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Exploring the Use of Learner-Centered Instruction With English Language Learners in Social Studies Classrooms

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This is to certify that the doctoral study by

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

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Abstract

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MSED, Queens College, 2001

MA, Queens College CUNY, 1997

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

Learner-centered instructional strategies in social studies are currently ineffective in meeting the learning needs of the ELL population in an urban school in the northeastern United States. Despite English language learner (ELL) supplemental instruction on Saturdays and evenings and professional development for teachers, strategies being used to deliver curriculum have had a marginal effect on learning for ELL students, and the local school board supported the importance of exploring this problem. The purpose of this instrumental case study was to explore the learner-centered instructional practices used at the study site and how teachers are using Weimer's learner-centered framework to engage ELL students in social studies. The research questions focused on exploring how teachers use Weimer's learner-centered instructional strategies in their classrooms and how they plan their instruction for ELLs in social studies. As a case study, this qualitative research involved gathering data during 1 academic year through observations and interviews of 10 teacher participants in Grades 9-12. Research data collected through observations and interviews were coded and analyzed for common themes. Results indicated the need for modification of some strategies to increase students' motivation and satisfaction in learning. A professional development project for teachers with monthly follow-up sessions was constructed based on the results of the study. The implementation of more effective strategies to motivate ELL students in social studies may ultimately enhance learning for them and may lead to positive social change as these students immerse themselves into the social and political community context.

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Dedication

I dedicate this achievement to my husband, Amir. I could not have completed this journey without your unwavering encouragement and support. I also dedicate this to my two biggest cheerleaders - Monna, and Dariush. Your hugs and words of encouragement meant more to me than you will ever know as I completed this doctoral journey. To my mom and dad, thank you for believing in me and believing that I could accomplish anything I set out to do. To Keyvan, thank you for your prayers and words of encouragement along the way. And, to Sarah, who spent many long runs and miles listening to me talk about my study.

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Section 1: The Problem

The Local Problem

Despite the availability of English language learner (ELL) supplemental

instruction on Saturdays and evenings and the provision of professional development for

teachers, learner-centered instructional strategies in social studies are ineffective in

meeting the learning needs of the ELL population at a northeastern U.S. high school

(referred to in this study with the pseudonym *Northeastern School*). Although the school

offered specially designed courses to 197 ELL students in social studies, only 68 out of

105 students passed the NYS Global History Regents exam. School administrators have

concerns about teachers' use of learner-centered methods in their instruction in ELL

social studies classrooms for Grades 9 through 12 (Assistant Superintendent AB, personal

communication, November 22, 2016; Assistant Principal AB, personal communication,

November 22, 2016). The district advisor who supervises and consults on teachers'

lesson plans expressed concern about the lack of learner-centered instruction (LCI) used

by teachers when teaching social studies. Moreover, ELL students in social studies scored

lower on state-mandated social studies tests compared to native-born students; 61% of

ELL students at Northeastern School did not demonstrate proficiency in social studies as

measured by the school's 2014-2015 New York State Regents Exam. Northeastern

School's Quality Guide for 2014-2015 indicated that 64% of ELL students scored below

the passing grade and did not meet the target.

Weimer's learner-centered model emphasizes student participation in classroom

discussions, exploration, and critical thinking, as well as the use of problem-solving

activities. Rodriguez-Valls and Ponce (2013) asserted that using LCI can increase the

possibility of meeting the academic needs of ELLs in social studies. Skilled learner-

centered instructors know how to create a learning environment where students explore,

experience, and build knowledge instead of just memorizing content. Weimer's learner-

centered model has been found to promote students' engagement in classroom

discussions, problem solving, and critical thinking activities. This study addressed a gap

in practice at Northeastern School, where it was unknown how LCI was being used by

teachers and whether LCI was producing the intended results.

Rationale

One of the essential components of the effort to help ELLs succeed academically

in social studies is the effective implementation of LCI. The assistant principal at

Northeastern School noticed that ELL social studies teachers were not effective in getting

students to learn the English language in social studies to understand concepts using a

learner-centered instructional model. Evidence of the underrepresentation of LCI in

social studies classrooms caused school administrators to examine student performance

on state and district social studies assessments administered to students in Grades 9

through 12. In 2013 and 2014, the overall percentage of ELL students who scored

proficient or advanced on state tests was higher than 60%, while the percentage of those

scoring proficient or advanced in social studies teachers' classrooms was slightly above

30% (New York State Department of Education [NYSDOE], 2016). The overall

percentage of students who scored proficient or advanced in 2015 and 2016 decreased to

57% and 44%, respectively, while those who scored proficient and advanced in social

studies teachers' classrooms remained near the 30% mark (NYSDOE, 2016). Additionally, while ELL social studies scores decreased, the number of social studies teachers teaching ELL in Grade 9 to 12 classrooms increased from two in 2013 to 21 in 2016 at Northeastern School. Barnett (2016) and Lewis, Whiteside, and Garrett Dikkers (2014) conducted research on how ELLs need a supporting adult to complete courses. This research indicated the need for using an LCI model that allows learning with teachers' support. However, there has been little research specifically addressing ELLs and learner-centered instructional strategies to indicate how successful this model is in supporting ELL students. Thus, there was a need for this qualitative case study.

The purpose of this qualitative case study was to explore and document the learner-centered instructional practices used at Northeastern School and explore how teachers were using Weimer's framework to engage ELLs in social studies. Guided by Weimer's LCI theory, this study explored how ELL social studies teachers used Weimer's learner-centered instructional strategies and framework to engage ELLs in social studies.

Definition of Terms

Comprehension: A reader's ability to extract information and construct meaning from written language (Arkansas Department of Education, 2017).

English language learner (ELL): a pupil with a first language other than English who needs to receive English language instruction.

English as a second language (ESL): This terminology refers to instructional programs to help ELLs. ESL is the study of the English language by nonnative speakers in an English-speaking environment.

English as a foreign language (EFL) students: Nonnative English language pupils who are learning English in a nation where English is not the main language (Squire, 2008).

Fluency: The ability of a reader to read text rapidly, with accuracy and proper expression (Gunning, 2016).

Learner-centered instruction (LCI): A form of instruction in which the teacher assumes the role of facilitator of the learning environment and instruction is focused on the learner and what the learner is learning (Weimer, 2013).

Limited English proficiency (LEP): A term used by the U.S. Department of Education that relates to ELLs who have deficiencies in terms of mastering the English language to meet state standards. The term *ELL* is used to define this group because it emphasizes the learning of nonnative English-speaking pupils.

Proficiency: A high degree of skill or expertise.

Social studies course curriculum: The social studies course curriculum consists of history, geography, and civics classes and its contents that have been revised to meet the needs of learners' society in the United States (Güngördü, 2001).

Strategy: The art of implementing and employing plans to achieve a goal (Weimer, 2002).

Significance of the Study

This study explored and documented the learner-centered instructional practices used at Northeastern School and how teachers were using Weimer's framework to engage ELLs in social studies. This inquiry is significant to the local school because I will provide research-based recommendations regarding the use of LCI that could make a difference with future leadership decisions and improve ELL students' performance. The findings of this research may encourage teachers and administrators to review the use of learner-centered pedagogies to increase ELL student performance in social studies. Teachers need inquiry data to know how LCI affects ELL students' academic success and to use as a guide to improve ELL students' achievement in social studies. The findings of this research are important as this study has the potential to create positive social change by prompting ELL social studies teachers to examine and reconsider their personal use of LCI, which could lead to more effective use of LCI practices and improvements in ELLs' self-esteem, authority, and empowerment in terms of their ability to learn social studies.

ELLs' understanding of social studies may increase their civics knowledge and create more social and political participation. As a result, ELL students may gain a deeper understanding of various social studies topics and develop tolerance of the new culture. This study may provide insight into how to improve ELL instruction in social studies by providing an exploration of teachers' pedagogy concerning their use of LCI with ELL students, as well as how teachers are using Weimer's (2002) framework to engage ELLs in social studies.

This study may increase stakeholders' understanding of social studies teachers' perspectives on LCI, and through further inquiry, may improve how social studies teachers are teaching in their classrooms. Discoveries from this study may lead to positive social change by helping teachers to reflect on and modify their learner-centered instructional approaches when teaching ELL students in social studies classes. ELLs may gain more self-confidence when teachers become more knowledgeable about LCI.

Research Questions

Research supports the use of LCI to increase student learning; however, it is unknown how LCI is being used by teachers and whether LCI is producing the intended results. Two important research questions were developed to address this gap in practice.

RQ1: How are teachers using Weimer's learner-centered instructional strategies to instruct and engage ELL students in their social studies classes at Northeastern School?

RQ2: How do teachers plan their instruction for ELLs in social studies classes using Weimer's learner-centered approach?

Review of the Literature

In this subsection, I describe LCI as a conceptual framework for the study of instructional strategies in ninth- to 12th-grade social studies classrooms and discuss why this study was a valuable inquiry. I used online scholarly search engines and the Walden University library to search for literature related to student performance, ELL students, and LCI. The academic search engines that I used included Education Resources Information Center (ERIC) and Google Scholar. The following keywords were used to

locate peer-reviewed scholarly literature: *learner-centered instruction*, *ELL social studies*, and *Maryellen Weimer*. The following section begins with an introduction, followed by an explanation of Weimer's (2002) framework for LCI, the role of the teacher, and the logical connections between the key elements of the framework. I then review the framework's relationship to the study's approach and research questions.

Conceptual Framework

Introduction

Educators are expected to use learner-centered instructional strategies to teach ELLs social studies at Northeastern School. Under Weimer's (2002) learner-centered model, students are encouraged to participate in classroom discussions, to explore, to engage in critical thinking, and to take part in problem-solving activities. In learner-centered teaching, the aim is to create the student as the director of learning. With this approach, there is an emphasis on the process whereby a student progresses in learning and achieves success, rather than on the transmission of information. The use of LCI provides benefits for many different types of learners (Weimer, 2002).

Weimer's Learner-Centered Framework

This project study was grounded in Weimer's (2002) learner-centered teaching, which provides benefits for many different types of learners (Weimer, 2002). According to Weimer (2002), LCI should be based on the following five strategies:

1. *Teacher facilitation of learning*. Teachers do less of the teaching and telling and promote student learning and discovery.

2. *Teacher–student shared decision making.* Students have some control over their learning, which increases student motivation and enthusiasm.

3. *Use of content to build knowledge and skills.* Teachers use the material from the curriculum to develop students' knowledge, power, and ability to transfer knowledge to other settings.

4. *Student responsibility for learning.* Teachers create an environment that recognizes the uniqueness of each learner and promotes intrinsic motivation for learning.

5. *Considering the purpose of the evaluation of students, teachers focus on education and not on testing.* Feedback should be detailed and encourage growth. Different types of assessments and evaluations should be used, including the opportunity for self- and peer evaluation.

Jonassen (2000) posited that learner-centered assessment requires students to create their own objectives for learning and decide on activities that will help them meet these objectives. Learner-centered assessment starts with a central question that calls for the acquisition of specific knowledge, and learning is the result of students trying to answer that question (Jonassen, 1999). Weimer (2002) discussed learner-centered teaching as providing a balance between generating grades and promoting learning. Weimer (2002) contended that if teachers use LCI, students will have a greater tendency to become critical thinkers, thus developing a cognitive ability that they will need for lifelong success. Learner-centered classrooms empower students and stimulate students' motivation (Weimer, 2002). Students become responsible for their education when they

feel that they are participating in their learning process (Weimer, 2002). LCI provides

benefits for various types of learners (Weimer, 2002). One advantage of LCI is that

teachers' lessons are based on students' experiences, interests, suggestions, or input

(Weimer, 2002). Moreover, students have opportunities to choose activities based on

their own learning needs (Weimer, 2002). Teachers in LCI use various types of

assessment to evaluate students' learning and progress.

Learner-centered teaching strategies increase the likelihood that students will be

successful in the subjects taught. LCI leads to an active learning environment that

enhances student motivation, cooperation, and preparation and leads to a rational thinking

style that improves critical decision making (Duros, 2015). Tawalbeh and Al Asmari

(2015) discussed teaching ELLs using student-centered methods of teaching, such as

Weimer's (2002) framework, as an innovative means of instruction over the past few

decades. Rodriguez-Valls and Ponce (2013) discussed how developing LCI can meet

ELLs' needs. As Rodriguez-Valls and Ponce noted, skilled learner-centered instructors

know how to create a learning environment where students explore, experience, and build

knowledge instead of just memorizing content. Weimer's (2002) learner-centered model

has been found to promote students' engagement in classroom discussions, problem

solving, discovering, and critical thinking activities.

Role of the teacher. Teachers in learner-centered classrooms have a significant

role as instructional leaders. Teachers arrange the content and the lesson plans and should

engage students in the learning task by asking questions, calling on students, and

providing feedback to students (Weimer, 2002). Teachers facilitate how students think,

solve problems, evaluate evidence, analyze arguments, and generate hypotheses

(Weimer, 2002). Teachers assist students in developing the learning skills essential to

mastering the material in the discipline (Weimer, 2002). The use of LCI when teaching a

social studies curriculum increases the likelihood that students will be successful in

completing the educational task (Weimer, 2002). Weimer (2002) discussed the meaning

and practice of the learner-centered approach, and how this approach positively changes

the classroom environment (Weimer, 2002).

      Logical connections between the key elements of the framework. This study

was rooted in Weimer's (2002) LCI framework. There are five key elements of Weimer's

model: (a) teacher facilitation of learning, (b) teacher–student shared decision making, (c)

teachers' use of content to build knowledge and skills, (d) students' responsibility for

learning, and (e) teachers' focus on education and not on testing. Weimer (2002)

contended that learner-centered environments empower students and encourage them to

be motivated learners (Weimer, 2002). Students become empowered in their education

when they feel that they are involved in their learning process (Weimer, 2002). Learner-

centered education includes methods of teaching that shift the focus of teaching from the

teacher to the learner (Weimer, 2002). Weimer (2002) stated that "in a learner-centered

instruction, pupils choose what they will learn, how they will learn, and how they will

assess their own learning" (p. 35). Onchwari (2009) argued that "student-centered

learning develops learner autonomy and independence by putting responsibility for the

learning path in the hands of students. Moreover, student-centered instruction focuses on

skills and practices that enable lifelong learning and independent problem-solving" (p.

11).

Framework's relationship to study approach and research questions. This

framework was related to the study approach in two primary ways: (a) learner-centered

pedagogy allows for diverse students to learn at their own pace, and (b) LCI improves

students' communication skills and learning responsibilities. Learner-centered

instructional approaches have proven to be effective strategies that engage students in the

learning process. LCI also benefits many different types of learners (Weimer, 2002).

This framework was helpful in answering the research question by examining LCI

through the lens of Weimer's model. Learner-centered guidelines demonstrate effective

strategies that engage students in the learning process. Weimer (2002) discussed the

importance, methodology, and meaning of the learner-centered approach and how this

approach changes the classroom environment (Weimer, 2002). Learner-centered

teaching illustrates how to use education to process learning, rather than deliver content

(Weimer, 2002). A more student-centered approach allows a learner to be an

independent and active participant (Weimer, 2002). In this model, the student takes

responsibility for learning. Teachers create an environment that recognizes the

uniqueness of each learner and promotes intrinsic motivation for learning (Weimer,

2002). Weimer (2002) de-emphasized the role of the teacher and stressed that teachers

must do less telling. Weimer (2002) placed emphasis on what pupils are learning, how

pupils are learning, and under what conditions pupils are learning. In this model, teachers

are facilitators and mediators in classrooms, and students are responsible for learning and engaging in problem-solving practices.

Weimer's (2002) model focuses on instruction occurring in the classroom. This framework emphasizes the use of learner-centered teaching, which I explored with teachers working with the ELL population in this study. Using Weimer's learner-centered instructional framework as a lens allowed me to investigate social studies teachers' instruction and their perspectives on learner-centered instructional strategies when teaching social studies. This framework also allowed me to explore why learner-centered instructional strategies were underrepresented in Northeastern School's social studies classrooms. I conducted a qualitative study examining social studies teachers' perspectives on LCI when teaching social studies and how they were teaching social studies to increase understanding of how to use LCI to teach social studies. I used interviews and classroom observations of social studies instruction to research the problem.

Review of the Broader Problem

In this review, I discuss several topics related to the broader problem. I collected materials from multiple sources such as ERIC, SAGE, the Walden University library, and ProQuest. I used the following search terms to find relevant peer-reviewed articles: *listening in English as a foreign language (EFL)*, *language learner problems in social studies*, *English language learners*, and *the English language learning process.*

Many studies have focused exclusively on pedagogy, strategies, and practices essential to addressing the problems that teachers encounter in education with efficiently

helping their ELL students learn. For this literature review, I placed publications into four broad categories. The first category of research related to listening in English as a foreign language (EFL). The second category of research consisted of literature about language learners' difficulties in social studies. The third grouping included research about ELLs. The fourth category related to the English language learning process.

Listening in English as a Foreign Language

Listening has a significant role in English language learning. Rost (2002) defined *listening* as a complicated procedure of understanding in which listeners tie what they hear with what they already know. According to Rost, listening helps people to understand others around them and is one of the basic elements of successful interactions. According to Rost, listening is an essential ability in language learning because receiving language input is a crucial element of learning a language. Hamouda (2013) argued that language learning occurs when learners have enough comprehensible input. Hamouda posited that listening skill is essential for obtaining comprehensible input. Learning will not happen if there is not any input. Moreover, listening comprehension provides appropriate situations for the achievement and expansion of other language skills (Hamouda, 2013). Bowen, Madsen, and Hilferty (1985) contended that listening is understanding spoken language. Students hear dialogue, split voices, categorize them into lexical and syntactic components, and follow statements. Listening is a process of obtaining what the speaker says, making and showing meaning, negotiating to mean with the speaker and answering, and creating sense by connection and creativity. Listening is a

complex process of understanding in which listeners match what they hear with what they already know (Pourhosein Gilakjani & Sabouri, 2016, p. 1671).

Listening comprehension is an essential skill in learning the English language. Davoudi and Chavosh (2016) discussed listening comprehension as involving numerous mental and cognitive processes. Davoudi and Chavosh explained, "Listening comprehension is an important language skill to develop" (p. 15). Davoudi and Chavosh asserted that "language learners want to understand ELL speakers, and they want to be able to access the rich variety of aural and visual ELL texts available today via network-based multimedia, such as online audio and video" (p. 14). Cognitive research offers excellent knowledge of the listening comprehension process. Rost (2001) posited that understanding spoken language is essentially an inferential process. Hulstijin (2003) discussed both top-down processing and bottom-up processing in listening comprehension. Top-down processing involves the use of prior knowledge in comprehending the meaning of a message. Bottom-up processing entails using words as the basis for realizing the message. Combinations of top-down processing with bottom-up processing of information from the stimulus itself are used. Linguistic knowledge and world knowledge interact in parallel fashion as listeners create a mental representation of what they have heard (Hulstijin, 2003). Therefore, top-down and bottom-up processes work together in making sense of spoken language.

Listening comprehension is at the heart of ELL learning, and the improvement of ELL listening skills has indicated a significant impact on the development of other language skills (Pan, Tsai, Huang, & Liu, 2016). Furthermore, Oxford (1993) that

listening is an essential skill that develops faster than speaking and usually impacts the

improvement of reading and writing capabilities in acquiring a language. The learner gets

input through listening to explanations or instructions before responding in writing or

orally (Oxford, 1993). Listeners should be active processors of information (Young,

1997). Vandergrift (2003) argued that listening comprehension is a complex process of

representation in which listeners need to adapt their prior knowledge with what they hear.

Adapting prior knowledge with what the listener hears is a very complicated active

process for ELLs who possess a limited memory ability of the target language.

   Teacher practices. Although educators cannot change the path of growth for

ELLs, they can impact, through their practices, the ratio of improvement. ELL learning

styles take diverse forms, depending on how individuals learn. For example, visual and

auditory learners might use media such as music, documentaries, and photographs (Cho

& Reich, 2008). Photographs can help a learner to take as much time as needed for

learning (Cho & Reich, 2008). Teachers can provoke the language expansion of ELLs in

various ways (Boscolo & Mason, 2001). Teachers can offer what is known as a

language-rich classroom containing word walls, classroom libraries, play with words,

read aloud, and follow-up conversations (Boscolo & Mason, 2001). Boscolo and Mason's

(2001) research suggests that both the discussion of texts and the production of books are

essential. Moreover, Miller (2010) discussed listening and concentration as essential for

the development of phonological awareness. However, Lyster (2007) contended that

teachers of ELLs at the intermediate fluency level need to provide appropriate content-

based literacy experiences such as brainstorming, clustering, synthesizing, categorizing,

charting, evaluating, journaling, or log writing, including essay writing and peer critiquing, to foster academic proficiency in English. ELLs need to speak and have opportunities to interact in academic situations. Educators must encourage their students to participate in classroom discussions and motivate them to practice (Caden, 2001). However, teachers sometimes let their less proficient students remain quieter than their English-fluent peers (Mohr, 2004). In order to be skillful and productive students, ELLs need many opportunities to interact in social and academic situations.

Classroom lessons and student writing. The importance of classroom lessons in conjunction with learning from and student writing cannot be underestimated in the development of academic literacy in ELLs. An English language learner, without much formal schooling, will eventually develop the means to communicate in English (Meltzer & Hamann, 2005). According to Caden (2001), ELLs have an opportunity to move beyond a necessary command of English and become accomplished communicators in English. Caden (2019) discussed current ELLs must get engaged in in-class activities such as practicing speaking to strengthen their communication skills in English. According to Caden (2001), ELLs need to speak and have opportunities to interact in academic situations. Caden believed educators must encourage their students to participate in classroom discussions and motivate them to practice. Lyster (2007) discussed that teachers need to provide ELLs with opportunities to work in small groups so that they can reflect and experiment with their language output. Moreover, Boscolo and Mason (2001) believed research shows that "naturalistic second language acquisition has evidenced that learners follow a "natural" order and sequence of acquisition" (P. 22).

Student interaction. Interaction can help the development of language skills by creating opportunities for learners to receive comprehensible input and feedback. Long (2007) discussed that "language achievement is facilitated through interaction when second language learners are engaged in negotiating for meaning" (p 25). Long (2007) believed ELLs participate in talks, they make communication modifications that help language become more comprehensible, more Ells readily solicit corrective feedback, and they adjust their use of the English language. However, Pica (1994b) suggested to establish an indirect relationship between negotiation and acquisition. Pica believed through interaction, learners can detect differences between their interlanguages and the target language, and this awareness of the differences may make them modify their output. Moreover, Long (2007) suggested that negotiated interaction indirectly promoted second language acquisition.

Student listening comprehension. Listening comprehension is crucial in language learning. According to Long (2007) the ELLs ascribed to the amount and the quality of input they receive as well as the opportunities they have for output. Second language acquisition researchers agree that the listening comprehension plays an integral part in helping English language learning. Chastain (1971) stated the goal of listening comprehension is to comprehend the language at an average speed in an automatic condition. Hamouda (2013) asserted that listening skills are essential in acquiring comprehensible input. Goss (1982) stated that with listening comprehension, listeners attempt to construct meaning when they receive the information from the listening source. Steinberg (2007) defined listening comprehension as one's ability to recognize

another through sense, aural organs, and allocate meaning to the message to understand

it. According to Pourhosein Gilakjani (2011), listening comprehension is the process of

understanding speech, and it concentrates on phonemes, words, and grammatical

structures and the part of the listener's anticipations, the situation and context, previous

knowledge, and the subject. Long (2007) believed teachers must give ELLs chances to

find out their mistakes and to correct their English. Long continued that while teachers

prepare activities for students to learn the subject, they less think about the language

learning activity that may require. Teachers must encourage ELL to notice their mistakes,

to reflect the use of English, and to think about how English works, which plays a

significant role in their language development (Long, 2007).

English Language Learners' Problems in Social Studies

Social studies teachers need to understand not only how their instructional

decisions affect ELL, but also how school culture and policies influence the students. In a

survey study carried out in six Ell's schools in a large district in Virginia, Cho and Reich

(2008) gathered information from the 33 teachers of social studies. Their study includes

the many problems that teachers of social studies encounter in teaching ELL while also

analyzing accommodations that teachers were presently utilizing. According to Fox and

Hoffman (2011), teachers must respond to students' progress by observing what students

already know and what they need to know to achieve the set goals of a lesson. Teachers

must make conscious attempts to gain knowledge about students' diverse academic

needs. Moreover, teachers must collect data on each student, including their interests,

preferred learning style, and their strengths and weaknesses. Additionally, Cho and

Reich's study dealt with different kinds of support teachers required to teach social studies to ELLs successfully. This study resolves the learning problems of ELLs in social studies classes.

Cho and Reich (2008) provide an intense observation into the attitudes and perceptions of EL teachers in social studies classes. Ell's difficulties in learning social studies include a shortage of background knowledge in the content area and challenges with academic terminology in social studies. According to Cho and Reich, in defeating these difficulties, teachers encountered a lot of impediments themselves. Most outstandingly were language barriers, lack of support and resources, and a full gap between the number of time teachers would require defeating these barriers and the amount of time they felt they could contribute to this objective (Cho & Reich, 2008). Additionally, Cho and Reich (2008) discussed social studies teachers provided a diverse strategy ranging from extra time on tasks to consulting with primary EL teachers, there appeared a common tendency: most teachers were not enthusiastic and not capable of taking the essential time to supply dynamic adjustments to prevent the needs of EL students. Cho and Reich (2008) studies can be a foundation for researchers and teachers to build upon in the future. This inquiry is a solution to the learning problems of ELLs in social studies classes.

English Language Learners

According to Kindler (2002), ELLs are the fastest growing group over all stages of school education in the U.S. In several states, the number of ELLs at schools' ranges from 10 to 50 percent of the school students. As stated by the U.S. Department of

Education, one out of seven pupils in the country's schools speaks a language except for

English as the mother tongue. While many of these students are proficient ELLs and are

skilled at using English, several others are new immigrants with just about a low-level

working acquaintance of the language let alone a grasp of scholarly English (Kindler,

2002). Meeting the needs of ELL students can be chiefly demanding for all teachers in a

text-dependent social studies classroom (Kindler, 2002). Moreover, many ELLs are not

familiar with the American culture, so they do not have a schema for learning new

knowledge (Kindler, 2002). English language learner (ELL) is a phrase used to describe

any learner in a school setting whose mother tongue is not English. At present,

mainstreaming is the most commonly utilized method of language instruction for ELLs in

U.S. schools.

Mainstreaming English language learners. According to Carrasquillo and

Rodriguez (2002), mainstreaming involves insertion of ELLs in content-area classes

where the core curriculum delivered in English; teaching and curricula usually are not

adopted in these classrooms for ELLs. Placing ELLs in mainstream classrooms occurs for

several reasons such as assumptions about what ELLs require and the small number of

ESOL teachers qualified for the demand, the enlargement of the number of ELLs, and the

dispersion of ELLs into more areas across the country (Carrasquillo & Rodriguez, 2002).

Another reason for placing ELL in the mainstream is limitations in a rising number of

states concerning the time ELLs can reside in ESOL courses (Meltzer & Hamann, 2005).

Coady et al. (2003) asserted that unless instructional strategies alter, ELLs will spend

their time at school (1) with teachers not sufficiently skilled in working with ELLs, (2)

with teachers who do not perceive it as a significant concern to fulfil the wants of their

ELLs, and (3) with classroom and curriculum activities that are not intended to target

ELL needs. Of all possible instructional alternatives to assist EL students in learning

English, placement of an ELL in an English only class where no adjustments prepared by

the teacher is the least useful technique (Coady, 2003). According to Coady, (2003), it

may even be harmful to the instructional development of ELLs. ELLs should remain

involved in daily learning and make academic development appropriate for grade-level

expectations. However, Berg (2014) generated secure and warm environments where all

students consider themselves to be respected and supported. She used strategies such as

prearranged academic language support and saw students' bilingualism as a valuable

cultural and educational benefit rather than an insufficiency. This approach allowed the

students to see themselves as contributors and learners in the education system they take

part in. Berg identified strategies to help mainstreaming English language students and

succeed over contrary suppositions about their abilities and learning.

The English Language Learning Process

ELLs go through phases of language growth. Vygotsky (1978) looked at the way

children develop through the guidance of a more competent and knowledgeable person.

Rodgers (2005) believed scaffolding is essential for successful learning for ELLs.

Tomlinson (2001) discussed three primary learning processes. The first component is to

determine which content the students are learning. The second element is to identify how

students, comprehend the ideas and information presented. The third factor is how

students are demonstrating the new knowledge they have gained. Tomlinson's approach

contained elements of Vygotsky's (1978) the zone of proximal development. According to Vygotsky, learners must be in a zone where they recognize what they can do alone and what they can do with assistance. Tomlinson also asserted that we could not teach a child to learn if we cannot engage the student in the process of learning. Krashen and Terrell (1983) discussed five stages of language growth. Krashen and Terrell (1983) believed the phases of language earning include Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency. Krashen and Terrell (1983) believed the preproduction stage is up to first six months and is also known as the silent period, because you don't hear much of student talk any English during this stage. Krashen and Terrell added at the next level, Early Production, learner starts to use one or two phrases, yes/no responses, names, and repetitive language patterns. At the Speech Emergence stage, students able to say one sentence (Krashen & Terrell, 1983). Krashen and Terrell (1983) continued at the Intermediate Fluency stage, students can use sentences of increasing length and complexity, until finally, at the Advanced Fluency stage, they speak a near-native level of fluency. While students in the early production stage can use only yes or no, in advanced fluency stage, have a near-native level of speech and excellent comprehension.

Academic literacy. Meltzer (2001) characterized academic literacy as the capacity of a human being to utilize writing, reading, listening, talking to learn what they want or need to learn. The definition is helpful in that it rejects education as something static and suggests organization concerning a student who builds up a capacity to efficiently put her/his insight and abilities to use in new circumstances. Being capable of

proficiency in academic literacy requires learning of a kind of language utilized

dominatingly in classrooms (Meltzer, 2001). Moreover, numerous content teachers do not

know the discipline-specific discourse aspects or text structures of their field of study

(Meltzer, 2001). Presently, there is research recommending that both the talk of writings

and the creation of books are essential practices in the advancement of content area

education and learning (Meltzer, 2001). For ELLs, this implies chances to make, talk

about, offer, update, and alter an assortment of writings will enable them to create

content-area understanding and furthermore acknowledgment and recognition with the

sorts of books explicitly found content areas (Boscolo & Mason, 2001). Nevertheless,

Student literacy achievement is linked to the knowledge and instructional teaching of the

teacher within the classroom (Johansson, Myrberg, & Rosen, 2015). Moreover, strong

vocabulary knowledge allows an emergent reader to access meaning from the text and

use vocabulary encountered in books in their oral language (Roskos & Neuman, 2014). A

reader's vocabulary plays a crucial role in his or her text comprehension (Ambrose,

Goforth & Collins, 2015). Carlisle, Kelcey, and Berebitsky (2013) found that explicit and

learner-centered vocabulary instruction had a significant effect on text comprehension,

primarily when target words from the text were focused on during the instruction.

An English language learner, without formal tutoring, will likely never learn how

to communicate in English effectively. According to Boscolo and Mason (2001) a

considerable number of grown-up ELLs in the United States never advance the basic

stage. School-age ELLs have a chance to move past an essential order of English to wind

up achieved communicators in English. To communicate effectively requires the ELLs to

become very familiar with classroom exercises, especially ones in which the ELL is

asked to practice verbal communication (Boscolo & Mason, 2001). University of South

Florida (usf.edu) has created online ELL databases that have been made to furnish pre-

and in-service teachers with commented on sound and video tests of language use by

ELLs who are at each of the four levels of language capability. According to Boscolo and

Mason (2001) this method impacts typically how a teacher may anticipate teaching. By

looking through the databases, an instructor can listen to and watch portrayals of ELL

language generation capacities at all four level students. Furthermore, the databases

include interviews with master ESOL instructors, cases of tests used to assess the

capability level students of EL students and chose readings and lesson designs composed

for EL students at various level students of capability (Boscolo & Mason, 2001). Zehler

(1994) asserted that instructors should ask inferential and higher order (questions

requiring thinking capacity, theorizing, construing, breaking down, legitimizing, and

anticipating) that make an EL student think. Zehler (1994) provides a list of further

strategies that teachers can use to draw in ELLs at each stage. These include:

- making inquiries that require new or broadened answers;

- making chances for supported discourse and substantive language utilization;

- giving opportunities to language use in different settings;

- complex repeating sentences as a succession of straightforward penalties;

- maintaining a strategic distance from or clarifying utilization of colloquial
  articulations;

- happening at a slower rate when required, however ensuring that the pace is not hesitant to the point that typical sound and stress designs end up twisted;

- frequently delaying enabling learners to process what they hear;

- giving clarifications of catchphrases and uncommon or specialized vocabulary, utilizing cases and non-semantic props when conceivable;

- using regular language;

- providing explanations to the roundabout utilization of language.

Zehler (1994) asserted that although ELLs might not be competent in the English language, they can learn and advance in the English language. Teachers can use various strategies, use different settings, and provide explanations (Zehler, 1994). Teachers can make questions that require broadened answers, give opportunities to use language in different ways, and enable students to process what they hear. Students should be taught how to examine their comprehension in the listening activities (Zehler, 1994). Teachers need to evaluate continually what they are comprehending for ongoing interpretation of the oral text or interaction (Zehler, 1994). Students must practice decision-making skills and critical thinking strategy to help them to develop their language skills (Zehler, 1994).

Implications

In this case study, I used interviews and classroom observations to explore the research problem. The information obtained from this inquiry led to a 3-day professional development project with monthly hour-long meetings after school for the teachers. This professional development project aimed to increase the teachers' skills to use different kinds of questioning and implement small group class discussions. This professional

development provided extra support in their LCI to teach social studies. The results of the study may help administrators to make decisions to better support social studies teachers in their learner-centered instructional strategies. There is a need for more inquiry on how ELL social studies teachers who teach Grades 9–12 use LCI to improve academic performance. Without additional research into ways social studies teachers who teach ELL Grades 9–12 use LCI in social studies, academic performance could continue to decline. Teachers need to use LCI to address the needs of the students in their classroom to improve academic performance.

Summary

For this literature review, I categorized publications into four broad categories; listening in English as a foreign language (EFL), language learner difficulties in social studies, ELLs, and the English language learning process. This literature review focused on recent empirical literature focusing on the broader problem related to my study. Therefore, I focused on publications such as listening comprehension skills, metacognitive awareness in listening, general language proficiency, and vocabulary knowledge contributed to listening comprehension. Importantly, this literature review examined perspectives and research that discussed LCI. Reviewing the literature on LCI revealed many themes about the benefits of LCI. Most of the research studies I reviewed noted a lack of existing research and recommended more research be done focusing on the effects of LCI. Given the limitations of the current literature, investigating how ELL social studies teachers who teach Grades 9–12 use LCI to improve academics is necessary to add to the research related to LCI. Nevertheless, findings showed a

significant increase in comprehension skills among struggling readers in the classroom.

This literature review helped me draw conclusions based on my research with social

studies teachers who H used to answer the research questions.

Section 2: Methodology

The purpose of this qualitative case study was to explore and document the learner-center instructional practices used at Northeastern School and to explore how teachers were using Weimer's (2002) framework to engage ELLs in social studies. In the following sections, I discuss the research design and approach, address my selection of qualitative inquiry and case study, and justify the research design**.**

Qualitative Research Design and Approach

Qualitative research is a holistic approach that includes discovery. According to Creswell (1994), qualitative research allows for in-depth examination of the topics being studied. Moreover, qualitative research emphasizes awareness and understanding of perspectives. Qualitative research occurs in natural settings in which researchers become involved in actual experiences (Creswell, 1994). Qualitative research describes social phenomena investigated from participants' viewpoints. Qualitative research involves describing, explaining, and interpreting collected data. Moreover, qualitative research emphasizes awareness and understanding of perspectives.

For this study, I used a case study design in order to investigate an educational problem in a real-life setting to answer the research questions (Merriam & Tisdell, 2015). Creswell (1998) stated that the base of a case study should be the problem, the context, the issues, and the lessons learned. According to Creswell (1998), a case study involved the collection of data from several sources, such as participant observations, interviews, and documents. Creswell further noted that the researcher conducting a case study must spend time onsite, interacting with the people studied. A case study report includes

lessons learned, or patterns found that connect with theories (Creswell, 1998). A case study is used when a researcher wants to study a phenomenon within a bounded system and when the aim is to develop an in-depth understanding of a program or person(s) by collecting data in a natural setting (Yin, 2014).

Description of the Qualitative Tradition

Qualitative research, also called *interpretive research* or *field research*, involves the use of methods that have been borrowed from disciplines such as sociology and anthropology and adapted to educational settings (Lodico, Spaulding, & Voegtle, 2010). Creswell (2012) explained that qualitative research allows for in-depth exploration of the problem studied. Qualitative research is a method for exploring individual or group problems. The process of research includes questions and procedures; data collection occurs in the participant's place.

In contrast, quantitative research involves testing relationships among variables (Creswell, 1998). According to Creswell (1998), in quantitative research, variables are measured, and data in the form of numbers are evaluated using statistical measures. Quantitative research was not appropriate for this study because it typically involves a large population. This study had only 10 participants. Additionally, I was not conducting a multiple-choice survey. I collected data by conducting interviews and observations. Data collection did not involve numerical and statistical data. Qualitative research was used to explore how social studies teachers used LCI in classrooms. Qualitative research was appropriate for developing an in-depth understanding of the way in which teachers act and manage LCI in their classroom settings.

Creswell (1998) described the mixed methods approach to research as collecting both quantitative and qualitative data, mixing the two forms of data, and using distinct designs that may include philosophical assumptions and theoretical frameworks. The principal idea behind the mixed method is that the mixing of qualitative and quantitative approaches offers a new understanding of a research problem that cannot be achieved with either approach alone (Creswell, 1998). I did not use mixed methods because my research did not include statistics and numbers.

Case Study Approach

This study used a case study approach, which allowed me to explore the research questions with each of the 10 teacher participants in detail (van Lier, 2005). Yin (2014) argued that a case study design should be used when the researcher studies a phenomenon and when the goal is to explore a program, event, or person(s) to gain in-depth understanding through the collection of data in a natural setting. Case studies have gained popularity among contemporary qualitative researchers and permit the articulation and explanation of individual perspectives and experiences in localized contexts (Creswell, 2013). Case study design can facilitate an in-depth understanding of what is to be studied and can accommodate the complexity of real-life events (Stake, 1995) through the social construction of the participants. An instrumental case study, a type of case study that focuses on a specific issue, was appropriate for this study because it allowed me to explore current LCI instructional practices for ELL social studies students (Creswell, 2012). In this study, data collection occurred through (a) interviews and (b) observations.

With these two data sources, I was able to collect a large amount of information that provided in-depth awareness of the problem.

Justification of Research Design

In selecting a research design, I examined various qualitative designs, including ethnography, phenomenology, and grounded theory. Creswell (2005) defined ethnography as writing about groups of people. Ethnographers, adopting an approach from cultural anthropology, study cultures. Ethnographic studies include the collection and analysis of data about cultural groups (Creswell, 2005). Agar (1986) described ethnography as "encountering alien worlds and making sense of them" (p. 12). Agar added that ethnographers try to show how actions in one world make sense from the perspective of another world. Cameron (1990) wrote that ethnography means "learning from people" (p. 5). Leininger (1985) defined ethnography as "the systematic process of observing, detailing, describing, documenting, and analyzing the lifeways or particular patterns of a culture (or subculture) to grasp the lifeways or patterns of the people in their familiar environment" (p. 35). I did not select ethnography as the approach for this study because I did not intend to examine a specific cultural group (Creswell, 2012).

Phenomenological inquiry involves the examination of human experiences through descriptions provided by the individuals involved. These experiences are called *living experiences*. Donalek (2004) stated that the aim of a phenomenological study is to define the meaning that experiences have for each participant. This type of research is used to study areas in which there is little knowledge (Donalek, 2004). Donalek added that in a phenomenological study, participants are asked to describe their experiences as

they perceive them. They may write about their experiences, but information is obtained through interviews (Donalek, 2004). To understand lived experiences from the point of view of the individuals involved, researchers must set aside their own ideas and feelings. These feelings need to be identified and then put aside so that researchers can listen to what participants are saying about how they have lived through their experiences. I did not select a phenomenological qualitative method because I was not studying a unique event or experience (Creswell, 2012).

In a grounded theory study, data are collected and analyzed, and a theory is developed that is grounded in the data. Field and Morse (1985) explained that grounded theory uses both an inductive and deductive approach to theory development. According to Field and Morse, "constructs and concepts are grounded in the data and hypotheses are tested as they arise from the research" (p. 23). I looked for participants who could shed new light on my research topic. I did not choose grounded theory because the goal for my study was not to create a theory (Creswell, 2012).

I chose the case study design because I sought to explore the learner-centered instructional practices used at the study site and examine how teachers were applying Weimer's (2002) framework to engage ELLs in social studies. Creswell (2012) characterized case study as involving detailed examination of people, groups of people, or institutions. Creswell (2012) added that case studies are time consuming and may be costly. In addition, Creswell (2012) acknowledged that participant dropout may happen during this type of research. Whenever an investigation is carried out over an extended

period, the loss of participants must be considered. Participants may move from the locality or may decide to discontinue participation in the study.

Case study is used in exploratory research and can help researchers to generate new ideas. Case study is an essential way of illustrating theories and can help show how different aspects of a person's life is related to each other. By using a case study design, I was able to conduct interviews and observations. The advantage of interviewing was that I could get detailed information about participants' feelings, perceptions, and opinions. Further, in interviews, it is possible to pose more detailed questions to participants. Case studies include interviews, but they go much further. They also include the researcher's observations about the participants. Through a case study, I was able to explore the learner-centered instructional practices used at the study site and examine how teachers were using Weimer's (2002) framework to engage ELLs in social studies. The results of this study may lead to an increase in ELLs' motivation and may improve social studies learning achievements by ELL students.

Participants

Criteria for Getting Access to and Selecting Participants

I obtained permission from the school principal to conduct my research at Northeastern School. I accomplished this by taking the following actions:

1. After receiving Institutional Review Board (IRB) approval, I made an appointment with the school principal of Northeastern School and explained the purpose of the study, the role of the participants, my role as the researcher in the study, and how I planned to choose teachers to participate.

2. I received written permission from the principal of Northeastern School in the form of a signed letter of consent to participate in research.

3. I asked the principal to sign a letter of agreement (see Appendix B) so I that could start the inquiry. I coordinated these timelines with IRB approval.

Participants for this study were high school social studies teachers who taught five to 10 ELL students each. I received permission from the school principal to access the names and email addresses of 15 potential participants and contact them. I contacted all 15 potential participants through email and solicited their participation in the study. Yin (2017) noted that with a case study design, a sample size of four to 12 people is typically used when the researcher seeks in-depth insight into a phenomenon. In my email to potential participants, I sent an invitation to take part in the study and informed potential participants of the purpose of the study and the voluntary nature of participation,

Participants in this study were ELL social studies teachers. I used purposeful sampling because it allows the researcher to select participants who fit the specific criteria for a study. Creswell (2012) stated that researchers use purposeful sampling to intentionally select individuals who meet the requirements of an inquiry to gain a deep understanding of a phenomenon. Purposeful sampling was appropriate for this research because I knowingly selected participants who met three criteria: (a) social studies teacher, (b) Grade 9-12 teacher, and (c) ELL teacher. Because I intended to gain a deep understanding of how social studies teachers were using LCI, I followed sampling guidelines and attempted to select 10 participants for the project study. I selected teachers from the 9th to 12th grade levels and invited them to participate in the study.

Potential participants were asked to reply by email within 4 days if they were interested in taking part in the study. Once the potential participants had been selected via email, I sent these 10 teachers a second email inviting them to participate in the study and explained the goal of the research, the voluntary nature of all participation, and participants' ability to withdraw from the research at any time. Additionally, I assured participants of confidentiality, including privacy, and I provided my own contact information along with contact information for Walden University. In the second email, I included a copy of the informed consent form. I gave the participants a 24- to 48-hour time frame in which to review the requirements for the study and asked them to email me from their personal email account stating that they "consent to participating after reading the study criteria." A second reminder was sent to participants who did not respond to the original email. To compensate for nonparticipants, I contacted the school principal to choose an alternative participant if a participant did not reply for the second time. I made it clear that all participants needed to sign and return the informed consent letter before taking part in the study and ensured that this process was completed for each participant (Creswell, 2012).

Measures for Establishing a Researcher–Participant Working Relationship

I established a researcher–participant working relationship via open communication based on trust, openness, and disclosure of roles and responsibilities in the inquiry (Creswell, 2012). I discussed the goal of the study, my role as the researcher, and the role of participants from the first contact. During the consent stage, participants were informed that they would be observed teaching social studies as part of the data

collection process. The relationship between researcher and participants is essential to the quality of research output. Identifying appropriate participants and safeguarding their agreement to be part of the research are among the first steps in establishing a working relationship. Sake (1995) discussed protecting human subjects by gaining informed consent from participants, protecting participants from harm, providing confidentiality, and taking precautions for vulnerable groups. I informed participants that participation in this case study was voluntary. To sustain the researcher–participant relationship and support high-quality results, a deep level of trust needs to be developed and carefully nurtured. Creswell (2007) suggested using pseudonyms in qualitative research to preserve the confidentiality of individuals and places. I implemented all appropriate measures to protect the confidentiality of participants. Trust, honesty, and respect are the main factors in a study and are necessary tools for securing valuable truths.

Protection of Participants' Rights

Research involving human subjects includes ethical responsibilities to protect the welfare and interests of those subjects. The study was designed in such a way as to minimize risk to individuals. I received training on safeguarding the interests and well-being of research subjects. I assured participants that ethics and rules of conduct would be followed throughout the research. All participant names and information were kept confidential and protected. I used a log divided into sections, in which I kept track of participant contact information, interview notes, and classroom observation data. I will not publish participants' identities. I protected participants' information and stored all documents sealed in my locker in my office. I will shred all paper documents after a year.

Moreover, participants signed an agreement form. Creswell (2009) stated that the content of audio tapes and transcriptions must not be available to anyone other than the researcher and must be discarded after 5 years.

Data Collection

In qualitative research, the researcher often depends on open-ended and unrestricted data collection methods (Creswell, 2012). In a case study design, more than one type of data should be collected to provide triangulation as the researcher seeks in-depth understanding of the phenomena studied (Creswell, 2012; Yin, 2014). In this study, data collection occurred in the form of interviews and observations. With these two data collection approaches, I was able to collect numerous types of information that provided in-depth awareness of the problem. In the following sections, I describe and justify the data.

Description and Justification of Data

Research justification refers to the foundation for research, or the choice of methods to generate data. Data collected from interviews were appropriate for this type of evaluation. I chose the qualitative tradition because it helped me to explain participants' opinions and experiences. Mathers, Fox, and Hunn (2002) contended that interviews are appropriate for use in exploratory and descriptive studies.

Data Collection Instruments and Source

In a qualitative study, the researcher depends on open-ended data collection methods (Creswell, 2012). In this proposed study, data collection is in the form of

interviews and observations. I interviewed ten social studies teachers and conduct

classroom observations with the same 10 teachers at Northeastern School.

I used a researcher-developed interview guide that can be found in Appendix B. In

addition, I observed participants teaching social studies.

Interview

Interviewing is one of the methods I used for collecting data from participants in

this study. Interviewing participants allows me to collect information on teachers'

personal experiences from participants regarding my research questions (Creswell, 2012).

According to Creswell (2012), a researcher-developed guide is a useful tool to use when

conducting interviews because it allows the researcher to focus on the phenomena being

studied. Each participant was interviewed one time for about 30 to 45 minutes over a two

to four weeks' timeframe. Mathers, Fox, & Hunn (2002) discussed there are a range of

approaches to interviewing, from completely unstructured in which the subjects are

allowed to talk freely about whatever they wish to highly structured in which the subjects

responses are limited to answering direct questions. Lodico, Spaulding, & Voegtle (2010)

believed conducting the interviews in a semi-structured format allows additional

information to be gained through supplemental or interesting questions after the initial

question is asked (Lodico, Spaulding, & Voegtle, 2010). I used a digital audio recorder to

record the interviews using a mobile smartphone device during the interview to ensure

the accuracy of reporting participants' responses. According to Grady, Cummings, and

Kang, (2017) interviews may be recorded using audio recording devices. Grady,

Cummings, and Kang stated that recordings will assist with accurately documenting responses. Participants have the right to refuse the audio recording.

Interview Instrument

I used a researcher-developed interview guide (see Appendix B). Creswell (2012) discussed a researcher-developed guide is a useful tool to use when interviewing because it allows the researcher to focus very specifically on the phenomena studied. The criteria to choose participants in this inquiry are; (a) a social studies teacher, (b) a grade 9-12 teacher, and (c) an ELL teacher. The school district has been assigned pseudonyms, and I assigned the teacher participants letters to protect their identities. By interviewing ten social studies teachers who teach at the 9th through 12th grade levels, I hope to gain information on how social studies teachers use LCI to improve ELLs academic performance in social studies.

I obtained the email addresses from the school websites of the Northeastern school. I emailed all the participants through personal email and inform participants of the study, described the data collection process, and invite them to participate in this study. I gave each of the participants a consent form to sign if they agreed to participate. Participants agreed to take part in one 30–45 minutes interview and be observed teaching social studies by signing the form. By signing the consent form, participant state their agreement with the all the items on the consent form. The informed consent form (see Appendix B) also stated that social studies teachers will be observed teaching a lesson in the classroom if they were willing to be seen. I developed interview questions (see Appendix B) based on Weimer's (2002) learning-centered instruction framework. I will

use these questions to explore the learner-centered instructional practices used at the study site and to explore how teachers are utilizing Weimer's (2002) framework to engage ELLs in social studies.

Observations

I conducted classroom observations of the 10 participants teaching social studies. Classroom observations provide me with a form of data from the natural classroom environment. Hatch (2002) discussed that classroom observation provides a researcher with valuable information. Kawulich (2005) discussed that the field of education has experienced an increase in the number of qualitative studies that include observation to collect information. Classroom observations provides data from the natural classroom environment, an aspect that can provide a researcher with valuable information (Hatch, 2002). Through classroom observation, I can observe participants teaching social studies lessons and identify the learner-centered instructional practices used at the study site. Moreover, I explored how teachers are utilizing Weimer's (2002) framework to engage ELLs in social studies.

Participants were informed during the consent stage that they will be observed teaching social studies in their classroom as a part of the data collection process. Each participant will be observed once within a two-week timeframe. Observation time was varying in length depending on each participant's courses and schedule. Most observations took approximately forty-five minutes long.

Observation Instruments

I planned to use a researcher-developed observation checklist form (see Appendix C) and a researcher log as my observation instruments. The observation protocol form is aligned to Weimer's (2002) learner-centered framework because it is important and necessary. The purpose of the observation protocol is to document classroom observations and notes regarding classroom social studies instruction, including a description of teaching strategies, evidence of LCI, and objectives of the lesson. According to Creswell (2012), using an observation protocol is an effective approach because I can collect unrestricted information and focus phenomena being studied.

I organized the collected observation protocol data in a researcher log. Creswell (2012) discussed that a researcher log is used to record observations, reactions of participants, and details about the setting. Using a research log, I can record thoughts and experiences and use the log to verify and expand my understanding of the data. The research log tool helps to organize the data obtained and shows questions that rise. I organized the collected information in a researcher log so I can easily save the data collected throughout the study. I used a binder to keep the researcher log and divide it into sections for each participant. In each participant's section, I kept contact information, interview notes, and classroom observation data. The researcher log provides a way for the researcher to track the process and the data collected. A researcher log can also be a beneficial way to self-assess and reduce bias when reporting the findings (Hatch, 2002).

Data Generating, Gathering, and Recording Process

For this study, I proposed to use two sources of data. I first interviewed

participants, and once the interviews are complete, I conducted classroom observations.

Data collection followed IRB approval. I contacted each participant through my Walden

University email account to set up a time to conduct the 30-45 minute interview. I

obtained a signed consent form from participants at the beginning of the interview. I

obtained the contact information for each participant on the school website. The goal of

this inquiry was to examine a sample of ten social studies teachers who teach grades 9–12

to determine how they use LCI. I obtained permission to conduct the study before

collecting data and use a letter granting permission to do the study from the district

superintendent. I received approval to do the research study from Walden University's

IRB.

Systems for Keeping Track of Data and Emerging Understandings

Denzin and Lincoln (2003) discussed the researcher is considered as an

instrument of data collection. That is, data is mediated through the human instrument, not

machines. Denzin and Lincoln (2003) recommended for the researcher to keep a research

log about personal reactions and reflections and how data collection takes place. For this

proposed study, I used a researcher log to keep track of data and details about the data

collection and setting (Creswell, 2012). I used a folder to create the researcher log and

divide it into sections for each participant. In each participant's section, I will keep

contact information, interview notes and transcriptions, and classroom observation data.

Hatch (2002) discussed that the researcher log provides a way to track the process and the

data collected. A researcher log can also be a beneficial way to self-assess and reduce bias when reporting the findings.

Role of the Researcher

A conflict of interest is a condition when a researcher is involved in multiple interests and serving one interest can work against another. Yin (2014) defined a conflict of interest as the circumstance(s) that researcher may be at risk of being unjustifiably influenced by a secondary benefit, such as financial gain or career advancement. I was the parent president of the parent association five years ago and employed as the substitute teacher only two times three years ago at Northeastern School. I have no children of my own studying at Northeastern School. I acknowledged my biases as a researcher and took steps to reduce any influence of bias on the study. My potential biases included old friendships, personal knowledge, and negative attitudes. The steps I took to control for my biases were using peer reviews and feedbacks from expertise colleagues. The researcher located and request a professor colleague with qualitative research expertise to peer debrief and review all of the data, check for appropriate coding, logical development of themes, findings, and provide feedback to reduce any bias. Yin (2014) believed one of the best ways to prevent a possible bias is to present findings to a qualified and critical colleague.

Data Analysis

Data analysis is the process of inspecting, cleaning, and transforming data with the objective of exploring valuable information. In this section, I described the data analysis process which followed Creswell's (2012) seven steps of qualitative data

analysis: (a) preparing for review, (b) reading and reflecting of data, (c) coding data, (d) using code data to determine themes, (e) representing ideas, (f) interpreting findings, and (g) validating the accuracy of findings. I have created a researcher log, and Microsoft Excel (Excel) file for the data analysis process (see Appendix D). Using the researcher log, I organized and recorded information (Yin, 2014).

I used thematic data analysis. Thematic analysis is a common form of analysis in qualitative research because it involves recognizing, examining, and recording themes from data collected (Creswell, 2012). I transcribed the data from the audiotape of the participant interview into a Word document within 24 hours after each interview. To stay well-organized, I assigned a letter and a number like "P1" to the participant number one. I input data from interviews into Excel so that I can assign and filter codes. Interview data can be analyzed using thematic analysis and open and axial coding strategies (Merriam & Tisdell, 2015). I identified open codes from the data I collected. From these open codes, I created axial codes or temporary themes, also called emergent codes (Glesne, 2011), by combining some of the open codes that had common attributes. From these axial codes, I used thematic coding to find relationships and commonalities among the axial codes. I combined the codes that dealt with aspects of learner-centered instructional strategies, resulting in themes being identified. This process allowed me to develop temporary themes for the interview data set (Creswell, 2012).

To complete the observation analysis of data collected during the classroom, I typed observation notes into the Word document after each classroom observation. I assigned observation notes a letter and a number, such as "P1" for teacher number one. I

input data from classroom observations into an Excel document to filter codes.

Observation data can be analyzed using thematic analysis and open and axial coding

strategies (Merriam & Tisdell, 2015). I used open coding to separate the data from the

observations into categories. I planned to use an observation checklist based on Weimer's

LCI framework. Rooted by Weimer, I used observation codes based on Weimer's

Checklist with issues of ELL incorporated to provide a greater understanding of the study

phenomena. I assigned each participant a label. I continued this process until all

observation data has a code linked to a group. This process allowed me to develop

temporary themes for the observation data set (Creswell, 2012). The last step in the

thematic analysis was to determine the relationships among the established categories

using axial coding (Creswell, 2012; Merriam & Tisdell, 2015). I then connected findings

to research questions, literature review, and conceptual framework. Finally, I wrote the

results in a narrative form, including descriptions of the findings.

Interview Data Analysis and Coding

Coding is a process that a qualitative researcher can use to categorize qualitative

data and describe the implications of these categories (Merriam & Tisdell, 2015). The

interviews were coded to look for patterns and connections in the data. Coding was a

systematic process in which data in forms of interview transcripts are categorized to

enable analysis. I used coding to identify central ideas that emerge from the interview

data through the framework of LCI.

To complete a thematic analysis on data collected during my interviews, I

transcribed recordings of participant interviews into a Word document shortly after each

meeting. I assigned the participant interviewers a letter and a number, such as "P1" for participant number one. I used data from interviews into Excel and attach codes. I identified specific words and phrases that were related to research questions; then, I assigned each one a label to important words. I continued this process until all of interview data are assigned a code related to a group (Creswell, 2012).

Observation Data Analysis and Coding

I developed codes from analysis of observation data to provide more perspective on the research study. The observation was coded to look for patterns and connections in the data. Coding is a systematic process in which data in forms of observation transcripts are categorized to enable analysis. I used coding to identify central ideas that emerged from the observation data through the framework of LCI. I developed codes from analysis of observation data to provide more perspective on the research study.

Creswell (2012) discussed that thematic analysis is an appropriate form of analysis in qualitative research because it involves recognizing, examining, and recording themes from data collected. To complete analysis of data that I collected during classroom observations, I first typed observation notes into a Word version of the document within 24 hours of each classroom observation. I created observation notes with a letter and a number, such as "P1" for participant number one. I transferred data from classroom observations into an Excel document to codes. I transcribed fieldnotes, coded by participant identification, and then read line by line while noting themes or ideas and putting thematic codes in the margins after each classroom observation. I identified specific words and phrases that were related to research questions; then, I

assigned each one a label to important words. I continued this process until all of observation data were assigned a code related to a group (Creswell, 2012).

The final step in the thematic analysis is to determine relationships among the established categories using axial coding (Creswell, 2012; Merriam & Tisdell, 2015). I interpreted the data and connect the findings to the research questions, literature review, and conceptual framework. Finally, I reported the results in the form of a narrative and include detailed descriptions of the findings.

Procedures for Dealing With Discrepant Cases

Discrepant cases are information that opposes developing a theme in a qualitative researcher's data analysis (Ravitch & Carl, 2015). One of the causes of disruptive analysis is that I overlooked data, or the research needs further study (Lincoln & Guba, 1985). If discrepant cases arise, further analysis of the cases will be necessary, such as a reevaluation of the question that produced the discrepancy. When a researcher actively seeks discrepant data, it is more likely that saturation will be achieved, and the researcher may increase or modify their understanding of the phenomenon being studied (Merriam & Tisdell, 2015). I looked for discrepant data in my findings, but I found no discrepant cases.

Description of the Evidence of Quality and Procedures

I took several steps to guarantee the precision of the information that I obtained in my research such as member checks, triangulation, and peer debriefing. Peer debriefing allows me to recognize the information not covered by my questions or help to find any biases.

Member Checks

Member checking provides validity by sharing the organized themes within the data with the participants and allowing them to comment on the draft findings, then collecting the feedback back from the participant (Creswell, 2009). I invited and requested participants to check the accuracy of my interpretation of their data obtained from interviews. I provided a copy of the draft findings for each participant to check the accuracy of the researcher's interpretation of participant's data used in the findings and for the viability of the findings in the setting. Guba (1981) defined member checks as the "information and interpretations tested repeatedly as they resulted from members of many groups from which information retrieved" (p. 85). Lincoln and Guba (1985) believed "member check is a significant process that any qualitative researcher should experience because it is the heart of credibility" (p. 56). I allowed participants to review and validate responses using a copy of the draft findings. Participants can evaluate interpretations of their data used in the results for accuracy and the viability of the findings in the setting. I provided participants an opportunity to discuss their data and collected the responses back from the participants. I used member checking where I allowed the participants to read the transcripts of their interviews, add other learner-centered strategies that they use to the list of learner-centered activities that I observed, and read my analysis of what they stated in a 2-page summary of the study to ensure that it was accurate (Merriam & Tisdell, 2016).

Triangulation

Triangulation of data from different sources was used to support the study. According to Merriam (2002), triangulation is the most appropriate method of verifying validity in qualitative research. In a case study design, more than one type of information should be collected to provide triangulation looking for an in-depth understanding of the phenomena being studied (Creswell, 2012; Yin, 2014). In this inquiry, data collection was in the form of interviews and classroom observations. I used two methods of data collection to bring together various data to provide a profound understanding of the problem. Hatch (2002) discussed the use of interview and classroom observation in a qualitative case study is an effective method to use when attempting to triangulate a study.

Peer Debriefing

Weaknesses are present in this research because responses may be biased due to the presence of the researcher and the sample population is low. I acknowledge bias and will take steps to reduce any influence on bias on the study. The steps I took were peer reviews and feedback. One of the best ways to prevent a possible bias is to present findings to a qualified and critical colleague (Yin, 2014). I requested a colleague with qualitative research expertise to read my results and provide feedback to reduce any bias. Peer debriefing was used to ensure reliability of the study and can provide me with feedback about interpretations made in a study (Creswell, 2012). Lincoln and Guba (1985) discussed that peer debriefing allows a researcher to uncover biases, check for

accuracy in the interpretation of findings, and leads to increased trustworthiness of the study.

In conclusion, this section described the data analysis that was used in this research study. This section contained a description of the qualitative tradition and an explanation of how the tradition derives from the problem statement. The measures that I took to protect the participants' rights have been summarized. The role of the researcher was included to point out potential biases as a data collector, including methods for establishing researcher/participant relationships and the researcher's experiences related to the topic. Finally, a description of how and when the data analyzed including methods to address validity, were provided.

Data Analysis Results

The purpose of this instrumental case study was to explore the learner-centered instructional practices used at the study site and to explore how teachers are utilizing Weimer's (2002) framework to engage ELLs in social studies. Guided by Weimer's LCI theory. In the data analysis results section, I have included how data process were generated, gathered, recorded, and how I kept track of data and emerging understandings. I also included how findings presented, discrepant cases, and nonconforming data, patterns, relationships of data. The evidence of quality concludes the section.

Data Generation Process

For this study, I proposed to use two sources of data, interviews and classroom observations. I first interviewed participants, and once the interviews were complete, I conducted classroom observations. I collected data followed by IRB approval # 03-27-

20-0331658. I contacted each participant through my Walden University email account to set up a time to conduct the 30-45 minute interview. I obtained a signed consent form from participants at the beginning of the interview. I obtained the contact information for each participant on the school website. In this study I used a sample of ten social studies teachers who teach grades 9–12. I obtained permission to conduct the study before collecting data and used a letter granting permission to do the study from the district superintendent. I received approval to do the research study from Walden University IRB approval # 03-27-20-0331658.

Data Gathering Process

I collected research data through interviews coded into an Excel document to assign and filter codes. I used purposeful sampling because it allows the researcher to select participants who fit the specific criteria of the study. Purposeful sampling is appropriate for this research because I knowingly chose participants who met three criteria: (a) a social studies teacher, (b) a grade 9-12 teacher, and (c) an ELL teacher. I intended to gain a deep understanding of how social studies teachers are using LCI and proceed with the following guidelines. I selected 10 participants for the project study. I chose teachers from 9th to 12th-grade levels and invite them to participate in the study. The participants in this qualitative case study looked comfortable during the interview process.

Interviewing was one of the methods I used for collecting data from participants in this study. Interviewing participants allowed me to collect information on teachers' personal experiences from participants regarding my research questions (Creswell, 2012).

Each participant was interviewed one time for about 30 to 45 minutes over a two to 4 week timeframe. Mathers, Fox, and Hunn (2002) believed there are various ways for interviewing, from entirely open to which participants can talk freely about anything they wish to highly restrictive that participants' answers are limited to questions. Lodico, Spaulding, and Voegtle (2010) thought interviewing in a semi-structured setup lets more information to be collected through additional questions after the primary question is asked (Lodico, Spaulding, & Voegtle, 2010). I used a digital audio recorder to record the interviews using a mobile smartphone device during the interview to ensure the accuracy of reporting participants' responses.

I conducted classroom observations of the 10 participants teaching social studies. Participants were informed during the consent stage that they would be observed teaching social studies in their classroom as a part of the data collection process. Each participant was observed once within a two-week timeframe. Observation time varies in length depending on each participant's courses and schedule. Most observations were approximately forty-five minutes long. Classroom observations provided me with a form of data from the natural classroom environment. Through classroom observation, I observed participants teaching social studies lessons and identify the learner-centered instructional practices used at the study site. Moreover, I explored how teachers were utilizing Weimer's (2002) framework to engage ELLs in social studies.

Data Recording Process

The purpose of data recording is to ensure that the data collected is preserved and safeguarded during the inquiry. I used a researcher-developed interview guide (see

Appendix B) to record the interview data. Creswell (2012) discussed a researcher-developed guide is a useful tool to use during interviews because it helps the researcher to focus on the phenomena studied. I used a researcher-developed observation checklist form (see Appendix C), and a researcher log as my observation instruments. The observation protocol form aligned with Weimer's (2002) learner-centered framework because it was essential and necessary. The purpose of the observation protocol was to document classroom observations and notes regarding classroom social studies instruction, including a description of teaching strategies, evidence of LCI, and objectives of the lesson. Creswell (2012) believed using an observation protocol is a useful approach because the researcher can collect unlimited data and focus phenomena studied.

I organized the collected observation protocol data in a researcher log. Creswell (2012) argued that a researcher log is useful to record observations, participants' reactions, and details about the setting. I recorded ideas and experiences and used the researcher log to validate my understanding of the data. The research log tool helped to organize the data obtained and shows questions that arise. I collected information in a researcher log, so I can easily save the data collected throughout the study. I used a binder to keep the researcher log with separate sections for each participant. I kept contact information, interview notes, and classroom observation data in each participant's section. The researcher log provided an opportunity for the researcher to track the process and the data collected. A researcher log can be a beneficial tool to self-assess and reduce bias when reporting the findings (Hatch, 2002).

Tracking Data From Instruments and Emerging Understandings

I used spreadsheets to track the data from each participant using codes to identify

the data from an interview and observation (Merriam & Tisdell, 2016). I used open and

axial coding to find out the central ideas that emerged from the interview and observation

data through the framework of LCI. Later, I used thematic coding and looked for patterns

among the temporary theme (see Table 1). I also conducted classroom observations while

participants taught social studies and observed participants teaching in a natural setting. I

used observation protocol during the classroom observations and took notes in my

research for log of participants teaching methods and evidence of LCI. By using

classroom observations, I noticed how each participant taught social studies in their

classrooms. Learner-centered instructional strategies identified in the literature listed on

another spreadsheet. The data from two sources of interviews and classroom observations

were continuously monitored and individually coded using codes on the spreadsheets for

mentioning one or more of the learner-centered instructional strategies (Stuckey, 2015).

Discrepant Cases

Discrepant cases are information that opposes developing a theme in a qualitative

researcher's data analysis (Ravitch & Carl, 2015). When discrepant data happens, it

might be because the researcher has overlooked information, or it might indicate that

there is a need for additional research (Lincoln & Guba, 1985). If discrepant cases

happen, the research needs further analysis like re-evaluations of questions that produced

the discrepancy. When a researcher seeks discrepant data, it is more likely that the

researcher may increase or modify their understanding of the phenomenon being studied

(Merriam & Tisdell, 2015). I looked for discrepant data in my findings, but I found no discrepant cases.

How and When the Data Were Analyzed

The information collected from the interviews, classroom observations were coded to identify potential themes, patterns, and to develop a visual description of the data (Creswell, 2012). After each interview and observation, the process of coding done for discovering similar themes to determine if the research questions answered and, if not, how to rephrase the questions or the observation checklist to answer the research questions (Creswell, 2012). Once themes or patterns started to emerge, emergent codes were developed from these and noted on a spreadsheet with the responses from the participants listed under the specific codes (Creswell, 2012; Stuckey, 2015). This process used to develop a description of the themes throughout the interviews and observations. Several steps, such as member checks, triangulation, and peer debriefing, guaranteed the accuracy of the information I obtained in my research. Peer debriefing allowed me to recognize the information not covered by my questions or help to find any biases.

Research Questions

I analyzed the collected data based on the conceptual framework from Weimer's (2013) research on learner-centered instructional strategies. The perspectives of the participants, classroom observations provided information on how teachers use Weimer's LCI strategies to instruct and engage ELL students in their social studies classes. To understand the ELL social studies instructional approach, I developed the following research questions:

RQ1:   How are teachers using Weimer's LC instructional strategies to instruct

and engage ELL students in their social studies classes at Northeastern

School?

RQ2:   How do teachers plan their instruction for ELLs in social studies classes

using Weimer's learner-centered approach?

Research Question 1

RQ1:   How are teachers using Weimer's LC instructional strategies to instruct

and engage ELL students in their social studies classes at Northeastern

School?

I asked questions through semi-structured interviews with participants to help me

understand their views of teaching ELL students using LCI. This way, participants had

the opportunity to express their thoughts and ideas about learner-centered teaching,

shared practices they had with LCI, and provided examples of how they use the strategies

in their ELL social studies classrooms. Through the interview process, I was able to

involve myself in conversations with the participants about their views of LCI when

teaching social studies, ask further questions for clarification, and identify the themes that

developed from participants' answers.

Through coding, I discovered the primary key ideas that emerged from the

interview data through the framework of LCI. Coding is a process qualitative researcher

use to categorize qualitative data and describe the implications of these categories

(Merriam & Tisdell, 2015). I recognized 22 common labels and terms that became my

codes that were based on the interview transcripts (see Appendix E). I highlighted words

and phrases repeated throughout the interview transcripts and acknowledged standard labels as open codes based on the interview transcripts. I grouped and categorized common words with specific colors. After I reduced codes, I gathered common items among the recognized codes and grouped the codes into categories to create themes related to ELL social studies teachers' perspectives of learner-centered instructional strategies (see Table 1).

Table 1

Research Question 1: Open Codes, Axial Codes, and Themes

Open code	Axial code/temporary theme	Theme
• Choice • Students led • Facilitator role • Assessment	Definition of learner-centered instruction	
• Student-led • Student engagement	Student-led classroom	Knowledge of learner-centered instructional strategies
• Discussions • Teamwork • Peer support • Interactive • Small group	Small group instruction	
• Facilitator • Mentor • Facilitation plan • Helps students • Teach motivational skills • Teach coping skills	Teacher	The teacher is a reflective learner

I also conducted classroom observations while participants taught social studies and observed participants teaching in a natural setting. I used observation protocol during the classroom observations and took notes in my research for log of participants teaching methods and evidence of LCI. By using classroom observations, I noticed how each participant taught social studies in their classrooms. This resulted in two themes being identified: Knowledge of learner-centered instructional strategies; and the teacher is a reflective learner. This procedure was also used on the classroom observations, which resulted in the same two themes being identified. These two themes revealed how the social studies teachers perceived the learner-centered instructional strategies to support ELL academic achievement.

In addition to interviews, I conducted classroom observations of participants teaching Social studies. The observation of participants in natural teaching settings revealed the technique teachers used in their social studies classrooms. I used research developed observation protocol and took notes while observing teachers' methods of teaching social studies components. I looked to find out if teachers use learner-centered instructional strategies in their classrooms. I saw actual evidence of how participants teach social studies components using classroom observation. I identified 12 common labels and terms from the observation that became my open codes from my classroom observation (see Appendix E). I then manually highlighted words and phrases that reoccurred throughout the observation notes. Common words and phrases were highlighted with specific colors to group them into categories.

I identified open codes from the data I collected. From these open codes, I created axial codes or temporary themes, also called emergent codes (Glesne, 2011), by combining some of the open codes that had common attributes. From these axial codes, I used thematic coding to find relationships and commonalities among the axial codes. I combined the codes that dealt with aspects of learner-centered instructional strategies, resulting in themes being identified (see Table 3). I concluded that the following themes revealed concepts related to ELL social studies teachers.

Table 2

Instructional Strategies Observed or Stated to Be Used by Teachers

Teacher	P1&8	P2	P3&7	P4	P5&9	P6&10
Emphasis on thoughtful exploration of complicated issues	O		X			
Different activities take place during class, sometimes simultaneously		X	X		O	O
Whole class direct instruction	O	O	X			
Small group instruction	X		X	X		X
Peer tutoring					O	
One-on-one instruction	X	X	O	O	O	O

The complete explanation of the themes with supporting excerpts from interviews and classroom observation are as follows.

Theme 1: Knowledge of Learner-Centered Instructional Strategies

A teacher's understanding of a concept affects their performance in creating an outcome, so it was essential to understand if ELL social studies teachers understood and defined LCI. Participants defined LCI as to when the learner placed in the middle of classroom life—the idea of LCI elaborated in three ways in interviews. All participants defined LCI strategies. For example, P4 commented, "Learner-centered instruction is when students lead the instruction, and the teacher serves as the facilitator in the classroom." Also, P7 said, "In LCI, students have a voice in the classroom and help lead and take charge of their learning."

Knowing the learner. Participant 1 and 5 believed "LCI means that every student is known not just by the teacher but by other students in the room. LCI contains many human interactions that include students knowing each other and being known. LCI includes many voices, ideas of everyone filling the room."

Participant 2, 6, and 7 believed in shared activities with students is essential. Participants stated learner-centered means being focused on his students. Participants continued students; not the subject must be the focus of the classroom. Participant 6 mentioned "LCI means that teachers must know students and recognize them well." Participant 6 continued "A teacher must learn about the student's capabilities at the beginning of the school year and find out about the student's academic skills and abilities." Participant 2 asked "learners what he can do to make the most exceptional classroom." Participant 2 continued "What students can do to make the best classroom; how do you describe this course, and what is it about?"

Participant 3, 8, and 9 believed "if teachers stop interrupting, students do the classwork assignment and learn the subject by themselves." Participant 3 discussed "She would stand by and do not interrupt students with the classwork task the day she realized students did not need her." Participant 3 continued "When students actively work on their classwork assignments and are involved in learning the subject, students show that they liked their activities and motivated. That is the time that I do not have to do anything and interrupt students."

Participant 4 and 10 believed teachers are not laisse-fair instructors. Participant 10 believed "Teachers work hard with their students, which means setting learning goals and procedures in their plans." Participant 4 stated "Teachers always see themselves involved with students learning. Teachers remained observant, willing to allow students the freedom to learn but ready to help and guided when needed—being learner-centered meant having distant and indirect instruction." However, during the classroom observations, it was evident that Participant 4 and 10 did not remain observant and were unwilling to allow students the freedom to learn and did not have distant and indirect instruction. Participants 4 and 10 mostly followed teacher-centered instructions.

Small group instruction. Participants mentioned small group instruction as an LCI strategy. Small group instruction can meet the needs of 9 to 12 grade ELL social studies students. Participant 5 discussed "Small group discussions that help ELLs to learn and comprehend the new subject." P6 stated, "Students can discuss their ideas about the topic, and I would like to hear that. During my classroom observation, I noted that four teachers were doing individual instruction with only one student during small group

instructions. This way, ELL students could catch up with comprehending and clarifying the subject." Participant 8 stated, "When I have five to eight students in the classroom, they have various problems, and if I don't work on their problem, they sit and do nothing. Students do not complete the task because students are stuck with not understanding the subject. That's why I line them up and work in a small group to check students' problems." This discussion indicated that the teacher has limited awareness of the LCI strategies and how to implement LCI in their lesson plans. Teachers need to have understood of Weimer's (2013) principle five, which states, "Faculty encourage students to learn from and with each other" (p. 81). Students will lose discussions and the power of critical thinking, communication, and collaboration skills. Participant 10 stated, "the school did not make us ready how to help students to engage in critical thinking and problem-solving skills."

Building on student experiences. Participant 1, 5, and 7 concerned that "Some teachers made few connections to students' lives. I had the idea that what students are experiencing in their real lives outside of the classroom is essential." Participant 5 stated "I am not sure we care about that. Teachers might want to know what students are experiencing in their lives and try to organize classrooms around those needs, but teachers do not bring that life into the school." Participant 1, 5, 7 believed "instruction that building upon learners' interests would result in higher learning. In my classroom, instead of being a textbook and teacher-centered teacher, I became a student-centered teacher, and it made lots of difference in the world." Participant 1 found that "Students were like adults; if students attracted to a subject, they learn it, remember, retain, and

they could give it back to you. I believed the notion that being learner-centered required teachers to individualize their instruction and teach based on individual students' needs."

Participant 2, 8, and 9 a ninth-grade teacher, believed "LIC means that teachers must try to individualize instruction in the classroom so that whatever subject students are learning about is individualized for each ELL student. Learning social studies include the reading that students do, the context that students learn, and how students learn." Participant 8 said "Some students need to know how to work in groups, and the teacher must encourage students to work in a group." Participant 9 stated "Some students need more reading practice. Some students need to learn how to let others take the lead."

Participant 3 stated "The teacher must find the things that each student needs to work on and help with the work." The participant 3 stated "It was always part of being deeply involved, deeply committed to the process of the presentation, or whatever. But I have never felt that I had to be the central figure. And that is a real guiding force. I think maybe that is one of the things that I realized that I did not have to be part of the centerpiece."

Participant 4 believed "I am what students need her to be." Participant 4 stated "She also helps students to build confidence and find that students' visions are possible, that their thoughts are good, and that they are capable of doing and being anything, they want to be." Participant 4 "I tried to implement the concept of if students work, students learn better together than if they do the task individually." Participant 4 and 10 stated that "The teacher role is complicated." Participant 10 "I thought the magic word is a facilitator. Teachers must be a general overseer and sometimes dispute manager."

However, during the classroom observations, it was noted that participants 4 and 10 were not changing roles as Participant 10 mentioned "a keynote speaker and sometimes the cheerleading section." Participants 4 and 10 did not alter instructional strategies and continued teacher-centered lectures; their position as the student academic needs did not change.

Teacher promotes active engagement. Participant 1, 5, 6, and 8 stated **"**Students must be excited and active participants in their learning. I describe my classroom as busy and noisy with student-organized energy." Participant 9 stated "I had a unique way of promoting students' active involvement." Participant 1 believed "Teaching in a mixed level class must have daily class meetings such as what students need to do that day." Participant 1 continued "She was asking students if they need anything from him or the student-teacher? And then, students start the group work assignment. We meet at the end of the class, and students would report on what they had learned that day and how much more time they were going to need to get it done."

Participant 2, 4, and 7 a nine-grade teacher, "I shared my experience by bringing ELL students out of class and involving them in exploring their community as a result of a mid-year move." Participant 2 stated that "I had field trips to the museum to change my classroom environment, and students flourished." Participant 7 stated "We used the community outside our laboratory. That was an exciting year because I was doing what I believed students needed to learn the language." Participant 3, 9, and 10 described LCI as a vigorous class. However, during the classroom observation, it was noted that students were not always active and were not on task and involved in personal discussion during

the planning and learning of the content. Participants 3, 9, and 10 spent some time figuring out ways to engage students. Participant 9 stated: "So, I have got this idea I have got this lesson, I have got this unit, I have got this curriculum, how are they going to start grabbing into it and say, well, ok, we will take some of that."

Theme 2: The Teacher Is a Reflective Learner

The teacher, as a learner, was a strong element of the lived definition of LCI. Participants talked about three essential ways about themselves as learners.

Participants as students and students as teachers. Participant 10 described during her interview "I never have a day that one does not learn from the students because of the way they perceive things. It is incredible what they can bring in from the world they are living in and what they are seeing. But it is because I tried to make my classroom; I have always tried to make my class LCI. When students had a hard time, I had a hard time. And that is what I mean grow with them grow emotionally, spiritually, and academically with them because they know so much that you do not know."

Teachers shared experiences. Participant 6, and 9 stated "There was a time that students wanted to study biography and make a movie. The participant did not know how to use a camera, so she started to learn how to make a movie and use a camera. The participant gave a chance to students to make a choice. Students could decide how to learn to make the movie, how to study the subject, and where to start."

Participant 2, 5, 8, and 10 "I felt comfortable receiving decisions from students." Participant 7 stated "Students make decisions. Students agree on their needs and how to fulfill their needs in the classroom. Later, we design plans together based on students'

needs and what is necessary to know and create learning opportunities. We decide what is needed in the learning and process the learning opportunity."

As Participant 3 talked about the study of biography that she and her students pursued, she discussed that "Students' decision making was positive to keep her excited about teaching." Participant 3 stated "She was teaching ten years, and there is always something new in the curriculum. If the participant had to do a biography, she never was sure how it was since students decide how to shape up the plans."

Transcripts focused on students' making choices and included various levels of choice-making from an open-ended to a more structured teacher involved approach. Participant 4, and 10 believed that "Students know what they need to learn. Participants 4, and 10 "Felt in the sense of discovery to discover how much students know and what students want to determine, which is highly effective in students learning. If teachers take history books and distribute them to the students and say what students need to know and what to learn, students know how to get there. Students do learn the subject and learn with a great deal of integrity and ownership."

Participant 1, 6, and 8 a twelve-grade teacher, wanted to be more involved in the students' choice-making. Participant 8 indicated that "ELL LCI could be a facilitator of various subjects. In this case, Students are the decision-makers and make a choice. However, students' choice is within teachers' requirements that must be done. Teachers must live with the students' preferences, but teachers must be careful and monitor students' works."

Participant 2 and 9 "felt the challenges that they were facing on LCI." Although the choice is essential in learner-centered education, participant 2 had the "Struggle to help ELL students make good choices. Students always have significant and vital decisions. However, teachers must be careful about how to put students in a position to make a real right choice. Give choices and where they are directing their education or their learning? Those were pieces that were missing, and I think through Foxfire, through the Core Practices, that has happened."

Participant 3 and 5 believed in "Students' voices and ideas in the classroom." Participant 5 "I advise teachers to give a chance for students to express their opinions. Unless teachers allow students to have a voice in their learning and to feel like students are an essential part of that classroom, teachers are harming students and themselves, and you do not need to be in the profession."

Participants' discussions revealed various definitions of LCI. Participants believed that ELL learners could make good choices and the right decisions that result in students learning. Participants felt that to be learner-centered teachers, must work hard to connect the curriculum to learners' interests and desires. Teachers must lead through facilitation and continuously learn to be ready for paths their students take.

Research Question 2

RQ2: How do teachers plan their instruction for ELLs in social studies classes using Weimer's learner-centered approach?

Through semi structured interviews with participants, I asked questions to help me understand their views of ELL LCI. This way, participants had the opportunity to

express their thoughts and ideas about learner-centered teaching, shared practices they had with LCI, and provided examples of how they use the strategies in their ELL social studies classrooms. Through the interview process, I was able to involve in conversations with the participants about their views of LCI when teaching asocial studies, ask further questions for clarification, and identify the themes that developed from participants' answers.

Through open and axial coding, I found out the primary key ideas that emerged from the interview data through the framework of LCI. Coding is a process qualitative researcher use to categorize qualitative data and describe the implications of these categories (Merriam & Tisdell, 2015). I highlighted words and phrases repeated throughout the interview transcripts and acknowledged standard labels as open codes based on the interview transcripts. I grouped and categorized common words with specific colors. After I reduced the text to open codes, the next step was axial coding. I gathered common items among the recognized codes and grouped the codes into categories to create themes related to ELL social studies teachers' perspectives of learner-centered instructional strategies. Later, I used thematic coding and looked for patterns among the temporary themes. I also conducted classroom observations while participants taught social studies and observed participants teaching in a natural setting. I found techniques participants used to teach ELL social studies in their classrooms. I used observation protocol during the classroom observations and took notes of participants teaching methods and evidence of LCI. By using classroom observations, I noticed how each participant taught social studies in their classrooms. I used open and axial coding to

find out the central ideas that emerged from the interview and observation data through the framework of LCI. This resulted in two themes being identified: Knowledge of learner-centered instructional strategies in social studies; and preparedness to teach ELL LCI. This procedure was also used on the classroom observations, which resulted in the same two themes being identified. These two themes revealed how the social studies teachers perceived the learner-centered instructional strategies to support ELL academic achievement.

Table 3

Research Question 2: Open Codes, Axial Codes, and Themes

Open code	Axial code/ temporary theme	Theme
• One-on-one • Feedback • Revision • Explanations • In-depth	One-on-one instruction	Knowledge of learner-centered instructional strategies in social studies
• Discussions • Teamwork • Peer support • Interactive • Small group • Whole group	Small group instruction Whole group instruction	
• Works at own pace • Choice of work location • Student choice of activity • Student choice of courses	Student choice	Preparedness to teach ELL learner-centered instruction
• Overwhelmed in professional development • Broad professional development	Professional development too broad	

The complete explanation of the themes with supporting excerpts from interviews are described in the following sections.

Theme 1: Knowledge of Learner-Centered Instruction in Social Studies

Benefits. In Interview Question 1, I asked each participant to describe how beneficial they feel LCI is for enhancing ELL student learning in social studies classes. Participant 1 stated teachers can stimulate LCI by allowing students to make decisions. This way, students feel they have the capacity to lead and remember how to learn the subject. She continued the right professional development causes teachers to become more active. LCI includes students in preparation, planning, and procedure. Involving the learners in classroom decision making will place more work on them, which is a good thing. Teachers must reduce teacher-centered instruction by increasing student-led learning activities. Participant 2 and participant 7 indicated LCI improves participation, improves retention of knowledge, boosts performance at work in the classroom. Participant 3 and participant 9 believed LCI uses collaboration and communication to involve learners and help students develop their skills, abilities, decision making, problem-solving, teamwork, and presentation skills that are relevant to the current labor needs. Participant 4 and 10 discussed LCI increases students understanding of the subject. This process of meaning-making believed to happen through the interplay between individuals' existing knowledge and beliefs and the new knowledge and experiences that they contact. Participant 5 and participant 8 Thought LCI means that every student is known not just by the teacher but by other students in the room. Participant 6 stated LCI means that teachers must know students and know them well. A teacher must learn about

student abilities at the beginning of the semester getting information in the form of
literacy histories.

   Teaching social studies. In Interview Question 5, I asked participants to provide
an example of an LCI instructional approach they used to teach social studies in their
classroom and why do they use this approach. Participant 1 and 7 stated "To honor the
silent period. Usually, the new ELL student does not talk much in class and goes through
a quiet period." Participant 9 suggested "They do not push the student to speak because
many ELLS will speak when they feel perfect. Just know that this is normal and do not
feel any pressure to make ELL talk quickly." Participant 10 stated that "I use group work
a lot because group work encourages students to talk and help each other. I ask students
to turn in their row and talk to the person next to the student." Participant 3 believed "My
students are always active and noisy. Students involved continuously in the process of
planning, organizing, gathering materials, and learning the required skills and content in
social studies." Participant 4 and 8 discussed "Scaffolding is another technique that can
make content more understandable to students." Participant 4 and 8 "Use statements and
questions to guide the student as she makes conclusions about a subject. Sometimes
students have difficulty making their ideas clear to the class, but students have a good
idea about the topic." Participant 4 stated "I encourage students to elaborate by saying, I
know what you're saying, but can you add more to that so that everyone understands?"
Participant 5 and 9 discussed "I let students' express opinions such as having a class
discussion about setting class rules. Students feel that they can shape their learning
experience in a meaningful way. After students have engaged in self-directed learning

projects outside the classroom, they are then given opportunities to deepen their learning by sharing what they have learned with their classmates. During observation, I noticed that participant 6 and 10 used timeline activities to teach social studies in their classroom. Students reviewed the historical events from the previous lessons on the timeline posted in the school to set the background for the new period. The students placed timeline cards portraying essential functions from this era in order and then discussed the most important events with a partner.

Instructional approach. In Interview Question 6, I asked participants to provide an example of an LCI instructional approach that they use to teach ELL students in their classroom and why do they use this approach. Participant 1 and 7 discussed he always reviews the basic vocabulary of the subject students are studying. Another critical issue is to celebrate students' diversity, such as students' holidays and celebrations. This way, students encourage to talk and participate in classroom activities. Participant 2 and 8 replied she uses group work because students participating in group work is a critical ingredient in student learning. Participant group students according to the same skill level. Participant 3 said she works hard with her students, which means setting learning goals and procedures in their plans.

The participant always involved with students learning. However, she remains observant and allows students the freedom to learn but ready to help and guided when needed. Participant 4 and 9 stated that small group instructions is an effective way for student's achievement. Her students are always active and noisy. Students involved continuously in the process of planning, organizing, gathering materials, and learning the

required skills and content. Participant 5 and 10 uses the primary Source analysis. The participant assists students in analyzing primary sources by breaking students in small groups. Students learned to identify the author of the cause, the type of source, the historical context of the source, and the main idea of the source. Participant 6 stated that English learners could work on activities such as primary source analysis. Primary sources provide a meaningful, stimulating way to engage learners in social studies. However, during observation participant 6 did not assist students in analyzing primary sources after breaking students into small groups. Students had to identify the author of the cause, the type of reference, the historical context of the source, and the main idea of the source. Students had to explain the intended audience and the perspective of the author.

Whole group instruction. Whole group instruction was another LCI strategy used in the classroom. In this model, the Teacher is lecturing for a short time then begins using discussion, debate, student sharing lessons with the whole class. Teachers P4, P7, and P9 used the whole group method during their observation and had good plans to discuss the topic but used short discussions. The brief debate revealed the lack of students' engagement and communication. Students needed to learn how to explain and debate in the group. Students needed help to feel confident to talk and discuss in groups, and this was the skill that teachers needed to learn. Teachers required to receive training and help build students self-confidence. This way, students could interact and talk in front of a group of students.

Small group instruction. Teachers P3, P6, P10 facilitated small group instruction, another kind of LCI strategy in class. The small group instruction method allows teachers to work with students carefully, evaluate students' strengths and weaknesses, and focus on the students' needs. One of the main points of small group instruction was to conduct class discussions and debates. This way, the small group instruction would help students to comprehend and learn the new topic. This way, students can expedite their learning by discussing ideas, collaborate, and communicate with other students. Participant 6 stated **"**Small group discussions are meaningful because students can share their thoughts and knowledge in the group." However, during the observation P6 was doing only one-on-one and away from what should have been done.

Teachers P3, P6, P10 were conducting the small group instruction, but teachers were involved in one-to-one instruction, and the rest of the students were disengaged from the discussion. The teacher was describing and reviewing the subject during the one-on-one instructional sessions. Teacher P10 believed that the teacher has students with different academic needs, and if not receiving the help, students sit and talk to each other. This way, students are stuck and can't move forward. The discussion and observation showed that the teacher has limited knowledge about LCI strategy. Moreover, the teacher doesn't know how to use the LCI strategy in the class. Teachers needed to understand the Weimer's (2013) discussion that "Faculty encourage students to learn from and with each other" (p. 81). Students need to nourish their critical thinking, problem-solving, and communication skills. This way, students can be successful in their future education and careers. However, during the classroom observations it was evident that these small

group sessions were really the teacher working one-on-one with the students. Another

key takeaway was the lack of using peer tutoring, and teamwork sessions.

Teaching vocabularies. In Interview Question 7, I asked participants to provide

an example of how they teach vocabulary in their classroom and why do they use this

method. Participant 1 stated that her students formulate questions of their own, discuss,

explain, or debate in the classroom. Students do cooperative learning, in which students

work in teams on problems and projects under conditions that assure both positive.

Participant 2 and 7 stated she allows students to make their vocabulary lists. ELL learners

use new vocabulary every day while discussing the subject. If students pick their

vocabulary, they become motivated to learn it better. Students also gain a personalized

list of vocabulary. Participant 3 and 8 stated students underline new vocabularies of the

subject. Students find the meaning of the vocabulary in both their native language and

English, make sentences, draw a picture, and report their findings in their groups. This

way, students use vocabulary in different ways, which is a useful, practical, and hands-on

activity. Participant 4 and 9 believed that visual literacy help students' achievement,

allow students to learn the subject, and draw conclusions. The participant asked students

to connect controlled vocabulary, which was written on cards and placed on the floor

together. The vocabulary that students choose and put next to the previous one must

make sense for them. Students must explain the connection they see and understand.

Students build cause and effect relationships and built upon each other ideas. Participant

5 and 10 stated students building content knowledge and academic language enhance

reading comprehension. When students analyze and compare sources and create their

interpretations of events, they develop academic vocabulary, and skills needed to understand the text. The activity is more critical than story-based literacy activities in the classroom. However, during the classroom observations it was evident that Participant 5, 10, 4 were not asking students to analyze and compare sources and create their interpretations of events. The students were not developing academic vocabulary, and skills needed effectively to understand the text.

   Teaching cultures. In Interview Question 8, I asked participants to provide an example of how they teach cultures in your classroom and why do they use this method. Participant 1 discussed by respecting cultural differences and using curricular and instructional practices related to the cultures of their students, schools and classrooms become inclusive. Participant 2 and 7 gives group work to the students and asks them to talk about their culture and discuss their customs and believes. This way, students speak and use language creatively. Participant 3 stated "She asks students to pick a culture different from their own and describe how it differs from their culture in groups. The participant also asks students to identify the cultural values of their families and the benefits that their parents repeatedly used, such as shame and honor. This way, students gain cultural awareness. Students participating in group work is a critical ingredient in student learning." Participant 4 and 8 stated that "students read a text about cultures in groups and practice English with peers who are proficient readers. Sometimes students have paired reading assignments or a read-aloud, which is an effective strategy. The participant asks questions, and students work in groups to find out answers." Participant 5 and 9 discussed "She is interested to know students' ethnic backgrounds. During the

observation I noticed that participants 5 and 9 interested to know students' ethnic backgrounds and inspire students to conduct research and share information about their ethnic background. The students analyze and celebrate differences in traditions, beliefs, and social behaviors. The task helps students realize that their beliefs and traditions are part of the culture, which is necessary to develop a culturally responsive classroom. Participant 6 and 10 stated "students discuss their cultures in groups. Students talk about each other's cultural believes and values. The activity raises students' awareness of cultures in the classroom."

Obstacles. In Interview Question 9, I asked participants what obstacles have they encountered when applying learner-centered instructional strategies in their reading instruction? The participant 1 and 7 discussed "The challenges were lack of interest and confidence, lack of teachers, and students' attention, class size; sometimes, students feel discomfort when they work with others." Participant 2 and 9 discussed "The challenges were the lack of confidence and the attention of the students." Participant 3 and 8 believed "There are no obstacles, and she does not feel any obstacle." Participant 4, currently, "I do not have any obstacles." Participant 5 indicated that "She has no barriers to teaching LCI." Participant 6 and 10 "No barriers, met learner-centered instructional strategies in my classroom."

In last the question, I asked if they have anything else to add. Participants did not have anything else to add.

Professional Development

Participant 1, 4, 8, and 10 believed "The right professional development causes teachers to become more active. LCI includes students in preparation, planning, and procedure. Involving the learners in classroom decision making will place more work on them, which is a good thing. Teachers must reduce teacher-centered instruction by increasing student-led learning activities."

Theme 2: Preparedness to Teach English Language Learners Learner-Centered Instruction

Teacher preparation program. In Interview Question 2, I asked participants can they tell me about the exposure they had to learner-centered instructional strategies in their teacher preparation program or through professional development. Participant 1 and participant 7 "I created LCI group project plan by encouraging student collaboration and teamwork. I made individual self-paced assignments for each ELL student. Participants also engaged students in community-based activities and service-learning projects such as after school programs." Participant 9 indicated that "LCI develops problem-solving skills, fosters collaborative learning, and makes learning more fun." Participant 8 and 10 discussed "The small group reading intervention and strategy to work with learners in need. This way, learners can build their background knowledge and gain new understanding. Students explain how they used the plan, and teachers comment on how they saw students using the strategy." Participant 4 and 9 "I use visual literacy, which includes pictures, movies, and charts. This way, students learn and remember content better. The participant believes that videos are a useful tool for language learners in her

classroom. Students can visualize historical events and gain a new experience."

Participant 5 and 10 stated that "I practiced LCI to facilitate students learning. I learned

how to avoid using teacher-centered models of teaching that rely on the lecture as the

primary means of instruction." Participant 6 "I practiced gallery walk in my teacher

preparation program. I posted ten images that represent the topic around the classroom.

The students had to take note and do observations, questions, and make predictions about

life during the period."

      Teachers preparedness. In Interview Question 3, "I asked participants to

describe their experiences how prepared they feel to apply learner-centered instructional

strategies in their social studies instruction." Participant 1 stated "I was well prepared.

since I have mixed level students, I group them in different levels. I also consider their

age and ability and avoids large age gap within one class." Participant 2 and 7 stated "I

help students continuously practice vocabulary relating to the subject. I encourage

students to think and assisting students in mastering content. I create instruction based on

LCI standards." Participant 3 discussed "I am well prepared to teach LCI strategies in her

classroom." Participant 4 and 10 indicated "When beginning a new unit of study, I often

hold a historical event talk—a brainstorming session similar to giving a pretest to

determine what students already know. Historical discussions are helpful because they

allow students to discuss content with peers openly." During the observation, I monitor

students' conversations, and they kept discussing about the subject. The participant

inspired them to get answers about the world around them from sharing experiences that

they have had with their peers. Participant 5 and 8 discussed "I use LCI and view

knowledge through lenses of social and relational processes and therefore prioritize students' methods of constructing personal experience and understanding rather than rote mastery of course content." Participant 6 and 9 believed "Teachers are not laisse-fair instructors. Teachers work hard with their students, which means setting learning goals and procedures in their plans. Teachers always see themselves involved with students learning."

   Teachers' confidence. In Interview Question 4, I asked participants to describe their confidence related to their ability to apply learner-centered instructional strategies when teaching social studies. Participant 10 "I had a strong faith in using LCI. I believe in making the lesson containing visual images. Teachers can use comic books that the story converted into sequential art design and pictures. Graphic novels include visual images and written words. Teachers must create connections to the stories and the student's life. The graphic novel helps student's literacy development." Participant 2 and 7 discussed "I am confident in teaching LCI. Students participating in group work is a critical ingredient in student learning. Group work helps students talk and help each other. Participant 3 and 8 stated she is confident in her ability to teach LCI. I believe students must be excited and active participants in their learning. He described his classroom as busy and noisy with student-organized energy." However, during observation Participant 4 did not have confidence to apply learner-centered instructional strategies. Participant 4 continues to learn LCI and also from students because of the way they perceive and share information. Participant 4 discussed "It is incredible what they can bring in from the world they are living in and what they are seeing. But it is because

the participant tried to make her classroom based on LCI." Participant 5 and 9 stated "She places learning at the center of the classroom environment, where learners share responsibility for creating a meaningful learning experience." Participant 6 and 10 is "confident of her ability to apply learner-centered instructional strategies when teaching social studies. One of her favorite activities is using visuals such as paintings, drawings, and photographs providing visual photos of the past." Using the conceptual framework from Weimer's (2013) research on learner-centered instructional strategies, I analyzed the data I had collected. The perspectives of the participants, classroom observations provided information on how the learner-centered instructional strategies used within ELL social studies classrooms.

Project Deliverable

This instrumental case study aimed to explore the learner-centered instructional practices used at the study site and explore how teachers are utilizing Weimer's (2002) framework to engage ELLs in social studies. Guided by Weimer's LCI theory, the research questions focused on exploring how teachers use Weimer's learner-centered instructional strategies and if elements of Weimer's learner-centered teaching practices are present in social studies lesson plans. In the data analysis results section, I have included how data processes were generated, gathered, recorded, and how I kept track of data and emerging understandings. I also included how findings presented discrepant cases and nonconforming data, patterns, and data relationships. The evidence of quality concludes the section. This inquiry aims to examine a sample of ten social studies teachers who teach grades 9–12 to determine how they use LCI.

Interviewing was one of the methods I used for collecting data from participants in this study. Interviewing participants allowed me to collect information on teachers' personal experiences from participants regarding my research questions (Creswell, 2012). I conducted classroom observations of the 10 participants teaching social studies. Participants were informed during the consent stage that they would be observed teaching social studies in their classrooms as part of the data collection process. Most observations were approximately forty-five minutes long. Classroom observations provided me with a form of data from the natural classroom environment. Through classroom observation, I observed participants teaching social studies lessons and identify the learner-centered instructional practices used at the study site. Moreover, I explored how teachers were utilizing Weimer's (2002) framework to engage ELLs in social studies.

The result of the inquiry showed teachers had limited knowledge of LCI strategies. Weimer (2013) indicated that teaching in the LCI model not easy and messy when one is focused on learning. It is the teaching in the LCI setting that stimulates and empowers students. Teaching the LCI model helps students learn how to collaborate and reflect on their learning (Weimer, 2013). Analyzing the data indicated that teachers needed to receive training on instructing using whole groups, small groups, and one-on-one instruction within a learner-centered environment. Teachers recognized the benefits of one-on-one instruction but were unaware that students needed to learn communication, critical thinking, creative thinking, and collaboration skills, which can be done in a small group or whole group discussion settings.

The study results also showed that the program did not include activities that required students to interact with classmates and teachers in a small group or whole group discussions. This limited the students' ability to learn communication skills, critical thinking, creative thinking, and collaboration. Some teachers discussed the need to have discussions in their courses. Two teachers did conduct whole group instruction during their classroom observations and tried to promote discussions, but only a few students were engaged. The lack of student involvement in class discussions showed that teachers needed professional development to engage their students in small group discussions.

Some students were not showing responsibility for their education; it became evident to the teachers that they needed to teach these skills to the students. They also expressed the need to help ELL students learn coping skills so they could focus on their education. The coping skills could be taught during the mentoring sessions, but teachers needed the training to teach these skills. Weimer (2013) mentioned that focusing on one strategy at a time was more effective than trying to cover all of them. Therefore, the teachers desired to learn the following. As discussed in the interviews, they were learning how to facilitate and plan for small group instruction that focused on discussion should be the first focus. Teachers have not received any formal professional development on LCI strategies or how to involve students in studies and group projects. Therefore, the project deliverable for this study will be a professional development.

Conclusion

The purpose of this instrumental case study was to explore the learner-centered instructional practices used at the study site and to explore how teachers are utilizing

Weimer's (2002) framework to engage ELLs in social studies. Guided by Weimer's LCI theory, the research questions focused on exploring how teachers use Weimer's learner-centered instructional strategies and if elements of Weimer's learner-centered teaching practices are present in social studies lesson plans.

In this qualitative bounded case study, I explored how ELL social studies teachers perceived and used the LCI strategies at Northeastern high school. I implemented ideas and components of LCI, as identified by Weimer (2013). The qualitative data were collected using semi-structured interviews and classroom observations of ten ELL social studies teachers who teach grades 9–12 to explore the following research questions: How are teachers using Weimer's LCI strategies to instruct and engage ELL students in their social studies classes at Northeastern school? And how do teachers plan their instruction for ELLs in social studies classes using Weimer's learner-centered approach? Ten ELL social studies teachers who teach grades 9–12 from Northeastern high school formed the sample of participants for this study. From the data I obtained through the interviews and classroom observations, it became evident that the teachers needed professional development in learner-centered instructional strategies and concerning small group discussion.

I created a project study that contained a 3-day professional development project with monthly hour-long meetings after school for the teachers. This professional development project aims to increase the teachers' skills to use different kinds of questioning and implement small group class discussions. The 3-day professional development will lead teachers to learn about three of Francis' (2016) types of

examinations and discussions. The monthly meetings will continue the learning and experience with five more different types of questioning that promote dialogue developed by Francis (2016). Teachers can share their experiences and strategies they use in a reserved time. Teachers will also discuss the challenges they are having with their students, courses, and school structure.

I expect that when the Northeaster high school implements this professional development, and teachers start creating small group discussions into their curriculum, more ELL social studies will learn to be self-motivated and responsible for their education. Also, there could be a positive social change where these ELL high school students graduate, instead of dropping out and become productive members in their communities. Also, the 3-day professional development project can be created at other schools to help their students succeed academically and graduate from high school—the description of the project study and the implementation plan of this project outlined in Section 3.

Section 3: The Project

Introduction

The instrumental case study that led to the creation of this project was focused on exploring the LCI practices used at the study site and how teachers were using Weimer's framework to engage ELLs in social studies at Northeastern School. As a result of this study, I created a 3-day online professional development project with the purpose of improving teachers' knowledge and skills about LCI with the desired outcome of having teachers more effectively and consistently implement the LCI strategy of small group discussions within their lessons.

My aim in developing this project was to increase teachers' knowledge and skills to effectively implement the LCI strategy of small group discussions within their lessons. Supporting goals focus on teachers' understanding of the five core skills of academic conversations and how to incorporate depth of knowledge and Bloom's taxonomy into the right standards-based questions. By incorporating these into a learner-centered model, it may be possible to help students become academically successful and take responsibility for their learning.

Furthermore, the teachers will learn Francis's (2016) eight types of questioning to encourage discussions and implement them in their classrooms. The sub goals of the 3-day professional development sessions, based on Francis's work, are to provide the teachers with the knowledge to

- define the facilitator of learning,

- explain why discussions are essential,

- write right standards-based questions incorporating depth of expertise and Bloom's taxonomy, and

- increase the number of conversations in their lesson plans.

This project will include the following sections: Rationale, Review of the Literature, Project Description, and Project Implementation.

Rationale

Project Content Rationale

This project is the outcome of the analysis of the inquiry data collection. The interviews and the classroom observation results revealed that teachers were conducting most instruction in a traditional model instead of an LCI model. This professional development project will help teachers recognize how to use various questioning techniques to create dialogue as an LCI strategy by using communication, connection, creation of lessons, reaction, and reconsideration with their students.

Participants revealed that although they understood the importance of LCI, they were unprepared to implement this approach. They needed to work collaboratively on designing LCI lessons. Participants desired additional training based on the LCI strategy, facilitative teaching, and collaboration—the findings of the study used in the planning of the professional development series. Moreover, the inquiry showed that teachers needed assistance in learning how to create questions to engage ELLs in classroom discussions. Teachers were also seeking to develop knowledge of how to motivate students to take part in small group discussions.

This professional development content will focus on how to implement standards-based questions that lead to different kinds of conversations and create small group discussions. Students in classrooms where LCI is the focus are more likely to be motivated and successful in their learning (Weimer, 2013). Professional development must be well planned, collaborative, and focused on content to support ELL social studies teachers in creating classroom environments that support student learning (Killion & Roy, 2009; VanDerLinden, 2014).

Project Genre Rationale

Professional development is an effective way to support teachers' pedological skills over consecutive days, followed by monthly collaboration sessions (Brown & Militello, 2016). Therefore, I chose professional development for my project study. For the professional development to be successful, participants and facilitators need to identify the knowledge and experiences that the teachers already process (Jones & Dexter, 2014). Teachers need to experience LCI strategies to be able to use them in their classroom activities, collaborate, and discuss how their students are doing (Dole et al., 2016). I developed this project to allow participants to collaborate, identify LCI strategies, and apply those strategies when teaching social studies.

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Review of the Literature

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In this subsection, I describe LCI as the conceptual framework for studying instructional strategies for ninth- to 12th-grade social studies classrooms and discuss why studying these strategies is a valuable inquiry. I used online, scholarly search engines and the Walden University library to search for literature on student performance, ELL

students, professional development, professional development and high school teachers, professional development for social studies, professional development on small group instruction, the small group instruction component of LCI, collaboration, teacher collaboration, adult learners, teaching adults, and LCI. Academic search engines that I used for this purpose included ERIC and Google Scholar. The following keywords were used to locate peer-reviewed scholarly literature: *learner-centered instruction, ELL social studies,* and *Maryellen Weimer.* The next section begins with an introduction, followed by an explanation of Weimer's (2002) framework on LCI, the teacher's role, and logical connections between the critical elements of the framework. I conclude by reviewing the framework's relationship to this study's approach and research questions.

Professional Development

The chosen genre for this project study was professional development. I chose this project type because teachers needed training in LCI strategies. Many teachers studied at teacher-centered schools, and their teacher education programs were teacher-centered (Dole et al., 2016; Marbach-Ad & Rietschel, 2016; Weimer, 2013). Therefore, teachers need to know about the new way of teaching. During their interviews, the teachers at Northeastern School mentioned the need to have training in how to teach through LCI. Professional development is a process used to meet teachers' needs and advance students' achievement (Killion & Roy, 2009).

Researchers have noted certain criteria that should be fulfilled for professional development to be effective. Capraro (2016) stated that professional development programs should last at least 14 hours. Similarly, other researchers have argued that

effective professional development must endure and consist of only a few days of

workshops (Bayar, 2014; Brown & Militello, 2016). Teachers see the effectiveness of

professional development if it is focused on the needs of the teachers and students

(Darling-Hammond, 2017). Effective professional development must be learner centered,

focused on teachers' needs, and constant (Seals, Mehta, Wolf, & Marcotte, 2017).

Professional development includes active learning (Girvan, Conneely, & Tangney, 2016).

Teachers need to meet for professional development over the school year continuously

(Bayar, 2014; Brown & Militello, 2016; Hilliard, 2015; Kim, Kang, Kuusinen, & Park,

2017; Seals et al., 2017). They need time and space to implement their learning into

lessons (Kelly & Cherkowski, 2015). Teachers are required to cooperate and share their

experiences to gain the most out of professional development sessions. Kelly and

Cherkowski (2015) contended that teamwork and cooperation need to be incorporated

into professional development. Training, to be successful, requires teachers to try new

LCI strategies. Moreover, mentors can provide support for teachers (Jones & Dexter,

2014).

Collaboration

Collaboration is an active part of professional development and is essential to its

success. Researchers have found that collaboration is critical when planning effective

professional development opportunities (Dufour & Dufour, 2013; Learning Forward,

n.d.). Additionally, novice teachers benefit from collaboration with colleagues when

implementing new concepts (Darling-Hammond, 2017). When teachers develop trustful

relationships, they can respect each other's experiences and discuss new ideas on how to

help their students (Kelly & Cherkowski, 2015). Teachers learn how to enhance their learner-centered courses through collaboration with other teachers (Marbach-Ad & Rietschel, 2016). Similarly, students learn critical thinking skills, social skills, and how to work as group members by collaborating with their peers (Burns, Pierson, & Reddy, 2014). Collaboration skills will help students be productive team members during and after high school. Teachers need to learn how to collaborate positively with other teachers before they can help their students to learn this skill.

Learning is a collaborative process and should occur in a collaborative working and learning environment (Dufour & Dufour, 2013). Therefore, effective professional development should focus on creating collaborative communities where participants' teaching practices are enhanced and improved (Castro & Granada, 2016). In a study conducted by Mraz, Salas, Mercado, and Dikotla (2016), the effects of professional literacy development were analyzed. Collaboration was a critical factor in the effectiveness of professional development (Mraz et al., 2016). Teachers learn how to improve LCI when collaborating with one other teacher (Marbach-Ad & Rietschel, 2016). Students must learn how to collaborate positively with their peers. By collaborating with their classmates, students learn how to be independent thinkers, be accountable for their work, develop social skills, have productive face-to-face interactions, and work as group members (Burns et al., 2014). Social skills need to be taught to students so that they can be productive team members.

Reflection and Feedback

   Reflection is another element of positive professional development. Teachers

need to process and implement what they are learning, and they need to examine what

impact these new learner strategies are having on their students (Addae, 2016). Once

teachers implement a new LCI approach, they need self-evaluation and students'

responses, and they need to share that information with their colleagues (Dole et al.,

2016; Girvan et al., 2016; Horton et al., 2017). Teachers can videotape themselves while

teaching and share this video with their peers for feedback to improve their teaching

(Xiao & Tobin, 2018). Teachers can enhance their lesson plans and make better revisions

if they work with their colleagues (Blumberg, 2016). Professional development lets

teachers work with their colleagues to examine data, reflect on results, and know their

practice (Garces & Granada, 2016). Teachers learn to team up with peers to analyze data,

discuss results, and experience their practice through professional development (Garces

& Granada, 2016). Students, as well as teachers, need to learn how to evaluate their work.

   Feedback is essential not only for professional development, but also for learning.

Students need feedback to help them learn. Goodyear and Dudley (2015) mentioned that

teachers must give feedback to their students. According to Addae (2016), students need

feedback to motivate them to learn and make meaning out of what they are learning.

Teachers need to ask students what they want teachers to provide feedback on and how

they wish to receive this input. The input must match the results of the assignment or

activity (Blumberg, 2016). Students can use feedback to improve their coursework or

assignments. Teachers must be careful that students have resources available to make

revisions. Otherwise, input may hinder students' ability to complete the work (Guarino, Whitaker, & Jundt, 2017). Likewise, teachers who receive feedback without the necessary resources to implement revisions to a lesson may only be frustrated by some of the feedback as they learn how to be facilitators of learning.

Professional Development Outcomes

Professional development is a crucial factor for teachers capable of working on teams to find solutions to problems that arise in their classrooms. Garces and Granada (2016) contended that teachers have better learning opportunities when they collaborate, share, reflect, and discuss their lesson plans through professional development. Teachers need to monitor students' progress by collecting students' data and analyzing it with their colleagues while shifting to LCI strategies. Effective changes may not happen quickly as teachers shift their role as facilitators and learners take responsibility for possession of their learning. Teachers obtain skills and knowledge to concentrate on planning and develop activities that promote students' achievement (Bradley, Munger, & Hord, 2015). Teachers can determine students' accomplishments by implementing various types of assessments (Addae, 2016).

Professional development must be effective and produce the best results in improving teachers' instructional methods; it should include research-based instructional and reading practices (Vaughan & Fletcher, 2012). Fischer et al. (2016) stated that professional development must consist of active learning and require that participants be actively engaged in both activities and the thinking process. Participants construct knowledge through analyzing work, looking at examples, and collaborating with peers in

the active learning process (Fischer et al., 2016). When professional development provides concrete teaching tasks through active learning and collaboration, participants are more likely to leave prepared to implement new strategies in their classrooms. Professional development is considered a vital component of education (Hilliard, 2015). Teachers desire the opportunity to train and collaborate with peers while learning new instructional techniques for the classroom (Bradley et al., 2015). Participation in professional development allows teacher educators to form collaborative relationships that may extend well beyond the workshop and offer long-term benefits for classroom instruction (Hilliard, 2015). When teachers enter the classroom, they bring with them simple pedagogical ideas, but professional development provides the opportunity to look at new pedagogy through the eyes and experiences of peers (Kelly & Cherkowski, 2015).

LCI is considered best instructional practice and offers students a voice in their learning (Weimer, 2013). Learner-centered skills should be incorporated as an integral part of a professional development workshop for participants to model and practice. An essential part of the learner-centered classroom is participation in discussions; therefore, discussion is a critical component of professional development that focuses on learner-centered pedagogy (Brookfield, 2015; Weimer, 2013). Participants reflect on their teaching plans and share what is working and what needs improvement using discussions in professional development. The use of discussions encourages participants to share their knowledge and experiences of LCI.

Active Engagement Leads to Academic Achievement

Studies have shown that student engagement in class lesson activities leads to academic achievement (Archambault et al., 2017; Turner, Christensen, Kackar-Cam, Trucano, & Fulmer, 2014). According to a study by Lipstein and Renninger (2007, as cited in Fogarty et al., 2017), when students are engaged in a task, interest in that task promotes the attention needed to sustain the effort required to maintain focus. Although learning is a joint effort between teacher and students, when students are engaged, the teacher provides more support to students as they learn and is less engaged in managing negative behaviors (Turner et al., 2014). Student engagement includes social experiences and academic behaviors and can be described as behavioral and cognitive (Renninger & Bachrach, 2015). Cognitive engagement depends on teacher knowledge and the teacher's ability to create opportunities for students to feel the competency that comes when students are given a measure of autonomy in the classroom (Renninger & Bachrach, 2015). Students demonstrate the greatest cognitive engagement in classes where the teacher designs lessons that are challenging and provides clear expectations without taking away student choices and autonomy (Rotgans & Schmidt, 2017). Teachers create opportunities for students to demonstrate behavioral engagement with collaborative and group assignments (Renninger & Bachrach, 2015). Because the teacher is the "central figure of classroom learning" (Maulana, Opdenakker & Bosker, 2016, p. 147) and is the key source of engagement in the classroom, teachers need support in designing lessons and classroom environments that support engagement in each form.

Project Description

To assist ELL social studies teachers with their application of LCI strategies, and specifically in the use of facilitative teaching, I propose a 3-day professional development series that will include teacher collaboration and lesson planning. The 3-day professional development series will be followed up with monthly meetings to allow participants the chance to collaborate and share successes and challenges in their implementation of learner-centered social studies instruction. The project description includes 1. Presentation of needed resources, 1a. Existing support, 1b. Potential barriers, 1c. Potential solutions to barriers, 2. Proposal for implementation, 3. Timeline for implementation, and 4. Roles and responsibilities of participants and others involved.

Presentation of Needed Resources

The professional development leader as well as the teacher participants will require the following resources to conduct this professional development: laptop, internet access, links to the videos, handouts from Francis' (2016) book pages 12, 16, and 20-21, Weimer (2013) *Learner-Centered Teaching,* and Zwiers and Crawford (2011) book pages 10, and 32-33 for teachers, a backup copy of the presentation on CD or thumb drive, evaluation forms, contact information for the technical support, and link to the of Francis' (2016) digital text, *Now That's a Good Question! How to Promote Cognitive*, *Rigor Through Classroom Questioning* for each participant. Teachers will need access to Zwiers & Crawford (2011) digital text, *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Also, teachers and the presenter will

require copies of the digital handouts (Appendix A), pre and post-assessments (Appendix A), and a digital copy of Weimer's (2013) book, *Learner-Centered Teaching.*

Existing supports. I created a 3-day professional development project on LCI strategies with a focus on the discussion. In addition to the three days, teachers will have after school monthly follow-up sessions and discuss how to implement dialogue into their lessons, hardship, and successes. During monthly meetings, time will be incorporated to explain how the teachers are applying discussion into their lessons, challenges, and achievements. It is my intention as a professional development leader that teachers will develop trust among themselves as part of professional development (Yin & Zheng, 2018). To hold a meaningful discussion, teachers must experience trust within the group as part of this professional development. It is expected that all ten teachers will attend this 3-day professional development project, which will ideally occur during teacher in-service days in August right before school starts. The principal and instructional coach will also be invited to attend. It will be up to the principal whether attendance at this professional development project will be required or voluntary.

Potential barriers. Along with its potential benefits, professional development has many potential barriers to its implementation and practical use. The facilitator might face possible problems in several areas. Barriers that might happen during professional development are as follow:

- The principal decides that professional development is optional for the teachers.

- Another obstacle might be if teachers have busy afterschool works preventing workshop sessions from happening.

- Technical problems such as internet connection or computer malfunction might happen during meetings.

Potential solutions to barriers. The facilitator can use solutions to overcome barriers during professional development by using effective strategies. The potential solutions for the barriers that can happen during professional development are as follows.

- The professional development enables teachers to work on their existing classes and teachers I interviewed were willing to participate in this professional development project.

- I will attempt to secure professional development credits from a college or university that can be assigned to the teachers as a result of attending the professional development.

- Teachers will also find out that each monthly session will cover different kinds of questions that teachers use in their lessons and any difficulties they want to discuss.

- The district will help us with providing internet and tech support. I will contact district technical support to be sure that they provide internet and tech support. Also, I will have access to a backup video link in case the link to the original video did not work.

Proposal for Implementation

This project is a three day a 3-day professional development project on LCI strategies. The focus of the PD will be to help teachers implement the LCI strategy by using communication, connection, creation of lessons, reaction, and reconsideration with their students.

In addition to the three days professional development, there will be a monthly follow-up using school sessions to discuss different types of questions that lead to good discussions. During monthly school sessions, time will be incorporated to explain how the teachers are applying discussion into their lessons, challenges, and successes. As part of this professional development, teachers will spend part of the first day of the professional development developing trust amongst themselves (Yin & Zheng, 2018).

I expect all ten teachers to participate in a 3-day professional development project, which will happen in August before the school start. I will invite the principal and instructional coach to attend. It is up to the principal if attending the professional development to be required or voluntary for the teachers. The project will take place in the summer before school starts, and all teachers that participated in the study will also participate in professional development. Many teachers in the interviews mentioned that they would like to know how to implement and maintain a discussion. I will conduct a 3-day professional development project on LCI strategies with a focus on discussion. The training will begin at 9:00 am and end at 3:00 pm with an hour for lunch, where I will provide an opportunity for teachers debriefing during the lunch hour. There will be a one-hour lunch break placed at noon with a 15-minute break in the morning and another

15-minute break in the afternoon. The lunch break is essential for teachers to process what they are learning. Teachers can acknowledge and discuss what they have learned during the session. In the previous year, lunch was provided by the school during one of the professional development days. However, lunch may or may not be provided by the school. I will suggest the principal that the school provide lunch to develop trust on the first day of professional development.

Timeline for Implementation

 Day 1. The first day's focus is to analyze the significance of discussions and learn how to be a facilitator of learning. The first day morning session will contain building trust activities. Trust building is necessary since the staff did not have time to develop trust during the last few years due to teachers' turnover and hiring of the new staff in the 2018-2019 school year. Moreover, the teachers will discuss the importance of discussion and the means of a facilitator of learning. Teachers will also talk about the productive discussion in the afternoon session. I will show various videos of the Danielson Framework (Danielson, 2013) to illustrate different techniques to engage students in discussions. Teachers will ask to evaluate what they saw and incorporate them into their lesson plans after each video. The day will end with the teachers discussing what they have learned and observed (Appendix A).

 Day 2. The focus for the second day of training will include learning various ways of discussion and questioning. Teachers talk about the five primary academic debate skills and the knowledge that leads to positive dialogs at the professional development morning session (Zwiers & Crawford, 2011). Teachers will learn about

Bloom's taxonomy and why asking the right questions affect learning. In the afternoon session, teachers will learn about writing standard-based questions using format developed by Francis (2016). Teachers also learn of the eight types of questions (Zwiers & Crawford, 2011).

Teachers will practice four types of crucial questions that are universal, overarching, topical, and driving (Zwiers & Crawford, 2011). The afternoon session will focus on writing the right standards-based questions following the form established by Francis (2016). Then the teachers participate in group work to discuss how to implement their learned lessons into their classrooms. The facilitator will focus on the different aspects of discussion and questioning on the second day of professional development. Teachers will learn and talk about the five essential skills of discussion and what leads to productive conversations (Zwiers & Crawford, 2011).

Teachers will learn how the right questions relate to Bloom's taxonomy's depth of knowledge and the purpose behind asking the right questions. The afternoon session will focus on writing good standards-based questions following the format developed by Francis (2016). Teachers will participate in a Socratic circle (Brown, 2016; Styslinger & Overstreet, 2014) to discuss how they plan on implementing what they have learned today into their classrooms.

Day 3. Writing the right discussion questions will be on the third day of the 3-day professional development project focus. The facilitator will overview the eight types of questions in the morning (Zwiers & Crawford, 2011). Teachers will learn about writing in their content area, the four types of essential questions that are universal, and driving

for the remaining time in the morning (Zwiers & Crawford, 2011). Teachers will learn about factual and analytical questions in the afternoon session. Then teachers work together with colleagues to write analytical questions in similar content areas (Appendix A).

Project Implications

As Hattie (2009) discussed my role in this 3-day professional development project, I will be the facilitator. The teachers will participate in trust-building activities and cooperate with teachers throughout the three days of professional development. I will explain how teachers need to create learner-centered strategies in their classrooms. Barnett (2016) discussed ELL students feel isolated, and the teachers are not concerned about them. Teachers will participate in activities such as listening to each other's ideas and caring about each other; they will understand the importance of how to engage students in their classroom activities. This way, students think that their teachers care about them. Martin and Gonzalez (2017) believed that when teachers understand their student's thought processes, they can help students progress in their learning.

Classroom discussions can reveal students' thought processes. This way, teachers can correct any mistakes, misunderstanding, and inspire students to expand their thinking. Teachers will develop confidence in implementing classroom activities by participating in various activities such as observing videos on classroom discussions, collaboration, discussion, and new instructional strategies. The 3-day professional development project, the first two days, will include videos focused on discussion. All three days will have activities for the teachers to participate in, such as Socratic circles and group discussions.

Teachers will have time to develop their questions to use during their classroom

instruction to increase student engagement in discussions.

Roles and Responsibilities of Participants

The teachers will bring their laptops and a 3-ring binder for the handouts. It is

expected that the participants will participate in the activities, engage in the writing of

good questions, collaborate with their colleagues, and try new things in their classrooms.

Teachers' engagement requires the participants to trust and respect each other. The

teacher's role will be as a learner. The facilitator's role will be to confirm that the

activities are meaningful, listen to the teachers' ideas and concerns. The facilitator needs

to ensure that the sessions meet the teachers' needs in learning how to implement small

group discussions into their classrooms and are engaging and productive. The facilitator's

role will also focus on effectively leading activities such as how to use various

questioning to create dialogue as an LCI strategy by using communication, connection,

creation of lessons, reaction, and reconsideration with their students. It is expected that

the participants use their laptop computers and participate in the activities, work with

colleagues, and write the right questions. The activities require the participants to trust

and respect each other. As a facilitator, I will ensure that all activities are informative,

and I listen to all needs and concerns.

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Project Evaluation Plan

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This project is based on multiple sources of formative, summative, and goals-

based evaluation. The evaluation is an essential part of a professional development

project. Professional development can be useless if it does not meet teachers' needs, and

it is a waste of time for both teachers and facilitators (Killion & Roy, 2009). Addae (2016) discussed that teachers need to be value their experience, give meaning to new information, and share further details with their colleagues, and apply the knowledge into their original lesson plans. This project evaluation follows Addae's (2016) guidelines.

Types of Evaluations Planned for This Project

The facilitator will use an evaluation plan described by Wyse, Long, and Ebert-May (2014) where multiple sources of data are used to evaluate the effectiveness of a professional development project. The assessments used in my professional development project will be formative and summative. First, teachers will complete a formative pretest (Appendix A) at the start of the professional development. This way, I know what teachers know about the content of the project and why the project is essential. Teachers will write comments, ask questions, and give feedback during professional development.

Second, teachers will complete summative evaluations (Appendix A) at the end of each session to let me know what they have learned in small group discussions. This way, I will find out what subject needs to be repeated, discussed, and if the session was successful. Third, at the end of the 2nd day, teachers will complete a post-session summative assessment (Appendix A). Teachers will examine how to organize their monthly meetings to support their small group discussion skills. At the end of the 2nd day, teachers will also write what time and what day of the week the like the follow-up sessions to be on the evaluation form (Appendix A).

Justification for Types of Evaluation

Teachers, in their interviews, indicated that they demand help in learning how to start and maintain productive small group discussions. The pre-assessment will inform the facilitator what the teachers already know about being a facilitator of learning who can promote classroom discussions. The facilitator will receive valuable information from teachers in the pretest and what teachers know about facilitating classroom discussions. The posttest at the end of each day will inform the facilitator what should be revised for the next day and if the sessions are adequately done and helping teachers' knowledge about small group discussions. The facilitator will follow up teachers' small group discussions on a month-to-month basis to check teachers' progress and the quality of reviews.

Overall Goals of the Project

This project is based on multiple sources of formative, summative evaluation. The overarching goal of this project is to increase teachers' knowledge and skills to successfully implement an LCI instructional plan within the small group discussion.

Goal 1. The first goal of this professional development is to train teachers to become better facilitators so that they can effectively involve all students in their classes in small group discussions.

Goal 2. The second goal of this professional development is for teachers to learn the academic conversation skills and teach it to students (Zwiers & Crawford, 2011). Zwiers and Crawford (2011) discussed the importance of the scholarly conversation skills that help students support ideas with examples, build on or challenge an idea, paraphrase

what others have stated, and synthesize the main points presented. Learning these skills will help students better understand the concepts presented in their classes (Zwiers & Crawford, 2011)**.**

Goal 3. The third goal of this professional development is teachers obtain necessary communication skills, learn about collaboration, and critical thinking. These are crucial skills that give opportunities to students to use these skills to discuss issues.

Goal 4. The fourth goal of this professional development is to use Bloom's taxonomy and depth of knowledge to write questions that cause positive discussions.

Goal 5. The fifth goal of this professional development is teachers learn how to implement various types of issues that produce different conversations. These questions classified as essential, factual, analytical, reflective, hypothetical, argumentative, effective, and personal (Francis, 2016). Teachers need time to learn and then apply what they learn to become proficient (Weimer, 2013). Students also need time to learn these new skills (Weimer, 2013).

Overall Evaluation Goals

Professional development must be evaluated to confirm that the project is useful and meets the project's requirements and goals. The facilitator will focus on five goals to evaluate the project. The pre-test and posttest (Appendix A) determine how the project has affected teachers' knowledge using LCI instructional strategies into a small group discussion. Moreover, the facilitator will find out if the project was helpful in the posttest. The facilitator also monitors month-to-month teachers' activities, whether they implement more small group discussions in their lessons. The month to month evaluation is based on

teachers' lesson plans, whether teachers' knowledge enhanced academic conversation skills, Bloom's taxonomy-based questions writings, and how to implement them in the small group discussions, which include essential questions, factual questions, analytical questions, and Socratic circles.

Project Evaluation Tools and Process

The pre and posttest (Appendix A) established to evaluate the project's goals and teachers' knowledge of how much they learned throughout the project sessions. The evaluation process fulfills the purpose of this project. Teachers will complete the pre and posttest (Appendix A) at the start and after professional development sessions. The facilitator will conduct a formative test to monitor teachers' activities and participation in small group discussions. The formative evaluation will be done after each project sessions to monitor teachers' skills and understanding of the courses and to determine which learner-centered discussion activities were successful, and what action needs more practice to engage students effectively.

Cai and Sankaran (2015) believed that formative and summative assessments that use participants' knowledge and evaluate what they learned are positive ways to determine the success of a professional development project. Teachers will mention in their plans whether they have implemented small group discussions with students. This way, whether the number of LCI strategies in a small group discussion increases can be notified.

Project Implications

Social Change

The 3-day professional development project and the follow-up sessions will empower teachers to learn how to implement small group discussions into their LCI lesson plans. The project will help teachers' knowledge and skills they need to help students learn the questioning and discussion skills identified by Zwiers and Crawford (2011). This way, students will be empowered and successful in their future endeavors after graduation. The follow-up sessions will let teachers communicate, discuss and share their lesson plans, and receive feedback from their peers and professionals.

If this professional development project increases students' discussions and communications, it will raise the number of students who participate and engage in the classroom and increase the graduation rate. This way, most probably, the district will continue to employ this project in other schools in the district. The project can also provide K-12 grade teachers throughout the district. This way, students will be successful and have high achievements after graduation.

The school districts within the states can use this professional development project to expand it to all school districts. Currently, the state has several experimental studies to increase students' achievements. I would be available to consult with other districts to incorporate my professional development project into their schools. It is best if the presenters are known and respected by the teachers or are willing to learn their specific needs and those of their students. Once trust established, then content-specific discussions can start occurring.

Section 4: Reflections and Conclusions

Introduction

The 3-day professional development project and monthly follow-up sessions were

the results of the analysis of the data that I collected from interviews and classroom

observations of 10 9 ELL social studies teachers of Grades 9-12 at Northeastern School.

Strengths

LCI is an effective teaching method (Mesecar, 2015; Rufatto et al., 2016;

Suprabha & Subramonian, 2015; Weimer, 2013). By exploring the LCI strategies used at

Northeastern School and providing effective guidance to teachers, ELL students can

successfully pursue their academic goals and achievement. This professional

development project offers teachers procedures and skills to establish analytical

discussions in their lessons. Moreover, the project is designed to help teachers more

effectively implement different discussion strategies to facilitate students' academic

achievement. Teachers will obtain the knowledge they need to create cooperative

students who participate in discussions and establish evidence-based ideas; this is the

strength of the project. Additionally, teachers will have monthly follow-up sessions that

provide them with opportunities to communicate and discuss their LCI plans. In this way,

teachers will gain the skills and ability to perform small group discussions, which may

lead to students' academic achievement.

Limitations

The professional development project is limited to the LCI method within a small

group discussions model at Northeastern School. Moreover, the project is defined by

teachers' capabilities to create small group discussions in their lesson plans. Teachers will not learn all elements of questioning if they do not participate in all follow-up sessions (Francis, 2016). Thus, some teachers may not be able to implement all of the required discussions in their lesson plans. Furthermore, if teachers find it difficult to attend the monthly follow-up sessions, they will not learn all eight types of questions (Francis, 2016). This could result in some teachers not fully implementing discussions into their daily lessons.

Recommendations for Alternative Approaches

A problem arose at Northeastern School when ELL social studies students' achievement rate decreased in the 2015-2016 school year, and I wondered how the new learner-centered instructional strategies that were implemented did not lead to the expected results of increased student success (Mesecar, 2015; Rufatto et al., 2016; Suprabha & Subramonian, 2015; Weimer, 2013). The information that I collected from participant interviews and classroom observations indicated two key issues. The school structure of no bell schedule and no set class times may have contributed to the students not completing their courses on time. The project could also have focused on developing a different school structure to meet the needs of ELL students for adequate attention and accountability. The daily bell schedule in the high school has a significant impact on teaching and learning, school climate, and the well-being of students and staff (Gates, 2019).

An alternative approach to supporting ELL students would be to look at online activities and courses. Implementing an online discussion board that students use to post

their thoughts on a topic and respond to two other students' posts could be a way to involve ELL students in discussions. ELL students could increase their achievement through online activities such as asking questions and receiving helpful ideas from their peers or teachers. Horn and Staker (2015) noted that online learning makes it possible for learner-centered learning to be personalized and mastery based.

Scholarship, Project Development and Evaluation, and Leadership and Change

As the researcher, I learned how to conduct empirical research, collect and analyze data, and retrieve results by working on this doctoral project for Walden University. I used the Walden Library to find peer-reviewed articles, obtained approval to conduct the research project, and enrolled participants. In the following subsection, I describe scholarship, project development, and leadership and change.

Scholarship

I did not know about many aspects of conducting research when I began the doctoral program at Walden University. It took many hours, reviews, and rewritings to develop an inquiry. Moreover, persistence was required as I looked for peer-reviewed articles that focused, supported, and challenged the study. Additionally, I studied many conceptual frameworks to find a suitable one for my research. I learned how to use Walden University's various resources to find articles and books related to my inquiry. I learned about the positive effects of LCI strategies on ELL learning from these materials. I found that qualitative research was best suited to my study because I wanted to know what teachers think about the LCI strategies at Northeastern School.

I was employed as a substitute teacher only two times 3 years ago at Northeastern School. I acknowledged my biases as a researcher and took steps to reduce any influence of bias on the study. My potential sources of bias included old friendships, personal knowledge, and negative attitudes. The steps that I took to control for my biases were using peer reviews and feedback from expert colleagues. I located and requested the assistance of a professor colleague with qualitative research expertise to peer debrief and review all of the data, check for appropriate coding, assess the logical development of themes, review the findings, and provide feedback to reduce any bias.

The training that I have received at Walden University has allowed me to become a skilled and knowledgeable researcher. I can also have a positive impact on the teachers whom I train. I am sure that I can conduct another inquiry by working with my doctoral committee and creating a project for at-risk students.

Project Development

As a doctoral student at Walden University, I have thought about education and whether I can increase ELLs' academic achievement in my community high school. The instructional approaches used to deliver the curriculum at Northeastern School have a marginal effect on ELL students' learning. The local school board supports the importance of exploring this problem. I would like to examine the learner-centered instructional practices used at the study site and explore how teachers use Weimer's (2002) framework to engage ELLs in social studies. I became aware of teachers' needs and how to improve strategies through interviews and observation data collection. Data

results guided me to establish a 3-day professional development project and monthly follow-ups to fulfill the teachers' needs to implement small group discussions.

I facilitated different group discussions with teachers to understand how to create various types of discussion and the importance of questioning. The facilitator analyzed different types of discussions with teachers in the professional development project. In this way, teachers realized the importance of various kinds of discussions in learning the subject and how implementing the small group discussions would help to increase ELLs' achievement in social studies. Teachers also realized how the skills help students to have a more successful postsecondary educational experience, enter better jobs, become helpful in their community, and gain a better place in society.

Leadership and Change

I have been a teacher in New York City schools for the past 20 years. I have gained experience and knowledge in many aspects of education. Receiving my graduate degree in sociology and secondary education taught me the correct methods of learning in an academic setting and teaching to others. Being a doctoral candidate in education at Walden University with a specialization in curriculum instruction and assessment established a foundation for my future endeavors. This valuable program provided me with knowledge I was eager to acquire to advance my career goals. I have developed a passion for education that exceeds anything I expected, as well as the conviction that with further education and training, I can attain whatever goals I establish for myself. I had parent's leadership at New York City public schools and received a request from ELL parents to discuss what changes we can implement to increase ELL achievement. My

studies at Walden University have prepared me to discuss educational issues based on research and evidence. I will have a better position to help schools, prepare teachers, and serve my community with evidence-based research. I can train teachers at educational institutions and prepare university teachers throughout the projects. This way, students receive the best education possible. I will help schools with educational changes and enhance the quality of education.

Scholar. I had a Bachelor of Arts in Sociology, a Master of Arts in Sociology, and a Master of Science in Secondary Education when I started the doctoral program at Walden University. Therefore, I considered myself a scholar. I maintained a high average of 4.0 GPA while studying and taking courses at Walden University. The research program, however, made me think that I still had a lot to learn in the field of research. I was determined and had the perseverance to overcome any obstacles that I encountered. I enjoyed learning all about how to establish an inquiry and methods, collect and analyze data, perform coding, interpret results, and implement a project. Throughout the study, I accepted comments and criticism that helped me to avoid bias and have better direction in my research. Walden University enabled me to become ready to conduct research to help my colleagues, students, and community members.

Practitioner. I obtained confidence as an education practitioner and became a scholar through the research process. I am working with novice ELL social studies teachers now. Moreover, I have learned how to work with my students. I have better skills to make effective ELL teachers. I have also learned to be a lifelong learner. Teachers' learning never stops if they want to be successful and productive. The process

taught me how to be productive, endure growth, and learn as a practitioner in education. I am well informed about best practices to impact my students' knowledge.

Project developer. I facilitated professional development in an educational organization years ago. However, working on this project made me understand the elements that create a successful professional development experience. I learned the value of data and how to develop professional development. I feel that I now know how to conduct research and effectively plan and evaluate a future professional development project.

Reflection on Importance of the Work

I worked with ELL students for years as a teacher and would like teachers to learn how to create a plan to nourish ELL students. Teachers need to analyze data; decide how they can help ELL students and think about whether they are helping ELL students or producing obstacles to their progress. Moreover, those in management must listen to teachers' requests and help them with the support they need. Teachers must be willing to practice new educational strategies, and they need administration attention.

Implications, Applications, and Directions for Future Research

This professional development may benefit ninth- to 12th-grade ELL social studies teachers at Northeastern School by providing support for the implementation of small group discussions in their lesson plans. This project may also help teachers at other schools in the city and state. The ELL students of teachers served by this project may gain support to increase their educational achievement. Students who work after graduation may benefit from small group discussions and develop stronger

communication, critical thinking, and collaboration skills. The project may help to increase ELL students' graduation rates and prevent ELL students from wasting extra years in high school. Students can start working and supporting their families when they graduate and may study at postsecondary institutions. The project can also help other schools and teachers to create an LCI model in their lesson plans. However, communities have different demographics that must be measured to create a new program based on Weimer's (2013) LCI strategy. The information that I gained from the literature review guided me to support a need for LCI instead of teacher-centered and traditional instruction.

Potential Impact for Social Change

The purpose of this study was to explore the learner-centered instructional practices used at the study site and how teachers were using Weimer's (2002) framework to engage ELLs in social studies. Guided by Weimer's LCI theory, the research questions focused on exploring how teachers used Weimer's learner-centered instructional strategies and whether elements of Weimer's learner-centered teaching practices were present in social studies lesson plans. Through my research, I found that the ELL social studies teachers were not ready to implement LCI in their instruction. Additionally, I learned that for the transition to LCI, teachers need professional development to implement the new strategies. During the transition to LCI, it is essential to listen carefully and collect data from teachers and stakeholders. This change can be successful if all people involved are informed of the benefits and advantages of LCI strategies in

terms of ELL students succeeding in their academic studies and positive social change occurring in students' communities.

Directions for Future Research

While working on this research, I found that not much research had been completed on the impact of LCI strategies on ELL high school students. Teachers' interviews revealed the need to focus on small group discussions to implement into daily lessons to help ELL students achieve in their academic studies. More research needs to be conducted to determine which LCI strategies described by Weimer (2013) work best with ELL students with different personal motivations, ages, disabilities, educational backgrounds, mother tongues, and cultural capital backgrounds. Teachers may gain a better understanding of how to work with ELL students and create strategies that help them with academic achievement.

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Conclusion

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Learner-centered instructional strategies have proven to be more successful than traditional teacher-centered instruction (Weimer, 2013). Therefore, it is crucial to implement LCI strategies into ELL students' lesson plans. Students can learn subjects using small group discussions that require them to discuss their ideas based on evidence. This project may help students in their education, supporting them in developing the communication, cooperation, questioning, and critical thinking skills that employers are seeking in the individuals whom they hire. Finding out how teachers view LCI strategies is crucial to successfully implementing LCI in lesson plans.

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Appendix A: The Project

Learner-Centered Discussions with ELL Students Professional Development	
Purpose	The purpose for this 3-day professional development project and the monthly follow up sessions is to increase the teachers' knowledge and usage of different types of questioning to promote and/or encourage small group class discussions.
Target Audience	All teachers at the alternative school in this study. The principal, school counselor, instructional coach, and paraprofessionals are encouraged to attend.
Goals and Objectives	**Goal -** The major goal of this project is to increase teachers' knowledge and ability to effectively incorporate and implement the learner-centered instructional strategy of small group discussions within their lessons **Objectives** - The objectives for this project are: a) teachers will understand the five core skills of academic conversations, b) teachers will incorporate depth of knowledge and Bloom's taxonomy into good standards-based questions, c) teachers will include these questions in a learner-centered blended learning model to support the students to become academically successful, responsible, and take ownership of their learning, d) teachers will know Francis' (2016) eight types of questioning to encourage discussions, and d) teachers will implement these types of questions in their classroom.
Evaluation	Participants will complete pre and post assessments. Formative assessments to determine teacher understanding, misconceptions, and/or need for further explanations. Exit tickets to assess effectiveness of different activities at the end of days 1 and 2. Teacher lesson plans to determine number of small group discussions during a quarter and student surveys on impact of these discussions on their learning.
Resources/Materials **Resources/Materials**	PowerPoint Presentation Projector Laptop Internet Access Whiteboard

	PowerPoint Presentation emailed to participants
	Daily Schedule Handout
	Francis (2016) *Now That's a Good Question! How to promote cognitive rigor through classroom questioning* for each participant.
	Copies of figures from Francis' (2016) book on pages 12, 16, and 20-21
	Weimer (2013) *Learner-Centered Teaching*
	Zwiers and Crawford (2011) *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings*
	Copies of pages 10, and 32-33 from Zwiers and Crawford (2011) book
	Horn and Staker (2015) *Blended: Using disruptive innovation to improve schools*
	Name Tags
	Coffee, tea, water, juice
	12 Table tents
	Sign-in sheets
	Sticky notes
	Colored markers
	Pens and Pencils
	2 Break Out Boxes with instructions
	Sharpies
	Poster paper
	Preassessment evaluation
	Post assessment evaluation
	Links to the videos
	Exit tickets
	Lined paper
	Each participant has their own school laptop
	4 sets of Conversation Cards
	4 pencil pouches

Learner-Centered Discussions with ELL Students
3-day Professional Development

Day 1

Focus: Importance of Classroom Discussions and Where to Start

Time	Activity
8:00 – 8:15	Sign in, handouts, drinks, group assignments
8:15 – 8:30	Welcome and Overview of Workshop Goals and Objectives
8:30 – 8:35	Administration of preassessment evaluation
8:35 – 9:00	Definition of facilitator
9:00 – 9:15	Why do we need discussion in the classroom?
9:15 -10:00	Break Out Box Activity
10:00 – 10:15	Break
10:15 -10:45	Skills and qualities desired by employers
10:45 – 11:00	Video and discussion
11:00 – 11:30	Why are conversations important?
11:30 -12:00	Develop norms for a classroom discussion
12:00 – 1:00	Lunch
1:00 – 2:00	Prioritize Conversation cards
2:00 – 2:15	Break
2:15 – 2:45	Discussion Activity – What can we do to make this school better?
2:45 – 2:55	Debrief Discussion Activity
2:55 – 3:15	Group reflection on the day's activities and exit ticket

Day 1 Handouts

Figure 1.1 Skills and Qualities Desired by Employers

Skills	Qualities
• Communicate effectively (#1 skill on most lists) (e.g., clearly listen, speak, and write complex and abstract concepts).	• Strong work ethic
• Ask insightful and critical questions.	• Initiative
• Collaborate well with others (work in a team; lead and be led).	• Flexibility/adaptability
• Solve problems logically, systematically, and creatively (define, plan, follow a plan, reflect, and improve over time).	• Honesty
	• Professionalism
	• Loyalty/trustworthiness
	• Enthusiasm/encouraging of others
• Conduct logical, thorough research, and critically evaluate evidence.	• Willingness to learn
• Analyze, synthesize, prioritize, and organize ideas.	• Emotional intelligence
• Weigh the relevance and importance of ideas.	• Curiosity/interest
• Recognize bias.	• Cross-cultural understanding
• See multiple perspectives on an issue and empathize.	• Leadership
• Apply and generalize concepts to new domains.	
• Use technologies and visual literacy to learn, communicate, act, and produce.	

Adapted from Casner-Lotto and Barrington 2006; Hansen and Hansen 2009; National Association of Colleges and Employers 2007; Wagner 2008.

Source: Zwiers & Crawford, 2011, p. 10

Exit Ticket for Day 1

On a scale of 1 – 4 with 1 being no help to 4 being very helpful, rate how each of these activities helped you understand the role of facilitator, how to prepare your students to engage in small group discussions, and the importance of small group discussions.

    1. Definition of facilitator   1 2 3 4

    2. Break Out Box activity   1 2 3 4

    3. Skills and qualities desired by employers   1 2 3 4

    4. Video – Importance of High-Quality Discussions   1 2 3 4

    5. Norms for classroom discussions   1 2 3 4

    6. Prioritization of conversation cards   1 2 3 4

    7. Group discussion on "What we can do to make this school better?" 1 2 3 4

Please comment in the space below on today's activities and other activities and/or concepts you would like to discuss or need further explanation.

Learner-Centered Discussions with ELL Students
3-day Professional Development

Day 2

Focus: Questions to Promote Discussion
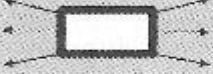
Time	Activity
8:00 – 8:15	Drinks, handouts, group assignment, overview
8:15 – 8:45	Video and discussion
8:45 – 9:00	5 Core skills of academic conversation
9:00 – 9:15	Each group creates core skills dialogue
9:15 -9:30	Present core skills dialogues
9:30 – 9:45	Attitudes that lead to effective conversations
9:45 – 10:15	Table discussions on incorporating discussion into courses
10:15 – 10:30	Break
10:30 – 11:00	Revisit norms and revise posters
11:00 – 11:45	Good questions, Depth of Knowledge, Bloom's Taxonomy
11:45 – 12:00	What is the purpose of questions?
12:00 – 1:00	Lunch
1:00 – 1:30	Making good Standards-based questions
1:30 – 2:00	Video and discussion
2:00 – 2:15	Break
2:15 – 2:30	Socratic Circles - Introduction
2:30 – 3:00	Socratic Circle activity
3:00 – 3:15	Exit Ticket – formative assessment
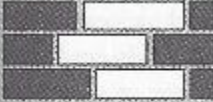
Figure 2.1 Core Academic Conversation Skills, with Symbols, Hand Motions, Prompt Frames, and Response Frames

Conversation Skills (with symbols and hand motions)	Frames for Prompting the Skill	Frames for Responding
Elaborate and Clarify (Pull hands apart)	Can you elaborate on . . .? What do you mean by . . .? Can you tell me more about . . .? What makes you think that? Can you clarify the part about . . .? Can you be more specific? How so? How/Why is that important? I'd love to hear more about . . . How does that connect to . . .? I wonder if . . . How so? Can you unpack that for me? I am a little confused about the part . . .	I think it means that . . . In other words, . . . I believe that . . . An analogy for this might be . . . It is important because . . . It's similar to when . . .
Support Ideas with Examples (from this text, other texts, the world, and life) (Point thumb and three fingers up and place palm of other hand on top like a table; or point one index finger to the tip of the pinky of the other hand)	Can you give an example from the text? Can you show me where it says that? What are examples from other texts? What is a real-world example? What is an example from your life? Are there any cases of that? What is the evidence for that . . .? Like what? Why do you say that? How do you justify that? What does that look like? Such as? What would illustrate that? Why is that a good example?	For example, . . . In the text it said that . . . One case showed that . . . An example from my life is . . . For instance, . . . According to . . . An illustration of this could be . . . On one occasion . . . In this situation . . . To demonstrate, . . . In fact, . . . Indeed, ... such as . . . Have you ever . . . ?

Source: Zwiers & Crawford, 2011, p. 32

Build On and/or Challenge a Partner's Idea (Layer hands on each other and build up)	What do you think about the idea that . . .? Can you add to this idea? Do you agree? What might be other points of view? What are other ideas? How does that connect to the idea . . . ? I am not sure if this is relevant, but . . . How can we bring this back to the question of . . . ?	I would add that . . . I want to expand on your point about . . . I want to follow up on your idea . . . (To challenge) Then again, I think that . . . Another way to look at this could be . . . Yet I wonder also if . . . If _____ then _____ What struck me about what you said is . . .
Paraphrase (Move both palms toward each other)	I'm not sure that was clear . . . I can't remember all that I said. How can we relate what I said to the topic/question? What do we know so far? What is your take on what I said? I don't know. Did that make sense? What are you hearing?	So, you are saying that . . . Let me see if I understand you . . . Am I right in hearing you say that . . . ? In a nutshell, you are arguing that . . . In other words . . . What I am hearing is . . . Essentially, you think that . . . It sounds like you are saying that . . .
Synthesize Conversation Points (Start both arms out wide and then cup them into a ball)	What have we discussed so far? How should we synthesize what we talked about? How can we bring this all together? What can we agree upon? What main points can we share? What was our original question? What key idea can we take away?	We can say that . . . The main theme/point seems to be . . . As a result of this conversation, we think that we should . . . How does this sound . . . ? What if we . . . ? The evidence seems to suggest that . . .

Source: Zwiers & Crawford, 2011, p 33

Norms for Classroom Discussions

- Appropriate eye contact (not always looking down or away or past the person – and not constantly staring either)

- Facing one another (with whole body)

- Attentive posture (leaning toward the person)

- Nodding head to show understanding

- Appropriate gesturing (not rolling eyes or sighing or looking bored with folded arms, and so on)

- Laughing, smiling, looking surprise, showing interest

- Using "keep talking" tactics (Uh Huh, Wow, Interesting, Hmm, Yes, Okay, I see, Go on, Really? Seriously?)

- Silence (to allow thinking and time to put thoughts into words)

- Prosody (changing voice tone, pitch, volume, and emphasis)

- Interrupting (by agreeing, asking for clarification, or using nonverbal signals)

  Source: Zwiers & Crawford, 2016, pp. 41-42

Figure I.2   Good Questions and Bloom's Taxonomy

What can you build?   How would you innovate?   What kind of plan could you develop?   How do you?
What can you create?   What could you invent?   What kind of original text could you produce?   How would you?
What can you design?   **CREATE**   How could you?
What can you develop?   What can you make?   What kind of problem could you present?
What can you do?   What can you produce?   How could you develop and use a model?

What is the effect?   What if?   Is… or…?   What do you believe?
What is the impact?   What could happen?   Does… or…?   How do you feel?
What is the outcome?   How may?   **EVALUATE**   What do you think?
What is the result?   How might?   Should… or…?   What is your opinion?
                        What will?   Which one?   What is your perspective?

Why does it work?   What would happen?   What is the cause?
Why is it used?   **ANALYZE**   What is the connection?
What does it mean?   What is the influence?
What does it infer?   How could?   What is the reason?
What does it suggest? How would?   What is the relationship?

How is it used?
APPLY
How does it work?

Why?
UNDERSTAND
How?

Where? When?
RECOGNIZE
Who? What?

Source: Categories adapted from Anderson & Krathwohl, 2001

Source: Francis, 2016, p. 12

Figure I.4 Good Questions and Depth of Knowledge

What is the knowledge? DOK-1 RECALL AND REPRODUCTION	How can the knowledge be used? DOK-2 BASIC APPLICATION OF SKILLS AND CONCEPTS	Why can the knowledge be used? DOK-3 STRATEGIC THINKING	What else can be done with the knowledge? DOK-4 EXTENDED THINKING
Who?	How does it happen?	Why does it work?	What is the impact?
What?	How does it work?	Why is it the answer?	What is the influence?
Where?	How is it used?	Why is it the outcome?	What if?
When?	What is the answer?	Why is it the result?	What would happen?
How?	What is the outcome?	What does it infer?	What could happen?
Why?	What is the result?	What does it suggest?	What will?
	What can you do?	What is the cause/effect?	What else?
	How can you use it?	What distinguishes/indicates?	How else?
	How would you use it?	What is the reason?	What do you believe/feel/think?
		What is the relationship?	What can you build/create/design/develop/produce?
		How could you develop and use a model?	What kind of plan could you develop?
		How could you?	What kind of text could you write?
			What kind of problem could you present?

Source: Framework adapted from Webb 1997, 2002; Hess 2009a, 2009b

Source: Francis, 2016, p. 16

Figure I.6 Making Good Standards-Based Questions

LEARNING OBJECTIVE	STARTER STATEMENT	HOT STEM	DOK CONTEXT
Distinguish long from short vowel sounds in spoken single-syllable words.	Show and tell	what distinguishes	long from short vowel sounds in spoken single-syllable words?
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Show and tell	how	• can the central ideas and themes of text be determined? • do the central ideas and themes develop over the course of a text? • do the key supporting details and ideas support the central ideas and themes of a text?
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Show and tell	how could	• two or more authors writing about the same topic shape their presentations of key information by doing the following? - emphasizing different evidence - advancing different interpretations of facts
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Show and tell	how could you	write an argument that supports claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence?
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Show and tell	what is the reason	the meaning of unknown and multiple-meaning words can be determined and clarified using the following? • context clues • meaningful word part • consulting general and specialized reference materials
Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Show and tell	how could you	• count to 120, starting at a number less than 120? • read and write numerals? • represent a number of objects with a written numeral?
Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.	Show and tell	how could you	multiply one-digit whole numbers by multiples of 10 in the range from 10 to 90 using strategies based upon the following? • place value • the properties of operations

Source: Francis, 2016, p. 20

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.	Show and tell	how	• does a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range? • does $f(x)$ denote the output of f corresponding to the input x if f is a function and x is an element of its domain? • is the graph of f the graph of the equation $y = f(x)$?

• **Essential questions** set the instructional focus and expectations for students to demonstrate deeper, more authentic learning about universal themes, core ideas, and topical understandings of a lesson or unit in their own unique way.

• **Factual questions** direct students to read, research, and recognize information about *who*, *what*, *where*, or *when*.

• **Analytical questions** challenge students to examine and explain *how* and *why*, *what is the meaning* or *message*, *what is the intent* or *purpose*, *what categorizes* or *characterizes*, *what determines* or *indicates*, *what are the similarities and differences*, and *what is inferred*, *represented*, *signified*, *suggested*, or *symbolized*.

• **Reflective questions** engage students to investigate and inquire *what are the cause and effects*, *impact and influences*, *reasons and results*, and *advantages and disadvantages*.

• **Hypothetical questions** prompt students to imagine *what if*, hypothesize *what would happen*, *what could happen*, *how may*, and *how might*, and predict *what will* or *how will*.

• **Argumentative questions** involve students in *making choices* and *defending decisions* supported with valid reasoning and relevant and sufficient evidence.

• **Affective questions** encourage students to share *what do* you *believe*, *feel*, or *think*; state *what is* your *opinion*, *perspective*, or *thoughts*; or show *how could* you or *how would* you address a particular issue, problem, or situation.

• **Personal questions** motivate students to take the initiative to explore *what do you want to learn* about the subjects and topics being taught and then share their learning with their classmates.

Source: Francis, 2016, p. 21

Exit ticket for Day 2

On a scale of 1 – 4 with 1 being no help to 4 being very helpful, rate how each of these activities helped you to learn how to implement small group discussions into your curriculum.

1. Video Table 22		1 2 3 4
2. 5 Core Skills		1 2 3 4
3. Attitudes that lead to effective conversations		1 2 3 4
4. Good questions and Depth of Knowledge handout		1 2 3 4
5. Making Good Standards-based Questions handout		1 2 3 4
6. Video – Student centered civic discussion & deliberation	1 2 3 4
7. Socratic Circle		1 2 3 4

Please comment in the space below on today's activities and other activities and/or concepts you would like to discuss or need further explanation.

Learner-Centered Discussions with ELL Students
3-day Professional Development

Day 3

Focus: Writing Essential, Factual, and Analytical Questions

Time	Activity
8:00 – 8:15	Coffee, sign in, handout, new group assignments by discipline and overview of today's goals and objectives
8:15 – 9:00	Creating Good Standards-based questions
9:00 – 9:45	Eight types of questions
9:45 – 10:00	Break
10:00 – 11:00	4 types of Essential Questions
11:00 – 11:45	Writing Essential Questions
11:45 – 12:00	Discussion: How will the questions you created improve students discussion skills and understanding of the content they are learning?
12:00 – 1:00	Lunch
1:00 – 1:15	Factual Questions
1:15 – 1:45	Activity on developing factual questions
1:45 – 2:00	Table and whole group reflection
2:00 – 2:15	Break
2:15 – 2:30	Analytical Questions
2:30 – 2:50	Activity on writing analytical questions
2:50 – 3:00	Table and whole group reflection
3:00 – 3:15	Exit ticket – post assessment evaluation

Day 3 Handouts

Creating Good Questions from Learning Objectives

Name of Course _____

Learning Objectives	Starter Statement	Hot Stem	DOK Context
	Show and tell		
	Show and tell		
	Show and tell		
	Show and tell		

Source: Francis, 2016, Figure 1.7, p. 23.

Good Essential Questions Generator   **Course** _____

ESSENTIAL	Universal What ideas, issues, themes, or topics are raised?	
	Overarching What are the core ideas of the academic subject that will be expanded upon?	
	Topical What are the key understandings that will be examined, explored, and explained?	
	Driving How will deeper learning be demonstrated and communicated in depth, insightfully, and inimitably using oral, written, creative, or technical expression?	

Source: Francis, 206, Figure 2.10, p. 41

Good Factual Questions Generator   **Course _____**

Task	Higher-Order Thinking	HOT STEM	DOK Context
Vocabulary Knowledge	Define Describe Explain Identify Understand	What What does it mean?	
Close Reading	Recognize Read Review	Who What Where When	
Information Literacy	Research Retrieve Record Refer to	Who is/are What is/are Where is/are When does/did	

Source: Francis, 2016, Figure 3.8, p. 54

Good Analytical Questions Generator   **Course** _____

Examine Experiment with Explain	How			
	Why			
Procedural Knowledge	How does		work to	
	How can		be used to	
	Why does		work to	
	Why can		be used to	
Conceptual Knowledge	What categories			
	What characteristics			
	What classifies			
	What distinguishes			
	What indicates			
	What are the similarities			
	What are the differences			
Authentic Literacy	What is the intent			
	What is the purpose			
	What does the text infer			
	What is the meaning			
	What is the message			
	What does		represent?	
	What does the author suggest			
	What does		symbolize?	
	What is the tone			
	What is the author's purpose			

Source: Francis, 2016, Figure 4.8, p. 70

Pre-assessment Evaluation

1. Define Facilitator _____

_____

For the following questions, use the Likert scale and circle your choice.

1 = strongly disagree and 5 = strongly agree

2. I can explain why discussions are important.   1   2   3   4   5

3. I can identify five skills desired by employers that are related to learner-centered

instruction.   1   2   3   4   5

4. I can write good standards-based questions incorporating depth of knowledge and

Bloom's taxonomy.   1   2   3   4   5

5. I can identify the four types of essential questions.   1   2   3   4

6. I can identify the three types of factual questions.   1   2   3   4   5

7. I can identify the four types of analytical questions.   1   2   3   4   5

8. I use small group discussions in my courses.   1   2   3   4   5

9. I can lead a Socratic Circle.   1   2   3   4   5

Please provide any topics you would like to discuss during this 3-day professional

development program or during the year-long monthly follow up sessions in the space

below.

Post-assessment Evaluation

1. Define Facilitator _____

_____

For the following questions, use the Likert scale and circle your choice.

1 = strongly disagree and 5 = strongly agree

2. I have a better understanding as to why discussions are important.1   2   3   4   5

3. I can identify five skills desired by employers that are related to learner-centered

instruction.   1   2   3   4   5

4. I can write good standards-based questions incorporating depth of knowledge and

Bloom's taxonomy.   1   2   3   4   5

5. I can identify the four types of essential questions.   1   2   3   4   5

6. I can identify the three types of factual questions.   1   2   3   4   5

7. I can identify the four types of analytical questions.   1   2   3   4   5

8. I use small group discussions in my courses.   1   2   3   4   5

9. I can lead a Socratic Circle.   1   2   3   4   5

10. Should we bring examples of how we integrated discussion into our classrooms and

how the students responded for the follow-up sessions?   1   2   3   4   5

11. Which type of questions or other topics should we focus on for the first monthly

follow-up session for the teachers?

_____

_____

10. Follow-up Sessions: Day of the Week _____ Time of the day _____

Power Point Presentation for 3-day Professional Development Project

The teachers involved in this professional development project all know each other so time will not be spent getting to know each other. However, each day the teachers will be placed in different groups to work. They will also be asked to work with different partners throughout the 3 days. It is hoped that this will enable the teachers to know each other better and be more willing to collaborate. Most directions on the slides will be shown one at a time.
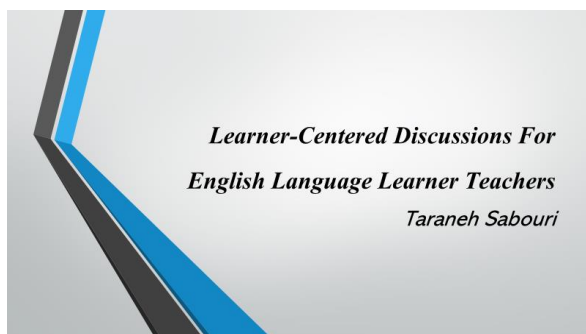
Note to trainer: Make sure all supplies are in pencil pouches on each table. Put copies of the preassessment in the middle of each table. Put Day 1 Highlights poster on the east wall. Set the 2 Break Out Boxes with instructions on the counter. Place sign in sheet and Day 1 schedule with handout attached on front table. Put drinks on the side counter. Upload link to Wordle.
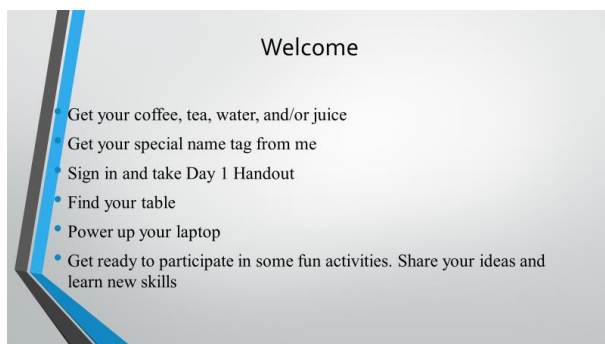
Note to trainer: Each name tag will be prewritten and labeled with either A, B, or C. Teachers sit in groups of three – one each with A, B, and C. This was done to force the teachers to collaborate with teachers from a variety of disciplines. 15 minutes

Note to trainer: Have different teachers volunteer to read each of these statements. 7 minutes.

Note to trainer: Have different teachers volunteer to read each of these objectives. 8 minutes

Note to trainer: Teachers will have 5 minutes to take this and place it in the box on the counter.

Note to trainer: Go over the items on the slide, then send the link to Wordle to the teachers to input their answers. Once all the answers are inputted, put up the Wordle picture for discussion. Teachers will first discuss with their elbow partner for 3 minutes and then as a table for 10 minutes. This will be followed by whole group discussion for 15 minutes.

Note to trainer: Ask for a volunteer to read one of these. Then have another teacher read the other one. Discuss these two statements as a table for 2 minutes and then whole group discussion for 5 minutes.

Note to trainer: Recruit a volunteer to read the directions. Ask someone to paraphrase the directions. Teachers will stand and find a partner to share ideas – pros and cons. After 5 minutes, two sets of pairs will join to further the discussion for another 5 minutes.

Teachers will then return to their tables to discuss for another 5 minutes. Whole group discussion of pros and cons for another 5 minutes. Trainer will monitor the discussions and this activity could end early which would allow more time for the next activity.

Note to trainer: Different volunteers read the directions. There are 5 different types of problems to solve. You must work as a team to solve these. Each lock is different, so look at the lock to get an idea of what the code needs to look like. Make sure you include everyone at your table and be aware of the roles people take and how the conversations occur while problem solving. (at least 45 minutes)

Note to trainer: Put poster paper on each table, make sure the link to the video, "The importance of high-quality discussion" works.

Note to trainer: Each table will list the skills employers are looking for on a poster paper (10 minutes). Once all the groups have hung their lists on the west wall, everyone will do a gallery walk and discuss what they notice with their peers (10 minutes). Then the teachers will return to their tables to compare their list with Zwiers and Crawford's' list (2011) (10 minutes). While teachers are doing this activity, walk around and join discussions by asking questions.

The Importance of High-Quality Discussion

- Show video
- Discuss with a partner why conversations are important.
- Share with your table.
- Share with your table.
- Share with the whole group.
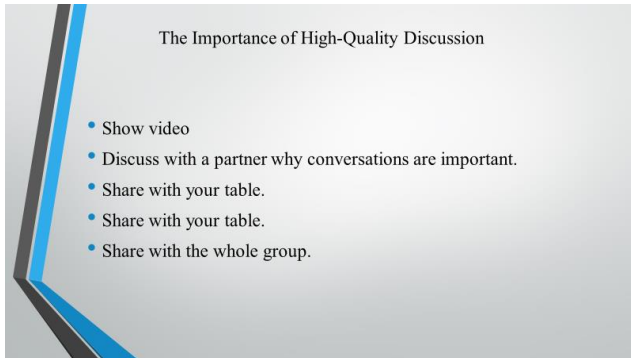
Note to trainer: https://www.teachingchannel.org/video/importance-high-quality-discussions Once everyone has seen this slide. Start the video. Once the video is finished (6 minutes) go over directions and then walk around, listen to discussions and hand out poster paper for the next activity (9minutes).

Why are conversations important

- At home?
- At school?
- At work?
- In the community?
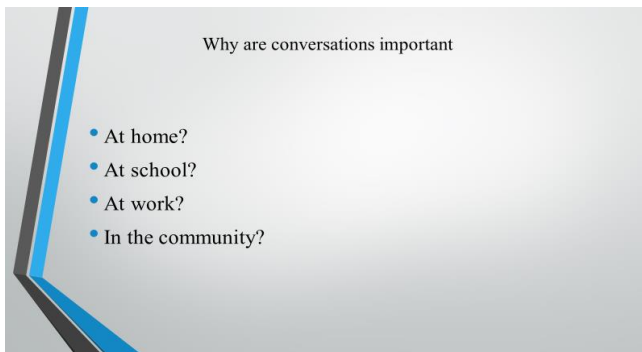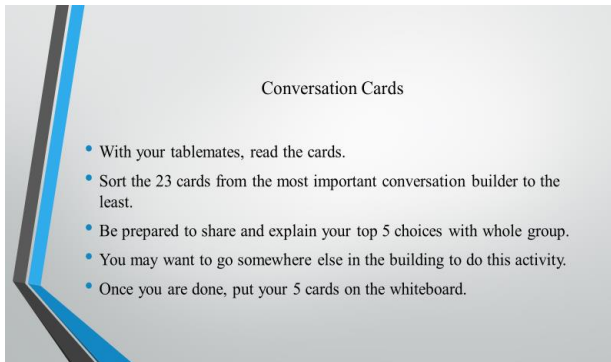
Note to trainer: Have teachers discuss at their tables these 4 locations for 15 minutes. Then have a whole group discussion for 15 minutes.

Classroom Discussion Norms

- As a table, create a list of norms for conducting a classroom discussion.
- Write these on the poster paper.
- Post your norms on the south wall.
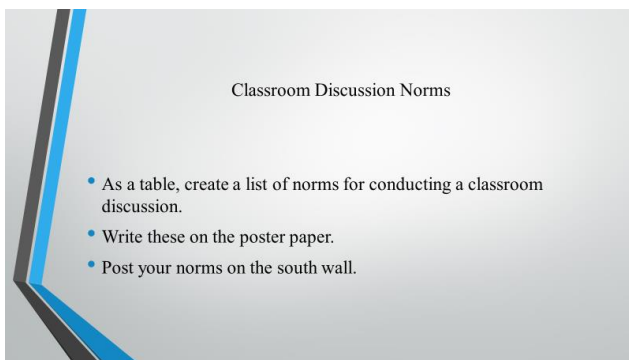
Note to trainer: Ask for volunteers to read the directions. Ask a few teachers to provide an example of a discussion norm. Make sure every table has poster paper and knows where the south wall is. Teachers will have 30 minutes to complete this activity.

Lunch

- Be back by 1:00 refreshed and ready to have more discussions.
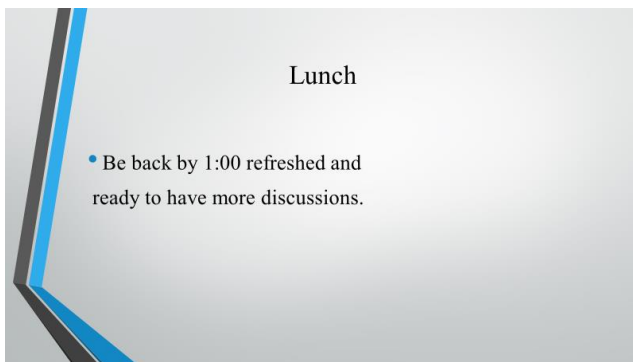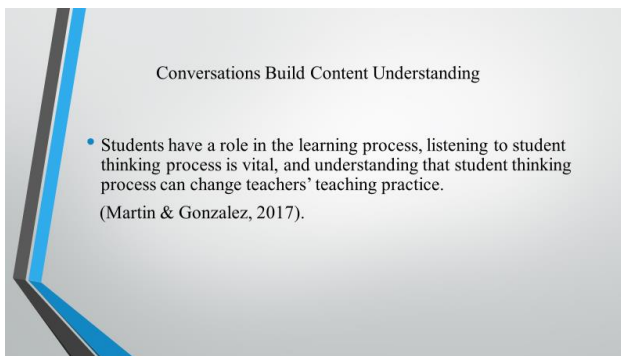
During lunch put a set of 23 Conversation Cards on each table.

Note to trainer: As the teachers work on this activity, go around to the different groups and ask questions like, "Can you use that one in your classroom at the beginning of school or would you have to wait until later in the year?" "Why?" (20 minutes). Each table will post their top 5 conversation cards on the whiteboard. Tables that differ from the other groups will need to explain their reasoning (5 minutes).
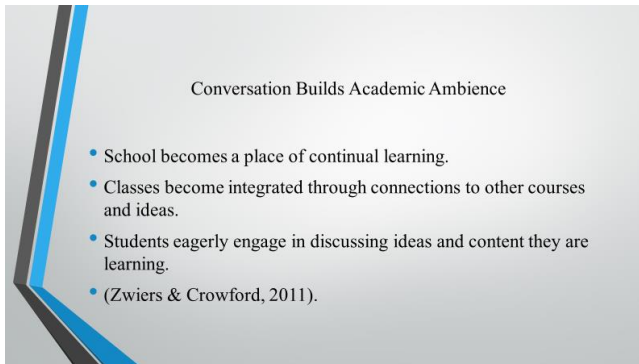
Note to trainer: Ask for a volunteer to read this statement. 1 minute
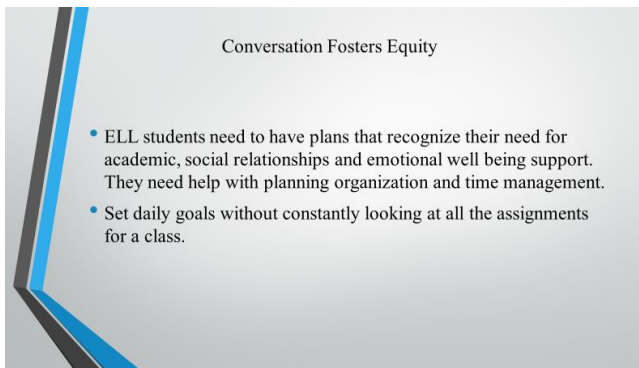
Note to trainer: Ask for a volunteer to read this statement. How many of you agree with this statement? Have teachers raise their hands. (1 minute)
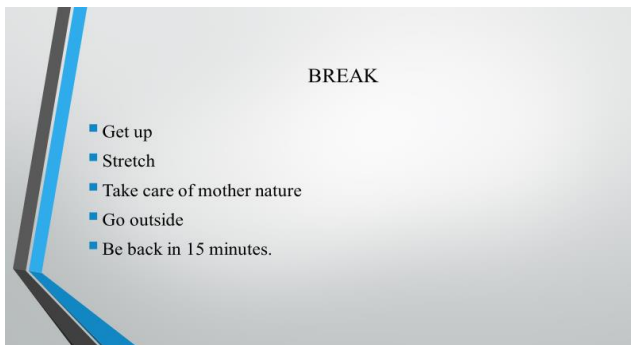
Note to trainer: Have a volunteer read this slide. Is this what the school wants to become? Short 2- minute discussion.
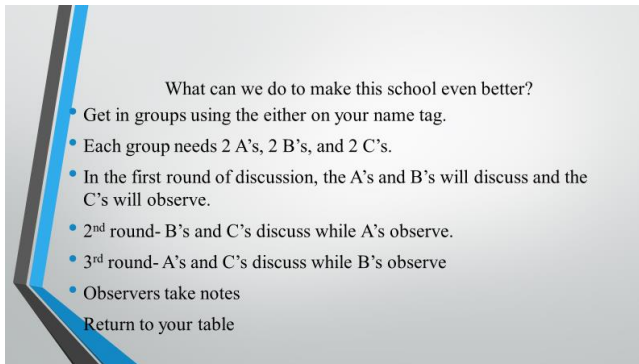
Note to trainer: Read this one twice as it is very important due to the number of students attending the school with these disorders. Discuss as a group if there is time. (1 minute).

Note to trainer: Continue conversation from before break if necessary, after the break.
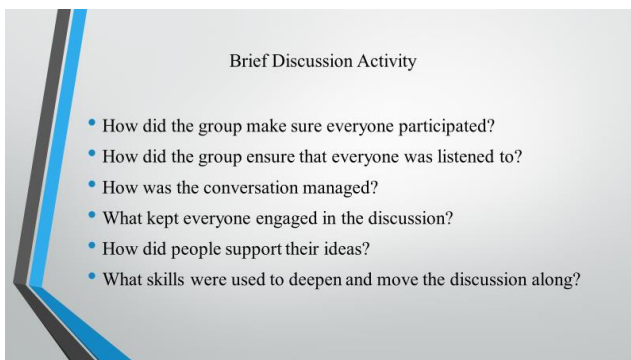
Note to trainer: Go over directions one at a time. After they have all been read, have someone paraphrase the directions. Have someone else paraphrase the directions. One group may have an extra person. Observers – watch for who is talking, body language, transitions, acceptance, etc. Each rotation is 5 minutes. While teachers are discussing, get two rolls of string. After 15 minutes, have the teachers combine into 2 groups. Hand a roll of string to the first person to talk. Teachers pass the roll of string to the next person who wants to talk without letting go of the string and continue this pattern as they discuss what skills and moves deepened the conversations. (10 minutes or less if continued the previous discussion before this activity.) Go to the next slide.

Note to trainer: Stop the discussion at 2:45 and have the teachers notice the paths of the string. What does this tell us? Use the questions on this slide to help direct your observations. (10 minutes)
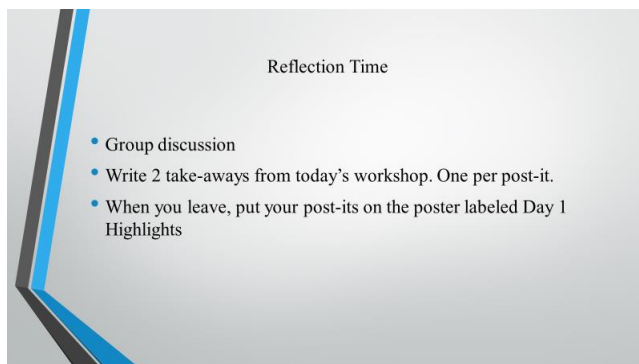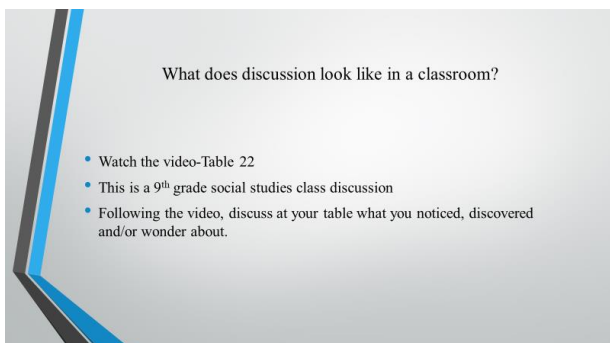
Note to trainer: Conduct a whole group discussion for 15 minutes. The sticky notes are in the pencil pouches on the tables. Instruct each teacher to write 2 take-aways on separate sticky notes and then put these on the Day 1 Highlights Poster. (5 minutes). Collect the sticky notes which will serve as the formative assessment of the first day. Analyze the data from the sticky notes. What did I learn from the data? What do I need to revisit? Have the teachers complete the exit ticket for Day 1 Clean up and set up for tomorrow.
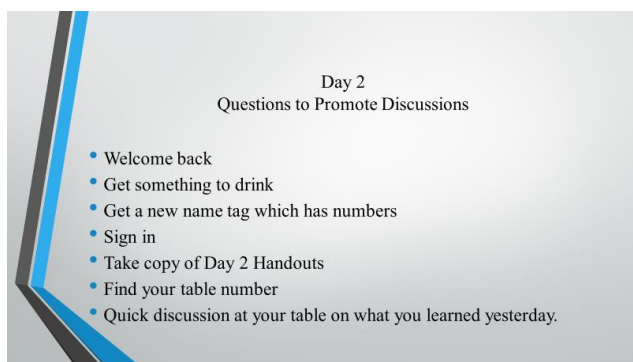
Note to trainer: Put sign in sheets and Day 2 schedule and handouts on front table. Put drinks on the side counter. Name tags are numbered 1 – 4. Make sure Video "Table 22" is ready to play. 10 minutes
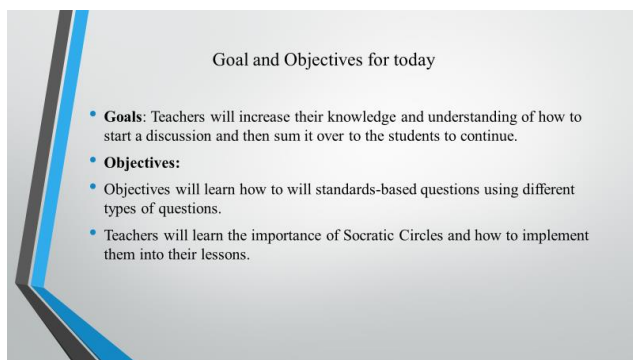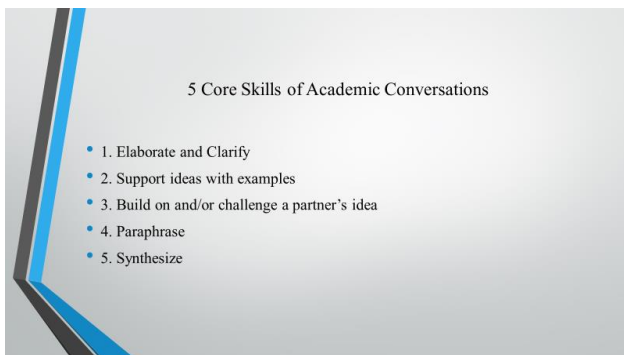
Note to trainer: Ask for 3 volunteers to each read one of these. 5 minutes
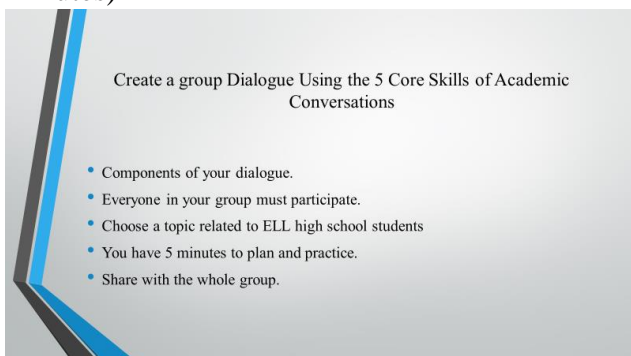
Note to trainer: https://www.teachingchannel.org/video/real-world-geometry-lesson. The video is 15 min. As teachers are watching the video, make sure everyone has Day 2 Handouts if we did not get copies of Francis' book. When video is done have the teachers discuss it at their tables for 5 minutes. Then whole group discussion for 10 minutes.

Note to trainer: Teachers are to open their handouts to figure 2.1 from Zwiers and Crawford (2011, pp. 32-33). Have the teachers discuss in their groups what these 5 core skills mean. Ask, "Did you see any of these occurring in the video discussion?" (15 minutes)

Note to trainer: The teachers are to create and perform a dialogue using all members at their table exemplifying the 5 core skills (5 minutes). Remind teachers when they have 1-minute left. There will be 3 groups. Each will present their conversation to the other two

groups. Discuss what they noticed after each group. Ask "How hard was this to do? What would it take to get your students to do this?" 10 minutes

Attitudes that lead to effective conversations

- Discuss all your table what attitudes lead to effective conversations.
- Here is Zwiers and Crawford's (2011) list:
- Humility
- Thoroughness
- Respect
- Positive
- Interest
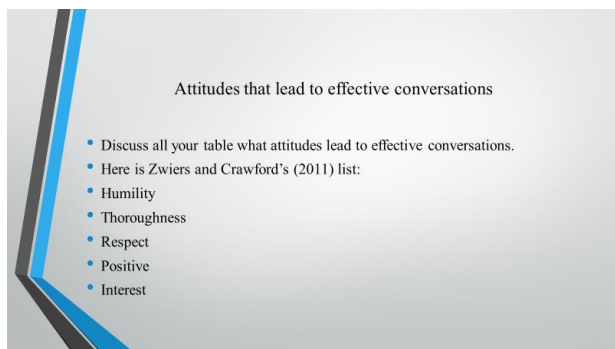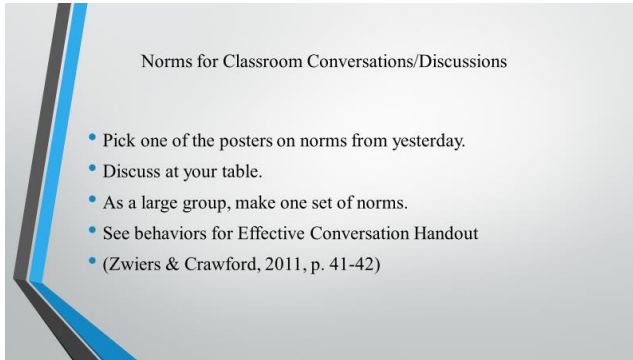
Note to trainer: Only show the first line (Discuss…). First have each table make a list of attitudes. Write the attitudes identified by the teachers on the whiteboard. Have each table give one attitude at a time until there are no more ideas. (10 minutes) Then show the rest of the slide one at a time to see if teachers agreed with Zwiers and Crawford (2011). (5 minutes)

Table Discussion

- Discuss how you will teach 5 care skills and the attitudes that lead to effective conversations.
- Do you do it in mentoring?
- Do you collaborate with your peers and each take a part to teach in a round routine format?
- What ideas do you have?
- You have 20 minutes to come up with a plan to present to the whole group. Presentations are to be 2 minutes or less.
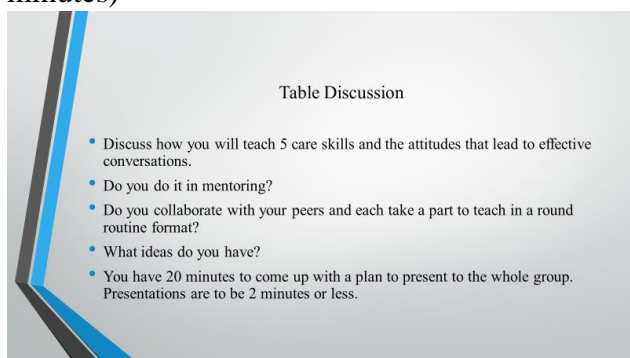
Note to trainer: Teachers are to discuss how they will teach the 5 core skills and attitudes to the students. Walk around and answer questions and/or ask questions. (20 minutes). Tables will then have 2 minutes each to present their plans. Whole group discussion on each plan. (10 minutes)

Break Time

- Go relax your mind
- Give your body some exercise.
- Get some fresh air.
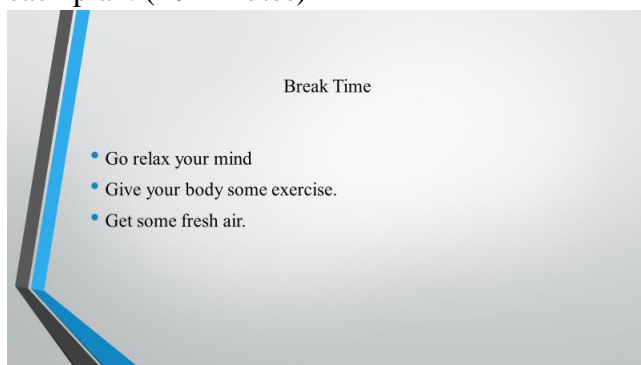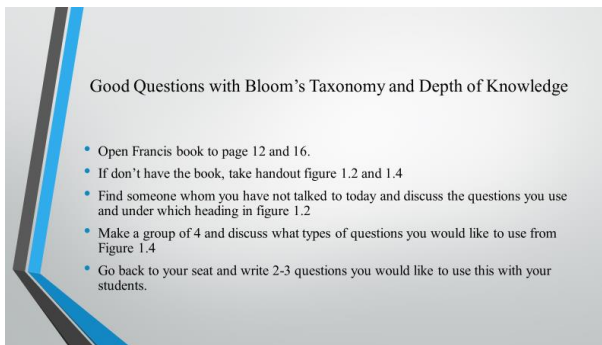
Note to trainer: Put yesterday's norms for conversations posters on the whiteboard. When teachers come back into the room, have them pick a poster (15 minutes).
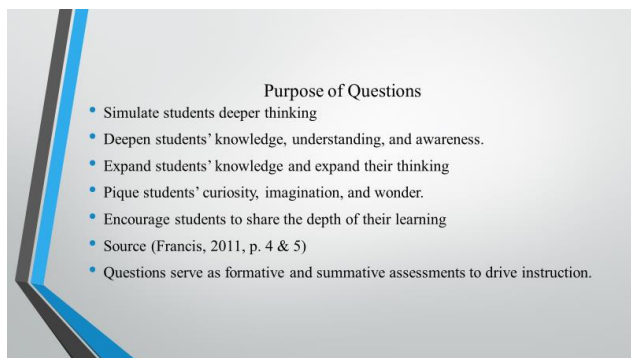
Note to trainer: This will be a whole group activity. Ask for a volunteer to lead this whole group creation of norms. Ask for another volunteer to be the scribe in making the new poster which is on the whiteboard so all can see. (20 minutes) Reflect as a group on how this discussion went. (10 minutes)
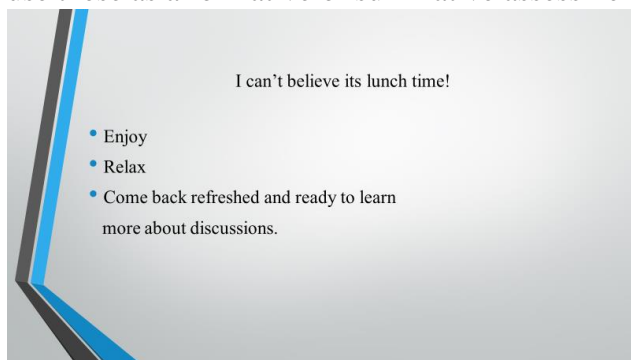
Note to trainer: Make sure everyone has Figures 1.2 and 1.4 which is in Day 2 Handout. Teachers get out of their seats and find someone whom they have not had a one-on-one talk and discuss Figure 1.2. After 10 minutes, teachers join another pair and discuss figure 1.4 for 15 minutes. Then teachers return to their tables and write at least 2 to 3 questions they would like to use in their classes. (15 minutes)
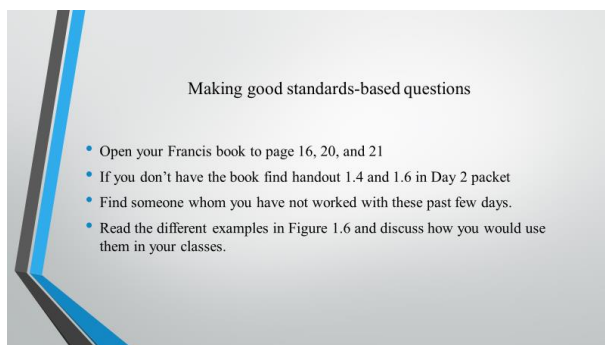
Note to trainer: Ask for different volunteers to read each statement. Discuss how one can use these as a formative or summative assessment. (15 minutes)

Note to trainer: Get video – Student-centered civic discussion and deliberation – ready. Talk with teachers to see if anything from this morning needs to be revisited.

Note to trainer: Have the teachers find a new partner and discuss how they would use the examples in Figure 1.6 for 10 minutes. Teachers change partners and discuss with new partner for another 10 minutes. Whole group discussion until 1:30 which should be 10 minutes.

Video-Student-Centered Civic Discussion and Deliberation

- As you watch the video, listen to the comments being made.
- Take notes on comments that you feel are important for having good discussions.
- What do you notice or wondered?
- Note: Norms, attitudes, strategies, culture…

Note to trainer: https://www.teachingchannel.org/video/student-centered-civic-discussion-deliberation Show the video, "Student Centered Civic Discussion and Deliberations 10 minutes. Then go to the next slide.

Discussion Time on the Video

- Discuss with a partner what you noticed in terms of the 5 core skills and attitudes for 3 minutes.
- Discuss as a table for 7 minutes.
- Whole group discussion for 10 minutes.

Note to trainer: After the video, have the teachers discuss if the 5 core skills were observed, the attitudes presented, and the types of questions asked with a partner for 3 minutes. Then table discussion for 10 minutes. Follow this by a short whole group discussion for another 10 minutes using the question, "How does what the students and teachers stated in the video relate to your classroom?


Break Time

- Get on the move
- Get some fresh air
- Take a mental break

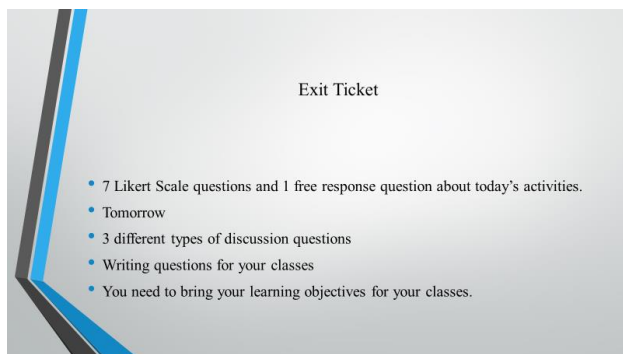Note to trainer: Arrange the room for Socratic Circle.
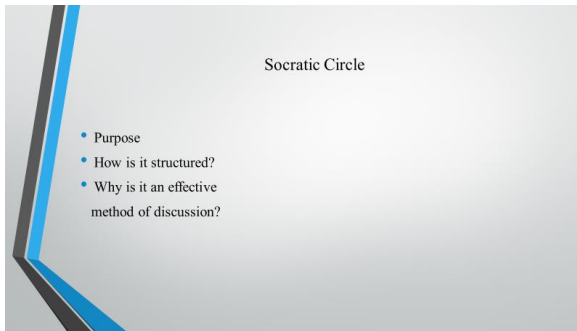
Note to trainer: Socratic Circle is a method to allow the students to run their own discussion. Each student must ask and/or answer at least 2 questions. It is best if students prepare their questions a day or two before, so the teacher can approve them.
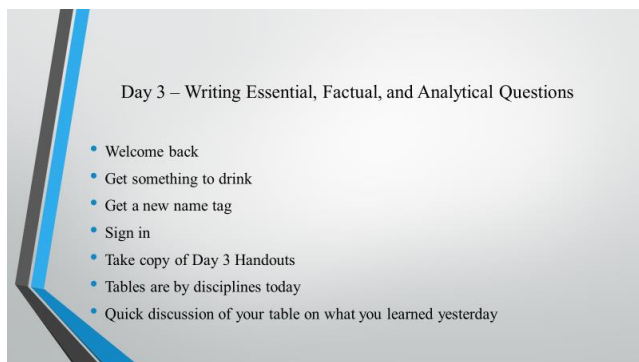
Half the class is in the inner circle where they do the talking and the other half is in the outer circle where they listen. One variation is where inner and outer students can change places after the inner circle student has asked their 2 questions and/or answers. Have teachers give examples of how they have used Socratic Circles. This is a great formative or summative assessment after a book study or unit. (15 minutes)
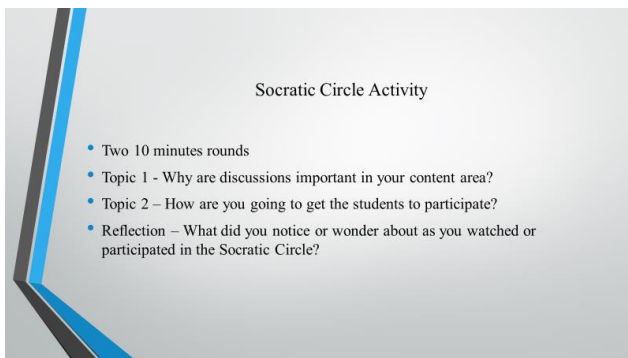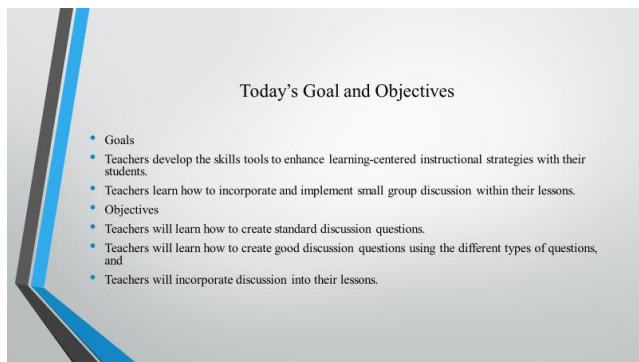

Note to trainer: Teachers sit in either the inner or outer circle. First group decides on which topic they want to discuss. Observe and intervene if someone is monopolizing the conversation. After 10 minutes, teachers change places and group 2 discusses the other topic for 10 minutes. Trainer leads the Reflection discussion for 10 minutes.

Exit Ticket

- 7 Likert Scale questions and 1 free response question about today's activities.
- Tomorrow
- 3 different types of discussion questions
- Writing questions for your classes
- You need to bring your learning objectives for your classes.

Note to trainer: Trainer explains what will be presented tomorrow and answers questions (10 minutes). Teachers then pull the Exit Ticket off the back of Day 2 Handout and complete (5 minutes) Teachers place the Exit Ticket in the box on the counter on their way out. Collect Exit Tickets. Collate the data. Analyze the responses. Note anything that needs to be discussed tomorrow.

Day 3 – Writing Essential, Factual, and Analytical Questions

- Welcome back
- Get something to drink
- Get a new name tag
- Sign in
- Take copy of Day 3 Handouts
- Tables are by disciplines today
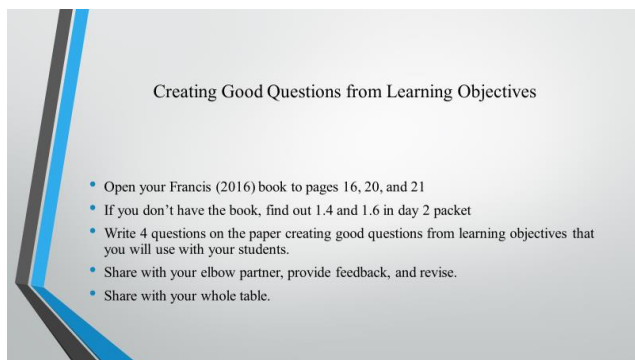- Quick discussion of your table on what you learned yesterday

Note to trainer: Put sign in sheets and Day 3 schedule and handouts on front table. Put drinks on the side counter. Table assignments – Table 1 Math and Science, Table 2 Elective, and Table 3 Social Studies and English. (10 minutes)

Today's Goal and Objectives

- Goals
- Teachers develop the skills tools to enhance learning-centered instructional strategies with their students.
- Teachers learn how to incorporate and implement small group discussion within their lessons.
- Objectives
- Teachers will learn how to create standard discussion questions.
- Teachers will learn how to create good discussion questions using the different types of questions, and
- Teachers will incorporate discussion into their lessons.

Note to trainer: Ask for different volunteers to read a statement. (5 minutes)
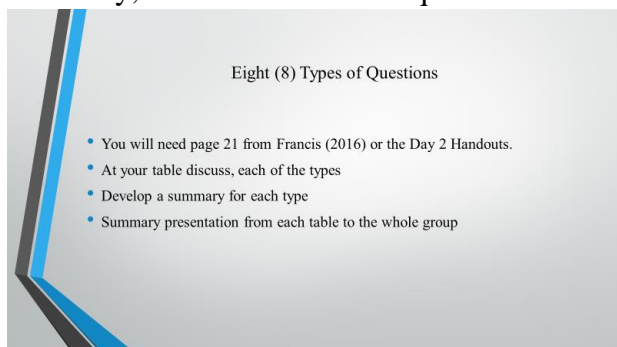
Creating Good Questions from Learning Objectives

- Open your Francis (2016) book to pages 16, 20, and 21
- If you don't have the book, find out 1.4 and 1.6 in day 2 packet
- Write 4 questions on the paper creating good questions from learning objectives that you will use with your students.
- Share with your elbow partner, provide feedback, and revise.
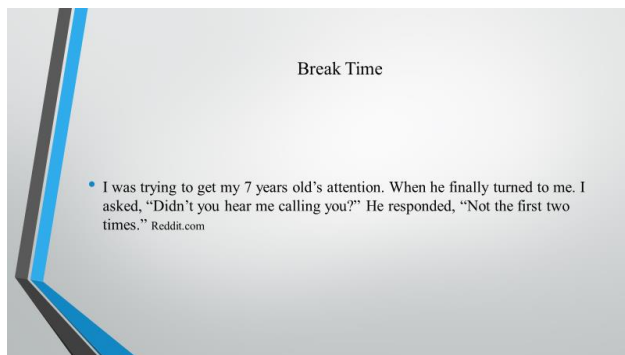- Share with your whole table.

Note to trainer: Teachers need to have their learning objectives for their classes. They are to turn the learning objectives into good discussion questions following the suggestions on Figure 1.6 (Francis, 2016). They can work together on a unit or individually. They should write at least 4 questions on the paper entitled *Creating Good Questions from Learning Objectives in* the Handout or the online version. Share with a partner, revise if necessary, and then discuss the questions with their table. (30 minutes)

Eight (8) Types of Questions

- You will need page 21 from Francis (2016) or the Day 2 Handouts.
- At your table discuss, each of the types
- Develop a summary for each type
- Summary presentation from each table to the whole group

Note to trainer: Tables will be assigned 2 question types to summarize (10 - 15 min.) Then tables will present their summaries with examples to the whole group. Discussion will follow each summary (15 – 20 min.). (Total of 30 minutes for this activity.)

Break Time

- I was trying to get my 7 years old's attention. When he finally turned to me. I asked, "Didn't you hear me calling you?" He responded, "Not the first two times." Reddit.com

Note to trainer: Make sure everyone has their Francis (2016) book or Day 3 Handouts.
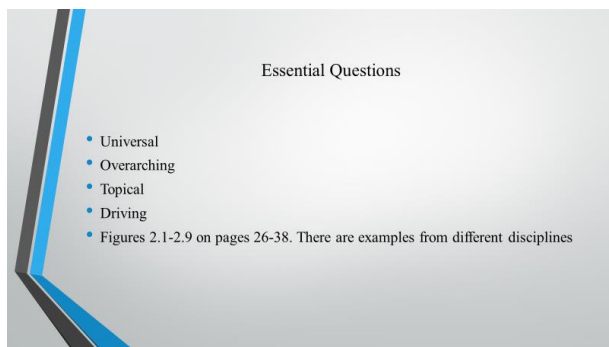
Note to trainer: Explain to the teachers that Figures 2.1 -2.9 are examples of how to write these types of essential questions. Teachers are to spend about 12 to 15 min. discussing each type and how they will use them in their classes at their table. If they finish early, they can return to writing questions from their learning targets (60 minutes).
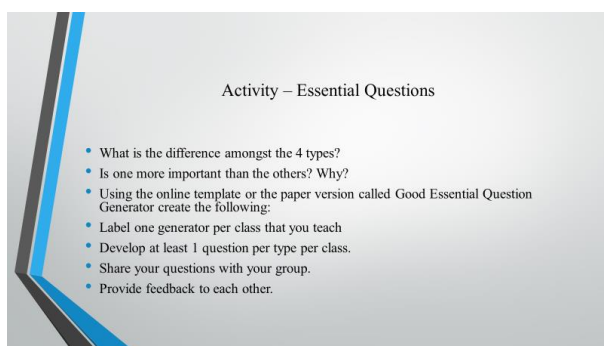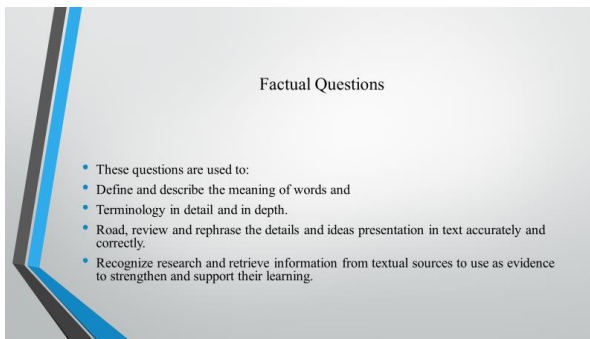

Note to trainer: Whole group discussion on the first two questions. Teachers were emailed the template at the beginning of the professional development project. Teachers will have until 11:45 to work as a group or individually to write their questions for all their classes. (45 minutes)
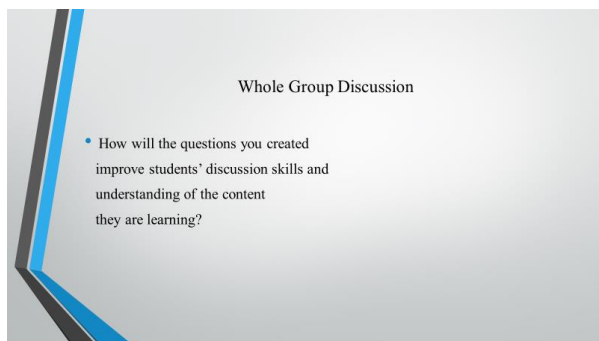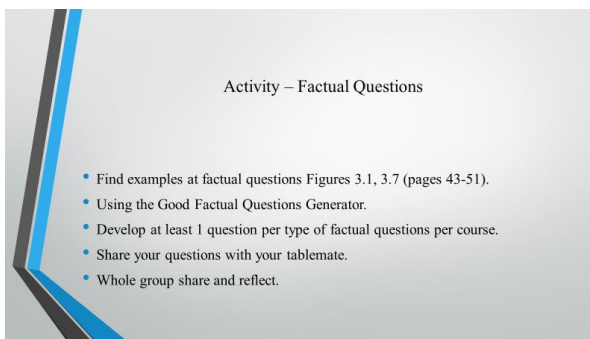
Note to trainer: Teachers will be given 3 min. to discuss this at their table. Teachers from each table will then share their ideas with the whole group. (Total time 15 minutes)
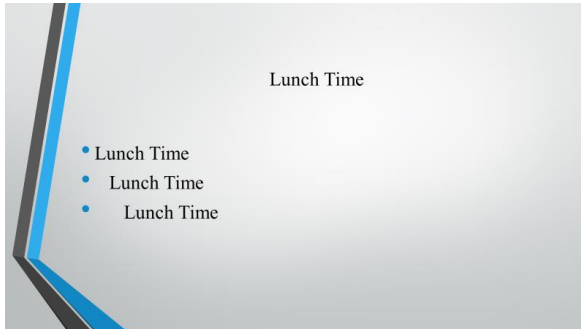

Note to trainer: Talk with teachers to determine if they have too much, right amount, or not enough time to write their questions.


Note to trainer: Teachers volunteer to read sections. Discuss and then go right into next slide. (15 minutes)


Note to trainer: Are there any questions? You have until 1:45 to write your questions. Then we will have a 15-minute whole group discussion on Essential and Factual questions and why they are important.
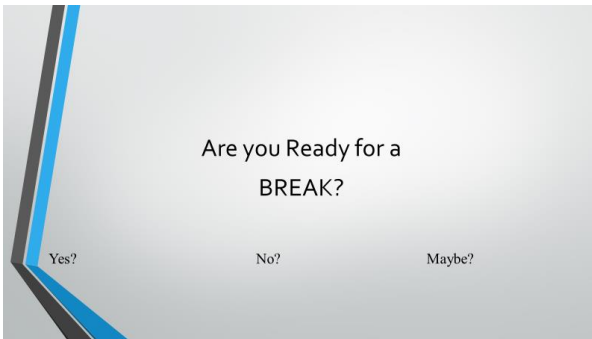
Note to trainer: Teachers will be given the option to keep on working and take breaks as needed for the rest of the day. (15-minute break)
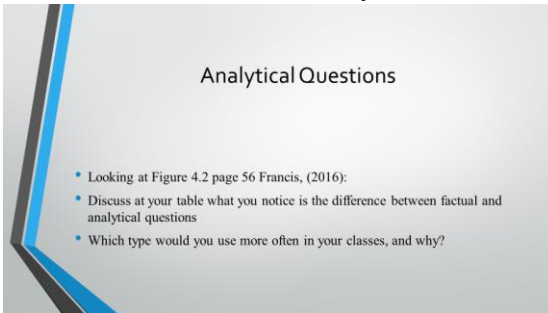
Note to trainer: Have teachers find Figure 4.2 in their Francis (2016) book. (2 minutes to find and read). Then have a table discussion for 5 minutes on these two questions. Then go to the next slide.
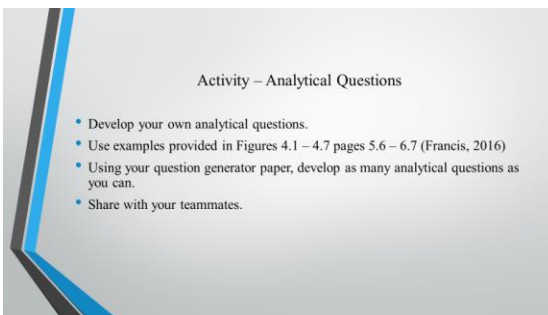
Note to trainer: Let teachers work on their analytical questions and enter them onto the paper question generator or online until 3:00. Walk around and observe, clarify, and/or ask questions.

Where do we go from here?

- Which of the 8 types of questions do you want to discuss? See Figure 1.5 for the 8 types.
- Should we bring examples of what we have talked and how the students responded to share?
- Other ideas?

Note to trainer: Spend about 10 minutes discussing these questions. Then go to the next slide.

Exit Ticket

- Post – Assessment
- Have a great new school year trying out these discussion questions.

Note to trainer: Hand out the Exit Ticket which is the post-assessment. Have teachers put their completed assessments into the box on the counter. Thank the teachers and let them know you will be emailing them with the date and time for their first monthly follow-up session. Encourage teachers to write comments on the 3-day PD and suggestions for the follow-up monthly sessions.

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Francis, E. M. (2016). *Now that's a good question! How to promote cognitive rigor through classroom questioning.* Alexandria, VA: ASCD.

Goodyear, V., & Dudley, D. (2015). "I'm a facilitator of learning!" Understanding what teachers and students do within student-centered physical education models. *Quest, 67*(3), 274–289. doi:10.1080/00336297.2015.1051236

Hattie, J. (2009). *Flexible learning: A synthesis of over 800 meta-analyses relating to achievement.* Oxon UK: Routledge.

Martin, T. S., & Gonzalez, O. (2017). Teacher perceptions about value and influence of professional development. In Galindo, E., & Newton, J., (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.* Indianapolis, 447–454.IN: Hoosier Association of Mathematics Teacher Educators.

Zwiers, J., & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings.* Portland, MA: Stenhouse Publishers.

Appendix B: Interview Questions

1. Describe how beneficial do you feel learner-centered instruction is for enhancing ELL student learning in social studies classes?

2. Can you tell me about the exposure you have you had to learner-centered instructional strategies in your teacher preparation program or through professional development?

3. Describe your experiences how prepared do you feel to apply learner-centered instructional strategies in your social studies instruction?

4. Describe your confidence related to your ability are to apply learner-centered instructional strategies when teaching social studies?

5. Provide an example of an LCI instructional approach you use to teach social studies in your classroom.

Probe: Why do you use this approach?

6. Provide an example of an LCI instructional approach that you use to teach ELL students in your classroom.

Probe: Why do you use this approach?

7. Provide an example of how you teach vocabulary in your classroom. Probe: Why do you use this method?

8. Provide an example of how you teach cultures in your classroom. Probe: Why do you use this method?

9. What obstacles have you encountered when applying learner-centered instructional strategies in your reading instruction?

10. Do you have anything else to add?

Appendix C: Learner-Centered Instruction Classroom Observation Checklist and

Observation Form

	Good Signs	Check	Comments
Furniture	Chairs around tables to facilitate interaction		
	Comfortable areas for working		
Walls	Covered with ELL student work		
	Evidence of ELL student collaboration such as group works, and shared lesson planning		
	Vocabulary word walls evident, signs, exhibits, or lists created by ELL students rather than all by teacher		
Sounds	Frequent hum of activity and ideas being exchanged		
Location of Teacher	Typically working with ELL students so that it takes a moment to find him or her		
Teacher's Voice	Respectful, genuine, warm		
Instructional Strategies	Emphasis on thoughtful exploration of complicated issues		
	Different activities take place during class sometimes simultaneously		
	Whole class direct instruction		
	Small group instruction		
	Peer tutoring		
	Tutoring one-on-one		
	Teamwork sessions		
	Practical applications		
	Debates/Discussions		
	ELL student self-paced assignment		
	Student engaged in explicit instruction		
	Student choice of activity		
	Student self-reflection		
	Prompt feedback		

Adapted from the works of Kohn (1996), Horn & Staker (2015), and Weimer (2002)

Observation Form

Teacher's Name (Pseudonym): _____

Grade Level: _____ Date: _____

Observation Start Time: _____ Observation End Time: _____

Lesson Objective:

Observation protocol based on Weimer (2002); learner-centered instruction based on the

following five strategies:

1.   Describe how the teacher facilitates learning. Define how the teacher does less of the teaching and promotes student learning and discovery.

2.   Describe if the teacher and students shared decision making. Do students have control over their learning, which increases student motivation and enthusiasm?

3. Describe the use of content to build knowledge and skills. Define how the teacher uses material from the curriculum to develop students' knowledge, power, and ability.

4.   Describe whether students are responsible for learning. Define how the teacher creates an environment that recognizes the uniqueness of each learner and promotes intrinsic motivation for learning.

5.   Describe if the teacher feedback is detailed and encourages growth. Define whether different types of assessments and evaluations used, including the opportunity for self and peer evaluation.

Time Allocated:
Additional Notes from Observation:

Appendix D: Excel Spreadsheet

Appendix E: Research Question 1 Open Coding Codes, Interview Transcript Excerpts,

and Classroom Observation Transcript

Open Code **Transcript Excerpt**

Choice

P4: Students should have choice in learner-centered classrooms and be able to choose between different assignments.

P6: Student choice is important in a learner-centered classroom and it makes students more motivated.

Student-led

P4: Learner-centered instruction is student-led instruction.

P7: Learner-centered instruction is when students lead the instruction. Facilitator Role

P5: In a learner-centered classroom the teacher's role is to be a facilitator."

P8: Learner-centered instruction is when the teacher serves as the facilitator in the classroom.

Facilitator

P1: would like to become confident in being a facilitator in my classroom, but I am not there yet, so I use direct teaching instead.

P5: I don't feel ready to use learner-centered instruction until I am comfortable being a facilitator in my classroom.

Assessment

P1: In a learner-centered classroom, assessment is authentic and purposeful.

P8: Learner-centered assessment should be based on gaining meaning and should be authentic.

Student Engagement

P3: One of the biggest benefits of a learner-centered classroom is that students are more engaged in their learning.

P6: Students are more engaged and involved when instruction is learner centered.

Discussion

P4: Small group of 5 was easier to talk and discuss things when we were all on the same page.
P3: I do like small group discussions.
P4: And people can share their experiences, especially in my class, and I think it is good for people to see that. That's kind of been lost.
O1, O2: Discussions occurred in the classroom.
O3, O4: Teachers indicated they do class discussions

Teamwork

P4: More teamwork but everyone has to put in the same amount.
P3: This system is really about teamwork It is the student and the teacher, so when students started seeing that hey teachers are meeting me halfway, I can meet them halfway too, a lot got done.
P7: felt group work was a regular part of their activities.
O3: Teacher indicated that she uses teamwork sessions.

Peer support

P4: We got so many credits is because we would push each other as a group.
P8: I make sure that students being on task and on-time and well.
O5: One student was helping another revise an essay.

Interactive

P3: That they have to have interaction and they have to do some group projects.
P4: I definitely would like mandatory sessions but short sessions to where it was like 20 minutes of instruction and kind of interactive stuff and then you could work on your work.

Small Groups

P3: Small groups. I think students should have done that more. So, when students work in small groups they can focus more.
P2: It is just breaking it down into smaller more skills driven specific groups.
P5: They are all at different points and there is no way to provide a class situation or mini session that covers all the points that they need.

Benefits students

P9: Learner-centered instruction is supposed to be very beneficial to student learning because students are more involved in the lesson and they understand the lesson better than if it was teacher-centered.

P7: There are a lot of benefits to students with learner-centered instruction. Students have choice, they are involved, and there is deeper thinking.

Unprepared

P5: I don't feel prepared to use learner-centered instruction. I'd like to, but I'm not there yet.

P3: I just don't feel like I am ready and prepared yet to use learner-centered instruction with my students.

Broad Professional Development

P6: The professional development was so broad; I couldn't keep up with all of the information.

P10: There was so much information in the professional development.

Lacking confidence

P1: I am not confident in preparing lessons in which I am the facilitator in the classroom.

P2, P4, and P8: I just don't feel confident with learner-centered lessons quite yet.

Targeted professional development

P7: If the professional development wasn't so broad, and focused on being a facilitator, I think that would have been very beneficial.

P3: I really felt like the training we received focused on using learner-centered instruction for math. It would be nice to see some reading examples.

Appendix F: Research Question 2 Open Coding Codes, Interview Transcript Excerpts,

and Classroom Observation Transcript

Open Code	Transcript Excerpt
Ask for help	P5: There is increased amount in a number of students to seek out the teacher that can get them the help.
Ask for new classes	P6: Students will request more classes.
Go to class	P2: I do the facilitation plan every day because I think that helps with them taking ownership if they know where they need to be and with us having the expectation that they will be there. P4: Getting kids to go to class is the biggest thing with having the mentor on board and if they are not on board it is tough to get them there. P6: Students will actually go to their classes based on what they see on the facilitation plan on the board. Then of course, you have the complete opposite of that where students aren't going to their classes.
Self-motivation	P2: The kids who are motivated and are driven are really flying high. P5: The model addresses only those students that are capable of handling themselves and does nothing to help those who can't and that leaves the teachers out.
Feel empowerment	P1: That's probably the biggest thing we have seen is a lack of student buy in as well as a lot of success when students buy in because they are taking responsibility. P3: I have seen that ownership piece take hold and then everything else from there went up. P5: They feel empowered by it. They can choose what they want to do, when they want to do it and get it done.
Time management skills	P5: They can make choices for their own personal workload and they can schedule their own time and they are competent.

Facilitator	P1: Not a lot of teachers are facilitators who know how to facilitate working with kids one-on-one. P3: I'm a facilitator of conversation and communication and honesty that day.
Mentor	P1: We have some teachers that are very good at mentoring kids and we have some teachers who are not very good at mentoring kids. P3: My favorite role has got to be the mentor piece because I just see the culture shifting when we talk about relationship with students being number one. _____
Facilitation plan	P3: I group students based on their academic needs and schedule those groups for the least amount of conflict. So, definitely the facilitation plan helps. P5: With the facilitation plans where it seems to be changing daily, I do not have time to look at it daily.
Helps students	P1: It goes a lot into the kids taking, the teacher taking ownership of the students ability to learn.
Teach motivational skills	P1: We have to teach them how to find success. P2: The kids who are not as driven, I think they are struggling a little bit only because they are used to being spoon fed and so they are struggling. P3: Teach the Habits of Success.
Teach coping skills	P2: We need to teach them how to have empathy and patience. P2: Most of the need they have is that emotional need and they need that support not only in the classroom but just in life. P3: I would want them with me all the time to really make sure their basic needs are good and that their relationships are solid and then teaching them coping skills. P5: We will never be able to solve their problems but teach the kids how to cope with them, address them, and have the teachers

	understand more where the kids are coming from.
Credit recognition	P4: A lot of these kids are like taking a lot of like ownership and kind of pride in getting these credits. P2: But when they went Oh, that is so cool. It was so awesome that you get praise from the teacher. You get praise from your mentor. You get to walk down to the office. You get praise from the principal and praise from the secretary and you get a piece of candy. It was very simple, but it makes you feel like it is worth it.
Peer help	P5: Small groups so that if one person or x amount of people don't understand hopefully somebody in that group can help others understand. P4: Focus on my stuff with other people that would work with me and had the same classes and we would do our stuff together. P3: We got so many credits is because we would push each other as a group.
Dealing with stress	P2: There was no the pressure of like trying to keep up with everyone else.
Credits given, not earned	P4: I think like some teachers take some stuff out. P2: How are they supposed to get out in the real world and know where to start when you are teaching them right now that the real world is just going to hand them things and they do not have to work for anything because they will just cry or bat their eyes and then they will get things that they want.

Appendix G: Example of a Classroom Observation Summary

Sample of a Classroom Observation Summary
Teacher 4 Observation 11:30 – 12:00 January 30, 201

This class started with 5 students sitting around a round table. Three more students came late and sat at the nearby round table. All students are working on their laptops. All are at a different place in the curriculum. The teacher goes around the two tables and provides feedback to a student on work turned in or helps with the assignment they are currently working on.

The teacher would spend one to four minutes with each student. Four of the students were worked with once. Four other students were worked with three different times. For one student, this was the first time she had been in the class. She had completed some assignments online and submitted them to be graded. Another student had only been to class once and today was the first time in a month that he had completed any assignments.

The feedback from the teacher and the need to do revisions was well received by the students. This is a mastery-based program and quality work is an expectation of all students. Students would not be talking about other issues when the teacher was at their table. Once he moved to the other table, some of the students would get off task.

Items checked on the observation list were:

Furniture	Chairs around round table to facilitate interaction
	Comfortable areas for working
Location of Teacher	Typically working with students so that it takes a moment to find him.
Teacher's Voice	Respectful, genuine, warm
Instructional Strategies	One-on-one Instruction
	Online independent work
	Student self-reflection
	Prompt feedback

Conference with teacher after observation resulted in the following instructional strategies being identified as being used by the teacher but not demonstrated in this observation.

Instructional Strategies   Small Group Instruction