked with resources for English language learners. Being old, I enjoy the favor of the librarians to attend to my requests in a literature search on current textbooks and online searches.

Participants 3WLC, 1ELC, 2ELC, 1ELB, and 1BLC use their township public libraries. 1ELB uses his library membership card to borrow books and surf the internet for the online search. Participants 1WLC and 2WLC stated that they use their personal collections and resources from the department for their instructional activities. According to 2WLC, most public libraries do not have enough multicultural resources for her to supplement the state students learning standards, especially for the AP classes; therefore, they relied mainly on online resources and online purchases of resources.

Use of resources in the classroom. In responding to the interview question regarding

how the teachers use the multicultural resources they obtain outside the school library, all the nine participants shared similar uses of resources in the classrooms. As language teachers, the participants engage their students with the resources in activities that include reading and comprehension, vocabulary development, and translations between students' native language and English. In all these learning experiences, the approaches adopted by two groups of teachers varied. In vocabulary development, world languages teachers explained that they engage their students in identifying key words in comprehension passages, writing out the words on the white board, or making flash cards with the words. The teachers also ask the students to pronounce each word, explain the meaning, and then ask the students to use the words in sentences. The ELL teachers use direct translation methods by leading the students in verbatim translation of a passage from English to Creole.

The two categories of teachers encourage the students in independent reading and group presentations of topical issues from their native backgrounds. Another activity that is common with the two groups of teachers is the use of interactive exercises in which students are made to watch videos in any language—English, Spanish, and French—after which students are asked to explain what they learned from the video clip to their classmates. According to the world language teachers, the students are made to read or listen to videos in the foreign languages and communicate with one another in such languages, while the ELLs teachers discourage their students from reading or speaking in Creole within and outside the classroom. To enhance this exercise, the world language teachers make the students to read fiction in Spanish and French languages, while the ELL teachers make their students read fictions in English language to

acquire more vocabulary and master the language structure. To help students in the two departments, teachers formed a book club with the goal of helping the students improve their comprehension and articulation of the languages.

Connections to the Conceptual Framework

The conceptual framework for this study was the CRP created by Ladson-Billings (1995). CRP is a teaching strategy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. Culturally relevant pedagogy integrates the students' culture into the teaching process, which allows students to understand, appreciate, and transfer their learning in different ways.

Equity and excellence. The findings from this study documented the participants' beliefs in preparing their students not only to have equal access to learning resources through which they meet their cultural and linguistic needs, but also to help them to acquire knowledge and skills that may provide opportunities to excel and occupy the rightful positions in their chosen career in any part of the world. The teachers' beliefs and activities aligned completely with the theme of equity and excellence, which is concerned with "given the students what they need to excel in learning notwithstanding their diverse cultural and linguistic differences" (Brown-Jeffy & Cooper, 2011, p. 15).

In spite of the shortfall and obsolete nature of the school library's multicultural resources, especially in world languages and ELL, the participants still use the available resources in the library to provide information for the diverse students in their classes on the food, fashions, languages, and government of other countries with different cultures and languages. The use of

authentic resources obtained by the teachers from both the school libraries and outside the school libraries provided equal opportunities for all the students, immigrants, and non-immigrants, to learn the cultures beyond their own resulting in the enhancement of the students' global awareness. The activities of teachers are in alignment with the framework elements of equity and excellence. For instance, all the participants teaching world languages acknowledged their dispositions toward cultural diversity among their students by ensuring that they use those textbooks and digital resources aligned with the multicultural curriculum. In the same way, ELL teachers combine the use of books and digital texts or videos to teach new words to develop vocabularies in the English language.

Developmental appropriateness. Developmental appropriateness evolved from Piaget's theory as it relates to two stages of child development: the concrete operational stage (i.e., elementary, and early adolescence) and the formal operational stage (i.e., adolescence and adulthood; Brown-Jeffy & Cooper, 2011). At the formal operational stage, a child demonstrates intelligence through the use of symbols as they relate to abstract concepts. The use of video clips from YouTube, Google Slides, and DVDs to teach new words by world languages and ELL teachers helps to translate abstract ideas to concrete, which makes learning real and permanent. The three world languages teachers, 1WLC, 3WLC, 1WLA, and two ELL teachers, 2ELC and 1ELB, confirmed the use of digital texts, videos, and textbooks as an effective strategy, which enhances comprehension of foreign cultures in diverse classrooms. In-State Standards 7.1. IL.A.1 – 7.1.IL.A.3 state that teachers of world languages and ELL are to supplement the curriculum with culturally authentic materials—both electronic and non-electronic—that are

both age- and level-appropriate (New Jersey Department of Education, 2017).

To work in line with the theme of developmental appropriateness, ELL teachers select learning resources for their students according to Lexile level appropriate to age and academic readiness. The selection of books based on the Lexile level of the students' reading ability and the use of pictorial books for students enhances learning for struggling students. According to Brown-Jeffy and Cooper (2011), teachers should consider readiness, age, and cultural diversity when selecting teaching resources for their students. The activities of the participants aligned with the expectation of Ladson-Billings (1994) on meeting the cultural and linguistic needs of diverse students, as stated in the framework components of developmental appropriateness.

Ladson-Billings (2014) advised that teachers should recognize, explore, and utilize the background knowledge, age, and gender of each student when selecting instructional activities.

Teaching the whole child. Teaching the whole child involves skill development in a cultural context, home-school community collaboration, learning outcomes, supportive learning community, and empowerment (Brown-Jeffy & Cooper, 2011). The participants' responses aligned with this tenet, as they give students group projects that involve investigating other countries' people, food, clothing, and economies. The participants also led students out on field trips to places of interest and involved resource persons to teach some historical topics world language classes. The use of individual and group projects, dramatizations, and field trips not only affords the students opportunities to use their five senses, but also enhances social, mental, and intellectual empowerment (Brown-Jeffy & Cooper, 2011).

ELL teachers also use one-on-one methods in the form of word drills, read alouds, and jumbled words to teach language skills. 1WLA stated that she collaborated with her school librarian to organize book clubs where books of low and middle Lexile levels are available for students to read within a stipulated time and exchange with their classmates. According to 1WLA, taking the immigrant students on trips outside the school has encouraged them to communicate in the English language, which has helped the students not only to acquire more vocabulary but also to develop skills in the usage of English language words. Most of the participants affirmed that involving the students in community-based activities like reading storybooks to children in the town public library has exposed them to other cultures and languages, resulting in increased social development and self-esteem.

American educators are tasked with ensuring that all students, especially ethnic minority students, attain the same level of academic achievement as their majority counterparts. The adoption of the CRP approach to teaching students is significant because it brings about equity in the teaching and learning in the nation's schools irrespective of the cultural and linguistic backgrounds of the students. Teachers' use of authentic resources from the school library and outside the library provided equal opportunities for all the students, immigrants, and non-immigrants to learn the cultures beyond their own, resulting in global awareness. The current participants' responses to the three research questions that guided this study detailed the activities of teachers, which align with the framework themes of equity and excellence, developmental appropriateness, and teaching the whole child.

Procedures for Dealing with Discrepant Cases

Discrepancies in qualitative research occur when the findings from the analysis do not agree with the predicted or anticipated outcome based on the interview responses. One of the common strategies for dealing with discrepancies is member-checking. For this study, I used six of the nine participants for member checks. I provided a summary of the interview transcript to each participant to check and corroborate with what they volunteered during the interviews. The feedback from the participants confirmed that there were no discrepancies between the information given and the transcripts. According to Merriam (2009), member-checking involves soliciting input on the emerging findings from some of the participants.

Evidence of Quality

As a researcher of this project study, I minimized fear and insecurity by assuring the participants that our professional and personal relationships would not change based on the honest responses shared during the interviews. While conducting the study, I followed the guidelines of Walden University's IRB. I developed an interview protocol that was used with each of the nine participants. Participants were reassured that all information that they volunteered would be kept private and secure. During interviews, I used audio recording and transcribed notes. After meetings, I analyzed the data by reading through the transcribed texts to code for themes. To secure the confidentiality of the participants, I deidentified the responses to the interview. Validity was established by having experts in the field to review my interview protocol. A member check was used to validate the accuracy of each transcribed interview. The

raw data, transcribed texts, and transcripts will be stored on a password-protected computer for a minimum of 5 years before deletion.

Conclusion

In Section 2, I presented a comprehensive discussion of the research methodology that I chose for the study. The case study qualitative design allowed me to collect interview data from the participants regarding their use of multicultural resources to supplement the state core curriculum students learning standards. The design allowed for an in-depth description of teachers' use of school library resources in the classrooms. The teachers discussed the use of these materials to supplement the achievement of learning standards, the barriers faced by teachers when using the school library resources, and the conundrum of teachers finding other resources to supplement the core curriculum based on state standards. Information regarding participant selection, data collection, and data analysis procedures, as well as the findings derived from the analysis, was also included in this section. In the concluding part of the section, I presented the discussion on the connections of the themes that emerged from the analysis and the elements of the conceptual framework.

Section 3: The Project

Data analysis for this study yielded the following themes: multiculturalism in schools, use of multicultural resources, online resources and nondigital resources, building vocabulary, flexible and fixed library schedules, library user training, and collaboration between teachers and school librarians. The findings from the discussions of themes and the literature review formed the basis for the workshop for teachers, librarians, and administrators to improve the use of school library multicultural resources for teachers in classrooms. This section includes an overview of the project, as well as my goals and rationale for conducting the project.

Rationale

I chose to address this problem of how teachers who teach world languages and ELLs at the study site use multicultural resources to supplement core curriculum state learning standards to meet cultural and linguistic needs of students. The library records show that the teachers were not using the resources to a great extent. Sharing the results of the study with teachers, librarians, and school administrators may assist these professionals in addressing the problems that teachers face when using school library resources for instructional activities in the classroom and improving their use of resources to supplement state learning standards. The final results of the study will be presented to the district administration as evidence of investigating the local problem in the district, which involves use of school library resources in the class, the barriers that teachers are facing in the use of school library resources, and where else teachers obtain resources to supplement state learning standards. Professional development programs will be

organized for general education teachers to acquire knowledge and skills needed to help ELLs master the English language skills required to be successful in general education classrooms.

Review of the Literature

Through this qualitative case study, I investigated how world language teachers and ELLs use school library multicultural resources to supplement the core curriculum state learning standards to meet the cultural and linguistic needs of students. I collected data for the study from nine participants that I selected purposefully from two middle schools and one high school in an urban school district in the northeastern region of the United States. I used open-ended interview questions to collect data for the study. My analysis of the study data yielded the six main themes and three subthemes. The following are the main themes: (a) multiculturalism in school libraries, (b) absence of library time, (c) absence of library user training, (d) difficulties in using a multicultural library, (e) lack of collaboration between school librarians and teachers, and (f) acquisition policies in school libraries. The three subthemes are: online resources, textbooks, and vocabulary-building.

Review of Broader Problem

I conducted my search for literature using the Walden University Library and digital databases; *ERIC*, *PubMed*, *EBSCO Host*, *Google Scholar*, and *SAGE Journals* to define and give narratives of keywords. My initial focus was on definitions, historical perspectives, and implications or relevance of each theme in terms of body of knowledge as established in the literature. I reviewed abstracts and full texts of peer-reviewed journal articles that were related to the findings of the study. I used the following search terms: *school library*, *librarian*,

multiculturalism, multicultural resources, English language learners, and vocabulary development.

Multiculturalism in the School Library

The mass movement of peoples of diverse cultural and linguistic backgrounds into the United States, which started in the early 19th century, had a significant impact on the school population. Schools became more diverse, and agitation for multicultural curriculum and resources became more pronounced. According to America's Promise Alliance (2016), enrollment of Hispanic students increased from 13.2% to 23.7% between 1996 and 2016. By the year 2050, American society will be 53% White, 25% Hispanic, 14% Black, 8% Asian/Pacific Islander, and 1% American Indian (United States Department of Education, 2018). Bilingual education was introduced to take care of students designated as ELLs (United States Department of Education, 2018).

In line with the new global trend of multicultural awareness, it became a requirement that students in K-12 schools have regular and sequential instruction in one or more foreign languages in the United States. For instance, the NJDOE core curriculum standards mandate that students must communicate in more than one language and develop an understanding of cultural contexts to prepare for cross-cultural communication. Also, teachers are required to use school library resources to supplement state learning standards to meet the cultural and linguistic needs of the students. The noteworthy objective of many U.S. school districts is to reflect the nation's diversity fully through multicultural literature in school libraries and classrooms. The participants in the current study expressed mixed views about multiculturalism in their school

libraries. Few respondents acknowledged the availability of multicultural resources in libraries. Still, the content of many of these resources is obsolete or incompatible with the core curriculum state learning standards. Most of the participants pointed out that their building school libraries have no trace of multiculturalism.

The libraries serving diverse interests and communities should function as learning, cultural, and information centers. To serve a diverse community effectively, it is required that both librarians and teachers in such schools must be culturally competent (Al-Qallaf & Mika, 2015; Lind, 2017). A background knowledge of the cultural linguistic needs of students helps librarians in making decisions in terms of acquisitions of resources and collection development for school libraries.

During interviews, all participants expressed knowledge of cultural competence. Participants were aware of students' cultural and linguistic diversity, which they attributed to their close relationships within and outside of the classroom. The knowledge has helped them to select resources to supplement the core curriculum state students learning standards. Dedicating time to have a comprehensive understanding of cultural competence and its place in public school library services will benefit the teachers (Lind, 2017). The collection and use of diverse resources enhance learning multicultural communities, and students benefit from the variety of points of view that are available in the school library.

Use of Multicultural Resources

Data analysis for this study included two main types of resources the teachers use to supplement the state students learning resources: textbooks and digital/online texts. The

population for this study consisted of teachers who teach world languages and ELLs, the high percentage of the students are non-English speaking, most of these students are coming in contact with the English language for the first time in life. Classrooms in the United States are fast becoming sites of language diversity, and ELLs are increasing in number in public schools (United States Department of Education, 2018). In this situation, the current study participants expressed frustration faced in the selection and use of textbooks that meet the cultural and linguistic needs of the diverse class. Furthermore, there are classes where students are with multiple languages except the English language.

Classrooms in the United States are fast becoming sites of language diversity, and students classified as English language learners are daily increasing in number in public schools (United States Department of Education, 2018). Even in classes where English is the medium of instruction, students with multiple dialects of English and languages other than English are in the majority (Machado, Woodard, Coppola, & Vaughan, 2019). The participants in this study claimed that they select and use textbooks and fictions from the school library, public and college libraries, supplies from the department's supervisor, and personal purchases to meet the cultural and linguistic needs of the diverse students. The use of authentic information resources to meet the cultural needs of their students aligns with the conceptual framework theme of Equity and Excellence. The theme addresses teachers' dispositions toward cultural diversity, incorporation of multicultural curriculum content, equal access, and high expectations. It also stipulates the need for students to succeed despite diverse cultural and linguistic differences (Brown-Jeffy & Cooper, 2011).

For the teachers to acquire the state department of education recommended multicultural resources in the school library, the department published the titles of the recommended textbooks and forward the list to school librarians and supervisors of departments at the beginning of the school year. In line with this practice, Hopkins (2016) and Burns (2018) called for the formulation of collection development for the school library through the collaborative efforts of the school media specialists, teachers, administrators, students, and community members. Hopkins, Gluckman, and Vandani (2019) advocated for a comprehensive policy to reflect the “cultural diversity and pluralistic nature of contemporary American society” (p. 2). The responses from the study participants affirmed that their school libraries lacked true multiculturalism as described by many multicultural library experts and other stakeholders in the learning communities. Gay (2013), Acuff (2014), Lew and Nelson (2016) all agreed that the resources available in a multicultural library should not only reflect the ethnicity distribution of the population of the school, but should align with the cultural and linguistic competencies of the students.

Online Resources

One of the significant features which has evolved from the current worldwide transformation of the education system is the emergence of computer technologies in teaching and learning in schools and colleges. Hwang, Lai, and Wang (2015) remarked that in recent times, teaching methodology in education has dramatically changed from teacher-centered instruction to “diverse learner-centered learning modes” (p. 450). With such a change, teachers’

roles have changed from providing knowledge to learning promoters who lead students actively construct knowledge (Hwang et al., 2015).

According to Kaur (2016), the use of all forms of information and communication technology (ICT) as teaching aids in classrooms has revolutionized every facet of education in K-12 schools globally. Yunus (2007) posited that these new technologies and the instruments that originated from them have changed and innovated teaching and learning methods. World language and ELL teachers in this study expressed satisfaction on how different types of technologies in use as teaching aids have brought positive changes to the teaching of languages. The available products include e-books, e-dictionaries, education videos on Smartboards, computer programs, and audiotapes. Edita and Rytis (2018) declared information communication technologies as great teaching tools for teaching Foreign Language. Education experts (i.e., Chun, Kern, & Smith, 2016; Edita & Rytis, 2018) have highlighted the advantages of using ICT in education as follows: (a) helping to create a new understanding, (b) enriching the variety of information sources and communication tools, (c) instilling a learning environment that facilitates the integration of diverse subjects, (d) improving the use of active teaching methods, and (d) assisting with the dissemination of individual and group training.

Edita and Rytis (2018) described information and communication as a great teaching tool not only in teaching foreign languages but also for other educational purposes. Kaur (2016) stated the use of ICT makes teaching and learning very exciting and real, eliminated boredom, “the use of projectors, PowerPoint presentations keep the students in suspense and engage them to ponder” (p. 227). Students are more responsive, which inspires the teacher to go beyond the

horizons of experimenting with new methods, innovative practices in the classroom. World language teachers have acknowledged the impact of the use of products of technologies such as videos, recorded and e-books, audiotapes in the teaching definitions, and phonetics of English words. These teachers also described the use of IT as effective ways to teach students the construction of sentences and dialogs by using visual media instead of graphics. Kaur (2016) stated that ICT provides the students with tools to improve text analysis and development of vocabulary through simulation and visualization.

Vocabulary Building

All the study participants teach languages (French, Spanish, and English), and they recognized the development and acquisition of vocabulary as essential features in the teaching of languages in and outside the classroom. According to Crandell (2017), researchers, teachers, and students consider vocabulary as an essential element in language learning. Hindman and Wasik (2015) cited vocabulary development as vital to the language learners for “communicating with others, learning to read, and succeeding more broadly” (p. 19). Gu (2003) described vocabulary learning as a process of the sub-related task, which leads to knowing and using a word. Schmitt (2008) listed three steps teachers should follow in teaching vocabulary successfully: identifying the words needed to study, evaluating size and depth, and providing varied learning opportunities.

To follow these steps, the participants have adopted the use of incidental and intentional strategies to identify new words from reading the text and listening to audio and video recordings. Then, students have opportunities to use the words through essay writings, formal

group discussions, and speech presentations in the class. Informally, Haitian students are encouraged to speak with friends and family members at home in the English language instead of their native language, Creole.

On the other hand, Spanish and French learners are advised to interact with friends and relatives in the newfound language. According to Bilova (2018), incidental vocabulary learning takes place during speaking, listening, writing, and reading activities. The intentional knowledge of vocabulary requires an informed, balanced, and systematic approach to vocabulary teaching (Nation, 2003; Nayan & Krishnaswami, 2015). A number of scholars have investigated which vocabulary strategies learners use or consider the most helpful; Gonzales-Fernandez and Schmitt (2019), Nayan and Krishnaswami (2015), and Bilova (2018) found that the results vary depending on students' native language, learning context, age, or proficiency level.

The current study participants affirmed that the use of ICT as teaching aids to facilitate the development of vocabularies, which most of them claimed to be more effective compared with the conventional methods. Some of the benefits associated with the ICT include user-friendliness, self-learning, and permanent learning due to the interactive nature of the technologies used. Language experts have identified two types of information and communication technologies that are effective for teaching vocabulary: CALL and MALL.

Previous researchers have reported the effectiveness of these technologies in the teaching of vocabulary development in the class. Chien (2015) and Crandell (2017) carried investigations of flashcard software and found out that most packages maximize vocabulary learning and enhanced student interest. Dizon (2016) discovered that Mobile Assisted Language Learning has

positive effects on vocabulary learning and potential to give learners more flexibility than CALL. Godwin-Jones (2011) claimed that MALL offers students ample opportunities to explore, promotes independent learning, and “encourages learner autonomy” (p.35). Moreover, Kurzweil (2016) shared helpful remarks that smartphones and tablets can create new ways of interaction in the classroom. Kaur (2016) confirmed that ICT helps build a vocabulary of students through the installations of dictionary apps in their mobile phones, tablets, or iPads. Students can take quizzes, play games, and learn new words, resulting in the development of English language skills like learning, speaking, reading, and writing (Kaur, 2016).

Absence of Fixed School Library Time

The two current time schedules for students in a K-12 school in the United States are fixed and flexible library time schedules. A fixed schedule prompts student to visit the school library at a designated day and time, while a flexible schedule allows students to attend the school library based on their needs and activities (Deering, 2015). Experts in librarianship have come up with position papers for and against the two types of time schedules in terms of advantages and disadvantages of each kind in learning communities.

In the school district of study, the fixed schedule is used in the elementary schools while the flexible schedule is in middle and high schools. All the participants in the current study complained about the problems they face with this schedule. First among these problems is inadequate time for the teachers to work together in the library either for literature search or assist their students in research works online or use of texts. In this sense, teachers cannot collaborate with the school librarian. According to Creighton (2008) and Donnelly (2014), a

fixed schedule does not allow the library media center to close for activities for other activities like conventional planning with classroom teachers. It requires open access to the school library with students visiting a class or independently. Creighton (2008) added that the system makes the accountability of the librarian's time and use of the library facilities and resources very difficult.

Another dimension to the issue of library schedule is the emergence of technology explosion in education, which has surpassed the amount of time available for the classroom teachers to explore. A gap now exists because students want to use the new technologies, but teachers do not have enough time to collaborate with school librarians to learn and integrate them into their lessons (Branch, 2006; Stubeck, 2015; Varlejes & Stec, 2015). As teachers make efforts to meet up with the overwhelming situation of helping students to use technologies for their learning, Sturge (2019) urged the school administrators by provide support via using an appropriate schedule that may offer collaboration between teachers and librarians in middle and high schools. Stubeck (2015), Deering (2015), Creighton (2008), and Kachka (2008) affirmed that teachers, librarians, and students benefit more from flexible schedules in comparison to fixed schedules.

According to Stubeck (2015), "one main problem facing collaboration between classroom teachers and librarians in the fixed schedule is finding time enough to plan together" (p. 29). Stubeck also pointed out that in using flexible time, librarians and teachers have time to work together to teach and guide their students to use information and communication technologies in and outside the classes and libraries. Deering (2015) explained that librarians

should plan with teachers and integrate more library technology skills into their curriculum content. Students also benefit from flexible library time because the time allows for teacher and library collaboration. Kachka (2008) referred to a flexible schedule as an “open schedule” (p. 29), where a media specialist and teacher schedule time in the classroom or library to develop a lesson incorporating library resources. Stubeck (2015) and Kachka (2008) agreed that a fixed schedule does not allow librarians and teachers to collaborate, instead of working in isolation. Kachka painted a scenario to explain a problem in a fixed schedule, during the library class period, the classroom teacher has his planning period. The librarian then teaches the lesson in isolation.

The consequence of the remote work is that the classroom teacher is busy and has little or no time for collaborative teaching. Sturge (2019) warned that educators should not see the flexible schedule as a mere schedule change; rather, it should be a change in culture. Sturge added that there is a need for the school librarians to shift from a religion of the librarians working in isolation to a culture of collaboration where librarians are working directly with teachers to plan and execute a unit of study. The majority of the current study participants did not only advocate for change from the present undefined schedule in the middle and schools but also share the view of Akingbola (2017) that the “administration should build time into the schedule to allow for collaboration between classroom teachers and the school librarians” (p. 20). In doing this, the administration should note that change is never easy, but transitioning to flexible scheduling is a worthy venture. Administrators should seek and follow the guidance of those who have already experienced the transition (Creighton, 2008; Moreillon, 2014).

Absence of Library Users' Training

Latham and Gross (2008) noted that students and teachers are exposed to an overwhelming amount of information while researching and most often required to validate the authenticity of information before using the sources. Students and teachers require information literacy skills, knowledge of classification schemes used in the library, and access to digital databases (Sturge, 2019). These are the three factors that the current study participants pointed out as sources of difficulties and frustration confronting them whenever they want to use resources in the school library.

Chun et al. (2016) described information literacy as the “ability to identify, find, evaluate, and use information effectively” (p. 131). The inability of the participants to use the school library catalog effectively to trace and retrieve books or videos from the shelves independently stemmed from a lack of knowledge of classification schemes used to arrange library resources. Users would have been taught the fundamentals of searching and retrieving books and non-books resources in the school library, especially the use of catalog to identify types of resources in a library and as a search machine to locate and retrieve resources from the shelves. Chun et al. (2016) further explained, regardless of the technology, be it digital literacy or media literacy, acquiring information literacy skills are the fundamentals to thrive in a digital space.

The training of the users should focus on making them active users of information resources, be it digital or media texts. This advice is in line with the assertion of Popoola (2008) that the level of teachers' information literacy skills has a relationship with the frequency of use and collaboration with the librarians. In a study on user's awareness and orientation programs in

academic libraries, Singh and Kumar (2018) concluded that “the satisfaction of the users depends on the active assistance rendered to such users and showing him the availability of information resources not just directing or indicating” (p. 111). Singh and Kumar suggested that it is very likely users may face frustrations and disappointment for not finding the resources they want in the library, despite available technologies; the solution is a well-organized user education, otherwise known as library orientation.

Collaboration between Library Media Specialists, Teachers, and Administrators

In the teaching profession and school library profession, collaboration is a tool for teaching and learning improvement. Educators have defined collaboration between school librarians and teachers in different ways. Montiel-Overall (2005) described the collaboration as a “trusting, working relationship between two or more equal participants involved in shared thinking, shared planning, and shared the creation of innovative integrated instruction aimed at improving student learning in all areas” (p. 32). The collaboration was compared with the term “mutualism,” a phenomenon in life science, meaning “a symbiotic relationship between two organisms in which both partners benefit” (Rawson, 2014, p. 20). The first direction is the absence of cooperation between the school librarians and the classroom teacher. In contrast, the second direction is no existence of a partnership between the library and the departmental.

Scholars have suggested that the cause of the problem may lie equally with the world language and ELL teachers and librarians. This category of teachers, like other subject teachers, “may be unaware of the instructional and collaborative roles of the school librarian” (Miller, 2004, p. 16). On the other hand, Rawson (2014) and Sturge (2019) agreed with Mardis (2006)

that most of the school librarians with an English language background might lack content knowledge of foreign languages, and thus may feel unprepared to collaborate with French, Spanish, or Creole-speaking teachers.

In assessing the level of the participants' readiness to collaborate with the librarians, the teachers listed lack of time and lack of common planning periods as barriers to collaboration. In her study on the preparedness of classroom teachers and school administrators to collaborate with the school librarians, Sturge (2019) found that most classroom teachers perceived that they had little or no opportunity to work with their school librarian. The reason given was that they have nothing in common to share and that they did not know the services the school librarian could provide. The survey also revealed that the interviewed principals identified two significant barriers to implementing library schedules: inexperience and lack of teacher planning time. To remove these barriers, researchers have suggested the implementation of a flexible/collaborative model that will give both the librarians and classroom teachers time to plan and work as teams (Crary, 2018).

Collection Development Policy in School Library

Collection development is a process of selecting, ordering, purchasing, and acquiring electronic and non-electronic information resources for the use of library users. The AASL (1988) defined collection development as a process of acquiring materials and equipment that will meet users' needs. Kamarudin et al. (2012) looked at collaboration from the learning process when he described it as a process that enhances mutual goal through teamwork. As one of the essential responsibilities of school librarians, collection development aims to improve the

acquisition and provision of various information resources to align with the core curriculum contents of different subjects in the school (Olaajo & Akewukereke, 2006).

Sasikola, Nagaratuamani, and Dhanraju (2014) posited that the goal of collection development in any library is to formulate a systematic plan that will guide the library in acquiring collections to meet the needs of its users. The AASL (1988) suggested that the collection development policy should be adapted to the immediate library community's environment. For instance, school libraries in urban communities with diverse students should stock resources that will meet the needs of all learners. The school library in a multicultural community must be multicultural in order to serve the diverse needs of users with different cultures and languages. Todd, Gordon, and Lu (2010) described libraries as informational, in that they provide information and technology; transformational, in that they provide instruction; and formational, due to the focus on outcomes. The three descriptors of informational, transformational, and formational are considered appropriate for a school library in this technology-driven era, as information and knowledge are fast evolving (Collins & Doll, 2016).

The responses of the study participants showed the deficiency of their school libraries in providing the resources needed to implement a multicultural curriculum. The NJDOE (2017) requires the teachers of WL and ELL to use the authoritative resource in the school media centers to supplement the core curriculum state students learning standards to meet the cultural and linguistic needs of the students. According to the current participants, the libraries in middle and high schools do not have multicultural resources that are compatible with the contents of the current curriculum. Hence, they have resorted to alternate routes outside the school library to

source for both electronic and non-electronic multicultural resources. These include the use of computer technologies for online resources and the use of college and public libraries. The teachers receive the bulk of resources from the department supplies, while few of them bring resources to use during class.

Library and information services in a culturally and linguistically diverse context include providing services to all types of library users and the provision of library services aimed explicitly at underserved cultural and linguistic groups (IFLA/UNESCO, 2009). To effectively develop a collection, Collins and Doll (2016) advised that the school librarian must determine the strengths and weaknesses of the resource and how well it meets the students' cultural and linguistic needs. Agee (2005) listed three ways of collection development assessments, namely: (a) user-centered, (b) physical evaluation, and (c) subject-specific. The user-centered evaluation is concerned with determining how the resources meet the needs of the users. The physical evaluation involves examining the physical condition of the books to determine the durability of the resources, which has to do with the quality of paper used, the font size, and the bindery work. The evaluation of subject-specific collections involves a careful analysis of the collection to determine whether they support the curriculum.

Project Description

Description and Goals

Conducting this study served as a platform for me to develop the knowledge of project development and evaluation. The purpose of developing a project is to acquire a new knowledge and strategies while determining the impact of the new knowledge on the existing process

(Piggot-Irvine, 2011). The first step in developing a project is to determine a local problem based on the needs of local community (Gialamas, Pelonis, & Medeiros, 2016). In keeping with the accepted methods of project development, I chose to focus on the declining level of the use of school library multicultural resources by the teachers. Next, I decided which data to collect, how to align the project with the appropriate case study method, how to gain access to the participants who would generate data for analysis, and how to evaluate the project. I used related literature and reports from educators, scholars, and associations in librarianship to guide in determining how to operate library in an urban school with students from diverse cultural and linguistic background. The project workshop topics were developed from the participants' interviews regarding the use of multicultural resources by the teachers, barriers that hinder the teachers from using the resources, and from what other sources, aside the school library, the teachers obtain resources to supplement the state students learning standards. In addition to information shared by the participants during data collection process, each workshop provided research-based practices—as dictated by the experts in education and librarianship—to enrich the knowledge and experiences of the participants.

The project consists of a 3-day professional development program of 6-hour sessions daily for classroom teachers, librarians, and administrators. The professional development includes resources primarily designed to address all the themes that emerged from the data collected from the study participants to help the teachers become better users of the library resources to supplement the state students learning standards. At the end of the project, the participants should be able to: (a) understand the organization of multicultural resources in the

school library; (b) use the multicultural resources more effectively to supplement the core curriculum state students learning standards to meet the cultural and linguistic needs of the students; and (c) improve their collaboration with the school librarians for the purpose of enhancing students' academic achievement.

Kheswa, Sandlana, and Kwatubana (2014) referred to professional development “as any activities aimed at improving the quality of teaching through on-going training and support” (p. 2864). Such training and support enhance meaningful, concrete, and continual learning. In this regard, I share the view of Lakhwani (2019) that teachers who attend professional sessions regularly maintain up-to-date knowledge, enhance their knowledge of successful practices, and grow as learners. In line with these assertions, the elements of PD were put together to enhance teachers' knowledge and skills in using the school library's multicultural resources to meet the students' needs. For the enhancement of teachers' experience to be realized, the topics for the PD sessions were backed up by strategies and methods that have been proven to help WL and ELL teachers achieve better outcomes in the classroom.

Purpose of the Project

The contents of the project evolved from the findings from the responses to the interview questions asked the participants for data collection. The professional development program is for the teachers who teach WL and ELL, school librarians, and the administrators with a focus on how the teachers will better use the school library resources to supplement the state students learning standards. The purpose of the PD is to build upon the strengths currently in practice in

the school district; collaboration with the use of Danielson's framework for classroom teachings, which is fundamental to effective teaching and learning activities.

The teachers and librarians will complete a 3-day workshop, consisting of a tour around all the sections of the school library and work with the Dewey classification scheme, especially Class 400, which covers the languages. Teachers and librarians will also discuss state students learning standards with the ordering and acquisitions of library resources, collaboration between teachers and librarians as it relates to planning, and the selection of digital and non-digital multicultural resources. Due to the increasingly diverse student body, teachers' awareness of diversity is essential when evaluating and selecting appropriate resources to teach and meet the different needs of the students (Lew & Nelson, 2016; Maxwell, 2014). In the administrator section, the participants will examine the current level of collaboration between the school libraries and the department and brainstorm ideas for improvement as it relates to the selection, ordering, acquisitions, and the use of resources for teachers' instructional activities.

Project Resources

Project resources refer to the people, materials, and capital required for the successful implementation and completion of a project. For the purpose of executing this project, I will secure a venue with a Smart Board and raise funds to purchase stationary such as assorted markers, large post-it charts, pens, pencils, 3x3 Post-It Notes, a tripod stand to display charts for information, and snacks and drinks for the participants. I will employ a security officer to assist in controlling student' movement around the workshop venue for the 3 days. In addition, I will require the support of the two librarians from the two middle schools during the workshop

sessions. To have all the teachers invited to the 3-day workshop in attendance for the period the program will last, I will need the support of the supervisor of the department of world languages, and ELLs will need the supervisor of world languages and ELL department to count the hours of attendance at workshop as required professional development hours for the teachers.

Potential Barriers

An obvious barrier that may inhibit the successful conduct of this project would be securing a venue that can accommodate the number of participants expected at the PD. This becomes apparent because the workshops will take place during school hours. The utility room that is being used for meetings like this has no Smart Board, nor desktop computers. To solve this problem, in case I cannot secure an ideal room with a Smart Board, I will request Chrome Books for the participants and a projector with a white board for the facilitators. Another barrier to the success of the project is coordinating substitute teachers' coverage of the participants' classrooms and media centers for the period of the workshops. To solve this problem, the building administration could allow teachers with prep periods to cover the classes whenever there is an inadequate number of substitute teachers for the day. Another alternative arrangement could be to shift the affected workshop sessions to weekend or after school hours.

Roles and Responsibilities of the Researcher

My role as the coordinator for this workshop included providing copies of agenda for this workshop to the participants as they arrive on the first day, I was also responsible for the discussion of topics and contents facilitation using a PowerPoint presentation during the course of the workshop sessions. Also, copies of the Dewey Decimal Classification Scheme will be

provided to each participant. At the end of the program, the participants will receive evaluation forms for summative evaluation. The Office of the Assistant Superintendent of Schools allowed the use of the 3 days for the program and counted as PD hours for the participants. Also, the results of this study and the PD program will be a presentation of the final project to the Superintendent of Schools, and the result summary shared with the participants. The Superintendent of Schools will invite me to present the PowerPoint of the project to the district administrators and school principals during the summer district retreat. The timetable of the project is presented in Table 6.

Table 6*Project Workshop Timetable*

Workshop Sessions	Topic	Workshop Goals
Day 1. – Knowing Your School Library Session # 1. 8:30 – 9:30 am	The School Library	To provide the participants with information about facilities. The layout of sections in the library, the holdings and services provided. The participants and I will tour the library sections.
Session # 2. 9: 30- 11:30 pm	Dewey Decimal Classification	To provide information about the classification numbers of multicultural resources and locations on the shelves. The participants are provided with information of the quantity and quality of resources in their content areas through the acquisitions list and online catalogue.
Session # 3. 11:30 – 12:30 pm	Online Catalog (OPAC)	To provide the participants with information on how to use the catalog to locate and retrieve resources from the bookshelves independently. The participants have good ideas of the quantities and qualities of resources in their subject areas.
Lunch Break 12:30 – 1:00 pm		
Session # 4. 1:00 – 2:00 pm	Identifying Multicultural Resources in the School	To provide the participants information the search tools for websites and databases available on webpage and online shelves. Lead the participants to identify titles of multicultural textbooks through the title, subject entries, abstracts, and table of contents.
Session # 5. 2:00 – 3:00 pm	Practical Drill on the use of Online Catalog	To provide each participant the opportunity to use the online catalog to search, locate, and retrieve from the shelf. To allow participants to use the ID and password to access resources in the three databases on the library webpage.
Day 2. – Use of Library Resources Session # 1. 8:30-10:00 am	Use of Online Resources. Coach as a Resource Person	With the assistance of a Technology the participants will be guided to learn how to use technology with products in the school library, Smart Board, Clear Touch, and other products available in the school library such as DVD drives, Google

(Table continues)

		Classroom, Google Forms and YouTube for video recordings and presentations.
Session # 2. 10:00- 11:00 am	Building Vocabulary	To provide the participants information on strategies to use school library computer technologies to develop vocabulary in world language and ELL classes. Participant will learn use the technologies for interactive drill for words and sentence formations.
Library Time Schedule and Collaboration Session # 3. 11:00-12:00 pm	Fixed and Flexible Library Schedules	To provide information on the nature and characteristics of the two-time schedules K-12 schools. Outline and discussion of advantages and disadvantages to the use of school library resources by the teachers and students. Participants to receive research-based information on the strategies that make the fixed schedule adaptable in elementary schools and flexible schedule work in middle and high schools.
Lunch Break 12:00 – 12:30 pm		
Session # 4 12:30- 1:30 pm	Flexible Schedule & Collaboration	To provide information on how flexible schedule makes collaboration between librarian and classroom teachers possible. To enable the participants, identify areas of collaboration; planning curriculum, sourcing learning resources, team teaching, selecting and ordering resources. Participants to receive research-based information on how to formulate workable plan for collaboration different from common planning.
Session # 5. 1:30-3:00 pm	Networking and Interlibrary Loan	To educate the participants about the concept of library networking & interlibrary loan and how they work for the benefit of classroom teachers. To demonstrate how interlibrary loan works between school in the district and public libraries.
Day 3. Session for Librarians & Teachers Session # 1. 8:30-10:00 am	Getting Familiar with State Students Standards	To provide a common for the librarians the teachers to study the standards together to identify areas they have to collaborate. Teachers and librarians review research-based strateg learnin <i>(Table continues)</i> to implement the collaboration between the teachers and librarians on how to supplement the state standards with the library resources
Session # 2. 10:00-12:00 pm	Updating the Library Policy	To use research-based information and professional Literature in librarianship to

		update the library policy as it relates to the operation time, loan of library book, multicultural ordering, and acquisition of resources in the library. To provide information that will the policy the work for the benefit of the teachers and to enhance students' achievement.
Lunch Break: 12:00 – 12:30 pm		
Session for the Administrators Session # 3 12:30 – 2:00 pm	Coordinating the Librarian-Teachers' Collaboration	To provide research-based information on the roles of the administration in the success of the collaboration between the librarians and the classroom teachers. To understand their roles in creating feasible flexible library schedule, purchase relevant resource.
Session # 4. 2:00 – 3:00 pm	Review and Evaluation	To allow time for questions and comments from the participants. Signing and distribution of Certificate of Participation.

Project Evaluation Plan

The evaluation plan that I designed for this program supports the research of adequate professional development opportunities for adults based on the local problem of this study and the individual needs of the participants, participating schools, and the school district. The goal of this program is to enhance teachers' ability to select and use appropriate resources to supplement the state student learning standards and meet the cultural and linguistic needs of multicultural students. A professional development evaluation form (see Appendix G) will be given to all the participating teachers at the end of each day workshop to assess the program and to serve as formative and summative assessments for the whole exercise.

The formative assessment will provide feedback and guide instruction ideas on additional training sessions. Purkayastha, Surapaneni, Maity, Rejapuri, and Gichoy (2019) described

formative evaluation as a high-impact instructional practice for early check if the learner understands the contents of the study correctly. Each participant will be asked to rate various segments of each session and list what they like and suggest ways to improve subsequent sessions. The summative evaluation provides feedback on the goals and objectives of the professional development program. I will present a professional development at the end of the workshop, which is the third day of the professional development program. This survey is also intended to reflect the contents of each session to provide the documentation necessary for meeting the goals and objectives of the program. The benefit of the formative and summative evaluations is providing documentation for the stakeholders to address the local problem identified in the study. The information received as feedback from the evaluation will enhance a rethink or total change of mindset, allowing for positive social change within the community of the stakeholders that include teachers, librarians, education administrators, and students.

Project Implications

The primary goal of this case study project is to help the world language and ELL teachers in the three schools to improve the selection and use of the multicultural resources to supplement the multicultural curriculum state students learning standards to meet the cultural and linguistic needs of the students. Locally, the implication for social change in this study would be for the teachers to improve their use of the multicultural resources, from the school library and outside the library, to enhance students' global cultural and linguistic awareness irrespective of their cultural backgrounds. The professional development program developed from the findings of this study may help the teachers, school librarians, and administrators in the district to identify

the problems teachers face in using the resources. In this sense, the PD program's immediate implication in the day-to-day professional practices of the teachers and school librarians will be their ability to collaborate during planning, goal setting, resource selection, and co-teaching in the classrooms. As the teachers begin to apply the knowledge and skills derived from the PD program with the support of the school's librarians, who make appropriate teaching resources available to both the teachers and students, teaching and learning may become more meaningful.

Although this program was designed for teachers of world languages and ELL, positive changes, and improved student achievement recorded in the three schools, the implementation of the same PD program may produce similar success. The success story of the program may motivate the schools that still experience problems in implementing a multicultural curriculum to have the program organized for their teachers. This will enable them to supplement state students' learning standards to meet the students' cultural and linguistic needs. In addition, the deeper knowledge of collaboration acquired at the workshops—which will eventually promote the collaboration of the classroom teachers and the school librarians in the areas of curriculum planning, team teaching, selection, and acquisitions of resources for teaching and library collection development—may enhance social relationships and promote positive social changes within individual classrooms and the larger learning community.

In the upcoming Section 4, I will present the project's strengths, limitations, and recommendations for alternative approaches. I will also discuss what I learned as a scholar about project development, leadership, and change.

Section 4: Reflections and Conclusion

In this section, I present the project's strengths, limitations, and recommendations for alternative approaches. I also discuss what I learned as a scholar about project development, leadership, and change. Moreover, this section contains my reflections regarding the implications and applications of this work, potential directions for future research, and the conclusions of this study. I consider experiences derived from the project work as helpful to me as a professional school media specialist with a vision of upgrading the school library.

To procure in-depth knowledge of the themes from the study, which formed the basis of development of the project, I reviewed literature regarding themes that emerged from data provided by participants. I studied collaborations between school librarians, the use of computer technologies for classroom instruction, vocabulary development, fixed and flexible library schedules, and the implementation of multicultural curricula. In addition, I analyzed the prospects and problems associated with library user training, the barriers that teachers face in using multicultural resources in the school library, and the acquisitions policies of the school library. As a media specialist, I not only discovered the challenges that teachers face in using multicultural resources to supplement the core curriculum state of New Jersey students learning standards, but also uncovered strategies to work with teachers to improve their use of school library resources. My findings provided insights into the necessity for collaboration between classroom teachers and librarians so that they may benefit from each other's knowledge and skills and facilitate improvements in teaching and learning, resulting in enhanced academic achievements and global cultural awareness beyond their own cultures and languages.

Project Strengths and Limitations

I developed the workshop series for this project using information collected from teachers who teach world languages and ELLs in middle and high schools (namely, potential participants of PD workshops). A major strength of this project is that topics of the PD workshops evolved from participants' interview responses relating to teachers' use of multicultural resources to supplement state learning standards. Themes from the analyzed data and the conceptual framework guided the direction of each workshop session. Also, each workshop session will contain research-based practices as presented by experts in library science and education to enrich the knowledge and experience of each participant.

Another strength of the project relates to the topics selected for the workshops, as participation will reduce the teachers' fears and help them perceive solutions to the concerns and frustrations expressed during data collection. In addition, the knowledge and skills that teachers will acquire as they participate in discussions on principles and applications of collaboration at workshops may be of immense value for their instructional activities in the classroom as regards assisting students to improve their academic achievements.

The PD workshops may face the following limitations. The first identified limitation is that I collected data from a total of nine teachers from two middle schools and one high school. Creswell (2012) suggested using a small number of research participants for a case study because of time constraints, in that the higher the number of participants, the more data be processed and analyzed within the short time available. Nonetheless, the size of the research population may pose a challenge in terms of generalization of the results to other groups of educators, especially

general subject, and elementary school teachers. The second limitation is about the time that the PD workshops will take place, which is during school hours.

Although the time appears to be convenient for the participants to attend the workshops during school hours, the presence of students in the school may limit the space for the venue of the workshop in relation to the number of invited participants and activities to be engaged during the three-day professional development program. Lastly, I developed the workshop based on representations of data collected from teachers who teach WLs and ELLs in two middle schools and one high school, all of whom are part of a learning community. The PD workshops participants who were not involved in the data collection, however, may not have been able to contribute meaningfully and effectively; thus, the responses of only a few participants formed the basis for the workshop topics.

Recommendations for Alternative Approaches

Certain alternative approaches can be used to address the limitations of this project study and ensure useful results. I could investigate how teachers use multicultural resources to enhance the students' global cultural awareness beyond their own cultures, which include languages, food, fashion, dance, marriage, religion, oral tradition, and government. In terms of research design, I could use a cross-sectional survey design, wherein the researcher collects data at one point in time. According to Creswell (2012), a cross-sectional survey design "has an advantage of measuring current attitudes, opinions, and practices" (p. 377). Creswell added that the model also involves providing information within a short time, which is useful when there is limited time for administering the survey and performing data collection.

An alternative approach to PD involves writing a position paper in the form of a library policy to guide teachers regarding use of school library resources to supplement the New Jersey state students learning standards. According to the ALA (2015), a library policy is “a carefully designed, broadly stated, written guideline for actions and decisions of the library” (p. 2). Policies establish a standard for services that can be understood by both users and service providers. In the context of this study, such a policy would consist of an operational statement to define the values and mission of the library. It would also cover details regarding the library code of conduct, tours, enforcement, Internet access, guidelines for collection scope and criteria, resource selection and collection development, and responsibilities for material selection, acquisitions, processing, classification, cataloging, circulation, and shelving of multicultural resources. Alternatively, I could have used another qualitative research design, such as phenomenological research, instead of conducting a case study.

Scholarship, Project Development, and Leadership and Change

A fundamental question in terms of the scholarship of teaching and learning involves whether the work advances student learning. At the commencement of this study, I was overwhelmed with doubts regarding not only the outcome, but also the process to be followed to obtain results that were positive and reliable enough to add to knowledge in this field of study. To overcome this challenge, I share Morrison’s (2012) recommendation that a balance must exist between practices and activities, and this will shift the attention of the teacher and teaching to the student and learning.

As the initiator and facilitator of the workshop, I found myself face-to-face with the challenges of creating feasible learning contents, appropriate teaching methods, and a conducive atmosphere that will enhance or support learning for the workshop participants. The learning curve to undertake this study was high due to the long gap between my last graduate program in 1994 and this one. Although these problems were already present before I started working as a high school media specialist, it was challenging to identify and solve a specific, researchable issue in order to add to the knowledge in the field and promote social change in the community.

I searched for related studies that address teachers' use of multicultural resources for immigrant students as well as the entire category of library users and conventional library resources. During the process of my literature review, I found that many researchers focused on the impact or influence of library materials on students' academic achievements. Only a few scholars, however, have analyzed the information-seeking behavior of teachers in different subject areas.

Armed with this information, I developed a study proposal and obtained IRB approval to collect data from the research participants. Thereafter, I analyzed the data. I learned how to design research projects to guard against potential risks, respect and protect the individual participants' privacy, and identify suitable research sites. Finding the answers to the research questions was not easy; the collection, analysis, and interpretation of the data demanded time management skills, as did the discussion and connection of the themes emerging from the conceptual framework. The whole process provided me ample opportunity for self-reflection as a professional; I was able to look beyond what I considered to be a simple problem at the

commencement of the study. I found myself in the position of a student, learning and discovering new ideas from the responses of the participants in the course, and collecting data during the workshop sessions. The outcome was similar to my expectation, but the emerging themes resulted in a far larger and more prominent dimension than my initial perception. For instance, the influx of varied computer technologies that form part and parcel of the school library services is a challenge to media specialists in the 21st century.

Interestingly, the collaborative competence of school media specialists determines the level of success of a professional in a learning community. According to Crary (2018), preparing media school specialists to collaborate with classroom teachers allows both parties to contribute to enhancing the success of students. Collaboration deepens the classroom teachers' and students' ability to explore academic resources in the school library settings, enhancing scholarship among the students. While determining the most appropriate research approach for the current investigation, I discovered the different research designs that may be used to complete specific types of qualitative and quantitative analyses.

The overall goal of developing this project was to acquire new knowledge and thought processes, whilst enhancing the participants' ability to assess the impact of the newly acquired knowledge on teaching and learning (Piggot-Irvine, 2011). The knowledge and skills gained during the project workshops should equip participants to take an active part in varied learning community services. According to Raymer, Dobbs, Kelly, and Lindsay (2018), a meaningful project is one that explores the expertise of the members and addresses the critical needs of the

surrounding community. Teachers face limitations in obtaining the desired resources from the school library to use in their classrooms.

The themes that emerged from the study data were supported by the existing literature, with the goal being to equip the teachers with knowledge and skills to effectively use the school library's multicultural resources and supplement the state students' learning standards. Piggot-Irvine (2011) and Volkema (2010) suggested that project development should begin with the identification of a problem that is relevant to the needs of the local community. The definition of this local problem should be followed by decision-making and problem-solving, which Elmuti (2017) described as "learning that builds on the participants' prior knowledge and experiences and learning embedded in real-life tasks" (p. 442). At this stage of project development, Piggot-Irvine (2008) asserted that both the participants and the leader must collaborate with one another in order to devise the "nature of effective practice" of the examined problem (p. 35). The final part of project development consists of writing guidelines, collecting the resources to be used in the project, and finalizing the methods for selecting the participants, collecting the data, and evaluating the data. Active professional development does not take place in isolation; instead, it is important to conduct literature reviews and perform research before developing programs (Piggot-Irvine, 2011).

In line with the accepted procedures for project development, I resolved to focus on the use of school library multicultural resources to supplement the state students' learning standards. I utilized purposeful sampling to select participants for the study and developed open-ended interview questions as an instrument for data collection, both of which are appropriate for a case

study with a qualitative research design. After the data collection, I used Temi.com software to transcribe the data to readable text and manually analyzed the data to determine themes embedded in the participants' responses. Thus, I allowed the analysis to gain its own identity instead of imposing my personal expectations on it. This process provided me an opportunity for self-reflection as a professional teacher-cum-librarian. The themes that emerged from the analysis formed the basis of the topic selection for the project workshops.

Project evaluation is typically based on participant feedback and satisfaction (Reda, 2016). For an education-based project to be deemed successful, the researcher must demonstrate a broadened impact on the participants' learning and provide opportunities for them to apply what they have learned (Piggot-Irvine, 2011). That is, the outcomes of the PD should demonstrate broadened reflection, thinking, and the changed behavior of the teachers in practice, thereby enhancing the quality of teaching and learning (Guskey, 2002). Finally, Volkema (2010) pointed out that the evaluation process must include appropriate questions that determine the scope of the project and the effect that participation had on the individual.

The evaluation for my project was both formative and summative. The formative evaluation took place at the end of each workshop. The participants and facilitator reflected on the information and experiences provided during the session. The goal of formative evaluation was to determine the understanding of participants and the level of perception of the newly acquired knowledge. In this regard, before exiting each day, participants received a PD presentation evaluation paper (see Appendix I) to evaluate all the presentations for the day, and they were required to return the evaluation paper to me before leaving the workshop venue. The

summative evaluation was aimed at achieving long-term outcomes and understanding the impact of the knowledge provided by the PD on the teachers' practices in the classroom. Guskey (2002) asserted that evaluation must assess whether participants can manifest positive changes in classroom practices. In a personal sense, the entire process—namely, performing a literature search to support the rationale for the study, designing this study, collecting the data, obtaining IRB approval, and implementing the project—has been an incomparable learning experience.

In general terms, leadership is the process of inspiring others to accomplish an important task (Clouse, Aniello, McDowell, & Goodin, 2017). Leading involves planning, organizing, controlling, and inspiring followers to achieve set goals. Project leaders select the projects, which are then implemented by the project teams; thus, project teams should consist of competent members and associates who can ensure that the plan is successful (Heeralall, 2013). Leadership structure and effective leadership practices can be subdivided into four categories: identification of problems, development of individuals, reconstituting the organizational structure, and improving the teaching and education program (Goksoy, 2015; Malloy, 2012). The philosophy underlying all the categories is the mobilization of shared wisdom and common sense by creating synergy among staff at organizations and maximizing organizational efficiency, productivity, and competence. This will ensure the achievement of the intended goals and promote happiness among the members of the learning community (Goksoy (2015).

Reda (2016) asserted that every leader brings a philosophy and foundation drawn from his or her experiences, principles, and values. This implies that for a leader to champion a sustainable change effectively, such transformation must evolve from the inside-out (Gialamas et

al., 2016). Most changes at the school level begin with superficial changes to instruction and curricula. In order to achieve a lasting change, the media specialist or classroom teacher should adopt a transformational leadership model, which emphasizes charisma and emotion to inspire others toward the set goals and mission. During the process of developing and conducting this project, my perception of a leader who wants to bring about lasting changes in an organization has evolved. First, I have learnt that I must be ready to work in collaboration with other associates in the loop and not in isolation. In my years as the only media specialist in the high school, I have primarily worked alone, without reaching out to other teachers in the school library. This practice has seriously isolated the library from the mainstream of activities in the school; hence, many teachers do not know the location of the school library media center. Now, I understand the significance of collaboration. Secondly, I learnt that clear communication and trust are the premises upon which collaboration thrives. In this sense, I have resolved to be a team player among the staff and students in operating the school library to make the library services an integral part of successful attainment of school goals.

Reflection on the Importance of the Work

While conducting this study, I extensively read peer-reviewed articles and related research reports, which helped me to understand and appreciate the impact of such work on upcoming research candidates working in similar areas. Despite the number of studies already completed and the results available in the literature, the findings of this study revealed that educators and other stakeholders still have more to learn about the importance of diversity in education, cultural competence, intercultural changes, and their influence on learning in the

preparation of K-12 teachers. The information provided by the participants in the project study confirmed the gap in practice about the selection and use of multicultural resources to supplement the state students' learning standards. It is evident from the findings that a few professional skills would have helped the teachers to effectively use the library resources in the school library and classroom, but they claimed to be unaware of these resources. Examples include the classification scheme in the library, online public access catalog, inter-library services, and the opportunity to recommend subject resources to the school librarian.

Implementing this project enhanced my awareness about these lapses, and regular library user training for both new and veteran teachers is the obvious solution to these problems. The project also revealed the importance of collaboration between among the librarians, class teachers, and district-level administrators as a useful tool for the enhancement of the students' academic achievement. The short- and long-term benefits of the PD workshops, if properly implemented by all the stakeholders, will lead to positive social change—not only in the immediate learning community, but also in its broader counterpart.

Implications, Applications, and Directions for Future Research

The goal of this study was to investigate how teachers use the school library's multicultural resources to supplement the state students' learning standards toward meeting their cultural and linguistic needs. The results of this work point to the need to enhance collaboration between the classroom teachers and school librarians in curriculum planning, selection of teaching and learning resources, and co-teaching, all of which have been proved to improve students' academic achievement. Cooper and Bray (2011) cited that collaboration “increases

students' achievement and allows teacher-librarians to model successful and desirable practices; and reinforces the media specialists' role as an educational leader while minimizing the stereotype clerical role" (p. 50). Furthermore, the project could help change the classroom teachers' perceptions toward the library services and resources; they might start recognizing them as tools for their teaching success, thereby improving students' performance. In addition, the project will allow teachers and librarians to jointly study the state students' learning standards, thus providing an in-depth understanding of the type of digital and non-digital resources needed for instructional activities, resulting in meaningful implementation of the multicultural curriculum.

The results of this project study can be applied in two ways. First, the results are applicable to school librarians, who will need to ensure that the principles of collaboration learned at the workshop are translated into reality and realize that the era of working in isolation is past. The school librarians must also provide much-needed support to ensure that all the information technologies in the school libraries are accessible to both the students and teachers. According to Cooper and Bray (2011), the increasing use of digital media, such as blogs, wikis, and digital videos, by schoolteacher is only possible if the librarians assist teachers in determining how to use them effectively in the classroom. If the teachers and building administrators must apply the principles of collaboration in their professional relationship with school librarians, then the librarians must not be seen as mere bookkeepers. Rather, the librarians could be involved in the planning of the curriculum for each subject and also be included as co-teachers. This project study focused only on the teachers of world languages and those

instructing ELLs in middle and high schools in an urban school district. The current results, however, could be expanded to additional subjects, such as social studies, English, and the applied arts, in order to increase the global awareness of both immigrant and non-immigrant students and to achieve more wide-ranging social change. Future research topics might include the perceptions of the school district administrators on multicultural education as a political tool to promote racism in education system the United States. Other scholars might trace the prospects and problems of multicultural education in the transformation of education system in the country or worldwide. Future researchers might investigate the preparation of teacher-librarians in intercultural competence for effective service in a urban or semi-urban communities.

Conclusion

This study was intended to investigate how teachers use multicultural resources to supplement the state students learning standards to meet their cultural and linguistic needs. I investigated this problem out of concerns about whether and how the teachers utilize the multicultural resources available with the school media center, as required by the NJDOE, to implement the cultural and linguistic aspects of the world languages' and ELLs' core curriculum state standards. Three research questions gave direction to the study, and indirectly gave room for the evolution of the themes emerging from the data collected from the study participants. The conceptual framework of CRP, as well as support from the research-based literature, provided the platform for the discussion of the findings. The results of the study shed light on the topics to be developed into project workshops for the teachers, the aim being to improve their use of the school library's digital and non-digital multicultural resources in the classrooms.

RQ1 addressed how the teachers use the multicultural school resources to supplement the common core state students' learning standards to meet their cultural and linguistic needs. I analyzed interview data obtained from the teachers in the form of responses to 10 interview questions covering the frequency of teachers' visits to the library, the number of resources borrowed from the library in a school year, and the alignment of these resources to the state students' learning standards. RQ2 concerned the barriers hindering the teachers from using the school library's multicultural resources, which were uncovered by analyzing the teachers' responses to three specific research questions. The teachers pointed out the lack of fixed library time for students in middle and high schools—unlike the case of elementary schools—as a hindrance, as well as the fact that they did not have time to use the library resources.

Moreover, they lacked a productive working relationship with the librarians. The absence of user training was pointed out as the reason for the teachers' lack of knowledge and skills to explore the library resources effectively. RQ3 focused on the other sources (i.e., besides their school libraries) used by the teachers to obtain information. The teachers mentioned various such sources, including internet search, personal collections, public and college libraries, and supplies from departmental purchases. The themes that emerged from these analyzed data helped me finalize the contents of the workshops for the participants. The workshops focused on the use of computer information technology in the library and classroom, the need for the adoption of a fixed library time for the teachers and students, and collaboration in teaching and learning. One of the most interesting findings of this project concerns the importance of collaboration between the teachers and school librarians as an active factor to enhance teaching and learning activities

in the classroom and better use of the library's multicultural resources. This study may effect positive social changes when teachers work together with librarians to plan the curricular and select appropriate resources and co-teach certain topics; implementation of these ideas will enhance students' global awareness. Moreover, by turning these ideas into reality, both immigrant and non-immigrant students may gain greater respect for other languages and cultures.

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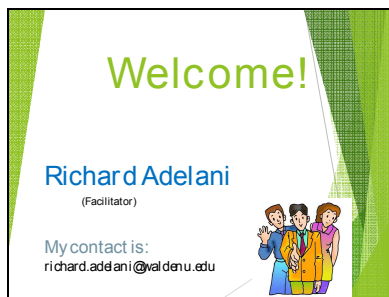
Appendix A: The Project

Slide 1



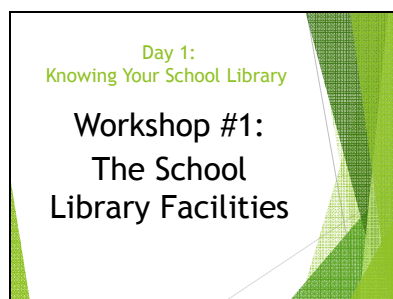
1. Have this slide displayed as participants arrive at the workshop venue.
2. The participants register as they arrive. Receive name tag and stationaries.

Slide 2



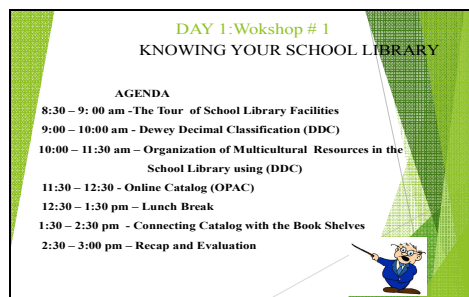
- Welcome the participants to the workshop, appreciating them for showing up in spite of their classroom workloads. Tell them a little about yourself including your credentials and why the professional development was selected for the school (5 minutes)
- Then allow the participants to share: their names, grade, subject taught and their expectation from the workshop (10 minutes)

Slide 3



- Introduce the workshop.
- Tell participants the goal of this workshop is to help them get identify the main four sections of the school library and understand both the types of resources in each section and services performed in the sections (5 minutes).

Slide 4




Review the agenda with the participants (5 minutes).

Slide 5

Objectives Workshop # 1

- Participants will be able to:
- Identify types of resources in each section and services and carried out in the section.
- Identify and be able to differentiate the ten classes of DDC
- Write call number for at least five non-fiction text books
- Access the online catalog to use the three main entries in the school library catalog – Title, Author, and Subject. These entries are only for non-fiction.
- Understand the classification of fiction.
- Using the first three letters of the authors' last name.
- Use the online catalog to locate and retrieve 5 non-fiction and five fiction from the shelves.




Review the objectives with the participants (5 minutes).

Slide 6

Activity

- How many people here have worked in any type of library prior this time?
- How many of you have used this school library before today?




If any, allow participants to share their experiences either as worker or a patron (5 minutes)

Slide 7

Tour of the School Library

- The school library has four sections
 - Circulation Room
 - Reference/Research Room
 - Technical/Catalogue
 - Serials




1. At the start of the tour, tell the participants the purpose of the library tour and what is expected of them as they move round the four sections (5 minutes).
2. Participants are to identify digital and non digital multicultural resources. They will also identify publications for struggling readers (ELLs), particularly fiction prepared for the English Language learners (5 minutes).

Slide 8

Circulation/Reading Room

- Circulation room houses the fiction and non-fiction resources. Resources are arranged on the shelves according to the Dewey Decimal Classification Scheme.
- Users check-in and check-out resources from the section.
- There is reading space for teachers and students to read and use computers for assignments and research.



1. In the Circulation/Reading room, allow the participants to see how books are checked in and out for the users at the circulation desk (10 minutes).
2. Let the participants go round the room to see how books are arranged on the shelves according to class number (5 minutes).
3. Ask the participants to identify multicultural non-fiction texts as they move around the room (5 minutes).

Slide 9

Reference/Research Room

- Reference/Research room housed all the reference collections – Subject and General Encyclopedias, Subject and General Dictionaries,
- Foreign Language Dictionaries- French, Spanish, German, Chinese, Japanese, and Creole.
- Almanac, Atlases, Map Posters, Year Books, Anthologies, and Computers with internet for online searches.


A cartoon character of a man with glasses, wearing a blue suit and a white shirt, pointing with a stick towards the text on the slide.

- Participants to identify multicultural reference resources.
- On the post-it papers, let the participants identify special features that make the resources multicultural (5 minutes.)
- Ask the participants to exchange their findings with each other (10 minutes).

Slide 10

Activity

List the differences between the activities and types of resources in Circulation and Reference Sections.


A cartoon character of a man with glasses, wearing a blue suit and a white shirt, pointing with a stick towards the text on the slide.

- Allow participants to discuss the statement in their group.
- A leader from each group will present answers (10 minutes).
- Allow questions and contributions from participants (5 minutes).

Slide 11

Serials/Periodicals Section

- The serial section shares the same room with the reference collections where the periodicals ; journals, magazines, and newspapers are housed.
- The processing of the periodicals is done manually with use of Kadex cards in the room.
- Technical section is also located very close to the Reference/Research room. In the technical department resources are stamped, classified, catalogued, and shelved either in the reference room or circulation room.




© 2011 by Unknown Author. All rights reserved. 2011 by Unknown Author.

1. Ask the participants to identify multicultural magazines, journals, and newspapers as they move round the section (10 minutes).

Slide 12

Workshop #: 2 Dewey Decimal Classification Scheme

- Melvil Dewey invented the Dewey Decimal Classification scheme in 1876, in the United States.
- The Dewey Decimal Classification (DDC) is scheme used to classify nonfiction and audio visual resources according to subject.
- DDC call number for non-fiction have two parts - the DDC classification number and the first three letters of author's last name.
- DDC groups resources on the same subject and on related subjects to make them easily accessible to find and retrieve from the shelves.
- DDC progresses from general to the specific. A decimal place is used to make the number more specific.



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- Review the write up with the participants (5 minutes).
- Give each participants Dewey Decimal Classification Scheme table showing the ten classes
- Participants examine and discuss the class and subject arrangement in 10 decimal places.
- What class is Language on the table? Identify by decimal division the class of Spanish, French, Chinese, and Creole languages (10 minutes).


Slide 13

Activity

DDC has 10 main classes

- ▶ 000 Generalities
- ▶ 100 Philosophy and Psychology
- ▶ 200 Religion
- ▶ 300 Social Science
- ▶ 400 Language
- ▶ 500 Natural Science and Mathematics
- ▶ 600 Technology (Applied Sciences)
- ▶ 700 Arts
- ▶ 800 Literature
- ▶ 900 Geography and History

Each class has ten divisions. The divisions are further divided when the topic becomes more specific.




- Each participant is given a copy of the Dewey Decimal Classification Scheme showing the ten classes of each subject.
- Explain how each class accommodate more different languages with the use of annotated decimal numbers. Use Language as case study:
 - Language – 400
 - Linguistics - 410
 - Specific Indo-European Languages – 420 – 480
 - Other languages 490 – 499
 - What classes are following languages, Spanish, French, English, Linguistics, and German? (15 minutes.).

Slide 14

Activity

- What parts of the library resources that constitute the Call Number in Dewey Decimal Classification Scheme?




Ask the participants to examine the book given, then write the call number for the book (5 minutes).

Slide 15

DDC & Call Number

- Each book has a call number, which helps users to locate books on the shelf.
- Call number for non-fiction resources consists of the class number and the first three letters of the author's last name.
- For fiction, the call number consists of first three letters of the author's last name.
- Call number is found at the lower part of the spine of books, hence the name "Spine Label".



- Ask each participant to locate and retrieve five non-fictions and five fictions from the shelves using the online catalog and the call number (10 minutes).

Slide 16

Workshop #: 3

Online Catalog (OPAC)



- Explain OPAC as Online Public Access Catalogue (5 minutes).
- Brief the participants about the three main entries in online catalogues, where a user can access resources on the shelves, 1. Title, 2. Author's Name, and Subject (5 minutes).
- Let who know how to locate the entries plus the call number of the book to locate and retrieve resources from the shelves (5 minutes).

Slide 17

What is Online Public Access Catalog (OPAC)?

“An online public access catalog is an online database cataloging the sources and resources available at a particular library”.

Kumar, R. & Singh, J. 2014

This image is licensed under CC BY-NC-SA

Participants are to discuss the purpose of online public access catalogs in the library (OPAC)? (5 minutes).

Slide 18

Session # 3

Online Catalogue (OPAC)

- The Library catalog is used to locate resources within the library's collection on the shelves.
- There are three entries used to access materials on the shelves - title, author's name, and Subject entries.
- The catalog is public record, it should be accessible to all users in the library - Online Public Accessible Catalog (OPAC).

This image is licensed under CC BY-NC-SA

1. Let each participant log onto a computer and log into the online catalog page.
2. Ask each of the participants to identify the three entries used in the online catalog to access resources on the shelves (15 minutes).
3. Pair the participants, ask each pair to use each of three entries to locate three non – fiction, and Video recordings (DVDs) from the shelves (10 minutes)
 - Ask the participant to reshelv the resources to determine how well he or she can connect the call numbers with the shelves (10 minutes).

Slide 19



Participants to take 30 minutes lunch break.

Slide 20



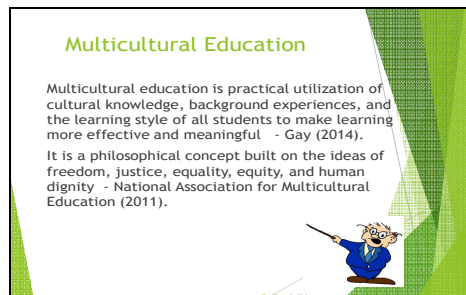
- Introduce the workshop.
- Tell the participants the goal of the workshop is to help them to identify and select multicultural resources from the school library relevant to the curriculum (5 minutes).

Slide 21



- Allow participants to discuss these questions in groups (5 minutes)
- Ask each group to generate answers on a poster paper and paste it on the wall (5 minutes).
- The participants are allowed to go around the posters to read other groups' answer (10 minutes).

Slide 22



- Ask the participants to sit at a table in groups of four.
2. Ask participants to identify unique features in the definitions of multicultural education that differentiate it from general education (10 minutes).
 3. Each group will write their answers on a large poster paper and paste on the wall (10 minutes)
 4. A leader from each group will read out their findings to the class (5 minutes).
 5. Allow for questions and discussion (5 minutes)

Slide 23

It is a philosophical concept built on the ideas of freedom, justice, equality, equity, and human dignity -
 - National Association for Multicultural Education (2011).

Multicultural Resources

Multicultural resources are collections, digital and non-digital, that enable learners interact with familiar illustrations and provide a window into many cultures of the world- Coatney (2004).




- Ask the participants to identify multicultural resources in the circulation room. (5 minutes)
- Let the participants discuss the extent that the school library reflects multiculturalism in terms of resources (10 minutes).
- Using DDC class 400, participants will identify both digital and non-digital multicultural resources from the shelves (15 minutes).

Slide 24

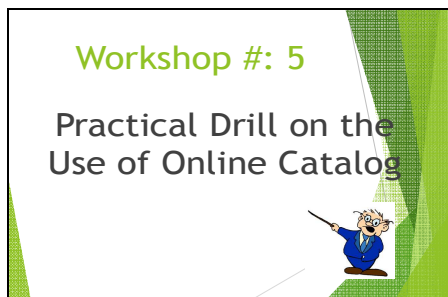
Activity

- Differentiate between multicultural education and general education.



- Each group will paste their answers on the wall (5 minutes)
- Participants will move in round to read what other groups have written (5 minutes)

Slide 25

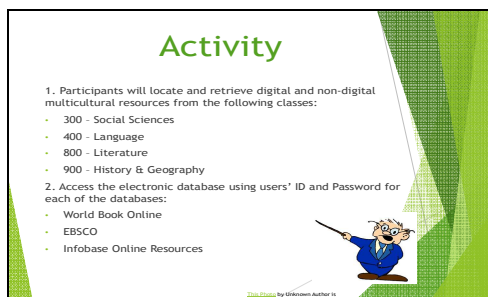


Workshop #: 5

Practical Drill on the Use of Online Catalog

- Give each group list of ten book titles.
- In groups, the participants will use the library online catalog to locate and retrieve the books from the book shelves (15 minutes).

Slide 26

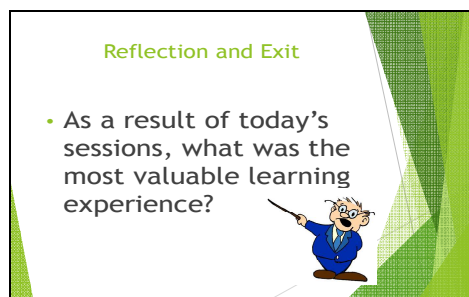


Activity

1. Participants will locate and retrieve digital and non-digital multicultural resources from the following classes:
 - 300 - Social Sciences
 - 400 - Language
 - 800 - Literature
 - 900 - History & Geography
2. Access the electronic database using users' ID and Password for each of the databases:
 - World Book Online
 - EBSCO
 - Infobase Online Resources

- Participants will identify digital and non-digital multicultural resources listed in the online catalog (5 minutes).
- Each participant will locate and retrieve 5 non-fiction and 5 videos from the shelves using the school library online catalog (10 minutes).
- Log in to World Book Online (Encyclopedia) to access information about 5 key words (5 minutes).

Slide 27

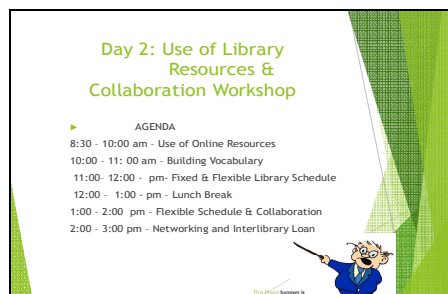


Reflection and Exit

- As a result of today's sessions, what was the most valuable learning experience?

Allow participants to share experiences (10 minutes).

Slide 28



Day 2: Use of Library Resources & Collaboration Workshop

► AGENDA


- 8:30 - 10:00 am - Use of Online Resources
- 10:00 - 11: 00 am - Building Vocabulary
- 11:00 - 12:00 - pm- Fixed & Flexible Library Schedule
- 12:00 - 1:00 - pm - Lunch Break
- 1:00 - 2:00 pm - Flexible Schedule & Collaboration
- 2:00 - 3:00 pm - Networking and Interlibrary Loan

Review the agenda for day 2 with participants (5minutes).

Slide 29

Objectives for Day 2 Workshop

- ▶ At the end of the sessions, teachers will able:
 - To use at least 5 of the computer technologies with screen library multicultural resources to teach students in the library or classroom effectively.
 - To use three interactive strategies with aid of the communication technologies to learn the meaning, pronunciation, and use 5 new words.
 - To identify the structure and operation of fixed and flexible library schedule
 - To recognize the advantages and disadvantages of the two library time schedules




This slide is for reference
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of Toronto

Review the objectives with the participants (5 minutes).

Slide 30

Objectives For Day 2 Workshop:

- To recognize how a flexible schedule enhances collaboration between classroom teachers and the school librarian.
- To identify at least three areas that classroom teachers and school librarians can collaborate utilizing multicultural resources to improve student global awareness.
- To understand the concept and operation of library networking and interlibrary loan.




This slide is for reference
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of Toronto

Review the remaining objectives with the participants (3 minutes).

Slide 31

Workshop # 1: Use of Computer Technology in the Classroom

- Use of SmartBoard as an interactive technology in the library and classroom.




- Participants watch as the Tech-Coach demonstrates Smart Board use.
- Each participant takes a turn to use the Smartboard to identify cultural or linguistic topics by exploring Google videos, YouTube, and Infobase Online Resources (10 minutes).

Slide 32

Activity

- What are the computer technology products (education tech-aids) that are used to teach multicultural education in middle and high schools?

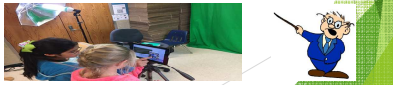


1. Ask the participants to discuss this question in their groups and write their answers on anchor chart paper (5 minutes).
2. Paste the posters on the wall. Allow the participants to move round to read what other groups have written (5 minutes).

Slide 33

Computer Technology Products.

- Creating Google Classroom for instruction and assignment.
- Using Google classroom for collaboration between teachers and librarians, teachers and students, and librarian and students.
- YouTube, Discovery, and Google videos for classroom instruction.



- The Tech-Coach leads the participants to create Google Classroom and how to use it for classroom instruction and assignments (10 minutes).
2. Participants create a Google Classroom for their classes (5 minutes)
 3. Allow participants to view different multicultural topics on YouTube, Discovery, and Google video (5 minutes).

Slide 34

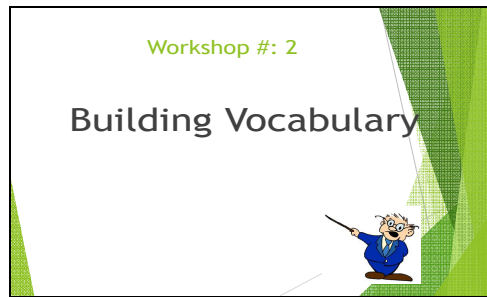
Hands-on Activities

Interactive session with computers.

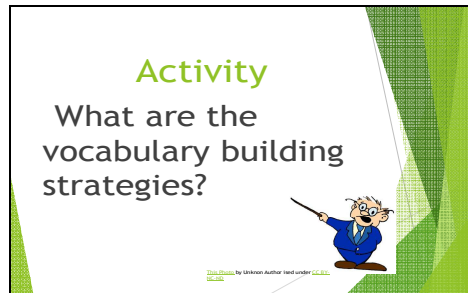


- Allow participants to create Google classroom, Google form, and invite colleagues and students to enlist in their Google classroom (10 minutes).
- Participants interact with different computer technology of their choice to research topics, activities, and resources in multicultural and language domains. (10 minutes).

Slide 35



Slide 36




- Allow participants to discuss this question at their table and write their answers on the poster paper (5 minutes).
- Participants to paste the posters on the wall (5 minutes)
- Allow participants to rotate in groups around the room to read and discuss what others have written (5 minutes).

Slide 37

Vocabulary Building Strategies

- Vocabulary learning strategies facilitate the acquisition of new lexis as they help learners in discovering the meaning and consolidating a word - Boliva (2017).
- Find meanings to new word in a passage.
- Form sentences with the new words.




- Participants are given a short text to analyze (5 minutes).
- Allow the participants to identify new words in the passage read and create sentences, story, or poem with the new words (10 minutes).

Slide 38

Building Strategies

- ❖ Discovery of a new words: analyzing parts of speech, consulting dictionaries, asking classmates for the meaning, practicing meanings in group, and interacting with native speakers.
- ❖ Memorization Strategies include: the loci method, the visualization method, story telling.
- ❖ Cognitive Strategies: verbal repetition, keeping vocabulary note book, and note cards.

Nayan and Krishnasamy (2015), Loucky (2006).

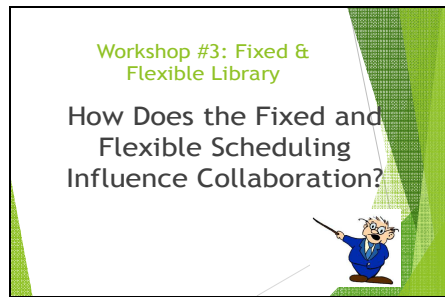


- Regroup the participants and give each group three strategies to discuss; write answers on the large poster, and paste it on the wall (10 minutes).

3 Allow a leader from each group to read what the group answered from the poster on the wall.(10 minutes)

4. Leave room for questions and contributions from the participants (5 minutes).

Slide 39

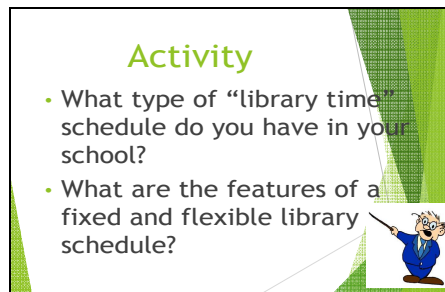


Workshop #3: Fixed & Flexible Library

How Does the Fixed and Flexible Scheduling Influence Collaboration?

Review this topic with the participants (5 minutes).

Slide 40



Activity


- What type of “library time” schedule do you have in your school?
- What are the features of a fixed and flexible library schedule?

1. Ask the participants to discuss and answer these questions in their groups (10 minutes).

Slide 41

Workshop # 4
Flexible Schedule and
Collaboration

- “A flexible schedule gives more opportunity for collaboration to take place and is obviously the better choice for today’s educational philosophy” - Kachka (2015).




- Allow participants to reflect on the quote and share their thoughts (10 minutes)
- Ask participants to give the reasons why they agreed or disagree with the quote. (5 minutes).

Slide 42

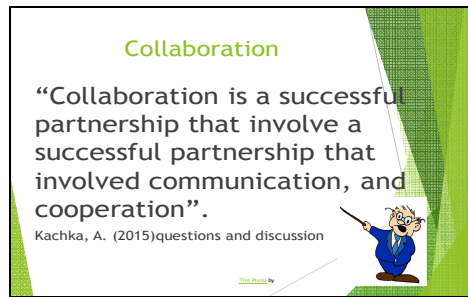
Activity

1. What is collaboration?
2. Which of the daily school schedule promotes teacher and librarian collaboration the most? Give reasons.
3. State three attributes of effective collaboration.



1. The participants will discuss these questions in groups at their tables (5 minutes).
 - In turns, each participant will describe how he or she has been collaborating with other teachers aside from the school’s common planning (10 minutes).
 - Teachers will describe how they have been collaborating with school librarian (5 minutes).
 - Each group will list five advantages of collaboration in a learning community (5minutes).

Slide 43

A presentation slide with a green and white background. The title "Collaboration" is in green. The main text is in black. A cartoon character in a blue suit is pointing at the text. A small logo "The Project" is in the bottom right corner.

Collaboration

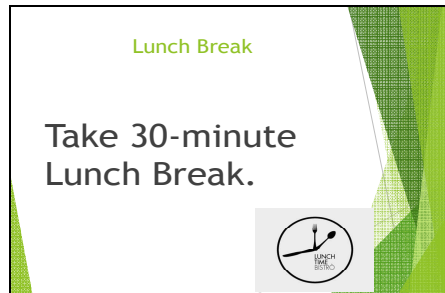
“Collaboration is a successful partnership that involve a successful partnership that involved communication, and cooperation”.

Kachka, A. (2015)questions and discussion

The Project

- The participants will discuss this statement in groups and write their findings on poster paper (10 minutes).
- Give participants time for questions and discussion (5 minutes).

Slide 44

A presentation slide with a green and white background. The title "Lunch Break" is in green. The main text is in black. A circular logo with a fork and knife is in the bottom right corner.

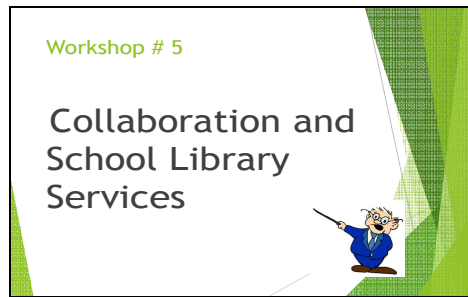
Lunch Break

Take 30-minute
Lunch Break.

LUNCH BREAK

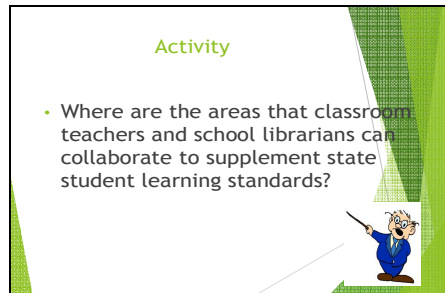
Participants will take 30-minute lunch break.

Slide 45



Introduce the session topic to the participants (5 minutes).

Slide 46




- Allow the participants to discuss this question in group (5 minutes).
- Each group will appoint a leader to read the answers to the class (5 minutes).
- Each of the three groups will be given 5 minutes for questions and contributions (15)

Slide 47

Activity

- What are the barriers to collaboration?
- How would collaboration between classroom teachers and the school librarian benefit students?



- Ask the participants to discuss these questions in their respective groups (5 minutes).
- Each group will write the findings on a poster and paste it on the wall (5 minutes).
- Participants will rotate around the room to read the findings of other groups (5 minutes).

Slide 48

Workshop # 5

- Networking and Interlibrary loan




- Explain the goal of the workshop topic to the participants (5 minutes).

Slide 49

Activity

- What is library networking?
- What is inter-library loan?




1. The participants will discuss the two questions in their respective groups (5 minutes).
2. Each group leader will read out the answers to the questions (5 minutes).

Slide 50

Resource Sharing:
Library Networking

“Library networking includes the development of co-operative systems of libraries on geographical, subject, or other lines, each with some kind of center that not only co-ordinates the internal activities of the system but also serves as the system’s outlet to and inlet from, the centers of other systems” - Kuma, P. A. (2018).




1. A volunteer will read the quote on the slide (2 minutes).
2. Facilitator will explain the definition and how the concept enhances collaboration in library services (5 minutes).

Slide 51

Activity

- How does the inter-library loan enhance implementation of multicultural education?
- What is the rationale for inter-library loan?
- Resource sharing helps teachers to supplement the state students learning standards. True or False?




- Participants will discuss these questions in groups (15 minutes).
- Write answers on a poster paper and paste it on the wall (10 minutes).
- Participants will move round to read findings of other groups (10 minutes).
- Give time for questions and contributions (5 minutes).

Slide 52

**Resource Sharing:
Inter-Library Loan**

- “Resource sharing from its elementary concept of inter-interlibrary lending includes cooperative acquisition, collection development, shared cataloguing, centralized processing, exchange of content page of journals, sharing of bibliographical data, centralized periodicals collection, exchange of electronic documents and articles, obtaining photocopies and other services”

-Venkatachalam, M. A., 2011.




- A volunteer will read the quote and asks few of the participants to share their thoughts on the quote (5 minutes).
2. Ask the participants to make comparisons between networking and inter-library loans (10 minutes).

Slide 53

Resource sharing: Inter-Library Loan

- “Inter-library loan is the process by which a library requests resources from, or supplies resources to , another library” - Reference & Users Services Association (RUSA), 2016.
- “The purpose of inter-library loan is to obtain, upon request of a library user, resource not available in the user’s local library” RUSA, 2016.
- The practice is to provide a requesting individual with a physical loan of a defined duration or a non-returnable copy or scan from another library.




- A volunteer will read the quote and the participants will share their thoughts about the definition and purpose of inter-library loans (5 minutes).
- Ask the participants to compare networking and inter-library loans (5 minutes).

Slide 54

Importance of Resource Sharing

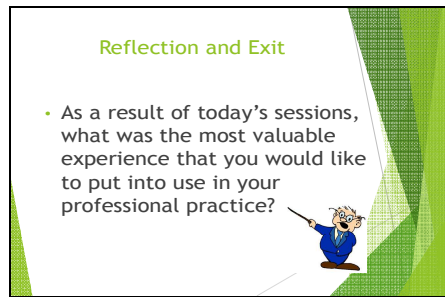
- It enhances the success and survival of library services as no library is self-sufficient.
- Network information resources extends library collections, bibliographies, and communication utilities with unprecedented connectivity.
- Networks provide navigational tools and associated services which can be used by libraries to access remote resources for browsing, searching, and down loading.
- It promotes maximal utilization of available information resources by sharing and providing quick access to information resources located at different places through communication channels.

Chaudhry, A. S., 1996, Kent, A., 1978, Kumar, P. A., 2017



1. Read and review each statement on the slide to the participants (10 minutes).
2. Leave room for questions and contributions from the participants (5 minutes).

Slide 55



Reflection and Exit

- As a result of today's sessions, what was the most valuable experience that you would like to put into use in your professional practice?

A cartoon character in a blue suit and glasses stands at the bottom right, pointing towards the text. The slide has a green geometric background on the right side.

- Participants will be allowed to share their experiences in a general discussion format (5 minutes).

Slide 56



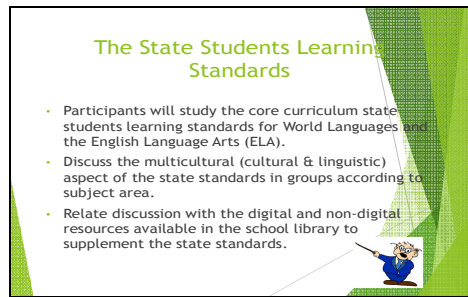
Day 3: Workshop # 1

Connecting Library Policy with the State Standards.

A cartoon character in a blue suit and glasses stands at the bottom right, pointing towards the text. The slide has a green geometric background on the right side.

- Introduce the workshop topic and its goal to the participants (15 minutes).

Slide 57



The State Students Learning Standards

- Participants will study the core curriculum state students learning standards for World Languages and the English Language Arts (ELA).
- Discuss the multicultural (cultural & linguistic) aspect of the state standards in groups according to subject area.
- Relate discussion with the digital and non-digital resources available in the school library to supplement the state standards.

Review the standards 7.1.IM.A.1 & 2, 7.1.AL.A.1-8 with participants (35 minutes).

Slide 58



Activity

- What is Library Policy?
- Participants study a sample of a library policy.

1. Review the aspects of the policy that have to do with K-12 teachers (45 minutes)
2. Ask for contributions on how to update the policy to meet the multicultural education curriculum(10 minutes).


Slide 59

Reviewing the Library Policy

Definition:
Library Policy is a carefully designed, broadly stated, written guideline for actions and decisions of the library. A library's policies should be consistent with its mission (FLA, 2009).

Participants to discuss the following aspects of the library policy in groups of four:

1. Collection Development
2. Acquisitions of multicultural resources.
3. Circulations
4. Resources check-out
5. Use of the internet
6. Update the policy to meet the diverse needs of the students.




1. Read out the definition of library policy and explain its importance in the operation of a library (10 minutes).

2. Discuss the policy and guidelines in the organization and operation of the four sections in the school library, use of internet, and to update the policy to meet up with 21st Century library skills (30 minutes).

Slide 60

Lunch Break

**Take a 30- Minute
Lunch Break**





Allow participants to have 30 minutes for lunch break.

Slide 61

Workshop # 3:

What is the role of the administrators in enhancing collaboration between the librarians and the classroom teachers?



1. In what ways could the administration enhance the collaboration between the classroom teachers and the school librarians? Discuss. (20 minutes).
2. Allow teachers and librarians to respond to the question (20 minutes).

Slide 62

Administration Promotes Collaboration

- The department supervisor utilizes the list of state recommended multicultural texts to the school librarians.
- From the list, school librarians, with inputs from the classroom teachers, orders and acquire the books for the school use, both teachers and students.
- Librarians and classroom teachers integrate content standards.
- A flexible schedule replaces a fixed schedule to allow for teacher and librarian collaboration.



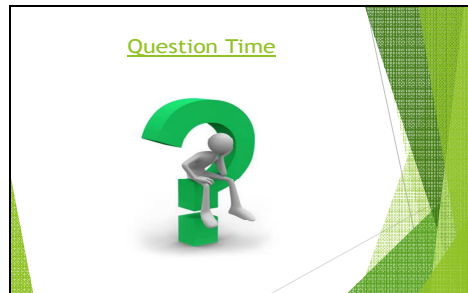
Administrator and participants to discuss how the administration could enhance collaboration between the classroom teachers and school librarians (30 minutes).

Slide 63



1. Discussion on different areas of how teachers and librarians can collaborate to enhance student achievement (35 minutes).

Slide 64




1. Receive questions and contributions from the participants and give room for discussion (25 minutes).

Slide 65

Professional Development Evaluation

Please evaluate the workshop sessions. Please use the following descriptors to rate the statement according to your perception of this professional development workshop: 1. Strongly Agree, 2. Agree, 3. Disagree, 4. Strongly Disagree, 5. Undecided/ Not applicable

1. The content was presented in an organized, easily understood manner.
2. The activities included discussion, critique, or application of what was presented, learned, or demonstrated.
3. The content of each session will be useful in my daily work.



1. Evaluation of the whole PD program by the participants (20 minutes).


Slide 66

Evaluation Cont.

4. This workshop increased my knowledge and skills in the area of selecting and using school library multicultural resources to supplement state standards.

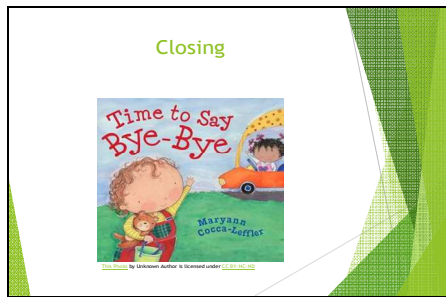
Reflection:

5. What did you find useful about the workshop?
6. What will you take back to improve your implementation of a multicultural curriculum?



The participants will evaluate the professional development workshop (10 minutes).

Slide 67



Appreciate the participants for their time and participation to make the workshop a success (20 minutes).

Appendix B: Letter of Request for Permission to Conduct Research

55 Valley Street
Newark, NJ 07106

Superintendent of Schools
Urban Public Schools
Township, NJ 07111

Dr. Neely Hackett:

Re: Permission to Conduct Research Study

I am writing to request your permission to conduct a research study in the district using the high school as the research site. I am a registered doctoral student in the Department of Curriculum, Instruction, and Assessment at Walden University, Minnesota. I am in the process of writing my dissertation. The study is a case study titled:

Investigating How Teachers Meet State Standards for Multicultural Curriculum

The purpose is to investigate how teachers in an urban high school perceive the role of multicultural library resources in meeting the needs of culturally diverse students and in increasing the global awareness of their students and to describe teachers' experiences when using the school library resources. The study will also investigate how teachers perceive the multicultural library resources as agents for social change.

I am hereby seeking your consent to recruit twelve teachers in the high school building teaching Foreign Languages and English Language Learners (ELLs) to be participants in the project study. Selected teachers will be interviewed using open-ended structured questions, which will allow the interviewees to express their views freely. The ultimate goal of using the data will be to develop a project to support effect use of multicultural school library resources.

If approval is granted, each of the selected teachers will be sent a letter of invitation and consent form to sign and return to me before interview is conducted. The information volunteered by the participants will be organized and analyzed for the dissertation and individual documents will remain absolutely confidential and anonymous. Should the study be published, only the analyzed data will be documented. Neither the school nor the individual participants will incur any costs. Should you require any further information, please do not hesitate to contact my supervisor or me. Our contact details are as follows:

Mr. Richard Adelani, Email: [REDACTED] (Student)
Dr. Brenda Kennedy; Email: [REDACTED]

Upon completion of the study, I undertake to provide the district office with copy of the dissertation.

Your approval to conduct this study will be greatly appreciated.

Yours truly,
R. Adelani

Appendix C: Request for Teachers' List

55 Valley Street
Newark, NJ
07106

December 23, 2018

The Supervisor
Department of Bilingual, ELL, and World Languages
Urban Public Schools
Township, NJ 07111.

Dr. Pedro J. Ruiz

Request for Teachers' List

I am writing to request for the release of the names of the state certified teachers in the two middle schools and the high school in the district with at least three years teaching experience in world languages and ELL. I am a registered doctoral student in the Department of Curriculum, Instruction, and Assessment. I am in the process of conducting project study titled: Investigating How Teachers Meet State Standards for Multicultural Curriculum.

The release of the teachers' list will enable me to purposefully select 10 teachers as participants for the study. You may wish to know that I have already obtained the Superintendent of schools' approval to conduct the project study in the school district using the teachers who teach world languages and ELL as participants for the study.

Thanks.
Richard Adelani

Appendix D: Letter of Invitation

Date:

Dear Mr. /Ms.

You are being invited to participate in doctoral project study on how the teachers who teach world languages and English Language Learners (ELLs) in the middle and high schools supplement the state students learning standards to meet the cultural and linguistic needs of the students. You were chosen for this study because you currently provide instruction to students of diverse cultural backgrounds in a school with highly diversified ethnicity.

The purpose of the study is to investigate how the teachers who teach world languages and ELLs supplement the core curriculum state students learning standards to meet the cultural and linguistic needs of the students. The overall goal of this study is to improve the manner in which the multicultural resources are used to supplement the core curriculum state students learning standard. For this study, collection of data will consist of two sections. In the first section, I will interview each participant using structured open-ended questions. It is estimated that the interview session will take about forty-five to sixty minutes. The interview will be conducted wherever you prefer, and it will be tape-recorded.

There are no anticipated risks or discomforts related to the research as every effort will be made to ensure confidentiality of your identity and information volunteered at the interview.

While the interview will be tape-recorded, the recordings will be kept secured in a locked cabinet for over five years for further analysis or for references in related research studies. Then, all

research materials will be permanently destroyed. The typed interviews will not contain any mention of your name, and any identify information from the interview will be removed.

Thank you for your consideration.

Richard Adelani

Ed.D. Student

Walden University

Appendix E: Interview Protocol

Project Study Topic: Investigating How Teachers Meet State Standards for Multicultural Curriculum.

Date _____

Time _____

Location _____

Interviewer _____

Interviewee (pseudonym) _____

Consent form signed _____

Notes to interviewee:

Thanks for your participation. I believe your input will be valuable to this project study and contribute to the improvement of our professional practices.

Confidentiality of responses is guaranteed.

Approximate length of interview: 45 minutes.

Purpose of the study:

To investigate how the teachers who teach world languages and English Language Learners (ELLs) in the middle and high schools supplement the state students learning standards to meet the cultural and linguistic needs of students.

Goal:

To improve the manner by which teachers use the school library multicultural resources to supplement the Core Curriculum and meet the State Students Learning Standards.

Section 1

A. Demographic:

1. How long have you been teaching in this school?
2. What subject do you teach and what grade?
3. How long have you been teaching the subject?
4. Can you please check the ethnic groups that are represented in your class:
 White Black, Native American, Hispanic Asian, Hawaiian Native,
 Other I choose not to answer this question.

Section 2

R. Q. 1. How do teachers use school library multicultural resources to supplement the common core state students learning standards to meet the cultural and linguistic needs of the students?

1a. How often do you refer your students to use the school library resources?

1b. How often do you use the school library multicultural resources?

1c. Whenever you visit the school library, what type of information resources do you often use to supplement the state students learning standards in your subject area?

1d. What search tool(s) do you use to identify school library multicultural resources relevant to state students learning standards in your subject area?

1e. In a school year, how many multicultural resources do you borrow from the school library to supplement your subject state students learning standards?

1f. How comfortable are you in using the school library multicultural resources to supplement the state standards?

1g. How would you describe the alignment of the school library multicultural resources with the state students learning standards in your subject curriculum?

1h. How often do you recommend multicultural resources in your subject areas to the school librarian for purchase?

1i. What are the selective tools that guide you to recommend resources that align with the state standards?

1j. Describe how you used three multicultural resources you obtained from the school library to meet the state standards and address the cultural and linguistic needs of students.

R. Q. 2: What are the perceived barriers that hinder teachers from using the school library multicultural resources to supplement the core curriculum state students learning standards and meet the cultural and linguistic needs of the students?

2a. What are the successes you have identified in using the library resources to supplement the state students learning standards?

2b. What are the difficulties you have identified in using the library resources to supplement the state students learning standards?

2c. How effective are the search tools to retrieve the digital and analogue multicultural resources?

2d. How often do you attend library users' training program in your school library?

R. Q. 3: Other than the school library, what other sources do the teachers use to obtain multicultural resources to supplement core curriculum state students learning standards?

3a. What other source do you use besides your school library to access multicultural resources to supplement the state students learning standards?

3b. Describe how you used at least three multicultural resources you obtained outside of the school library to meet the state standard and address the cultural and linguistic needs of students.

Thank you very much for your cooperation during the interview and time taken to have the interview.

Appendix F: Security Policies

Temi.com Security Policies

Standard Security Features

Our customers in enterprise businesses are satisfied with the security measures provided by *Temi.com*. We have passed the most rigorous security audits from Fortune 1000 companies concerned with security measures to protect their data, and we are confidently processing transcriptions for these customers today.

Our servers are located inside secure, dedicated Microsoft Azure data centers, with state-of-the-art physical and online intrusion prevention measures in place. The facilities are ISO certified, and are proactively monitored and kept up-to-date with the latest security patches by 24/7 Microsoft staff. The Azure data centers are amongst the most advanced in the world, and provide complete uptime reliability for the *Temi.com* service.

Our transcribers work on our proprietary WorkHub; meaning they cannot download audio, copy text, nor do they have access to the entirety of any audio file that is submitted by our clients - they are completing 10 to 60 second microtasks. The full audio is only

accessible to our Quality Assurance Team after transcription, all of whom have signed NDAs.

Once completed, audio files do remain in our system, but they are not accessible to anyone but our internal team, all of whom have also signed NDAs. Audio files and transcription documents can be deleted from your Customer Portal account, and this will remove the files from our system permanently.

Micro-tasking Security and Confidentiality

As a major part of our service, we involve human crowd-workers in the delivery of transcriptions. To ensure confidentiality, we have invented a micro-tasking algorithm that splits complex content into bite-sized micro tasks. Our proprietary platform ensures that no worker has more than a tiny portion of a single job, and jobs are randomized for the workers. In other words, our workers do not have the ability to select the work they will be processing, and do not see any connection between the short task they are performing and the context of the overall work or the identity of the client.

Quality Assurance Security Measures

Appendix G: Confidential Agreement

Name of Signer: *temi.com* transcriber _____

During the course of my activity in transcribing data for this researcher: _____, I

will have access to information, which is confidential and should not be disclosed. I

acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement, I acknowledge and agree that:

I will not disclose or discuss any confidential information with others, including friends or family. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.

I will not discuss confidential information where others can overhear the conversation.

I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.

I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.

I agree that my obligations under this agreement will continue after termination of the job that I will perform.

I understand that violation of this agreement will have legal implications.

I will only access or use systems or devices I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: Date:

temi.com Sales Operations Manager,

Walden University policy on electronic signatures: An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Electronic signatures are only valid when the signer is either (a) the sender of the email, or (b) copied on the email containing the signed document. Legally an “electronic signature” can be the person’s typed name, their email address, or any other identifying marker. Walden University staff verifies any electronic signatures that do not originate from a password-protected source (i.e., an email address officially on file with Walden).

Appendix H: Confirmation of Interview Date, Time, and Location

Dear Research Study Participant,

Your scheduled interview is ___ (day) ___ on ___ (date) ___ at ___ (time) ___. The room number we will meet in is _____.

If you need to reschedule, please reply to this email and we will secure another appointment.

Thank you for volunteering to participate in my project study.

Richard Adelani

richard.adelani@waldenu.edu

Appendix I: Professional Development Presentation Evaluation

Evaluation for each Day (Day1, Day 2, & Day 3)	Strongly Agree	Agree	Disagree	Strongly Disagree
The sessions were planned				
The facilitator demonstrated knowledge and understanding of the topic				
The workshop session developed my understanding of multicultural education and /or I learned something new.				
This workshop session was relevant to my needs.				
I will be able to apply the content and/or strategies of the session in my classroom.				
Please add additional comment below:				

List three things (3) you learned that you will like to implement in your school after this PD program

- 1.
- 2.
- 3.

What suggestion do you have to make the content of the presentation more relevant?