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K-3 Teachers' perspectives on Culturally Responsive Teaching for Linguistically Diverse Learners

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This is to certify that the doctoral study by

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Walden University
2020

Abstract

K-3 Teachers' Perspectives on Culturally Responsive Teaching for Linguistically Diverse

Learners

by

Carol E. Herbert

MA, California State University, Sacramento, 2002

BA, California State University, Los Angeles, 1992

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

U.S. schools are diverse due to an increasing number of culturally and linguistically

diverse (CLD) learners. Researchers recommend using culturally responsive teaching

(CRT) that connects race and literacy, culture, and language with CLD learners. If K-3

teachers do not use CRT practices, CLD students' English proficiency will be delayed,

which may negatively influence self-esteem, academic achievement, social skills, and

mobility through society. The purpose of this basic qualitative study was to explore Title1

K-3 primary and resource teachers' perspectives of CRT practices used with CLD

learners. Gay's theory of CRT, featuring teacher attitudes, culturally diverse curriculum

content, culturally congruent instruction, pedagogical skills, and tenacity in ensuring

quality education, was used to frame this study. A purposeful sample of 8 K-3

participants, including 6 primary teachers and 2 resource teachers with experience

working in schools with a high population of CLD learners, volunteered and participated

in semistructured interviews. Data were analyzed through coding and theme

development. The results showed that participants supplemented the existing CLD

curriculum with visual aids and literacy resources, used vocabulary, language, and

student-centered techniques for instruction, and integrated parent involvement activities

to develop home/school relationships and increase student academic performance.

Teachers shared a need for more CRT training; thus, it is recommended that K-3 teachers

receive training on new knowledge, strategies, and skills that prepare them to meet the

needs of their CLD students. This endeavor may lead to positive social change when

district administrators provide K-3 teachers with professional development to learn and

apply new CRT practices in the classroom to increase CLD learners' English proficiency.

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Dedication

I dedicate the doctoral study to Dr. Ivan Leigh Warden, one of my pastors whom I respect very much. He believed in me and encouraged me to pursue the doctoral study. Whenever he approached me, he would address me as Dr. Herbert. I appreciate you and love you.

I also dedicate this doctoral study to my husband, Jerry Herbert; my daughters, Michaela and Nika Herbert; and my grandchildren, Aniya and Clyde III, who practiced patience with me when I was consumed in my studies, as well as the rest of my family and church family who prayed for me during this journey. Thank you all from the bottom of my heart! I love all of you.

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Chapter 1: Introduction to the Study

In this research study, I examined K-3 primary and resource teachers'
perspectives on culturally responsive teaching (CRT) for linguistically diverse learners.
This basic qualitative study was necessary because if teachers are unable to support
diverse learners, students' improvement in English proficiency will be delayed, which
will negatively influence students' self-esteem, academic achievement, social skills, and
mobility through society (Culp & Schmidlein, 2012). Development of language
proficiency is especially influential in early childhood. Social change may occur if the
results from this study are used to assist primary teachers in planning or implementing
changes in the strategies used in their classroom to instruct primary CLD learners. In this
chapter, I discuss the background of the study and state, the problem, purpose of the
study, and research questions. I also provide overviews of the, conceptual framework,
and nature of the study; define key terms; and discuss, the assumptions, scope and
delimitations, limitations, and significance of the study. I conclude the chapter with a
summary of key points.

Background

U.S. schools are becoming more diverse due to the increasing number of
culturally and linguistically diverse (CLD) learners in the United States (Counts,
Katsiyannis, & Whitford, 2018). In this context, teachers are faced with the unique
challenge of trying to instruct students of various backgrounds and languages. According
to Hadjioannou, Hutchinson, and Hockman (2016) and Pritchard (2012), CLD learners
are not receiving the quality instruction they need to enable them to succeed. English

language competency plays a large role in CLD learners' abilities to understand classroom material. As such, the California Department of Education tests competency through the English Language Development Test (ELDT) given specifically to CLD learners. The test measures CLD learners' aptitude in listening, reading, speaking, and writing English (California Department of Education, n. d).

In the study state's unified school district, 5,245 kindergarten students who were in school the entire academic year took the ELDT during the 2016-2017 school year (California Department of Education, 2017). The results showed that only 78 kindergarten students attained the advanced level of achievement. Scoring at an advanced level means that students developed competency and fluency in listening, speaking, reading, writing, and comprehension of the English language, with other rankings including early advanced, intermediate, early intermediate, and beginning indicating progressively lower English competency levels (California Department of Education, 2002). In the 2015-2016 school year with 932 kindergarten students, and 2014-2015 with 957 kindergarten students took the ELDT, and only four students attained the advanced level (California Department of Education, 2015; California Department of Education, 2016). In the school year 2013-2014, 975 kindergarten students took the ELDT, and three students attained the advanced level (California Department of Education, 2014). A total of 1,154 kindergarten students, who took the ELDT in the 2012-2013 school year and only five students, attained the advance level (California Department of Education, 2013).

Despite efforts from the state and district, there have been little or no gains on the ELDT for K-3 CLD students. There are 43,175 students in the district; 38% of them are CLD learners, and very few of them are making any educational gains over the course of a school year based on the results from the ELDT (California Department of Education, 2016). The results from the ELDT indicate a possible gap in the literature about practice regarding the teaching strategies used with CLD students. If teachers are unable to support these students, the students' improvement in English proficiency will be delayed, which will negatively influence students' self-esteem, academic achievements, social skills, and mobility through society (Culp & Schmidlein, 2012). Development of language proficiency is especially influential in early childhood (Duff & Tomblin, 2020). Therefore, there is a definite need for more research on primary teachers' perspectives regarding strategies currently being used with CLD students (Olvera, 2015).

It is becoming more and more important for teachers to be able to identify and support CLD learners because of the increasingly diverse population of the United States. According to Cramer (2015), some CLD students have been erroneously classified as having a disability. When teachers have developed cultural competencies, they are better equipped to distinguish CLD learners with or without disabilities and decrease the likelihood of CLD students being erroneously classified as having a disability (Cramer, 2015). CLD learners classified with disabilities in public schools in the research state follow different CRT and standards than general students (California Department of Education, 2016). When students are misidentified, they are misplaced, which can lead to continued use of improper teaching strategies.

Some programs that have already been developed for helping CLD learners in the United States are not entirely effective (Dresser, 2012). One of the programs used in the study state is the Open Court Program (McGraw-Hill Education, 2016). This program for Grades K-5 consists of reading, writing, and language arts curriculum. It has engaging features in five key areas: differentiated instruction in every lesson, support for English learners, strong inquiry, higher-order thinking strand, and robust writing strand (McGraw-Hill Education, 2016). Dresser (2012) conducted a study to determine the benefits of scripted literacy programs, such as the Open Court program, which showed that there may not be a need for these types of programs as students were still failing. In a later study, Powell, Cantrell, and Correll (2017) found that scripted programs affect teachers' ability to teach literacy and students' reading development. Teachers in Dresser's study was concerned because scripted programs took up too much instruction time leaving less time to focus on other academic subjects. Despite the existence and use of this controversial program, CLD learners are still not showing significant improvement. The problem that teachers are facing with CLD learners not improving academically is not just a local issue or state issue, but a national issue that affects early childhood education at many levels. The intent of this study was to determine K-3 primary and resource teachers' perspectives on CRT for linguistically diverse learners, which includes, but is not limited to, strategies from the Open Court program. Though CRT for CLD learners does exist, there is a gap in practice regarding the teaching strategies used to teach K-3 CLD learners as evidenced by little or no gains on the ELDT for K-3 CLD students, despite efforts from the state and district.

The scope of this study was supported by a study conducted by Brown, Weber, and Yoon (2015), who researched difficulties that early education researchers encountered when addressing CLD learners' experiences in school, which encompassed many of the elements of CRT. This study was significant because the number of diverse learners is expected to grow not only in this district, but across the research state and the nation, thereby increasing the number of early childhood CLD learners who require greater support in schools (Lucas & Villegas, 2013). Understanding strategies that teachers use with CLD learners is important for the success of CLD learners. Limited CLD learners' success in schools indicates a gap in practice regarding teaching strategies used with these students. Teachers need to meet the needs of CLD learners and help them improve academically (Adera & Manning, 2014).

Problem Statement

The problem that I addressed in my study was a gap in the literature about practice regarding teaching strategies used to teach K-3 CLD learners as evidenced by little or no gains on ELDT for K-3 CLD students despite efforts from the state and district. According to Piazza, Rao, and Protacio (2015), U.S. schools are struggling to serve students from diverse backgrounds, and there is an ongoing achievement gap for CLD learners, which also exists for early childhood CLD learners. Olvera (2015) indicated there is limited research regarding perspectives of English language teachers and a need for them to be proactive to meet the needs of their students. Banerjee and Luckner (2014) further stated that more research must be done which yields tools and strategies that are culturally responsive. Studies indicate that further research into teacher

perspectives is necessary to better understand the challenges, resources, and training that will be most effective when supporting CLD learners (Adera & Manning, 2014). Although several programs have been created in California to support CLD students, academic achievement has not increased. California school leaders have put various programs in place, and yet students have not made gains as measured by the ELDT. To address this gap in practice about teaching strategies used to teach K-3 CLD learners, I explored primary and resource teachers' perspectives on CRT for diverse learners.

The increasing cultural and linguistic diversity in the United States is negatively correlated with the rising immigrant enrollment in schools. According to Pritchard (2012), students in Grades K-12 who are classified as CLD learners number more than 1.5 million. CLD learners continue to be a large portion of people of color in the United States. According to Hoover and deBettencourt (2018), currently 70% of the second language student population is Hispanic and nearly 30% of English language learners speak a language other than English in classrooms. The population of CLD learners is expected to increase over the next 20 years (Hoover & deBettencourt, 2018). It should be noted that multiple terms are used to describe CLD learners; terms include *English learners (ELs)*, *English Language Learners (ELLs)*, and/ or *Dual Language Learners (DLLs)*.

For these reasons, I explored K-3 primary and resource teachers' perspectives on CRT for linguistically diverse learners. Banerjee and Luckner (2014) stated that more research must be done in preparing teachers and creating systems that value culture, language, and differences in student backgrounds and produce tools and strategies that

are culturally responsive. It was important to investigate this gap in practice to understand primary and resource teachers' perspectives on CRT for CLD learners.

Data for the ELDT data from the California Department of Education for the 2012-2016 school years show that many kindergarten CLD students lack the required English competency to succeed in school (see California Department of Education 2013, 2014, 2015, 2016, & 2017). The baseline data for the California English Language Development Test (CELDT) were not used to determine academic growth but do provide evidence of CLD learners' struggle in the classroom. These data imply that academic improvement for CLD students progressing from kindergarten to first grade is minimal. According to the ELDT results, CLD learners are entering kindergarten without the proper educational preparation needed to be successful. The data show that current efforts to improve CLD students' learning do not appear to have an influence.

The term *reclassification* refers to a student who is an EL (CLD) and demonstrates sufficient acquisition of the English language to be classified English proficient (Olvera, 2015). *Long-term English learners* refers to English learners who have not been reclassified after being in a school in the United States for more than 6 years. Therefore, ELs who have not been reclassified by their 5th or 6th year in public school are identified as long-term English learners. A very limited number of ELs are reclassified, and this is a concern for teachers in the research state (Olvera, 2015).

My research took place at Title 1 elementary schools in the research state and three other locations in the United States. In the research state, one school had 33.8% CLD learners, and the other school had 36.8% CLD learners. Students' test results from

these two sites show there is a wide achievement gap among CLD learners. Piazza et al. (2015) stated that teachers should use CRT if they want CLD learners' achievement to increase. Additionally, teachers should have multiple teaching materials and resources that can help students to connect to their everyday lived experiences. Piazza et al. said it is important that all students can connect their language with the school curriculum. As stated in the problem statement, the percentage of students scoring at the advanced level in the district is extremely low. Exploring teachers' perspectives regarding strategies was important to help CLD learners and support teachers so that CLD learners can perform at their highest potential. The significance of this study was that the number of diverse learners is expected to grow not only in the research district, but across the state and the nation, thereby increasing the number of early childhood CLD learners that require greater support in their schools. To understand more about these issues, I explored the perspectives of K-3 primary and resource teachers on CRT for linguistically diverse learners. These teachers serve a large population of CLD students.

Purpose of the Study

The purpose of this basic qualitative study was to explore Title 1 K-3 primary and resource teachers' perspectives on CRT used with CLD learners. The problem is a gap in practice regarding teaching strategies used to teach K-3 CLD learners as evidenced by little or no gains on the ELDT for K-3 CLD students, despite efforts from the state and district. Adera and Manning (2014) indicated that further research into teacher perspectives is necessary to better understand the challenges, resources, and training that will be most effective when supporting CLD learners. Using a basic qualitative design, I

interviewed K-3 primary and resource teachers to explore their perspectives on CRT for linguistically diverse learners in Title 1 schools with a high population of CLD students. I conducted in-depth e-mail or telephone interviews with educators of CLD students and analyzed their responses to understand their perspectives on teaching strategies used. Exploring teachers' thoughts on how CLD learners are being taught may bring about social change by helping to understand how to better serve these students. The results from this study may assist primary teachers in planning or implementing changes in the strategies used in their classroom to instruct CLD learners, thus improving CLD learners' academic performance.

Research Question

I sought to answer the following question: What are Title 1 K-3 primary and resource teachers' perspectives on culturally responsive teaching practices used with CLD learners?

Conceptual Framework

The phenomenon that grounded this study was a gap in the literature about practice regarding the teaching strategies used to teach K-3 CLD learners as evidenced by little or no gains on the ELDT for K-3 CLD students, despite efforts from the state and district. I based the conceptual framework or contextual lens for this basic qualitative study on Gay's (2010) theory of CRT, focusing on teacher attitudes, culturally diverse curriculum content, culturally congruent instruction, pedagogical skill, and tenacity in ensuring quality education. I also drew from Bronfenbrenner's (1986) ecological systems theory on human development focusing on the mesosystem as it supports the importance

of teachers' attitudes towards CLD learners. A more detailed analysis will be found in

Chapter 2.

CRT and Bronfenbrenner's model informed the development of the research

question as well as the organization of the study. I designed the research question to

explore Title 1 K-3 primary and resource teachers' perspectives on CRT practices used

with CLD learners. In developing the question, I drew primarily from Gay's (2010)

framework, with Bronfenbrenner's (1986) model used as a support. I also used Gay's

framework of CRT as a structural basis or general criteria for determining the way

interview questions were written and responses were analyzed.

I used Bronfenbrenner's model to consider how CLD learners' backgrounds and

social contexts influence the effectiveness of teaching strategies used with them. The

framework connects to my research question and the methodology of my study. The

framework relates to the study approach due to the theories' focus on teachers' and

students' experiences in the classroom, and thus support a qualitative methodology. I

examined primary and resource teachers' perspectives on CRT for linguistically diverse

learners. Using in-depth e-mail and telephone interviews yielded the most appropriate

data on teacher perspectives. I analyzed the data from interviews for themes using a priori

coding, open coding, and axial coding based on elements of the conceptual framework

(see Creswell, 2012).

Nature of the Study

I used a basic qualitative study research design to explore K-3 primary and

resource teachers' perspectives on CRT for linguistically diverse learners. Cohen,

Mansion, and Morrison (2013) discussed how qualitative researchers collect descriptive data in a natural setting. The problem is a possible gap in practice regarding the teaching strategies used to teach K-3 CLD learners as evidenced by little or no gains on the ELDT for K-3 CLD students, despite efforts from the state and district. I collected data through in-depth e-mail and telephone interviews with open-ended questions. Interviews were recorded and transcribed. I conducted member checking to confirm my interpretation of data. Engaging participants in the interpretation of data through member checking enhances the trustworthiness and credibility of results (Birt, Scott, Cavers, Campbell, & Walter, 2016). There were no discrepant cases found.

I analyzed data by using Braun, Clarke, and Terry's (2014) thematic analysis approach. In addition, I performed a priori, open, and axial coding to look for themes (Creswell, 2012). A purposeful sample of six K-3 primary teachers and two resource teachers were invited to participate to obtain at least eight participants. I performed member checking by returning the findings to the participants for them to check for accuracy of their data (see Creswell, 2012).

Definitions

Academic Performance Index: "An achievement growth measure. Scores range between 200 and 1000, with the expectation that schools, and districts perform at the level of 800 or above" (Fisher, Frey, & Nelson, 2012, p. 553).

Culturally and linguistically diverse (CLD) learners: "Students of color, English language learners (ELLs), and [those] living in poverty" (Cramer, 2015, p. 1).

Culturally responsive pedagogy: The use of "cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (Gay, 2010, p. 50).

Dual Language Learners (DLLs): Learners who have "a non-English home or dominant language and are in the process of acquiring greater proficiency in that language, but also are learning English" (Ackerman & Tazi, 2015, p. 2).

English Language Development Test (ELDT): "A test given to CLD learners to check their competency in listening, writing, reading, and speaking English" (California Department of Education, 2016a, p. 1).

English Language Learners (ELLs): "Students who speak a language other than English at home" (Hur & Suh, 2012, p. 1).

English Learners (ELs): "Students who are English learners" (Olvera, 2015, p. 78).

Language support teachers (LSTs): "Teachers who are assigned to students who need language support" (Murtagh & Francis, 2011, p. 202).

Long-Term English Learners: "English learners who have not been reclassified by their 5th or 6th year in public school" (Olvera, 2015, p. 80).

Primary teachers: In this study, teachers who instruct students at the K-3 grade level (see Project Beacon & City School District of Rochester, 1965).

Reclassification: "A student who is a former EL and demonstrates sufficient acquisition of the English language to be classified as English proficient" (Olvera, 2015, p. 80).

Assumptions

Marshall and Rossman (2016) defined assumptions as the elements, and circumstances of the study that a researcher considered to be true. Several assumptions were made for this study to yield meaningful results. One assumption was that the teachers being interviewed are knowledgeable practitioners working with the target demographic, so that interview data collected represents a depth of information relevant to the study topic. This assumption was being made based on selecting participants that have experience working with early childhood CLD learners who were also from schools with a high population of CLD learners. Another assumption was that participants would answer the interview questions honestly and to the best of their ability. This assumption was being made based on the understanding that the study was intended to help both teachers of early childhood CLD learners and the students themselves. The participation of this group was essential because they had firsthand knowledge about CLD learners, and the teaching strategies currently used in the classroom. These assumptions were necessary because having participants with firsthand knowledge and having them answer honestly lend credibility to the data that was collected.

Scope and Delimitations

The problem was a gap in practice regarding the teaching strategies used to teach K-3 CLD learners as evidenced by little or no gains on the ELDT for K-3 CLD students despite efforts from the state and district. The ELDT measures CLD learners' progress in acquiring the skills of listening, speaking, reading, and writing in English. The aim of my study was to explore primary and resource teachers' perspectives on CRT for diverse

learners. The scope of this study included primary teachers and resource teachers from primary schools who have worked with CLD learners and focuses on the strategies used with CLD learners in their classrooms. The schools in this study have high populations of CLD learners. Educators with less experience or who teach in schools without high populations of CLD learners was excluded. This study did not include students, parents, or any community members outside of each school. It was important to explore perspectives of early K-3 educators as these are the grades where students gain foundational learning to be successful in higher grade levels.

The conceptual framework for this study was based on Gay's (2010) theory of CRT focusing on teacher attitudes, culturally congruent instruction, pedagogical skill, and tenacity in ensuring quality education. Bronfenbrenner's (1986) ecological systems theory on human development focusing on the mesosystem supports the importance of teachers' attitudes toward CLD learners. CRT and Bronfenbrenner's model was used to inform the way this study was organized. This study used Gay's framework of CRT as a structural basis or general criteria for determining the way interview questions are written and responses are analyzed. Bronfenbrenner's model was used to consider how CLD learners' backgrounds and social contexts influence the effectiveness of teaching strategies used with them. The research question for my study was developed from Gay's framework, with Bronfenbrenner's model used as a support. My research question was designed to explore Title 1 K-3 primary and resource teachers' perspectives on CRT practices used with CLD learners. In this way, CRT and Bronfenbrenner's model are the structural basis for how this study is framed.

Rejected frameworks include Desimone's (2009) Theory of Action and the Taylor, Kumi-Yeboah, and Ringlaben (2016) interview method. Desimone's framework was rejected because it was focused on the professional development of teachers rather than their perspectives regarding teaching strategies currently used with CLD learners. The Taylor et al. (2016) interview method was rejected because it was more general for teachers' perspectives than this study would require. It is the responsibility of the reader to determine whether this study is transferable to his or her situation or setting.

Limitations

Due to some methodological issues, trustworthiness of this study may have been affected. My study was intended to have 10-12 participants, but due to so many unexpected situations, such as limited cooperation of school personnel and a national pandemic, I was only able to interview eight participants from the research sites. I contacted Walden's Institutional Review Board (IRB) three times due to the challenges I ran across in recruiting participants for my study. I increased the number of locations to secure enough participants. Being able to only recruit six teachers and two resource teachers was a limitation, because all participants from the sample size I used did not represent other teachers and schools in the research state or in other region of the country (Creswell & Guetterman, 2019). The study was also limited in dependability due to the qualitative approach and the reliance upon subjective individual experience for data. Due to the pandemic in every state in the United States, all interviews were not face-to-face. To stay safe from the pandemic, interviews took place over the telephone and by e-mails.

Six participants chose to complete e-mail interviews, which was a limitation as it took anywhere from 2 to 30 days to receive the information back.

To increase dependability, K-3 primary teachers and resource teachers were interviewed, and member checking of the findings was conducted to ensure credibility of my study. Dependability was also established by interviewing primary and resource teachers with the expertise, knowledge, and experience working with CLD learners. I conducted an expert review of my interview questions with three educators who were not participants in this study. The three educators are in the field of early childhood education and have expertise working with ELLs. This should ensure content validity. Despite the diversity of the schools that I choose to include in my study, the results cannot determine the needs for all schools in the research state or in other areas of the country. The readers will determine if the study is transferable to their setting (Creswell & Guetterman, 2019). Using a limited participant pool means that the data does not represent a large group of primary and resource teachers; however, the reader can determine if the results from this study is meaningful to related educational communities in their regions (Allen, 2017). The reader of this study will decide if the results from this study are transferable to areas where there is not a large population of CLD learners.

Potential biases exist due to the sympathies I developed toward CLD learners during my teaching experience. These biases were addressed by recording my thoughts and feelings before, during, and after the interviews by noting my thoughts directly on the interview document. This helped to remind me to keep my opinions to myself in the event I might want to share my personal experiences during the interviews. Chenail

(2011) mentioned that researchers should write their thoughts before, during, and after an interview so that if there is any bias in thoughts, feelings, and impressions then it can be identified. There can also be potential researcher bias in the analysis of data and reporting of findings. As such, I addressed my personal bias through member checking of my data and asking participants to review interpretation of the findings.

Significance

The problem was a gap in practice regarding the teaching strategies used to teach K-3 CLD learners as evidenced by little or no gains on the ELDT for K-3 CLD students, despite efforts from the state and district. The significance of this study was that the number of diverse learners is expected to grow not only in this district, but across this state and the nation, thereby also increasing the number of early childhood CLD learners that require greater support in schools (Lucas & Villegas, 2013). According to Piazza et al. (2015), schools are struggling to serve students from diverse backgrounds, and there is an ongoing achievement gap for CLD learners, which also exists for early childhood CLD learners.

By conducting this basic qualitative study, I explored K-3 primary and resource teachers' perspectives on CRT for linguistically diverse learners. Primary teachers' perspectives of the strategies used, and the type of support needed to effectively teach CLD learners are very important. They are working daily with CLD learners and understand what is needed to support learning. Gaining knowledge about primary teachers' perspectives on early childhood CLD learners is beneficial due to the significant role that teachers play in young students' conceptions of culture and cultural differences,

as well as the ways they help to shape students' educational expectations, beliefs, and associations surrounding race and culture (Vittrup, 2016). My study was important because if teachers are unable to support these students, their improvement in English proficiency and achievement on the ELDT may be delayed, which will negatively influence students' self-esteem, academic achievements, social skills, and mobility through society (Culp & Schmidlein, 2012). Development of language proficiency is especially influential in early childhood (Duff & Tomblin, 2020).

Some policies and programs have already been developed to address the achievement gap that exists for CLD learners. Nationally, with competitive grants from the United States Department of Education, Race to the Top was created by United States Department of Education to spur and reform state and local district K-12 education. Also, many State Departments of Education are developing new and revised Teacher Certification Exams and Teacher Performance Assessments (edTPA) for teacher candidates (Othman, Robinson, & Molfenter, 2017). These relatively new policies were used by educators to identify ELLs and CLD students as one of the key groups in need of instructional improvement to close the achievement gap (Samson & Collins, 2012).

In the research state, the population of CLD learners is rising but there are not enough teachers who specialize in biliteracy to work with these students (Pritchard, 2012). The students who are linguistically diverse have significantly lower graduation rates and low academic performance (Pritchard, 2012). According to Cramer (2015), CLD learners still have a high educational deficit due to unequally structured learning

opportunities. It was important to understand primary teachers' perspectives regarding teaching strategies currently used with CLD learners.

The findings from this study may potentially contribute to positive social change by using the results to assist primary teachers in planning and implementing changes in the strategies used in their classroom to instruct CLD learners. Teachers might be able to use the information as a supportive guide to increase cultural competency and collaboratively work with their changing student populations, which, in turn, could provide students with qualified and culturally sensitive teachers who are prepared to teach CLD learners. These changes could ultimately address the problem by improving CLD students' academic growth. My primary goal was to help examine a gap in practice regarding the teaching strategies currently used with CLD learners (Berg & Huang, 2015). My study will add to the current research on primary teachers' perspectives regarding current strategies for CLD learners (Taylor et al., 2016).

Summary

In Chapter 1, I discussed background research and the need to explore K-3 primary and resource teachers' perspectives on CRT for linguistically diverse learners. The nature of this study was a basic qualitative case study that had an inquiry approach interviewing participants in-depth, via e-mail or telephone interviews with open-ended questions for K-3 teachers and resource teachers from Title 1 public schools. I recorded and transcribed the interviews. I employed member checking by sending each participant a two-page summary of the results of my study. The conceptual framework for this study was based on Gay's (2010) theory of CRT, focusing on teacher attitudes, culturally

diverse curriculum content, culturally congruent instruction, pedagogical skill, and tenacity in ensuring quality education. Bronfenbrenner's (1986) ecological systems theory on human development also guided my research focusing on the mesosystem which supports the importance of teachers' attitudes toward CLD learners. The significance of this study was that the number of diverse learners is expected to grow not only in this district, but across this state and the nation; thereby, increasing the number of early childhood CLD learners that require greater support in schools (Lucas & Villegas, 2013). In Chapter 2, I presented a literature review that synthesizes a wide breadth of current knowledge relevant to CLD learners in general and in early childhood.

Chapter 2: Literature Review

CLD learners have a vastly different school experience when compared to native English speakers and require teaching methods that effectively meet their needs (Brown et al., 2015). The problem that I addressed in this study was the gap in practice in the literature regarding the teaching strategies used to teach K-3 CLD learners. The problem is evidenced by little or no gains on the ELDT for K-3 CLD students, despite efforts from the state and district. The purpose of this basic qualitative study was to explore Title 1 K-3 primary and resource teachers' perspectives on CRT used with CLD learners. Teachers' perspectives inform the strategies and methods currently used to academically prepare students and prime them for success (Olvera, 2015).

In the literature review, I examined CRT strategies and methods that experts recommend for teachers who work with CLD learners. I also review current research on what is needed to effectively prepare these students academically. Gay's (2010) theory on CRT, a framework for teaching that addresses CLD learners' cultural needs, and Bronfenbrenner's (1986) developmental ecology model on human development provided the conceptual framework for this study. Bronfenbrenner's mesosystem specifically supports the importance of teachers' attitudes towards CLD learners. The mesosystem encompasses the mutual influences between environments in which children's development occur, such as the home and the school. I reviewed key research on supporting CLD learners that encompasses the incorporation of cultural values in teaching, technological support, and the elements of Gay's (2010) theory, which include teacher attitudes, culturally diverse curriculum content, culturally congruent instruction,

pedagogical skill, and tenacity in ensuring quality education. Habib, Densmore-James, and Macfarlane (2013) emphasized the need to "listen to culture" (p. 172) and acknowledged cultural values and approaches to individual learning ability of CLD learners to understand how CLD groups are misunderstood and underserved. Cramer, Pellegrini-Lafont, and Gonzalez (2014) emphasized early childhood as a critical period in students' growth, stating that if CLD learners were disengaged and unsupported in early childhood, it was much more difficult for them to catch up.

Cultural competence is an important quality that teachers must acquire to effectively meet the needs of CLD learners (Habib et al., 2013). Cultural competence can also affect the way teachers perceive CLD learners (Sanders, Haselden, & Moss, 2014). CLD learners are disproportionately misclassified as having disabilities at a young age due to their limited English proficiencies (Abedi, 2014). Chu (2011) and Cramer, Little, and McHatton (2018) found a disproportionate number of CLD learners were recommended for special needs learning based on cultural differences rather than behavioral or academic issues, which had a negative effect on the self-esteem and growth of CLD leaners. An achievement gap exists between early childhood CLD and non-CLD learners (Hedge, Hewett, & Terrell, 2016). Wright, Ford, and Walters (2016) stated that early childhood teachers needed preparation for teaching CLD students. To date, there is limited research on the perspectives of primary teachers who serve CLD students, on students and their backgrounds, and thus, effective ways of supporting them (Berg & Huang, 2015; Taylor et al., 2016).

Amorsen (2015) found that teachers had difficulty with creating effective teaching strategies for CLD learners. There was a lack of materials that connected students' cultures to the curriculum (Parkhouse, Lu, & Massaro, 2019). Researchers have also found that teachers did not receive enough support that equipped them to teach CLD learners (Allen, 2017; Murtagh & Francis, 2011) and that it was challenging to work with students whose native language was not English (Amorsen, 2015). Teachers expressed the need for additional personnel support who speak the first language of students, and the need for academic materials in both the home language and the majority language (Wood, Wofford, & Hassinger, 2018). Olvera (2015) also noted that it was challenging to instruct CLD students in both English-language development and content area instruction to ensure academic success. It is important for teachers to provide effective instruction to support CLD learners to improve academic achievement (Ok & Ratliffe, 2018). Dobinson and Buchori (2016) found that teachers were not confident in balancing the use of English and native languages and appropriate strategies for CLD learners. Tran, Patton, and Brohammer (2018) mentioned a challenge teacher faced is the number of students who speaks different languages. Another challenge is the lack of funding and teachers sometimes use their own funds (Allen et al., 2016). Teachers are challenged by decreasing budgets and increased accountability when working with CLD learners (Koyama & Kasper, 2020). Park (2014) and Limlingan, McWayne, Sanders, and López (2020) also suggested that emotional experiences could be tools for improving learning in early childhood ELLs. Jean-Sigur, Bell, and Kim (2016) stated that early childhood teachers had to be aware of negative bias and stereotyping when teaching CLD learners.

In this basic qualitative study, I explored primary and resource teachers' perspectives on CRT for linguistically diverse learners.

I then contextualize the gap in practice in relation to the body of knowledge relevant to teaching CLD learners. In the literature review, I identify areas in which teachers have reported needing further practice to better support CLD learners. I discuss the literature search strategy, and the conceptual framework before reviewing the literature. The literature review includes discussion of challenges faced by CLD learners and educators and a synthesis of articles on topics relevant to the gap in practice found in the literature. I discuss best practices for teaching CLD learners, various teaching techniques that facilitate the increased English literacy growth of CLD learners acquiring of the English language. Additionally, I include research on technological tools; interactive writing techniques; classroom activities; integrating cultural contexts; parent participation in the classroom; family, school, and community involvement; cultural sensitivity of primary teachers; program development to assist teachers; professional development case studies; and a summary and conclusion. Not all studies focused specifically on early childhood teachers, but all studies related to teaching early childhood learners. This literature review was intended to form the foundation of knowledge and research relevant to my study.

Literature Search Strategy

To build a foundation of relevant knowledge and context for my topic, I sought research for the literature review through several databases. These databases included EBSCOhost, Education Source, Education, Education Research Complete, Eric, Sage

Journals, Sage Knowledge, Science Direct, CINAHL and Medline Combined Search,

Psychology Databases Combined Search, Political Science Complete Combined Search,

PsycTest and Health and Psychosocial Instruments Combined Search, Academic Search

Complete, Ebooks Collection, Education Research Starters, Psycbooks, PsycExtra,

ProQuest, ProQuest Central, ABI/Inform Collection, ProQuest Ebook Central, ProQuest

Health and Medical Collection, ProQuest Science Journals, Google Scholar, Sage

Premier, Elsevier, PsycNET, which I accessed from Walden University Library. In my

search, I used keywords such as *Academic Performance Index (API), andragogy, English*

Language Development Test (ELDT), culturally and linguistically diverse (CLD)

learners, culturally responsive pedagogy, English language learners (ELL), language

support teacher (LST), and self-directed learning. Additionally, I sourced information

from a combination of keywords: *culturally linguistically diverse and teachers and*

perspectives. The combination of CLD and teacher terms was used in EBSCOhost,

PsycNET, and ProQuest to find sources that detailed studies of teachers' perspectives

when teaching CLD learners. The literature review led me to focus on the gap in practice

in the research on meeting the needs of CLD learners. I concluded my research after

extensive research of databases and 250 citations, because I reached saturation of the

same sources.

Conceptual Framework

I briefly detailed the conceptual framework for my literature review in Chapter 1.

It is based on Gay's (2010) theory of CRT and Bronfenbrenner's (1986) ecological

system theory on human development focusing on the mesosystem. Gay's theory focuses

on teacher attitudes, culturally diverse curriculum content, culturally congruent

instruction, pedagogical skill, and tenacity in ensuring quality education. I used the

theory to frame this study and as a guide for analyzing data. Bronfenbrenner'

developmental ecology model focuses on human development on the mesosystem. As

such, it supports identifying the importance of teacher attitudes towards CLD learners.

Gay's (2010) theory addresses the classroom context for CLD learners'

development. Gay considered classroom instruction, students' cultural contexts, personal

growth, and academic achievement to be intertwined and equally significant parts of the

structure of culturally responsive learning. In this framework, the importance of fostering

a sense of emotional maturity and social and political awareness in students, as well as

cultural openness and mutual responsibility in teachers is considered (Gay, 2010). Gay

based the theory on teacher attitudes, culturally diverse curriculum content, and culturally

congruent instruction. Gay posited that teachers must have pedagogical skills and tenacity

in ensuring quality education to successfully implement CRT. CRT is a holistic theory

that requires the integration of CLD learners' culture, backgrounds, and identity into the

teaching strategies used in the classroom (Gay, 2010).

Bronfenbrenner (1986) addressed the family as the significant factor for the

development of children. Bronfenbrenner considered the family and intrafamilial

experiences to affect and be affected by the psychological development of children and

the environments in which they exist. He categorized these interactions into three system

models: mesosystem models, ecosystem models, and chronosystem models

(Bronfenbrenner, 1986). I focused singularly on the mesosystem. CRT and

Bronfenbrenner's model informed the way this study was organized. I used Gay's CRT framework as a structural basis or general criteria for determining the way interview questions were written and responses were analyzed. Bronfenbrenner's model was used to consider how CLD learners' backgrounds and social contexts influence the effectiveness of teaching strategies used with CLD learners. The research question for my study was developed from my understanding of Gay's framework, with Bronfenbrenner's model as a support. My research question was designed to explore Title 1 K-3 primary and resource teachers' perspectives on CRT practices used with CLD learners. CRT and Bronfenbrenner's mesosystem model are the structural foundation for how this study was framed.

Gay's (2010) theory of CRT and Bronfenbrenner's (1986) developmental ecology model have been cited in and used to inform many other studies. Scholarly articles that have cited Gay include Tintiangco-Cubales et al. (2014) review of ethnic studies pedagogy, Paris and Alim's (2014) critique of past pedagogies, and Thomas and Warren's (2015) study on a black teacher who used cultural discourse within the classroom and his interactions with other teachers (Thomas & Warren, 2015). Tintiangco-Cubales et al. (2014) used Gay's (2010) theory as part of their research on culturally responsive pedagogy and how it is essential to the teaching of ethnic studies. Paris and Alim (2014) used Gay's theory of CRT as a part of conceptualizing pedagogies, or philosophies of teaching that aim to connect race and literacy, culture, and language. Thomas and Warren (2015) used Gay's (2010) framework as background for understanding the teacher's foundational principles for his/her teaching practice.

Gay's theory has also been used in several early childhood studies. Love (2015) cited Gay's theory of CRT as a basis for a study on hip-hop-based education in early childhood education. Cheruvu, Souto-Manning, Lencl, and Chin-Calubaquib (2015) used Gay's theory to support the significance of developing CRT practices for early childhood educators. Wright et al. (2016) used Gay's theory to support early education teachers being required to receive training in cultural competence. Jean-Sigur et al. (2016) used Gay's definition of culture in CRT to inform their support for early education teacher candidates reflecting upon their own relationships to culture. Likewise, Jokikokko and Karikoski (2016) used Gay's theory of CRT to support their review of research on early childhood educators' intercultural learning.

Scholarly articles that have cited Bronfenbrenner's theory include Paat (2013) who used Bronfenbrenner's model to investigate how the family context of children of immigrants shapes their adolescence and development, and how social services can be improved by understanding these effects. Sawyer, Manz, and Martin (2016) used Bronfenbrenner's model to investigate how early childhood teachers' beliefs of Spanish-speaking dual language learners in preschool and their understanding of how parents affected students' language development. Baker (2014) used Bronfenbrenner's theory as the theoretical framework for a study about the effect African American fathers had on a child's early academic achievement. McNally and Slutsky (2018) additionally used his theory as the basis for a study on teacher-child relationships in early childhood settings. Though a few of these studies were not specifically pertinent to early childhood, they are all relevant and applicable to early childhood CLD learners. Gay's (2010) theory of CRT

and Bronfenbrenner's (1986) developmental ecology model are relatively well-known

theories that have been used in numerous studies addressing cultural pedagogy.

Other relevant research on teacher perspectives in the context of CRT learning

and developmental ecology model include research on beliefs and sociopolitical context.

According to Brinkmann (2015), teacher beliefs are shaped by five common factors:

socio-cultural context, personal experiences, educational context, professional autonomy,

and practice. He stated that socio-cultural context is the strongest factor, and it is

informed by cultural and institutional history. He also stated that teachers' personal

experiences reinforce cultural values, and the educational context of the teacher is

reflected in their personal beliefs. Professional autonomy and practice also play a strong

role in changing or enforcing teacher beliefs (Brinkmann, 2015). Hannaway, Steyn, and

Hartell (2014) used Bronfenbrenner's model to examine the influence of social-

environmental factors on African American student teachers' experiences and

perceptions of early childhood education. Rouse and O'Brien (2017) investigated the

unsuccessful partnerships between parents and teachers in early childhood education in

the context of the developmental ecology model. Trent et al. (2014) suggested reframing

the analysis of struggling CLD learners as part of a system of educators, institutions, and

policymakers who are all responsible for meeting the needs of CLD learners. A few of

these studies were not specific to early childhood learners, but all are relevant nonetheless

because of their overarching views of teaching CLD learners. Teacher and administrator

beliefs also play a significant role in shaping their practices and affect the way they can

support CLD learners (Brinkmann, 2015). This aligns with and expands upon many

aspects of Gay's approach, allowing for a more comprehensive view of the effectiveness of CLD learner instruction, and supports understanding of teachers' perspectives they can draw upon when facing the challenge of preparing instruction for culturally diverse populations.

There is a need for more research into teachers' perspectives on CRT (Brinkmann, 2015) which leads back to the primary purpose of this study to explore primary and resource teachers' perspectives on CRT used with CLD learners. The gap in practice on current CLD strategies was examined by looking at K-3 primary and resource teacher' perspectives on CRT for linguistically diverse learners. My approach was meaningful because my hope was to receive in-depth and reflective responses, through teacher interviews, on their perspectives regarding current strategies used with CLD learners. I incorporated Gay's and Bronfenbrenner's frameworks by basing my study on their concept of CRT and developmental ecology, respectively.

Literature Review Related to Key Concepts and/or Variables

Challenges Faced by CLD Learners

Populations of ELLs increased from 2004 to 2015 nationally, with the highest state percentage of ELLs in California at 22.4% in 2015 (National Center for Education Statistics, 2016). The research state has the highest percentage of ELL students compared to other public school students (California Department of Education, 2018). The majority of ELLs in the research state were enrolled in primary school, kindergarten through sixth grade, at 72% of all students (California Department of Education, 2016a). Most ELLs, or 83%, were Spanish-speaking students, followed by Vietnamese- and Mandarin-

speaking students at 2%, and Arabic, Filipino, Cantonese, Korean, Hmong, Punjabi, and Russian at less than 2% each (California Department of Education, 2016a).

Teachers are not the only ones to face unique challenges when serving CLD learners. CLD learners themselves must handle a number of challenges to their own learning due to their different backgrounds (Sorto, Colindres, & Wilson, 2014; Johnson, Shell, Tuttle, & Groce, 2018). According to Sorto et al. (2014), CLD learners do not perceive information the same way as non-CLD learners due to linguistic differences. They often had misconceptions and different understandings of what vocabulary words meant and did not understand explanations the same way as native English speakers. Kim's (2013) study related to early childhood by identifying the tendency for CLD learners who are immigrants or children of immigrants to lose proficiency in their native languages as they acquire the languages of the country they grow up in during early childhood.

Hurley, Warren, Habalow, Weber, and Tousignant (2014) also discussed the cultural barriers and lack of cultural knowledge that prevented service providers from fully engaging with ELLs in early childhood. Hurley et al. noted the importance of understanding ELLs' cultural backgrounds and contexts when deciding to refer them for special education. Nurhayati (2015) found that Indonesian kindergarten students learning English showed low English pronunciation ability due to a lack of interesting activities and thus motivation in learning. Introducing new games and interesting tasks could increase student motivation and improvement in English pronunciation (Nurhayati, 2015). Ackerman and Tazi (2015) discussed the risk of Hispanic-speaking dual language

learners in early childhood to not receive adequate special language assistance in school.

Family context, such as education level achieved by parents and family income, can also

influence the risk of low academic achievement for early childhood CLD learners

(Ackerman & Tazi, 2015). Niehaus, Adelson, Sejuit, and Zheng (2016) discussed how

socioemotional problems were shown to result in lower academic performance in early

childhood English language learners. Teachers' understandings of how students'

socioemotional well-being influence how easily they can acquire English is a challenge

that is still unknown (Niehaus et al., 2016).

Early childhood learners can be at risk for developing poor-quality teacher-child

relationships, which impacts the learner's cognitive and emotional development and

social skills (McNally & Slutsky, 2018). Conflict within a teacher-child relationship

could result in decreased social skills and self-regulatory behavior (McNally & Slutsky,

2018). Early childhood students could have difficulty establishing positive and close

relationships with teachers from a different cultural and socioeconomic background

(Wright et al., 2016). If early childhood ELLs' nonverbal emotional cues are unable to be

perceived by an educator, they will not experience as effective learning and development

in the classroom (Park, 2014). Early childhood CLD learners who are from low income

economic backgrounds may also cause them to be behind their peers in reading and

mathematics skills (Baker, 2014; Olszewski-Kubilius & Corwith, 2018). Additionally,

ELLs in early childhood need to acquire both basic English skills and academic English

language skills to succeed in school, the latter of which is more demanding and difficult

to acquire because it requires written and spoken language skills (Dobinson & Buchori, 2016).

Sibley and Brabeck (2017) discussed how immigrant students, particularly Latino individuals, face several different challenges while having several protective factors. They stated that immigrant CLD children were more likely than U. S. born children to experience poverty and live in households where no adults are fluent in English or had advanced academic experience. Because of living in poor neighborhoods, immigrant CLD children were likely to attend under resourced, larger, unsafe, and segregated schools. Though immigrant CLD children had strong familial and community support networks, they were less likely to be as proficient in reading and mathematics and graduate from high school (Sibley & Brabeck, 2017).

For Latino immigrant students, the current U.S. legal and political climates are inhibiting environments, especially for those whose parents' or their own legal status is in question (Sibley & Brabeck, 2017). Children of unauthorized parents must live in social exclusion, pervasive stress, and harsher parenting. They cannot access institutional resources such as bank accounts, credit cards, and driver's licenses, which predicts greater economic hardship and psychological distress and is associated with lower child cognitive developments. Children of immigrants are less likely to have high-quality early care and preschool, entering kindergarten behind U.S. born children. Additionally, these CLD students may face cultural barriers, teacher bias, and lower expectations in school that can affect mental health, cognitive functioning, and academic performance, which

may have implications for their later academic performance and quality of life (Sibley &

Brabeck, 2017).

A major challenge is that CLD learners struggle with acquiring English

proficiency and competency. In schools, CLD learners are challenged with many

language and cultural differences (Allen, Robbins, Payne, & Brown, 2016). According to

Cumming (2013), when students have limited English proficiency and academic

vocabulary, they will perform poorly in literacy tasks at school. Allen (2017) noted that

the language barrier that affects a CLD learner with limited English proficiency can

negatively influence a teacher's perspective of the student's academic talents and gifts

and is viewed instead with a deficit perspective that focuses on his or her difficulties in

acquiring English in early childhood. Navarrete and Watson (2013) found that students

must be exposed to a rich environment where they can practice language and literacy

skills in English to increase English competency. Ideally students would be assessed to

find out what they already know in their primary language to assist them in learning a

second language.

Souto-Manning (2016) discussed the deficit perspective with which ELLs were

viewed in the classroom. She stated that teachers often regarded ELLs as problems,

needing remediation, and inherently lacking the skills needed to succeed academically,

and were often ignorant to the potential that these students had and the sophisticated

language skills they already had. This had the effect of marginalizing ELLs in

classrooms. Gottfried (2017) discussed the different and unique needs that ELL students

had when entering school compared to other students. They stated that ELL students who

did not receive pre-kindergarten care and remained in parental care may not have the opportunities to acclimate to an English-speaking environment or develop more socio-behavioral skills, as those parents did not speak English. Additionally, the interaction between sociocultural factors and pre-kindergarten care may be more complex for Latino ELL students (Gottfried, 2017).

Gay's (2010) theory of CRT is again relevant to these challenges, as CRT is necessary to effectively serve CLD learners (Gay, 2010). Bronfenbrenner's (1986) mesosystem model in his theory of developmental ecology relates to CLD learners' challenges, as it shows that CLD learners' challenges and teachers' challenges influence each other. For example, in building teacher-child relationships with each other, both individuals being from different cultural and socioeconomic backgrounds introduces more difficulty. CLD learners have many of their own challenges to contend with in school and require teaching that meets their distinct needs (Sorto et al., 2014).

Challenges Faced by Educators

Teachers are faced with an array of difficulties when working with CLD learners, including having to overcome CLD students' language barriers, collaborating with parents of CLD learners, and critically examining teachers' own insensitivities to cultural difference (Hurley et al., 2014; Walker, Mahon, & Dray, 2017). They also face personal, cultural, and institutional challenges in developing effective teaching strategies for CLD learners (Chin-Yin, Indiatsi, & Wong, 2016). Teachers need to be prepared to teach CLD learners at all stages of their educational development. Taylor et al. (2016) posited that new teachers are unprepared to work with CLD students. Salerno and Kibler (2013)

addressed how teachers do not feel prepared to work with CLD learners, while Acquah,

Tandon, and Lempinen (2016) suggested teachers often feel inadequately prepared to

teach in culturally diverse classrooms and do not change their style of teaching even

when their classrooms become diverse. CLD learners face challenges unique to their

demographic, and teachers often believe they are unprepared to teach those students

(Heineke, Papola-Ellis, Cohen, & Davin, 2018; Murtagh & Francis, 2011). According to

Adera and Manning (2014); Cruz, Manchanda, Firestone, and Rodi (2020), teacher

training methods have yet to develop a dependable, systematic method of ensuring

cultural sensitivity, which is a component in CRT (Gay, 2010). Language barriers posed

one of the most overt challenges to teachers of CLD students (Herrera, Morales, Holmes,

& Terry, 2012; Wood, Wofford, & Hassinger, 2018). Amorsen (2015) found that teachers

are challenged when working with a language that is different from their own. When

teachers are not familiar with their students' cultural background, it is a challenge for

teachers to align their instruction to meet the needs of CLD learners (Yurkewecz, 2014;

Walker, Mahon, & Dray, 2017). Studies on teachers' challenges in teaching CLD learners

that focused on early childhood noted influences specific to early childhood that have

potential to influence them in the future, such as shifts in language proficiency and

referrals for special education (Hurley et al., 2014). Teachers face a variety of personal,

cultural, and institutional challenges in developing effective teaching strategies for CLD

learners (Chin-Yin et al., 2016). Studies on teachers' challenges in teaching CLD learners

that focused on early childhood noted influences specific to early childhood that have the

potential to influence them in the future, such as shifts in language proficiency and

referrals for special education (Hurley et al., 2014). Teachers' perspectives of teaching strategies for CLD learners are sometimes impacted by the challenges they face (Hurley et al., 2014).

Teachers of color have been shown to be effective in improving academic support for students of color but face high turnover and low retention rates in schools (Cheruvu et al., 2015). In schools, teachers of color struggled with feeling a sense of belonging or connection in early childhood teacher education, and the domination of Whiteness in course content and peers that made it difficult for them to continue teaching students of color (Cheruvu et al., 2015). Wright et al. (2016) stated that it was difficult for early childhood teachers to form bonds and close relationships with students from different cultural and socioeconomic backgrounds, and that these teachers tended to form deficit perspectives and to fixate on problems, real or imagined, concerning CLD learners. They stated that these teachers may be challenged with learning to "recognize and appreciate the social and cultural practices of children who say and do things in ways they either do not know how to value or find confusing" (p. 83). This could result in teachers becoming emotionally distant from CLD learners, which would make it more difficult to effectively teach them.

Jokikokko and Karikoski (2016) similarly found that teachers and children from different cultural and socioeconomic backgrounds can cause disconnect in communication between them, and a lack of support for the child's cultural knowledge. They discussed how early childhood educators begin their intercultural learning with a "disorienting dilemma." "When people face a situation that is somehow unfamiliar to

them and this new experience cannot be explained in light of their pre-established meaning schemes and meaning perspectives" (p. 94). They mentioned that as teacher intercultural learning is best practiced with self-direction, independence, and interactivity, a teacher without those qualities and the ability to integrate theoretical knowledge and practical experience would have more difficulty with gaining cultural competence. A teacher may also lack deeper reflections on power structures regarding intercultural education and have difficulty developing "deeper intercultural professionalism" because of the lack of courses in teacher education that focus on diversity and multiculturalism (Jokikokko & Karikoski, 2016, p. 94). Teachers who are unqualified are often assigned to low-performing schools which have a large group of CLD learners from low-income families (Ochoa, Brandon, Cadiero-Kaplan, & Ramírez, 2014). As a result, these teachers may not know how to adequately cope with the learners in their classrooms. This may additionally influence early childhood CLD learners by increasing the likelihood that they may be viewed through a deficit perspective by teachers without cultural knowledge and will not be appropriately classified for disabilities or gifted programs, decisions that are often made when a child is young (Banerjee & Luckner, 2014).

Hedge et al. (2016) stated that the achievement gap between ELLs and non-ELLs was a significant challenge for many teachers. They suggested that it was because early childhood teachers were challenged with a sense of unpreparedness regarding teaching increasingly diverse populations, finding that only 60% of sampled teachers felt prepared to teach ELLs. Jean-Sigur et al. (2016) similarly found that early childhood educators did not necessarily feel prepared to work with diverse, multi-ethnic, and immigrant

populations of students. McNally and Slutsky (2018) discussed how kindergarten

teachers struggled with conflicting pressures for taking teacher-centered or child-centered

approaches to teaching practices. They said that teachers appreciated child-centered

approaches but struggled with other influences such as accountability movements that

preferred teacher-centered approaches, or with their own beliefs about their positions as

teachers or about students. They also discussed how access or lack of access to

professional development could pose a challenge to kindergarten teachers.

Dobinson and Buchori (2016) discussed how early childhood teachers in Australia

struggled with expectations to teach students with inadequate English skills at

mainstream curriculum standards, provide linguistic support, and make connections with

students' native languages without preparation for teaching students from diverse cultural

backgrounds. They mentioned that early childhood educators faced a mostly monolingual

perspective on schooling with CLD students, which did not meet the needs of CLD

students adequately. They said that U.S. teachers have also reported feeling

professionally inadequate and overwhelmed with the extra work that ELLs can require,

with teachers lacking time and resources for meeting ELLs' unique needs and holding

misconceptions of acquisition of second languages. They stated that teachers in the U.S.

and Australia felt immense pressure in teaching ELLs and could not effectively meet the

needs of ELLs in the classroom, especially without knowledge of students' native

languages.

Isik-Ercan, Demir-Dagdas, Cakmakci, Cava-Tadik, and Intepe-Tingir (2017)

discussed how the inability to speak ELLs' first languages can result in early childhood

teachers struggling to communicate with ELLs. They also mentioned that the lack of coursework for teaching ELLs in most teacher education programs was an obstacle to adequate engagement with ELLs. Ryan and Graue (2015) discussed the increasing expectations placed on early childhood teachers in meeting policy goals. They said that the debate surrounding what early childhood teachers are required to know to be effective was controversial and included issues such as whether early childhood teachers needed to focus on child development, and what kinds of knowledge were pertinent to developing high-quality teaching practices. They suggested that the early childhood education community has "tended to be reactionary rather than proactive" in efforts to change the field, including to better serve ELLs, resulting in a lack of advocacy partially based on the field's utilization of various disciplines (p. 89).

In addition to general challenges teachers face in teaching CLD learners, teachers must be prepared for difficulty in collaborating with parents of CLD students (Smith, 2020; Wolfe & Durán, 2013). CLD parents reported difficulties in interacting with teachers due to language, communication, and cultural barriers, insufficient information on school policies, lack of respect towards the parents, and perceived negative biases toward their children (Smith, 2020; Wolfe & Durán, 2013). Mistrust and tension developed between education professionals and parents because the power dynamics within the school mirrored Euro-centric power dynamics in society (Wolfe & Durán, 2013). Participatory, relationship-oriented iterative processes between teachers and CLD families in elementary school can help to collaboratively identify problems and create culturally appropriate solutions (Ingraham et al., 2016). Teachers must consider the

importance of including the parents of CLD learners when they serve the student despite the potential challenges (Smith, 2020; Wolfe & Durán, 2013).

Kim (2013) and Brown and Weber (2016) highlighted the internalization of interpersonal interactions between parents, teachers, and young CLD learners developed during preschool and early elementary years, which influenced students' confidence and ability and posed another factor for teachers to be aware of when teaching CLD learners. These challenges relate to the pedagogical skill component of Gay's framework, where Gay (2010) stated that teachers must learn to develop their capacity to care through the changing of their attitudes and beliefs toward CLD learners in order to be more effective teachers. These challenges are part of the mesosystem model of Bronfenbrenner's (1986) theory, as teachers' challenges affect CLD students' school experiences. Language barriers and parent relationships were both potential challenges for teachers working with CLD learners.

Best Practices for Teaching CLD Learners

Despite the myriad challenges that CLD learners and their teachers contend with, some methods have been developed to assist in meeting CLD learners' unique needs (Snow, Eslami, & Park, 2015). Snow et al. (2015) suggested methods such as modeling word-choosing strategies, discussing example papers, pairing ELL students with American students, and accepting CLD learners' emotional concerns as effective methods of improving their English writing. Cultural sensitivity was vital to engage the critical thinking of young children and was related to the need for culturally congruent instruction to be part of CRT (Gay, 2010). Methods used with CLD learners are a part of

CLD learners' developmental contexts at school, which is supported by the mesosystem model of Bronfenbrenner's (1986) theory. As the mesosystem model addresses the mutual impact of a child's home and school contexts in this study, the practices that teachers use with CLD learners impacts their home context, which impacts their school context. Vittrup (2016) discussed the importance of early childhood teachers' initiative in guiding developmentally-appropriate classroom conversations on race and culture, stating that early absorption of social messages makes it more critical to engage students in multicultural education, which is only executed well with full cultural competency. Successful classroom discussions were shown to be beneficial for all students, CLD and non-CLD alike (Vittrup, 2016). Summer (2014) was also successful in developing cultural sensitivity as an early childhood educator by critically engaging with anti-racist literature and reflecting on her own experiences and actions. Culturally congruent instruction and culturally sensitive teaching methods were potentially beneficial to CLD learners (Vittrup, 2016).

Acquiring English Language

According to Hur and Suh (2012), CLD students are challenged with language and cultural differences that teachers needed to be able to develop instructional strategies to address these challenges. They stated that CLD learners struggled to develop vocabulary. When students had limited academic vocabulary, they performed poorly in literacy tasks at school because they did not possess the English literacy necessary for them to succeed. Contrary to certain beliefs about early childhood ELLs, acquiring a second language in early childhood is not necessarily easy, and poses a significant

cognitive demand on a child (Kim & Plotka, 2016). Roy-Campbell (2012) found some

CLD learners in high school have difficulty decoding basic words. Sometimes they

conversed in English, but when reading aloud, they stumbled over every other word

(Roy-Campbell, 2012). Hur and Suh (2012) said that even though third and fourth grade

CLD students may lack an English vocabulary, they may have a rich vocabulary in their

native language. They stated that teachers should use students' vocabulary skills in their

native language to support them to acquire vocabulary skills in English. Students need to

be exposed to vocabulary in meaningful contexts and build vocabulary from new English

words they learn (Hur & Suh, 2012). Kelley, Roe, Blanchard, and Atwill (2015) found

that higher native language skills benefited the English acquisition of early childhood

Spanish ELLs. Washington and Iglesias (2015) also found that proficiency in the first

language could affect proficiency in the second language in early childhood ELLs.

Gesture and motion were also shown to be effective communicative tools for early

childhood educators to use to help second grade CLD learners construct concepts and

meaning in English words (Rosborough, 2014). Hur and Suh (2012) mentioned that lack

of English literacy could pose a major challenge for CLD learners, who needed to build

vocabulary and gain English language skills using skill-building activities.

　　　　CLD learners also needed to develop English language skills to participate in the

classroom (Culp & Schmidlein, 2012). Culp and Schmidlein (2012) and Robinson and

Randall (2016) found that K-12 teachers needed to find ways to help CLD learners

acquire a second language by using words students are familiar with. They stated that if

teachers were unable to support these students, it would possibly delay their growth and

negatively impact students' self-esteem, academic achievements, social skills, and their mobility through society. They said that teachers who recognized and built on what students brought to the classroom from their daily life experiences were successful in teaching CLD learners. Also, teachers should have activated what children already knew to help them to learn new skills. Vittrup's (2016) discussion of culturally sensitive teaching relates to what Gay (2010) referred to as culturally congruent instruction, which incorporates students' cultural values into classroom instruction. Helping CLD learners acquire English language skills is a part of CLD learners' developmental contexts at school, and thus the mesosystem model of Bronfenbrenner's (1986), as these methods are influenced by CLD learners as CLD learners are influenced by them. Helping CLD learners acquire the necessary English language skills could greatly aid in their academic progress (Love, Spies, & Morgan, 2017).

Just as students' first language plays a very important role in acquiring a second language, a student's first language could also be an effective strategy to use during writing to understand unknown words, as shown in a study centered on CLD university students (Cumming, 2013). In Cumming (2013) study, multilingual students, and "at-risk" students in an after school tutoring program were analyzed for intersections between cognitive skills, personal attitudes, and social practices. Berg (2014) contended that in general, CLD students knowing a language other than English can help students through the process of learning English. Berg stated that language switching is a cognitive process that encourages learners to think in the second language. Dobinson and Buchori (2016) suggested activities utilizing early childhood CLD students' native languages such as

group strategies by native language, cross-age tutoring with students sharing the same native language, and bilingual books. A teacher in Hedge et al.'s (2016) study used peer-tutoring, think-pair-share, cooperative grouping, questions and answers, and individually explaining answers to teach early childhood ELLs. An early childhood teacher in a study by Park (2014) and Wong, Bukalov, Ferlazzo, and Sypnieski (2020) used demonstration teaching with ELLs, which involved the use of nonverbal actions to help ELLs feel comfortable engaging and learning about abstract concepts. Snow et al. (2015) suggested that literacy-enriched play and experimentation with reading and writing could benefit the English language skills of early childhood Latino ELLs.

Kindergarten through 12th grade CLD learners should be assessed both in English and in their native language to determine readiness to participate in an English-only academic program (Abedi & Levine, 2013). Determining readiness is important, because retaining students from an English-only academic program until they are ready may have ensured their eventual success in that program (Abedi & Levine, 2013). When evaluating a students' academic level, their mastery of their native language should have been taken into consideration to appropriately match them with appropriate programs (Abedi & Levine, 2013).

CLD learners' use of their native language in learning English caused them to develop more complex cognitive processes that require special types of instruction (Berg, 2014). As a result of this, Sheltered English or content-based English instruction could be a useful strategy for engaging CLD learners because it activates different parts of a CLD learner's brain, and as a result, may contribute to the increased understanding of the

materials by encouraging holistic understanding of learning concepts (Short, Fidelman, &

Louguit, 2012). Sheltered English is an instructional strategy developed for and

accommodating of the needs of CLD learners (Burke, 2015). The aim of sheltered

English is to integrate conceptual content with academic language to develop multiple

English literacy skills simultaneously and was shown to have a significant positive

impact on ELLs (Short et al., 2012). According to Short et al. (2012), sheltered English is

also called content-based English as a second language because the course primarily

focused on language learning and students are taught by licensed language instructors in

middle and high school. Sheltered English is targeted specifically at English learners,

taught in classes made up only of CLD students and is meant to prepare CLD learners for

typical English-only classes (Burke, 2015).

Students benefit from having testing accommodations that considered their ELLs

status (Abedi, 2014). According to Abedi (2014), it was helpful to assess students in both

their native and second languages so that teachers knew if they understood the material,

even if they may not yet be proficient in English. Computer-based testing could help to

facilitate a better testing environment for ELLs. Abedi outlined several successful

computer-based accommodations such as the University of California National Center for

Research on Evaluation, Standards, and Student Testing (UCLA/ CRESST) computer-

based assessment that included a pop-up glossary, a customized English dictionary, extra

testing time, and small-group testing. He said that utilizing this type of technology could

greatly help ELLs to gain a sense that their proficiency in other subjects is recognized. He

stated that efforts to make testing accommodations for ELLs included language-based

accommodations that made assessments more accessible to ELLs, which raised ELLs'

confidence in all academic-related areas, including language learning, and were

potentially helpful to early childhood learners as well.

Technological Tools

Amorsen (2015) stated helping CLD learners acquire English skills could be

facilitated using technological tools. Technological tools used in classroom instruction

could relate to the pedagogical skills aspect of Gay's (2010) theory by being a part of

teachers' pedagogy. Technology tools are also a part of CLD learners' developmental

contexts at school and can be understood as part of the mesosystem model of

Bronfenbrenner's (1986), as these tools are influenced by the cultural backgrounds and

needs of CLD learners as CLD learners' language skills are influenced by them. Hur and

Suh (2012) stated that teachers could use visual and audio aids to help CLD learners

develop new vocabulary to improve their English skill. They said that teachers utilized

several types of visual and audio aids such as graphic design, concept and story maps,

word banks, and technology, such as video, images, or maps. They said students

participated in activities such as word sorts and mapping to develop understanding of the

content. Amorsen (2015) suggested that teachers of early childhood students should allow

students to use computer programs in dual languages. Since many students depended on

technology in their everyday lives, they felt most comfortable using computer programs

to understanding lesson content (Amorsen, 2015).

Technological tools could also take the form of adaptive learning technologies,

which have also been shown to benefit CLD learners (McCormack, 2014). In a study

conducted by McCormack (2014), early childhood ELLs used ScootPad, an adaptive

learning software for one-to-one remediation to practice language skills. Their English

literacy scores improved, leading to teachers gaining valuable insight into and analysis of

individual learning processes at various skill levels. McCormack (2014) stated that when

students could understand concepts and ideas and express them both verbally and in

writing then students will have a higher chance of succeeding in most academic subjects.

They said that digital tools and adaptive learning technologies helps CLD learners gain

these skills.

Additionally, technological integration of digital art and language art course

contents could also encourage students while encouraging culturally and linguistically

responsive learning (Delacruz & An, 2014). Teachers could use technology such as an

interactive white board (IWB) or a digital storytelling tool that could provide students

with engaging and repeated learning opportunities for learning (Hur & Suh, 2012). Hur

and Suh said that students could also use the IWB to draw, write, and erase. Drawing,

writing, and erasing on the IWB could help students engage in their learning in a way that

standard learning alone may not achieve. They said students were motivated to learn

because the IWB supported the whole class during instruction. It also helped with

effective presentations to meet the needs of K-12 CLD learners so they could inter-relate

texts, images, and videos that were clearly presented on the IWB. It could also be used

for teaching, remediation, and practice. Use of the IWB promoted learner motivation by

allowing physical interaction with the board and strong visual and conceptual appeal in

that interaction. Hur and Suh (2012) found internet resources, project videos, and images

offer effective assistance for CLD learners during language instruction. They said that using the IWB, teachers can show images/pictures of words students might not be able to identify in English. They said students may know the words in their native language but may not know how to pronounce the words in English. Delacruz and An (2014) said that IWBs have the potential to help CLD learners to develop vocabulary skills. Hur and Suh conducted a study in three elementary schools to evaluate the impact of IWBs and showed that fifth grade CLD learners whose teachers used IWBs, scored higher in reading and mathematics. Based on the results of this study, the IWB used to support language acquisition is seen to benefit K-12 CLD students. Delacruz and An (2014) stated that interactive digital tools such as the IWB could positively impact classroom instruction for CLD learners.

Technology is a conduit for encouraging student agency in the classroom and allowing them to take ownership of their own learning (Love et al., 2017). Student agency was defined as when students take charge of their learning which demonstrated not only that they were motivated but also that they took ownership of their own learning (Martínez-Álvarez & Bannan, 2014). A study by Martínez-Álvarez and Bannan (2014) showed giving fifth grade Latino students independent control over technological tools as part of a lesson helped students feel motivated and invested in the lesson content, as well as encouraged participation in classroom discussion. These students felt that they could modify and arrange lesson content in a manner that benefitted their individual learning styles. The study did not mention whether it is recommended for younger students.

Similarly, Terrazas-arellanes, Knox, and Rivas (2013) found that science learning software which featured images, online discussion forums, interactive games and accessible vocabulary and definitions increased sixth through eighth grade CLD learners' interest and motivation to learn lesson content as well as invited interest in discussion with other students. These tools improved vocabulary and facilitated student teamwork as well. Larabee, Burns, and McComas (2014) found that using iPads during reading instruction for early childhood learners, including some ELLs, increased time spent on task for participating students. Lee and Tu (2016) also found that iPad instruction improved the science learning of early childhood students, especially for ELLs. Head Start, an early childhood learning software, was shown to be effective in improving the vocabulary and basic mathematics skills of CLD students (Bloom & Weiland, 2014). Blog-mediated classroom activities allowed for regular practice of English language skills and a means for greater interaction with early childhood ELL classmates and parents (Shin & Seger, 2016). James (2014) found that third grade ELLs improved English reading fluency by using a reading software called the Waterford Early Reading Program. Digital tools could be used in a way that developed CLD students' self-initiative and interest in directing their own learning (Martínez-Álvarez & Bannan, 2014).

Another successful technology tool used to teach CLD learners is digital storytelling (Batsila & Tsihouridis, 2016). Students constructed narratives or podcasts using expository writing in video format and played it on a computer, smart tablet, or mp3 player, such as an iPod (Hur & Suh, 2012; Ok & Ratliffe, 2018). In a study by Hur and Suh, kindergarten through 12th grade students became creative storytellers by

selecting a topic, conducting research, writing a script, and developing an interesting

story. Students shared personal stories. The researchers stated that when students used

visual images with written text and personal narration, it helped students to present the

materials in a meaningful way which increased their comprehension of content. In this

study kindergarten through 12th grade students practiced their narratives by correcting

grammatical mistakes or pronunciation, which helped in gaining language fluency.

Digital storytelling helped students to create a digital story. Hur and Suh (2012) said that

students were no longer passive information receivers but active knowledge developers.

Students were also shown to be eager to use digital storytelling tools in class, and had

many positive experiences associated with the medium (Batsila & Tsihouridis, 2016). E-

books have also been shown to be an effective digital storytelling tool for helping to

teach basic academic vocabulary (Love et al., 2017). Digital storytelling tools provided

effective supplementary language instruction and positive experiences for CLD learners

and teachers (Batsila & Tsihouridis, 2016).

Podcasts are another form of digital storytelling tools that have also been shown

to be beneficial to CLD learning (Hur & Suh, 2012). In the Hur and Suh (2012) study, K-

12 students could create and share files on the web. They could download lecture

podcasts then listen to them on an mp3 player while they are exercising or walking. This

activity also allowed students to review class materials for test preparation or learn

materials missed due to being absent. These podcasts were supportive for students

because they were able to control the speed of playback, rewinding or pause as needed.

These podcasts allowed students to experience a native speaker's real speech and hear

how vocabulary is used. Hur and Suh (2012) stated that students learned the history and culture of language and identified new vocabulary and grammar structure. The positive effects of podcasts used by CLD students for learning English language skills were corroborated by Naseri and Motallebzadeh (2016). They said that podcasts were an effective learning tool for CLD learners that help them improve their self-regulation as well as English literacy.

Terrell (2013) created Story Time Wiki which included media, links, and resources from the classroom and made them accessible to the students once they were home. The parents in this study were introduced to the website through a video tutorial, a newsletter, and a parent-teacher conference. This was done so that parents could understand the usefulness of the online resource and know how to interface with the website. Likewise, social media may be beneficial for English Language Learners because it is new technology that many students already utilize in their everyday lives (Jabbari, Boriack, Barahona, Padrón, & Waxman, 2015). Jabbari et al. (2015) found that today's K-12 students have developed idiosyncratic learning habits that necessitate the incorporation of technology to keep the student fully engaged in classroom learning. They said that despite all the available strategies in the literature, it is unclear which, if any of these suggested techniques are being used in the local classrooms. They said that digital tools can adapt classroom language instruction content to the personal lives of CLD students to better engage them.

Technology can be implemented effectively in early childhood English language classrooms with the following parameters: identifying the target skill, evidence-based

strategy, suitable type of technology, developing a protocol for the training students in using it, measuring and monitoring progress, and being flexible (Musti-Rao, Cartledge, Bennett, & Council, 2014). Musti-Rao et al. (2014) showed that iPad applications can be useful software for helping young CLD learners practice their English literacy skills. Leacox and Jackson (2014) discussed the use of e-books and audio recordings in technology-enhanced reading sessions in supporting modest growth in early childhood English language learners' acquisition of English. Conversely, technological tools were used unsuccessfully when parameters and training for its use were not properly taught to students (Musti-Rao et al., 2014).

Interactive Writing Techniques

Students engagement in language acquisition could be invoked interactive writing techniques and strategies (Ekmekci, 2017). For example, the "flipped learning" model encouraged CLD students' engagement with writing through student-directed instruction. Ekmekci (2017) described the "flipped learning model" as a type of instruction that reverses the lecture and homework parts of a course and transforms the classroom into a more dynamic space where teachers guide students in their own learning. Students take control of their learning through their input and thought processes as opposed to their teachers giving a lecture (Gough et al., 2017).

Piazza et al. (2015) suggested that free-writing is another way to help K-12 CLD learners to acquire English. In free-writing, students write without worrying about grammar, punctuation, or handwriting. They write in their native language in a timed session of five to ten minutes. Piazza et al. (2015) stated that in using interactive writing

to support CLD learners in early writing development, students could write in their native

language, which helps them to build their confidence as writers and allow them to have a

positive attitude towards writing. Throughout the interactive writing lesson, teachers have

used strategies such as participation in shared activities, planning written pieces,

modeling how writers think, collective writing, providing explicit instruction, and

rereading for meaning to assist kindergarten and first grade students until they were able

to write independently (Williams & Pilonieta, 2012). Using these strategies, particularly

the participation in shared storytelling, collective writing, and rereading for meaning,

students were exposed to English syntax, phrasing, and vocabulary. These strategies also

provided the scaffolded repetition that is supportive for oral language and word

recognition. Students were scaffolded by peers and received indirect feedback from the

choral approach, or reading aloud in unison with the class, and demonstrated problem

solving skills and offered support to each other when receiving feedback from the entire

class (Williams & Pilonieta, 2012). Williams and Pilonieta (2012) stated that scaffolding

was used to help students develop their literacy skills in planning, developing, and

editing. They said that it enhanced reading comprehension by summarizing, questioning,

word, and genre analyses and building vocabularies. Students could also use the internet

for literacy practice, which in the context of early childhood learners, could mean using

websites designed to help young learners gain literacy skills (Cumming, 2013). These

instructional strategies aligned with the pedagogical skills aspect of CRT as part of the

pedagogical techniques that can be employed in culturally responsive classrooms (Gay,

2010). Interactive writing techniques are a part of CLD learners' developmental contexts

at school, and thus the mesosystem model of Bronfenbrenner's (1986). Interactive

writing techniques used in a school context are influenced by the language abilities and

learning strategies best suited to CLD learners, which are rooted in their home context,

and CLD learners' language acquisition the school context is influenced by interaction

writing techniques, which affect the home context. CLD learners were more engaged and

self-directed in class activities when interactive writing strategies were employed

(Ekmekci, 2017).

Classroom blogging activities were shown to be effective in engaging early

childhood ELLs in English writing practice through an interactive medium (Shin &

Seger, 2016). Integrating English writing into literacy-enriched block play helped early

childhood Latino ELLs develop English language skills (Snow et al., 2015). Early

childhood ELLs could write in response to texts, using writing in research, prewritten "I

Wonder, I Learn" activities to practice English writing in an interactive way (Moses,

Busetti-Frevert, & Pritchard, 2015). Early childhood ELLs could write how-to books to

practice English writing skills and access background knowledge that the student already

possesses (Meier, 2013). Letter writing was also an activity used with early childhood

ELLs (Buechel, 2015). Early childhood ELLs could write sentences about a book that

was read (August, Artzi, Barr, & Francis, 2018). Second grade ELLs could practice

English writing using science observation activities (Vaughn & Gatling, 2013). Early

childhood ELLs could write books as an interactive writing activity (Pilonieta, Shue, &

Kissel, 2014).

Other interactive instructional strategies were employed to encourage independent writing and language learning through group activities (Williams, 2018). Teachers used journal writing and other open-ended composing exercises for practice (Williams & Pilonieta, 2012). In Williams and Pilonieta (2012) study, using such methods, students were encouraged to interact socially with their peers during writing activities. They observed that early childhood learners learned a new language more easily by interacting with fellow students. They said that interacting with fellow students allowed students to work through material socially, which was often more comfortable and natural for them. According to Turkan and DaSilva Iddings (2012), students should have plenty of opportunities to use language and literacy in ways that are meaningful to them. By doing so, students developed rich ideas that they can communicate in writing. Wang and Sheikh-Khalil (2014) discussed how wikis or collaborative online writing environments were an engaging and challenging collaborative tool that facilitated interaction amongst students, thereby contributing to language learning and improving writing skills. They said that encouraging group interaction in language-focused activities offered more opportunities for students to acquire language in meaningful ways.

In addition to collaborative group activities, individual and peer-to-peer interactive writing activities were possible strategies for improving CLD learners' English language skills (Anderson, Anson, Gonyea, & Paine, 2015). Maintaining a free writing notebook allows high school CLD students to write freely without the fear of teacher critique of grammar, punctuation, or handwriting (Scullin & Baron, 2013). Scullin and Baron (2013) stated that removing the pressure of anxiety using free writing

notebooks allows students to practice writing in an encouraging and stress-free environment. They said that teachers encourage students verbally, modeling writing, and demonstrating with texts. They recommended teachers should allow ten to fifteen minutes of free writing each day. This was because free writing allows students to write without hesitation because it is a non-threatening, informal and brief activity to encourage students to write.

Additionally, Scullin and Baron (2013) found students could write in their foreign language without being embarrassed about errors. When students' contributions were valued, they experienced success and their self-confidence was strengthened. They said that students were able to freely express themselves without the teacher's judgements or corrections. They said teachers encouraged students to reread the previous free write ups, so they could continue to write out their ideas and add details to strengthen their thinking process. These peer collaboration and feedback strategies were also used to strengthen essay-writing abilities in individual writing activities (Anderson et al., 2015). Individual writing and peer collaboration activities were strategies that helped CLD students practice and improve English writing and language skills (Anderson et al., 2015).

In another variation of individual interactive writing activities, teachers played radio clips for high school students to write a response or reaction to the piece (Scullin & Baron, 2013). In this study, teachers wrote along with students to foster the idea that they were all writers. These teachers asked students to write for a certain number of minutes without stopping. Adjustments were made to the time limit depending on how well the time was used. These teachers read student entries, and had students read aloud to a

partner or listen to their partner's entry. This practice improved students writing, reading, speaking, and listening skills. In this study written entries were shared with the whole class. Students could read a phrase or one sentence to the class, trade notebooks and silently read each other's writings and underline favorite sentences or phrases as they read. Students were encouraged to put sticky notes on a piece of writing they were proud of and the teacher read it and then gave feedback or comments for students to reflect on. Teachers displayed students' work on bulletin boards throughout the school. Students were encouraged to submit their writing to the school newspaper and the local newspaper and to be published in school blogs. These activities helped students to overcome their fear of writing. The researchers concluded that response writing activities and sharing writing with peers were other components of interactive writing techniques that were beneficial to CLD learners' acquiring English language skills.

Bradford, Newland, Rule, and Montgomery (2016) showed that comprehensive writing rubrics were beneficial for first and second grade English language learners as guides for opinion essays and writing processes. Having a rubric gave students confidence in their writing and motivated them to produce higher quality work. It is not yet known how giving early childhood English learners rubrics for other writing tasks and subject areas will affect their language progress. Hong (2015) discussed the trajectory and evolution of elementary CLD students' identities as writers, stating that it began as students considering others as authors, then themselves as authors, then themselves as reflective authors, English language learners' identities and growth as

writers was nonlinear; however, and the success of writing activities depended on the individual learners' process.

Classroom Activities

In addition to interactive writing techniques, teachers of early childhood CLD learners could also use classroom activities to help learners acquire English language skills (Bauml & Mongan, 2014). These teachers set up small and large group sharing time, which were used for sensitive interactions and discussion to promote children's individuality and diversity. Show and tell was another activity that was used in small and large group sharing, and in one-on-one interactions between teacher and student and the use of message boards and digital albums. The topics to be shared in this activity were from personal items, events, classroom and playground experiences, imaginative storytelling, and any other subjects. According to Bauml and Mongan (2014), there were many benefits to sharing time in the classroom. These benefits included sharing time, which engaged listening and talking, promoted language and literacy learning for the presenters and the listeners, and promoted self-confidence and independence. The researchers said that when children talked about their object in front of others it helped to build their confidence. They stated sharing time in the classroom was very important because it promoted cultural understanding and appreciation for others. During sharing time, the teacher asked clarifying questions to encourage whole class discussion, which turned into a cultural lesson. Woodley, Hernandez, Parra, and Negash (2017) discussed successful culturally responsive approaches for engaging general CLD learners that validated learners' pre-existing knowledge, provided multi-dimensional learning

discussions and workshops, and empowered students with leadership opportunities, using activities that centered on group discussion and sharing the role of discussion leader. They said that activities would be unsuccessful if inadequate guidance was provided to students, or when a standard of progress was imposed on the activity without considering students' individual learning processes. It was not known how these activities could transfer to K-3 learners. Group discussion and sharing activities aligned with the culturally diverse curriculum content component of CRT by introducing cultural knowledge from CLD students' backgrounds into classroom discussion (Gay, 2010). Classroom activities are a part of CLD learners' developmental contexts at school, and thus the mesosystem model of Bronfenbrenner's (1986). Classroom activities in the school context are shaped by the cultural and linguistic influences rooted in the students' home context, and what students learned from the classroom activities influence them in their home context. Group classroom activities were used in a variety of ways to engage and share students' interests and encourage peer discussion (Bauml & Mongan, 2014).

Intentionally connecting language with knowledge development during classroom activities has been shown to have a positive effect on early childhood CLD learners' classroom engagement and knowledge retention (Leighton, Giunco, & O'Brien, 2017). In Leighton et al.'s study, an early childhood educator for ELLs used reading and discussion activities that established contexts that support complex cognition, cultivate engagement in reading and learning, and built language and knowledge at the same time. Another method they mentioned was the teaching activity "putting on your thinking cap." In this activity students were given a word and a teacher asked three different questions for

students to build on. Teachers encouraged third grade students to value what they knew, incorporate their peers' experiences into their knowledge, practice listening, and help students to connect new and existing information so they could understand new information (Amaro-Jimenez, 2014). In this study, teachers were encouraged to create a nurturing and caring classroom which was especially important when working with CLD learners. Amaro-Jimenez (2014) stated that teaching CLD students that their backgrounds were valuable as well as how to relate them to classroom content was valuable in creating positive classroom atmosphere.

Teachers could use reading and writing books together as a classroom activity for early childhood ELLs (Pilonieta et al., 2014). Class blogs could be used to allow interaction amongst peers and parents of early childhood ELLs (Shin & Seger, 2016). Science observations were a classroom activity that could help second grade ELLs improve English language skills (Vaughn & Gatling, 2013). Classroom activities that can help early childhood CLD learners integrated their backgrounds with English language acquisition include interactive drawings and sentence frames (Meier, 2013). Drama and dance-related classroom activities could be used to improve early skills in K-1 ELLs (Greenfader & Brouillette, 2013). Enhanced read-alouds can be used with early childhood CLD learners to create a community of learners and collaboratively practice English language skills (Giroir, Grimaldo, Vaughn, & Roberts, 2015). Free-play activities allowed for greater engagement of early childhood ELLs (Markova, 2017). Collaborative classroom visible thinking activities allowed for discussions of global issues amongst early childhood CLD students (Salmon, Gangotena, & Melliou, 2018).

Integrating Cultural Contexts

The importance of teachers' understanding that CLD students' backgrounds were valuable by integrating their students' culture into their teaching has been shown in previous research (Yang & Chen, 2014). According to Yang and Chen (2014), intercultural language learning allowed adult students to learn English in an authentic way. In this study, if their learning materials reference cultural norms that were unlike their own, or if they lacked a contextual understanding of certain cultural norms, it was more challenging for them to learn English. For this reason, researchers recommended that teachers should have been astute about how they incorporated the culture of their student. CLD learners' cultural backgrounds are a part of CLD learners' developmental contexts at school, and thus the mesosystem model of Bronfenbrenner's (1986) theory mentioned how behaviors are different in the presence of family than when at school. CLD learners are influenced by their behavior in their home context to behave differently when in the school context, and their behavior in their home context affects how they can behave in the home context; therefore, integration of these two contexts may offer more support for CLD learners in both contexts. This also aligns with culturally diverse curriculum content aspect of CRT by focusing on the incorporation of students' cultural backgrounds and knowledge into classroom activities (Gay, 2010).

One way that teachers could incorporate students' cultures into the classroom content was by using special cultural days to enhance their curriculum (Nguyen, 2012). For example, in a study on gifted CLD learners, Nguyen (2012) described the integration of special cultural holidays into the classroom to meet the cultural needs of a school-aged

CLD Vietnamese student. She described the way teachers could use the Vietnamese New Year to incorporate games and art projects for the students. She said that teachers also created a lesson plan based on the Lunar New Year and invited parents and community members to speak to the students about their customs and traditions. Some of the parents in this study brought homemade treats, some taught the students songs, and told their favorite folk tales. These activities allowed parents to have a sense of pride as they shared their culture with the students. She concluded that bringing the children's culture into the classroom by incorporating cultural holidays was a way teacher could activate students' cultural backgrounds.

Another tool that teachers could utilize in cultural activities was picture books. According to Louie and Sierschynski (2015), picture books helped K-5 students to improve oratory language skills which was the foundation of language learning. Effective teachers would slow down and listen to what their students said in response to the picture books. This would allow the teacher to best help the students to engage with the picture book and improve their oratory English skills. Hansen, Auproux, Brown, Giarretto, and Worthington (2015) suggested that when teachers used picture books that they combine narrative and expository texts to create the best learning outcomes for K-6 English language learners. Picture books were useful in conveying narrative and practicing English reading skills (Louie & Sierschynski, 2015).

The narrative aspect of picture books has also been used to incorporate multicultural knowledge into collaborative classroom discussions (Nguyen, 2012). Nguyen (2012) found teachers can use picture books that illustrate immigrant families

coming to America, why they came, and the hardship they might have endured to arrive. She stated that teachers can show video clips of early immigrants coming to America and then follow-up with discussions (Nguyen, 2012). Then students can write a report and do an oral presentation using this information. This will help to give voice to students' background and experiences. Nguyen (2012) said these tools will help teachers to know what students can do and what they can bring to share. She said when teachers integrate cultural social perspectives into their curriculum it will validate students' life experiences and family values. Despite all the available information regarding cultural contexts in the literature, it is unclear how many teachers are cognizant of the differences among the students in their classrooms. Additionally, Nguyen (2012) said that integrating cultural contexts may be unsuccessful if teachers did it in a way that relies on disrespectful cultural stereotypes. Ma et al. (2017) additionally found that such collaborative group discussion surrounding picture book narratives had a positive impact on the English reading and comprehension skills of ELLs. They said picture books have been used in effective ways to convey narrative, incorporate students' cultural backgrounds, and improve English language and literacy.

Parent Participation in the Classroom

Parents have an important place in the backgrounds of CLD learners, and their social statuses and classroom involvement is very important to their children's success (Beneke & Cheatham, 2016). Halle, Hair, Wandner, McNamara, and Chien (2012) found that early childhood students' learning outcomes were lower when parents are not citizens, had low educational attainment, and lived in poverty. These factors were found

to impact student success and impact parents' ability to participate in the classroom, limiting their willingness to spend time volunteering in the classroom. This had implications for early childhood CLD learners' success, as according to Amorsen (2015) and numerous researchers; early childhood students benefited when parents are involved in the classroom. Amorsen (2015) stated teachers could ask parents to volunteer in the classroom or be willing to record the needed information necessary to support students' learning. Snow et al. (2015) also mentioned that parents of early childhood ELLs could volunteer in the classroom. CLD parents from low socioeconomic and educational backgrounds were not as engaged in their children's education due to institutional barriers and a lack of knowledge that lead to them feeling excluded (Beneke & Cheatham, 2016). Beneke and Cheatham (2016) stated parent participation in CLD learners' classrooms was beneficial to learners' performance but was impacted by various aspects of their social status.

Even if parents could not participate in the classroom, there were other ways for parents to get involved (Amorsen, 2015). Amorsen (2015) suggested that teachers have a willing parent read the same materials in their native language to the students in the classroom to promote comprehension of classroom materials. They suggested teachers could also involve parents by sending classroom routines or timetables in the students' home language so that parents can be aware of students' routine in the classroom and be more engaged in school events and students' lives at school. They also said parents can also help teachers to label the classroom resources in dual or multiple languages. These teachers could write in English and the parents can write in the home language. Teachers

could add pictures for linguistic support. These teachers could encourage students to bring artifacts from their culture to share. The researcher suggested parents and teachers could collaborate in several ways to achieve consistency of language learning both in school and at home. In a study by Shin and Seger (2016), parents of early childhood ELLs were able to interact with their children through a class blog. Dobinson and Buchori (2016) mentioned parents of early childhood ELLs could incorporate home language instruction into lessons. Parents could also support early childhood CLD learners by having loving and caring attitudes toward learners (Isik-Ercan et al., 2017).

Furthermore, Bauml and Mongan (2014) suggested that teachers could invite families to share stories, experiences, songs, and activities that represented their cultural and linguistic backgrounds. To further encourage collaboration with others in this study, teachers could invite peers or buddies to support CLD learners by reading to them in English. Students created family journals and wrote what happened at school and parents wrote about happenings at home in any combination of home and English languages. In contrast, Forey, Besser, and Sampson (2016) discussed conflicting viewpoints between CLD parents and teachers of early childhood CLD learners on how to support their children. Parents in this study were involved in their children's English literacy progress but were resistant to adopting culturally-specific Western activities such as reading aloud due to their own limited English proficiency. In this way, parents believed that the participation in the classroom would be ineffective. Forey et al. (2016) stated that incorporating cultural knowledge through parent participation at home and in the

classroom was sometimes effective and sometimes conflicting due to different cultural values.

In line with the aspect of differing cultural values, Shim (2013) warned that certain teacher behavior can inhibit the success of parent and teacher collaboration. Shim (2013) suggested that English language teachers as well as classroom and resource teachers of middle school CLD learners must have positive attitudes towards the parents, be open to utilizing the parents' suggestions for how to better serve the students, and alleviate the parents' fear that any criticism will be taken out on their children after the parent leaves. The researcher stated that when these factors are considered and plan for, any collaboration between parents and teachers may be more seamless and effective. They said English language learners' parents who potentially want to volunteer are aware of the imbalance of power and authority that affected the dynamic between the teacher and parent. Shim (2013) suggested that teacher's behavior and negative perceptions of CLD students potentially obstructed positive collaboration between teachers and parents.

Teachers ensuring CLD parent collaboration and participation in the classroom aligned with ensuring a quality education: an important aspect of CRT (Gay, 2010). Parent collaboration is a part of CLD learners' developmental contexts at school, and thus the mesosystem model of Bronfenbrenner's (1986), as parents who are part of the home context are influencing the classroom which is part of the school context, and the class is influencing the parent in an integration of the home and school contexts. Gay (2010) considered a quality education to include a student's mastery of two or more languages. Amorsen (2015) showed that incorporating parents' use of home languages into

classroom activities and homework furthered students' multilingualism and their overall development in school. Teachers who reached out to the people and communities behind the student made extra effort to bring students' cultural backgrounds and languages into the classroom and allow for the development of their multilingualism (López & Iribarren, 2014). Encouraging parent participation was a part of bringing a cultural communities and background into classroom instruction and ensuring a quality education that respected students' home languages and cultural identities (Bauml & Mongan, 2014).

Family, School, and Community Involvement

It was important for educators to not just recognize the importance of parent participation in class, but also of family, school, and community involvement in schools (López & Iribarren, 2014). This aligns with the mesosystem within Bronfenbrenner's model. This holistic consideration of a CLD students' cultural background aligned with the tenacity in ensuring a quality education aspect of CRT (Gay, 2010). Community involvement is a part of CLD learners' parent networks. Research showed that parent involvement increased student achievement (Wang & Sheikh-Khalil, 2014). Wang and Sheikh-Khalil suggested that all teachers of CLD learners should partner with families and community organizations to ensure culturally responsive classrooms. A culturally responsive classroom was present when a teacher recognized and respected students' culture and integrated cultural experiences from their families, communities and schools into the curriculum to encourage students' participation in the classroom and motivate them to learn (Chen &Yang, 2017). Chen and Yang said that involving students' cultural

communities helps make classroom content more diverse and inclusive of CLD students'
cultural identities.

The issue of diversity required the commitment of all stakeholders to ensure
significant improvement (Amaro-Jimenez, 2014). According to Amaro-Jimenez, despite
the difficulties that poverty posed to the educational success of CLD learners' families
should be involved in their children's learning, for example, participating in classroom
events with students. Educators need to make connections between a child's school,
home, and community by introducing content that was relevant to their cultural
experiences, values, and understanding into the curriculum. For example, teachers
encouraged children to use their home languages along with English during writing and
had them share what certain words meant and utilized other ways of drawing on inner
knowledge and experiences from students' cultural contexts to incorporating them into
general classroom knowledge. Murillo (2012) found that K-12 teachers included learning
from and with bilingual families by encouraging use of the home language at home,
allowing for parent advocacy for their children, having students interview their parents
about daily literacy habits, and bringing literature from home to compare with materials
from school. Gallo and Wortham (2012) suggested that teachers and parents develop a
close interpersonal relationship so parents can feel comfortable engaging in school-based
activities through increased parent-teacher communication. Additionally, Grace, Bowes,
and Elcombe (2014) stated that quality early childhood education and services help to
build stronger communities and greater family engagement with children's early
education. In this study, classroom activities that encouraged collaboration and inclusion

of CLD students' communities were mutually beneficial for the student, classroom, and community.

Cultural Sensitivity of Primary Teachers

The methods used with CLD learners could be influenced by the perspectives of their teachers (Herrera et al., 2012). Herrera et al. stated that academic institutions were reluctant to acknowledge racism against CLD learners and this contributed to a deficit perspective of language barriers, in which CLD students not proficient in English were assumed to be less capable of learning in general. Scanlan and Zisselsberger (2015) also found evidence for the deficit perspective teachers held for CLD learners with limited English proficiency, and additionally noted that CLD learners tended to be segregated and clustered in under resourced schools. They identified a need for intentional networks focused on supporting CLD learners. These deficit perspectives of CLD learners tend to be detrimental to their achievement.

As deficit perspectives and other negative biases toward CLD learners could harm their academic progress, Beneke and Cheatham (2016) emphasized that teachers had to become aware of their beliefs. To maintain meaningful cross-cultural relationships for early childhood learners and their parents specifically, the researchers suggested that teachers also had to be critical of their own perspectives of early childhood CLD students, develop linguistic self-awareness, and overcome static understandings of CLD cultures that are based on stereotypes. They emphasized the importance of positive parent-teacher relationship in early childhood CLD learners' school experiences because such positive relationships can play a large role in supporting early learners, providing

quality education, and future academic success. They suggested that developing cultural sensitivity by becoming aware of and overturning negative beliefs about CLD learners could help teachers improve their relationships with CLD learners and their parents.

The cultural sensitivity required for interacting with CLD parents and students relied on the teachers' awareness of their implicit biases and the contexts of CLD learners (Swanson, 2016). According to Swanson, teachers must negotiate 1) negative biases toward CLD students, 2) the lack of training and network support for supporting CLD students, and 3) having to balance student needs while meeting Core Curriculum standards. Teachers who failed to specifically research and build connections to CLD learners' cultures, failed to identify, contextualize, and respond to CLD learning challenges (Athanases, Wahleithner, & Bennett, 2012). Xu, Hao, and Huennekens (2016) showed that a significant number of teachers were not prepared to teach CLD learners. They stated that teachers lacked cultural sensitivity, with many subscribing to a minimization of difference which was a mindset that denied the unique contexts of CLD learners by assuming them to be basically the same as non-CLD learners with only superficial differences. Gist (2014) found teachers of color were often better equipped to create supportive infrastructure and connection with CLD students due to a shared understanding of the difficulties in operating from a different sociopolitical plane than their white counterparts throughout all aspects of their lives. They said that knowledge of the backgrounds and experiences of CLD learners was necessary for teachers to develop cultural sensitivity. Teachers that had or developed cultural sensitivity were generally better able to meet the needs of CLD learners (De La Garza & Phillips, 2014).

Gay (2010) described a positive teacher attitude toward CLD learners to be one that is primarily of care, caring for students' humanity, respecting their backgrounds and identities, and holding high expectations. Pizzo (2016) connected Gay's theory to instructional practice by suggesting that teachers view early childhood CLD learners through an asset-based perspective that considered their cultural backgrounds and native languages as valuable information to draw upon in class. Perspectives of teachers on CLD learners are a part of CLD learners' developmental contexts at school, and thus the mesosystem model of Bronfenbrenner's (1986) supports how children's culture at home influence school life. Educators need to develop cultural competence, and encourage multilingualism in honoring children's identities, languages, and cultural backgrounds (Pizzo, 2016).

Primary teachers have discussed their resource and developmental needs in working with CLD learners (Salerno & Kibler, 2013). Murtagh and Francis (2011) conducted a study with teachers in Ireland by using a questionnaire survey and semi-structured interviews to find out what resources they perceived were lacking in their practices: 1) ample networking with other professionals, 2) in-service training and professional development that is offered more regularly and aligned with the curriculum, 3) appropriate resources available for instruction and assessments of students, and 4) training understand the difference between learning difficulties and language difficulties. Acquah et al. (2016) found that teachers in Southwest Finland wanted information on general everyday life and cultural knowledge about their multilingual learners. Salerno and Kibler similarly found that teachers wanted full and thorough multicultural

knowledge to create understanding and empathy for general CLD learners' experiences beyond cultural stereotypes. They stated that primary teachers require several resources to develop skills necessary to be better prepared to work with CLD learners.

Developing cultural knowledge, sensitivity, and more nuanced teacher perspectives regarding CLD learners were widely encouraged but shown to be difficult in practice (Chin-Yin et al., 2016). Chin-Yin et al. showed that teacher candidates were confident in their acceptance of multiculturalism and cultural competency yet were unable to differentiate between culturally-appropriate behavior and misbehavior, and furthermore were unable to meet the language needs of CLD students. Though their study focused on teacher candidates rather than classroom teachers, the implication is still transferable to some degree because of the reality that teacher candidates often do go on to become classroom teachers for CLD learners. Educators also may hold various competing views on early childhood CLD learners' abilities to acquire new languages, with some believing that acquiring a new language in early childhood only serves as an obstacle to educational progress, and others believing that young children can automatically pick up on new languages without any assistance or help (National Academies of Sciences, Engineering, & Medicine, 2017). Finnish native language teachers regarded migrant children's differences as resources, yet also considered them to be at risk for harmful practices (Säävälä, 2012). Changing teacher beliefs of CLD learners' capabilities requires intentional and active effort to truly develop cultural sensitivity (Summer, 2014).

Cultural sensitivity is also important in early childhood education. Cheruvu et al. (2015) recommended that early childhood teacher educators become more familiar with the experiences of pre-service teachers of color to gain more knowledge on cultural sensitivity. Wright et al. (2016) stated that early childhood teachers needed to learn to recognize and appreciate the cultural practices of CLD students that are unfamiliar to teachers. Hedge et al. (2016) found that most early childhood teachers that participated in their study felt prepared to teach ELLs and desired more professional training for teaching them. However, Dobinson and Buchori (2016) found that early childhood teachers in their study were inadequately prepared to teach or recognize the capacities of ELLs and did not teach in a way that benefited their students. Greater cultural sensitivity could result in greater appreciation of diversity, more confidence, and more skills for positively engaging with diversity (Jokikokko & Karikoski, 2016). Isik-Ercan et al. (2017) suggested that culturally sensitive policies and practices would support low-income early childhood CLD learners by understanding cultural strengths, creating positive classroom environments, and supporting bicultural backgrounds.

Developing cultural sensitivity is necessary for effectively working with CLD learners (Prater, Cramer, Wilder, & Carter, 2016). Prater et al. found that CLD teacher candidates perceived a greater need for more methods of developing cultural sensitivity for educators and felt more successful with professors that practiced open communication and showed a desire to connect. In this study, there was a need for CLD student-teachers to develop a caring relationship with their mentor teachers. When this took place, it helped student-teacher candidates to apply the teaching strategies they learned when they

become actual classroom teachers. African American teachers in urban schools pointed out the racist foundations of institutional school reform models hurt African American students more than helped them (Esposito, Davis, & Swain, 2012). The researchers found that they felt that assessments according to school reform model standards were based on a white student's knowledge base, which was different from that of an African American student, and only served to widen the gap between low-income students of color and higher-income white students. Most African American students are CLD, and research on these students contributes to literature about CLD learners.

It is imperative for teachers to learn cultural sensitivity, as teachers' own racial biases and internalized negative perspectives of CLD students in general pose a risk for furthering discrimination toward CLD students that ultimately affects all CLD learners (Moreno & Segura-Herrera, 2014). Preservice teachers were shown to hold subconscious, internalized racist beliefs and assumptions about diverse students that could influence the classes and students that they will teach (Moreno & Segura-Herrera, 2014). Developing self-awareness of those beliefs and sociocultural consciousness is strongly encouraged (Sanders et al., 2014). Sanders et al. stated that teachers had to be aware of how their backgrounds influenced their perspectives of general CLD students, and to learn how to respect the way CLD students were shaped by their cultural backgrounds. King and Scott (2014) affirmed the need for teachers to critically examine their own beliefs about CLD students in general and how they had internalized superiority of one language over another, as teachers implicitly and explicitly defined the value of CLD students' experiences. Teachers were also shown to display confirmation bias when referring

Latino students for special needs (Moreno & Segura-Herrera, 2014). Moreno and Segura-Herrera found that challenging behaviors were incorrectly qualified due to lack of understanding of other cultures' definitions of appropriate behaviors and reliance on subjective perspective of a cultural outsider, which resulted in a disproportionate number of Latino students referred for special education and disciplinary actions. They also found that teachers who lacked cultural sensitivity were apt to approach CLD learners with a negative bias, which prevented them from effectively teaching learners.

Teachers can initiate and direct the development of their cultural sensitivity (Summer, 2014). Summer discussed how an early childhood educator could overcome negative racial beliefs and deficit perspectives of CLD learners by examining her own complicity in white supremacy and was able to lead successful and effective class discussions on culture and race as well as adjust her classroom management to be more equitable. She also noted that dismantling oppressive systems that perpetuated negative beliefs about CLD learners required all teachers of CLD learners to reevaluate their beliefs in a critical manner, which is a challenge that has yet to be fully researched. Barr, Eslami, Joshi, Slattery, and Hammer (2016) stated that elementary school teachers of ELLs often failed to improve students' English literacy because they perceived themselves to be more knowledgeable about English language constructs than they were. More research is needed on teacher perspectives of their own efficacy (Barr et al., 2016). Teachers' perspectives of their own cultural sensitivity and competency can affect necessary change in their classroom instruction (Summer, 2014).

Dependable solutions for developing teachers' cultural knowledge and sensitivities have mostly relied on greater exposure to other cultures (Rodríguez-Arroyo & Vaughns, 2015). Some teachers found virtual world technology such as Second Life to be a useful resource for developing multicultural attitudes and gaining cultural knowledge by interacting with cultural objects, but did not consider it an all-encompassing replacement for actual multicultural interaction (Aldosemani & Shepherd, 2014). Service learning with general CLD students and communities was shown to have a positive influence on teacher candidates' cultural knowledge and competency, because teachers could address misconceptions about CLD learners after building relationships with them and gained a more holistic and ecological perspective of students' communities, which would transfer to the classrooms that they would eventually teach (Rodríguez-Arroyo & Vaughns, 2015). Teachers' perspectives of their own agenda within school policies mattered as well (Chu & Garcia, 2014). Teachers of general CLD learners with disabilities that were given more independence and a greater responsibility for their well-being were shown to be more likely to perceive a more positive outcome of CRT (Chu & Garcia, 2014). Teachers could acquire cultural sensitivity through several approaches and incorporate it into their classroom instruction (Rodríguez-Arroyo & Vaughns, 2015).

In addition to helping teachers develop cultural sensitivity, it is important for schools to provide continued training to their teachers to support their work with CLD learners (Zheng, Warschauer, & Farkas, 2013). Professional development for teachers increases the quality of teaching and learning in schools. Li (2013) suggested teachers go

through three essential stages: reconciliation, translation, and transformation in professional development to develop empathy for CLD learners.

Mendez (2013) found that professional learning helps to strengthen teachers' performance so they can better serve their students. Similarly, professional development helps to increase teachers' knowledge and skills which results in increasing student achievement. Bottoms, Ciechanowski, and Hartman (2015) observed that professional development for elementary preservice teachers (PSTs) for CLD science students could consist of performing community services and increasing their understanding of students' cultures. Bottoms et al. found that when commitment to long-term community engagement took place, teachers provided CLD learner's authentic entryways into learning content. Kim and Plotka (2016) stated that professional development for early childhood teachers of CLD learners should provide information and knowledge about acquisition of first and second languages and how to strengthen English literacy skills at home as well as support home language acquisition. Such professional development programs place an emphasis on using the home language as much as possible and providing translations for students and parents, collaboration with community members, and providing children's books in their home languages acquired from international book fairs. Kim and Plotka stated that professional development could be a significant part of helping teachers develop the necessary skills for effectively teaching CLD learners, and can include professional learning, community service, and knowledge acquisition.

Program Development to Assist Teachers

There have been previous efforts to provide teachers with more resources for professional development (Qablan, Mansour, Alshamrani, Aldahmash, & Sabbah, 2015). Qablan et al. described the way teachers in the Kingdom of Saudi Arabia were provided with professional development to help improve the quality of their teaching. They found that the Kingdom of Saudi Arabia Ministry of Education also established an independent department for teacher training which is called the General Administration for Educational Training and Scholarship. This department is intended to provide professional development training and scholarships for teachers. Though Qablan et al. did not specifically target teachers of CLD learners or learners in early childhood, their research still provides useful information that is at least partially relevant to improving general teacher professional learning.

As professional learning becomes the focal point for educators, improved student learning follows (Fickel, Henderson, & Price, 2017). Professional learning affects the performance of a teacher in the school context, which will mutually impact CLD learners in the school and home context, professional learning is a part of the mesosystem model of Bronfenbrenner's (1986). Professional learning relates to the pedagogical skills component of Gay's (2010) theory, which translate the care they have for CLD learners into instructional strategies. Some of these strategies can include activities that connect background knowledge to language skills and academic content, challenging activities that develop critical thinking skills, and conversation-based instruction (Penner-Williams, Díaz, & Worthen, 2017). Educators must develop these new knowledge and skills that

will prepare them to better meet the needs of their students (Fickel et al., 2017). According to Carlisle and Berebitsky (2011), during professional development, teachers can collaborate with other professionals, which contributed to their instructional skills. Teachers who connect with other teachers through professional development share teaching strategies and work through common challenges (Fickel et al., 2017). Such training is not specific to early childhood teachers; however, implementing networks for teacher collaboration can benefit early childhood teachers of CLD learners. Networking is an important part of professional learning for these teachers of CLD learners.

In addition to improving individual instructional skills, collaboration with colleagues helps teachers learn how to support their CLD learners (Banegas, Pavese, Velazquez, & Velez, 2013). Banegas et al. showed how secondary teachers were encouraged to collaborate and work together. According to them, when teachers are active learners, they can interact with coworkers by participating in interactive feedback and discussion concerning their students' work. In their study, literacy coaches were hired to provide teachers with professional development training, support, and guidance. Teachers were instructed individually and in groups and were provided with needed materials. Carlisle and Berebitsky (2011) found that coaches observe teachers during instruction and provide them feedback at the end. Additionally, they suggested coaches are liaisons between the school and the community. Collaboration amongst teachers and other community members can help to create discussion and dialogue that contribute to higher quality instruction (Banegas et al., 2013).

The beneficial effects of teacher networking and collaboration during professional learning can be increased with more time spent in professional learning activities (Zheng et al., 2013). In a study conducted by Zheng et al., upper elementary school teachers were offered professional development as part of the Student Writing Achievement through Technology Enhanced Collaboration program, which included 40 hours per year of training for all teachers. The school selected one teacher who attended the training to be a coach for the other teachers. The coaches were then provided with an additional 40 hours of training per year. This additional training was found to be imperative in making sure that teachers were adequately prepared to teach CLD learners. The researchers found that at least 40 hours of teacher training a year will lead to more effective preparation for teaching CLD students.

Professional development is an important topic in early childhood education for CLD learners. Wright et al. (2016) noted that professional development was essential to early childhood educators of CLD students. Jean-Sigur et al. (2016) recommended more focus paid to early childhood care and learning in teacher preparation programs and programs that informed teachers of global issues, stereotyping, and bias. Hedge et al. (2016) found that teachers were willing to participate in professional development for teaching ELLs, but only 69% of teachers surveyed felt prepared to risk taking responsibility for the ELLs in their classroom and recommended more professional training opportunities related to teaching ELLs. Jimenez et al. (2015) recommended that professional development policy for early childhood educators of ELLs seek to create more teachers that learned ELLs' native languages, had insight into the English learning

process and could better anticipate the best way of teaching ELLs. Sawyer et al. (2016) recommended that early childhood professional development include lead and assistant teachers and focus on evidence-based strategies for improving ELLs' language development. Cho, Yang, and Mandracchia (2015) stated that professional development did not necessarily help early childhood teachers improve ELLs English literacy. Additional, Cheruvu et al. (2015) mentioned that pre-service early childhood teachers of color sometimes were excluded from professional learning networks. Jokikokko and Karikoski (2016) stated that there was a great need for more research on early childhood educators continued intercultural learning.

This time spent in professional learning must also be used to consider teacher beliefs and attitudes toward CLD learners (Spies, Lyons, Huerta, Garza, & Reding, 2017). Spies et al. discussed the benefits of professional development for early childhood teachers of CLD learners in improving educator learning and highlighting the importance of accounting for the beliefs held by teachers. They found that professional development increases teachers' knowledge and skills; however, teachers changing their practice are still motivated and influenced by their beliefs. Professional development positively influences shifts in educators' beliefs; however, an individual educator's empathy, expectations, and external factors can influence those shifts as well. These changes in teacher attitudes toward CLD learners made during professional development can be crucial to helping teachers become more effective in educating CLD learners.

Professional Development Case Studies

There have been some successful case studies of professional development that improved teachers' practices (Fisher et al., 2012). The effects of teachers' professional development in the classroom becomes a part of the mesosystem model of Bronfenbrenner's (1986) theory. Fisher et al. described a case study of elementary school teachers in Chula Vista, California where teachers were provided with 120 hours of professional development, including a diverse range of presentations, training in use of instructional materials, and implementation of programs such as the core reading program. Teachers were observed and given feedback nearly every day about the fidelity of using their teacher's manual. After a review of the district's initiatives, the district leadership and the site administrators decided to develop more programs for professional development. Additionally, a system-wide program was created for literacy instruction to improve student competency. Principals and peer coaches developed and implemented this model. Teachers explained their processes to learners and used the instructional framework to guide them in developing their lessons and address their students' specific needs. Additionally, Hsiao (2015) identified a three-factor scale for evaluating cultural responsiveness consisting of: (1) curriculum and instruction, (2) relationship and expectation establishment, and (3) group belonging formation. This scale is useful in assessing a teacher's cultural responsiveness, which can lend insight to how well they may interact with CLD learners in general.

As the Chula Vista case study showed, teachers need collaborative support and districts are recognizing that need (Fisher et al., 2012). Hoover and Erickson (2015)

studied with rural teachers of K-5 English learners and found that a partnership between the school and the school district in providing skills and knowledge is a very effective way of supporting teachers. The school site in that study had an overrepresentation of English learners, which validated the success of that partnership. According to Watts-Taffe et al. (2012), one school district with many learners that had diverse culture and language needs incorporated a model of intentional practitioner collaboration and job-embedded professional development. This helped in allowing employees to have the time and space to collaborate on a regular basis. Watts-Taffe et al. (2012) suggested schools provide their primary and intermediate-grade teachers with the time and space to work with their colleagues. There is also a need for early childhood teachers to collaborate between special education with content teachers to support students with special needs (Gelfer, Krasch, & O'Hara, 2015). Collaborations and partnerships between teachers, schools, school districts, and other educational communities can prove fruitful in developing beneficial professional development programs (Hoover & Erickson, 2015).

Communicating with other teachers can also help teachers feel more confident in teaching their chosen subjects (Baxter, Ruzicka, Beghetto, & Livelybrooks, 2014). Wichadee (2011) noted that in Thailand, many effective professional development models are provided for faculty members and other professionals from different universities. The English as Foreign Language teachers and English as Second Language teachers were able to exchange their ideas and experiences during seminars, discuss their teaching difficulties, and help each other solve identified problems. Baxter et al. (2014) said some teachers expressed that they did not feel comfortable teaching mathematics and

science. According to Baxter et al. (2014), elementary teachers developed confidence after participating in a group project that was focused on mathematics and science. Group projects may also help teachers of various subjects increase their confidence in teaching the content of those subjects (Baxter et al., 2014). Group collaboration with peers can facilitate problem solving and increase competence in their classroom subjects (Baxter et al., 2014).

Programs and networks can be useful tools in helping communities of teachers discuss and collaborate (Maxwell, 2013). Another program made available to K-12 teachers of CLD learners is the Professional Learning Network (PLN) (Trust, 2012). According to Trust, teachers continue to learn and improve their professional skills through blogs and websites. They also use the social network called "Edmodo." This program provides 12 subject communities, a safe place so teachers can interact and connect with other educators in the same subject field. Maxwell (2013) noted how school districts provided webinars to address changes in new standards. High school teachers participated in the webinars together, then they discussed strategies they could use to better support their students. This interaction led to teachers collaboratively improving their own and others' teaching processes. Maxwell found that professional learning networks and webinars are examples of digital tools that facilitate the development of teaching communities and group collaboration.

One of the goals of professional development programs for teachers of CLD learners specifically is helping them acquire English language skills (Yoshikawa et al., 2015). Acquiring adequate vocabulary is an essential skill that educators need to help

CLD learners develop, as shown in a study conducted by Yoshikawa et al. (2015) which discussed the way preschool teachers were trained in different levels to work with students. First, teachers learned how to help children develop vocabulary, word fluency, comprehension, and writing skills. Second, they learned how to teach new words, including the meaning of the words, with the hope that children will learn to read books. Children will also be able to use these words in other activities in other classes. Baecher, Knoll, and Patti (2013) recommended implemental dual language programming to better incorporate development of first languages into learning second languages. Greenfader and Brouillette (2013) described a successful professional development case study for teachers of K-1 ELLs that used art and dance activities to engage students and help them develop English vocabulary and word associations. Developing writing skills is also a significant part of supporting CLD learners (Zheng et al., 2013). According to Zheng et al. (2013) a Colorado school district instituted Calkin's (1994) writer's workshop model as part of a district-wide writing curriculum. The upper elementary teachers participated in a week-long training on hardware and software and how to use technology in the curriculum. Learning how to teach English language skills and literacy to CLD learners through professional development programs can be a major asset in effectively supporting them in school (Yoshikawa et al., 2015).

Additionally, some school districts have developed bilingual programs to support its diverse student population. According to Cropley and Dave (2014), K-12 teachers were given vouchers to attend professional development training to help prepare them for their certification test. This certification test was taken after teachers took continued

education classes in an accredited school to better prepare them for the professional field. Offering such professional development opportunities can help adults learn. Teachers were the facilitators of their learning rather than the participants. Schools encouraged teachers to engage in andragogy, or self-directed learning, so teachers can participate in professional learning whenever time allowed. Mansour, Albalawi, and Macleod (2014) found adult learning is lifelong learning, which is a source of learning for teachers by engaging and reflecting with other elementary and secondary school teachers. Carlisle and Berebitsky (2011), in contrast, conducted a study that suggested schools that encouraged coaching-style teaching in some high poverty areas did not help to improve elementary student achievement because the school was characterized by high poverty and low achievement and professional development was not offered to the teachers. Magogwe and Ketsitlile (2015) recommended primary school teachers cultivate patience and that native language education be considered as important as dominant language education.

In another case study, the Ministry of Education in Chile developed learning objectives for their preschool teachers to follow. Teachers were trained one month after the beginning of the school year and had four weekly activities for a period of four hours with activities such as workshops on specific topics and instructional strategies which was followed by coaching sessions. The coach would model for the teachers and their aides and then the teachers and aides would implement the strategies they learned while the coach observed them. Sometimes the teacher and aide would implement the strategies with the coach. Every two months the teachers, aides, and coaches would meet to discuss

the successes and challenges they may have encountered during the module's topic and strategies. During that time, they also continued to make plans and discuss the implementation of the plans. They also set up a post observation plan to discuss what went well and what portion needed to be improved. Providing teachers with mentors and coaches helped to develop quality preschools (Yoshikawa et al., 2015). When professional development is offered to teachers it helps them to be better prepared to teach CLD learners. This is important for CLD learners to improve in school academically. Such emphasis on professional development may provide answers to the research questions for this study.

Other countries, namely countries in Europe, are aware of the importance of CLD teachers and learners having additional supports, including Language Support Teachers (LST). For example, Murtagh and Francis (2011) found that in Ireland, all new students with limited English skills were entitled to two years of additional English language support. There was one LSTs for every 14-30 students, two LST positions for more than 30 students, and one part-time LST for less than 14 students. Language support teachers were effective in assessing English proficiency with the Primary School Assessment Kit (PSAK) and were instrumental supports for teachers and parents. The assessment instrument was the PSAK which consists of a battery of tests developed to assess children's proficiency in English (Integrate Ireland Language & Training, 2007). The PSAK was designed by Integrate Ireland Language and Training (IILT), a not-for-profit campus company of Trinity College Dublin, established in Council of Europe (2001) to design programs and assessment tools, and to offer support services (e.g. training) to

LSTs. Other publications such as My First English Book (Integrate Ireland Language & Training, 2005) and UP and Away (Integrate Ireland Language & Training, 2006) provided teachers with sample lesson plans and resource materials (Murtagh & Francis, 2011). These methods of support for CLD learners in Europe contribute to the purpose for this study by describing models of what support for CLD learners can look like in the United States, creating greater urgency for supporting CLD learners.

Gaining multicultural knowledge is the first step for teachers to be able to understand and fully respect CLD learners in the classroom, then in professional development, develop effective pedagogical skills for serving them (Gay, 2010). Hogan and Hathcote (2014) expressed that teachers in general needed opportunities and resources for becoming familiar with CLD learners so that they could nurture personal development and introspection from students and reflect on themselves and their practice. They stated that teachers need to share a knowledge base with CLD learners and recognize the importance of native languages. Teachers can also develop knowledge and understanding of CLD learners' backgrounds by partnering with communities outside of school. Bullock et al. (2014) discussed partnerships between educators and researchers to bridge the gap from research to practice and improve teacher development and strategies for supporting CLD learners in general. Cousik (2015) found elementary school teachers can deliberately form relationships with family members of CLD learners, as well as visit their communities to gain firsthand experience of students' cultures, which relates to Bronfenbrenner's (1986) model. Laura, Baker, and Milman (2014) discussed the importance of technology in connecting K-12 teachers from different communities with

each other to enhance collaboration, communication and reflection, and creating global networks. Understanding CLD learners' backgrounds and forming relationships with their native communities can improve teachers' practices and instructional strategies for CLD learners (Bullock et al., 2014).

Teachers need to have multicultural knowledge to effectively teach CLD learners and incorporate their cultures into culturally responsive instruction (Ford, Stuart, & Vakil, 2014). Zion and Sobel (2014) found that current and future elementary and secondary school teachers are not being prepared to teach students with diverse backgrounds. Additionally, Zion and Sobel found that it is important for teachers to receive culturally responsive pedagogy during their training in teacher preparation programs. Ford et al. (2014) noted that teachers in general who are culturally responsive will use students' culture to enhance their learning by focusing on their cultural knowledge, prior experiences, and performance styles. According to these two researchers, when teachers integrate students' cultural knowledge and prior experience into instruction, it helps students get involved in class discussions and understand the concepts being taught which will lead to better academic performance.

Research on professional development for early childhood educators has been varied in its results. Ehri and Flugman (2018) conducted a study where teachers of K-3 ELL and non-ELL students undertook a year-long training program in phonics instruction and found that students' reading, and spelling skills greatly improved compared to the past. Jokikokko and Karikoski (2016) examined the effects of an intercultural learning process on a Finnish early childhood teacher and found that she became much more

skilled in encountering diverse students and appreciative of diversity. McNally and

Slutsky (2018) conducted a study on early childhood educators and found that access to

ongoing professional development resulted in more positive responsive behaviors in

interactions with children. Heineke, Kennedy, and Lees (2013) discussed a recent

movement in Illinois to require mandatory preparation for early childhood teachers to

teach ELLs. Cho et al. (2015) conducted a study where early childhood teachers of ELLs

underwent five days of professional development. They found that this helped ELLs'

mathematics skills, but not their English proficiency. Professional development can help

teachers better prepare for teaching CLD learners but may not be the only solution.

Many teachers seek support for themselves, so they can support their CLD

learners (Wellisch & Brown, 2012). Teachers must take the initiative to better prepare for

their CLD learners by expanding their learning (Trust, 2012). Wellisch and Brown (2012)

found many early childhood teachers were using online networking to expand their

learning. Similarly, Trust (2012) found teachers are using Professional Learning

Networks (PLN) to connect with other professionals in the field so they can receive

support, advice, and feedback and collaborate with each other. Through this type of

collaboration, teachers can build their knowledge as they interact with other professionals

worldwide. Additionally, they can share and receive answers and support for their

professional problems. They can also receive feedback on their new ideas and discuss

their lesson plans. Lastly, they develop relationships with each other and receive one-on-

one support through mentoring. Teachers could learn from each other when they work as

a community. Trust noted that teachers use PLN because they were able to connect with

other professionals, so they could collaborate in designing new lesson plans or learning activities and finding new resources. PLNs are an available source of community support and knowledge for teachers of CLD learners (Sargent, 2015). However, early childhood teachers of color would sometimes be excluded from PLNs (Cheruvu et al., 2015).

There are many benefits to participate in PLNs (Trust, 2012). According to Trust (2012) teachers are using PLNs to connect with other professionals worldwide. Through this network, they can get support, advice, feedback, and are able to collaborate with other professionals in the field. Prytula and Weiman (2012) found that secondary school teachers enjoyed being engaged in professional learning communities because they could collaborate with other professionals in the field (Trust, 2012). Teachers could learn different methods of teaching, strategies, and ideas for how to meet their students' academic needs (Prytula & Weiman, 2012). Sargent (2015) found that teachers in the Chinese education system relied on professional learning communities to share, discuss, and collaborate on innovative teaching strategies despite the rigid education system. When teachers are engaged in a community of practice teachers' abilities to work with CLD learners improve (Blaschke, 2012). In contrast, Prytula and Weiman (2012) found some teachers express how collaboration hinders their progress because they believe they work best alone. Scanlan and Zisselsberger (2015) also noted that professional development networks and communities did not automatically reach or unite all educators of CLD learners. Professional Learning Networks offer a valuable source of information and interaction but are not guaranteed to work for every teacher (Scanlan & Zisselsberger, 2015).

Teachers who are continuously learning can improve their practices, skills, and instructional strategies which will benefit their students (Stewart, 2014). Stewart discussed teachers' learning is impacted when they are a part of a community with other professionals who teach the same grade level and the same subject matter. Prytula and Weiman (2012) noted that teachers can build on what they know. They found that when teachers build on what students already know it results in a positive process to educate CLD students in all subjects. They suggested teachers can also perform self-assessments, so they can recognize where their students improved and use PLN to connect with other professionals who can help them reflect on their progress. There is a lack of research where professional development was not successful; rather, studies tend to focus on the negative consequences of a lack of professional development for early childhood educators (Miller, Curwen, White-Smith, & Calfee, 2015). Continuous professional learning furthers a teacher's practice and is shown to be beneficial to improve classroom instruction (Stewart, 2014). Therefore, professional development for teachers can be a significant factor in determining the quality of their instructional strategies for improving CLD learners' language skills, as well as their perspectives of those teaching strategies.

Summary and Conclusions

The population of CLD learners is increasing yet teaching CLD learners is associated with many difficulties in the present-day school system (Pritchard, 2012). Because of the increase population, CLD learners were over-represented in special education classes (Hoover, Soltero-González, Wang, & Herron, 2020). Teachers face a variety of personal, cultural, and institutional challenges in developing effective teaching

strategies for CLD learners (Chin-Yin et al., 2016). This study addressed a gap in practice in the literature regarding K-3 primary and resource teachers' perspectives on CRT for CLD learners.

Challenges that CLD learners face include navigating the language barrier and differences in cultural and socioeconomic backgrounds (Shim, 2013). Development of bilingual competency and the negotiation of balance between retaining home languages and acquiring English are challenges especially relevant to early childhood K-3 learners (Shim, 2013). It is not known how techniques for increasing general CLD learners' English literacy transferred to or differently affected early childhood CLD learners (Woodley et al., 2017). CLD learners must negotiate many academic challenges related to their language skills that require unique teaching methods (Shim, 2013). Challenges unique to K-3 learners included having inconsistent teacher perspectives on the difficulty of acquiring a new language for young English learners (National Academies of Sciences, Engineering, & Medicine, 2017). Information on challenges that are not identified include how to systematically change the racialized deficit view of CLD learners that many teachers hold (Summer, 2014). Early childhood CLD learners must contend with several differences and difficulties due to their cultural and socioeconomic backgrounds that result in them having unique needs.

Challenges in teaching early childhood CLD learners most overtly include overcoming language and communication barriers, but also consist of developing cultural knowledge and self-awareness of teachers' beliefs of CLD learners (Beneke & Cheatham, 2016). Beneke and Cheatham (2016) noted the need to provide opportunities for success

to young children in early childhood intervention programs, whose populations were becoming increasingly diverse, while populations of practitioners remained mostly white. Teachers often required cultural training, hands-on experience, and specialized teaching techniques to develop cultural sensitivity in teaching elementary CLD learners (Ingraham et al., 2016). It was unknown how young CLD students' mental health and emotional well-being may have affected their performance in school (Niehaus et al., 2016). Teachers of early childhood CLD learners must attempt to meet their unique needs, overcome cultural and linguistic barriers, and help them acquire English in addition to standard curriculum requirements.

Best practices for teaching CLD learners include a variety of activities that seek to integrate students' backgrounds with classwork. Useful teaching techniques for CLD students that have already been used include providing linguistic accommodation (Culp & Schmidlein, 2012), technological tools (Hur & Suh, 2012), free writing activities (Scullin & Baron, 2013), cultural class activities (Yang & Chen, 2014), gestural activities (Rosborough, 2014) and parent participation (Amorsen, 2015). Difficulty still exists for teachers in integrating CLD students' experiences into the classroom (Wyatt, 2015). Meier (2013) recommended interactive writing and drawing activities that drew on an early childhood ELL student's interests and background knowledge. Effective teaching techniques for CLD learners so far have considered learners' background knowledge and have attempted to integrate their backgrounds with their coursework.

Cultural sensitivity is another important aspect of preparing teachers to teach CLD learners. Teachers' perspectives of CLD students played a large role in developing

cultural sensitivity and could have a significant impact on already marginalized students in implicitly and explicitly, validating, or invalidating students' abilities (King & Scott, 2014). Insufficient cultural knowledge and competency might result in a deficit perspective of CLD students, especially those who are not proficient in English, and it might be assumed that CLD students were incapable of learning in general (Scanlan & Zisselsberger, 2015). Lack of cultural sensitivity could also result in disproportionate numbers of CLD students being disciplined or considered "challenging" due to an inability to discern between culturally-defined behavior and true misbehavior (Moreno & Segura-Herrera, 2014). According to Adera and Manning (2014), teachers who lacked an understanding of students' cultural backgrounds contributed to the view of diverse cultures as a deficit rather than a resource. Research into teacher perspectives regarding CLD learners covered implicit biases and the need to develop cultural self-awareness, yet there was still insufficient, in-depth research into what specific beliefs teachers held about CLD learners and how they perceived the students themselves (Sanders et al., 2014). A lack of in-depth research exists in teachers' perspectives regarding the effectiveness of the teaching practices currently used with CLD learners (Adera & Manning, 2014). Cultural sensitivity is necessary for teachers of early childhood CLD learners to perceive CLD learners in a fair manner and to better understand how to support them.

Professional development and teaching strategies specific to CLD students were both essential resources for teachers of CLD learners (Mendez, 2013). However, a dependable, systematic method of ensuring cultural sensitivity in teachers is yet to be

developed (Adera & Manning, 2014). Professional development is a crucial step in developing teachers' resources and teaching methods to better support CLD learners (Fisher et al., 2012). Programs unique to K-3 learners used alternative teaching methods and artistic activities to activate CLD learners' interest and provide new ways of internalizing knowledge (Greenfader & Brouillette, 2013). Professional development programs and training that aimed to help early educators reconsider their perspectives of CLD learners are still needed (Spies et al., 2017). Professional development can be a beneficial resource for early childhood educators of CLD learners in becoming more effective teachers.

Professional development case studies included helping teachers develop networks and connections with each other to foster community support for teaching CLD learners (Trust, 2012). Williams, Edwards, Kuhel, and Lim (2016) noted the importance of programs designed especially for preparing CLD teachers in influencing their dispositions toward CLD leaners. Ehri and Flugman (2018) found that intensive, long-term professional development in phonics instruction greatly helped early childhood teachers of ELLs improve students' English language skills. Professional development case studies have revealed the effectiveness of programs designed for helping early childhood educators better support CLD learners. The purpose of this basic qualitative study was to explore Title 1 K-3 primary and resource teachers' perspectives on CRT used with CLD learners. Using a basic qualitative study with K-3 teachers and resource teachers of CLD learners, I conducted an in-depth investigation of K-3 primary and

resource teachers' individual and specific perspectives regarding teaching practices

currently used with CLD learners.

Chapter 3: Research Method

The purpose of this basic qualitative study was to explore Title 1 K-3 primary and resource teacher's perspectives on CRT used with CLD learners. In Chapter 3, I discussed the research design and rationale and the role of the researcher. In the methodology section, I discuss participant selection; instrumentation; procedures for recruitment, participants and data collection; and the data analysis plan. The trustworthiness of this study is discussed through the following subtopics: credibility, transferability, dependability, and confirmability. Finally, the ethical procedures are discussed. The chapter concludes with a summary.

Research Design and Rationale

The problem was the need to determine strategies to teach K-3 CLD learners as evidenced by little or no gains on ELDT for K-3 CLD students despite efforts from the state and district. Olvera (2015) indicated a lack of research regarding the perspectives of English language teachers and a need for them to be proactive to meet the needs of their students. Banerjee and Luckner (2014) stated that more research must be done which produces tools and strategies that are culturally responsive. Also, Hoover et al. (2020) indicated that further research is necessary to discuss the challenges, resources, and training that will be most effective when supporting CLD learners. Although several programs have been created to support CLD students, academic achievement has not increased. U.S. school leaders have put various programs in place; yet, students have not made gains as measured by the ELDT. In this study, I addressed a gap in practice

regarding K-3 primary and resource teachers' perspectives on CRT for CLD learners. The research question was,

What are Title 1 K-3 primary and resource teachers' perspectives on culturally responsive teaching practices used with CLD learners?

Researchers who seek to test hypotheses, gather numerical data, or conduct statistical analysis often use the quantitative research method. This method was inappropriate for my study because I did not collect numerical data (Wienclaw, 2018). I selected a basic qualitative study as the approach for my research by conducting interviews with participants. Participants gave a detailed account of their perspectives on CRT for linguistically diverse learners. Because I did not conduct a statistical analysis or gather numerical data, I did not select this research method. Mixed-methods researchers combine both qualitative and quantitative research methods in a single study or in a multiphase series of studies. A mixed-methods design was not appropriate for my study, because the purpose of my research was not to enhance and consolidate the study's results by combining qualitative and quantitative research methods.

I considered narrative inquiry, phenomenology, and ethnography as potential research methods. Narrative inquiry is a research method employed by researchers who wish to understand participants' experience through storytelling, whether it is about an entire life history or about a specific event (Georgakopoulou, 2006; George & Selimos, 2018). The narrative inquiry often requires a researcher to collect individual stories concerning an experience or phenomenon. This research method was not appropriate for my research study because I asked participants interview questions specific to the topic of

effective CRT. Participants' perspectives are based on their experiences and knowledge of the phenomenon. Phenomenology is a research method that enables researchers to understand the lived experiences of participants regarding a phenomenon under review through an examination of "the structures of consciousness" (Moran, 2001, p. 110). This research method was inappropriate to answer the research question because I was seeking perspectives on a phenomenon used to teach a culturally diverse student population versus a lived experience.

Ethnography is a research design whereby researchers must immerse themselves into the "everyday life" of participants in which the cultural context and social setting framing an experience is embedded (Horst, Hjorth, & Tacchi, 2012, p. 88). Also, it is a research design wherein researchers use different methods or tools to address phenomena. It was not my intent to have a prolonged engagement within a specific cultural context to understand the study phenomenon. Therefore, this research method was not appropriate for my research.

I selected the basic qualitative study as the approach for my research study because of my decision to use interviews. As Creswell and Guetterman (2019) shared, researchers conducting basic qualitative studies can obtain information primarily through interviews. Therefore, the basic qualitative study was the most applicable for this research study because I asked participants to respond, by e-mail or telephone, to open-ended interview questions. Creswell and Guerrerman (2019) and Yin (2014) agreed that a researcher conducting a basic qualitative study conducts interviews with one or more participants using open-ended questions and recording the answers. I chose a basic

qualitative study to explore, inquire, and provide insight into the issue of teachers'

perspectives regarding strategies used when educating CLD learners. I interviewed eight

participants to ensure quality time with each participant.

Role of the Researcher

My role as the researcher included interviewing and analyzing data in addition to

several other responsibilities. I reached out to educators from elementary schools on

Facebook, e-mail, and telephone to collect data for my study, after obtaining IRB

approval from Walden University. As the researcher, I collected and analyzed the data.

Because I had no prior relationship with educators, participants could be more inclined to

answer questions honestly. I presently work at a childcare center in the research state. I

am not connected with any of the potential participants in this study. I do not know any of

the participants nor do I work with them. I recorded my thoughts, feelings, and

impressions in my research journal, especially those related to my research bias

pertaining to the topic or participants' responses. Chenail (2011) mentioned that

researchers should write their thoughts before, during, and after an interview so that if

there is any bias in thoughts, feelings, and impressions, it can be identified and addressed.

Additionally, Carl and Ravitch (2018) stated that researchers should write memos during

research to avoid possible biases. As a researcher, it is very important that biases, if any,

be recorded and not expressed.

Methodology

Participant Selection

To recruit eight participants for my study, I sought schools that are Title 1 schools. Title 1 schools are educational institutions that receive additional federal funding and may have many CLD learners (Snyder, Dinkes, Sonnenberg, Cornman, National Center for Education Statistics, & American Institutes for Research, 2019). After obtaining Walden's IRB approval, I reached out to teachers on Facebook, e-mail, and telephone for them to participate in my study. Upon receiving educators' interest to participate in my research, I asked them to e-mail me. Once I heard from the educators, I e-mailed a cover letter and a consent form to the participants and a demographic questionnaire (see Appendix A). I asked potential participants to sign the consent form and to fill out the demographic questionnaire and return them directly to me by e-mail within a week. My contact information was included so that potential participants were able to reach out to me to ask any questions they had about the study. The answers from the demographic questionnaire helped me in choosing eligible teachers who met the criteria to participate in my study.

I selected the participants from the educators who responded to my invitation and met the criteria to participate in my study. I purposely selected eight participants, six K-3 teachers and two resource teachers, so that in the event one or two participants dropped out, I still had a total of eight. Mason (2010) suggested that a smaller sample size would help the researcher to develop meaningful themes and useful interpretations. The criteria I used to select participants were (a) be K-3 early childhood educators and resource

teachers, (b) have experience working with CLD learners; and (c) work in a school with a high population of CLD learners. I developed the criteria based on the requirements for fulfilling the purpose and addressing the research question of the study. I also considered educators' knowledge of the topic and their experiences working with CLD learners. Early childhood educators and resource teachers of CLD learners must be recruited to collect data about their perspectives regarding teaching strategies currently used with CLD learners. I selected educators who met the identified criteria using the demographic questionnaire (see Appendix A).

Instrumentation

I conducted interviews using open-ended questions that were audio-taped. A qualitative interview occurs when a researcher asks one or more participants several open-ended questions and records the answers (Creswell & Guetterman, 2019). I based the interview questions on Gay's theory of CRT, with Bronfenbrenner's model used as a support. Gay (2010) described CRT as using "cultural knowledge, prior experiences, frames of references, and performance styles of ethnically diverse students to make learning experiences more relevant and effective for them" (p. 29). I ensured that all interview questions directly contribute to answering the research question of this study and aligned with Gay's theory by using the elements of CRT to design the interview questions, because the concepts in the CRT model (e.g., cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students) are part of the core of teaching CLDs. Appendix B contains the interview protocol and questions for participants.

According to CRT, effective teaching strategies must consider the capacity of CLD learners (Gay, 2010). When developing the interview guide, I incorporated the exploration of concepts of CLD students' cultural knowledge, prior experiences, frames of reference, and performance styles. Gay's theory (2010) further required considering teacher attitudes, culturally diverse curriculum content, culturally congruent instruction, pedagogical skill, and tenacity in ensuring quality education. Including these elements ensure the interview questions are sufficient to answer the research question of this study. To establish content validity, I conducted an expert review of the interview questions listed in Appendix B. To gain approval to conduct my research, I sought permission from the IRB of Walden University. Upon receiving IRB permission, I started the data collection process.

Expert review. I contacted three educators by telephone to ask them to be a part of the expert review for my dissertation study. The three educators are in the field of early childhood education and have expertise working with English language learners. The first expert reviewer has a Ph.D. in education with 51 years' experience in teaching and administration. The second expert reviewer has a BA in Education with 15 years' experience teaching. The third expert reviewer is an ESL teacher with 35 years' experience teaching. These educators were not from the same pool of teachers from Facebook, e-mail, or telephone for the study. Once the experts agreed to be part of the dissertation review process, I obtained their e-mail addresses. I sent them the interview questions in Appendix B via e-mail. I asked the educators to review each interview question and assess the ease of understanding the questions, appropriateness of structure

and wording of the questions, the completeness of the questions in terms of addressing the research question of the study and if there was anything else I should ask. The educators were asked to generate a list of recommendations for changes to the interview questions, if needed. I asked that they return their responses to me within two to three days via e-mail. Upon receiving the documents from the educators, I scheduled a call with the educators individually to go over their recommendations, if needed. I asked the educators to give me three different day and times that is best for them for a call. I confirmed via e-mail their appointment for a call based on their day and time responses. I made the recommended changes, as needed, before conducting the interviews with the participants in the study. By including expert reviewers in this study, it helps to ensure content validity.

Procedures for Recruitment, Participation, and Data Collection

After obtaining Walden's IRB approval, I reached out to teachers on my private Facebook, Capitol City Women's Ministries private Facebook, Sacramento Sister Circle private Facebook, and Walden University Online private Facebook. I also reached out to teachers on schools' public pages where I gained access to their e-mail. I sent out e-mails to teachers in a Northwestern school district. Upon receiving interest from teachers, I e-mailed a cover letter, a consent form to participate in the study, and a demographic questionnaire (see Appendix A). I was able to telephone potential participants to gain agreement for them to participate in my study. In the invitation I included my name, telephone number, e-mail address, the degree I am working on, the name of my university, my research study focus, and the criteria for participants' eligibility.

Participants were informed that all their information including location of the school and the state will be confidential. Walden University's approval number for this study is 06-05-19-0413403. I asked potential participants to sign the consent form and to fill out the demographic questionnaire and return them directly to me by e-mail within a week. My contact information was included so that potential participants were able to reach out to me to ask any questions they had about the study. Upon receiving the consent form and the demographic questionnaire, the answers from the demographic questionnaire helped me in choosing eligible teachers that met the criteria to participate in my study.

The criteria I used to select participants were: (a) K-3 early childhood educators and resource teachers; (b) must have experience working with CLD learners; and (c) working in school with a high population of CLD learners. Once potential participants were selected, I reached out to respondents by e-mail or telephone to conduct the interviews, allow time to answer any questions, and address any concerns they had concerning the interview process. Participants were informed that if they choose not to be interviewed or if the interview had started and they did not wish to continue participating in the interview, they could drop out at any time. I e-mailed or telephoned each participant to review the informed consent form, which summarized the proposed research study, addressed the risks of participation, the benefits of participation, and shared a few sample questions. Before the interview began, I reviewed the informed consent form with the participants and answered any questions they had about the research study prior to beginning the interview. I told the participants of my desire to audio-record the interview to ensure that nothing they said was lost or missed by me.

As a researcher, I need to make sure that the findings and interpretation of data were accurate and credible (Creswell & Guetterman, 2019). One of the strategies I used was member checking. Member checking is a process used by qualitative researchers to validate, verify, or assess the trustworthiness of qualitative results (Birt et al., 2016). At the end of my research, I shared a two-page summary of the findings of data analysis with the participants for them to check accuracy of their data (Creswell & Guetterman, 2019).

I interviewed participants by e-mail or telephone individually over a period of four to six weeks. Each interview lasted between 45-60 minutes. The participants' answers were recorded on the interview protocol as well as audio recorded. I transcribed both the answers recorded on the interview protocol and the audio recording in two to three days following each interview. Desimone (2009) found that interviews conducted properly are appropriate for providing powerful rich explanation to help answer the research questions.

I conducted the interviews, which lasted 45-60 minutes, by e-mail or telephone. Participants were informed that their interview responses would be kept confidential. I used pseudonyms instead of the real names of the participants and the schools where they work. The participants were assured that their identity would not be disclosed and that their responses would not be shared with other members of their organization. All documents pertaining to the study, including transcripts, audio-recordings, and consent forms are kept in a locked file at my home. Electronic data were saved on a password-protected computer to ensure that no one will have access to the electronic data. Data will

be in my possession for 5 years upon completion of the study. After 5 years I will shred

physical data and expunge the electronic data from the password-protected computer. All

audio-recordings will be erased.

Data Analysis Plan

I analyzed the data using Braun et al. (2014) thematic analysis plan. Creswell and

Guetterman (2019) mentioned that thematic analysis is one way to analyze qualitative

data because themes are similar codes grouped together to form a major idea. The six

steps to follow for thematic analysis include: (a) data familiarization, (b) code

development and coding, (c) theme development, (d) theme revisions, (e) theme

finalization and theme definition development, and (f) report generation (Braun et al.,

2014). I first analyzed the data collected from the teachers' interviews using the first four

steps of thematic analysis. I did the same four steps for the data from the resource

teachers.

Coding. I coded data using a priori, open, and axial coding strategies. I coded

responses to find common themes and patterns and looked for similarities and differences

among the different participants' interview responses. I visually displayed findings in

tables. I wrote a narrative explaining what I found in response to my research question.

The purpose was to analyze the perspectives of the participants on CRT for CLD

learners.

I first used a priori coding. Yin (2014) mentioned the use of a priori coding is

used when interview questions are based on a pre-established framework. For this study,

I used the six constructs of Gay's CRT listed in the conceptual framework to form my

interview questions. After reading each interview transcript from participants, I took the six constructs of Gay's CRT one by one and looked for elements in the interview transcripts that fell under the six constructs of CRT: culturally diverse curriculum content, culturally congruent instruction, pedagogical skill, professional growth, students' cultural contexts, and academic achievement. After reading all the data from the transcripts, I found words and phrases that fell under each of the six constructs of Gay's CRT. I then completed open coding.

To complete open coding, I read each participant's interview transcript several times. In the second and third readings, I looked for and highlighted repeated concepts, words, and phrases in the data, as suggested by Creswell and Guetterman (2019). Glaser (2016) mentioned open coding helps researchers to take their research in the right direction. I reduced the number of codes by merging them together as needed (Moghaddam, 2006; Shah et al., 2018).

Next, I completed axial coding by taking the data and grouped the open codes into categories based on similar attributes and characteristics. Simmons (2017) defined axial coding as a technique qualitative researcher use to relate data together to reveal codes, categories and subcategories which were grounded in participants' voices from the data collected. I looked for patterns and relationships among the categories. I combined similar categories and subcategories together to form a major idea or theme. Creswell and Guetterman (2019) said themes are similar codes aggregated together to form a major idea in the database. I re-examined a priori and open coding categories and subcategories, as needed to possibly collapse them to create themes (Creswell & Guetterman, 2019). I

let the data lead me and I did not force the data. I recorded examples of participants' words and established accuracy of each theme. I visually displayed the information on a table (Creswell & Guetterman, 2019). There were no discrepant cases found.

According to Creswell and Guetterman (2019), qualitative researchers use a narrative discussion to report findings. Creswell and Guetterman, (2019) defined a narrative discussion as a detailed written passage in which the researcher summarizes the findings from data analysis. In my analysis, I included excerpts from the transcripts from participants that supported identified themes. I reviewed major findings and addressed how the research question was answered. I gave my personal interpretations about the meaning of the data and compared them with the literature. I mentioned the limitations of the study and gave recommendations for future research. I conducted member checking by sending a two-page summary of the findings by e-mail to each participant, asking them in writing about the accuracy of their data (Creswell & Guetterman, 2019). I discussed the findings and presented a comprehensive report in Chapter 4.

Trustworthiness

To ensure trustworthiness of my research, I included several criteria to establish trustworthiness. Trustworthiness in a qualitative study is to support that findings from the study can be trusted (Elo et al., 2014). Kennedy-Clark (2012) suggested qualitative researchers should consider the following criteria to establish a trustworthy study: dependability, credibility, transferability, and confirmability. In the following section, I addressed the procedures for ensuring trustworthiness of the study.

Credibility

Credibility establishes a sense of confidence in the truth of the research study's findings (Creswell & Guetterman, 2019). For this study, the two groups were the K-3 teachers and resource teachers. In data analysis, I performed coding and initial theme development for the two groups, separately. I compared the themes generated from both groups. I performed member checking to improve credibility of the study. Member checking is returning the findings or summary of the findings to the participants to check the findings for accuracy of their data (Birt et al., 2016). Through member checking, the primary source of the information can be reviewed and the correctness of the information in the transcripts and the findings for accuracy of participant data; thus, improving data credibility (Morse, 2015).

Transferability

When a research study's findings have applicability to other settings, contexts, and situations, this is known as transferability (Kennedy-Clark, 2012). I utilized both thick descriptions, and deliberate variation in participant selection to establish the research study's transferability. I provided a rich and detailed account of the research setting, participants' perspectives working with CLD learners, and data collection procedures. By providing such details, the readers can determine whether the findings transfer to their settings. Purposeful selection of participants is an important aspect of this research study and I selected participants from Facebook, e-mail, and telephone who serve in two different positions within the schools (K-3 primary teachers and resource teachers).

Dependability

Dependability is a measure of trustworthiness because a qualitative researcher can demonstrate that the research study's findings are repeatable (Kennedy-Clark, 2012). I analyzed the data using Braun et al.'s (2014) thematic analysis plan. I first analyzed the data from the teachers using the first four steps of thematic analysis. I did the same four steps for the data from the resource teachers. I coded data using a priori, open coding and axial coding. I analyzed the interview data looking for similarities in teachers' perspectives. I performed coding and initial theme development for the two groups separately. I coded responses to find common themes and patterns and looked for similarities and differences among the different participants' interview responses. To enhance the accuracy of a qualitative study, I conducted member checking. I looked for evidence to support themes. By using these multiple sources of information and individuals I developed a report that is accurate and credible (Creswell & Guetterman, 2019).

Confirmability

Confirmability is when a researcher ensures that the research study's findings are based on participant responses as opposed to researcher bias or researcher motivation (Kennedy-Clark, 2012). I used reflexivity to ensure that the findings can be corroborated. Reflexivity is the process of acknowledging that the researcher is not separate from the research; therefore, there is a need to examine his or her own experiences, knowledge, and beliefs as they affect the shaping of the research (Berger, 2015). For this case study, I acknowledged my beliefs, opinions, personal knowledge, and experiences related to CLD

and teaching diverse students. I was able to control my own biases by writing my thoughts on my hard copy of the interview protocol, so I would not interject my own thoughts. I read the interview questions word for word, so I would not deviate by using my own words.

Ethical Procedures

Researchers have the responsibility of addressing ethical issues related to conducting a study with human participants (Lacey, Howden, Cvitanovic, & Dowd, 2015). One of the main ethical issues of having human participants is confidentiality (Lacey et al., 2015). According to the Belmont Report (1979), researchers must address three elements: (a) respect for persons, (b) beneficence, and (c) justice. Respect of persons is present when a researcher provides participants with transparency about the study procedures (Belmont Report, 1979). To ensure respect for persons, I provided each participant with an informed consent form before recruiting them as official participants of the study. I informed the participants about the purpose of the study, possible benefits, minimal risks, and scope of participation. Only participants who agreed and signed the informed consent were considered as a part of this study.

Beneficence is to protect participants from any harm during the research (Belmont Report, 1979). To ensure beneficence, I protected participants from risks or traumatization during the interviews by avoiding sensitive topics. I also ensured confidentiality of the participants to protect them from harm. I used pseudonyms instead of the names of the participants and the schools where they work. The teachers from

schools were referred to as T1, T2, T3, T4, T5, and T6, and resource teachers as R1 and R2.

The participants were also assured that their identity would not be disclosed, and that their responses will not be shared with other members of their organization. I only collected data that met the requirements of the methodology, accurately report findings, and relevant results. I also ensured that data, including the audio-recordings, would be kept in a locked file at my home. I am the only person with access to the locked file. Electronic data would be stored on a password-protected computer to ensure that no one will have access to the electronic data. These data will be stored for a minimum of 5 years per Walden University's requirements. After 5 years I will shred physical data and expunge the electronic data from the password-protected computer. All audio-recordings will be erased.

Justice refers to the identification and acknowledgement of the motivation of the selection of subjects (Belmont Report, 1979). To ensure justice, I kept all procedures reasonable and non-exploitative. All participants were volunteers. Participants could leave the study anytime. Moreover, all actions and scope of participants were explained to the participants before agreeing to be part of the study in the consent form. Data were handled in a confidential manner. The researcher protected participants and their school identity by using pseudonyms instead of the names of the participants and the schools where they work. The teachers were referred to as T1, T2, T3, T4, T5, and T6, and resource teachers as R1 and R2.

Summary

The purpose of this basic qualitative study was to explore Title 1 K-3 primary and resource teachers' perspectives on CRT used with CLD learners. In Chapter 3, I discussed the research methodology. As the researcher, I interviewed K-3 classroom teachers and resource teachers who agreed to take part in this research study. There were eight purposefully selected participants, which included six K-3 teachers and two resource teachers. The eligibility criteria for selecting participants were: (a) K-3 early childhood educators and resource teachers; (b) must have experience working with CLD learners, (c) working in school with a high population of CLD learners. The main data collection instrument was the interview protocol. I collected the interview data via e-mail or telephone interviews, so that participants could openly express themselves. Ethical issues were considered to protect the identity of all participants. Data were analyzed using thematic analysis through a priori coding, open coding, and axial coding. I used thematic development to determine the theme from the subcategories and categories to create themes. I performed member checking to validate the findings. In Chapter 4, I discussed the results of the findings from the in-depth e-mail or telephone interviews from all participants.

Chapter 4: Results

The purpose of this basic qualitative study was to explore Title 1 K-3 primary and resource teachers' perspectives on CRT used with CLD learners. The research question was, What are Title 1 K-3 primary and resource teachers' perspectives on CRT practices used with CLD learners? This study was necessary to better understand the challenges, resources, and training that is most effective when supporting CLD learners (Adera & Manning, 2014; Bonner, Warren, & Jiang, 2018). In this chapter, I discuss the setting, data collection, and data analysis. I also present results and evidence of trustworthiness. The chapter concludes with a summary.

Setting

I expanded the setting for this study beyond the research state to include three other location in the United States. I returned to Walden University's IRB three times before approval was granted to reach out to teachers. I used private Facebook accounts for Capitol City Women's Ministries, Sacramento Sister Circle, and Walden University Online, and my personal account. I also reached out to teachers on schools' public pages where I gained access to their e-mail addresses. I sent e-mails to teachers in a Northwestern U.S. school district and telephoned them to participate in my study. After a 7-week search, I had eight individuals who agreed to participate. I successfully recruited six K-3 teachers and two resource teachers from the research sites. All participants were assigned pseudonyms, which were T1, T2, T3, T4, T5, T6, R1, and R2.

There were some organizational conditions and traumatic events that caused delay in data collection. Due to changes in personnel, it took 6 months before I connected with

the person responsible to start interviews in the local school district. At first, I was e-mailed a denial letter from the director of strategy and continuous improvement; then, I received an approval after answering required questions. I was asked to give the names of the schools where I would like to conduct my interviews. I received approval to conduct my research for one school in the local school district. I started the participant recruitment process via e-mails and telephone calls with one person responding. I spent 2 months e-mailing and telephoning that one school for potential participants, but I had no response from anyone. I reached out to another district and was accepted, but then they wanted proof of insurance. The Student Professional Liability Insurance program is required by some districts to cover student researchers during the data collection process. After contacting Walden University's IRB, I was provided the insurance. I called the principals from schools within the other district requesting to collect data from potential participants, but I was declined access to school personnel.

After 36 weeks, I was directed by my school's director, Office of Research Ethics and Compliance to find teachers on my own who would be willing to participate. I contacted Walden's IRB with my change of procedures to recruit potential participants. I received approval and started the recruitment process. Due to the coronavirus pandemic, the recruitment process was delayed for 7 weeks. After a 7-week search, I recruited eight individuals through private social media and publicly available e-mail accounts who agreed to participate in my study.

Demographics

For data collection, I recruited and interviewed a total of eight participants,

six K-3 teachers and two resource teachers, by e-mail and telephone. I interviewed six

participants by e-mail and two participants by telephone. The e-mail interviews were

more flexible because I gave participants a week to complete the written interviews and

return them to me. The two interviews by telephone took a little more than 60 minutes.

The participants were a diverse group. Five participants were White, two of the

participants were Black, and one participant was Hispanic. All participants are presently

working in an elementary school with experience ranging from 3 to 24 years of teaching

CLDs. Demographic information is displayed in Table 1.

Table 1

Participant Demographics

Participant	Teaching position	Ethnic and racial identification	Number of years teaching	Number of years teaching CLD learners	Education and degrees earned
T1	Kindergarten (C)	White	24	24	MA
T2	First Grade (C)	White	5	5	MA
T3	First Grade (C)	Black	5	5	BA
T4	Third Grade (C)	Hispanic	8	8	BA
T5	First, Second, and Third Grade (C)	Black	15.5	15	MA, Education specialist/ABD
T6	Third Grade (C)	White	13	13	Doctoral
R1	First and Second Grade (R)	White	3	3	MA
R2	Kindergarten, First, Second, and Third Grade (R)	White	4	4	BA

Note. C = class teachers; R = resource teachers.

As shown in participants' demographic profile in Table 1, four participants had a master's degree, three participants had a bachelor's degree, and one participant had a doctoral degree. Two participants had less than 5 years' experience in teaching CLD learners, and four participants had between 5 and 15 years' experience. One participant had 24 years of teaching experience with CLD learners. The participants included six

elementary teachers and two resource teachers. Five of the participants were from the research state, and three participants were from other locations in the United States.

Data Collection

During the data collection process, I interviewed eight participants once. I interviewed six participants by e-mail and two participants by telephone between March 15 and April 24, 2020. The two interviews by telephone were conducted from my home office. I closed my office door to keep the interview confidential. My telephone was placed on speaker and I recorded the interview on my Olympus digital recording device with permission from the participants. I tested the device before the interview started to ensure that the voice recording was captured. I followed the interview protocol (see Appendix B) to ensure that all interview questions were asked of each participant. The participants who completed their interview by e-mail were given the choice of completing the interview by telephone or e-mail and they chose by e-mail. Participants were asked to review the consent form and whether they had any questions. This was completed prior to commencement of interviews. Participants who did the interviews by telephone were asked to sign the consent forms and e-mail them directly to me. I kept all participants' signed consent forms for my records. All participants were interviewed once. All documents pertaining to the study; including transcripts, audio-recordings, and consent forms are kept in a locked file at my home. Electronic data were saved on a password-protected computer to ensure that no one would have access to the electronic data. Data will be in my possession for five years upon completion of the study. After

five years I will shred physical data and expunge the electronic data from the password-protected computer. All audio-recordings will be erased.

All interview documents were e-mailed to each participant. Those who chose either an e-mail or telephone interview were asked to read the consent form, sign it, and fill out the demographic form and e-mail all documents back to me. All consent forms were signed before the commencement of the interviews. The entire interview process of gathering the forms and conducting the interviews lasted two to 30 days. The two telephone interviews were conducted the same day at different times. The telephone interviews were recorded and transcribed immediately by me following the interviews. I transcribed the audio recordings using Microsoft Word and uploaded them into a Microsoft spreadsheet. All e-mail interviews and the two telephone interview recordings were assigned a pseudonym, T1, T2, T3, T4, T5, T6, R1, and R2, and locked in a file cabinet at my home. At the conclusion of the interviews, I thanked all participants for their time and explained that I would send a two-page summary of the findings to allow them a chance to provide feedback regarding the results once the data analysis was completed. I explained that this process helps increase the validity of my study.

Data Analysis

I analyzed the data using Braun et al.'s (2014) thematic analysis plan. Creswell (2012) mentioned that thematic analysis is one way to analyze qualitative data because themes are similar codes grouped together to form a major idea. The six steps to follow for thematic analysis include: (a) data familiarization, (b) code development and coding, (c) theme development, (d) theme revisions, (e) theme finalization and theme definition

development, and (f) report generation (Braun et al., 2014). First, I analyzed the data collected from the teachers' interviews using the first four steps of thematic analysis: data familiarization, code development, theme development, and theme revisions. I completed the same four steps for the data from the resource teachers. I prepared the data for analysis by transcribing each audio recording, verbatim in a Microsoft Word document, then uploaded the transcriptions into an excel spreadsheet.

Step 1: Data Familiarization

I made copies of each transcript to make it easier to familiarize myself with and analyze the data. I read each transcript three times to complete data familiarization. I reviewed each transcript. I first analyzed data through a priori coding (Culturally Diverse Curriculum Content, Culturally Congruent Instruction, Pedagogical Skill, Professional Growth, Students Cultural Contexts, and Academic Achievement) based on the study's conceptual framework and literature. Second, I applied open coding to the raw data to search for repeated words, phrases, and concepts that could answer the research question. Then I wrote notes in the margins about key concepts or phrases that were relevant to teachers' perspectives on CRT for linguistically diverse learners. This process helped me to become familiar with the data and to determine specific responses that related to the research question.

Step 2: Code Development and Coding

I coded data using a priori, open, and axial coding strategies. I coded responses to find common themes and patterns and looked for similarities and differences among the different participants' interview responses. I visually displayed findings in tables. First, I

displayed the a priori codes found under each of the six constructs of Gay's CRT.

Second, I applied open coding by searching for repetition of words and phrases from the

a priori codes. I grouped the codes by similarities and other common themes. I reviewed

the codes and created categories and subcategories as needed. I wrote a narrative

explaining what I found in response to my research question. The purpose was to analyze

the perspectives of the participants on CRT for CLD learners.

A priori coding. I first used a priori coding. Yin (2014) stated a priori coding is

used when interview questions are based on a pre-established framework. For this study,

I used the six constructs of Gay's CRT listed in the conceptual framework to form my

interview questions. After reading all the data from the transcripts, I found words and

phrases that fell under each of the six constructs of Gay's CRT. Table C1 in Appendix C

displays the a priori codes, categories-constructs, participants' identifier, and transcript

excerpts that corresponds with each construct.

Open coding. Once a priori coding was completed, I then completed open coding

of the participants' data and the a priori codes. Open coding is used by researchers to

identify repeated words, phrases, and concepts from participants' data (Ravitch & Carl,

2015). I grouped the codes by similarities and labeled the groups to give meaning to each

group. Table C2 displays the open codes, participant identifiers, and transcript excerpts

(see Appendix C).

Step 3: Theme Development and Theme Review

Axial coding was completed following the open coding process. Because open

coding resulted in five codes, axial coding was not needed to develop themes. To develop

themes, I reviewed the research questions and the framework constructs. This deeper analysis resulted in four theme statements: K-3 and resource teachers 1) supplement the existing curriculum, 2) need professional development to teach CLD students, 3) use vocabulary, language, and student-centered instructional techniques and activities for classroom instruction, and 4) incorporate parent involvement activities to develop home/school relationship and increase student academic performance.

Results

The findings from this study were identified from the themes formed during data analysis from eight participants who used CRT practices for CLD learners in Title 1 schools. I used the research question, which centered on ascertaining Title 1 K-3 primary and resource teachers' perspectives on CRT practices used with CLD learners, to guide the interview questions. The eight participants responded to the interview questions with detailed and descriptive answers that answered the research question: Title 1 K-3 primary and resource teachers' perspectives on CRT practices used with CLD learners. The results of the data analysis from these interviews assisted me in developing future recommendations for additional research to be conducted.

In this section, I presented the results for the research question, What are Title 1 K-3 primary and resource teachers' perspectives on CRT practices used with CLD learners? During data analysis, four themes emerged to answer the research question: K-3 and resource teachers (a) supplement the existing curriculum; (b) need professional development to teach CLD students; (c) use vocabulary, language, and student-centered instructional techniques and activities for classroom instruction; and (d) incorporate

parent involvement activities to develop home/school relationship and increase student academic performance.

Theme 1: K-3 and Resource Teachers Supplement the Existing Curriculum

Six K-3 teachers and two resource teachers expressed how the curriculum in their schools are not sufficient to teach CLD learners. They agreed that the curriculum is designed only for two different languages and it omits teaching vocabulary. Six K-3 teachers and two resource teachers stated that they supplemented the curriculum in different ways to effectively support CLD learners. Supplemental materials ranged from vocabulary materials to visual aids in representing vocabulary to increase CLD resources. Due to inappropriate curriculum and minimal materials, six K-3 teachers and two resource teachers felt inadequately prepared to teach in culturally diverse classrooms and do not change their style of teaching even when their classrooms become diverse.

CLD learners are faced with challenges unique to their demographics, and teachers believe they are unprepared to teach CLD learners (Murtagh & Francis, 2011; Heineke, Papola-Ellis, Cohen, & Davin, 2018). Participants shared how they had to find other alternatives to meet the needs of their students. T2 said: "I made visuals, including pictures of children that look more like my students (for example, adding more African American or Asian student representation to my power points)." T4 said she uses visuals, gestures for academic vocabulary, and reteaching when revisiting academic terms. These additions to the curriculum are important because students may know the words in their native language but may not know how to pronounce the words in English (Hur & Suh, 2012).

Theme 1 focused on the curriculum content and my data suggested teachers integrate students' culture, backgrounds, and identity into the teaching strategies for diverse learners' benefit. T2 and T4 described this strategy in their responses during the interviews. When teachers have inappropriate and minimal materials when teaching CLD learners, they often feel unprepared teaching in a diverse classroom, and often are creative to try and add supplemental materials (Acquah et al., 2016; Heineke et al., 2018).

Ma et al. (2017) mentioned how important it is for teachers to use picture books to help convey narrative, incorporate students' cultural backgrounds, and to improve English language and literacy for CLD learners. R2 integrated students' cultural backgrounds by adding books from the library that represents the culture in the school. The school library and the classroom libraries have books that reflect the different cultures in the classroom. T4 had EL materials from the EL library to teach CLD learners that helped represent the different cultures in the classroom and used the EL support staff as a resource. Fickel et al. (2017) discussed this same concept of how teachers can benefit by connecting with other teachers by sharing teaching strategies and working through common challenges together.

Six K-3 teachers and two resource teachers in this study did not have the needed materials to work with CLD learners. The curriculum provided did not have enough vocabulary, language diversity, and cultural diversity to work with CLD learners. It is important for the curriculum to have those components, because culturally sensitive teaching methods are beneficial for CLD learners (Vittrup, 2016). Teachers should use

students' cultures during instruction to support students' learning in the classroom, as the teachers in this study attempted to do.

Theme 2: K-3 and Resource Teachers Use Vocabulary and Language- and Student-Centered Instructional Techniques and Activities for Classroom Instruction

Vocabulary and language acquisition. All participants used different instructional techniques to teach CLD learners. Instructional techniques featured vocabulary and language acquisition strategies to improve students' language arts skills. Hur and Suh (2012) stated that teachers could use visual and audio aids to help CLD learners develop new vocabulary to improve their English. T1 teaches vocabulary using pictures, writing and oral language activities, graphs, and slides. T1 and T2 both used PowerPoints that displayed visuals, along with the words, to teach vocabulary. Students learned vocabulary and acquire language through using a family wall, cultural celebrations, and holidays (T1, T2, T6), and viewing culturally diverse videos. T2 incorporated hand-eye gestures, hand motions, and used words in multiple languages to teach vocabulary and enhance language acquisition. According to Rosborough (2014), gestures and motions are shown to be an effective communication tool for early childhood educators to use to help second grade CLD learners to construct concepts and meaning in English words, which supports what several of the participants in this study described in their responses. T5 also works with an ELL resource teacher who pulls out students and supports them with the English language.

Home language. T2 described how students compare family traditions and customs, including food, clothing, homes, and games. T2 also explained how she

sometimes teaches the whole class a few basic words in the language of one of the CLD students' home language. T4 portrayed how she used CLD students' home language for new students or students who are struggling in academic English during class time. Amorsen (2015) showed that incorporating the use of home languages into the classroom activities and homework furthered students' multilingualism and their overall development in school, which was reflected in T2 and T4's classrooms.

Oral language. Spanish speaking students in T1's classroom completed book reviews by pairing Spanish speakers with English speakers and sharing their reviews with the class. T1 and T2 used small and large group instruction to encourage students to discuss lesson topics. These examples of teaching practices are supported by Vittrup (2016), when the findings showed that successful classroom discussions were shown to be beneficial for all students, CLD and non-CLD alike. Student talk is further encouraged using stories, picture talks, and writing sentences about pictures in the story (Vittrup, 2016).

Student-centered instructional techniques and activities for classroom instruction. Using student-center instructional techniques and activities were used by all participants. T4 explained how she lets students interview each other and draw a portrait of one another to help incorporate CLD learners' interests and culture during instruction. According to Anderson et al. (2015), peer-to-peer interactive writing activities were possible strategies for improving CLD learners' English language skills, which supports the methods of teaching used in the classroom. T1 students have time to talk to develop language and to problem solve. R1 students have lots of opportunity to talk while in small

group settings. T4 incorporated students' interests and background knowledge when selecting read alouds or videos to incorporate into the lesson to connect to content standards.

Teachers also used projects to teach content as a teaching practice. T6 said: "I have also done small projects where we use a variety of languages to share a statement such as all the ways we can write love." T4 integrated a family history project in social studies to involve CLD students' families into her lesson plans. The family history project was helpful to encourage students to use their oral language skills when they described their families and events. T6 shared she also creates projects that are centered around cultural diversity in her classroom. "We learn about and celebrate Día de Los Muertos and Lunar New Year. It helps students learn basic phrases and terms and to teach students some of their language."

Student grouping is another strategy that assists teachers in instruction for individual students, small groups, and whole class activities that was also described during the interviews. For example, T5 worked with her students in one-on-one, small, and whole group settings which helped CLD learners to develop English language skills. Small groups, such as buddy groups, using the think-pair-share in groups, and individually explaining answers can support all early childhood ELLs (Hedge et al., 2016), and these activities came up during the interviews. Just like Hedge et al. (2016) described in their study. R1 found forming small groups whenever she could, helped facilitate more conversations amongst students which assisted in learning the English language.

T2 shared working one-on-one with a CLD student that is struggling, or pairing them with another student that they have befriended seems to be helpful and make them more comfortable to try and participate in learning task (for example a mathematics activity or worksheet). T3 has one-on-one instruction during centers; letting students know when they will be called upon to answer; and partnering with peer tutors. T1 mentioned: "Words they don't know, let them say it in their language, example hello in their home language and goodbye, and say silly things in their language." T4 expressed how students needed more opportunities to scaffold learning because it helped students to develop literacy skills in planning, developing, and editing. Williams and Piloneita (2012) found when teachers could scaffold learning, it enhanced reading comprehension by summarizing, questioning, word and genre analysis, and building vocabularies. Teachers could use technology, such as an interactive white board (IWB) or a digital storytelling tool and repeated learning opportunities for learning to engage students (Hur & Suh, 2012), which also could help with scaffolding learning. R1 stated that students need access to technology which could support English language development and support additional learning, but their schools were limited on resources.

All teachers used student-centered instructional techniques and activities for classroom instruction to meet the needs of their CLD learners. All teachers used creative ways to instruct their students and to meet their academic needs. Teachers need to infuse students' cultural background into the lessons to help CLD learners to learn new content. Hur and Suh (2012) stated that CLD learners may have a rich vocabulary in their native language, and teachers should use students' vocabulary skills in their native language to

support them in acquiring vocabulary skills in English, six K-3 teachers and two resource

teachers described the need to develop vocabulary to add to their existing curriculum.

Theme 3: K-3 and Resource Teachers Need Professional Development to Teach

CLD Students

Educators must develop new knowledge and skills that will prepare them to better

meet the needs of their CLD students (Fickel et al., 2017). Some of these strategies

include activities that connect background knowledge to language skills and academic

content, challenging activities that develop critical thinking skills, and conversation-

based instruction (Penner-Williams et al., 2017). In my study, only four of the

participants attended professional development opportunities specific to CLD students.

Professional development ranged from benchmark ELD standards training to AVID

training using a workshop or symposium format. During the benchmark ELD training,

attendees were taught to define their questioning strategies. T1 expressed that the idea

was for students to move from lower level thinking to higher level thinking skills. In a

county workshop, ESL teachers presented methods to better communicate with students

who do not speak English. T2 explained:

> I use pictures and visuals…to go with vocabulary words and draw pictures next to
>
> words when we are listing something as a class. I … use educational video[s]
>
> when students learn a new concept, often at the beginning of each ELA and math
>
> lessons.

Another training using a symposium format involved learning about teachers

being thoughtful and knowledgeable about home situations and triggers such as traumatic

experiences. T3 shared that it is also important to encourage staff to identify their own biases, attend English language instructional training to understand how to use strategies effectively to teach CLD learners and cultural awareness trainings. T4 attended multiple workshops provided by State Humanities Center (MHC) and Omaha Public Schools (OPS) which focused on serving diverse/minority populations. T4 shared she learned relationship building between the teacher and student is critical to develop trust, and developing trust helps to cultivate knowledge and cultural backgrounds of students and their families better.

Regardless of the professional development attended by the study participants, only four teachers and one resource teacher desired to increase knowledge, information, skills, and strategies to improve instruction for CLD students. T2 stated that she would like more trainings like the one the ESL teachers presented at the district professional development training, because the training focused on using pictures and visuals during instruction which was very eye opening to her. T4 stated that she would like more training on teaching to the standards, rather than relying on canned curriculums so that she can more frequently incorporate her students' background. Even though PD is part of professional growth in pedagogy, not all participants attended PD related to CLD. For example, R1 did not attend any training specific to CLD learners, but this participant attended PD in the areas of behavior and Special Education documentation. R1 expressed a desire to attend a training that was geared towards writing and language acquisition so she could apply what she learns during instructing her CLD learners and offer language acquisition to families and parents.

Four of the eight participants in this study expressed how they have received some professional learning, which was geared towards working with CLD learners, but they still would like to attend more training. The other four participants received professional learning, but none were geared towards working with CLD learners. Professional learning is very important for CLD teachers because they can collaborate with other teachers to improve their own and other's teaching processes (Maxwell, 2013). Teachers then have opportunities to implement what they learn into their teaching practices in the classroom, but teachers also must have time to attend a variety of professional development opportunities to enhance their teaching practices.

Theme 4: K-3 and Resource Teachers Incorporate Parent Involvement Activities to Develop Home/School Relationship and Increase Student Academic Performance

Incorporate parent involvement activities. Parents play an important role in the experiential backgrounds of CLD learners, particularly in their social status and classroom involvement is very important to their children's success (Beneke & Cheatham, 2016). Teachers at the research sites involved parents of CLD students as an outreach program to ensure CLD parent collaboration and participation in the classroom. Families were invited to gallery events for in-class interview/portraits projects by T4. T5 designed monthly make-and-take sessions for the entire family and she invited family members to make home activities for reading, language arts, and mathematics.

Home/School relationship. T4 shared that her school, works to involve parents in-school through various opportunities, such as volunteerism, playgroups for younger siblings, and visiting the classroom. The school partners with many community

organizations in the area to support families off-site. T5 sends home activities, expectations, and newsletters in the family's dominant language. She also sends home fun activities families can do over the weekend and uses a voice recorder to record messages in different languages to explain the activities. T2 mentioned how she talked to her parents on the phone and created a private Facebook group to help share tips and resources for homeschool activities.

Student academic performance. T4 shared when students know she communicates with their families, often their academic effort increases because there is increased accountability through the school and home connection. Wang and Sheikh-Khalil (2014) stated that parent involvement increased student achievement. Beneke and Cheatham (2016) stated parent participation in CLD learners' classrooms was beneficial to learners' performance but was impacted by various aspects of their social status. T5 mentioned having consistent support at home helping students, makes reteaching easier and students have been showing great increase in their ability to master higher thinking skills. She has also seen a boast of confidence in her students. Educators need to develop cultural competence, and encourage multilingualism in honoring children's identities, languages, and cultural backgrounds (Pizzo, 2016). R2 agreed when she said: "By knowing families and students, students' learning improves through this. I like to brag to parents about how hard their [child] is working. I like students to feel proud." It is important for parents and teachers to develop positive relationships in early childhood CLD school experiences because such positive relationships can play an important role in

supporting early learners, providing quality education, and contribute to future academic success (Beneke & Cheatham (2016).

All eight participants shared how their schools supported home and school relationships. Home is an important part of a child's first learning. Amorsen (2015) mentioned how teachers should ask parents to volunteer in their classroom. If parents cannot volunteer in the classroom then teachers should ask them to help prepare certain materials from home or read a book to their child at home.

Summary

The research question for this study was, What are Title 1 K-3 primary and resource teachers' perspectives on CRT practices used with CLD learners? Findings yielded four themes. Six K-3 teachers and two resource teachers supplemented the existing curriculum, discussed the need for additional professional development to teach CLD students, to demonstrate how to use vocabulary, language, and student-centered instructional techniques and activities for classroom instruction. The participants also stated the need to incorporate parent involvement activities to develop home/school relationship that ultimately can increase students' academic performance. There were no discrepant cases found during the data analysis.

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Evidence of Trustworthiness

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To ensure that my data analysis was credible, I used two validation strategies (Ravitch & Carl, 2015). I collected data through interviews that were audio-taped using open-ended questions. I also used member checking to establish credibility. I sent a two-page summary of the findings for participants to check accuracy of their data. All eight

participants agreed with the accuracy of their data and had no questions or concerns on the findings.

Transferability

I utilized both thick description, and deliberate variation in participant selection to establish the research study transferability. I provided a rich and detailed account of the research setting, participants' perspectives working with CLD learners, and data collection procedures. The detailed description of the data collection and data analysis process will help to support other researchers who wish to duplicate this study. The themes formed during data analysis included excerpts from the interviews to support the participants' responses.

Dependability

Member checking was conducted to ensure dependability. At the end of the analysis, I sent each participant a two-page summary of the findings for them to check the credibility of my findings. Participants agreed with the accuracy of their data and had no questions or concerns on the findings. Thick description was used to provide a rich and detailed account of the research setting, participants' perspectives working with CLD learners, and data collection procedures as Ravitch and Carl (2015) suggested.

Confirmability

Conformability requires that the researcher ensures that the research findings are based on participants' responses as opposed to the researcher bias or researcher motivation (Kennedy-Clark, 2012). I acknowledged my beliefs, opinions, personal knowledge, and experiences related to CLD and teaching diverse students. I controlled

my own biases by writing my thoughts on my copy of the interview protocol, so I would not interject my own thoughts. I read the interview questions word for word, so I would not deviate by using my own words.

Summary

In Chapter 4, I provided the results of data collection and analysis. I used the results to answer the research question, What are Title 1 K-3 primary and resource teachers' perspectives on CRT practices used with CLD learners? A basic qualitative design was used to explore the research question. The findings resulted in four themes. Six K-3 and two resource teachers supplemented their existing curriculum because the current curriculum was not sufficient to meet the academic needs of CLD learners. Their instruction featured vocabulary, language, and student-centered instructional techniques and activities for classroom instruction. Each participant also incorporated parent involvement activities to develop home/school relationships that they felt would ultimately increase student academic performance. All participants realized that they need further professional development to teach CLD students. I had a total of eight participants. All participants were from the research sites. In Chapter 5, I discussed the interpretation of the findings, conclusions, and my recommendations for further research and practice.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this basic qualitative study was to explore Title 1 K-3 primary and resource teachers' perspectives on CRT used with CLD learners. The research question was, What are Title 1 K-3 primary and resource teachers' perspectives on CRT practices used with CLD learners. The problem addressed was the gap in practice and literature regarding the teaching strategies used to teach K-3 CLD learners as evidenced by little or no gains on the ELDT for K-3 CLD students, despite efforts from the state and district. Studies indicate that further research into teacher perspectives is necessary to better understand the challenges, resources, and training that would be most effective when supporting CLD learners (Adera & Manning, 2014; Bonner et al., 2018).

Using a basic qualitative design, I interviewed six K-3 primary teachers and two resource teachers to explore their perspectives on CRT practices for linguistically diverse learners in Title 1 schools with a high population of CLD students. I conducted in-depth e-mail or telephone interviews with educators of CLD students and inductively analyzed their responses to understand the teaching strategies used. The results from this study may assist primary teachers in planning or implementing changes in the practices used in their classroom to more effectively instruct CLD learners, thus improving CLD learners' academic performance.

The six K-3 teachers and two resource teachers did not have the needed materials to work with CLD learners. To support their CLD learners, teachers in the study implemented additional curricular materials and even made supplemental materials to use during instruction. All participants stated that they have a curriculum for their classroom

instruction, but it does not have enough vocabulary and was only designed for English-
and Spanish-speaking students. Participants wanted to support all their students, so they
worked very hard to supplement materials as needed. They used vocabulary and language
acquisition and reinforced learning with visuals and audio aids. They integrated students'
cultural backgrounds by using words in multiple languages, used their home language to
help students relate to the language in the class, and celebrated cultural holidays with
discussion in whole groups, which helps students to develop oral speech. This finding is
supported by Gay's (2010) theory of CRT, which is a holistic theory that requires the
integration of CLD learners' culture, backgrounds, and identity into the teaching
strategies used in the classroom. I also used Bronfenbrenner's (1986) model to consider
how CLD learners' backgrounds and social contexts influence the effectiveness of
teaching strategies used with CLD learners.

Four of the participants attended professional development opportunities specific
to CLD students, while the other four did not. The participants all expressed that they
would like training that is specifically designed for teachers working with CLD learners.
This is confirmed by Bronfenbrenner's (1986) model, which postulates that professional
learning affects the performance of a teacher in the school context and has a mutual
impact on CLD learners in the school and home context. Gay (2010) further confirmed
that professional learning relates to the pedagogical skills component, which translates
the care teachers have for CLD learners into instructional strategies. Some of these
strategies can include activities that connect background knowledge to language skills

and academic content, challenging activities that develop critical thinking skills, and conversation-based instruction (Penner-Williams, Diaz, & Worthen, 2017).

All participants reported believing in the importance of home and school relationships. This was evident in their discussion of how they invited parents to come into their classroom to volunteer and to volunteer in other school activities. Most participants sent home materials in families' home language so the families could work with their students. Involving parents at home, school, and in the classroom helps students to develop academically. This finding is confirmed by Beneke and Cheatham (2016) who stated that parents have an important place in the backgrounds of CLD learners and their social statuses and classroom involvement is very important to their children's success. Amorsen (2015) stated that teachers should ask parents to volunteer in the classroom to develop positive home and school relationships. Gay (2010) agreed and wrote that teachers should ensure CLD parent collaboration and participation in the classroom as it aligns with providing a quality education, which is an important aspect of CRT. Parents' collaboration is a part of CLD learners' developmental contexts at school and is the foundation of the mesosystem model of Bronfenbrenner's (1986) theory, as parents who are part of the home context influence the classroom and the class influences the parents in an integration of the home and school contexts.

Interpretation of the Findings

All participants in this basic qualitative study provided information and insights about their years of experience working with CLD learners that aligned with previous research findings. During the process of data collection and data analysis. I continued to

consider the conceptual framework of Gay's (2010) theory of CRT and Bronfenbrenner's (1986) ecological system theory on human development focusing on the mesosystem. The framework was used to connect themes and frame the study findings. In Chapter 2, I reviewed the current literature that is relevant to the four identified themes and to the teachers' perspectives regarding CRT practices used with CLD learners. The outcomes of this study reinforce the literature review in Chapter 2. Additionally, the results reflect the applicability of Gay's (2010) theory of CRT and Bronfenbrenner's (1986) ecological system theory of human development on teachers' perspectives regarding CRT practices used with CLD learners.

K-3 and Resource Teachers Supplement the Existing Curriculum

In their work, the participants in this study are required to teach CLD learners and to make sure they are successful in school, yet they are not provided with the proper materials to use in their classrooms. The lack of supportive teaching materials for teachers was confirmed by Chin-Yin et al. (2016) who noted that teachers face a variety of personal, cultural, and institutional challenges in developing effective teaching strategies for CLD learners. Similarly, the six K-3 teachers and two resource teachers in this study expressed how they had to implement supportive materials to deliver the appropriate instruction to the students. They agreed that the curriculum fell short in specific content vocabulary needed for CLD learners. The curriculum is designed for two different languages which made teachers feel inadequately prepared to teach in culturally diverse classrooms (see Acquah et al., 2016).

CLD learners are faced with challenges unique to their demographic, and teachers still believe they are unprepared to teach CLD learners (Heineke, Papola-Ellis, Cohen, & Davin, 2018; Murtagh & Francis, 2011). Participants shared how they had to find other alternatives to meet the needs of their students. T2 said "I made visuals, including pictures of children that look more like my students (for example, adding more African American or Asian student representation to my power points)." T4 used visuals, gestures for academic vocabulary, and reteaching when revisiting academic terms. Building vocabulary is important because students may know the words in their native language but may not know how to pronounce the words in English (Hur & Suh, 2012). T2's and T4's strategies in teaching CLD learners are supported by Gay's (2010) holistic theory of CRT which requires the integration of CLD learners' culture, backgrounds, and identity into the teaching strategies used in the classroom. Bronfenbrenner's (1986) developmental ecology model also considers CLD learners' backgrounds and social contexts that influence the effectiveness of the teaching strategies used with CLD learners.

K-3 and Resource Teachers Use Vocabulary, Language, and Student-Centered Instructional Techniques and Activities for Classroom Instruction

All participants used student-centered instructional techniques and activities for classroom instruction to meet the needs of their CLD learners. They also used creative ways to instruct their students and to meet their academic needs. Instructional techniques featured vocabulary and language acquisition strategies to improve students' language arts skills. This need is supported by Hur and Suh (2012) when they stated that teachers

should use students' vocabulary skills in their native language to support them while they acquire vocabulary skills in English. Students need to be exposed to vocabulary in meaningful contexts and build vocabulary from new English words they learn (Hur & Suh, 2012). Acquiring adequate vocabulary is an essential skill that educators need to help CLD learners develop (Yoshikawa et al., 2015). T1 mentioned: "I supplement more vocabulary, teach vocabulary and usage, reading and writing." R2 teaches her whole class words in students' language.

Another insight was that the lack of English literacy could pose a major challenge for CLD learners who need to build vocabulary and gain English language skills using skill-building activities (Hur & Suh, 2012). My research confirms the lack of literacy for CLD learners. T2 said: "I have some trade books that are written both in English and Spanish. My classroom library also contains stories that are inclusive of various cultures." R2 shared: "I add books from the library that are representative of the cultures in the school." All participants felt the need to use different strategies to effectively activate students' prior knowledge to learn new content. This was confirmed when Robinson and Randall (2016) said K-12 teachers needed to find ways to help CLD learners acquire a second language by using familiar words to the students. They stated that teachers who recognized and build on what students brought to the classroom from their daily life experiences were successful in teaching CLD learners. Also, teachers should activate what children already knew to help them to learn new skills.

Vittrup's (2016) discussion of culturally sensitive teaching relates to what Gay (2010) referred to as culturally congruent instruction, which incorporates students'

cultural values into classroom instruction. Helping CLD learners acquire English language skills is a part of CLD learners' developmental contexts at school, and thus the mesosystem model of Bronfenbrenner's (1986) model. Teachers encouraged third grade students to value what they know, incorporate their peers' experiences into their knowledge, practice listening, and help students to connect new, and existing information so they could understand new information (Amaro-Jimenez, 2014). T1 said: "I would ask children to bring in family pictures including family members, their homes, clothing, and food." T2 shared

> An example of one activity is near Christmas time. We take a couple of weeks to learn about holidays around the world. I try to incorporate all students' traditions and beliefs during this time. We discuss the different ways we celebrate and learn the history behind these cultural traditions as well.

One way that teachers could incorporate students' cultures into the classroom content was through cultural days (Nguyen, 2012).

K-3 and Resource Teachers Need Professional Development to Teach CLD Students

All participants expressed the need for cultural awareness training and interpreters and translators for support during teaching practices with CLD learners. Kim and Plotka (2016) stated that professional development for early childhood teachers of CLD learners should provide information and knowledge about acquisition of first and second languages and how to strengthen English literacy skills at home as well as support home language acquisition. Such professional development programs place an emphasis on using the home language as much as possible and providing translators for students and

parents. During this study four participants expressed how they attended some PD while the other four participants were not given these opportunities. They all would like PD to support them in working with CLD learners. Fickel (2017) confirmed that teachers who can connect with other teachers through professional development share strategies and work through common challenges.

K-3 and resource teachers in my study incorporate parent involvement activities to develop home/school relationship and increase student academic performance. This was confirmed by Amorsen (2015) when it was mentioned that early childhood students benefited when parents are involved in the classroom. T4 shared: "When students know I communicate with their families, their academic effort increases because there is increased accountability through the school/home connection." T5 said: "Having consistent support at home to help students, it makes reteaching easier and students have been showing great increase in their understanding ability to master higher thinking skills and I have seen a great confidence boost in my students." All teachers believed in the importance of developing a home/school connection.

Findings in Relation to the Conceptual Framework

The conceptual framework chosen for my research supported the findings of this basic qualitative study. Gay's (2010) framework for CRT considered classroom instruction, students' cultural context, personal growth, and academic achievement to be intertwined and equally significant parts of the structure of culturally responsive learning. All eight participants were concerned with how they supplemented the curriculum in different ways to provide effective practices to teach their CLD learners. T1 and T2

mentioned curriculums needed vocabulary and other materials to support all CLD

learners. T2 and R1 believed that their teaching practices were effective when they had

cultural awareness training, a curriculum that has cultural materials to teach all students,

and they were provided with all the materials needed to support effective instruction.

Gay's theory supported the findings for cultural awareness trainings for teachers of CLD

learners. Wright et al. (2016) used Gay's theory to support early education teachers being

required to receive training in cultural competence. These results are aligned with

previously cited studies that indicated that professional development could be a

significant part of helping teachers develop the necessary skills for teaching CLD

learners, and can include professional learning, community service, and knowledge

acquisition (Kim & Plotkin, 2016). Professional development helps to increase teachers'

knowledge and skills which results in increasing student achievement (Mendez, 2013).

Culturally Diverse Curriculum Content

Theme 1 focused on the curriculum content, and my data suggested teachers

integrate students' culture, backgrounds, and identity into their teaching strategies for

diverse learners' benefit (Gay, 2010), like T2 and T4 described in their responses during

the interviews. T2 said: "I made visuals, including pictures of children that look more like

my students (for example, adding more African American or Asian student representation

to my PowerPoints)." T4 uses visuals, gestures for academic vocabulary, and reteaching

when revisiting academic terms. Yet, since specific materials for CLD learners was

omitted, participants often felt unprepared teaching in a diverse classroom, and often are

creative to try and add supplemental materials. This concern was echoed by Acquah et al. (2016) and Heineke et al. (2018).

Culturally Congruent Instruction

Theme 2 supported the construct of culturally congruent instruction. All participants used different instructional techniques to teach CLD learners. Instructional techniques featured vocabulary and language acquisition strategies to improve students' language arts skills. Hur and Suh (2012) stated that teachers could use visual and audio aids to help CLD learners develop new vocabulary to improve their English. T1 teaches vocabulary using pictures, writing and oral language activities, graphs, and slides. T1 and T2 both used PowerPoints that displayed visuals, along with the words, to teach vocabulary. T1, T2, T4, T6, R1 and R2 used students' background and culture. Vittrup's (2016) discussion of culturally sensitive teaching relates to what Gay (2010) referred to as culturally congruent instruction, which incorporates students' cultural values into classroom instruction.

Pedagogical Skill

Theme 3 supported the construct of pedagogical skill development. Professional learning relates to the pedagogical skills component of Gay's (2010) theory, which translated the care teachers have for CLD learners into instructional strategies. T1 used the school's curriculum, written and oral vocabulary, and T3 used informal assessments during centers. T2 added videos, pictures, and T1 worked in small groups to make sure a phonetic problem is not confused as an ELL problem. R1, resource teacher said she plans her lessons for IEP goals. R2 said her goal is that her students can fully access the

curriculum with some support if needed, and her goal is that students will go to college or trade school. Both resource teachers identified a need to improve CLD practices to support CLD learners. Many of these activities connect background knowledge to language skills and academic content, challenging activities that develop critical thinking skills, and conversation-based instruction (Penner-Williams, Diaz, & Worthen, 2017).

Professional Growth

Theme 3 supported the construct, professional growth. Teachers who can connect with other teachers through professional development share teaching strategies and work through common challenges (Fickel et al., 2017). All eight participants expressed the need for more professional development and growth. T4 said she attended professional development training, but it was not specific for CLD learners. T4 had training in the areas of behavior, and special education documentation. Only T2 attended an ESL training on different ways to communicate better with their CLD learners. The eight participants agreed they wanted and needed training in the following topics: encouraging staff to find their biases, ELL instructional guides, cultural awareness, writing, language acquisition, teaching to the standards, rather than relying on canned curriculums, student backgrounds and perspectives can be incorporated more frequently, CLD, PLC, and summer workshops. Learning how to teach English language skills and literacy to CLD learners through professional development programs can be a major asset in effectively supporting them in school (Yoshikawa et al., 2015).

Students' Cultural Context

Theme 4 supported the construct of students' cultural context. A culturally responsive classroom exists when a teacher recognizes and respects students' culture and integrates cultural experiences from families, communities and schools into the curriculum to encourage students' participation in the classroom and motivates them to learn (Chen & Yang, 2017). All eight participants shared that they encourage their students to use their native language in many cultural events. T1 used books to teach interest of the students, and used life experiences, T1, T2, T4, R2 used one-on-one and whole class during instruction. T3 used relationship building and pursuing conversation during pickups, drop offs and conferences. She expressed how they celebrated cultures in class and the school during open house, Black History Month, and multicultural festivals when families bring in cultural food. T1 celebrated birthdays in the child's culture, R1 celebrated students' languages, T6 brought in artifacts, and celebrated with diverse dance groups and, T4 celebrated family history projects in social studies, and gallery events for in-class interviews/portraits projects. Pizzo (2016) connected Gay's (2010) theory to instructional practice by suggesting that teachers view early childhood CLD learners through an asset-based perspective that considered their cultural backgrounds and native languages as invaluable information to draw upon in class.

Academic Achievement

Theme 4 supported the construct of academic achievement. Based on the responses from participants in this research study, students achieve academically when their families participate in school life and support learning at home. Amorsen (2015)

mentioned how teachers should ask parents to volunteer in their classroom. Beneke and

Cheatham (2016) stated parent participation in CLD learners' classrooms was beneficial

to learners' performance but was impacted by various aspects of their social status. T5

mentioned having consistent support at home to help students, making reteaching easier

and students have been showing great increase in their ability to master higher order

thinking skills. She has also seen an increased student confidence in her students.

Educators need to develop cultural competence, and encourage multilingualism in

honoring children's identities, languages, and cultural backgrounds (Pizzo, 2016). R2

supported this concept when she said: "By knowing families and students, students'

learning improves through this." It is important for parents and teachers to develop

positive relationships in early childhood CLD school experiences because such positive

relationships can play an important role in supporting early learners, providing quality

education, and contribute to future academic success (Beneke & Cheatham (2016).

Limitations of the Study

Due to unexpected issues, my study had limitations. I intended to have 10-12

participants, but due to unexpected situations, such as limited cooperation of school

personnel and a national pandemic, I was only able to interview eight participants. I

recruited participants from different research sites to secure minimum responses. I

contacted Walden's IRB three times due to the challenges I encountered in recruiting

participants for my study. I was approved to reach out to other sites to increase my

participant search which resulted in achieving eight participants. These situations limited

the data to answer the research questions.

Recommendations

The participants of this study were six teachers and two resource teachers. I recommend that future research replicate this study with a larger group of participants to better understand teachers' perspectives on CRT practices used with CLD learners in Title 1 schools. Six K-3 teachers and two resource teachers stated that they supplemented the curriculum in different ways to support CLD learners. As a result of this study, I recommend future research be conducted concerning a curriculum identifying or creating a curriculum with all materials needed to serve all CLD learners. I also recommend future research in professional development with school administrators to help to inform and encourage administrators to implement ongoing PD for their teachers who work with CLD learners. Hedge et al. (2016) found that most early childhood teachers who participated in CLD professional development felt better prepared to teach ELLs and desired continued professional training.

Implications

The purpose in conducting this basic qualitative study was to explore primary and resource teachers' perspectives on CRT practices used with CLD learners. The results of my research offer potential implications for positive social change with students, teachers, administrators, and policy makers. Social change could occur by using the results from this study to assist primary teachers in planning or implementing changes in the strategies used in their classroom to instruct primary CLD learners. The results of my study provided information that may help administrators and policy makers gain a clearer

understanding of the need for professional development, an inclusive CLD curriculum and how to facilitate and implement instructional practices related to CLD learning.

Conclusion

The purpose of this study was to explore Title 1 k-3 primary and resource teachers' perspectives on CRT used with CLD learners. My goal in conducting this study was to explore primary and resource teachers' perspectives on CRT for linguistically diverse learners. The findings from this study were identified from the four themes: 1) K-3 and resource teachers supplement the existing curriculum, 2) need professional development to teach CLD students, 3) use vocabulary, language, and student-centered instructional techniques and activities for classroom instruction, and 4) incorporate parent involvement activities to develop home/school relationship and increase student academic performance, which was developed during data analysis from eight participants who used CRT for CLD learners in Title 1 schools.

Based on the findings and supported by the literature and framework constructs, continuous professional development furthers a teacher's practice and is shown to be beneficial to improve classroom instruction (Heineke, Papola-Ellis, Cohen, & Davin, 2018). Every participant believed that instructing CLD learners would be more successful if they had a curriculum with content that is specific to teach CLD learners (Zhang-Wu, 2017) based on CRT. It is very important that a CLD curriculum be available for present and future teachers to support teaching CLD learners effectively (Allen, 2016).

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Appendix A: Demographic Questionnaire

1. Name of participant _____

2. Name of participant's school _____

3. Email address_____

4. Telephone number_____

5. Teaching position

    K __

    1st grade __

    2nd grade __

    3rd grade __

6. Ethnic and racial identification

    Black ____

    White ____

    American Indian ____

    Asian ____

    Mexican ____

    Pacific Islander ___

    Other____

7. Number of years teaching

       0-5 years ____

       6-10 years ____

       11-15 years ____

       16-20 years ____

       More than 20 years __

8. Number of years teaching CLD learners

       0-5 years ____

       6-10 years ____

       11-15 years ____

       16–20 years ____

       More than 20 years ____

9. Education and degrees earned

       AA Degree ____

       BA Degree ____

       MA Degree ____

       Doctoral Degree ____

Appendix B: Interview Protocol

Title of Study: Primary and Resource Teachers' Perspectives on the Effectiveness of Culturally Responsive Teaching for Linguistically Diverse Learners
Date:
Time of Interview:
Interviewer: Carol Herbert
Interviewee:
Location of Interview: A private room in the School Library or a mutually agreed upon private location
"Hello and Welcome: My name is Carol Herbert. I am a student at Walden University working on my doctoral degree. Thank you so much for agreeing to participate in this study. I appreciate and respect the time you are willing to give to participate in my study and hope that you will find the experience to be valuable. Please help me confirm that we have all the needed paperwork."

Qualifications & Informed Consent Check:
☐ Confirm qualifications:
_____Participated in
☐ Informed Consent Check: (Have extra copies on hand)
_____ "Did you bring the Informed Consent Form I sent you?"
_____ Make sure it is signed.
☐ Review rights,
"Do you have any questions for me about the study, or information contained on the Informed Consent Form?"
Ground Rules:
"Thank you for consenting to participate in my research study.
- It is important that you speak for yourself and from your own perspective to avoid speaking for others.
- Please respect the privacy of students, parents, families, as well as other colleagues. There is no need to disclose specific names of individuals.

Do you have any questions before we begin?"

Purpose
"The interview is designed to help you describe and share your experiences, ideas, and beliefs about CLD learners. I invite you to feel free to relate your experience in an open manner. The more details you can provide the better. I will be recording the interview, so you do not need to worry that I will miss something or that you are providing too much detail. The questions are intended to encourage you to share your experiences. I might provide questions that seek clarification about what you have described or ask you to provide examples or elaborate on certain aspects of the topic.
Do you have any questions?"

Interview Questions

Culturally Diverse Curriculum Content

1. Please describe the published culturally diverse curriculum used in your

   classroom with CLD learners.

   - How does this curriculum support CLD learners academically?

   - What are the strengths and weaknesses of this published curriculum?

   - What modifications, if any, were made to this curriculum to support CLD

     learners?

2. Please describe any supplemental or teacher-made curriculum or materials used in

   your classroom with CLD learners.

   - How do these materials support CLD learners academically?

   - What are the strengths and weaknesses of these supplemental materials?

   - How are the teacher-made curriculum or supplemental materials culturally

     diverse?

   - What modifications, if any, have you made to these materials to make them more

     culturally diverse?

Culturally Congruent Instruction

3. How do you assist CLD students in learning new academic content?

   - Please give an example of the type of strategy/strategies used to accomplish this.

   - Do you think the strategies are effective and culturally diverse? If so, how? If not,

     why?

- What modifications have you made to these strategies to make them effective for culturally diverse students?

4. How are CLD learners' interest and background knowledge connected to content standards instruction in your classroom?

- How did you learn about CLD learners' interests?

- What group classroom activities did you use to have CLD learners share their interests?

- How did you learn about CLD learners' cultural background knowledge?

- What activities did you use to incorporate CLD learners' interests and culture?

- How did you incorporate content standards in these activities?

Pedagogical Skill

5. How do you plan lessons for and assess CLD learners?

6. Describe the areas of the curriculum that pose a challenge for you in your classroom, when working with CLD learners, i.e. communication, planning lessons, teaching lessons, choosing strategies, and/or assessing student performance?

Professional Growth

7. Describe any professional development opportunities you attended that were specifically designed to help you work with CLD learners in the classroom.

- What specific culturally responsive teaching practices from the professional development you attended did you use in your instruction?

8. Please describe the type of trainings or professional development you need to teach CLD learners?

Students Cultural Contexts

9. How do you incorporate students' native language during instruction?

- What languages are spoken by your CLD learners in your classroom?

- How do you balance English and CLD learners' native languages?

- What curriculum do you use to balance English and CLD learners' native languages?

- What linguistic support do you need to balance English and CLD learners' native languages?

10. How do you integrate the families of CLD learners into your classroom and encourage parental involvement?

- What events have you planned and used to integrate families of CLD learners in classroom activities?

- Did these events affect your relationship with CLD learners and their families? If so, How?

- Did these events improve student learning? If so, how?

- What activities did you plan and use to involve parents in in-school and out-of-school activities?

Academic Achievement

11. What else do you believe could be done to assist CLD learners to achieve academically?

12. Are there any other comments or thoughts you would like to share about

   culturally responsive learning or any other topic we have discussed?

Appendix C: Coding

Table C1

A Priori Coding

A priori code	Categories-constructs	Participants	Excerpts
Change visuals to represent students' cultures	Culturally diverse curriculum content	T2	I have changed pictures of children [to] look more like them [students in my class].
		T4	Use graphics, instead of white use culturally colorful characters
		R2	The materials in some of our books portray white children (Magic Treehouse series). We let cultural children draw their own Jack and Annie pictures.
Supplement materials & vocabulary		T1	I supplement with other materials that provide cultural diversity.
		R2	Supplement books of my own
		T1	Supplement more vocabulary, teach vocabulary and image, reading & writing
		T4	I supplement with other materials that provide cultural diversity
Incorporate students' home language		T3	Using various names during learning that reflect the population
		T1	Use their language for illustration, color, texture, and feelings
		T2	Sometimes teach the whole class a few basic words in the language that student might speak at home besides English.

Note. Table C1 displays codes that fell under each of the six constructs of Gay's CRT.

A priori code	Categories-constructs	Participants	Excerpts
Incorporate students' home language	Culturally diverse curriculum content	T6	I remind them that their home language is super important and encourage them to explore texts in their language.
		R2	Teach the whole class words in other students' language. Have students share in their native language...
Use books & stories that represent students' language & culture		T2	I have some trade books that are written in both English and Spanish. My classroom library does also contain stories that are inclusive of various cultures.
		R2	Add books from library that are representative of the cultures in the school.
		R1	We read stories that interest students, read informational texts about their interest, and culture
		T3	Read aloud cultural books
Visually & culturally represent multiple world cultures		T1	I would bring in the family's pictures of their homes, clothing, food, how do you shop, how do you go from place to place, how do you pay bills, what kind of work their parents do and grandparents. What things do they celebrate, going to school, did parents go to college, do you know how your parents travel, been on bus, how do they live, look at a globe and map out where their families came from, talk about people, and how do they culturally connected to us.
		T2	I think there is an effort to visually and culturally represent different people from all around the world.

A priori code	Categories-constructs	Participants	Excerpts
Projects & activities centered on cultures represented in the class	Culturally diverse curriculum content	T6	I use projects centered around cultural diversity in our classroom.
		T2	An example of one activity is near Christmas time. We take a couple of weeks to learn about holidays around the world. I try to incorporate all students' traditions and beliefs during this time. We discuss the different ways we celebrate and learn the history behind these cultural traditions as well.
Visual aids & hand/eye gestures	Culturally congruent instruction	T1	Start with ELD book, teach vocabulary with pictures, slides Put up vocabulary with pictures
		T2	I try to use more visual examples and hand/eye gestures.
		T4	Use gestures
One-on-one support		T2, T5	Working one-on-one with a CLD student who is struggling
Large/Small grouping for oral language		T1	Group Spanish speakers with English speakers then pull them back together Think pair share, one-on-one, buddy groups
		T2	Small and large group discussion, peer sharing
		T5	Classroom buddies for a week
Read alouds and cultural books		T3	Read aloud of cultural books, bilingual songs for morning meeting
		T3, T5, T6, R1, R2	Read cultural books

(*table continues*)

A priori code	Categories-constructs	Participants	Excerpts
Incorporates students' interests and background knowledge	Culturally congruent instruction	T1	I use students' interest and background knowledge.
		T5	We have a daily meeting circle where students share what they did the night before, plans for the weekend, or something that they are interested in learning about.
Teacher's support language development	Pedagogical skill	T2	More visuals, hand motions, and peer involvement
		T4	I develop gestures for academic vocabulary (based on ASL when possible) and use the gesture consistently when using the associated term/word.
		T1	Words they don't know, [I] let them say it in their language.
		T4	Incorporating home language helps students connect their own language to the language of the classroom and validates their home language.
ELD and AVID training	Professional growth	T1	Benchmark ELD training
		T2	I would like more trainings like the one the ESL teachers presented
		T4	More training on teaching to the standards
		T3	EL instructional guide cultural awareness training
		R1, R2	AVID training

(*table continues*)

A priori code	Categories-constructs	Participants	Excerpts
ELD and AVID training	Professional growth	R2	I attend none specific to CLD but I want to attend one on writing and language acquisition. I attended but not a lot specific for ELs but I would like training in empathy.
CLD home language	Students cultural contexts	T1, T2, T4, T5, T6, R1	A majority of the language I use in the class is English, with maybe 5-10% sprinkled with some Spanish
		T5	Everything is in English. I send home activities/expectations/newsletters in students' language
Family involvement		T5, T4, R1	All three teachers believe in family involvement in students' learning. I provided books that are at students' level in English for him and Spanish for parent so that they can read together and discuss.
		R2	We have family history project in Social Studies, where families are invited
School/home connection	Academic achievement	T4	When students know I communicate with their families, their academic effort increases because there is increased accountability through the school/home connection
		T5	Having consistent support at home to help students, it makes reteaching easier and students have been showing great increase in their understanding ability to master higher thinking skills and I have seen a great confidence boost in my students.
		R2	By knowing families and students, students learning improve through this.

(*table continues*)

Table C2

Open Coding

Code	Participant	Excerpt
Teaching materials	T2, T4, R2	Visual aids, graphics, & pictures [to] represent student in the classroom.
	T1, T4, R2	Supplemental books to provide cultural diversity.
	T2, T3, R2	Read aloud cultural books, trade books, and stories that represent the classroom culture.
Professional development	R1, T1, T2, T3, T4 T1, T4, R1	Benchmark ELD, AVID, & cultural awareness training, more training on teaching to the standards & language acquisition.
Language	R1, R2, T1, T2, T3, T4, T5	Students' home language, use of home language in instruction, language development, literature that reflects students' language, & oral & written language.
Teaching methods	R1, R2, T1, T2, T3, T4, T5	Teachers used student-centered & cultural-centered projects & activities, grouping, & read alouds.
Parent involvement	R1, R2, T1, T2, T3, T4, T5, T6	Parents were invited to class activities, activities/expectations/newsletters were written in students' language & communicated with parents to ensure accountability of home/school.

Note. Table C2 displays the key words and phrases that were repeated throughout interview transcripts from the a priori codes. I merged the a priori codes together to form open codes.