

2021

Elementary Teacher's Evolving Pedagogy Using SIOP to Support Reading Instruction for English Learners

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Walden University

College of Education

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Karisa King

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University

2021

Abstract

Elementary Teacher's Evolving Pedagogy Using SIOP to Support Reading Instruction for

English Learners

by

Karisa King

MEd, Grand Canyon University, 2012

BEd, University of Alaska Fairbanks, 2002

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

January 2021

Abstract

Improving reading instruction for English language learner (ELL) students is a growing concern at a K–5 urban elementary school in a large city in a Midwest state. Classroom teachers are challenged in their knowledge and skill set to consistently and effectively integrate the Sheltered Instruction Observation Protocol (SIOP) model in their classrooms to support ELL student reading success. The purpose of this case study was to investigate how elementary classroom teachers, as adult learners, evolved their pedagogy while implementing the SIOP model in the reading instruction of ELLs. The conceptual frameworks used in guiding this qualitative case study were drawn from Vygotsky’s zone of proximal development and Knowles’s theory of adult learning andragogy. Results were derived from pre-interview questionnaires and one-on-one, semistructured, virtual interviews with seven kindergarten through fifth grade classroom teachers. Data were coded and a thematic analysis was conducted. Themes included: teachers require a hands-on, active approach to evolving and adapting teacher pedagogy; accommodations and modifications for the 2020–2021 school year; effectively teaching vocabulary to ELL students; and SIOP is best practice for all students. A professional development project for teachers in the district was created based on the findings of this qualitative case study. There are positive social change implications, both locally and nationally, in the literacy field of English language teaching and learning by providing classroom teachers with additional professional development and enhanced resources that will benefit and meet the academic needs of their ELL students. This study makes an original contribution to research on teaching reading to ELLs at the local level. The results can be of value to other school districts with similar demographics.

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Dedication

This dissertation is dedicated to my family for their sincere love and never-ending support of my personal endeavors toward lifelong learning.

Acknowledgments

This dissertation is not the outcome of the efforts of one individual. Throughout my doctoral journey many people have contributed to its completion. Nobody has been more important to me in the pursuit of this project than my family. I would like to thank my loving and supportive husband, Kevin, and my amazing son, Kaden, who provide me unending inspiration and love.

A special feeling of gratitude to my always supportive and loving parents, Wayne and Anita Thompson. Thank you for instilling values in me that I will carry on throughout the rest of my life. Thank you for teaching me the value of education. Thank you for raising me to value the importance of family. Thank you for your constant love and support and challenging me to always be better. Thank you for the endless and valuable life lessons you instilled in me. I cannot imagine better parents or better role models.

I wish to thank my committee members who guided and supported me through this entire process with their expertise and time. I truly appreciate your support and assistance through my time at Walden University. A special thanks to Dr. Ellen Scales, my committee chair, for her countless hours of reading, reflecting, encouraging, and patience.

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Section 1: The Problem

The Local Problem

The National Center for Education Statistics (NCES; 2015) noted that English language learners (ELLs) are currently the fastest growing student population in public schools in the United States. In 2020, nearly half of all public-school students will have non-English-speaking backgrounds. ELL students are at greater risk for negative academic self-concepts, delayed graduation, and school failure and are less prepared for jobs, training, career, higher education, and lifelong learning (Bergey et al., 2018; Nunez Cardenas, 2018). Federal educational policies mandate high-quality education, including effective reading instruction, designed to address the unique needs of ELL students. ELLs are a richly heterogeneous group. The paths they take to acquire proficiency in reading, writing, listening, and speaking English language standards are varied based on their unique needs and experiences, as a result of cultural and linguistic differences (Snyder et al., 2017). ELLs have specific literacy learning needs (listening, speaking, writing, and reading) that contrast from non-ELLs (Master et al., 2016). Researchers suggest that reading is one of the most essential skills a language learner acquires because it facilitates the mastering of learning in all subject areas (Krashen, 2007).

According to the principal, staff meeting notes, and third grade teachers at the study site, there is a problem at an urban elementary school in a large city located in a Midwest state that teachers are challenged in their knowledge and skill set to consistently and effectively integrate the Sheltered Instruction Observation Protocol (SIOP) model in their classrooms to support the reading success of ELLs. Knowles's (1980) andragogy

theory explains that to the adult learner, education is the process of improving knowledge and the ability to cope with problems and challenges. When teachers, as adult learners, control their own learning process, they gain the needed knowledge, skill set, and expertise (Knowles et al., 2012) to be successful in their teaching.

The Every Student Succeeds Act (ESSA) of 2015 defines ELLs as learners who have a first language other than English or who have not developed English language proficiency (Callahan & Hopkins, 2017). With the increase in the ELL population, teachers will encounter students with a wide range of ability levels in their English language proficiency and academic readiness, including listening, speaking, writing, and reading, as well as behavioral, social, and emotional skills (Tomlinson, 2015). Considering the length of time it takes for ELLs to master academic language, educators must find instructional strategies and techniques for their academic achievement. Researchers suggest that ELLs in elementary classrooms perform inadequately on standardized assessments because the elementary classroom teachers often lack the knowledge of appropriate instructional strategies that support ELLs' linguistic and academic needs (Tellez & Manthey, 2015). It is vital that teachers become trained in, and aware of, high-quality teaching practices that can transform their teaching pedagogy (Al-Seghayer, 2017) and contribute to lessening the academic opportunity gap between ELLs and non-ELLs to influence the positive educational outcomes of ELLs. In that way, classroom ELL teachers can collaborate with and support their students' ELL teachers, who are self-initiating within their profession, reflecting on and analyzing their own practices, developing new insights into pedagogy, exploring new understandings of

content resources, and using technology to contribute to their overall professional strength and success, while encouraging the mastery of English language learning and teaching (Al-Seghayer, 2017).

ESSA guidelines and the growing substantial number of ELLs in the U.S. school system imply an essential transformation in classroom teachers' traditional views and teacher practices (Ross & Ziemke, 2016). Under federal and state laws and regulations, states and local school districts are tasked with providing ELLs language support services to assist in their academic performance (*Castaneda v. Pickard*, 1981; *Lau v. Nichols*, 1974). Guided by these implications and tasks, the principal at the study site and classroom teachers report they are challenged to consistently and effectively implement the SIOP model to support reading instruction and improve student outcomes of ELLs. Evidence of the low student outcomes is documented in the School Report Card, as shown in Table 1, showing reading language arts and overall school letter grades.

Table 1

School Report Card (2012–2017)

Year	Reading Language Arts		Overall Performance	
	Letter Grade	Performance %	Letter Grade	Performance %
2012–2013	C	71	B+	89
2013–2014	D	67	C	76
2014–2015	C	76	B+	88
2015–2016	C	73	B	86
2016–2017	**	**	**	**

** No report card.

The A–F School Grading System, adopted into law by the Oklahoma Legislature in 2011, was designed to encourage schools to strive for and reach high levels of college- and career-readiness (Oklahoma State Department of Education [OSDE], n.d.). The study

site, an urban elementary school in a large city in a Midwest state, received letter grades in reading language arts that ranged from C to D and overall performance letter grades that ranged from B+ to C from the school years 2012 to 2016. In school year 2016–2017, Oklahoma had no School Report Card, as the old A–F School Grading System concluded in 2016. Under the 2015 ESSA, states are required to include an indicator that measures the progress of ELLs achieving English language proficiency in their language acquisition program. The OSDE, guided by a new state law, House Bill 3218, developed a new school accountability calculation that took effect in the 2017–2018 school year (Deaton, 2016; Oklahoma Schools, n.d.).

Table 2 shows that in 2017–2018, ELLs scored 20% or a D on the English Language Proficiency Progress indicator and a 48% or C on the overall performance grade. Therefore, their overall performance has not improved since 2012, despite new federal and state legislation. The difference now is that there are new indicators that provide meaningful data that can be analyzed to address the achievement gap for ELLs. These indicators provide data used to determine the effectiveness of reading and language instruction in general education programs and to bring attention to the learning gaps (Oklahoma Schools, n.d.). The data show evidence of a low rate of English proficiency attainment and overall English language arts performance in ELL students.

Table 2

School Report Card Grade (2017–2018)

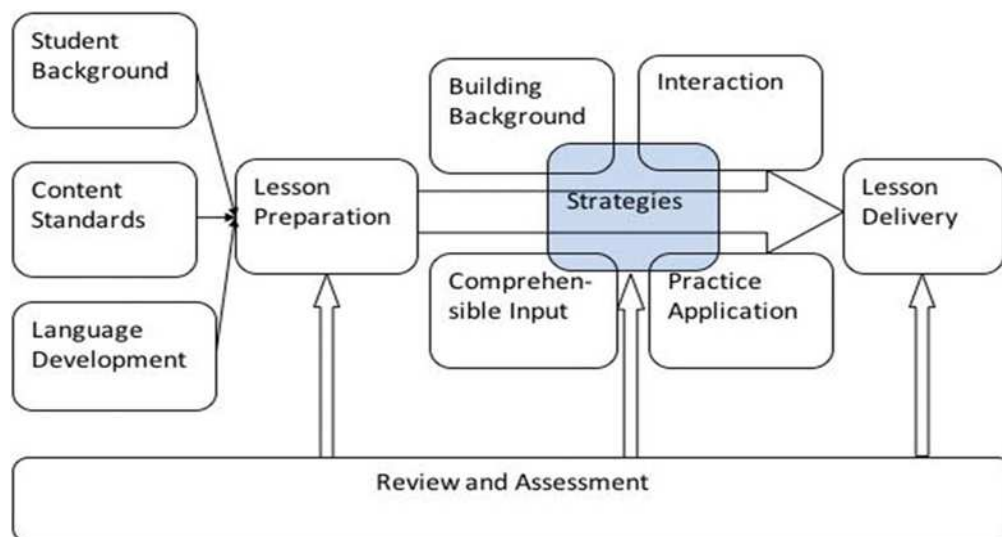
Year	English Language Proficiency Progress		Overall	
	Letter Grade	Performance %	Letter Grade	Performance %
2017–2018	D	20	C	48

Researchers found that teachers' knowledge in reading skills and strategies is an important resource for the production of quality instruction and student learning outcomes (Hill & Chin, 2018). To develop teachers' knowledge, ongoing and targeted professional development on reading instruction is crucial to the success of ELL students (Ortiz & Franquiz, 2017). Preparing classroom teachers to work with linguistically and culturally diverse student learners is a growing concern in education (Hadjioannou et al., 2016). The principal and the teachers at the study site report a lack of consistency on how teachers are integrating English language instructional approaches into the teaching of content area reading.

The principal's confirmation of the need for further training implementing SIOP and adapting teacher pedagogy was the gap in practice that I addressed in this qualitative case study. Due to the lack of academic success among ELLs, the principal at the study site reported the need to improve outcomes of ELLs, particularly in reading instruction, with the implementation of the evidenced-based language assistance SIOP model (OSDE, 2018). Current research findings support using the SIOP model components (see Figure 1) with elementary classroom teachers for learning positive approaches and improving outcomes of ELL students (Daniel & Conlin, 2015; Inceli, 2015; Koura & Zahran, 2017).

Figure 1

How the Different SIOP Components Work Together



Note. From “Preparing Teachers for English Language Learners: Integrating Academic Language and Community Service Projects,” by Y. He, W. W. Journell, & J. Faircloth, J., 2018, *Social Studies*, 109, p. 15 (doi:10.1080/00377996.2017.1403874). Reprinted with permission (see Appendix B).

The findings of this qualitative case study may initiate positive social change by developing how teachers implement the SIOP model to support ELLs’ reading instruction in the classroom, making academic success possible, improving rates for high school graduation, and preparing ELL students for success in college and career. Knowledgeable teachers can help students in mastering the English language for school success (Bandura, 1997).

The National Problem

Nationwide, researchers have found that many elementary classroom teachers lack knowledge about the instructional strategies required to support the listening, speaking, reading, and writing needs of ELL students (Clark-Goff & Eslami, 2016;

Mahlo, 2017). In a study by Sato and Hodge (2016), research findings indicated the importance of professional development in teaching culturally and linguistically diverse students effectively, as teaching ELLs is complicated and difficult for teachers. Therefore, effective professional development is needed to help teachers learn and refine their pedagogies (Darling-Hammond et al., 2017). Given the imminent increase in the ELL student population, informing and transforming teacher pedagogy is critical in order to meet their needs in an increasingly diverse, mobile, unequal, and globalized world (Johnson & Golombek, 2020).

Rationale

According to the National Education Association (NEA; 2019), ELLs are the fastest growing student population in American schools, and by 2025, an estimated 25% of public-school students will be ELLs. Based on this imminent increase in the ELL population, teachers will encounter students with a wide range of ability levels in their academic readiness and in their English language proficiency levels (Tomlinson, 2015). In response to this challenge, many school districts are implementing the SIOP model. The SIOP model supports teachers in the implementation of English academic language development into reading lessons, allowing students to learn and practice English through listening, speaking, reading, and writing in the context of school, including the academic vocabulary used in each content areas (Vogt & Echevarria, 2015).

I conducted this qualitative doctoral project study to investigate how elementary classroom teachers, as adult learners, are changing their pedagogy while implementing the SIOP model in reading instruction to support ELLs. Researchers have indicated that it

is important to prepare elementary classroom teachers to work with diverse students and engage them in developing the critical literacy skills necessary in the 21st century (de Oliveira & Shoffner, 2017). In their role, classroom teachers bear the responsibility of teaching ELLs content areas and supporting their continuing English language development, while addressing their academic language needs (de Oliveira, 2016).

Definition of Terms

Academic readiness: Academic readiness is understanding the student's ability to perform basic academic tasks (Tomlinson, 2015).

Comprehensible input: Comprehensive input is making the message understandable for students (Krashen, 1985).

Culturally responsive teaching: Culturally responsive teaching is using the cultural characteristics, perspectives, and experiences of ethnically diverse students as channels for teaching them more effectively (Gay, 2002).

Differentiated instruction: Differentiated instruction uses a research-based model of classroom practice to support teachers in developing curriculum and instruction to maximize the capacity of all diverse learners (Tomlinson, 2015).

English language learners: ELLs are learners who have a first language other than English or who have not developed English language proficiency (Callahan & Hopkins, 2017).

Facilitators: Facilitators are expert teachers or subject matter experts who plan and deliver professional development programs for teachers, whether they combine this

role with teaching or teacher education or operate exclusively as facilitators (Perry & Bevins, 2019).

Pedagogy: Pedagogy refers to the teaching of children (Knowles, 1980).

Professional development: Professional development includes activities or relationships intended to support and develop teachers' instruction practice (Noonan, 2018).

Scaffolding: Scaffolding is temporary and contingent teacher support that helps learners to comprehend a text, carry out a reading comprehension task, and produce meaningful output in a second language (Smit et al., 2017).

Self-efficacy: Self-efficacy is a belief held by a teacher, fostered by a feeling of mastery, which can lead to better academic response from their students (Bandura, 1997).

Sheltered Instruction Observation Protocol (SIOP): SIOP is a system for lesson planning and teaching that ensures that research-supported combinations of features are present in every lesson (Echevarria, Richards-Tutor, Canges, & Francis, 2011).

Zone of proximal development: Zone of proximal development (ZPD) is the distance between an individual's actual development level, indicated by independent problem solving, and the level of prospective development born out of interaction with a more learned peer or teacher (Vygotsky, 1978).

Significance of the Study

Through this study, I made an original contribution to research on understanding how classroom teachers, as adult learners, are changing their pedagogy while using instructional supports to assist ELL reading instruction. The gap in practice at the study

site, an urban elementary school in a large city in a Midwest state, is that teachers are challenged to effectively implement the SIOP model to support the reading instruction of ELLs in the classroom. The findings of this qualitative case study will contribute to the knowledge of teacher needs to support ELL student learning and improve student outcomes. The findings may be used by researchers in developing a professional development program for classroom teachers based on the SIOP model. Each member of the elementary school staff could benefit from training to increase their knowledge and skills on teaching ELLs and apply new pedagogical knowledge that could help to increase ELL students' overall academic reading achievement and success in order to meet English language proficiency standards (Daniel & Conlin, 2015; Inceli, 2015; Koura & Zahran, 2017). This qualitative case study supports professional practice in the fields of literacy pedagogy and English language learning curricula, instruction, and assessment of ELLs.

This doctoral project study is significant because its findings may contribute to positive social change, both locally and nationally, in the literacy field of English language teaching and learning. Providing elementary classroom teachers with additional professional development and enhanced resources will benefit and meet the academic needs of ELLs. This benefit may result in an increase in teacher confidence, since researchers have shown that teachers with a high level of confidence tend to be more resilient in their teaching and strive harder to help their students reach their full potential (Koura & Zahran, 2017). It may also increase ELLs' reading performance and greater academic success as they continue their education.

Research Questions

As the number of ELL students in public education continues to grow in the United States, schools will become more culturally and linguistically diverse. Educators must be prepared to provide all learners with opportunities to be engaged in their entire educational experience (Merriam, 2001). Therefore, it is important to understand how elementary classroom teachers, as adult learners, are evolving their pedagogy while implementing the SIOP model in ELL reading instruction.

I used two research questions (RQs) to guide this qualitative case study:

RQ1. How do elementary classroom teachers, as adult learners, describe their evolving pedagogy as they implement the SIOP model into the reading instruction of ELLs?

RQ2. What challenges do elementary classroom teachers encounter when trying to implement the SIOP model into the reading instruction of ELLs?

Review of the Literature

The purpose of this qualitative doctoral case study was to investigate how classroom teachers, as adult learners, are evolving their pedagogy while implementing the SIOP model into the reading instruction of ELLs. To accomplish this literature review, I read research-based strategies, peer-reviewed scholarly journal articles, college textbooks, and other scholarly journal articles identified through different databases over the 5-year period from 2015–2020: SAGE, ERICS, ProQuest, Education, Education Research. I used the following keywords in this review: *sheltered instruction observation protocol, English language learners, English language teacher, teaching pedagogy,*

teacher effectiveness, adult learning theory, zone of proximal development, culturally and linguistically diverse, culturally responsive teaching, culturally responsive pedagogy, effective teachers, and teacher's perceptions of teaching ELLs.

Conceptual Frameworks

The conceptual frameworks I used to guide this qualitative case were Vygotsky's (1978) ZPD and Knowles's (1980) theory of adult learning, andragogy. Vygotsky's ZPD theory, combined with Knowles's theory of andragogy, provided both a model and a framework for investigating adult learning. I used this framework to understand how classroom teachers, as adult learners, evolved their pedagogy when implementing the SIOP model and what further learning needed to occur for full implementation of the effective model into ELLs reading instruction.

Within this qualitative case study, my aim was to understand how elementary classroom teachers accept and use the SIOP model in the reading instruction of ELLs. In order to effect positive social change in ELL reading instruction, change must begin with the adult educators (Knowles, 1975) and their implementation of the SIOP model in reading instruction. Knowles (1950), in his theory of andragogy, suggested that adult learners who want to enhance their learning, both formally and informally, should increase their awareness of learning opportunities posed by life experiences and gain insight into their learning preferences. Therefore, it is important to understand, as reported by the principal and teachers, how classroom teachers are challenged to consistently and effectively implement the SIOP model to support reading instruction and improve student outcomes of ELLs.

Vygotsky's Sociocultural Theory and ZPD

Vygotsky (1978), a Russian psychologist, postulated the sociocultural learning theory (SCT) to suggest active participation and social participation through interaction of the learner, the task, and the facilitator. Vygotsky also introduced the ZPD, explained by Danish et al. (2017) as “the difference between what a student is capable of doing independently, and what they can do with the assistance of a more capable person” (p. 3). Based on Vygotsky’s (1978) ZPD, teachers or peers who are considered more knowledgeable or experienced in the classroom should build upon students’ developmental levels by scaffolding students’ learning to engage their cognitive capacity. Vygotsky’s (1978) ZPD suggests that children learn the most and contribute to their development through the assistance of others. The concept of ZPD also implies that a less knowledgeable person becomes engaged in developmental changes through interaction with a more significant person, who can be a teacher, a mentor, a teacher educator, an observer, or a trainer, for examples (Shabani, 2016). The more significant person pushes the novice into the most proximal level of development while providing assistance (Shabani, 2016). Vygotsky’s (1986) SCT suggests that the surrounding social nature of learning encompasses the student’s interactions with other peers and the instructor. It is teachers and competent peers who guide each student’s social and cultural experiences (Vygotsky, 1986). Young children not only influence one another, but also influence the adults who, in turn, are attempting to socialize them (Lewis, 2019; Saneka & de Witt, 2019; Tudge, 1990).

Even though ZPD is frequently referred to in studies that focus on children, researchers suggested that students and adults both experience a ZPD for learning (Knowles, 1980; Shabani, 2016; Vygotsky, 1978). The ZPD with teachers, as with learners, aids in teachers' knowledge about language learning, and teaching can be more effective than information that is only self-discovered (Lachance et al., 2019). Co-regulation through interaction with peers aligns with Vygotsky's ZPD, which explains what one can do with some scaffolding and guidance from others (Panader et al., 2016). Students, as well as teachers, need to receive scaffolding, modeling, explicit instruction, and the opportunity to develop and master the skills they are being taught. Shabani (2016) suggested that it is possible to extend Vygotsky's concept of ZPD from the school settings to adults and described how best the teachers can pass through ZPD stages of professional development and gain professionalism. Scaffolding teacher learning is particularly important to achieve a deep understanding of content knowledge and foster pedagogical content knowledge (Kleickmann et al., 2016).

Knowles's Adult Learning Theory

Adult learners have diverse experiences, which determines what they bring to the classroom (Beavers, 2009; Chen, 2017; Knowles, 1980). They have certain, possibly higher, expectations; they are experienced learners. Knowles (1980) believed adult learners need to see value in the information they learn. Their experiences may be beneficial, as teachers may use their experiences in eliciting real-life examples and solving problem-based tasks, which are crucial to develop their learners' 21st century skills (Beavers, 2009). An adult learner's need to know is prompted by a desire to apply

learning to some aspect of their professional or personal lives (Merriam & Baumgartner, 2020).

Ultimately, the goal of adult education is change, which involves shifts in perspective and deep, transformative learning (Beavers, 2009). These shifts in learning are difficult for adult learners, as they are habitually very strong to the resistance of change (Knowles, 1980). Adult learners gain knowledge and information, they engage in analytical examination and evaluation of their existing perceptions and opinions, and they undergo a process of personal, social, and professional change (DeCapua et al., 2018). Vygotsky (1978) suggested that individual cognition is constructed and developed by participating in meaningful social activities. Such change involves reorientation of individuals' beliefs, attitudes, and values, which directly influences individuals' behaviors and professional practices. Adults come to realize that their previous ways of knowing and doing must be adjusted, and they acquire new ways of understanding and performing (DeCapua et al., 2018). According to Choules (2007), consideration and integration of an adult learner's life experiences into new learning experiences can result in positive social change.

Five Assumptions of Andragogy

Knowles (1980) explained andragogy as the process of helping adults to learn. Knowles et al. (2012) stated, "Andragogy presents core principles of adult learning that in turn enable those designing and conducting adult learning to build more effective learning processes for adults" (p. 4). Knowles (1980) made five assumptions about the characteristics of adult learners:

1. As a learner matures from a child to an adult, self-concept also matures.
2. Adults accumulate an increasing number of experiences. These experiences become a deepening resource for their learning.
3. As an adult moves into various social roles, readiness to learn shifts toward those roles.
4. As adults mature, their application of learning becomes immediate and more problem centered. Adults encounter problems, learn how to solve those problems, and then apply their knowledge of those problems toward finding solutions under various conditions and situations.
5. Adults are motivated to learn internally and want to grow in self-development.

Each of these provides the foundation for how Knowles understood adult learning andragogy (Merriam, 2001). Knowles (1984) claimed that adult learners are able to direct their own learning, as they tend to be self-directed; when they assume new roles, they are ready to learn; they are willing to apply new learning; and adults are generally motivated to learn due to internal factors rather than external factors (p. 12). In addition to possessing adult learner attributes, teachers possess other characteristics that determine how they approach obstacles and how they learn (Beavers, 2009).

Teachers represent the backbone of education; therefore, it is important for them to adapt to the present changes and receive meaningful professional development (Bada & Prasad, 2019). The tenets of Vygotsky's (1986) SCT are well suited for teacher professional development, because teachers interact with their peers to offer and receive support and guidance in deepening their understanding of current research-informed

practices for their students and themselves (Lahance et al., 2019). Professional development is considered to be an essential element in enhancing the teaching and learning process of teachers to ensure student learning and success (Al Asmari, 2016). Teachers should be perceived as knowledgeable beings that can make significant contributions to the formulation of educational policies (Buendia & Macias, 2019). In an andragogical approach, the instructor acts as a facilitator of learning by providing academic resources and encouraging the learning process, but does not prescribe the learning process (Knowles, 1980; Merriam, 2001). Therefore, the teacher should model in the classroom to reflect a sociocultural view, which encourages social interaction where students can help guide and influence the way in which they perceive the world and their cognitive processes (Uibu et al., 2017; Vygotsky, 1978).

High expectations exist for teachers, as each day they must be masters of their content, deliver quality lessons, communicate with parents, and carry out effective classroom management, while also navigating educational policies and complying with federal and state professional development mandates (Beavers, 2009). The knowledge of teachers' beliefs is crucial to understanding teachers' actions and choices in the classroom (Angelovska, 2017). In a study by Noonan (2018), teachers' accounts of powerful and effective professional development included presentations from content experts, teacher-led reflective inquiry groups, and intensive trainings on prescriptive programs and curriculum. Kleickmann et al. (2016) suggested that professional development, scaffolded by an expert facilitator, could significantly and meaningfully transform elementary school teachers' beliefs and motivations toward teaching.

Vygotsky's (1978) SCT described the teacher, or topic expert, as the facilitator, creating an environment where directed and guided interactions occur. Facilitation practices should be aimed to explicitly produce and strengthen teachers' expertise (Vanassche & Kelchtermans, 2016). Facilitation is recognized as an essential part of establishing productive environments for teacher and student learning (Allen, 2016). The experienced teacher, educator, or facilitator, as the more knowledgeable partner, provides the scaffolding, and together they engage in mutual professional development (Shabani, 2016). Thus, teachers who receive extensive expert scaffolding from an expert or facilitator show significantly greater student achievement and success in their classrooms (Kleickmann et al., 2016).

In this doctoral qualitative case study, I used the works of Knowles (1978) and Vygotsky (1978) as a framework for structuring our understanding on how elementary classroom teachers, as adult learners, are changing their pedagogy while implementing the SIOP model in ELLs' reading instruction. In pre-interview questionnaires and virtual interviews, teachers expressed and described the challenges they encounter when implementing the SIOP model in the reading instruction of ELLs, as their pedagogy evolves, as aligned with Knowles's theory, and adapt their teaching styles. I used the pre-interview questionnaire as a professional courtesy to help the teachers focus on the topics I was researching and to help facilitate the conversation in the virtual interviews. The rationale for using this framework involved the relationship between mandated curriculum and adult learning. Vygotsky's work provided a way to learn through the interactions and communications with classroom teachers, as adult learners. This social

process is why Vygotsky's theories are important to adult education, as adult learners benefit strongly from working with others. Thus, Vygotsky's theory was best suited to be used as a lens through which I could examine the data collected through pre-interview questionnaires and virtual teacher interviews.

Culturally Responsive Teaching

As classrooms become more diverse, educators need to consider the sociocultural needs of ELLs by providing them with culturally responsive teaching (Gupta, 2019; Jenkins, 2018; Lew & Nelson, 2016). Culturally responsive teaching indicates that all students have equal access to school learning, regardless of their gender, socioeconomic status, and ethnic, racial, or cultural background (Ozudogru, 2018). Gay (2002) saw culturally responsive teaching as "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching the more effectively" (p. 106). Culturally responsive teaching is not only an approach that contributes to the students in the classroom, but also a social approach that enables the development of feelings of social justice and citizenship, participation in social change, and equality through active student participation (Bassey, 2016).

Teachers are essential components of the educational system (Meierdirk, 2016). It is, therefore, imperative that teachers know, understand, and value the different cultures and diversity in the classroom to help students achieve and grow (Chen & Yang, 2017). Culture in the classroom can serve as a way to enhance the motivation of our learners because it can create culturally responsive teaching (Chen & Yang, 2017). Teachers must consider the ELL students' needs by providing them the opportunities to learn and create

a shared learning environment (Gupta, 2019). Educators must attend to the needs of ELLs while developing the critical literacy skills that are needed to navigate cultural barriers and tear down societal walls (de Oliveria & Shoffner, 2017).

Researchers support that when educators use culturally relevant pedagogy, students respond positively and engage in their learning (Dong, 2017). Numerous studies also indicate that students do better academically in schools where teachers use and embrace culturally responsive teaching (Bassey, 2016), and it may also assist in closing achievement gaps in ELLs (Farinde-Wu et al., 2017). Our culture determines how we think, what we believe, and how we behave; culturally responsive pedagogy supports that education should become culturally relevant to students in order to improve their academic achievement (Valiadnes et al., 2018). Supporting culturally responsive teaching means having teachers engage in pedagogies responsive to the cultural backgrounds and resources that their students possess (Spratt, 2018). When teachers learn about cultural differences and diversity, when they look at information they acquire from different cultural and ethnic perspectives, and when they take the steps necessary to make their lives more culturally responsive and diverse, they are able to sustain cultural diversity within their classroom (Karatas & Oral, 2019).

Implementing Culturally Responsive Teaching Strategies

The changing demographics of public schools have placed new demands on educators, as they struggle to provide all students with the education they need and deserve (Gandara & Mordechay, 2017). These changes have forced educators to implement effective strategies to diversify instruction and prepare all teachers to meet the

needs of diverse students (Hernandez & Shroyer, 2017). Culturally responsive teaching strategies reinforce teachers' support for, awareness of, and appreciation for students from diverse backgrounds (Farinde-Wu et al., 2017). Culturally responsive strategies are a motivating and effective way of teaching ELLs (Chen & Yang, 2017). Integrating culturally responsive strategies and activities that are engaging and interactive helps ELLs grow their independence and knowledge (Short, 2017). These strategies can include scaffolding, cooperative learning, peer teaching opportunities, and small and whole group instruction (Farinde-Wu et al., 2017). Culturally responsive teaching strategies should focus on enhancing students' learning, stimulating students' personal growth, and creating a communal culture of success in the classroom (Farinde-Wu et al., 2017).

Since ELLs come to schools with various academic and linguistic backgrounds, it is vital for educators to implement appropriate instruction strategies, such as the SIOP model and other forms of culturally responsive teaching, to make content comprehensible for ELLs (de Oliveira, 2016; Echevarria et al., 2017). Educators understand that there is no single teaching approach that will engage all students, but implementing teaching strategies that are culturally responsive will help educators to connect with diverse students with distinct backgrounds. Educators who practice culturally responsive teaching inspire, motivate, and instill values and knowledge in their students and help them to understand their roles as change agents in our society (Bassey, 2016).

The SIOP Model

The origin of sheltered instruction can be traced back to Krashen's (1988) theory of second language acquisition, the natural approach, which suggests that teachers use comprehensible input in the foreign-language classroom to imitate the way children acquire their first language. Krashen's (1988) second language acquisition theory suggests that the best teaching methods for ELLs is to provide communicative and comprehensible input to the students or teach a particular content area in ways that are comprehensible to students (de Oliveira, 2016; Krashen, 1985). The impact of the SCT by Vygotsky on second language acquisition suggests SIOP as a new approach toward English teaching that emphasizes the use of comprehensible input and multiple interactions throughout the lesson, from the preparation and delivery to the assessment stage (Castrillion, 2017). When learners receive the appropriate level of comprehensible input, they acquire a second language (Krashen, 1983). SIOP emphasizes a push-in approach, in which academic content is made accessible to ELLs alongside their native English-speaking peers in mainstream elementary classrooms (Johnson et al., 2018). Essential to the SIOP model is the social, collaborative nature of learning (Vygotsky, 1978) and Krashen's (1985) comprehensible input, the use of scaffolding techniques, and the integration of listening, speaking, reading, and writing (Snyder et al., 2017). Since it was introduced, SIOP has gained considerable traction and success in schools across the United States to assist ELL students in learning new concepts, skills, and information in all content areas (Short et al., 2011).

The SIOP model is a system for lesson planning and teaching that ensures research-supported features in every lesson (Echevarria & Graves, 2007). Echevarria and Graves (2007) reported, “In the mid 1990s, researchers developed the Sheltered Instruction Observation Protocol (SIOP) model to guide the use of effective practices systematically and to give teachers a tool for reflection and improving their teaching” (p. 56). The SIOP model is a good tool for ELLs because it helps them learn English while simultaneously learning content (Ebedy, 2019). SIOP supports ELL students in learning grade-level academic content by incorporating techniques and strategies that also promote the English language acquisition process (Koura & Zahran, 2017). The SIOP model’s primary goal is to provide teachers with a pedagogical approach that is research-based and improves the teaching and learning of English to ELLs (OSDE, 2018).

Components of SIOP

The SIOP model proposes a systematic framework for teachers on the planning, delivering, assessing, and evaluating instructional practices and strategies that can help ELLs attain English language proficiency and achieve academic success in content areas (Polat & Cepik, 2019). It is similar to differentiated instruction and the universal design for learning models, as it embraces the inclusion of diverse students’ needs and ELL students’ needs explicitly (de Jager, 2019). The SIOP framework allows for some natural variation in teaching styles and lesson delivery (Echevarria, Richards-Tutor, Canges, & Francis, 2011). The SIOP model is a framework for teachers that incorporates 30 features of instruction grouped into eight components: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery,

and review and assessment (see Appendix C; Kareva & Echevarria, 2013; Koura & Zahran, 2017). These components help English language teachers handle ELLs' difficulties in language comprehension and guide limited English proficient students to academic success (Koura & Zahran, 2017).

While implementing instructional strategies connected to the SIOP components, teachers are able to design and deliver student-centered lessons that address ELLs' academic and linguistic needs. The eight components of the SIOP model work together to maximize student opportunities to connect with language, the content, and their peers in meaningful ways, as shown in Figure 1. The SIOP model requires teachers to pay attention to their ELL students' unique second language needs and academically challenging design instruction. This model is constructed for teachers to scaffold to their ELLs' language proficiency levels and to make academic content more comprehensible (Gonzalez, 2016). Researchers indicate that the SIOP model has led to improved student performance in language and literacy for ELLs in K–12 schools (Daniel & Conlin, 2015). Moreover, SIOP research has found that the method increases the academic achievement for all types of learners when utilized by trained teachers (Echevarria et al., 2017; Short, 2017).

Integrating Technology in the SIOP Model

Technology is becoming an integral part of classroom instruction. Using digital tools provides numerous and diverse opportunities for teachers to promote authentic and engaging learning experiences for ELLs (Siefert et al., 2019). The advancement of technology provides abundant and versatile resources and tools to support sheltered

instruction in the classroom (Huang & Chuang, 2016). These tools may include audio device visuals, multimedia usage, and software. The use of video to teach reading skills enhances learners' reading ability and the development of their reading skills, as it stimulates interest in subject matter, promotes the desire to know more about the subject, and enhances comprehension (Huang & Chuang, 2016). ELLs can also benefit from technology when educators embed academic supports during instruction (Siefert et al., 2019). Tactile, visual, and aural supports can enhance instruction and serve as scaffolds for ELLs (de Oliveira & Athanases, 2017). Additionally, when a human facilitator is unavailable, technology can be used as an alternative scaffold (Huang, & Chuang, 2016).

Integrating technology into the classroom helps to increase student engagement, keeps students motivated to learn, and empowers teachers to teach more efficiently and effectively. Echevarria et al. (2017) explained that technology and digital learning provide ELLs with the opportunity for increased equity and access, improved teacher effectiveness and productivity, and improved student achievement and outcomes. Student learning will improve when educators move beyond tasking out students to designing purposeful learning experiences with technology integration that addresses content, literacy, language, and technology skills that our students need to be successful in today's ever evolving world (Siefert et al., 2019).

Limitations of SIOP

There are limitations to the SIOP model. Researchers suggest that the SIOP model prompts teachers to think of themselves more than it encourages teachers to observe students' actions (Daniel & Conlin, 2015), making many educators question if the use of

the SIOP model is more teacher-centered than learner-centered. It is recommended that SIOP training be extensive, and teachers look for ways they can improve their instruction and how their lesson modifications affect their students (Daniel & Conlin, 2015). Schall-Levkron (2018) suggested that mastering the systematic instructional approach of SIOP might be beyond the expectations of our inexperienced teachers. De Jager (2019) recommended that the SIOP model be applied correctly in order for it to be beneficial for language, content, and skills acquisition of culturally and linguistically diverse students. While SIOP can be beneficial to students, many teachers may require assistance with using rubrics and how to use ELLs' language proficiency data to design comprehensible instruction for ELLs (Gonzalez, 2016).

Other Models of Instruction

As the diversity in classrooms around the nation changes, teachers must alter their teaching orientations and strategies to include ELLs (Dong, 2017). ELLs are a richly heterogenous group of students whose paths to acquire reading, writing, listening, and speaking English language proficiency standards require unique needs and experiences, as a result of their cultural and linguistical differences (Snyder et al., 2017). In order for teachers to provide high-quality reading instruction within the ELL population (Nunez Cardenas, 2018), they must understand how and what to teach them (Snyder et al., 2017). However, selecting effective instructional models for ELLs in K–12 schools is not an easy task (Polat & Cepik, 2019). Effective teachers need to use various learning strategies to help students acquire new content (de Jager, 2019). In order for teachers to provide ELLs with the reading skills necessary for academic success, they must provide effective

reading instruction that addresses their unique needs (Snyder et al., 2017). Thus, it is vital to attend to the learning needs of ELLs as they engage in literacy learning (de Oliveria & Shoffner, 2017).

Creating opportunities for ELL success is essential for teachers. Teachers must use strategies to engage students and use new language that will help foster student success in the classroom (Braunworth & Franco, 2017). Teachers can help ELLs increase student achievement in elementary classrooms by being provided the support, resources, and teaching strategies needed for the cultural and linguistical teaching instruction of ELLs (Gupta, 2019; Ortiz & Franquiz, 2017). Using these instructional strategies will engage ELLs and give them an opportunity to use new language that will help foster their academic success and achievement (Braunworth & Franco, 2017).

Prior Knowledge

All learners have prior knowledge gained from schooling and life experiences (Gupta, 2019). Activating prior knowledge is one way to support ELL students' learning engagement. When ELLs are encouraged by educators to share their prior knowledge and connect it to what they are studying, they begin to see the relevance and meaning in what they are leaning (Dong, 2017). Activating prior knowledge is of special importance to reading instruction and comprehension, and ELLs should be encouraged to use their prior knowledge and experiences to generate predictions in the text (Shih et al., 2018).

Teachers can activate students' prior knowledge and build further background knowledge for new learning through K–W–L charts, anticipation guides, multimedia, preparatory texts, and brainstorming. Gupta (2019) noted that the more students know about a topic,

the easier it is to read a text, understand it, and retain the information. Connecting to students' backgrounds and prior knowledge means opening up space for them to share knowledge or perspectives on a topic that may be different from those presented in the text curriculum (Markos & Himmel, 2016). By accessing and including ELLs' prior knowledge in the learning process, teachers are sending the message that what ELLs have learned in their home countries is a valuable foundation for what they are learning now, and they are on their way to becoming active and critical learners (Dong, 2017).

Building Academic Language

Academic language refers to the language used in academic settings as learners acquire and use academic content concepts (He et al., 2018). For ELLs, it is critical that instructors intentionally select and teach academic language in content area instruction (He et al., 2018). Many ELLs struggle with academic language because their exposure to language outside of school does not include advanced words or phrases. Academic language involves grammar, punctuation, and syntax, and also applies to other skills, such as organizing, researching, critical thinking, interpreting, problem solving, and analyzing. The different lexical, syntactic, semantic, and discourse features of specific content areas needs to be highlighted in instruction to support learners' academic development (He et al., 2018). Mastering academic language is vital for students to achieve English language proficiency and academic success. To work effectively with ELLs and support learners' content and language development, all teachers need to be equipped with pedagogical language knowledge to be able to integrate language instruction in their content delivery (He et al., 2018).

Differentiated Instruction

Differentiated instruction ensures all types of learners, with varied learning styles, are successful in their learning. In differentiated instruction, teachers adapt teaching methods, the curriculum, and assessment methods so that all students can work at their own pace and reach their full potential (de Jager, 2019). Differentiated instruction aids struggling readers in becoming self-sufficient, confident, and competent readers, while increasing their academic performance (Malacapay, 2019). Strategies that accomplish differentiation for ELLs include building language-rich environments, establishing language and content objectives, making connections relevant to the student's culture and background, and using the student's home language as a resource in the classroom (Braunworth & Franco, 2017). Differentiating instruction provides students with different opportunities to acquire content and to develop teaching methods and materials for ELLs within the classroom to learn effectively (de Oliveira, 2016).

Scaffolding

Scaffolding theory was first introduced by Brunner's (1996) research on the relationship between child and caregiver. As young children first learn to speak a language, their parents and caregiver provide an informal framework that facilitates the children's learning (Brunner, 1996). Scaffolding serves as the instructional response to Vygotsky's (1978) ZPD, targeting the gap between a learner's current performance and levels that they may reach without assistance (Wood et al., 1976). Scaffolding has been praised for its ability to engage diverse learners.

In order to provide adaptive support, or scaffold, to ELL students, teachers need a wide range of strategies in which they can use flexibly and consistency (Smit et al., 2017). Scaffolding helps learners comprehend and understand academic content (Shi, 2017) and may target basic and intermediate literacy practice and disciplinary goals (Shanahan & Shanahan, 2008). Scaffolding often includes graphic organizers, sentence frames, manipulative visuals and imagery, word walls, classroom resources, annotated schedules, labeled visuals, and pictographs (Short et al., 2011). During scaffolding, the teacher changes the amount of support of a particular task in order to meet the learning needs of the student (Short, 2017). Teachers also assist learning by beginning instruction at the student's level of understanding and, with appropriate scaffolding support, incrementally advance their knowledge and language skills (Short, 2017). Banse et al. (2017) found that when elementary classroom teachers adjust their instruction and use scaffolding as an instructional strategy, students' comprehension skills and achievement increase. Through scaffolding, ELLs have the opportunity and the necessary support to acquire language, while meeting rigorous academic standards, ultimately, achieving greater independence in the learning process.

Teachers' Perceptions of Teaching ELLs

Teachers' beliefs about English language acquisition are often a result of their own limited experience with second language learning and their lack of training for working with diverse students (Diaz et al., 2016). Teachers often have preconceptions and misconceptions about their students, including holding low expectations for their students' academic abilities, and they may possess negative attitudes about their students

and their families (Bonner et al., 2017). Sugimoto et al. (2017) found that teachers in classrooms with large numbers of ELLs held deficit beliefs toward ELLs that led the teachers to feel both uncertain about their own ability to teach ELLs effectively and unsure about their students' ability to overcome hurdles in trying to reach their academic goals.

Teachers can also have a negative or a positive influence on student achievement, depending upon their previous teaching experiences (Diaz et al., 2016). Teachers' negative attitudes toward ELLs can have a harmful effect on a student's academic success, as well as on the general classroom environment (Guler, 2020). This can be a disadvantage for ELLs because their culture may be different from their teachers' cultures. Kolano and King (2015) acknowledged that a cultural mismatch between students and teachers could play a major role in ELLs' success or failure. This cultural mismatch can also influence how teachers perceive their students (Kolano & King, 2015). Diaz et al. (2016) found that classroom teachers tend to exhibit a negative attitude toward ELLs because they feel that ELLs are unwilling to work and that they should not be in their classroom because they are not proficient in English. Similarly, Christoun and Wang (2018) noted that many classroom teachers demonstrate a negative attitude toward ELL students because they are responsible for teaching the content and also responsible for teaching them the English language.

The most consistent and important factor that impacts elementary classroom teachers' attitudes toward ELL students is education (Echevarria et al., 2017), as most teachers are unprepared for the challenge of teaching ELLs (Villegas, 2018). This lack of

preparedness can have profound implications for the academic outcome and future of ELLs (Villegas, 2018). Turgut et al. (2016) suggested that teachers' lack of experience and knowledge with diverse populations are barriers to teaching ELLs effectively in their classrooms. Without the appropriate knowledge and skills, classroom teachers will require additional support to successfully teach their ELL students (Clark-Goff & Eslami, 2016).

Teacher Self-Efficacy

Teacher self-efficacy is an important motivational concept that shapes teacher effectiveness inside the classroom (Koura & Zahran, 2017). A teacher's self-efficacy is defined as the teacher's judgement of his or her capabilities to bring about the desired outcome of student engagement and learning (Bruggink et al., 2016). Bandura (1997) noted the four sources of self-efficacy beliefs include mastery experiences, psychological and emotional states, vicarious experiences, and social persuasions. In the framework of education, these sources of self-efficacy are all connected and refer to teachers' successful or unsuccessful experiences of teaching, the positive or negative feedback teachers receive from others, and physiological and affective states teachers experience during a teacher-related event, such as satisfaction, gratification, and nervousness (Zonoubi et al., 2017). Bandura claimed that mastery experience has the most powerful impact on self-efficacy. In the framework of education, this can be related to the teachers' experiences on their students' success, which boosts teacher self-efficacy, or students' failures, which lowers teacher self-efficacy. Teacher self-efficacy has been related to student achievement, increased job satisfaction, commitment to teaching, increased levels

of planning and organization, and working deliberately with students who are struggling (Koura & Zahran, 2017).

Teachers' beliefs in their ability to use effective pedagogical practices can greatly affect their teaching, especially with diverse students (Bonner et al., 2017). Teacher self-efficacy beliefs can affect their actions, attitudes, and instruction in the classroom (Cankaya, 2018). Low self-efficacy levels can create doubts in teachers about their capabilities, while high self-efficacy levels can lead teachers to persist and help their students be successful (Mehmood, 2019). Thus, if a teacher has the belief in their own abilities, it is more likely they will guide their students to success. Teachers with a high level of self-efficacy are more flexible in changing their teaching strategies and adapting to meet the needs of their learners (Mehmood, 2019). If teachers gain a better understanding of research-based practices to support ELLs in developing their reading proficiency, it will increase teacher self-efficacy (Kilday et al., 2016). This increase in teacher self-efficacy in pedagogical strategies contributes to students' development reading proficiency (Kilday et al., 2016). Koura and Zahran (2017) suggested that using the SIOP model was effective in improving teachers' teaching skills and self-efficacy. Thus, incorporating the SIOP model into English language arts curriculum can assist teachers in becoming more knowledgeable, experienced, and qualified at teaching (Koura & Zahran, 2017).

Support for ELL Teachers

As more public schools deal with increasing numbers of ELLs, preparing classroom teachers to work with these culturally and linguistically diverse learners is a

growing concern (Hadjioannou et al., 2016). Even though almost 42% of general education classroom teachers have ELLs in their classrooms, only 26.8% of the U.S. teachers have had some preparation in ELL education (NCES, 2015). In a recent study by de Jong et al. (2018), 74% of general education teachers admitted they were either not prepared or not well prepared to infuse ELL-related knowledge and skills into their teaching. Preparing these classroom teachers to educate ELLs is not only important, it is a duty (Guler, 2020).

Professional development is considered an essential element in enhancing the teaching and learning process to ensure student learning and is pivotal as a foundational element in teachers' development (Al Asmari, 2016). However, researchers suggested that the majority of teachers have little to no professional development for teaching ELLs, and they are not sufficiently prepared to provide content instruction to ELLs (Mellom et al., 2018). The lack of preparation for teaching ELLs reported by general education classroom teachers has profound implications for their students' academic performance (Villegas et al., 2018). Given this state of affairs, there needs to be a restructuring of teacher professional development, so the cycle of unpreparedness for working with ELLs can be broken (Hadjioannou et al., 2016).

To support teachers in increasing the language skills of ELLs, elementary classroom teachers should be provided systematic professional development that can assist them in meeting the needs of linguistically diverse students (Song, 2016). Professional development should focus on pedagogies that can help shift teacher attitudes about ELLs (Mellom et al., 2018). Researchers suggested that systematic professional

development and training in culturally responsive pedagogies could mitigate teachers' negative attitudes over time (Mellom et al., 2018). Professional development is more than attending lectures or seminars, it is a long-lasting process that covers various opportunities and experiences the teacher is likely to benefit from (Altan, 2016).

Vygotsky's (1978) SCT learning supports professional development based on the concepts of development and social interaction as the cornerstones of professional change and growth. Professional development that focuses on teachers' needs is more likely to lead to enhanced instructional practice, deepen pedagogical knowledge, and increase confidence (Zein, 2016). Teachers who aspire to experience effective professional development could benefit from a range of options, including collaborative peers and mentors, journaling, discourse, and technology scaffolding, to bring about a lifelong professional change in their ZPD (Shabani, 2016). Ongoing, targeted professional development ensures that educators have the expertise crucial to ELL success (Ortiz & Franquiz, 2017).

The goal of providing professional development is to maximize and increase student achievement (Rizzuto, 2017). Teachers should use effective practices to ensure ELL students acquire the academic English language and the content area knowledge needed for school success (Daniel & Conlin, 2015). Professional development should be ongoing, content-focused, and integrated in language development of content instruction (Callahan & Hopkins, 2017). Professional development may require teachers to change their personal belief systems and their teaching repertoires (Martin et al., 2019). During collaborative professional development, teachers teach and learn from each other

(Shabani, 2016). Researchers support the importance of helping teachers see themselves as agents of change through the realization that their teaching could have a profound effect on their students' lives (Buendia & Macias, 2019). If teachers are provided support, more learners will be able to navigate through the education system (Mahlo, 2017).

Effective ELL Teachers

Teachers are key figures in the English language learning process (Al-Seghayer, 2017). Klassen and Kim (2019) suggested that teacher effectiveness is a significant predictor of student achievement. Identifying characteristics of effective teachers can help to support ELL academic achievement (Master et al., 2016). Successful ELL teachers demonstrate greater explicit awareness of their own cognitive knowledge, sociocultural perspectives, and assumptions regarding teaching, learning, learners, and other aspects of the profession (Al-Seghayer, 2017). Effective teachers use subject matter and pedagogical knowledge effectively and are very important in stimulating and motivating ELLs (Mahalingappa et al., 2018). They are good at clarifying the goals of each lesson and preparing classroom activities. ELL teachers are continually developing themselves, which means that successful English language teachers should familiarize themselves with new trends (Kuleckci, 2018). An effective teacher takes students from where they are and leads them to a higher level of understanding (Gupta, 2019). Effective teachers make instruction accessible and understandable for ELLs (Gupta, 2019). They are able to implement effective strategies by understanding the student's proficiency level and language related needs (Szecsi et al., 2017).

In striving for effective teaching, teachers use various teaching and student-centered learning strategies to help their students acquire new information (de Jager, 2019). Implementing research-based best practices, such as SIOP, in instructing ELLs may contribute to ELLs possessing the reading skills that will lead to high school graduation and academic success (Olson et al., 2017). In addition, effective ELL teachers employ differentiated instruction according to the SIOP model, adapt teaching and assessment methods, and allow students to work interactively at their own pace, according to their various learning styles, in achieving lesson objectives (de Jager, 2019). Bonner et al. (2017) indicated that, regardless of a student's race, socioeconomic status, or location, effective teachers could increase student academic performance.

Implications

The purpose of this qualitative doctoral case study was to investigate elementary classroom teachers', as adult learners, evolving pedagogy while they implement the SIOP model into ELL reading instruction. As the literature review documents, the SIOP model will guide teachers to change their pedagogy and apply teaching strategies that will increase student outcomes, resulting in improved ELL reading instruction. I anticipate that the principal and teachers at the study site, will work more collaboratively on the successful implementation of the SIOP model with enriched professional development that will cultivate their pedagogy. The implications of this qualitative doctoral case study are that elementary classroom teachers are provided with additional professional development and enhanced resources that will benefit and meet the academic needs of ELLs, specifically in reading instruction. It may also increase ELLs' reading

performance, so they may achieve greater academic success as they continue their education. The findings of this qualitative doctoral case study could be beneficial to key stakeholders in the education field. The results of this qualitative case study could potentially help and guide school and district administrators in developing professional development where teachers can increase their instructional reading skills and their knowledge of SIOP to effectively instruct ELLs. Additionally, the professional development can help novice classroom teachers become skilled in teaching reading to their ELL students. The implications of this qualitative doctoral case study will be to construct professional development for classroom teachers on effectively implementing the SIOP model into ELL reading instruction, while evolving their pedagogy.

Summary

With the increasing number of ELL students in U.S. classrooms, teachers will unavoidably have ELL students in their classrooms at some point in their teaching career (Bohon et al., 2017). Teachers must be prepared and trained to work with these culturally and linguistically diverse students (de Oliveira, 2016). Through this doctoral project, I sought to address the local problem that teachers are challenged in their knowledge and skill set to consistently and effectively integrate the SIOP model in their classrooms to support the reading success of ELLs.

In this qualitative doctoral case study, I attempted to answer the research questions: How do elementary classroom teachers, as adult learners, describe their evolving pedagogy as they implement the SIOP model into the reading instruction of ELLs? What challenges do elementary classroom teachers encounter when trying to

implement the SIOP model into their reading instruction of ELLs? The works of Knowles (1978) and Vygotsky (1978) provided the conceptual framework for structuring the understanding of how classroom teachers, as adult learners, evolve their pedagogy while implementing the SIOP model to support ELL reading instruction. In this qualitative research design, I used pre-interview questionnaires and semistructured interviews, including open-ended questions, giving teachers an opportunity to express the challenges they encounter, as aligned with Knowles's theory, and to articulate the needs for which they apply. The rationale for using this theory involves the relationship between mandated curriculum and adult learning (Knowles, 1984). Vygotsky's work provides a way to learn through the interactions and communications with classroom teachers, as adult learners. This social process is why Vygotsky's theories are important to adult education, as adult learners benefit strongly from working with others. Thus, Vygotsky's theory is best suited as a lens through which to examine the data collected through pre-interview questionnaires and teacher interviews.

The literature review revealed that instructional models, particularly the research-based SIOP model (Echevarria et al., 2017), are designed to prepare educators to teach ELLs all content areas efficiently and effectively, while developing students' unique language needs. Results from this qualitative case study could provide a significant contribution at the local and national levels in the literacy field of English language teaching and learning.

Section 2: The Methodology

Investigating how elementary classroom teacher's pedagogy evolves when they implement the SIOP model to support the ELL reading instruction requires a design that allows the researcher to understand and analyze characteristics of real-life events (Yin, 2015). Qualitative research focuses on understanding specific situations, individuals, or moments in time that are revealing (Rubin & Rubin, 2012). I conducted a review of literature that revealed that instructional models, particularly the research-based SIOP model (Echevarria et al., 2017), are designed as a guide for teachers to teach curriculum across all content areas, while students develop academic language skills in listening, speaking, reading, and writing (Kareva & Echevarria, 2013). Therefore, a qualitative research design suitable for studying a real-world setting and discovering how people react to it (Yin, 2017) allowed me the opportunity to gain an in-depth understanding of the challenges that elementary classroom teachers, as adult learners, face when implementing the SIOP model to support ELL reading instruction.

In this section, I will include an elaboration of the research design and methodology used to understand how elementary classroom teacher's pedagogy is evolving while they implement the SIOP model into the reading instruction of their ELLs. Additionally, I include an elaboration of the research design and methodology of qualitative research. I also include details on participation selection, the researcher-participant relationship, protecting the participants' rights, data collection, and data analysis results, procedures, and conclusion.

Qualitative Approach and Design

Qualitative Research Design Description

My intent in this qualitative doctoral case study was to investigate how elementary classroom teacher's pedagogy is adapting and evolving while they implement the SIOP model to support ELL reading instruction. Lodico et al. (2010) further explained qualitative research as an approach that uses data from interviews, observations, and document analysis. Qualitative interviews focus on specific research questions, trying to acquire answers in depth and in detail (Rubin & Rubin, 2012). Data collection followed a detailed timeline. This qualitative case study included a pre-interview questionnaire and semistructured interviews to acquire qualitative data.

Week 1. Study participant recruitment email to all K–5 classroom teachers.

Follow up immediately with emailed informed consent form.

Week 2. Informed consent form collection and pre-interview questionnaire email distribution. Possible study participant email recruitment continuation, if needed.

Week 3. Pre-interview questionnaire collection. Schedule interviews.

Week 4. Begin virtual interviews.

Week 5. Continue virtual interviews.

Week 6. Continue virtual interviews.

Week 7. Continue virtual interviews.

Week 8. Data analysis.

To gain insight from multiple participants who possess knowledge of a common subject, I invited all teachers in kindergarten through fifth grade who teach at the study

site to be part of the research study. Participants were given a pre-interview questionnaire (see Appendix D) to complete that helped prepare them for the semistructured interview questions. The pre-interview questionnaire was in written format to help avoid bias, as it allowed participants to answer questions freely without verbal or visual influence from the researcher. From a pre-interview questionnaire, I was able to generate specific data and offer insights that might otherwise have been unavailable (O’Leary, 2014; Yin, 2015). I used the pre-interview questionnaire prior to the interview to facilitate and prepare teachers for the interview process.

Next, I conducted semistructured virtual interviews with each participant using an interview protocol (see Appendix E) to collect data. I used the semistructured interviews to acquire information about teachers’ pedagogical knowledge or lack of pedagogical knowledge and to learn how teachers select instructional strategies used to support the ELL reading instruction. I designed the semistructured interview protocol based on the conceptual framework, with a limited number of questions suggested by Rubin and Rubin (2012), that investigated how classroom teachers implemented the SIOP model based on their teaching and pedagogy. A semistructured design gives the participants enough time and scope to express their diverse views and allows the researcher to react to and follow up on emerging ideas and unfolding events (Nohl, 2009). According to Creswell (2012), open-ended questions in a semistructured interview allow participants to freely voice their experiences and minimizes the influence of the researcher’s attitudes and previous findings. I used a semistructured interview protocol during the data collection process to ensure that data were bias-free. Following Rubin and Rubin (2012), I used a

semistructured interview approach, rather than an unstructured interview approach, in which many of the questions emerged as the interview progressed. A structured interview is not appropriate for qualitative research design, as it requires direct *yes* or *no* type answers, and the interviewer and interviewee have very little freedom (Berg, 2007).

I interviewed seven kindergarten through fifth grade classroom teachers. With this sample, I acquired meaningful data to address the concerns of each research question: How do elementary classroom teachers, as adult learners, describe their evolving pedagogy while they implement the SIOP model into the reading instruction of ELLs? What challenges do elementary classroom teachers encounter when trying to implement the SIOP model in the reading instruction of ELLs?

Justification for the Qualitative Case Study Design

I employed a qualitative case study so that I could gain a deeper understanding of the challenges that classroom teachers, as adult learners, face when they implemented the SIOP model into their reading instruction with ELLs and how their pedagogy evolved. This research design and approach was appropriate for this qualitative case study because it created a detailed and meaningful understanding of how classroom teachers, as adult learners, are implementing the SIOP model to support ELL reading instruction. The purpose of qualitative research is to describe phenomena that occur in the world and to better understand the subject matter at hand (Burkholder et al., 2016). Lodico et al. (2010) noted that a case study can be appropriate when a researcher wants to investigate a real-world phenomenon to obtain an in-depth understanding of a group of people or a particular situation in a natural setting. Basic qualitative research was appropriate for this

qualitative case study because I sought to contribute to the existing knowledge, acknowledging that how classroom teachers implement the SIOP model in one classroom may not be the same as in another teacher's classroom. Ravitch and Carl (2016) noted that qualitative research is not a linear process, instead it is continuously interacting and builds off of one another in a cyclical manner.

While case studies have been scrutinized for their lack of generalizability, qualitative researchers argue that the goal of research is not to make statistical generalizations, but to provide insights into complex phenomena that can lead to enhanced theoretical knowledge and help inform practice in similar situations (Stake, 2010; Yin, 2015). According to Ravitch and Carl (2016), a case study approach will provide valuable insight into how teachers expand their pedagogical knowledge and instructional strategies for the teaching and learning of reading to ELLs.

I considered additional qualitative methodologies, including phenomenology, grounded theory, and ethnography; however, based on the research questions, they were not appropriate. Phenomenological methodology attempts to understand and describe individuals' lived experiences (Creswell, 2010); however, this research methodology did not address the research questions. Grounded theory seeks to explain processes and interactions that happen over a period of time (Creswell, 2012). Grounded theory design was not appropriate because it did not support the problem statement. An ethnography approach deals with the study of diversity of human cultures in their cultural settings over a period of time (Merriam, 2009). Grounded theory was not appropriate because my goal was not to understand the participants' cultures, but rather to investigate how classroom

teachers are challenged to consistently and effectively implement the SIOP model to support ELL reading instruction. Yazan (2015) and Yin (2017) suggested that a case study is most appropriate in educational research. Therefore, I employed a single case study that focused on the classroom teachers' role as adult learners

Case studies involve exhaustive, in-depth investigations of contemporary phenomena (Yin, 2015) within a bounded system (Stake, 2010). Within a bounded system, there is a limitation to the entity being studied and a focus on a contained area of data (Merriam, 2009). The case in this qualitative study was an urban elementary school in a large city in a Midwest state. Merriam (2009) indicated that a unique characteristic of a case study is that it is not focused on testing a hypothesis. The purpose of this qualitative case study was not to form and test a hypothesis (Rubin & Rubin, 2012), but to more deeply investigate and seek to understand and describe teachers' experiences of how their pedagogy is evolving when they implement the SIOP model in their reading instruction with ELLs to effect change.

Participants

Criteria for Selecting Participants

The purpose of this qualitative doctoral case study was to obtain a detailed understanding of how elementary classroom teachers', as adult learners, pedagogy is evolving when implementing the SIOP model to support ELL reading instruction. I used purposeful sampling to select participants for this qualitative case study. Purposeful sampling involves identifying and selecting individuals who are especially knowledgeable about or experienced with a phenomenon of interest (Creswell & Plano

Clark, 2011). For a researcher to successfully select participants, the researcher must first determine the criteria for selecting the participants (Merriam, 2008). The primary criteria for selecting the participants were (a) each participant must be a teacher at the study site, (b) each participant must have taken part in SIOP professional development, (c) each participant must have provided reading instruction to ELL students, and (d) each participant must have agreed to participate in the qualitative case study through a signed, written consent form, as suggested by Creswell (2012). I then conducted semistructured virtual interviews with each participant using an interview protocol based on Knowles's adult learning theory. The principal of the study site gave me permission (see Appendix F).

Participant Justification

The purpose of this qualitative case study was to understand how elementary classroom teachers' pedagogy is evolving when they implement the SIOP model into their reading instruction with ELLs. According to Yin (2015), the purpose of selecting specific participants depends upon the most significant data of the topic being investigated. The justification for selecting elementary classroom teachers was because these teachers are responsible for educating ELL students to the same standards as non-ELL students (Polat et al., 2016). In an effort to discover an in-depth understanding of each participant's perspective, I completed virtual one-on-one interviews with seven elementary classroom teachers (Merriam, 2014; Yin, 2015). Virtual interviews help researchers overcome time limitations, geographical dispersion, and social distancing guidelines. Using virtual interviews, I was able to interview teachers over summer break.

Since I sought to research teachers' depth of experiences, a smaller sample size was more appropriate (Patton, 1990). Creswell (2012) noted that conducting authentic interviews enables the researcher to collect meaningful and rich data that answer the research questions.

Researcher-Participant Relationship

This qualitative case study included a combination of a pre-interview questionnaire and semistructured interviews. Professionalism and working relationships were already established prior to conducting research, as I was a former employee of the school district, but with no supervisory or evaluator roles over the participants of this qualitative case study. My role as a researcher in this study was to collect data to answer the research questions. The participants were classroom teachers in kindergarten through fifth grade.

In all correspondence with potential participants, Lodico et al. (2010) suggested that steps be taken to ensure that individuals would not be easily identified by their responses. Therefore, in all correspondence with potential participants, these steps were taken. In order to gain access to participants, I sent a detailed, formal letter of cooperation (see Appendix G) via email to classroom teachers in kindergarten through fifth grade. As suggested by Merriam (2009), the researcher is the primary instrument for gathering data. Hence, it was crucial for me, as the researcher, to establish a trustworthy relationship with the participants.

To avoid researcher biases, I followed research guidelines and remained professional at all times. Lodico et al. (2010) explained that steps must be taken to ensure

that all participants are not easily identified by their responses. Therefore, in all correspondence with participants, I took the necessary steps. I gave each participant a pseudonym known only to me, omitted any identifiable information, and reiterated to participants that they were able to withdraw at any time. I achieved a researcher-participant relationship by obtaining informed consent from participants and approval to conduct research from the study site principal (see Appendix F) and Walden University Institutional Review Board (IRB) approval (#09-04-20-0828690).

Ethical Treatment of Participants

In an effort to protect the rights, safety, and confidentiality of the participants, I enforced Walden University's protocols to minimize the risks to participants. I protected all the participants' confidentiality through pseudonyms. I provided all participants with an electronic copy of the consent form and asked them to review, sign, and return to me within 3 business days. The consent form stated that participants were aware of the purpose, procedures, voluntary nature, risks, and benefits. The consent form also had my contact information and the contact information for Walden University's research participant advocate. Participants, the site, and any other identifying factors were kept confidential. Once the participants agreed to participate in the research study, I scheduled a virtual interview time that did not interfere with their daily instructional routines. I informed participants that they may discontinue participation in the study at any given time. I conformed to Walden University's IRB for participant communication, selection criteria, and subject participation. I obtained permission from the principal of the study site and Walden University's IRB before beginning the qualitative case study. Walden

University's IRB determined that all ethical issues were considered before data collection to ensure that all participants were protected from harm.

The local issue of challenges that elementary classroom teachers face when trying to implement the SIOP model into ELL reading instruction and their evolving pedagogy was the foundation for this qualitative case study. To produce a valid and purposeful qualitative case study, I set aside all personal experiences to view the perceptions and experiences of others and created interview questions that were void of personal bias. I assured participants that their identities and the data gained would be anonymous. No names were used for this qualitative case study. I also notified participants that they had the right to discontinue the qualitative case study or withdraw their data at any time.

Data Collection Methods

The problem examined in this qualitative case study was how elementary classroom teachers' pedagogy is evolving as they implement the SIOP model into ELL reading instruction. Given the qualitative research design of my case study, I collected data from teachers through pre-interview questionnaires and one-on-one semistructured interview protocols to answer the following questions.

RQ1: How do elementary classroom teachers, as adult learners, describe their evolving pedagogy as they implement the SIOP model in the reading instruction of ELLs?

RQ2: What challenges do elementary classroom teachers encounter when trying to implement the SIOP model into their reading instruction of ELLs?

The two main sources of data I used for this qualitative case study were pre-interview questionnaires and virtual semistructured interviews. I analyzed the data qualitatively by using interpretive data analysis (Lichtman, 2013) and case study methods. Merriam (2009) highlighted that qualitative research is interested in understanding the phenomenon of interest from participants' perspectives, not the researcher's perspective. The aim of this qualitative case study was to understand how elementary classroom teachers, as adult learners, are evolving their pedagogy while implementing the SIOP model into their reading instruction to support ELLs.

Together, the pre-interview questionnaire and semistructured interview protocol provided me with detailed data that helped to answer the research questions of how elementary classroom teachers, as adult learners, describe their evolving pedagogy as they implement the SIOP model into their ELL reading instruction and what challenges elementary classroom teachers encounter when trying to implement the SIOP model into their ELL reading instruction, as seen through Vygotsky's SCT.

Justification for Data Collection Methods

I administered a pre-interview questionnaire via email, with a request to complete and return to me within 5 business days. Once the participant completed and returned the pre-interview questionnaire, I scheduled virtual interviews through email (see Appendix H). I then conducted a virtual interview with each selected participant within a 30-day period to discover how teachers' pedagogy was evolving and what challenges they face when trying to implement the SIOP model in ELL reading instruction. The pre-interview

questionnaire preceded the semistructured interview in order to prepare the teachers for the interview questions.

The data collected will remain completely confidential and may not be provided to anyone outside of my managing faculty and staff without permission from the Walden University IRB. To protect the participants' identity, I assigned a pseudonym for participants on their pre-interview questionnaire and interview protocol. The pre-interview questionnaire and semistructured interviews provided information to support my understanding and to triangulate the results with other findings (Creswell, 2012). The data reinforced the understanding of the central phenomenon of how elementary classroom teachers, as adult learners, describe their evolving pedagogy and what challenges they encounter when implementing the SIOP model into their ELL reading instruction.

Types and Sources of Data

Questionnaires

The pre-interview questionnaire was intended as a professional courtesy to help the participants focus on the topics being addressed and researched in the virtual semistructured interviews. The pre-interview questionnaire helped facilitate the conversation during the semistructured interview. The pre-interview questionnaire also provided useful information regarding the interviewed participants (Creswell, 2012). The researcher received a list of teachers who had attended SIOP training from the principal. I sent the pre-interview questionnaire to these teachers. The pre-interview questionnaire asked participants if they currently provide or have provided reading instruction to ELL

students in their classrooms; how long they have provided reading instruction to ELL students; what SIOP professional development they have received, including when and how much; and whether they attended any other professional development related to ELLs, and if so, what, when, and where. When used with interviews, questionnaires can provide the researcher with the practical data needed for high-quality case studies (Mills et al., 2009).

Interviews

In addition to the pre-interview questionnaire, I conducted one-on-one, virtual, semistructured interviews with elementary classroom teachers to obtain in-depth details on how their pedagogy is evolving as they implement the SIOP model into their ELL reading instruction and what challenges they encounter along the way. In-depth interviewing is a type of qualitative case study research, where questions are asked to get as many details as possible. My committee chair and second member reviewed the semistructured interview protocol. The protocol was designed around Knowles's (1980) adult learning theory. The interview protocol asked teachers questions regarding professional development, challenges they deal with when teaching reading to their ELLs, their perceptions on the effectiveness of the SIOP model, and how their pedagogy has changed and evolved. One-on-one virtual interviews are concrete tools for interviewing and are particularly useful for pursuing in-depth information around a given topic (Creswell, 2012). All interviews took place virtually. Researchers must read, listen, and analyze the data and make interpretations of what is being discussed, hoping to discover patterns. Interviews allow researchers the ability to discover how a situation is

interpreted in the participant's mind (Merriam, 2009). I audio recorded each virtual interview to ensure descriptive validity. Semistructured interview questions allowed me to stay focused and consistent, while acquiring detail and depth of participant responses. Depth adds layers of meaning to the interviewee's reasoning and details add solidity, clarity, and evidence to back up the depth (Rubin & Rubin, 2012).

Source of Interview Questions

I used Knowles's (1980) adult learning theory to provide the lens through which the interview protocol was based. The semistructured interview protocol was designed around Knowles's adult learning, comprised of questions that investigate adult learning. The first research question focused on adults planning and evaluating their own evolving pedagogy. The second research question centered around adults being problem-oriented and implementing new knowledge (Knowles, 1984) they learn from challenges they encounter. The research questions clearly reflect Knowles's adult learning theory. Each participant was considered distinctive, with individual perceptions, knowledge, and experiences.

System for Tracking Data

I used a handwritten system for tracking data throughout the data collection process. I uploaded the audio recordings of each virtual interview, transcribed each on Microsoft Word, and stored it. I then analyzed the data to help find connections and to understand underlying themes and patterns in the data. I stored all electronic information on my password-protected personal computer. All paper copies are stored in a locked

cabinet. I will keep all data on file for a period of 5 years. After 5 years, I will shred all hard copies and delete all electronic forms of data.

Role of the Researcher

I was previously an English language teacher at the study site for over a year, teaching students in kindergarten through fifth grade, including students with learning disabilities. I have attended professional development courses on teaching ELL students and the SIOP model. As a former employee of the study site, the study participants for this qualitative doctoral study were former colleagues. To prevent biases, I avoided personal views or beliefs, applied rigor to the data collection process, remained professional, and demonstrated respect for the participants and the education site. As a researcher, I bear the responsibility to protect each participant through implementation of ethical treatment and standards.

Data Analysis

I employed a single case study design. This study is aligned with the case study design because it focused on teachers who are professional educators, have taken part in SIOP professional development, and who have provided reading instruction to ELL students in their elementary classrooms. Vygotsky's (1978) SCT and ZPD provided a framework through which to examine the data to better understand how elementary classroom teachers', as adult learners, pedagogy is evolving when they implement the SIOP model into the reading instruction of ELLs. Vygotsky's (1978) theory of sociocultural cognitive language development, which includes the construction of scaffolds during early stages, provided a lens for connecting the SIOP model of

scaffolding student learning with the teacher's own pedagogical growth and understanding. Vygotsky's theory also supports the formal strategies that teachers plan for in their lessons to develop scaffolded support for reading development (Johnson, 2019). The rationale for choosing this type of design is related to the nature of the problem, which is to investigate teachers' experiences.

Procedures

The goal of this qualitative case study was to understand how elementary classroom teachers, as adult learners, are evolving their pedagogy while implementing the SIOP model to support ELL reading instruction. When utilizing a qualitative case study approach, the inductive process is characterized by analyzing qualitative data (Merriam, 2009). I used Creswell's (2012) six steps commonly used in analyzing qualitative data. I audio recorded all virtual interviews. After each interview, I prepared a transcript and sent it to each participant for their review. I used an iterative and reflective process during the research and data analysis process. Creswell (2012) explained iterative as cycling back and forth between data collection and analysis. I used Vygotsky's (1978) SCT and ZPD as a lens through which to examine the data collected through pre-interview questionnaires and virtual teacher interviews.

Qualitative Credibility and Trustworthiness

In qualitative research, the researcher is the instrument (Burkholder, 2016). Researchers who employ qualitative research use the terms neutrality, creditability, transferability, and trustworthiness, which are essential criteria for evaluating the quality of qualitative research designs. I will ensure the quality of my research by implementing

strategies that corroborate the trustworthiness and credibility of my research. I used member checks, accompanied by data triangulation, to clarify and ensure accuracy and credibility in my research. Each participant reviewed their transcription from the audio-recorded interview and provided feedback for any changes or to clarify any misconceptions.

The terms reliability and validity are not viewed separately in qualitative research. Instead, terminology that encompasses both, such as credibility, transferability, and trustworthiness, are used (Golafshani, 2003). The credibility of qualitative research depends on the ability and effort of the researcher (Golafshani, 2003). When researchers speak of credibility, transferability, and trustworthiness in qualitative research, they are typically referring to research that is dependable or reliable based on the data collected. There are multiple measures the researcher can employ to help support validity (Ravitch & Carl, 2016). Rubin and Rubin (2012) explained that interviews can be used to strengthen the validity of research, if they are conducted with various participants.

Limitations

There are limitations in this qualitative case study. As a researcher, I understand that several components make up the ultimate practices that occur within any classroom, such as pedagogy, school initiatives, curriculum, program model, training, and beliefs. However, I limited my exploration on how elementary classroom teachers, as adult learners, are evolving their pedagogy while implementing the SIOP model into their ELL reading instruction and the challenges they encounter. Case studies have been scrutinized for their lack of generalizability (Creswell, 2010; Yin, 2015); thus, the practices revealed

from this qualitative case study may not be applicable in all classroom settings and may not be transferable across grade levels. In addition, the results may not be applicable to schools or districts not using the SIOP model.

Data Analysis and Results

The purpose of this qualitative case study was to explore the research questions: How do elementary classroom teachers, as adult learners describe their evolving pedagogy when they implement the SIOP model into the reading instruction of ELLs? What challenges do elementary classroom teachers encounter when trying to implement the SIOP model into their reading instruction of ELLs? I collected data to gain insight into how teachers' pedagogy is evolving as they implement the SIOP model into the reading instruction of their ELLs.

The data for this study were collected over an 8-week period. During this time, I virtually interviewed seven general education classroom teachers who met the criteria: (a) was a teacher at the study site, (b) had taken part in SIOP professional development, (c) had provided reading instruction to ELL students, and (d) had agreed to participate in the qualitative study through a signed, written consent form. Teacher participant details are shown in Table 3.

Table 3*Teacher Participant Details*

Participants	Years of Teaching	Hours of SIOP Training	ELL Training Other Than SIOP
Teacher A	6	4	Yes
Teacher B	3	16	No
Teacher C	8	1	No
Teacher D	15	20	No
Teacher E	4	2	No
Teacher F	6	20	Yes
Teacher G	6	16	Yes

I collected data from pre-interview questionnaires and during one-on-one virtual interviews with seven classroom teachers. For the virtual interviews, I followed an interview protocol (see Appendix E). An interview protocol helped structure the interview and provided a place to take notes (Creswell, 2012). Each interview lasted approximately 18 to 44 minutes. With the participants' consent, I audio recorded the interviews.

Throughout the recordings, I took purposeful notes during the interview to further understand the meaning of the teachers' answers (Merriam, 2009). According to Lodico et al. (2010), effective researchers analyze data as the data are collected. Throughout the data collection process, I wrote down keywords or phrases that were repeated during the interviews as a way to note topics that might need further exploration. When these keywords occurred during interviews, I noted them down again. I noted the same keywords while I transcribed the interviews and again while reading the transcripts. I kept a handwritten journal to record reflections following each one-on-one virtual interview to help monitor and clarify any research. Creswell (2012) explained that

qualitative researchers analyze their data by reading multiple times and conducting analysis each time. I analyzed the transcripts and my handwritten notes for keywords while searching for themes (Creswell, 2012; Stake, 2010). Each keyword was coded in categories by interview questions on a matrix. The data collected for this qualitative case study were organized, recorded, transcribed, analyzed, and coded for underlying concepts and themes based on the theoretical framework, as shown in Table 4 and Table 5. I emailed the teacher participants a copy of the research findings and asked them to reply with any comments, corrections, or misconceptions; in the absence of a reply, I assumed that the responses and transcripts were accurately interpreted (Bogdan & Bikken, 2007; Merriam, 2009). During my member-checking process, none of the participants found any discrepancies or misconceptions of the interpretations or had anything to add to the initial interview.

Table 4*RQ1 Interview Data Based on Knowles's Adult Learning Theory*

Theme	Knowles's Adult Learning Assumptions	Concepts	Teacher Participant Excerpts	
Hands-on, active approach to evolving and adapting teacher pedagogy	#3 Readiness to learn	"mainly hands-on"	TA <i>Learning about SIOP and other approaches to ELL learning evolved my teaching pedagogy by reminding me that all children learn differently.</i>	
		"out of seat style"		
	#5 Motivation to learn	"interactive journals"		
		"interactive activities"		TA <i>When I first started teaching, I had to adapt my style to make sure that my instructions, activities, and meaningfulness of every lesson better supported my ELL students.</i>
		"move while you learn"		
		"touch and manipulate"		
		"movement strategies"		
		"active approach"		
		"stay engaged"		
		"up and moving"		
"adapt my style"				
"meaningful lessons"				
"reflect on my teaching"				

Table 5*RQ2 Interview Data Based on Knowles's Adult Learning Theory*

Theme	Knowles's Adult Learning Assumptions	Concepts	Teacher Participant Excerpts
Accommodations and modifications for 2020-2021 school year	#4 Orientation to Learning	"social distancing"	TB <i>SIOP is a more hands-on approach and with COVID and social distancing it is harder to incorporate this method in my everyday lessons.</i>
		"COVID 19 safety issues"	
		"stay socially apart"	
		"SIOP requires close contact"	TC <i>The challenge I currently face is COVID-19 precautions with the SIOP hands-on activities.</i>
		"COVID-19 precautions"	TD <i>A big challenge I am facing this year is dealing with COVID safety issues that make it hard to stay socially apart when many SIOP strategies require close contact.</i>
		"hard to incorporate activities"	
		"SIOP activities require close contact"	
		"able to adapt"	TB <i>SIOP can be easily adapted to fit into any content area, but the hands-on, interactive, out of the seat approach makes it difficult for students to social distance, a necessity for students this year.</i>
			TD <i>I am slowly being able to adapt. For example, instead of six to ten students using one fly swatter to hit a letter to spell a word, I have created sheets that are laminated with the alphabet for the students to break into groups.</i>

Table 5 (cont.)

Theme	Knowles's Adult Learning Assumptions	Concepts	Teacher Participant Excerpts
Effectively teaching vocabulary to ELL students	#1 Self-concept matures	"the way we hear"	TE <i>A challenge I have is getting them to tell me when they don't understand vocabulary words. Some have not had any experience with many words or customs, or ideas associated with a word.</i>
		"the way we interpret what they are saying"	
		"understanding each other"	
		"pictures to help teach vocabulary"	TD <i>One of the biggest challenges I have with teaching vocabulary is that most of the words have multiple meaning words, so it is hard for the ELL students to remember all the different meanings and how to find the hidden clues in the text to help them determine the meaning of the word.</i>
		"multiple meaning words"	
		"different meanings"	
		"determine the meaning of the word"	
		"chunking up big texts"	TA <i>I have had challenges with implementing hands-on activities, due to communication of expectations. My directions may have not been clear or I gave instruction in too many words or even changed the instruction wording too many times. This makes it hard for them to process my language into their own.</i>
		"how to use or say words"	
		"don't understand vocabulary words"	
		"ideas associated with a word"	
		"communication of expectations"	
		"hard to process"	
"students' base knowledge"			
"connect the vocabulary"			
"hands-on experience"			

Table 5 (cont.)

Theme	Knowles's Adult Learning Assumptions	Concepts	Teacher Participant Excerpts
SIOP is best practice for all students	#2 Adult learner experience	“simplify the steps”	TA <i>In all reality, teaching younger children anyways, having that mindset to better support my ELL students ended up better supporting those who are non-ELL.</i>
		“students learn in a variety of ways”	
		“purposefully planned”	
		“provide opportunities”	TC <i>I have not had a lot of professional development regarding SIOP, but what little I have had has made me more reflective toward all my students.</i>
		“practice skills”	
“real-life experiences”	TG <i>The SIOP model helps teachers teach all my students, not just my ELL students.</i>		

Findings

In this doctoral project study, I employed a qualitative case study design to obtain a deeper understanding of how classroom teachers, as adult learners, felt their pedagogy evolves when implementing the SIOP model to support ELL reading instruction. All participants in this doctoral project study were classroom teachers at the study site, had previously taken part in SIOP professional development, and had provided reading instruction to ELL students. The data collection process entailed pre-interview questionnaires and one-on-one virtual interviews. One-on-one interviews used a semistructured interview protocol, which allowed me to stay on topic and focused throughout the interview process to gain a deeper understanding of what type of challenges teachers encountered when implementing the SIOP model in ELL reading

instruction as their pedagogy evolved, as aligned with Knowles's theory, and how they adapted their teaching styles.

The purpose of this qualitative doctoral case study was to obtain a detailed understanding of how elementary classroom teachers', as adult learners, pedagogy evolved when implementing the SIOP model to support ELL reading instruction. The local problem in this doctoral study sought to address the problem that classroom teachers are challenged to consistently and effectively implement the SIOP model to support reading instruction and improve ELL student outcomes. As the number of ELL students in public education continues to grow, schools will become more culturally and linguistically diverse. Educators must be prepared to provide all learners with opportunities to be engaged in their entire educational experience (Merriam, 2001).

This qualitative case study was guided by two research questions: RQ1: How do elementary classroom teachers, as adult learners, describe their evolving pedagogy as they implement the SIOP model into the reading instruction of ELLs? RQ2: What challenges do elementary classroom teachers encounter when trying to implement the SIOP model into the reading instruction of ELLs? Seven elementary classroom teachers who worked at the study site, who had provided reading instruction to ELL students, and who had taken part in SIOP professional development participated in this doctoral project study.

The conceptual framework used for this qualitative case study drew on the works of Knowles (1978) and Vygotsky (1978). Together, their works provided the conceptual framework for structuring the understanding of how classroom teachers, as adult learners,

are evolving their pedagogy while implementing the SIOP model to support the ELL reading instruction. Vygotsky's theory was used as a lens through which to examine the data collected through pre-interview questionnaires and virtual teacher interviews.

Research Question 1

RQ1: How do elementary classroom teachers, as adult learners, describe their evolving pedagogy as they implement the SIOP model into the reading instruction of ELLs? This research question aligned with Knowles's (1978) adult learning theory. It focused specifically on adults planning and evaluating their own pedagogy. From that, the following theme emerged from the data focusing on RQ1.

Hands-on, Active Approach to Evolving and Adapting Teacher Pedagogy.

The data revealed that four out of seven teachers believed that their pedagogy evolved and adapted when they are engaged in their learning. All of the teachers who believed that their pedagogy evolved had over 10 hours of professional development in SIOP. Knowles (1984) made five assumptions about the characteristics of adult learners. Knowles (1984) Assumption #3, an adult's readiness to learn, and Assumption #5, an adult's motivation to learn, and the findings revealed that teacher participants are self-directed and willing to apply their new learning. Three of the teacher participants also had other ELL professional development, aside from SIOP.

Teacher A was a teacher with 6 years of experience teaching reading instruction to ELLs and explained that learning about SIOP and other approaches to ELL learning evolved their teaching pedagogy by reminding them that all children learn differently. Some teachers explained that SIOP professional development taught them how to better

support their ELL students. As Teacher A stated, “When I first started teaching, I had to adapt my style to make sure that my instructions, activities, and meaningfulness of every lesson better supported my ELL students.”

Effective professional development is necessary to help teachers learn and refine their teaching pedagogies (Darling-Hammond et al., 2017). After analyzing teachers’ responses, the data revealed that when teachers are engaged in their own professional development learning, their pedagogy evolved and adapted. When teachers receive meaningful professional development, they are more equipped to adapt to the present changes in education (Bada & Prasad, 2019).

Research Question 2

RQ2: What challenges do elementary classroom teachers encounter when trying to implement the SIOP model into the reading instruction of ELLs? Data drawn from pre-interview and one-on-one semistructured interviews were used to answer RQ2. This research question centered on Knowles’s (1978) adult learning theory. Specifically, as adult learners, educators are problem-oriented and implement new knowledge (Knowles, 1984). The following themes emerged from the data focusing on RQ2.

Accommodations and Modifications for 2020–2021 School Year. Five of the seven teacher participants described new challenges during the 2020–2021 school year due to COVID and the requirement of social distancing. Teacher B was an educator with 3 years of experience teaching reading to ELLs and 16 hours of SIOP professional development. Teacher B explained that SIOP could be easily adapted to fit into any

content area. However, the hands-on, interactive, out-of-the seat approach makes it difficult for students to social distance, a necessity for students this school year.

Teacher B stated, “SIOP is more hands-on approach, and with COVID and social distancing, it is harder to incorporate this method in my everyday lessons.”

With social distancing becoming essential in schools across the country, SIOP instructional strategies must be modified to be safely used in classrooms. Teacher C stated, “The challenge I currently face is COVID-19 precautions with the SIOP hands-on activities.” Teacher C was an educator with 8 years of experience teaching reading to ELLs and had 1 hour of SIOP professional development. The SIOP model incorporates many instructional strategies where students are working together, using the same materials, and in close proximity to each other. Teacher D was an educator with 15 years of teaching reading instruction to ELLs and 20 hours of SIOP professional development training. Teacher D stated, “A big challenge I am facing this year is dealing with COVID safety issues that make it hard to stay socially apart when many SIOP strategies require close contact.”

Adult learning involves shifts in perspective and deep, transformative learning (Beavers, 2009). These shifts are difficult for adult learners, since they are normally very strong to the resistance of change (Knowles, 1980). Knowles’s (1980) Assumption #4 explains as adults mature, their perspective of learning changes to more problem centered, and they apply their knowledge of those problems toward finding solutions. Based on this assumption and the data, findings revealed that as adult learners, teachers

can and will make these learning shifts and solve problems, when necessary. As Teacher D stated,

I am slowly being able to adapt. For example, instead of 6–10 students using one fly swatter to hit a letter to spell a word, I have created sheets that are laminated with the alphabet for the students to break into groups of two.

Effectively Teaching Vocabulary to ELL Students. According to all teacher participants, effectively teaching vocabulary to ELL students was reported as a challenge. The SIOP model supports teachers in the implementation of English academic language development, including academic vocabulary, into reading lessons (Vogt & Echevarria, 2015). However, according to data findings, effectively teaching vocabulary remains a constant struggle for teachers. Teacher E stated, “A challenge I have is getting them (ELL students) to tell me when they don’t understand vocabulary words. Some have not had any experience with many words or customs, or ideas associated with a word.” Teacher E was a teacher with 4 years of experience teaching reading to ELL students and had 2 hours of SIOP professional development.

Teachers are key figures in the English language learning process (Al-Seghayer, 2017). Their ability to use effective pedagogical practices can greatly affect their teaching, especially with diverse students (Bonner et al., 2017). Effectively teaching and building these diverse students’ vocabulary is an essential part of an ELL students’ growth. Teacher D stated,

One of the biggest challenges I have with teaching vocabulary is that most of the words are multiple meaning words, so it is hard for the ELL students to remember

all the different meanings and how to find the hidden clues in the text to help them determine the meaning of the word.

Teacher A stated,

I have had challenges with implementing hands-on activities due to communication of expectations. My directions may not have been clear or gave instructions in too many words, or even changed the instruction wording too many times. This makes it hard for them (students) to process my language into their own.

Findings from the data indicated that all teacher participants still struggle in their ability to effectively teach vocabulary to their ELL students. In order to effect positive social change in ELL instruction, change must begin with the teachers, adult educators (Knowles, 1975). Teacher participants reported that effectively teaching vocabulary is a struggle, acknowledging their struggle or weakness is the first step in promoting an adult learner's need to know and desire to apply learning in their professional lives (Merriam & Baumgartner, 2020). Knowles's (1980) andragogy theory explains that to the adult learner, education is the process of improving knowledge and the ability to cope with problems and challenges. Knowles's (1980) Assumption #1 states, as an adult matures from a child to an adult, self-concept shifts from dependence toward independence and self-direction. Findings based on this assumption revealed that teacher participants are self-directed and willing to apply their new learning. Educators, as adult learners, come to realize that their previous ways of knowing and doing must be adjusted (DeCapua et al., 2018).

Teachers working with ELL students need to be aware of Knowles's (1980) adult learner characteristics and how they are filtered through culture, language, and experience. These characteristics provide insight into how adults, as learners, can be more responsive to the needs of their students and more effective in their pedagogical teaching practices.

SIOP is Best Practice for All Students. The last theme that emerged was that in supporting ELL students through SIOP, the educator is also supporting non-ELL students. Teacher G was an educator with 6 years of teaching experience, 16 hours of SIOP professional development, and ELL training other than SIOP. Teacher G explained that with the use of SIOP, you are using certain techniques that make what you are saying and teaching more accessible to all student learners. Teacher G stated, "The SIOP model helps teachers teach all students, not just ELL students." Teacher A stated, "In all reality, teaching younger children anyways, having that mindset to better support my ELL students ended up better supporting those who are non-ELL."

SIOP gives teachers a set of tools to help guide them from lesson planning, to teaching, to reflecting on the lesson taught. The SIOP model was designed to combine features recommended for high-quality instruction for all students, such as cooperative learning and reading comprehension strategies (August & Shanahan, 2006; Genesee et al., 2006). Research has shown the SIOP model's success in effectively supporting the academic achievement of all students (Echevarria, Richards-Tutor, Chinn, & Ratleff, 2011). SIOP can set up every student for success. Teacher C stated, "I have not had a lot

of professional development regarding SIOP, but what little I have had has made me more reflective towards all my students.”

Based on Vygotsky’s (1978) sociocultural theory, an individual’s cognition is constructed and developed by participating in meaningful social activities. Knowles’s (1980) adult learning theory Assumption #2 explains that as adults age, they accumulate an increasing number of experiences. The abundance of experiences becomes a valuable resource for deepening our learning and experience (Knowles, 1980). Based on these theories, as a teacher’s experience grows, they promote cognitive growth and an awareness in themselves and in their students.

Through pre-interview questionnaires and one-on-one semistructured interviews, I explored how elementary classroom teachers, as adult learners, evolved their pedagogy while implementing the SIOP model into ELL reading instruction. After data collection and analysis, findings included the following themes: hands-on, active approach to evolving and adapting teacher pedagogy; accommodations and modifications for the 2020–2021 school year; effectively teaching vocabulary to ELL students; and SIOP is best practice for all students. I created a table for the themes that emerged throughout the entire process. Table 6 aided in organizing and analyzing the data more efficiently and accurately.

Table 6*Themes*

Theme	Number of Teacher Participants Who Reported Theme
Hands-on, active approach to evolving and adapting teacher pedagogy	4
Accommodations and modifications for the 2020-2021	5
Effectively teaching vocabulary to ELL students	7
SIOP is best practice for all students	3

Discrepant Cases

Triangulation of data using various sources, including pre-interview questionnaires and semistructured interviews, was used to enhance dependability. Prior to use, the committee members reviewed the interview protocol to uncover and bring to light any preconceptions and biases. During member checks, I gave participants a copy of their transcription to review for accuracy and misconceptions. There were no participant requests for transcript reviews. Through an ongoing iterative process, I sought to identify any discrepancies that did not support the themes resulting from data. I documented information and codes that did not fit a specific theme or category.

Accuracy and Credibility of the Findings

The goal of this case study was to answer the research questions. To ensure data were accurate and credible in this doctoral project study, I collected the data from multiple sources, such as pre-interview questionnaires and semistructured interviews. The research questions were based on the conceptual frameworks. All data and information related to the research questions aligned with the purpose of this study, which was to

understand how elementary classroom teachers, as adult learners, evolved their pedagogy while implementing the SIOP model into the reading instruction of ELLs. A research study is valid when the researcher has collected and interpreted data accurately to reflect and represent participants (Yin, 2012). Employing a single strategy does not guarantee accuracy and credibility, there are multiple measures that researchers can employ to help support validity (Ravitch & Carl, 2016). Validity is important in a research project study. I used member checks and data triangulation to ensure and clarify credibility and accuracy in my research. To establish credibility, I analyzed the data I collected as accurately as possible by making sure that I represented the teacher participants' thoughts, ideas, and feelings. Credibility depends upon how researchers can accurately represent what participants think, feel, and do while data are collected (Lodico et al., 2010).

Conclusion

The purpose of this qualitative case study was to understand how elementary classroom teachers, as adult learners, evolved their pedagogy while implementing the SIOP model into the reading instruction of ELLs. A qualitative research design aligned with the conceptual frameworks, data collection methods, analysis, procedures, and research questions. Kindergarten through fifth grade teachers completed pre-interview questionnaires. Additionally, I conducted semistructured virtual interviews with participants. The participants were classroom teachers who had taken part in SIOP training and had given reading instruction to ELLs.

I also analyzed the audio transcripts taken during the virtual interviews. These data collection methods aligned with the research questions and provided detailed data that attempted to answer the research questions: How do elementary classroom teachers, as adult learners, describe their evolving pedagogy when they implement the SIOP model into the reading instruction of ELLs? What challenges do elementary classroom teachers encounter when trying to implement the SIOP model into their reading instruction of ELLs?

Knowles's (1980) and Vygotsky's (1978) SCT and ZPD conceptual frameworks aligned with the research questions, data collection methods, data analysis, and procedures. I used Knowles's (1980) adult learning theory to understand how elementary classroom teachers' pedagogy evolved when they implement the SIOP model and Vygotsky's (1978) SCT and ZPD as a lens through which to examine the data collected through pre-interview questionnaires and virtual teacher interviews. These theories combined provided both a model and framework for structuring learning used to better understand how elementary classroom teachers', as adult learners, pedagogy evolved when they implement the SIOP model into ELL reading instruction. The overall goal of this qualitative case study was to gain an in-depth understanding of how elementary classroom teachers', as adult learners, pedagogy evolved when implementing the SIOP model into their reading instruction of ELLs and what challenges they face.

Section 3: The Project

My aim in this doctoral project study was to understand how elementary classroom teachers, as adult learners, evolved their pedagogy while implementing the SIOP model into the reading instruction of ELLs. In this qualitative case study, I collected data through pre-interview questionnaires and one-on-one virtual interviews. Seven general education classroom teachers who had participated in SIOP professional development and who had given reading instruction to ELLs participated in the study. The research findings of this doctoral project study led to a professional development project (see Appendix A). The analyzed findings from the qualitative doctoral study provided the content focus for the professional development to evolve teachers' pedagogy in the implementation of the SIOP model to support ELL reading instruction.

In Section 3, I present the project. In this section, I describe the implementations and goals of the project, rationale behind the project, review of literature, conceptual framework, project description, and project implications. I also outline the project evaluation and implications, including social change potential at the local level.

Rationale

The rationale for creating this professional development was to increase teachers' pedagogy as they implement the SIOP model to provide reading instruction to ELLs. Classroom teachers who participated in this doctoral study had received varying hours of SIOP professional development, ranging from 1 hours to 16 hours, and had given reading instruction to ELLs. If the goal is to close the achievement gap between ELLs and non-ELLs (Gibson, 2016), teachers must be given the necessary knowledge and skill set to

effectively instruct ELLs in reading instruction in their classrooms. Therefore, it is vital that professional development is developed to be meaningful and helpful in improving the reading instruction of ELLs. The data I gathered through this doctoral project study suggested that teachers need ongoing, hands-on, and active professional development. For meaningful change for both teachers and ELL students, change must be measured in teacher's knowledge and skills (Rizzuto, 2017). The professional development I developed will be provided to classroom teachers across 3 days to expand and evolve their teaching pedagogy to diverse students.

Review of the Literature

In this doctoral project study, I aimed to investigate how elementary classroom teachers, as adult learners, evolved their pedagogy while implementing the SIOP model, a research-based pedagogical approach that improves ELL teaching and learning, particularly in reading instruction. As a result, I developed a 3-day professional development training from the findings from Section 2. In this section, I conducted an intensive literature review that focused on the adult learning theory by Malcom Knowles (1980). To conduct this literature review successfully, I gathered and read research-based strategies, peer-reviewed scholarly journal articles, college textbooks, and other scholarly journal articles identified through different databases over the 5-year period from 2015–2020. The keywords I used through this literature review were *professional development*, *English language learner professional development*, *adult learning theory*, *professional development for teachers*, and *English language learner teacher's professional development*.

Conceptual Framework

This project was guided by the conceptual framework of Malcom Knowles's (1980) adult learning theory and Vygotsky's (1978) ZPD. Combined, they provided both a model and a framework for investigating adult learning. The data collected in Section 2 revealed four themes: teachers prefer a hands-on, active approach to professional development that adapts and evolves their pedagogy; accommodations and modifications for the 2020–2021 school year are a necessity; teachers struggle with effectively teaching vocabulary to ELL students; and the SIOP model can be considered best practice for all students. Because adult learners want to enhance their learning and show an increase of awareness and motivation for learning opportunities (Knowles, 1950), adult learning theory as the conceptual framework was appropriate to use in this project. Knowles (1980) explained andragogy as the process of helping adults to learn. Knowles (1980) noted five assumptions about the characteristics of adult learners: (a) adult learners' self-concept matures, (b) adult learners' experience, (c) adult learners' readiness to learn, (d) adult learners' orientation to learning, and (e) adult learners' motivation to learn.

Learning is a lifelong activity that provides adult learners with a chance to develop in their life, achieve their goals, and give meaning to their lives (Knowles, 1980). By understanding elementary classroom teachers' needs as adult learners, school districts can plan effective professional development that will increase their knowledge and skills. Knowles's (1980) adult learning theory was appropriate for this project study because general education classroom teachers, as adult learners, who participated in this qualitative doctoral study provided different insights as to how their teaching pedagogy

evolved and what challenges they faced when they implemented the SIOP model into their ELL student reading instruction.

I created this project based on the findings of my qualitative doctoral project study. I used adult learning theory to guide how I created this professional development study. Knowles's (1980) adult learning theory promotes enhancement of classroom practices in the education system, where teachers are problem solvers and need to employ effective teaching strategies that will not only facilitate learning but make learners responsive and improve their academic performance (Ajani, 2019). Ultimately, the goal of successful professional development is transforming teaching beliefs and practices (Martin et al., 2019) to evolve teacher pedagogy and further student achievement.

Professional Development and Training

To effectively address the local problem in this doctoral project study, I developed a 3-day professional development for general education classroom teachers who provide reading instruction to ELL students. Teacher professional development is increasingly recognized as a valuable strategy for addressing both teacher and student learning (Shea et al., 2018). The main focus of teacher professional development is to enhance classroom practices for better learner performance (Ajani, 2019). Research suggests that all teachers, regardless of their background, require appropriate training to adequately help students of diverse linguistic and cultural backgrounds (Hansen-Thomas et al., 2016). Professional development can ultimately lead to students' success and the adapting and evolving beliefs and instructional practices of teachers over time (Martin et al., 2019). Therefore, there is a need for effective teacher professional development,

which takes into consideration teachers' attitudes and ways of teaching and learning (Burner & Svendsen, 2020). Through participation in effective professional development, teachers gain increased knowledge and skills and improve their instruction to improve student learning (Desimone, 2009).

Core Components of Professional Development

Kennedy (2016) characterized professional development as teachers enhancing their teaching practices and outcomes for students. The term professional development refers to any program, activity, or training aimed at improving instructional practices for teachers (Osman & Warner, 2020). Professional development must be effective and include characteristics that foster teacher learning and changes in instructional practice (Shea et al., 2018). Researchers identified core components of effective professional development to include a focus on specific curriculum content, an extended duration, a school-based foundation with opportunities for active learning, and an emphasis on collaborative problem solving among teachers (Darling-Hammond et al., 2017; Garet et al., 2001; Hawley & Valli, 1999). Professional development activities impact teachers' development and their skills and attitudes and enhance their classroom practices, expanding into the quality of education that students should receive (Ajani, 2019). Therefore, incorporating adult learning principles into the design of teacher professional development activities can improve teachers' pedagogy and classroom practices (Ajani, 2019).

Adult learning theory was developed into a method and practice of teaching adult learners: andragogy (Knowles, 1978). Knowles's writing is based on the historical work

of Eduard Lindeman (1926, as cited in Blondy, 2007), who believed that learning was a lifelong goal and should be understood at the adult level in order to foster desire to learn on a continual basis throughout the stages of an adult's life. Educators' professional development is a type of adult learning that occurs during professional development initiatives, workshops, or trainings (Zepeda et al., 2014). Based on the attributes of adult learners, teachers' professional development activities are driven by adult learning beliefs (Ajani, 2019). Adult learning theory promotes easy facilitations of learning in adult learner teachers based on their readiness, their motivation and needed reason to improve their practice, and their reasons for wanting to learn (Knowles, 1980). Teachers, as adult learners, have among their learning responsibilities identifying who they are, how they can handle issues and challenges before them, and how best to approach teaching to impact their students. Teaching is problem solving, an approach to empower the learners to problem solve issues. Knowles's andragogy encourages adults to become autonomous learners who apply information gained from previous experiential and informal learning (Hanstock, 2004) and formal instruction in their daily lives (Housel, 2020). Professional development should take a similar approach because educators are adult learners themselves (Housel, 2020).

High-Quality Professional Development

High-quality professional development for teachers improves teaching pedagogy and student achievement (McComb & Eather, 2017). Research suggests that based on best practices, school leaders organize professional development in such a way that builds on recognized needs, mission, or goals of the school and meets the learning needs

of the students (Martin et al., 2019). According to Wong and Bautista (2018), high-quality professional development is content-specific and data-driven. Professional development increases teachers' skill sets and improves their instruction to increase student learning (Desimone, 2009). In high-quality professional development, teachers are interested in the content, they actively interact with participants, they are action-oriented, and they apply and practice new learning immediately in their classroom (McComb & Eather, 2017).

If teachers are not given the chance to enhance or increase their teacher knowledge and skills, students will not advance academically (Collins & Liang, 2015). By attending professional development, teachers can stay up to date and current with the most effective instructional strategies that will enhance their knowledge and promote student achievement (Gess-Newsome et al., 2019). Research suggests that supporting teachers in the implementation of new practices means providing specific high-quality training in instructional strategies (Babinski et al., 2018).

Active and Engaging Professional Development

If professional development is to be effective for a classroom teacher, the teacher must become actively engaged in the process (Rizzuto, 2017). Ideally, professional development activities provide collaborative support and training to teachers to improve their teaching in classrooms (Ajani, 2019). According to Burner and Svendsen (2020), successful teacher professional development programs involve teachers in learning activities, which are similar to the learning activities teachers will use with their students. Hence, building effective professional development for teachers is similar to creating

meaningful instruction for students in a classroom. Teachers, like students, need to be provided the time to practice, receive feedback, and ask questions of what they learn in a professional development.

There has been a shift from teachers being passive participants in professional development to becoming active learners (Svendsen, 2020). Effective teacher professional development demands that teachers are actively engaged in professional development activities as adult learners (Ajani, 2019). Teachers must have interactive experiences, where they, as adult learners, reflect and grow throughout their teaching career (Ajani, 2019). Teacher professional development requires the teacher, at times, to change their personal belief systems and their teaching repertoires (Martin et al., 2019), in turn, adapting and evolving their teaching pedagogy.

Vocabulary Development Professional Development

Vocabulary development is a key feature of language development that can be measured and taught (Roessingh, 2018). However, multiple studies by Browne et al. (2017) suggested that teachers do not implement vocabulary strategies and techniques or have an explicit focus on vocabulary teaching that can improve the academic vocabulary knowledge for students in their class. Understanding the effect of teacher knowledge on vocabulary development in the growing group of ELLs is especially crucial, given that many ELLs are at high risk for reading deficiencies (Duguay et al., 2016).

Gibson (2016) indicated that vocabulary development is one of the main areas that educational leaders should place importance on when designing professional development and instructional practices to narrow achievement gaps between non-ELLs

and ELLs. High-quality instruction has been shown to have a positive impact on ELL learning (Moats et al., 2006). It is crucial to gather early insights into student's vocabulary knowledge and to use those insights to intervene for those who demonstrate this need (Roessingh, 2018). Closing the vocabulary gaps for ELLs is particularly crucial to providing them with access to grade-level content and in promoting reading comprehension (Graves et al., 2013).

Summary

In the literature review, I focused on themes that emerged from the study project. This review set the foundation in addressing the gaps in practice experienced at the study site. Ongoing professional development is an important component in providing classroom teachers with SIOP training that supports ELL reading instruction. The SIOP model is a system for lesson planning and teaching that ensures research-supported features in every lesson (Echevarria & Graves, 2007). Classroom teachers can use the knowledge and skill set they gain through professional development to adapt and evolve their teaching pedagogy to meet the needs of their culturally and linguistically diverse students.

Project Description

The professional development project will be facilitated in a 3-day training for teachers who have taken part in SIOP training and have provided reading instruction to ELL students. This project will be best facilitated at the beginning of the school year in order to prepare classroom teachers to work with ELL students in their classrooms. The professional development will increase classroom teachers' knowledge and skill set on

the SIOP model, including training on instructional strategies, academic vocabulary, and higher-order thinking skills.

I designed the professional development based on the findings of the qualitative research study. In this professional development, participants will evaluate and examine how vocabulary is taught in their classroom, investigate higher-order thinking skills and questions, and explore instructional strategies that are best practice for ELLs based on the SIOP model. The activities in the professional development were designed to specifically engage students 90% to 100% of the time in class through interaction and engagement. One of the main goals of this professional development is to learn how to develop meaningful and engaging lessons that promote content knowledge and active student engagement.

Potential Barriers

When implementing a new professional development, there may be some barriers. Two potential barriers I anticipate in the implementation of this professional development is teacher buy-in and time. Teachers may not buy into the proposed professional development and may see it as time they could spend elsewhere. If teachers are not willing to actively participate in the professional development, the information will not be as useful as it could be. It is important that teacher participation in this professional development is willingly, so that the implementation of the professional development is successful. Another potential barrier may be the time it takes to implement a 3-day professional workshop. This professional development requires 3 full days, and

scheduling this within the school calendar year may be difficult. It is possible that professional development topics for the school calendar year may already be scheduled.

Implementation and Timeline

I propose to implement this professional development across 3 days at the beginning of the school year to increase teachers' knowledge and skill set in effectively teaching ELL students based on the SIOP model. Teachers who have taken part in SIOP training and have provided reading instruction to ELL students will be given the opportunity to attend this professional development. During the first week of school, administrators must provide teachers with professional development to prepare them for the upcoming school year, which provides the opportunity to implement this professional development. Additionally, there will be opportunities during monthly staff meetings to monitor and discuss the implementation of instructional strategies that teachers learn from the professional development. Based on the feedback gathered from these evaluations, professional development will be created to enhance future presentations.

Role and Responsibilities of Researcher

It is my responsibility, as the researcher, to present the professional development project to the study site's administrator. During the presentation, I will share background research on the study and provide future recommendations regarding the project as an ongoing professional development. I will also discuss ongoing supports for teachers who attend the 3-day professional development. The study site administrator will help decide on selecting appropriate dates for the professional development.

Project Evaluation Plan

When implementing a new professional development training, it is important to evaluate its implementation and effectiveness to adjust, as needed, to maximize for best results. The Joint Committee on Standards for Educational Evaluation (1994) defined evaluation as “the systematic investigation of merit or worth” (p. 3). To inform the overall effectiveness of the training, the professional development project will be evaluated by participants informally at the end of each session, with a final written evaluation upon completion. These evaluations will be an integral component of the effectiveness of this professional development because I will be able to see what is working and what may need to be changed. The project evaluations will address strengths and weaknesses of the professional development to increase classroom teachers’ knowledge and skill set in teaching ELL students based on the SIOP model. Evaluations will be given to all attendees.

Formative Evaluation

The first evaluation for the professional development will be in the form of a formative evaluation, an exit ticket. Exit tickets will be used at the end of each day’s professional development presentation. These exit tickets will be used to provide immediate feedback and help to determine if the objectives of the presentations have been met. Classroom teacher participants will provide feedback on instant take-aways they learned from the professional development that they can take back to their classrooms and use immediately.

Summative Evaluation

The summative evaluations will be reviewed to obtain perspective regarding modifications and improvements to the overall professional development. This evaluation will be given to classroom teacher participants at the end of Day 3. In this summative evaluation, classroom teacher participants will provide feedback about the presenter and the professional development presentation, mainly, how the material was presented, the effectiveness of the professional development, and overall feedback about the presenter. The feedback gathered in this summative evaluation will help guide improvements for future presentations to ensure that classroom teacher participants are receiving high-quality professional development to enhance their knowledge and skill set. The feedback gathered from this evaluation will be shared with the key stakeholders. Key stakeholders include the study site principal and the executive director of professional development.

Project Implications

Social Change

The goal of this case study was to examine data collected from pre-interview questionnaires and one-on-one semistructured virtual interviews, driven by the research study questions. From the data, I then identified themes and patterns deemed the most productive in assisting elementary classroom teachers, as adult learners, in adapting and evolving their teaching pedagogy while implementing the SIOP model in ELL reading instruction. In order to effect positive social change in ELL instruction, change must begin with the teachers, adult educators (Knowles, 1975). Hence, high-quality and

effective professional development is necessary to help teachers learn and refine their teaching pedagogies (Darling-Hammond et al., 2017).

Walden University (2019) defines social change as “a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions” (p. 15). As a result of this research study, the potential exists to promote social change by providing classroom teachers with additional professional development and enhanced resources that will benefit the teaching and learning of ELLs. With the professional development established from the project study, teachers will be provided additional tools to improve ELL teaching and reading instruction, based on the SIOP model, thus paving the way for academic success, improved rates for high school graduation and ELL student success in college and career. Teachers will increase their knowledge and skill set on how to properly implement the SIOP model into ELL student reading instruction and how to raise ELL academic achievement.

Larger Scale Social Change

The purpose of this professional development is to increase classroom teachers’ knowledge and skill set on the SIOP model, including training on instructional strategies, academic vocabulary, and higher-order thinking skills. To develop teachers’ knowledge, ongoing and targeted professional development on reading instruction is crucial to ELL student success (Ortiz & Franquiz, 2017). Professional development is considered a

learning process for teachers, in which improving their performance can be considered as a development process (Burner & Svendsen, 2020).

Walden University has as its core value a commitment to positive social change. As such, this professional development may have implications for change in other school districts that extend beyond the local study site. One method of dissemination is to share this professional development with the Language and Linguistics Student Conference, with the potential of offering this professional development on a broader level. This professional development could provide educators across the state a professional development to enhance resources that will benefit ELL teaching and learning.

Conclusion

In Section 3, I included a description and explanation of the goals of the professional development project, as well as a scholarly review of literature related to the specific genre of the project study. The project study's goal was to provide professional development that would increase classroom teachers' knowledge and skill set on the SIOP model, including training on instructional strategies, academic vocabulary, and higher-order thinking skills. As such, classroom teachers may improve and increase ELL student achievement (Rizzuto, 2017). In Section 3, I described the project's potential barriers. Finally, I discussed implications for positive social change. In the final section, I will evaluate the project study, including identifying the possible strengths and limitations. I will discuss the project study's implication for social change, as I reflect on my work as a scholar-practitioner.

Section 4: Reflections and Conclusions

In Section 4, I include my reflections and conclusions concerning the implementation of the SIOP model in ELL reading instruction. The purpose of this doctoral project study was to gather and examine teachers' experiences, perceptions, needs, and instructional practices to investigate how their pedagogy is evolving while using the SIOP model in ELL reading instruction. The overall performance on school report cards prompted an investigation as to how teachers use the SIOP model in ELL student reading instruction. In this section, I will explain the recommendations for alternative approaches, scholarship, project development, and leadership. I will also discuss the importance of the work, the implications and directions for future research, and my conclusion.

Project Strengths and Limitations

My intention with this professional development is to help classroom teachers and school administrators increase their knowledge and skill set in instructional strategies used in reading instruction for ELLs based on the SIOP model. By addressing the professional needs of general education classroom teachers who teach reading to ELLs, student achievement will increase. I created the project as part of this case study to provide professional development for general education classroom teachers who have taken part in SIOP training and who have provided reading instruction to ELLs. Through professional development, general education classroom teachers can learn to incorporate hands-on and active instructional strategies into their lessons to make the content meaningful and engaging. The project emerged from findings and literature reviews,

which indicated that an ongoing, hands-on, active approach to professional development is best, based on the SIOP model, to improve ELL teaching and learning. The main goal of SIOP is to provide teachers with a research-based pedagogical approach to improve English language teaching and learning for ELLs (OSDE, 2018).

A fundamental strength of the project was in investigating a local problem and developing recommendations to assist the local study site administrator. The development of professional development addresses general education classroom teachers who are challenged in their knowledge and skill set to consistently and effectively integrate the SIOP model in their classrooms to support ELL student reading success. Teachers want to be able to effectively implement the SIOP model and create meaningful and interactive lessons for their students. SIOP supports ELL students in learning grade-level academic content by incorporating techniques and strategies that also promote the English language acquisition process (Koura & Zahran, 2017).

Project Limitations

The professional development I developed from this qualitative case study has limitations that may affect its effectiveness with teacher participants in the study site district. I can only offer this resource to the teachers who have had current SIOP training in support of continuous improvement in the instructional practices of ELLs, as these are the teachers who already have a foundation of the SIOP model. Teachers who have not participated in the foundational SIOP professional development should do so first, before participating in this professional development, to ensure fidelity of the SIOP model.

In addition, it may be advantageous for the study site administrator to continue to support teacher participants through other methods, such as instructional coaching, peer mentoring, or book studies. Continued dialogue concerning ELL needs will effect change of current practice and perception (Campbell et al., 2017; Hirsh, 2019). By doing so, this professional development could serve as awareness regarding instructing ELLs in reading instruction through the SIOP model.

Recommendations for Alternative Approaches

I designed the qualitative doctoral project study to investigate how classroom teachers', as adult learners, pedagogies evolve and adapt when they integrate the SIOP model in ELL reading instruction. A 3-day professional development was the resulting project. To successfully implement this professional development, teachers need to be willing to participate and to learn instructional strategies that will increase their SIOP model knowledge and skill set to promote ELL student reading achievement. The study site principal will have to explain the benefits of attending this professional development to the teachers and how it will ultimately benefit ELLs in their classrooms. Another alternative approach in implementing this professional development is to offer it during staff meetings. This would provide teachers the opportunity to implement new instructional strategies from the professional development as they learn them. Another alternate approach is to offer this professional development once a month virtually. Providing the professional development virtually would allow teachers the flexibility needed during the COVID-19 pandemic.

Scholarship, Project Development, and Leadership and Change

Scholarship

Throughout the completion of this project study, I learned several things about myself as a scholar-practitioner. I realized that the end of my doctoral journey is actually the beginning of my career as a scholar-practitioner. Now, it is important to challenge myself to not just be a bystander but to be an active agent of change in the field of teaching and learning.

Throughout this doctoral project study journey, I continually reflected on the significance and importance of collecting, analyzing, and using data to make informed, data-driven decisions. While interviewing teacher participants, I learned how important it is to be a good listener. Through my data collection process, I learned that everyone has a story to tell. Everyone has their own experiences based on their stories. All stories are important. One story may give a person a reason to keep going. As Oprah Winfrey said, “Everybody has a story. And there’s something to be learned from every experience.” It is important to be intentional about listening to each story.

An additional challenge I faced was keeping the iterative process going. I learned early on in the prospectus phase to trust in the process and in the system. I put aside the fear of others reading my work and judging, changing, or criticizing it, and instead sought out educators and professionals who were willing to read my project study and give me that critical advice and feedback I was so afraid of. It was challenging to go back into my work and revise again and again and again; but each draft was a piece of work toward the

structure of the final paper. Receiving and incorporating critical feedback was essential to the completion of my project study. Now, I embrace that iterative process.

The support and guidance I received throughout my doctoral journey in course work, residencies, advanced residencies, and the efforts of my chair and committee members provided me with the indispensable skills I needed to complete this doctoral project study. During the study and project development, my chair, second chair, IRB committee members, and university research review member helped to ensure that my scholarly research was high quality at each stage of the research process.

I firmly believe that one of my greatest gifts as an educator is instilling a love of literacy in all. This doctoral program has reignited the passion of learning in myself. It has reintroduced a fact I have always known, the more I read, the more I learn. I know that striving to learn more can influence my teaching abilities and make me a more effective educator. I believe that my doctoral journey has helped me become an educator who has the knowledge and skill set to teach all culturally and linguistically diverse students.

Project Development

When I began this doctoral journey, I knew immediately that completing a project study would give me the opportunity to develop a project to impact social change in my local community. When I developed the project for this doctoral project study, I wanted to develop something practical and useful for general education classroom teachers. Based on the result of my doctoral study, I knew that teachers wanted professional development that was a more hands-on, active approach to learning and would increase

their knowledge and skill set of teaching reading to ELL students based on the SIOP model. I learned that developing professional development based on how classroom teachers, as adult learners, want to learn can play an important part in teacher buy-in for professional development. I developed systematic professional development that will increase classroom teachers' knowledge and skill set. I learned that professional development must be high quality, data-driven, and relevant to what teacher participants need.

I am currently working as a K–5 ELL teacher, but my long-term goal is to become a college professor. This project study has given me hands-on opportunity because I have developed a professional development I can use to train teachers who work with ELLs. As a veteran educator, I have always known the importance of using data to drive instruction in the classroom. However, this project study taught me the importance of using data to develop meaningful professional development. It taught me the important elements of planning professional development that will not only empower classroom teachers but provide them with hands-on and active materials to evolve and adapt their own pedagogy.

Leadership and Change

While collecting data from classroom teachers, I had the opportunity to work on my own leadership skills by distributing consent forms and pre-interview questionnaires and by conducting semistructured, one-on-one virtual interviews. After the data were collected, I had the opportunity to apply my leadership skills by analyzing and interpreting data to make informed data-driven decisions by developing professional

development. As I collected data from pre-interview questionnaires and semistructured interviews, I realized there was a need for professional development that would adapt and evolve teachers' pedagogy by providing them with additional resources to enhance the reading instruction they provided to their ELLs. The knowledge I gained from this doctoral project study made me realize there was potential that I could make a positive change at the study site and in the local community. This project study gave me an opportunity to see myself as a leader organizing professional development for schools and districts.

Reflective Analysis

I designed the project based on the perceptions and views of general education classroom teachers who have provided reading instruction to ELLs and had taken part in SIOP training. I grounded the professional development created in research and data analysis to directly target the needs of the study site. The hardest part of this doctoral project study was getting teacher participants to agree to participate. I had originally received IRB approval to interview 10 teacher participants. However, due to the pressures of teaching during a pandemic, teacher participants were not eager to consent to my study. I was able to obtain seven informed consent forms, and all seven teacher participants completed pre-interview questionnaires and one-on-one semistructured virtual interviews. These seven teacher participants contributed meaningful data in which a professional development was created. The data obtained from these teacher participants provided me with a truly unique experience.

Self as a Scholar

Merriam-Webster (2013) defines scholar as a learned person who has done advanced study in a specialized field. A scholar pursues academic and intellectual activities, usually to develop and become a subject matter expert in their field. I identify as a lifelong learner who is dedicated to ELL teaching and learning. I believe that my academic work over these last 3 years has elevated me from a student to a scholar in the field of literacy pedagogy and English language learning curricula and instruction of ELLs. As the number of ELLs continues to grow across the country, it is vital to learn and teach instructional strategies that will promote ELL student achievement.

Self as a Practitioner

As an educator with over 13 years of teaching experience, I set out on my doctoral journey treating it as adventure—an adventure that led me to research, research that led me to the teaching and learning of ELLs, which guided me to the SIOP model and effective reading instruction. I chose to do a project based on ELLs with the intent of providing the teachers who teach these culturally and linguistically diverse students guidance in supporting their reading instruction. I know this journey will make a difference, not only to me, but to the teaching and learning of these culturally and linguistically diverse students.

Reflection on the Importance of the Work

This doctoral project study work is essential to educational practitioners and stakeholders. All students are entitled to high-quality instruction. The qualitative data collected throughout this study indicated that hands-on and active professional

development on instructional strategies based on the SIOP model, used to provide reading instruction to ELLs, is necessary for general education classroom teachers. The professional development I created as part of this study provides teachers with 3 full days of training. As a result of meeting the teachers' needs to provide them the knowledge and skill set for ELLs, I believe that ELL student achievement districtwide assessments and classroom performance will improve, resulting in the overall School Report Card to increase.

Implications, Applications, and Directions for Future Research

Through the project study findings of my data collection, I developed a professional development that will improve general education classroom teachers' knowledge and skill set. I found that general education classroom teachers need hands-on and active professional development and the need for more vocabulary development professional development. Therefore, more professional development should be offered. I found that when given new instructional strategies to use, teachers will evolve and adapt their pedagogy to meet ELL student needs. This professional development can promote social change by enhancing teachers' pedagogy with ELL students. Directions for future research opportunities could extend the research model to include more teachers from other schools or districts.

Conclusion

The problem I examined and investigated in this case study was how classroom teachers are challenged in their knowledge and skill set to consistently and effectively integrate the SIOP model in their classrooms to support ELL reading success. In this case

study, I examined how classroom teachers, as adult learners, implement the SIOP model into the reading instruction for ELLs. I gathered data through qualitative means, pre-interview questionnaires, and semistructured one-on-one virtual interviews using qualitative analysis. I designed a semistructured interview protocol around Knowles' adult learning theory, comprised of questions that investigated adult learning. The results of this doctoral project study indicated that teachers learn best with a hands-on, active approach, and that teachers feel they need more professional development in teaching vocabulary development to ELLs. Therefore, I developed a professional development program to increase teachers' knowledge and skill set around instructional strategies based on the SIOP model.

I believe the results of this qualitative doctoral project will be transferable. The results of this case study cannot represent all similar situations or groups; therefore, generalizing is not applicable. It is vital that school districts offer high-quality professional development to teachers. As the number of ELL students continues to grow across the country, it is important that school administrators are able and ready to train their teachers who work with these culturally and linguistically diverse students.

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Appendix A: The Project

Day 1

Professional Development Plan for General Education Classroom Teachers

Time	Activity Day 1
8:00-8:30 am	Meet and Greet <ul style="list-style-type: none"> • Introduction • Review the objectives/goals and purpose of the session • Review Professional Development Expectations
8:30-10:00 am	The purpose of this presentation is to develop an information guide and resource for teachers working with ELLs. Discuss this and any ELL previous professional development teachers have had.

Professional Development Plan for General Education Classroom Teachers

Time	Activity Day 1
10:00-11:00 pm	The implications of the 2-iceberg model: The 2 nd language grows from the foundation of the 1 st language. The stronger the 1 st language, the stronger the 2 nd language can be. Discussion: What does this mean for school age children?
11:00pm-12:00pm	Discussion: The 8 components of the Sheltered Instruction Observation Protocol Model
12:00pm-1:00pm	Lunch on Your Own

Professional Development Plan for General Education Classroom Teachers

Time	Activity Day 1
1:00-2:00pm	Discussion of SIOP Lesson Plan Format <ul style="list-style-type: none">• Provide Examples of SIOP Lesson Plans
2:00-3:00pm	Discussion of SIOP Instructional Strategies <ul style="list-style-type: none">• Book/Picture Walks• Think-Pair-Share• Jigsaw• Inside Outside Circle• Snowball Fight• Sentence Frames
3:00pm -3:30pm	Reflection: Exit Ticket

- Resources Needed for Day 1
 - SIOP Lesson Plan Examples
 - SIOP Instructional Strategies Templates
 - Smarboard
 - Anchor Chart with markers
 - Sign-In Sheet
 - Exit Tickets

SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP) STRATEGY GUIDE

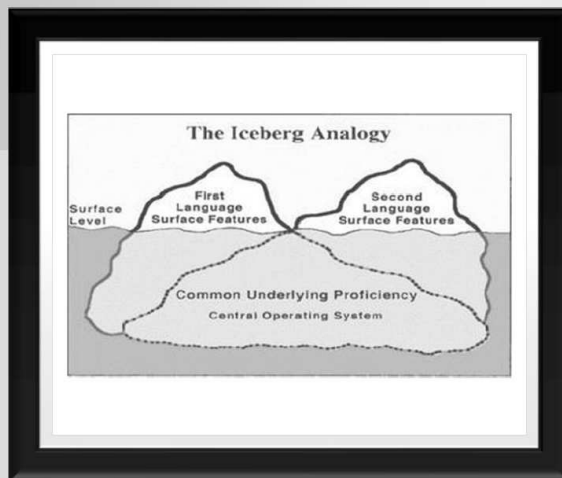
BY: KARISA KING

OBJECTIVES

- Content Objectives
 - We will examine the Iceberg Analogy.
 - We will examine instructional strategies based on the SIOP model.
- Language Objectives
 - We will discuss how the Iceberg Analogy works in the classroom.
 - We will discuss how to incorporate these instructional strategies in classrooms.

SIOP CLASSROOM INSTRUCTIONAL STRATEGIES

- The purpose of this presentation is to develop an information guide and resource for teachers working with ELLs. This presentation will include strategies that are best practice for ELLs based on the Sheltered Instruction Observation Protocol (SIOP) guide.
- The activities in this presentation are designed to specifically engage students 90% to 100% of the time in class through interaction. These strategies have been found to be successful in classrooms and are used to increase student participation using academic language.
- Remember: ALL students can benefit from visual supports and hands-on learning in the classroom.



The implications of the 2-iceberg model are that:

The second language grows from the foundation of the first language.

The stronger the first language, the stronger the second language can be.

What does this mean for school age children?

A child's language ability can easily be over-estimated by looking at the BICS and not realizing the complexity and difficulty that second language students have in acquiring CALP in the second language.

SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)

SIOP is a researched based lesson delivery model that links Content Objectives to Language Objectives. There are 8 components to SIOP along with 30 SIOP features. The 8 components of SIOP are:

- | | |
|-------------------------|-----------------------------|
| 1. Lesson Preparation | 5. Interaction |
| 2. Building Background | 6. Practice and Application |
| 3. Comprehensible Input | 7. Lesson Delivery |
| 4. Strategies | 8. Lesson Delivery |

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STANDARDS:

THEME:

LESSON TOPIC:

OBJECTIVES:

Language:

Content:

LEARNING STRATEGIES:

KEY VOCABULARY:

MATERIALS:

MOTIVATION:

(Building background)

PRESENTATION:

(Language and content objectives, comprehensible input, strategies, interaction, feedback)

PRACTICE AND APPLICATION:

(Meaningful activities, interaction, strategies, practice and application, feedback)

REVIEW AND ASSESSMENT:

(Review objectives and vocabulary, assess learning)

EXTENSION:

(Echevarria, Vogt, and Short, 2008. Making Content Comprehensible for English Learners: The SIOP Model.)

Book/Picture Walk

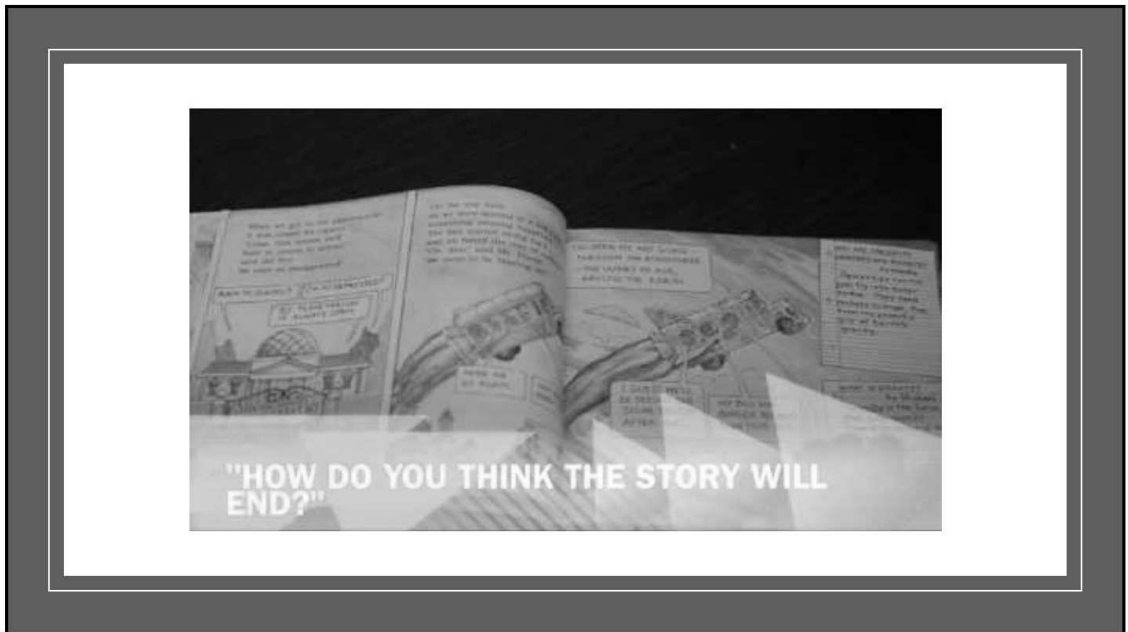
Use this strategy to activate prior knowledge, introduce vocabulary, and create a purpose for reading.

Directions:

1. Show students pictures in the sequence in which they occur in a story.
2. Ask students to identify what they see happening.
3. Encourage students to ask questions when it is unclear what is happening or if certain words are difficult to express.
4. Have students make connections (text to text, text to self, text to real-world) to what they see happening in the story.
5. Read the story together

Ideas for making this strategy more collaborative for ELL students:

1. Use sequencing cards that depict what is happening in the story or use pictures from a story with similar content. Ask students to work with a partner to put the cards in order before previewing the book as a group.
2. Have students label pictures of vocabulary words that are anticipated to be challenging from the story during the book walk.
3. Do picture sorts.

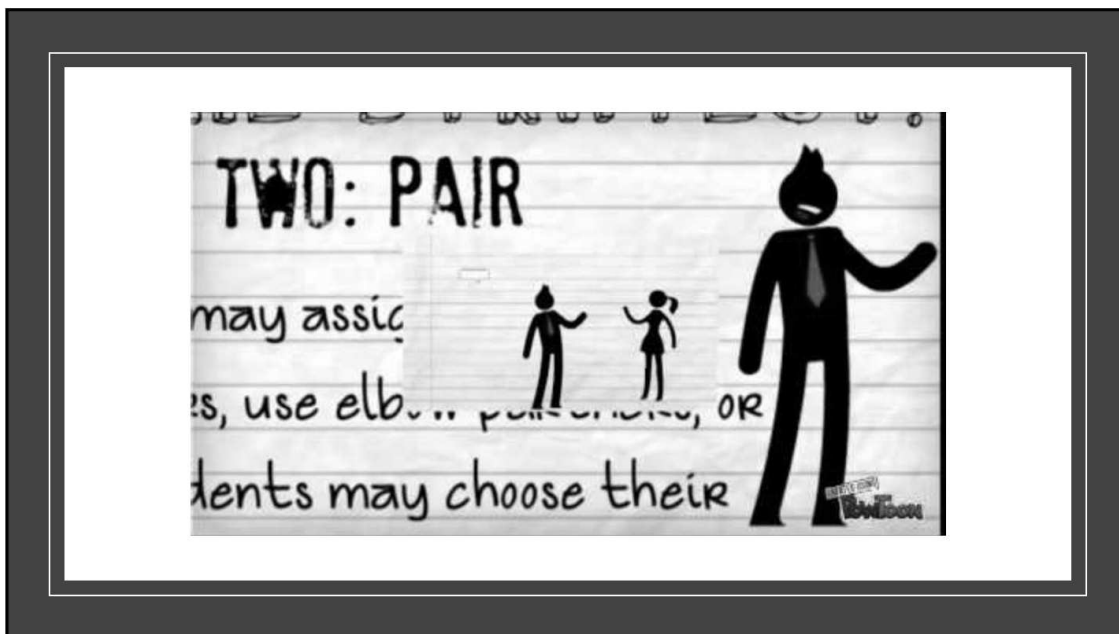


Think-Pair-Share

Directions:

1. Think-The teacher begins by provoking students' thinking with a question. The students take a few moments to think about the questions.
2. Pair-Students pair up with partners to talk about the answers that they each came up with. Students can compare their mental or written answers and identify the answers they think are the best.
3. Share-After students talk in pair for a few moments, the teachers call for pairs to share their thinking with the rest of the class.

This activity can be used for discussing questions, reviewing concepts, and brainstorming. It can be used in whole class and small group settings. Think-Pair-Share increases classroom participation. It prevents the eager students from shouting out the answers and it provides the wait time that ELL students may need to think about their answer. During "pair," students are allowed to discuss their answers with a partner without the fear or anxiety of being made fun of in front of their classmates. While discussing in pairs students elaborate on their answer or think of new ideas. Everyone is engaged and held accountable. When students are brought back to a whole group they are prepared to engage in discussion.



Jigsaw

Directions:

1. Students are assigned to groups
2. Each group is assigned a piece to present.
3. Group members research and read about their piece.
4. Groups prepare a short presentation and decide how they will teach their piece to the class.
5. While a group is teaching, the rest of the class is taking notes or completing a graphic organizer or chart with the new information.
6. After every group presents, the teacher leads a review of the content that students are expected to know.

Jigsaws are best used when there is a large amount of content to teach. They should be used with non-fiction texts. Jigsaws create a supportive and motivating environment for ELL students. They increase student participation and create a student-centered atmosphere. The jigsaw technique develops reading speaking, listening, and writing skills in students. It also develops their interpersonal skills and encourages positive interdependence.

English language learners benefit from the jigsaw because they are learning from others while not being burdened with reading the longer text individually (Echevarria, Vogt, & Short, 2015).



Inside Outside Circle

Directions: This instructional strategy involves all students in the class and gets them moving and talking to their classmates. Half of the students will form a circle facing outward. The other half will form a circle around the outward. Students partner up, 1 from the inner circle and 1 from the outer circle facing each other. The teacher will provide students with a question. After giving students "think time" students from the inner circle share their response with their partner from the outer circle and then the student from the outer circle shares their response with the same partner. After both students have had a chance to respond the inner circle moves clockwise so that each student has a new partner, and the teacher can ask the same question or a new question.

When to use: This strategy is used to engage all students in your class at the same time. This strategy allows students to feel comfortable answering questions since they are sharing with a peer rather than the whole class.

Examples:

Practice Math Facts

Reading

Review for Test



Snowball Fight

Snowball fight is an instructional strategy that can be used in any class any any grade level. It helps students classify, make a personal connection to, and reflect on expository or fictional text that they are required to read, listen to, or watch.

Directions:

1. Each student anonymously records their learning on a piece of paper.
2. Students wad up the papers.
3. Throw them like a snowball.
4. Time is called.
5. Each student picks up a snowball.
6. Reads the idea and shares what they learned.
7. Students complete an Exit Ticket to write one thing the student learned from the lesson.

Snowball Fight Exit Ticket
Name:
I learned that



Sentence Frames

Sentence frames provide a visual display of well-formed phrases and sentences, allowing students to communicate in classroom discussions about content. They provide the language necessary for talking and writing about a given topic.

Examples:

Authors' Viewpoint

The author believes that _____ because _____.

Comparison/Contrast Text

_____ and _____ are similar in several ways. Both _____ and _____ have similar _____.

Finally, both _____ and _____.

Identifying Place Value

The value of the digit in the _____ place is _____.

Multiplication

The product of _____ and _____ is _____.



DAY 1 EXIT TICKET EVALUATION

Please provide an answer to each questions below as thoroughly as possible. Your feedback is important to me and will remain confidential.

1. Please tell me one SIOP based instructional strategy you learned.
2. Please explain how you could implement the SIOP based instructional strategy you learned in your classroom today.
3. Would you recommend this professional development? Please explain your answer.

REFERENCES

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- Sample Individual Professional Development Plan (IPDP) Goals. (2016, October). Retrieved December 01, 2020, from <http://www.eslakeeriewest.org/Downloads/Sample%20Goals%202015.pdf>
- Think, Pair, Share. (2014, November). Retrieved from <https://www.youtube.com/watch?v=KAPyC-NrUS8&t=7s>

Day 2

Professional Development Plan for General Education Classroom Teachers

Time	Activity Day 2
8:00-8:30am	Meet and Greet <ul style="list-style-type: none"> • Introduction • Review the objectives/goals and purpose of the session • Review Professional Development Expectations
8:30-9:00am	Discuss the purpose of this professional development and have teachers complete the anticipation guide.

Professional Development Plan for General Education Classroom Teachers

9:00-10:00am	Teaching Vocabulary <ul style="list-style-type: none"> • The Three Tiers of Vocabulary • Common Words • Academic Words • Content Words Complete "Let's Practice"
10:00-10:15pm	Break
10:15-12:00pm	Discuss the "Let's Practice" <ul style="list-style-type: none"> • What vocabulary did you put into each tier. Think-Pair-Share
12:00-1:00pm	Lunch on Your Own

Professional Development Plan for General Education Classroom Teachers

1:00-3:00pm	Discuss Research-Based Strategies for Vocabulary Instruction <ul style="list-style-type: none"> • Inside-Outside-Circle Strategy to discuss the different vocabulary strategies that you use in your classroom.
3:00-3:30pm	Reflection: Exit Ticket 3 W's 1. Something that WOWED you. 2. Something you're doing WELL. 3. Something you want to WORK on.
Resources Needed	Smartboard, anchor chart, markers, hand-outs, post it notes

ACADEMIC VOCABULARY & HIGHER ORDER QUESTIONS FOR ELLS IN INTERMEDIATE GRADES USING THE SHELTERED INSTRUCTION OBSERVATION PROTOCOL MODEL

PRESENTED BY: KARISA KING

THE CHALLENGE

"The average 3-year-old English speaker knows about 1,000 root words, the average kindergartner knows about 3,000 root words, and the average 2nd grader knows about 5,000-6,000. If children enter kindergarten as ELLs, they are likely to have a 2,000-3,000 word gap (Roberts, 2017, p. 96). ELL kindergartners need a rate of English vocabulary learning at least double of a typical native English speaker to close the gap.

OBJECTIVES

- Content Objectives
 - We will evaluate how vocabulary is taught in classrooms.
 - We will examine vocabulary strategies for ELLs.
 - We will investigate higher-order thinking skills of ELLs.
- Language Objectives
 - We will discuss and write essential vocabulary to be taught in classrooms.
 - We will discuss vocabulary strategies for ELLs.
 - We will write higher-order questions for ELLs.

ANTICIPATION GUIDE

Statement	Yes	No
The majority of vocabulary instruction should be spent on Tier 2 words.		
Vocabulary instruction goes beyond defining words in text.		
Word lists are a useful way to teach vocabulary.		
Students must learn to evaluate the word alone, not necessarily the impact of the word choice.		

TEACHING VOCABULARY

- What methods do you use to teach new vocabulary words to your students?
- What is your process for selecting what vocabulary to teach in your classroom?
- What types of vocabulary words do you focus on?

THE THREE TIERS OF VOCABULARY

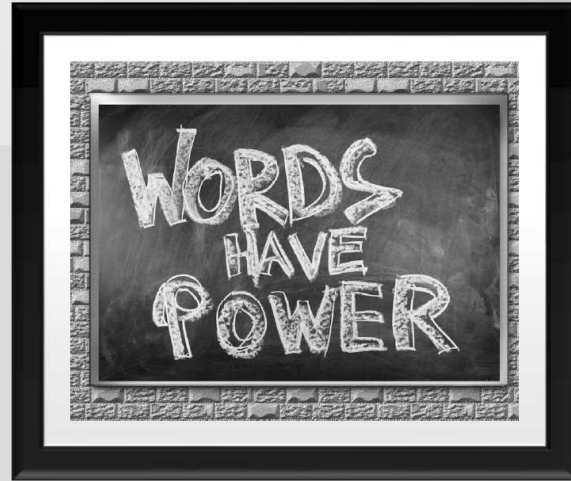
- Tier 1: Common Words such as simple nouns, verbs, high-frequency words, and sight words.
- Tier 2: Academic Words commonly found in school texts but not in general conversations. Needed to comprehend academic text and class discourse.
- Tier 3: Content Words that occur in specific domains.

SELECTION CRITERIA FOR INSTRUCTIONAL VOCABULARY

	Tier 1	Tier 2	Tier 3
Description	Basic words that most children know before entering school	Words that appear frequently in texts and for which students already have conceptual understanding	Uncommon words that are typically associated with a specific domain
Examples	clock, baby, happy, walk	establish, verify, complex, obvious	mathematics, biology, medical

LET'S PRACTICE

- Read the passage, "A Climate Change"
- Divide a piece of paper into 3 columns
- Label the columns Tier 1, Tier 2, and Tier 3
- Record vocabulary words from the passage under each of the three columns
- Discuss your choices with the rest of your group



A CHANGE IN CLIMATE

From one day to the next, weather can have a big effect on your life. When it rains, you have to stay indoors or carry an umbrella. When it's cold, you have to bundle up.

Over the course of hundreds, thousands, and millions of years, weather trends affect life on Earth in more dramatic ways. Ice ages or long droughts, for example, can wipe out certain types of plants and animals. Although many species manage to survive such extreme, long term climate shifts, their living conditions also change.

KEY VOCABULARY

- What are the words that you wrote (Tier 1, Tier 2, or Tier 3)?
- How does thinking about the 3 tiers of vocabulary help you as a teacher?
- How could you apply this in your classroom?

VOCABULARY TIERS FOR ELLS

Tier 1

Simple Words

indoors

over

umbrellas

bundle up

certain

Tier 2

More Sophisticated

wipe out

long-term

effect

although

shifts

Tier 3

Content Words

droughts

species

weather

climate

trends

RESEARCH-BASED TIPS FOR VOCABULARY INSTRUCTION

- Use the words in the context of the lesson.
- Present the word in context.
- Provide visual support (pictures, definition in glossary)
- Direct instruction of words (provide student-friendly definition)
- Student interaction with words (activities and questions that make students use the words)
- Student internalization of definitions (retelling the definitions in their own words)

PLEASE REFLECT.....

- Do I provide activities that include more than repetitive practice?
- Do I vary the ways I teach new words?
- How do I know that once taught, a word is learned?
- Who does the talking about new words?

EXIT TICKET OUT – 3 W'S

- 1. Something that **WOWED** you.
- 2. Something you're doing **WELL**.
- 3. Something you want to **WORK** on.

Day 3

Professional Development Plan for General Education Classroom Teachers

Time	Activity Day 3
8:00-8:30am	Meet and Greet <ul style="list-style-type: none"> • Introduction • Review the objectives/goals and purpose of the session • Review Professional Development Expectations
8:30-9:00am	The importance of getting to know your ELL students.

Professional Development Plan for General Education Classroom Teachers

9:00-12:00pm	Discuss why should vocabulary be taught to ELLs. Discuss how vocabulary relates to ELLs. Which words should I teach? Classroom vocabulary strategies Methods for pre-teaching vocabulary Comparing Frog and Toad
12:00-1:00pm	Lunch on Your Own
1:00-3:00pm	Six Vocabulary Activities <ol style="list-style-type: none"> 1. Keeping a running list of words 2. Vocabulary cards 3. Reading vocabulary items 4. Vocabulary ladder puzzle 5. Vocabulary sentence auction 6. Scrambled vocabulary envelopes

Professional Development Plan for General Education Classroom Teachers

2:30-3:00pm	Discuss generic questions of levels Discuss effective ELL strategies What should an effective ELL classroom look like
3:00-3:30pm	Exit Ticket Reflection Summative Reflection
Resources Needed	Hand-outs, exit tickets, anchor charts, markers, smartboard

VOCABULARY INSTRUCTION FOR ELEMENTARY ELLS GRADES K-2

PRESENTED BY KARISA KING



WHY TEACH VOCABULARY?

Learning, as a language-based activity, is fundamentally and profoundly dependent on vocabulary knowledge.

(Baker, Simmons, Kameenui, 1998)

WHAT OTHER VOCABULARY MIGHT A NEWCOMER KNOW?



Can they name others?



OBJECTIVES

- Content Objectives
 - We will examine why vocabulary should be taught in classrooms.
 - We will examine effective vocabulary strategies for ELLs.
- Language Objectives
 - We will discuss and write essential vocabulary to be taught in classrooms.
 - We will discuss vocabulary strategies for ELLs.

GETTING TO KNOW YOUR STUDENTS- IMPLICATIONS FOR TEACHING AND LEARNING

- What language do they speak at home?
- How much English do they know?
- How much prior schooling do they have?
- When did they come to the U.S.?
- What is the education level of their parents?



WHY SHOULD VOCABULARY BE TAUGHT?

"Increasing vocabulary knowledge is a basic part of the process of education, both as a means and as an end. At the same time, advances in knowledge will create an even larger pool of concepts and words that a person must master to be literate and employable."

HOW VOCABULARY RELATES TO ELLS

- For English language learners (ELLs) vocabulary development is especially important. The average native English speaker enters kindergarten knowing at least 5,000 words. The average ELL may know 5,000 words in his or her native language, but very few words in English. While native speakers contribute to learn new words, ELLs face the double challenge of building that foundation and then closing the gap."

(Graves, August, Mancilla-Martinez, 2012)

WHICH WORDS SHOULD I TEACH?

- Text factors, word importance student factors, Tier 1, 2, or 3
- Manageable Number (approximately 10)
- Provide a model, definition, or synonym
- Practice (use complex texts)
- Nurture an appreciation of words

CLASSROOM STRATEGIES: VOCABULARY



- Before doing an activity, teaching content, or reading a story in class, pre-teaching vocabulary is always helpful for ELLs.
- Students will get the chance to identify words and then be able to place them in context and remember them.

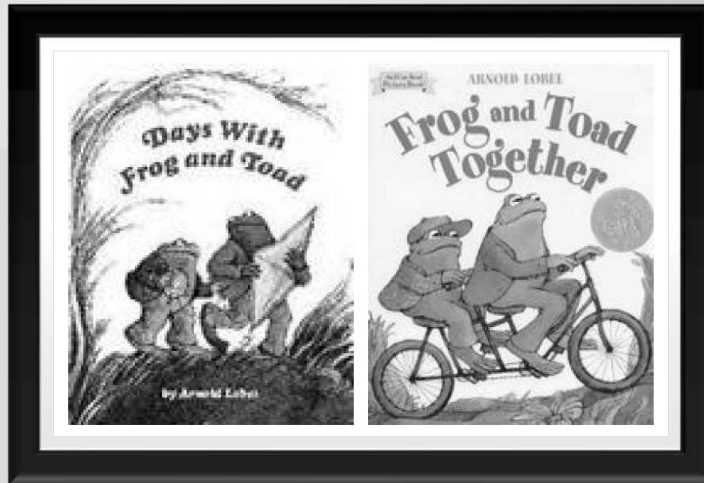
METHODS TO PRE-TEACH VOCABULARY

- Role playing
- Using gestures
- Showing real objects
- Pointing to pictures
- Doing quick drawings on the board

STEP TO FOLLOW PRIOR TO INTRODUCING NEW VOCABULARY WORDS TO ELLS

- Pre-select words from an upcoming text
- Explain the meaning with student-friendly definitions
- Provide examples of how it is used
- Ask students to repeat the word two or three times
- Engage students in activities to develop mastery
- Ask students to say the word again

COMPARING FROG AND TOAD ACTIVITY



COMPARING FROG AND TOAD



Frogs
Smooth, moist skin
Good swimmers
Make long jump
Have teeth
More active at night
or on rainy days
Have a long sticky
tongue to capture
prey

Toads
Dry, rough, bumpy skin
Live mostly on land
Shorter, less powerful back
leg
Have teeth
More active at night or on
rainy days
Have a long sticky tongue
to capture prey

VOCABULARY FOR: "DAYS WITH FROG AND TOAD"

alone
cheer
fine
meadow
reason
spoiled



SIX VOCABULARY ACTIVITIES

1. Keeping a running list of words
2. Vocabulary cards
3. Reading vocabulary items
4. Vocabulary ladder puzzle
5. Vocabulary sentence auction
6. Scrambled vocabulary envelopes

VOCABULARY ACTIVITY KEEPING A RUNNING LIST OF WORDS

- Write the word
- Write its definition
- Draw a picture about the word
- Write a sentence with the word and draw a picture about the sentences

VOCABULARY ACTIVITY VOCABULARY CARDS



Meadow: grassy land

The horses are grazing in the meadow.

VOCABULARY ACTIVITY

- Write the correct vocabulary word next to the definition
- Write the two sentences using two different vocabulary words
- Draw a picture that described one of the vocabulary words

VOCABULARY - MATCHING ACTIVITY

fine

spoiled

cheer

alone

reason

very good

ruined

make glad

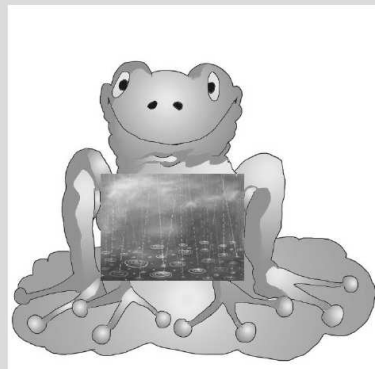
not with anyone

cause

VOCABULARY ACTIVITY COMPOUND WORDS

- Two teams: one team calls the first half of the word and the other team calls the second half
- If answer is correct write the new word on the post card and draw a picture about the word. Words will be presented on chart paper.

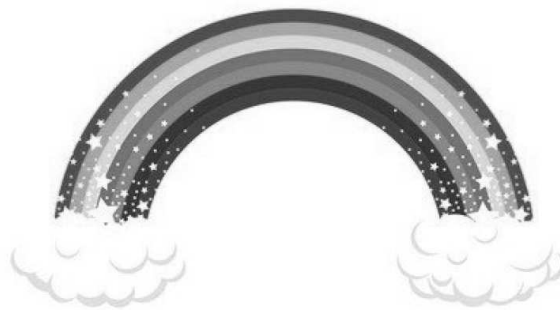
rain



bow



rainbow



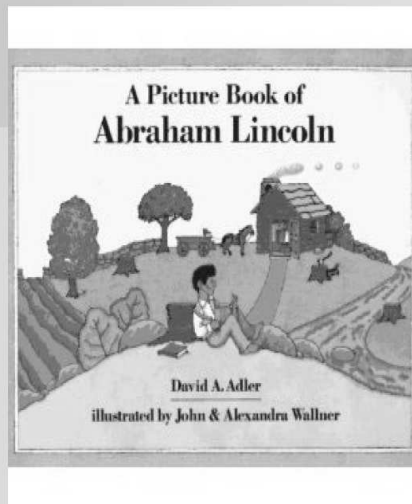
VOCABULARY ACTIVITIES

- Write vocabulary word next to the correct definition
- Write the word and draw a picture describing it
- Complete sentences with vocabulary words
- Complete a CLOZE activity
- Write a story with the words
- Use words in a crossword puzzle
- Part of speech
- Singular and plural
- Compound words game

CLASSROOM VOCABULARY GAMES



Learning new vocabulary words can be a challenging task for many students. One way to overcome this challenge is to play games (jeopardy, pyramid, mimes, bingo) that will make learning new words fun by creating a competitive environment.



Select 3 Tier 2 words and write them on the board
Introduce the story
Introduce the vocabulary words you have chosen
Read the story
Review Vocabulary words by asking students how they were used in the text

VOCABULARY ACTIVITY

In this sentence you are going to underline the word _____ . Read each sentence to students.

1- Our country is called the **United States of America**.

2- The **government** of the country is big.

3- You are too young to vote in this **election**.

4- You should hope no one is ever a **slave** again.

1- Our country is called the United States of America.

2- The government of the country is big.

3- You are too young to vote in this election.

4- You should hope no one is ever a slave again.

5- All the other children felt that John was the avored student.

GENERIC QUESTIONS – LEVELS:

Questions that elicit one-word answers:

- ▶What's ...?
- ▶Yes/no questions: Is it tall?
- ▶Either/or questions: Is it smaller or larger?

Questions that elicit higher order thinking:

- ▶Why?
- ▶How?
- ▶What do you think about ...?
- ▶What would you do differently?

EFFECTIVE ELL STRATEGIES

- Use of visuals, gestures, hands-on tasks
- Frontloading/explicit instruction for concepts and vocabulary (introducing academic language)
- Scaffolding information-modified text, graphic organizers, sentence frames, modified and alternate text, note taking, listening guides
- Safe environment for speaking (think-pair-share, whisper to me, etc)
- Frequent opportunities for language practice (small group cooperative learning, think-pair-share, numbered heads)

WHAT SHOULD AN EFFECTIVE ELL CLASSROOM INCLUDE?

- Student-friendly definition
- Compare and contrast
- Elaboration
- Gestures
- Real, concrete objects/hands-on experiences
- Teachers examples
- Student examples
- Repetition
- Connections to students' experiences
- Fun with words (Word Walls, Word Jars)

**Vocabulary knowledge is
the single greatest
contributor to reading
comprehension and thus a
strong predictor of overall
academic achievement**

(Kinsella, Beck, Marzano, Fisher et al.)



EXIT TICKET

1. Something that **WOWED** you.
2. Something you're doing **WELL**.
3. Something you want to **WORK** on.

REFERENCES

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- Target, O. (2006) Strategies to Build Student Vocabularies. *The On Target Strategy Booklets are Created by ESA*, 6.

Appendix B: Permission to Reproduce Figure

From: US Journal Permissions <[REDACTED]>
Sent: Friday, April 17, 2020 9:04 AM
To: [REDACTED]
Subject: RE: vtss20:Preparing Teachers for English Learners: Integrating Academic Language and Community Service Projects

17 April 2020

Dear [Karisa King](#) on Behalf of Walden University,

Material requested: Figure 1. Visual Representation of the SIOP Model from Ye He, Wayne Journell & Josh Faircloth (2018) Preparing Teachers for English Learners: Integrating Academic Language and Community Service Projects, *The Social Studies*, 109:1, 13-26, DOI: [10.1080/00377996.2017.1403874](https://doi.org/10.1080/00377996.2017.1403874)

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Thank you for your interest in our Journal.

Sincerely,

[REDACTED] - Permissions Coordinator, US Journals Division

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Please note the current processing time is 6 weeks for all permission requests received in-house by the Journal permissions team.

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[REDACTED]

Appendix C: Framework for Teacher Use of The Sheltered Instruction Observation

Protocol (SIOP) Model

Lesson Preparation

1. Content objectives clearly defined, displayed and reviewed with students.
2. Language objectives clearly defined, displayed and reviewed with students.
3. Content concepts appropriate for age and educational background level of students.
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (i.e., computer programs, graphs, models, visuals).
5. Adaption of content (i.e., test assignments) to all levels of student proficiency.
6. Meaningful activities that integrate lesson concepts (i.e., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking.

Building Background

1. Concepts explicitly linked to students' background experiences.
2. Links explicitly made between past learning and new concepts.
3. Key vocabulary emphasized (i.e., introduced, written, repeated, and highlighted for students to see).

Comprehensible Input

1. Speech appropriate for students' proficiency levels (i.e., slower rate, enunciation, and simple sentence structure for beginners)
2. Clear explanation of academic tasks

3. A variety of techniques used to make content concepts clear (i.e., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

1. Ample opportunities provided for students to use learning strategies.
2. Scaffolding techniques consistently used, assisting and supporting student understanding (i.e., think-alouds).
3. A variety of questions or tasks that promote higher-order thinking skills (i.e., literal, analytical, and interpretive questions).

Interaction

1. Frequent opportunities for interaction and discussion between teacher/students and among students, which encourage elaborated response about lesson concepts.
2. Grouping configurations support language and content objectives of the lessons.
3. Sufficiently wait time for student responses consistently provided.
4. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 test.

Practice and Application

1. Hands-on materials and/or manipulative provided for students to practice using new content knowledge.
2. Activities provided for students to apply content and language knowledge in the classroom.
3. Activities integrate all language skills (i.e. reading writing, listening, and speaking).

Lesson Delivery

1. Content objectives clearly supported by lesson delivery.
2. Language objectives clearly supported by lesson delivery.
3. Student engaged approximately 90% to 100% of the period.
4. Pacing of the lesson appropriate to students' ability levels.

Review and Assessment

1. Comprehensive review of key vocabulary.
2. Comprehensive review of key content concepts.
3. Regular feedback provided to students on their output (i.e., language, content, work).
4. Assessment of student comprehension and learning of all lesson objectives (i.e., spot checking, group response) throughout the lesson (Kareva & Echevarria, 2013).

Appendix D: Pre-Interview Questions

This pre-interview questionnaire acts as a professional courtesy to you to help focus on the topics being addressed and researched in the one-on-one virtual interview. Your responses will be kept confidential. Please return this pre-interview questionnaire via email to [REDACTED] within five days. Please reply to each item.

- 1) Do you currently provide reading instruction to ELL students in your classroom?
- 2) How many years have you provided reading instruction to ELL students?
- 3) Have you attended any Sheltered Instruction Observation Protocol (SIOP) professional development? If yes, how much and when?
- 4) Have you attended any other professional development related to ELLs? If so what, when, where?

Thank you for your support in my research study.

Sincerely,

[REDACTED]

Appendix E: Interview Protocol Guide

Interview Guide

Participant Pseudonym: _____ Grade Taught: _____ Date: _____

- 1) As an adult learner, who has a preferred learning style, how have you learned to use the SIOP model in your reading instruction?
- 2) How do you incorporate your preferred learning style into your reading instruction?
- 3) As an adult learner, who has a preferred teaching style, how have you adapted your teaching style to the SIOP model?
- 4) Think about any challenges you face when implementing the SIOP model in your reading instruction to ELLs.
 - a. Do you encounter challenges with hands-on activities? If yes, how would you describe them?
 - b. Do you encounter challenges with teaching vocabulary? If yes, how would you describe them?
 - c. What challenges do you encounter when trying to engage your students in language lessons?
- 5) How has your teaching pedagogy changed or evolved as a result of SIOP professional development?

Thank you for taking the time to meet me and be interviewed regarding your evolving pedagogy using SIOP to support the reading instruction of ELL students. Your opinion is valuable to me as a researcher. I will prepare a transcript of your interview and send it to

you for your review within one week of your interview. Finally, a summary of the full report that discusses the research questions, the purpose, data collection, and data analysis will be emailed to you at the conclusion and approval of my final study. Please do not hesitate to contact me via email: [REDACTED] [REDACTED] if you have any further concerns or questions.

Appendix F: Site Administration Approval

8/20/2020 Mail - [REDACTED] - Outlook

RE: Letter of Cooperation

Wed 8/19/2020 11:08 PM

To: [REDACTED]

I am so proud of you..... I support you 100% and look forward in what ever you need. You may

not

been told that Sara Rivera had a stroke and is not able to return. She is recovering at home.

Keep her in

your prayers.

From: Karisa King <karisa.king@waldenu.edu>

Sent: Wednesday, August 19, 2020 11:40 AM

To: Brenda Hatch <bhatch@lawtonps.org>

Cc: Calvin Prince <cprince@lawtonps.org>

Subject: Letter of Cooperation

*****CAUTION: EXTERNAL EMAIL - Think before you click or open attachments! *****

August 19, 2020

[REDACTED]

I am a doctoral candidate at Walden University who would like to conduct a study at an elementary school in your district. My study will be titled: Elementary Teachers Evolving Pedagogy

using SIOP to Support English Learners Reading Instruction . The study will examine how classroom

teachers are trying to implement the Sheltered Instruction Observation Protocol model into the reading

instruction of English Language Learners. If you agree, the following steps will take place:

1. I will contact possible participants via email, sharing the goals, procedures, and implications for the

study.

2. I will send an informed consent and pre-interview questionnaire to all teachers who teach

Kindergarten through fifth grade at [REDACTED] The letter will indicate your

approval and that the results of this study are confidential and voluntary. I will select participants

based on the following criteria: (a) participants must have taken part in Sheltered Instruction

Observation Protocol (SIOP) professional development training with [REDACTED]

[REDACTED]

and (b) participants must have experience providing reading instruction to ELL students.

3. I will share the results of the study with you to assist in guiding future professional development

decisions, as well as develop a project to assist teachers in working with culturally and linguistically diverse students. I will ensure the participants understand the following:

1. All interviews will be conducted in a safe and secure location to assure complete confidentiality for all.

2. Confirm that this plan complies with the organization's policies and that I am given acceptance for the approved study.

3. Agree that all data collected with remain confidential.

4. Agree and understand that I will not name the school, school district, or participants in the

doctoral project report.

8/20/2020 Mail - [REDACTED]

If you have any questions regarding participation, I would be happy to answer them via phone [REDACTED] or email [REDACTED]. Please reply to this email with your permission.

Sincerely,

[REDACTED]

Walden University

Appendix G: Letter of Cooperation Requesting Permission to Conduct Study

██████████ ██████████,

I am a doctoral candidate at Walden University who would like to conduct a study at an elementary school in your district. My study will be *titled: Elementary Teachers Evolving Pedagogy using SIOP to Support English Learners Reading Instruction*. The study will examine how classroom teachers are trying to implement the Sheltered Instruction Observation Protocol model into the reading instruction of English Language Learners. If you agree, the following steps will take place:

1. I will contact possible participants via email, sharing the goals, procedures, and implications for the study.
2. I will send an informed consent and pre-interview questionnaire to all teachers who teach Kindergarten through fifth grade at ██████████ School. The letter will indicate your approval and that the results of this study are confidential and voluntary. I will select participants based on the following criteria: (a) participants must have taken part in Sheltered Instruction Observation Protocol (SIOP) professional development training with ██████████ School, and (b) participants must have experience providing reading instruction to ELL students.
3. I will share the results of the study with you to assist in guiding future professional development decisions, as well as develop a project to assist teachers in working with culturally and linguistically diverse students. I will ensure the participants understand the following:
 1. All interviews will be conducted in a safe and secure location to assure complete confidentiality for all.
 2. Confirm that this plan complies with the organization's policies and that I am given acceptance for the approved study.
 3. Agree that all data collected will remain confidential.
 4. Agree and understand that I will not name the school, school district, or participants in the doctoral project report.

If you have any questions regarding participation, I would be happy to answer them via phone ██████████ or email ██████████. Please reply to this email with your permission.

Sincerely,
██████████
Walden University

Appendix H: Email to Schedule Virtual Interview with Teacher

Thank you for returning the pre-interview questionnaire for this qualitative case study.

This email is designed to schedule a virtual interview with you, the next part of the research study. The interview will take approximately 45 minutes. Please note that the interview will be audio recorded. I have attached a copy of the interview questions for you to review prior to the interview. As previously stated, your participation in this project is voluntary and confidential. I am very appreciative of your assistance and support in this doctoral study.

Name: _____ Phone Number: _____

Preferred Email: _____

Date choices for teacher interview: _____

Time choices for interview: _____