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Practices of Administrators and English as a Second Language Teachers for Third-Grade English Language Learners

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This is to certify that the doctoral study by

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has been found to be complete and satisfactory in all respects,
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2022

Abstract

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Rochelle D. Heslip

Ed.S, Walden University, 2017

MA, Saint. Leo University, 2009

BS, Saint. Leo University, 2003

Project Study Submitted in Partial Fulfillment

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Abstract

The problem under study was that administrators were challenged to support ELL teachers because current instructional strategies did not address the gap between the academic achievement of ELLs and non-ELLs. A basic qualitative design was used to investigate how administrators supported teachers' implementation of instructional strategies for this population. The resulting project was a 1-week professional development instructional program for ELL administrators and teachers. Wright's self-awareness theory was used as the conceptual framework approach to examine how administrators encouraged ELL teachers to attend and use professional development because current instructional strategies did not address the gap between the academic achievement of ELLs and non-ELLs. The research question addressed how administrators encouraged ELL teachers to attend and use professional development training. Data were gathered from the eight participants using eight semistructured, open-ended interview questions. The resulting data were thematically analyzed and coded. The key results, the project, a program of professional development, and the conclusions of the final study were based on the following seven emerging themes: (a) monitoring the usage of strategies shared during professional development, (b) implementation of curricular sets comparable to their reading units, (c) encouraging ELL teachers to attend ELL training, (d) supporting strategies for ELLs, (e) comprehension discussions to determine ELLs' needs, (f) time management of ELL administrators, and (g) district-wide modeling of ELL pedagogy. This project study might benefit ELL school districts by contributing to academic achievement, where positive social changes would transpire.

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Dedication

I want to dedicate my final study to God for blessing me to push forward with my

family, friends, and grandparents. Most importantly to all our English language learners.

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I humbly want to thank God for pushing me, loving me, and motivating me throughout this journey. Without God, I would not have made it throughout this journey. I want to acknowledge my committee chair, Dr. Weintraub, second committee member, Dr. Tanner, and URR, Dr. Parent, for their support, hard work, and dedication throughout my program. I thank everyone at Walden for supporting me. I would also like to acknowledge my parents. There are no words to express my appreciation for both of them. I especially want to thank my mom, Dr. Brenda Heslip, for motivating me when I wanted to give up and not see this for myself. Thank you, mommy and daddy, for loving me enough to push me even when I cried. My wonderful children, Samantha and Tyler, listened while I discussed my study for years and talked to me through tears. I thank my sister, Jamie, and nephews, Joseph Jr. and William, for their love and support. I appreciate my best friends, Karen, Billy, LaShunda, Donnise, and Erinn, for always listening and encouraging me through this journey. Thank you, Shanecka, for being an older sister and allowing me to share my thoughts. Thank you, Mrs. Lowe, for listening to me because you are a part of my family and a dear friend. Mrs. San Miguel, thank you for your support and guidance. Thank you, Ms. Simmons, for being a phenomenal friend and supporter. Ms. Banks, thank you for the long conversations as I conclude this long journey to receive my doctoral degree. You inspire me. Thank you, Kiesha, for your encouragement and friendship. Thank you, Mrs. Ozuna, for allowing me to leave work to conduct my interviews and for being an active listener. Dr. Smith and Mrs. Pena, I thank you for your support. I thank each administrator for participating in my interview.

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Section 1: The Problem

The Local Problem

In two local districts, administrators offered professional development for teaching English as a second language, but teachers were not mandated to use it to support the academic achievement of English language learners (ELLs; see Gibson, 2016). The problem addressed in this study was that administrators were challenged to support ELLs because the current instructional strategies did not address the gap between the academic achievement of ELLs and non-ELLs. Therefore, I conducted this study to ascertain how administrators can encourage ELL teachers to attend and use professional development on the topic because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. According to the principal in the study site district and the district's chief academic officer, many teachers do not take advantage of professional development to improve their academic achievement in mastering English literacy skills.

I gathered data to explain why the Transitional Program of Instruction (TPI) third-grade ELL teachers were asked to have specialized instructional knowledge and skills. By 2030, the number of ELLs is expected to grow by 40% in the U.S. (Gibson, 2016). An estimated 5 million ELLs currently reside in the U.S. (Goldman, 2018). Fifteen percent of students in the southwestern U.S. (i.e., over 700,000 students) have been classified as ELLs (Goldman, 2018). According to Goldman (2018), most of this population speaks Spanish based on home language surveys.

As per state law, teachers must obtain an ELL certification in the local district;

however, they are not required to take ongoing professional development to maintain their skills. Students, therefore, are not receiving the skilled support they need. The neighboring school district makes it mandatory for ELL teachers to receive ELL professional development throughout the school year, whereas the school where the current study took place does not. The local school district being studied does not make it mandatory for teachers to receive ELL professional development throughout the school year. Teachers have access to ELL professional development; however, less than 20% of teachers have specialized instructional knowledge and experience teaching ELLs (Babinski et al., 2018). Local English Language Proficiency Assessment System (ELPAS) data for third-grade reading compares a neighboring school district versus the local school district under study (see Table 1). ELPAS data also exhibited a higher percentage of students improving in Advanced and Advanced High within the neighboring school district. Showing growth in Advanced and Advanced High ELPAS demonstrates that the students are improving their English language literacy knowledge. However, if ELLs continuously have gaps in their English language literacy, they are also more likely to drop out of secondary academia (Babinski et al., 2018). Instructional strategies for teaching ELLs have already been designed; however, teachers do not take advantage of professional development to support ELLs' academic and linguistic needs (Kanno & Cromley, 2013).

Table 1

2018-2019: ELPAS Reading Performance Data for the Neighboring School District

Versus the Local District Under Study

	ELPAS Reading for Advanced and Advanced High	
	Advanced High	Advanced
ELLs from the neighboring district	26%	31%
ELLs from the local district under study		
	23%	29%

Note. The neighboring school district is 3% higher in advanced and 2% higher in their advanced high scores. Therefore, more students showed growth within the neighboring school district, where they require their administrators to provide ELL professional development to teachers. (Education Agency, 2018, 2019).

The State Assessments of Academic Readiness (SAAR) data did not show growth or progress for ELLs overall for the 2017–2018 school term (see Table 2; Education Agency, 2017). In 2018–2019, there was a decline of 9% of ELLs who passed their reading SAAR compared to 2017–2018, and there was an 11% decline for math compared to SAAR scores from 2017–2018 to 2018–2019 (Education Agency, 2018, 2019).

Table 2

2017-2018 and 2018-2019: State Assessments of Academic Readiness for English

Language Learners

	SAAR Reading	SAAR Math
2017–2018 school term ELLs failed the SAAR test	26%	44%
2018–2019 school term ELLs failed the SAAR test	17%	33%

Note. From Education Agency, by Study Site, 2017-2018 and 2018-2019 State Assessments of Academic Readiness Tests (Education Agency, 2018, 2019).

Both in 2018 and 2019, ELLs did not meet the math or reading benchmark test expectations (see Table 3; Education Agency, 2018, 2019).

Table 3

2017-2018 and 2018-2019: Benchmark Reports for Third-Grade English Language

Learners

	Benchmark Reading	Benchmark Math
2017–2018 school term ELLs did not meet the benchmark expectations	30%	37%
2018–2019 school term ELLs did not meet the benchmark expectations	49%	53%

Note. Education Agency, Study Site, 2017-2018, and 2018-2019 Benchmark Report. (Education Agency, 2018, 2019).

Rationale

The rationale behind this basic qualitative project study was that administrators were challenged to support ELLs because current instructional strategies did not address the gap between the academic achievement of ELLs and non-ELLs. Therefore, I investigated how administrators can encourage ELL teachers to attend and use

professional development because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. A principal in the study site school district stated that school districts should determine how administrators can encourage ELL teachers to attend and use professional development because there is a consistent gap in supporting ELLs with their educational needs. Several TPI third-grade ELL teachers have at least one ELL student in their classroom; however, an average of 29% of teachers have the instructional strategies they need to provide foundational skill support for ELLs (Babinski et al., 2018).

Definition of Terms

ELLs: Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses (Education Reform Glossary, 2013, p. 1).

ELPAS: This system fulfills federal requirements for assessing the English language proficiency of ELLs in kindergarten through Grade 12 in four language domains: listening, speaking, reading, and writing. ELPAS reports student performance in four English language proficiency levels: beginning, intermediate, advanced, and advanced high. ELPAS results are used to meet state and federal reporting and accountability requirements (Education Agency, 2020, p. 206).

State Assessments of Academic Readiness (SAAR): Assessments that measure reading achievement as compared to a widely utilized, nationally normed test (Johnson et al., 2013, p. 14).

Significance of the Study

The distribution of exceptional instructional practices remains important. This basic qualitative project study was essential because TPI third-grade ELL teachers are more successful when utilizing specialized linguistic instructional knowledge and experience to help ELLs become skilled in English language literacy. As per state law, teachers should obtain ELL certification; however, it is not mandatory to attend ELL training.

The problem under study was that administrators are challenged to support ELL teachers because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. Therefore, I conducted this introductory basic qualitative project study to investigate how administrators encourage ELL teachers to attend and use professional development. ELL teachers serve as an essential connection between ELLs, their educational growth, student success, and continuous academic achievement. Penke (2018) documented that ELL teachers should have prior knowledge, vocabulary development, and skill strategies when ELLs advance from primary to secondary school. Primary school teachers benefitted from training and professional development opportunities to provide instructional linguistic support to ELLs across their core content areas (Swanson et al., 2015). Although both study site school districts have professional development instructional practices, according to a study site principal, teachers refuse to use these classroom instruction strategies for ELLs. Quality and consistent teaching practices are imperative for learners' academic growth (Rizzuto, 2017).

According to Gibson (2016), ELLs have shown academic growth when TPI third-grade ELL teachers use professional development strategies that support their metacognitive designs. Employing vocabulary and teaching practices that allow ELLs to utilize their intellectual and metacognitive strategies allows them to retain academic information (Gibson, 2016; Huynh, 2016). That may become evident when TPI third-grade ELL teachers can provide ELLs with skill strategies to support their academic growth. According to a school administrator at one of the local schools under study, there was a 20% growth in ELLs reading skills in the 2019–2020 school year after ELL teachers received professional development training. The school administrator acknowledged that the school administrators' goal was to increase ELLs' English language literacy skills and that TPI educators at a Title 1 school should attend professional development training. The principal explained that such professional development training can train ELL teachers to create and implement instructional practices to support ELLs' academic and English language literacy skills.

Purpose of the Study

In this basic qualitative project study, I investigated how administrators support teachers' implementation of instructional strategies to support ELLs' academic achievement. According to the chief academic officer of the district under study, many teachers do not use strategies obtained in professional development workshops to improve students' academic achievement in mastering English literacy skills. The chief academic officer also noted that the TPI third-grade ELL teachers should have specialized instructional knowledge and skills; however, they are not required to attend or

implement ELL instructional strategies. In 2030, the expectancy number of ELLs will grow by 40% in the U.S. (Gibson, 2016). There are an estimated 5 million ELLs in the U.S. (Goldman, 2018). Fifteen percent of students in the southwestern U.S. (over 700,000 students) are ELLs.

Research Question

I conducted this study to determine how eight ELL administrators should encourage their ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. The research question for this study was used to guide the examination of how administrators supported teachers' instructional strategies to support ELLs' academic achievement; therefore, aligning the research question with the pivotal phenomenon as an important aspect of educators' perceptions was focused on how administrators can encourage ELL teachers to attend and use professional development because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. The following research question emerged from the problem statement and purpose of this basic qualitative project study: How can administrators encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs?

Review of the Literature

In this basic qualitative project study, I investigated how administrators support teachers' implementation of instructional strategies to support ELLs academic

achievement at the school under study. The Teacher Reference Center, ProQuest Central, and Google Scholar were used as electronic databases and search engines to search for relevant literature. The following keyword search terms were used: *instructional strategies for ELLs, ELL's academic achievement, ELL's reading fluency,* and *ELL reading comprehension levels*. I reviewed and examined a plethora of peer-reviewed academic resources until saturation was reached.

Leadership Theory: A Conceptual Framework Approach

I used Wright's (2015) self-awareness theory to examine how administrators might encourage ELL teachers to attend and use professional development because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. According to Wright, foundations for teaching ELLs synthesize second language acquisition theories, language learning and teaching, literacy development, bilingualism, and sociocultural perspectives (p. 54). Therefore, my application of Wright's self-awareness theory focused on reactions and interactions, underlining how administrators can encourage ELL teachers to attend and use professional development because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. In addition, Wright's self-awareness theory focuses on what teachers did to note they needed to improve their instructional strategies to become self-aware of the gap between the academic achievement levels of ELLs and non-ELLs to augment student success. Therefore, I examined what steps administrators should take to ensure teachers follow protocol by attending and using ELL professional development training.

Review of the Broader Problem

Professional Development for ELL Administrators

I used TPI third-grade English teachers' testimonials in the current basic qualitative project study to analyze how ELL educators comprehended professional development training (see Merriam & Grenier, 2019). Al Asmari (2016) examined the advantages of continuous professional development for TPI third-grade English teachers, as did Penke (2018). According to Al Asmari, continuous instructional training is essential for TPI third-grade English teachers to assist ELLs academic advancement. Guler's (2020) training included numerous cases and laws encouraging ELL instruction. Gibson (2016) reviewed how instructive preparation terminology approaches could help close the ELL achievement gap. In contrast, Goldman (2018) performed an evaluation in North Carolina that researched ELLs' dual language and academic growth while concentrating on programs advocating literacy proficiency. Shea et al. (2018) determined which steps ELL teachers should use to help ELLs succeed. Penke (2018) recognized that ELLs in numerous states are rising. However, ELLs struggle academically in literacy development (Villegas, 2018). Penke (2018) also emphasized the importance of literacy enhancement. Rizzuto (2017) acknowledged that TPI third-grade English teachers should concentrate on ELLs to determine if students' attitudes shaped their instruction. Rizzuto explored if TPI third-grade English teachers' perceptions of their early childhood ELLs influenced their teaching practices.

Professional Development used to Build on ELLs' Reading Skills

Swanson et al. (2015) reviewed the significance of instructional practices in

building ELLs' reading knowledge and content expertise. Making proficient teaching preparations is essential for the development of ELLs (August & Shanahan, 2017). Villegas (2018) noted that ELLs are placed in classroom settings with teachers with little to no linguistic skill guidance. Due to the lack of linguistic skill training for TPI third-grade English teachers, ELLs did not receive sufficient and proficient linguistic instruction to ensure their academic growth (Villegas, 2018). Woodward (2017) discussed how instructional approaches were used as exact teaching and constructivist activities for ELLs, finding that the proven instructional strategies were an effective teaching practice and began with direct instruction supported by constructivist activities.

In this study, I used Wright (2015) as a guiding theorist to help identify how foundations for teaching ELLs build on research, theory, policy, procedure, and practice to present ELL teachers with opportunities to receive adequate professional development to support ELLs academic growth. Each source addressed how ELL administrators will help ELL teachers implement instructional strategies by supporting ELLs to increase their academic achievement (see Gibson, 2016; Guler, 2020; Little, 2022). Babinski et al. (2018) discussed improving ELL literacy skills through teacher professional development results from a randomized controlled trial.

Professional Development for ELL Teachers

Professional development is necessary to grow as an English second language teacher (Guler, 2020). Professional development is offered throughout the year to ensure culturally responsive teachers (Babinski et al., 2018). Guler (2020) noted that ELLs in various states are increasing. However, ELLs struggle academically in literacy

development (Ruiz, 2020). Various laws, policies, and procedures require ELLs to be treated fairly as non-ELLs (Woodward, 2017). O'Hara et al. (2020) reported that approximately 4.6 million ELLs attend schools (National Center for Education Statistics, 2005). The population of ELLs is diverse (National Center for Education Statistics, 2005). The group involves scholars with impediments, temporary migratory learners, and recent migrants or novices (O'Hara et al., 2020). ELLs need to receive modern Common Core State Standards at advanced stages of educational skills and productive scholastic skills in mathematics, English language arts, history, social studies, science, and technical subjects for ELLs (Vetter et al., 2020). In addition, ELL scholars should be awarded educational dialects with ELL teachers' help to deliver additional support to ELLs, pointing out positive social changes (Penke, 2018). Although ELL educators' content area is underprepared to meet ELLs educational growth, it is important to emphasize ELLs' academic skill improvement in their content areas (O'Hara et al., 2020).

ELLs' Failure

ELLs' failure might be attributed to the following obstacles (a) inadequate leadership support, (b) inadequate ELL teachers' salary, (c) challenges that ELL teachers might encounter, and (d) ELL teachers not attending professional development (Hill & Jones, 2020; Ruiz, 2020; Shea et al., 2018).

Continuous Professional Development for ELL Teachers

Continuous professional development for teachers of ELLs remains an important component of improving the learning and educational process to ensure students continue learning (Huang et al., 2017). According to Al Asmari (2016), "a person having

opportunities to learn and grow can better provide such opportunities to the students as well" (p. 117). ELL teachers play an important role in education because they ensure adequate daily instruction to support linguistic and academic growth. Therefore, required professional development and implementation are key because it provides a primary component of each teacher's instructional knowledge (Al Asmari, 2016). The gap between ELLs and non-ELLs seems prominent due to the lack of required professional development and teacher preparation (Huang et al., 2017).

Investigation of Reading Programs for ELLs

The lack of adequate classroom instruction to help ELLs might lead to preservice and in-service teacher training, providing administrators opportunities to attend professional development and implement strategies to help ELLs (Lehman, 2021). One area of struggle for schoolteachers is how to help these students lacking English language proficiency function competently for academic tasks in school settings (Huang et al., 2017, p. 332). According to Al Asmari (2016), continuous professional development was beneficial to help TPI third-grade English teachers present adequate teaching instruction for ELLs. Gibson (2016), Goldman (2018), and Yol and Yoon (2020) concurred with Al Asmari, finding that using effective vocabulary-development strategies has been successful for ELLs and bridging the ELL achievement gap.

Professional Development Strategies for ELLs' Academics

According to August and Shanahan (2017), ELLs learn from educators who have received strategic professional development. Educators understand how to implement instruction and instructional strategies for ELLs when provided with effective training

(Villegas, 2018). August and Shanahan, Penke (2018), and Ruiz (2020) focused on programs being used to support literacy proficiency. According to the findings of multiple studies, educational training for dual language educators is essential to students' academic achievement and growth (Castilla-Earls et al., 2020; Figueras-Daniel & Li, 2021; Goldman, 2018).

Continuous Training for ELL Teachers

Effective and continuous training is beneficial for teachers to provide strategic academic support for ELLs because districts have different expectations on how and when to provide professional development for ELL teachers (Hill & Jones, 2020). Precise literacy understanding assessments have been pragmatically tied to several fundamentally connected factors to help ELLs do well (Ruiz, 2020). An analytical study confirmed the description of knowledge overall and learning to read and understand in specific was difficult, particularly for ELLs who had challenges in literacy (Johnson, 2020).

Strategies to Enhance ELL Teachers' Teaching Practices

According to Rizzuto (2017), each TPI third-grade English educator concentrated on ELLs to decide if scholars' mindsets shaped their educational program. Rizzuto investigated whether early childhood TPI third-grade English educators' views shaped the instructional procedures they used for ELLs in early childhood and examined how the observations of normal primary childhood teachers regarding the ELLs in their classrooms formed their instructional practices in reading (Ruiz, 2020). According to Rizzuto, although ELL educators offer ELLs opportune and pertinent data, their approaches and views towards primary ELLs do not focus on ELLs who struggle.

Rizzuto's findings specified the significance of improving professional development throughout the school year for ELL teachers' efficient mastery of ELL education. Schwarz and Hamman-Ortiz (2020) concurred with these findings. It is significant to note that ELLs constitute a heterogeneous group of students (Rizzuto, 2017). A universal depiction of ELLs reached immigrants not long ago, which offered adequate ELL training for ELL teachers (Guler, 2020; Villegas, 2018). Approximately 35% of ELLs are foreign-born students, while the rest are born in the U.S. (Yol & Yoon, 2020).

ELLs' Academic Achievement

According to Shaila and Zwiers (2017), developing educational skills supported ELLs emphasis on Common Core State Standards. Scholarly discussions of academic language and how to build up ELLs' academic skills levels are extremely pertinent for educators to prepare adequate instruction for ELLs (O'Hara et al., 2020). Huang et al. (2017) examined the impact of functional skill approaches for ELL teacher development on content area student writing and how this might reduce the gap between conventional and nonconventional ELL scholars. ELL scholars brought very little educational skill from schools throughout their academic existence (August & Shanahan, 2017). According to Shaila and Zwiers, developing academic language is similar to a fundamental rehearsal for classroom subjects. Creating instruction for academic skills requires essential preparation for subjects, which might be untrustworthy recalls of previous books geared towards ELL specialists who were determined to help their ELL scholars (Yol & Yoon, 2020). The ELL scholars productively crossed the globe of educational reading as they matured in literacy actions throughout each subject area

(Villegas, 2018).

Instructional Strategies for ELLs

Gibson (2016) examined how professional development in vocabulary-developmental approaches helped close the ELL achievement gap. Gibson also provided information regarding the estimation of ELLs future population by 2020 and 2050. According to Guler (2020), the number of ELLs might constantly increase. Limited English proficient learners, ELLs, are increasing throughout the U.S. (Huang et al., 2017). The National Center for Education Statistics (2005) conveyed that roughly 10% of school scholars in the U.S. identified as ELLs. Various lessons predict that the population of ELLs will increase by 40% by 2030 (National Center for Education Statistics, 2005). As the ELL population increases throughout the U.S., school districts should provide adequate and efficient education and English training for second language teachers (Goldman, 2018). According to Woodward (2017), direct instruction and constructive ELL activities were successful instructional strategies used in the classroom. Successful teaching practices begin with direct instruction supported by appropriate accomplishments (Guler, 2020).

ELLs' Reading Comprehension Levels

According to Hall et al. (2017), the hope is that literacy in Grade 4 and older is gaining knowledge to read and reading to learn by interpreting additional preventable literacy in education. ELLs' struggles were displayed in typical literacy records that ELLs declined significantly instead of non-ELLs (Hall et al., 2017; Hautala et al., 2020). The literacy gap between ELLs and non-ELLs increased by grade (Vaughn et al., 2017).

Inadequate literacy proficiencies placed youths at significant risk for educational failure (Villegas, 2018). Furthermore, robust scholastic proficiencies are essential for proficient participation in the 21st century ELL foreign and American cultures (Salinas-Vasquez et al., 2020). Swanson et al. (2015) documented the importance of ELLs educational practices to build on current reading comprehension and content knowledge. Vaughn et al. (2017) noted that creating and using efficient teaching practices is essential for ELLs growth—proper literacy knowledge and skills using collective educational information among ELL and non-ELL secondary students with disabilities. Pinpointing literacy components were academically established and measured through ELLs' knowledge and skills classified as cause and effect, which reviewed ELLs (Yol & Yoon, 2020). According to Vaughn et al. (2017), refining cross-curricula and understanding for ELLs is important to sustain their literacy knowledge. Therefore, actively involving ELLs' academic practices beyond emerging introductory literacy abilities is significant (Hall et al., 2017; Hautala et al., 2020). ELLs' challenges highlighted the significance of educational literacy practices attributable to subject attainment (Guler, 2020; Swanson et al., 2015).

ELLs' Reading Fluency

According to Yol and Yoon (2020), preparing English language learner teachers with significant worldwide knowledge reinforced the investigation of an instructional framework specifically designed for ELLs. Reasonable attempts to support ELLs worldwide and multiethnic points of view are essential in this integrated universal timeframe (Guler, 2020). The emergent change of people globally, using skills and

exchanging governmental and economic influences, transformed the changing aspects worldwide (Vaughn et al., 2017; Yol & Yoon, 2020). Therefore, recognizing how small classrooms are scaled versions for educators and classroom procedures should prepare students from different language, communal, cultural, and intellectual circumstances to prompt worldwide variations (Blundell, 2021).

ELL Teachers' Accountability

According to Schwarz and Hamman-Ortiz (2020), there is a shortage of clear skill lessons because educational instruction might be too perplexing for ELLs. The shortage of lessons is predominantly true for ELLs who are frequently unfamiliar with the cohort of readers valued in U.S. school frameworks to examine who would benefit from methodical education in the English language and literacies for ELLs and non-ELLs (August & Shanahan, 2017). It is critical to focus on how the skill is prearranged for dissimilar determinations and audiences; it is important to offer strong teaching for ELLs staring at each genre's distinctive expectancies (Al Asmari, 2016).

Reading Preparation for ELLs

Villegas (2018) acknowledged: that ELLs are placed in a classroom with mainstream ELL teachers to prepare non-ELL teachers for current skill-diverse classrooms because many teachers lack adequate ELL training. Therefore, it was important to address the deficiency of skill training for the TPI third-grade English teachers; ELLs were not receiving adequate and efficient instruction to ensure adequate academic progress and growth (Al Asmari, 2016; Villegas, 2018). The persistence of adolescents who express a language other than English at home is undeniable in the U.S.

within the educational system (Schwarz & Hamman-Ortiz, 2020). A diverse classification

is used to describe ELLs (August & Shanahan, 2017). Formerly the centralized

management named them learners of minimal English competency (Al Hosni, 2017).

According to Villegas (2018), training educators to teach ELLs have become skill diverse

through traditional approximations because community institutes registered

approximately 4.6 million ELLs in 2014, there was a large surge from the 1.9 million

ELLs in 1989, which is a 142% increase for approximately 25 years (Villegas, 2018).

The geographical focus of ELLs and non-ELLs is overwhelming throughout U.S.

schools and other countries, which traditionally have not served large numbers of

students from varied skill circumstances (Villegas, 2018). Today's ELLs attending U.S.

schools originated customarily from Latin America and Asia (Al Hosni, 2017). Most ELL

administrators brought limited multifaceted knowledge of political oppression, poverty,

and sporadic schooling for ELLs (Schwarz & Hamman-Ortiz, 2020).

ELL Teachers' Responsibilities

According to Johnson (2020), strategic instructional support in the short-term

usage of resources, policies, procedures, and structures might encourage students to do

well with perplexing academic courses. These courses would include a logical component

of ELLs' literacy instruction to help develop bilingual learners officially classified as

ELLs (Hill & Jones, 2020). According to Johnson (2020), scaffolding was an essential

tool for academic reading improvement because educators explained how scaffolds

should increase skill and reading improvement in lessons specifically for ELLs (Huang et

al., 2017). Villegas's (2018) current research explained how educators should select

various instructions accessible to ELL teachers. Current research also addresses the diverse, varied groups of developing bilinguals within the multifaceted and vigorous classroom setting (Schwarz & Hamman-Ortiz, 2020).

According to Hill and Jones (2020), educators' effectiveness in helping ELLs might harm teachers throughout the U.S. because ELL teachers' pay might be linked to state assessment outcomes. For example, the more scholars' test outcomes increase, the higher ELL teachers might increase (Woodward, 2017). Hill and Jones evaluated the influences of these curricula. Explicitly, ELL school administrators offer ELL teachers supplemental pay as significant as $12,000 per annum if ELL teachers help ELL growth increase to several levels of scholarly attainment or development (Hill & Jones, 2020).

ELLs' Culturally Diverse Affiliations

According to Shea et al. (2018), an entire school method trains educators of ELLs. Therefore, skill achievement is preeminent when it transpires in an expressive and pertinent framework (Villegas, 2018). In addition, current plans for the English language arts and English language development criteria in the U.S. intensely advocate for additional cross-curricula criteria for preeminent application to help ELLs (Islam et al., 2021; Lutfiyyah et al., 2021; Xu & Knijnik, 2021; Yang & Kuo, 2021). However, educators regularly struggle to productively incorporate English skills and reading enhancement within cross curricula-area lessons, essentially because ELL teachers lack the instructional planning and capability to do so (Shea et al., 2018).

Diverse Instructional Practices for ELLs

According to Ruiz (2020), internal skill competence was frequently used in

academic practices at the centralized and national levels because the environmental settings that ELLs are in might be portrayed as an incomplete depiction of professional development. Therefore, it is difficult to offer scholars reliable instruction because ELLs tend to overstress the skill abilities they lack (Al Hosni, 2017). The vocabulary curriculum failed to reflect that ELLs persistently study at least one additional language (Gibson, 2016). Therefore, when measuring ELLs skill competence, Response to Intervention teams would be required to enhance ELL teachers' thinking about developing a bilingual curriculum (Al Hosni, 2017). The Response to Intervention team considered the ELLs' general responsive and critical skills in their native language and English and their combined bilingual verbal abilities (Ruiz, 2020).

ELLs' Literacy Proficiencies

The ELLs' school districts' responsibility was to find approaches to improving literacy proficiencies (Ruiz, 2020). According to Al Hosni (2017), ELL policies and history incorporated several cases and laws supporting ELL education to ensure administrators support teachers' instructional strategies. Therefore, ELL specialists created curricula to train ELL teachers to target and help English Learning (EL) scholars become well-trained ELLs within their classroom setting (Al Asmari, 2016). In addition, Al Hosni acknowledged: that school districts should have experienced ELL teachers, staff, and administrators to execute ELL programs efficiently. Guler (2020) concurred with Al Hosni's and August and Shanahan's (2017) analysis that schools should provide essential training for ELL teachers to help ELLs succeed.

Effective Instructional Teaching Practices for ELLs

ELLs' educational attainment pertained to assessments, revealing how ELLs

educational performance outcomes are considerably lower than non-ELLs in several

growth areas (August & Shanahan, 2017). For example, in 2005, 29% of ELLs achieved

or exceeded the basic reading level, compared to 75% of non-ELLs (National Center for

Education Statistics, 2020). Furthermore, in 2014-2015, 2.4% of ELLs attained

proficiency in their yearly English skill assessment (National Center for Education

Statistics, 2020). Whereas, between 2014 to 2020, the achievement gap was estimated at

40% between ELLs and non-ELLs in fourth and eighth grades (National Center for

Education Statistics, 2020).

August and Shanahan's (2017) findings are based on Spanish speakers within the

U.S. school system. According to Johnson (2020), several languages were included in the

study to research English language proficiency levels. Moreover, Swanson et al. (2015)

conducted a study on the general education population, emphasizing how ELL teachers

should help ELLs with learning disabilities. Huang et al.'s (2017) study offered a critical

understanding of what makes a difference in ELL instruction. According to August and

Shanahan, ELLs benefit from various instructional resources using instructional

differentiation. Villegas' (2018) study ensured that all ELL levels received the same

instruction as all levels of non-ELLs to meet their academic needs.

Proposed Methodologies Based on Literature Reviewed

A basic qualitative project study investigated how administrators are challenged

to support ELLs because current instructional strategies do not address the gap between

ELLs' and non-ELLs' academic achievement based on literature (Merriam & Grenier, 2019). Therefore, a basic qualitative project study was used as a statement from TPI third-grade English teachers to improve ELLs academic achievement, at which point positive social change might emerge (Merriam & Grenier, 2019). According to Al Asmari (2016), professional development is essential to help TPI third-grade English teachers help ELLs. This basic qualitative project study will present administrators' perceptions of professional development teachers. The results were balanced against the conclusions of Huang et al. (2017) and Johnson (2020), who noted that teacher growth emerged after professional development.

Implications

This basic qualitative project study focused on implications and recommendations to provide different explanations and suggestions to examine how administrators are challenged to support ELL teachers. The project is a 1-week professional development instructional program for ELL administrators and teachers to attend. The project pinpointed the need to provide satisfactory instructional strategies to address the gap between ELLs' and non-ELLs' academic achievement. Wright's theory was suitable to investigate how administrators should encourage ELL teachers to attend and use professional development because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement. In compliance with the policies, procedures, and standard requirements to guide this basic qualitative project study using human subjects, I followed Rubin and Rubin's (2012) recommendations to obtain permission for voluntary interviewee involvement to participate.

Studies were reviewed to ascertain how administrators can encourage ELL teachers to attend and use professional development because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement (Acosta et al., 2019; Alvear, 2019; Van Overschelde, 2022). Therefore, using mathematics, English language arts, social studies, and science designed for ELLs as themes were used to align with both school district's policies and procedures by examining how administrators are challenged to support ELLs because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement (Cho et al., 2021; Dussling, 2020; Gómez & Cisneros, 2020; Internet Second Language Collective, 2021; Lumbrears & Rupley, 2019). Moreover, focusing on how Wright's (2015) self-assessment theory is conducted determines how administrators can encourage ELL teachers to attend. I have developed professional development because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement. As a result, using ELL instructional strategies might help ELLs throughout their academic tenure (Huang et al., 2017).

Summary

The problem, purpose, the guiding research question, definition of the problem, and rationale are presented in Section 1. Examining the problem within this basic qualitative project study is important to support ELLs because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement. Therefore, this basic qualitative project study investigated how administrators can encourage ELL teachers to attend and use professional development for ELLs. Section 2

encompasses the methodology, interviewee information, data collection procedures, data

analysis, and the research design approach for this study.

Section 2: The Methodology

Introduction

In Section 2, I discuss the study's methodology and describe the number of ELL interviewees, the targeted population, sample size, privacy, and confidentiality of this study. The data collection process included participant interviews, and the data gathered were analyzed using the NVivo 12 software program to sort, organize, and code qualitative data to identify distinct perceptions, patterns, and themes.

Research Design and Approach

I used a basic qualitative project study to examine how administrators can encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. According to Merriam and Grenier (2019), a basic qualitative project study is a suitable design to explore an occurrence (i.e., basic) within a qualitative design's educational setting aligned with this study's purpose. Merriam and Grenier's suggestions were used to analyze data collected using rigorous and systematic approaches to code, transcribe, and analyze trends and themes. I used this basic qualitative project study methodology because open-ended interviews allowed me to interview ELL administrators. Data were obtained by interviewing eight ELL administrators. I used the following steps to conduct the interview process: (a) determined the goal, (b) targeted people to interview, (c) designed interview questions, (d) prepped the interview, (e) conducted the interview, (f) transcribed and analyzed the interview, and (g) optimized and evolved the interview guide. I employed an open-ended interview process to gather

the perceptions of ELL administrators regarding why ELL teachers are not taking

advantage of current professional development instructions for ELLs.

Qualitative Research Methodology and Design

Interview Process

The interview process comprised me spending approximately 30 to 45 minutes

with each interviewee. The interview process consisted of introductions between the

interviewer and interviewee before I asked eight semistructured, open-ended interview

questions. I ensured the interviewee was comfortable answering each question throughout

the interview process and asked them if they had any questions. I also answered the

interviewee's question(s), presented notes for review, and thanked the interviewee for

their time and participation. Finally, a thank you note was sent to each participant within

2 weeks of their interview.

Quantitative Approach

I did not use quantitative and mixed methods because these designs and

approaches did not align with the problem, purpose, or research question. A quantitative

approach would have been appropriate if I was assessing greater quantities of ELL

interviewees by identifying affiliations or trends (see Ravitch & Carl, 2016). A mixed-

method approach requires quantitative and qualitative data collection that would have

entailed a large sample size of ELL interviewees to conduct a successful study (see

Ravitch & Carl, 2016). However, I used a basic qualitative project study to target the

basic (in this case study, ELL administrators) as opposed to the fact (in this case study,

ELLs) using an approach to describe the instructional strategies that supported ELLs'

academic achievement.

Wright's Self-awareness Theory

Wright (2015) suggested that the research concerning a local problem might identify whether the foundations for teaching ELLs were used as a self-awareness theory by engaging research, theory, policy, procedure, and practice. The self-awareness theory is an element of Wright's comprehensive concept of realism. Therefore, using Wright's self-awareness theory as the theoretical framework for this project study helped identify how Wright's self-awareness theory could bring self-awareness to ELL teachers and benefit administrators who support ELLs because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs.

Participants

The population targeted was eight ELL administrators of Grades K–6 at two school district sites. The Walden University Institutional Review Board (IRB) approved my study (the Walden University IRB approval number for this study is 09-23-21-0418524) before I began data collection. Hardesty et al. (2019) noted that a basic qualitative project study encompasses a detailed purposeful sampling and interviews to observe and assess the phenomenon under study. Therefore, I followed Hardesty et al.'s advice to select a specific population to produce a successful basic qualitative project study that consisted of eight ELL administrators with at least 5 years of experience teaching ELLs in Grades K–6. The interview questions focused on ELL interviewees' specific grade levels and were created following Rubin and Rubin's (2012) recommendations for conducting a basic qualitative methodology study.

Justification of Participant Selection

I used purposeful sampling to select eight ELL administrators with at least 5 years of experience as an administrator and less than 25 years of experience teaching ELLs in Grades K–6. The participants were contacted first by telephone rather than by email. Once I received their email address, I emailed each interviewee a letter of consent to sign and return to me, as well as an invitation letter to participate in the study. ELL administrators were asked to address eight open-ended interview questions (see Appendix B), which I designed to gather their perspectives regarding the problem under study. ELL administrators were challenged to support teachers' investigations of instructional strategies to support ELLs academic achievement. According to the study site district's chief academic officer, many teachers did not take advantage of their professional development training program to improve ELLs' academic achievement in mastering English literacy skills.

Description of Privacy and Confidentiality Criterion

I used the following procedures to defend each participant from harm. First, I guaranteed that each document and data would remain private and confidential for 5 years. Second, the informed consent form for each interviewee was saved on a USB drive and will remain locked in a cabinet for approximately 6 years in compliance with Walden University's requirements to ensure each participant's rights are protected, and their identity remains confidential. Third, participation was voluntary, and each interviewee had an opportunity to withdraw from the study at any point. Finally, each interviewee was protected from all harm, which Walden University requires.

Gaining Access to ELL Interviewees

First, I acquired formal approval from each ELL school district and adhered to Yin's (2016) suggestion of discussing the conditions required to obtain permission by sending a participant invitation letter to both ELL school districts for permission to send consent forms to prospective participants. Yin further explained how this method would allow me to conduct a basic qualitative research study. Once Walden University's IRB approved the study, I used a logical approach for participant involvement and explained the data collection procedures to clarify each approach used to protect all ELL interviewees (see Yin, 2016).

I submitted a partner agreement before scheduling each interview at the two ELL school districts. I also sent emails to potential participants, which allowed numerous potential interviewees to be contacted because some interviewees' responses were delayed. Although I wanted each interviewee to trust me, I did not want them to feel as though they were forced to participate. I made sure I did not press them to participate in the study; therefore, I only sent an email message as a confirmation after an appropriate allotted timeframe (consisting of 7 business days) from the submittal of a consent form and invitation letter to confirm their interest in participating.

Rationalization of Ethical Protection for ELL Interviewees

Collecting data can cause a risk of harm to the participant; therefore, I did not start the data collection process until the Walden University IRB approved the study and assigned me an IRB approval number. I followed Rubin and Rubin's (2012) recommendations for obtaining voluntary applicant participation and complied with the

standard prerequisites for conducting this study, including humans as subjects. After completing the study, the selected timeframe to store data was at least 5 years, after which I will dispose of all data gathered (see Rubin & Rubin, 2012).

Finally, I scheduled and organized each interview to ensure each meeting's location and time were convenient for each ELL interviewee (see Rubin & Rubin, 2012). Each ELL participant received and signed a consent letter to participate in this study before their interview commenced. Each participant's data received the highest respect, especially throughout the data analysis method. I focused on each interviewee's responses because each response was a fundamental moral responsibility for me (see Rubin & Rubin, 2012).

Data Collection

I conducted semi-structured interviews with eight ELL administrators to collect data for this study. Once the partner agreement was signed and acknowledged, I interviewed the participants. Each interview took between 30 and 45 minutes (see Appendix B) and was scheduled at a specific time. Because of restrictions related to the COVID-19 pandemic, interviews were conducted via telephone conference, Google Meet, Skype, or Zoom, whichever the participant chose; each venue was suitable to ensure each interviewee's information remained confidential and private. The participants' interview responses were then transcribed and member checked by the interviewees. The interview transcriptions were used to code the results. According to Glesne (2016), constantly displaying coding and organizing data by encoding produces significant outcomes.

Thematic Coding Process

I selected two approaches to code the qualitative data in this study for analysis: manual and automated coding. The NVivo 12 software program was used to organize coding for distinct perceptions, patterns, and themes from the data gathered. I used NVivo 12 as a thematic analysis software program because it was one of the most powerful software programs to analyze qualitative data (see Ravitch & Carl, 2016). The thematic analysis was used to excerpt themes for transcription by analyzing sentence structure and words. I thematically coded the data to ascertain common themes using labels, phrases, numbers, words, or recurring themes to form abridged sentences. The data collection process also included member checking.

I followed Yin's (2016) suggestion to create an examination phase to compose transcripts. I then analyzed each interview transcript by categorizing, explaining, interpreting, and decoding the data collected (see Merriam & Grenier, 2019). First, the interview transcripts were coded using thematic coding as a coding process to compare and contrast data to associate descriptions between each interviewee (see Glesne, 2016). Next, I followed Yin's recommendations to use my notes to provide possibilities to help ELLs do well. This method supported thoughts, perceptions, assumptions, and concepts. I then used a memo pad to compose chronological transcriptions of the instrumentation, data collection, data analyses, and procedures to translate interview documents that incorporated interview times and dates.

As a researcher, I selected two ELL school districts as study sites because I have worked in various school district environments; therefore, my educational history defined

my role and responsibilities. I began working as an educator in the Fall of 2011 as a fourth-grade ELL teacher for 2 years, a third-grade ELL teacher for 1 year, a special education teacher for 1 year, and a second-grade ELL teacher for 1 year. I then worked as a testing facilitator in 2016 and 2020 and as an assistant principal at the same bilingual campus. I received permission from my committee chair, committee member, and university research reviewer to develop and conduct mock interviews. This approach was useful because four interviewees were ELL administrators from my current ELL school district, and four ELL administrators came from a neighboring school district. I ensured each interviewee felt comfortable at each interview, ensuring their unbiased responses. In addition, I asked interviewees to honestly answer each question by encouraging them to disclose their past, present, and future educational experiences.

Data Analysis

I employed the data analysis process to code, assess, and analyze the data gathered in this basic qualitative project study. The collected data were examined and interpreted to develop an understanding of it. Coding was a process that consisted of organizing and labeling the qualitative data to identify diverse relationships, themes, and concepts between them. Wright's self-awareness theory was used as the conceptual framework approach because it was a better fit to justify the successes and failures of ELLs. Data collected from semistructured interviews were used to determine how ELL administrators encouraged ELL teachers to attend and use professional development because current instructional strategies did not address the gap between the academic achievement of ELLs and non-ELLs. Requiring ELL administrators to attend and

implement professional development programs allows them to train ELL teachers. Moreover, ELL teachers would be asked to attend future professional development training programs to support academic growth in literacy to help ELLs academically (Shea et al., 2018). I used a thematic coding approach to compare, contrast, analyze, and excerpt data, from which themes emerged through analyzing sentence structure and words.

Evidence of the Quality of Data to Gather

I was obligated to interview eight ELL interviewees with at least 5 years of experience teaching ELLs. Once each interview data were analyzed, I used member checking to examine all conclusions and findings (Hardesty et al., 2019). Throughout member checking, each interviewee was presented with an opportunity to explain any inaccuracies, offer additional facts, or modify their explanations, meanings, and clarifications (Glesne, 2016; Kahlke, 2014; Merriam & Grenier, 2019; Yin, 2016).

Assumptions

This study's possible assumption relates to administrators' willingness to discuss their knowledge, points of view, and experiences concerning each ELL teacher's perspective. An additional assumption was that administrators used instructional strategies to support ELLs academic achievement. Another assumption was that administrators presented their honest opinions and experiences to speak openly to teachers regarding using or their lack of instructional reading strategies. A final assumption was that ELL administrators brought me accurate information without presenting their own biases or objective perspectives to support ELLs academic

achievement.

Limitations

The limitations of this study included a basic qualitative project study with diverse boundaries, restrictions, and limits. These limitations were included in one area of concern for this study, limiting each interviewee when data were gathered because this study was limited to two ELL school districts. In addition, the data collected were limited because I only focused on eight ELL interviewees in two school districts. An additional limitation might be that the ELL interviewees did not participate in this interview process, nor did the ELL interviewees sincerely take this interview process because the interviewer is a novice (Glesne, 2016).

This study's scope included eight ELL administrators from two local ELL school districts in the southwestern U.S. A basic qualitative project study helped ELL administrators support teachers' instructional strategies to support ELLs academic achievement. The interviewees in this study included eight ELL administrators from two ELL school districts instructing Grades K-6. This study's delimitations included a basic qualitative project study to examine ELL administrators' support of ELL teachers' investigation of instructional strategies to support ELLs academic achievement.

The eight ELL study interviewees from two school districts under study were able to present relevant data to solve the problem that ELL administrators helped teachers by providing adequate linguistic instructional strategies to support ELLs academic achievement. However, this study did not include ELL teachers with less than 4 years of experience working with ELLs. Finally, this study only included eight ELL interviewees

from two ELL school districts. This introductory basic qualitative project study will investigate how administrators support teachers' investigation of instructional strategies to support ELLs academic achievement at the school under study.

Credibility

Identifying and defining the credibility of this basic qualitative project study included using data resources that emerged from the interview and coding process to ensure this research study's dependability, consistency, and reliability (Kahlke, 2014; Merriam & Grenier, 2019). I determined that the credibility of this basic qualitative project study used an accurate explanation of my responsibility as a researcher. As a researcher, I determined the reliability of this study by working with ELL teachers to support ELLs academic achievement because I am currently employed at a bilingual campus. In addition, my personal experience as an administrator was to work with ELL school leaders and ELL teachers who cater to ELLs to close the gap between ELLs' and non-ELLs' academic achievement was significant to the credibility of this study (Kahlke, 2014; Merriam & Grenier, 2019). Therefore, my current knowledge was an important factor in the credibility and reliability of this study.

<div align="center">

Data Analysis Results

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The results of data analysis encompassed the findings from collecting data employing the conclusions of interviewing eight interviewees. In Table 4, I present the eight ELL interviewees' characteristics. The interviewees disclosed their current job duties as ELL administrators comprising ideas, paradigms, and concepts.

Table 4

Eight ELL Interviewees' Characteristics

Interviewee(s)	Gender	Years as Administrators	Interested in Attending Workshop
1	Male	O	Yes
2	Female	O	Yes
3	Female	B	Yes
4	Female	B	Yes
5	Female	B	Yes
6	Female	O	Yes
7	Female	B	Yes
8	Female	O	Yes

Note. Administrators' years of experience: O = Over 30 years, B = Between 3 and 29 years.

During the interview process, each interviewee was asked to disclose, as an ELL administrator, if they supported teachers' instructional strategies to help ELLs (Sato et al., 2017). Therefore, how ELL administrators encouraged ELL teachers to attend and use professional development ascertained how current instructional strategies bridge the gap between ELLs' and non-ELLs' academic achievement. Teachers were not required to attend professional development workshops at the local research site to improve their academic achievement in mastering English literacy skills. Appendix A discloses the project for this study in its entirety.

Table 5

ELL Administrators

ELL Administrators Interviewees	2	3	4	5	6
P1		X			
P2	X				
P3			X		
P4				X	
P5					X
P6		X			
P7			X		
P8					X

Note. Data from ELL Administrators' interview outcomes for Grades 2 through 6.

Demographics of Interviewees

My study was conducted in the southwestern U.S. using purposeful sampling and interviews through observing and assessing ELL interviewees' experiences (see Table 4). I followed Hardesty et al.'s (2019) recommendation to select a specific population to produce a successful basic qualitative project study that consisted of eight ELL administrators with at least 5 years of experience teaching ELLs in Grade 2-6 (see Table 5). The interview questions focused on ELL interviewees' specific grade level (i.e., ELL third graders) using Rubin and Rubin's (2012) devices to conduct a basic qualitative methodology project study. ELL interviewees were questioned during the interview process to reveal current obligations and responsibilities as ELL administrators, which encompassed concepts, paradigms, beliefs, and ideas (see Table 6). In addition, I used this interview process to examine ELL administrators' perspectives to discuss how administrators encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between ELLs'

and non-ELLs' academic achievement levels augment student success. The eight

interviewees were ELL administrators of two school districts encompassing ELLs in

Grades 2 through 6 (see Table 5). I used the NVivo 12 2020 software program to gather

data to analyze and transcribe eight interviews; 18 codes emerged [see Table 6] (NVivo

12, 2020).

Table 6

Summation of Emerging Codes: Results of ELL Interviewees' Interviews

Code Number	Code
1	Monitoring the usage of strategies shared during professional development
2	Implementing curricular sets comparable to reading units and reading kits
3	Training because existing instructional strategies
4	Encouraging ELL teachers to attend ELL training
5	Supporting strategies for ELLs
6	Plan
7	Utilizing professional development to implement strategies
8	Comprehension
9	Using data to determine the student's needs
10	Team
11	Conversations
12	ELL administrators
13	Time
14	Assessment
15	Classroom
16	Modeling
17	ELL districts
18	ELL campuses

The seven themes transpired through data analysis (see Table 7). In Table 7, the

interview and coding process findings emerged with seven themes (NVivo 12, 2020). The

formation of seven themes (see Table 7) emerged from the 18 codes (see Table 6; NVivo

12, 2020). The summation of the seven emerging themes produced patterns mentioned

four to 17 times within the outcomes using NVivo 12 (see Table 7; NVivo 12, 2020).

This study's scope included eight ELL administrators from two local ELL school districts.

Table 7

Summation of Emerging Themes and Patterns: Results of Interviewees' Interviews

Themes	Occurrences Patterns Mentioned
1 Monitoring the usage of Strategies Shared During Professional Development	17
School districts and administrators provide various incentives for teachers to attend professional development throughout the school year and in the summer. Administrators provide feedback and suggestions to teachers during their end-of-the-year evaluations. The upcoming school year, school leaders, the whole school year next school year, school site, school culture, school staff, the school district administrator, ELL school district, and school administrator. Proximal development, professional linguistic development. Learning walks, learning process, meaningful learning experiences, the learning environment, adult learners, learning settings, and professional learning. Three-to-five-year implementation plan, the professional development plan, cohesive plan, lesson planning, a great plan, and the original plan. The professional development plan and professional development opportunities.	
2 Implementation of Curricular Sets Comparable to their Reading Units and Reading Kits	16
Text reading, modeling reading skills, reading performance data, reading comprehension level retell, reading kits, reading strategies, reading fluency, clarifying reading skills, reading level, reading questions, reading instruction, and reading data	
3 Encouraging ELL Teachers to attend ELL Training	12
Engaging students, student scores, student management, managing student distractions, disadvantaged students, blaming students, student attendance, identifying students, supporting students, and ensuring students	
4 Supporting Strategies for ELLs	11
Implemented comprehension tool kit strategies, instructional Strategies and various research-based strategies that support ELLs linguistically.	
5 Comprehension Discussions to determine ELLs' needs	5
Implemented comprehension tool kit strategies, reading comprehension level retell, and reading kits. Reading performance data, buckets data, good data practices, reading data. The instructional leadership team and instructional support team. Academic conversations, meaningful support conversations, and meaningful conversation	
6 Time Management of ELL Administrators	4
Tenured administrators, school district administrators, administrator proficiency, and school administrator. Exchange time, times struggle, intervention time, and teacher time. Assessment number, needs assessment, ongoing assessments, and summative assessments. Language-rich classroom, classroom management piece, and losing classroom control	
7 District-Wide Modeling of ELL Pedagogy	4
Modeling reading skills, teachers modeling, and good coaching model. Last district, school district administrator, ELL school district, and district support. Whole campus, campus effort, campus operations, and campus principal.	

Interview Process Outcomes

A basic qualitative design was employed to create one research question to investigate how administrators encouraged ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement and frame eight interview questions (see Appendix B). Data displayed within the basic qualitative project study encompassed interviews with eight ELL administrators and the qualities of eight ELL interviewees (see Table 4). Therefore, direct quotes were used from eight ELL interviewees' interviews, which explained and abridged the results of seven themes and patterns, which transpired four to 17 times using the NVivo 12 2020 software program (see Table 7; NVivo 12, 2020).

Main Research Question

The study's main research question encompassed examining how administrators can encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement. Data were gathered throughout the interview regarding ELL school administrators' instructional practices. Therefore, Themes 1 through 7 emerged from the research question used for this basic qualitative design and the interview process. The seven themes emerged into traditional patterns that occurred four to 17 times (see Table 7) using the NVivo 12 2020 software program, focusing on instructional practice to help ELLs meet standards (NVivo 12, 2020).

Analysis of ELL Administrators' Interview Results: Categorization of Themes 1-7

Theme 1: Monitoring the Using of Strategies Shared During Professional

Development

In Theme 1, ELL administrators (i.e., Interviewees 1, 3, and 6) emphasized encouraging ELL teachers to attend ELL training. However, each interviewee also acknowledged: that ELL and bilingual teachers would benefit by attending training for a general 1-week professional development instructional program. These interviewees also acknowledged: supporting all ELLs in and out of their classroom settings. Interviewees 1, 3, 6, and 8 also acknowledged: that most instructional strategy-based training by implementing curricular sets comparable to their reading units and reading kits.

Interviewee 1 acknowledged, "Teachers have the required training every year. In addition, the Exchange time encourages professional development around the needs of the ELL teachers and ELLs."

Interviewee 6 acknowledged:

Attendance for professional development needs to be mandatory. We need to see those English Language Proficiency Standards (ELPS) strategies: listening, speaking, writing, and reading… which should be embedded in every class. It was easier when we talked about our Spanish-speaking populations. However, it is difficult for an ELL teacher to have students from other countries. The bilingual program has some clear guidance on what that should be. However, when you have students that speak Farsi, Swahili, and Mandarin, those students do not

receive the same levels of support. Because our teachers technically are not

always supported with professional development.

Interviewees 1, 3, and 6 agreed with my main research question that

administrators should encourage ELL teachers to attend and use professional

development training because existing instructional strategies do not address the existing

gap between ELLs' and non-ELLs' academic achievement. However, each interviewee

also acknowledged: that ELL and bilingual teachers would benefit by attending training

for a general 1-week professional development instructional program.

Theme 2: Implementation of Curricular Sets Comparable to their Reading Units and

Reading Kits

In Theme 2, ELL administrators (i.e., Interviewees 2, 5, 6, 7, and 8)

acknowledged the main challenges or obstacles that they anticipated their ELL teachers

might encounter, specifically while teaching ELLs to use reading strategies, which might

encompass the use of technology. The interviewees noted the importance of providing

adequate tools for ELLs to read aloud, use passage reading, analyze ELLs' reading

comprehension levels, retell, and recall what they read.

In Theme 2, ELL administrators (i.e., Interviewees 2-8) emphasized encouraging

ELL teachers to attend ELL training. However, each interviewee also acknowledged: that

ELL teachers and bilingual teachers would benefit by attending training for a general 1-

week professional development instructional program.

Consistent with Interviewee 5, "You have to disaggregate the data and see what trends we see with our babies struggling with reading fluency. Reading-fluency, there is a lot there. Is there a vocabulary barrier? Are we talking about decoding?"

Interviewee 6 acknowledged:

We started with phonemic awareness to build vocabulary; Estrellita has programs to help reading build fluency. We have checkpoints there. This year, we transitioned to a new curriculum called Amplify, which lacks Spanish fluency. We are using Estrellita and Escalera to help bridge the gap…; therefore, we have had to supplement.

Interviewee 7 indicated:

One of the challenges would be their propensity and belief system number one; number two is their willingness and ability to implement those strategies successfully without fear. So often, teachers take control of the classroom. They do not allow technology because of fear of losing classroom control. Providing support models and examples is step one, but I answer the first question. It has to come back to some accountability.

Interviewee 8 "Encouraged ELL teachers to attend ELL training." Interviewee 8 "Reminded them that the training is good for all students, not just our EL students. We also had sheltered instruction (i.e., a reading program)."

Theme 3: Encouraging ELL Teachers to Attend ELL Training

In Theme 3, ELL administrators (i.e., Interviewees) emphasized the importance of school districts encouraging ELL teachers to attend ELL training to help ELLs. However, each interviewee also acknowledged: that ELL teachers and bilingual teachers would benefit by attending training for a general 1-week professional development instructional program. In Theme 3, Interviewees acknowledged: that when asked what approach they use to help ELLs who are not meeting standards, they acknowledged that although there were seven steps to increase the language-rich classroom, a part of the Sheltered Instruction strategies that the world language department came out to train our teachers on.

Interviewees acknowledged that ELL administrators continuously ask their ELL teachers to attend and implement professional linguistic development training to help ELLs succeed. However, ELL teachers changed their instruction regarding the instructional teaching practices rather than using existing ones.

Interviewee 3 acknowledged,

I ensured attendance. I asked for two of our faculty meetings. They divided the content into two sections. We had one half. We had three strategies at one and four at the other faculty meeting. So when I walk through, I remember to address the different sheltered instruction strategies on my walk-through forms.

Consistent with Interviewee 4, "Even our teaching assistants went throughsheltered instruction as classroom instruction."

Interviewee 5 acknowledged:

I will be honest. One major thing I can do Is hold a teacher accountable and hold their feet to the fire to affect their actual career job to ensure the things are happening. However, a secondary way is through professional learning communities to do our lesson rounds and get feedback.

Consistent with Interviewee 8, "As a campus principal, I encourage my ELL teachers to attend this training and implement those strategies to ascertain ELLs' comprehension levels."

Moreover, in Theme 3, ELL administrators (i.e., Interviewees 1, 2, 3, 6, and 8) emphasized the importance of encouraging ELL teachers to attend ELL training to help ELLs do well. However, each interviewee also acknowledged: that ELL teachers and bilingual teachers would benefit by attending training for a general 1-week professional development instructional program. Furthermore, in Theme 3, interviewees acknowledged: that ELLs who did not meet standards encountered challenges due to ELL teachers not using current instructional practices. For example, Interviewee 1 acknowledged, "The challenges teachers face are numerous instructional teaching practices."

Consistent with Interviewee 2, "Although the technology was an obstacle for many ELLs…our students became more proficient with the English language and technology." Moreover, each interviewee acknowledged that when ELL teachers applied instructional practices to augment students' daily classwork, these teaching practices proved successful for ELLs.

Interviewee 8 acknowledged, "ELL teachers' biggest challenge is planning to use the training strategies and be consistent. It is easy to attend training. However, if it is sitting on the bookshelf, it is not good." Interviewee 8 further acknowledged, "ELL teachers should do planning after the training, make it a point to implement the strategies with our students. Then, once they see success, they will encourage to use the strategies."

Theme 4: Supporting Strategies for ELLs

In Theme 4, ELL administrators (i.e., Interviewees) supported ELL elementary school teachers. In Theme 4, the participating ELL administrators emphasized encouraging ELL teachers to attend ELL training. In Theme 4, five of the eight ELL administrators acknowledged their ELL school district-supported instructional strategies, including phonetics, fluently reading, vocabulary development, phonemic recall, oral reading competencies, and teaching instructions to help ELLs meet standards. Interviewees 1 through 8 at both ELL elementary school districts focused on supporting and training ELL teachers to help ELLs meet standards.

Consistent with Interviewee 2,

> Our ELL teachers were able to engage in the training from the World Language department. It gave them tools and strategies to incorporate reading, writing, listening, and speaking skills. Before the training, teachers would teach a lesson, give the students a passage to read and hope they had gained the skills they had taught them. Be able to speak, collaborate, and have those academic conversations with their peers. It was not until they learned those strategies that helped them

incorporate them into every lesson taught that they could truly see our ELLs improve their English Language Learner proficiency.

Interviewee 4 acknowledged, "Students are doing well at K-12 Summit, but we are still seeing a disconnect in what is happening in the classroom. Are they using those strategies? Are we making sure that we use those accommodations with fidelity?"

Interviewee 5 acknowledged:

Well, let me say that in many cases, from what I have seen, you have instructional strategies here and there throughout the lesson, so you will see things like sentence stems implemented throughout supplemental strategies on top of what the lesson requires. Especially if I have a novice or struggling teacher, they may need to see me put it into practice first…so that is how I see teachers implementing the professional development strategies they have learned.

Interviewee 6 acknowledged:

When teachers monitor and then have conversations in class, whether in English or Spanish, we look for specific instructional strategies. Are you using turn and talk? What strategies are you using, calling that out and helping our children to use that and seeing in practice? I am a 94 % Spanish-speaking campus…90 % of my campus is identified as LEP [limited English proficiency]. I have a huge population; I must ensure all my students get what they need. One of my big rocks for my campus is ensuring the ELPS strategies…are one of our campus goals. However, everyone can ask a question at the end. We push some questions: How do you support your ELLs? What ELPS strategies can use there? Let us talk about

listening, one strategy that we do here. Listening can be spotty; we want to ensure they use the instructional strategy of turn and talk or think pair share. When we call on you, you do not tell me what you said; you tell me what you heard your partner say…get them in the habit of listening and then returning and reiterating. Telling them beforehand…listening…I need to hear her because a teacher may call on me and tell me what my partner said. Doing things like offering them little nuggets to try and implement and putting those into consistent practice.

Interviewee 7 indicated:

The first step would be needs assessment number two to communicate that vision clearly and explicitly. Step 2 fosters good listening to our staff, community, and parents. Step 3 would be creating a plan which inherently has professional development embedded into it as part of that strategic plan, and from my experience even now as chief talent officer…many school leaders fall short in the successful execution of implementing that plan and measuring and holding people accountable for attendance #1…implementation of those strategies at the school site…The next one is their ability to grow as educators and implement these strategies…developing a plan with the teachers and seeing how those strategies will be embedded into their lessons tonight weekly…being clear about what strategies are expected to be seen makes sure everyone is trained. ELL administrators, instructional coaches, ELL teachers, support system Professional Learning Community (PLC), and data review are all a part of the improvement cycle. I implemented data-wise as administration…I was a big believer in SIOP. I

believe step one begins with looking at yourself first and your belief

system…ELL administrators' responsibility is to attend these training with your

staff in step two. When you send staff, you do not know what to look for when

implementing it within the classroom or what they thought was important, which

could be a little bit of it or half of it. Nine out of 10 times, we know they will not

implement it because it requires more work. The ELL administrators must create

an environment of support that does not fear. Make sure to have a clear vision.

Interviewee 8 acknowledged, "Monitoring the data if the strategies are

implemented then student data can improve. There is something that I wish all teachers

had this training as well."

Interviewees acknowledged: that hands-on instructional practices were quite

effective. In addition, ELL administrators at both elementary school districts under study

acknowledged: that ELL teachers would reinforce networking, collaboration, educational

interactions, and instructional training using teaching strategies designed for ELLs not

meeting standards.

Theme 5: Comprehension Discussions to Determine ELLs' Needs

In Theme 5, ELL administrators (i.e., Interviewees 1, 4, 5, 6, 7, and 8)

emphasized supporting ELL teachers in attending ELL training. However, each

interviewee also acknowledged: that ELL teachers and bilingual teachers would benefit

by attending training for a general 1-week professional development instructional

program. In Theme 5, the participating ELL administrators stressed the significance of a

motivational and positive educational setting for ELLs not meeting standards. In Theme

5, interviewees acknowledged: that the atmosphere in their classroom environment influenced how ELLs performed academically. Interviewee 1 acknowledged: that ELLs received inadequate instructional teaching practices to help ELLs focus on what was being taught. As a result, ELL administrators trained ELL teachers to assist ELLs not meeting standards to succeed.

Consistent with Interviewee 1, "As administrators, the best approach to support ELLs was to get into the classroom and watch teachers teach. However, it was also important to support teaching, coach teachers, provide feedback, resources, and additional professional development."

Interviewee 4 acknowledged:

Our Language Proficiency Assessment Committee (LPAC) chair demonstrated or modeled how to use question stems and impact emergent bilingual students. We have completed steps 1 through 6. We have one session left. We are monitoring through our walk-throughs to see if our teachers are using some of those best practices that can be used for all students but support our emerging bilingual students…K-12 Summit, where we are finding our challenge. Our teachers…have been providing training. My LPAC chair has been providing training in that area. The other challenge…they have not been used routinely and effectively in terms of accommodations. That is our challenge for all students, emerging bilingual students, and students. We tend to say that something does not work, but we do not have the data to support it and can say that we have effectively utilized that strategy long enough before we abandon it or try something different. We are

trying to hit it school-wide; we are still trying to look as we do walk-throughs to look and see. Yes, they are in the lesson plans that we provide this linguistic support but are we seeing them when we go in…for example, we see that we have all of this technology, but we are finding that many teachers are not giving our students the language content support on these assignments in canvas or different areas. Sometimes we target things generally, but if we get specific things and provide professional development for specific that, teachers can immediately go back and try, it is helping us.

Interviewee 5 acknowledged:

The first one is a bigger challenge; I have tried to encourage my teachers to use technology to support students, especially beginners who have difficulty accessing passages and encouraging them to use technology. However, unfortunately, the teachers are not as proficient with the technology that comes with it. They generally have many challenges, either finding technology or using and implementing it because technology is a bit of a barrier or an area where they need to brush up on their skills.

Interviewee 6 acknowledged, "I have tried to be intentional because now they happen as a content bridge support versus an actual English course."

Interviewee 7 indicated, "Instructional practices differentiated for ELLs because I instructed whole groups; therefore, I altered the group sizes by creating smaller groups to allow ELLs to rotate within their stations."

Interviewee 8 acknowledged: "Classroom visits and discussing everything during PLCs made ELL teachers accountable for ELLs academic success. Also, follow through and provide support after the training. For example, revisiting the expectations, doing PLCs, and classroom visits."

Moreover, helping ELLs who did not meet standards can be stressful for ELLs and ELL teachers. Interviewees acknowledged: that if teachers spent an abundant number of hours preparing instructional practices, ELLs could not comprehend what was being taught, specifically ELLs not meeting standards. Moreover, in Theme 5, the ELL administrator (i.e., Interviewee7) emphasized encouraging ELL teachers to attend ELL training programs and plan their lesson plans to cater to ELLs. However, each interviewee also acknowledged: that ELL teachers and bilingual teachers would benefit by attending training for a general 1-week professional development instructional program.

Interviewee 7 stated:

I have my staff listen to the parents' needs to help ELLs. I also developed a strategic plan and then cohesively collaborated with teachers to develop a plan that was not overwhelming. Prioritizing certain grade levels and scaffolding an implementation plan so maybe having all K5 teachers implement at the same time as a tenured administrator might not be feasible…we do not have 5 years to educate all students, too, so that could be one approach to scaffold the training for the school. However, the data tells where it is needed the most by grade level, or if you want to have a cohesive plan where everybody gets training, it really has to

be communicated well as a whole school, and then it has to be communicated to

teachers individually.

Theme 6: Time Management of ELL Administrators

In Theme 6, ELL administrators (i.e., Interviewees 1, 2, 4, 6, and 7) emphasized

encouraging ELL teachers to attend ELL training to augment ELLs learning skills.

However, each interviewee also acknowledged: that ELL teachers implement

professional linguistic development to help ELLs with linguistic reading instruction.

Interviewee 1 acknowledged:

As administrators, it is important to support our Walkthrough and through the

Teacher Evaluation and Support System (TESS) to ensure…strategies

…especially the researched-based linguistic strategies, are being implemented

with fidelity. One of the most challenging areas we find on our campus is

vocabulary-development. We spend much time with interactive word walls and

strategies to build vocabulary. Follow up with an assessment to ensure the student

is mastering what you demonstrate through reading strategies.

Interviewee 2 acknowledged, "As a campus administrator, I could engage all

teachers in professional learning around sheltered instruction to help ELLs be

successful."

Consistent with Interviewee 2:

Through that training, ELL teachers learn strategies for integrating reading,

writing, listening, and speaking in their lessons to ensure that ELLs successfully

learn and access the content and learn the English language…the initial training

my teachers went through. For many of them, it was learning how to speak into the computer device where they could be heard and understood when responding to questions, given that, use technology. Therefore, students were not learning new strategies, and reading content every year…helped increase reading fluency amongst our students because they had that foundation of those reading strategies as they moved from grade level to grade level. The flip side was…to print the anchor chart for the students reading or math journals to have a consistent anchor to connect the learning. So, students consistently understand that I know it is Spanish every time I see a blue anchor chart. If I see red, I know that it is English. The chart helped them connect the language to the content they were learning. The instructional leadership team…assessed the level of implementation across grade levels and content areas, and we also engaged teachers in conducting learning walks in each other's classrooms to see an implementation of those sheltered instructional strategies in order to continue to develop those strategies that we knew would be successful for ELLs, and that is how it became a part of the culture for teachers to teach. So it took professional learning and calibrated learning walks with my instructional leadership team and teachers going in and seeing other teachers implement those strategies.

Interviewee 6 acknowledged, "The issue may arise when new teachers are still building their practice. I am learning the curriculum and how to be a new teacher. I also try to scaffold for the students and their language needs." Consistent with Interviewee 6,

"Building their vocabulary. Learning to use a dictionary and dictionary skills looking at those cognates and what the words mean in English and Spanish."

Interviewee 7 indicated:

I think stretching the teachers' portfolio is an art and a science, and so depending on their tenure how their pedagogy, how they were taught to teach, and when they went through their learning development of becoming teachers, it influences how they see the world how they see the students. Similar to numbers one and two, it must become a component of their PLC. When we are stretching kids thinking and reading abilities. You have to stretch them. That is the learning comes. The zone of proximal development says it is that opportunity that students get that helps them learn the next reading level. However, you lose learning opportunities if you jump them up too high. However, if you stretch them just enough, the learning becomes meaningful and registered in their brains. So, keeping those strategies anchored to that zone of proximal development is important to give kids meaningful classroom learning experiences. So many teachers go to diluting the curriculum versus creating a stretch opportunity for students because it requires more planning, research on the teacher, and additional resources to break down the learning for the students. The administrator becomes the first learner in the learning strategies expected to be taught in their support classrooms.

Moreover, in Theme 6, ELL administrators (i.e., Interviewees 1, 4, 5, 7, and 8) emphasized encouraging ELL teachers to attend an ELL developmental training program.

However, each interviewee also acknowledged: that ELL teachers and bilingual teachers would benefit by attending training for a general 1-week professional development instructional program. Consistent with Interviewee 1:

The same thing that the teachers would use with the students. I would use any professional development with the teachers modeling how to use literacy strategies." Looking at the assessments to determine the gaps in learning and planning together as a team. Walking them through how they would teach a vocabulary-development lesson.

Interviewee 4 acknowledged: that it was important to "Make sure we use our walk-through data to drive our decisions on professional development. So, we walk them through how to use some technology to assist with that."

Interviewee 5 acknowledged using "Both types of things to ensure teachers are truly implementing those linguistic supports and development for teachers in the classroom."

Interviewee 7 indicated:

When I got there, the school was at the cusp of being one point away from performing 1400 students' Central elementary school again…98% Hispanic, 98% ELLs. However, when I walked the classroom early on, there was no evidence of any strategies from a SIOP model designed to support second language development and students. Administrators ensure attendance teachers would say that it is got to be number one…to support the school. The first step would be as the principal as a school leader coming into a new building… want to have a

listening tour, you want to listen to the teacher, listen to parents want to look at

student scores, look at school culture and see where the healthy spots for the

school and all those buckets data as it pertains to professional development

opportunities that you have records for teachers attendance…because when I was

a principal, one of the things that came up often was the misalignment of our

curriculum and in our students' growth or grade level development and our

teacher saying. Mr. Teacher, we want to teach what the curriculum says, but our

students are nowhere near that level of proficiency to understand those standards,

and so can we. So, to add a little value to one of the other questions, what other

strategies could you use to support professional learning? It is not only about

direct professional development but also about completing book studies aligned to

your strategies.

Interviewee 8 acknowledged, "I reminded them that the training is good for all

students, not just our EL students. We also had Sheltered instruction as well as

professional development."

Theme 7: District-Wide Modeling of ELL Pedagogy

In Theme 7, ELL administrators (i.e., Interviewees 2, 5, and 7) emphasized the

importance of encouraging ELL teachers to attend ELL training to augment ELLs'

comprehension proficiencies to help them do well. However, each interviewee also

acknowledged: that ELL teachers and bilingual teachers would benefit by attending

training for a general 1-week professional development instructional program.

Interviewee 1 acknowledged, "When teachers sit down in the PLCs, they look at the data to determine what reading skills our ELLs lack and how they will fill those gaps in the reteach."

Interviewee 1 further stated:

Several teachers working together to develop strategies…will work in their room on research-based strategies they can use to reteach the students when they see support is needed and a gap must be closed in the learning process. So, we have done things like that as a team.

Consistent with Interviewee 2,

Another piece that helped is that we implemented comprehension tool kit strategies, and this was for all students. However, it helped our ELLs and economically disadvantaged students who did not have the academic language because the comprehension tool kit strategies were standardized across all grade levels.

Interviewee 3 acknowledged, "In addition to the sheltered instruction, following their ELPAS data and making sure that speaking it will take them to the next level. Having some small group wait time for that."

Interviewee 4 acknowledged:

So far, through our monthly MTSS meeting. We spend time talking about where our students are and want to know who students are. We did not only want to look at students and data; however, we also wanted to look at what specific needs our students need.

Interviewee 5 asked,

Are we talking about comprehension? You must pay attention; we have many

pieces there. We have Core 5; we have Map; we have benchmarks. We have tons

of things. There is enough data to access and pinpoint, especially what our

students need. That is how I do it.

Interviewee 6 acknowledged, "During our PLCs, our teachers can pre-teach a

lesson to the leadership team and their grade-level colleagues. It will go back to the

administrator's follow-through and having meaningful support conversations, not an I

understand it."

Interviewee 7 indicated:

I think and then ultimately, to close the loop here is doing those PLCs the

embedded requirement that the data is a part of those conversations when they

meet. Not every PLC should be a data conversation because that would confuse

their impact, but I had a schedule for my PLC as a principal.

Interviewee 7 indicated:

It depends on the grade level and your ELPAS data. That is a resource we do not

use. ELPAS data has broken down into four buckets, written, listening, speaking,

and reading. You have a plethora of data in the ELPAS tool kit that can inform

not just grade level but specific teachers where their students are…Identifying the

plan, making sure we are not shortchanging students. We need to teach students

how to read authentically…A consistent part of their conversation must continue

reviewing teacher feedback and aligning as an administration and instructional support team.

Discrepant Cases

Eight ELL interviewees who participated in this study revealed discrepant cases. Positive patterns and coding documented how the findings were appropriately assessed to ensure the student mastered what was demonstrated through reading strategies. Whereas negative coding documented that the ELPAS results were not as good as they could have been in prior years, all those students were acquiring the English language when it came down to testing online; they lacked proficiency. Five interviewees acknowledged: that using adequate instructional teaching practices might reduce the number of ELLs not meeting standards. Therefore, three of the eight interviewees acknowledged that ELLs were not meeting standards because of inadequate training for ELL teachers. Discrepant cases are important because ELL teachers encounter daily challenges and inconsistencies, which prevent ELLs from doing well.

Evidence of Quality

The results of data analysis are important for this study because the ELL interviewees' interview process encompassed an instructional teaching plan. A basic qualitative project study gathered data and established valuable member checking and interview transcripts. I used a literature review, merged data gathered, and validated using a member checking process to code data collected. The coding process was used to ensure the findings for the basic qualitative data analysis methodology. Therefore, an informal method combined literature by simplifying the data analysis process used for

precision, to which data were clear-cut and user-friendly. I appreciated the importance of distributing the results of this study to ensure other ELL elementary school leaders take advantage of the findings, expound on, or analyze the research outcomes.

Summary

In Section 2, I focused on summarizing the results of the ELL interviewee data, data collection methodologies, data analysis results, the research design, and the approach used to conduct this basic qualitative project study. This basic qualitative design examined how administrators should encourage ELL teachers to attend and use professional development training because existing instructional strategies did not address the gap between ELLs' and non-ELLs' academic achievement (Castro-Olivo et al., 2021; Lumbrears & Rupley, 2019). This basic qualitative project study was used because it allowed me to understand the eight ELL administrators' perceptions of both ELL school districts under study. The literature reviewed encompassed data gathered to validate the findings to address and define the following research question: How can administrators encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement? (Acosta et al., 2019). The findings for this basic qualitative data analysis methodology encompassed designing a 1-week professional development instructional program for ELL teachers was not an activity or outcome (Castro-Olivo et al., 2021; Colon et al., 2022; Henderson, 2019). Wright's self-awareness theory was used as the conceptual framework approach, which examined how administrators encouraged ELL teachers to attend and use professional development

because current instructional strategies did not address the gap between ELLs' and non-ELLs' academic achievement. The research question ascertained how administrators should encourage ELL teachers to attend and use professional development training.

The administrators that were interviewed had several common statements. A statement that stands out the most is that they agree that ELL teachers need to attend professional development to support the needs of the growing ELL population within schools. The districts provide various incentives for teachers to attend professional development. However, just like other professional development are mandatory. Therefore, it should be mandatory for teachers to attend professional development specific to ELLs. The administrators stated that ELLs struggle academically and have significant learning gaps (Gibson, 2016). If the teachers are equipped with professional development and support, this will help close the achievement gap and increase academic growth for ELLs and all levels of learners within the campuses (Brutt-Griffler & Jang, 2019). Data were gathered using an interview process through interviewing eight ELL administrators responsible for training ELL teachers to help ELLs meet standards (Meyers et al., 2021). Data gathered via interviews reached saturation. I ascertained that I reached saturation when there were no new perceptions or data to support the research question, which addressed how administrators encouraged ELL teachers to attend and use professional development training because existing instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement.

The findings of this study compelled me to reach far beyond my comfort zone; therefore, I looked for a project to support each ELL administrator, my study

interviewees, and my requirements. Therefore, a 1-week professional development instructional program for ELL teachers was designed as an anticipated reaction to the outcomes of this project study. Potential research further augmented the scope of this project study's findings and implications (Kennedy & McLoughlin, 2022; Li et al., 2021). August and Shanahan's (2017) findings are based on the growing population of Spanish speakers within the U.S. school system. The fast-growing quantity of ELLs has caused a cultural clash manifested in the often-biased stances of primarily monolingual teachers toward ELLs (Mellom et al., 2018). Moreover, I discussed my bias, roles, and responsibilities as a project developer. Finally, the findings are presented in the data analysis results of Section 2.

Conclusion

This project study allowed me to define and explain the diversity of the results regarding how administrators can encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement. Therefore, the conceptual framework was a better fit because it will justify its success or failure. After all, ELL administrators encouraged ELL teachers to attend and use professional development training. It is essential because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement. Therefore, refining the characteristics of each ELL administrator to train ELL teachers to help ELLs meet standards was essential because each ELL administrator noted that ELL teachers spent limitless hours preparing instructional teaching practices.

Moreover, ELL administrators stated that ELL teachers believed most ELLs would not meet standards because ELL teachers were disinterested in teaching ELLs. Furthermore, ELL administrators believed a potential contributing factor to ELLs not meeting standards was that ELL teachers did not use existing instructional teaching practices in both elementary school districts. Thus, ascertain how ELL administrators encouraged ELL teachers to attend and use professional development training to focus on current instructional strategies that did not address the gap between ELLs' and non-ELLs' academic achievement levels. Therefore, conducting my study at both school districts presented the first ELL school district's data interaction report for the first ELL elementary school district encompassed 4,114 ELL teachers, with 56,840 students; 32.6% were ELLs not meeting standards for the 2020-2021 school term. While the second school district's data interaction report for the secondary ELL elementary school district under study encompassed 5,600 ELL teachers, with 82,740 students, 33.7% were ELLs not meeting the 2020-2021 school term standards.

ELL Interviewees' Availability

ELL interviewees were selected throughout both ELL elementary school districts under study because of their extensive backgrounds working at ELL campuses. These ELL interviewees worked persistently to help ELLs meet standards. I used current instructional strategies to examine ELL teachers' perceptions of how ELL administrators encouraged ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement. Moreover, data revealed that each interviewee from both

elementary school districts required the continuation of ELL teachers helping ELLs meet standards. Moreover, a limiting factor to developing an instructional practice program might be ELL teachers' refusal to use current instructional practices to help ELLS and refusing to attend at least two professional development instructional teaching programs annually.

Recommendations

I recommend using current instructional practices to close this ever-growing gap between ELLs meeting standards and those who do not. Data from the interview revealed a gap between the ELLs meeting standards and those who did not. This project is a paradigm of recommendations to design an instructional teaching practice program exclusively for ELL teachers to help ELLs. I will identify the fundamental instructional practices for ELLs stages by gathering data on ELL administrators' and teachers' knowledge to help ELLs meet standards. In addition to posing potential instructional teaching practices to outline ELL teachers' responsibilities to ELLs, ELL administrators' suggestions to present models, patterns, and best practices are important for ELLs to create instructional practices (Albiladi, 2019). Furthermore, ELL administrators present recommendations and suggestions to design instructional teaching practices for ELLs to discuss and work in groups.

Local Elementary School Districts

Based on the data analyzed, I propose that local elementary school districts offer adequate information for their ELL administrators to train their ELL teachers to help ELLs. In addition, ELL elementary school district administrators at both school districts

should offer instructional teaching practices for ELL teachers to create a systematic method to help all students irrespective of their ethnicity or background. I also propose that both ELL elementary school districts' staff and faculty members be offered instructional training to support ELLs not meeting standards. After reviewing the interview documents and coding process results, I realized that none of the eight ELL administrators contemplated evaluating ELL teachers' perspectives on using existing instructional practices to help ELLs.

Suggestions for a Future Project for ELL Administrators and Teachers

Posing suggestions for a future project designed for ELL administrators and teachers is important because ELL administrators and teachers must collaboratively work to provide instructional teaching strategies for faculty and staff at both elementary school districts. The instructional teaching practices currently designed for ELLs should encompass teaching practices via sight words daily for 2 to 5 minutes to examine successful strategies and strategies that did not. Another suggestion might be to tweak current instructional reading practices to implement future projects. Finally, the instructional teaching practices for ELLs might encompass using traditional terminologies daily for 2 to 5 minutes.

Finally, Section 3 will be used to explain the project by describing the achievement of the suppositions of this study through augmenting the project. Section 3 supports the objectives of the problem that forced the execution of this project, which is Appendix A. Section 3 presents the Project; therefore, I assessed the: (a) essential barriers, might be the timeframe for both ELL elementary school districts employing an

instructional strategy plan to help ELLs who are not meeting standards at both elementary school districts under study; (b) roles and responsibilities of student that I adhered to in preparation of designing a 1-week professional development instructional program for ELL administrators to train ELL teachers at both ELL elementary school districts; (c) usage of my project as a 1-week professional development instructional program for ELL administrators to train ELL teachers at both ELL elementary school districts to help ELLs, at which point academic achievement will emerge; in addition to (d) ending with suppositions defining and explaining the recommendations to which positive social change transpired.

Section 3: The Project

Introduction

I developed professional development instructional teaching practices for administrators to utilize throughout the school year as the project for this study. The goal of this project was to give ELL administrators a PowerPoint presentation to provide teachers with materials to use within their classroom setting. This project also ensures that teachers attend professional development for ELLs and implement the strategies with reliability, trustworthiness, and dependability in their school systems. Administrators at the project site received a detailed professional development training program because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. In this introductory basic qualitative project study, I investigated the importance of teachers attending professional development and implementing the instructional strategies to support ELLs academic achievement at the school under study.

In Section 3, I present the project as a comprehensive professional development program for ELL administrators to encourage ELL teachers to attend and use professional development training because the current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. This section also includes the rationale for the design and category of this project and a literature review that guided the professional development program for this project. In Section 3, I explain the current instructional strategies for the study. I used Section 3 to discuss the strategies used to get ELL teachers to attend professional development training and use the curriculum for ELL and non-ELL learners. The impediments that might suppress the importance and success

of this project are also discussed. Finally, I describe the study findings. The complete

project is encompassed in Appendix A.

Rationale

After analyzing the data collected throughout this qualitative research study, I

decided to develop a 1-week professional development instructional program as my

project (see Appendix A) to encourage leaders to provide reading fluency strategies for

teachers to incorporate into their daily curriculum. The project focused on the problem in

the two local ELL elementary school districts under study to help ELLs in Grades K–6

become skilled readers. I presented a reading plan for eight ELL elementary school

leaders to give teachers to incorporate into their existing reading curriculum to help ELLs

(see Appendix A).

Review of the Literature

To locate literature for this review, I used the following electronic databases and

search engines: the Teacher Reference Center, ProQuest Central, and Google Scholar.

Each database and search engine yielded supplementary data that helped me develop a

general 1-week professional development instructional program. The following keywords

were used as search terms to locate literature for this review: *instructional strategies for*

ELLs, ELL's reading fluency, ELL's reading comprehension level retell, ELL school

districts, ELL administrators, ELL teachers, ELL professional linguistic development,

reading, modeling reading skills, ELL coach teachers, reading strategies for ELLs, ELL

achievement level, ELL academic achievement, ELL modeling reading skills, ELL

sheltered instruction sessions, and *ELL student-teacher relationship.*

Ethnically and lingually responsive professional development training can prepare teachers to work with ELLs from diverse cultures (He et al., 2018). Therefore, the conventional observation of professional development is that it is something that must be "done to" the teachers (Li & Peters, 2020). Additionally, it is the obligation of the school districts to present professional development; the teacher's accountability is to be present at the professional development training, be attentive, and execute what has been presented (Lavery et al., 2019). The practical text about professional development learning opportunities for educators of ELLs shows prominence to emerging educators' academic understanding and abilities and also concentrates on inspiring educators to learn about their scholars, curriculum, and school environment; employ their preparation; develop their content knowledge for teaching ELLs; evaluate and adjust viewpoints; and foster characteristics as educationalists of ELLs (Lucas et al., 2018).

To increase professional development opportunities for teachers with knowledge gaps in previous planning for supporting ELLs, I created a 1-week professional development program for all ELL teachers to attend (see Hiatt & Fairbairn, 2018). All ELL elementary school districts should use a general 1-week professional development instructional program to ascertain what challenges or obstacles ELL teachers encounter while teaching reading strategies (Guler, 2020). Using technology allows ELLs to read aloud by using passage reading, analyzing ELLs' reading comprehension level, retelling, and recalling what they read (Hautala et al., 2020). By using a general 1-week professional development instructional program, schools might focus on ELLs' strengths

and weaknesses by augmenting fundamental professional development programs to help

ELLs throughout their educational tenure (Murphy & Torff, 2019).

Most ELL school systems currently have a professional development instructional

program to support ELLs (Erarslan, 2021). Using an ELL learner-driven curriculum

could help ELLs attain academic success and develop reflective academic support

(Lachance et al., 2019). Encouraging all teachers to attend and utilize professional

development in teaching methods for ELLs could impact teacher preparation and increase

student achievement (Okhremtchouk & Sellu, 2019). Professional development needs to

focus on introductory and realistic concerns of progressing academic linguistic

development for all levels of teachers (O'Hara et al., 2020). Educating ELL teachers must

be an opportunity to improve all students' education (Brisk, 2018). Teachers' readiness to

teach ELLs can affect the student's future success in the classroom (Cho et al., 2020).

Equipping teachers with a 1-week professional development instructional program would

allow them to prepare ELLs for all academic challenges inside and outside their

educational arena (Lumbrears et al., 2019).

Impact of a 1-Week Professional Development Instructional Program

Al Asmari (2016) identified how continuous professional development for

English language administrators and teachers can help ELLs become skilled readers. In

addition, Al Asmari pinpointed the need to build on ELLs' reading aptitudes.

Inadequacies in schools' attempts to serve English learners are frequently both a purpose

of the ongoing shortage of teachers' training and the capability of schools to execute

superior professional development to productively organize valuable teachers for this

marginalized student populace (Vera et al., 2022). Al Asmari implemented a professional development instructional program in ELL teaching practices for ELL administrators to advocate using the current ELL instructional teaching practice. All teachers should be assessed to determine their professional needs (Govender & Ajani, 2021). It is appropriate to utilize the current ELL instructional practices to help ELLs become skilled readers because they target ELLs currently not meeting standards (Coady et al., 2020).

ELL administrators should present the ELL instructional teaching practices for teachers to help ELLs become skilled readers (Murphy et al., 2019). Moreover, it is imperative to help ELLs become skilled readers by proposing alternative methods, such as fine-tuning current ELL instructional practices using traditional ELL teaching practices to help ELLs reach their reading goals (Ruiz, 2020). In this project, I present a general 1-week professional development instructional program for ELL school leaders to present to ELL teachers to help ELLs become skilled readers (see Goldman, 2018). Penke (2018) based ELL instructional teaching practice on Gibson's (2016) call to bridge the ELLs' achievement gap using effective vocabulary-development strategies. This program will integrate research-based teaching and learning strategies designed for ELL administrators to support current instructional practices and train ELL teachers to help ELLs become skilled readers. For example, teaching instruction for ELLs should make instruction more available because teaching practices for ELL teachers would encourage ELLs to learn from other ELLs. According to Shaila and Zwiers (2017), building academic language for ELLs can be accomplished using fundamental teaching practices designed for content classrooms by suggesting that ELL administrators provide effective

teaching instruction to ELL teachers. Furthermore, professional development training incorporating linguistics within the text and emphasizing school-level partnership is a hypothetical example of focusing on the needs of ELLs (Shea et al., 2018). According to Goldman (2018), dual language is a two-way immersion program that explores instructional practices to promote literacy proficiency specifically for Spanish-speaking ELLs.

This project was used to differentiate if ELL administrators used current professional development practices or created traditional instructional practices. Therefore, employing approaches regarding professional development for teachers of ELLs educational philosophies led to the following teaching practices:

- Most ELL administrators *hypothesized* that they began with a comprehensive scope of beliefs by promptly focusing on standardized instructional practices. Typically, ELL administrators averted sources that their initial perspective was accepted as conceptual beliefs that essential instructional professional development practices (Woodward, 2017).

- Most ELL administrators *analyzed* how they transformed their (diverse) assessment and theories in diverse frameworks, merging standardized and non-standardized philosophies. These frameworks supported the examinations used to identify professional development instructional teaching practices (Woodward, 2017).

- Most ELL administrators *systematized* how ELL school systems view ELLs from other angles and aspire to help them do well with marginal attempts,

which continuously depended on limited knowledge and designing

professional development instructional teaching practices catered to ELLs

(Woodward, 2017).

- Most ELL administrators *conceptualized* beliefs and analyzed each paradigm

 with limited comprehensive frameworks to pursue relationships (Woodward,

 2017).

ELLs Who Struggle to Read

The 1-week professional development instructional program developed as the

project in this study will supply ELL school leaders with instructional opportunities to

help ELLs receive satisfactory reading instruction practices (see Rizzuto, 2017). ELL

administrators will use contextual clues to help ELLs with description, recognition, rote,

and memorization (see Rizzuto, 2017). According to Rizzuto (2017), teachers'

perceptions of ELLs shaped their attitudes toward ELL instructional teaching practices.

Rizzuto documented that ELLs would be able to: (a) distinguish between the details and

main ideas focusing on reading for ELLs; (b) recognize the significance of reinforcing

examples and details using a reading program for ELLs; (c) understand that ELLs should

pay close attention to word choice to understand their contextual reading clues; (d)

identify and interpret words and phrases used for ELLs; and (e) identify vocabulary-

building terminologies, such as why, who, how, when, what, and where, as well as cause

and effect, true and false, characters in the story, and main idea.

Consistency of Effective ELL-Centered Professional Development Plan

ELL instructional practices designed for ELLs are twofold (Penke, 2018). First, professional development instructional teaching practices reinforced teachers' ability to help ELLs with inadequate reading skills to become skilled readers (Penke, 2018). Second, ELL administrators designed professional development instructional practices by proposing and supporting practices used in elementary school districts (Penke, 2018).

Endorsement From ELL School Leaders

ELL elementary school leaders would support ELL teachers by confirming that ELLs' general curriculum is available (Rizzuto, 2017). Implementing professional development instructional teaching practices saved leaders time and effort because teachers spent too much time assessing and diagnosing if ELLs became skilled readers (Rizzuto, 2017). A 1-week professional development instructional program is needed to help educators provide information beyond the terminology to become skilled readers (Rizzuto, 2017).

Project Description

Based on the results of this study, I developed a 1-week professional development instructional teaching program as the project. The 1-week professional development instructional program could be held in the summer of the upcoming school year. This project was created to deliver professional development instructional practices for ELL school administrators to teach ELL teachers to help ELLs meet standards.

Resources and Existing Supports

The facilitator will obtain permission from the school district's professional learning department to conduct this professional development program for administrators and teachers. To implement this project study efficiently and effectively, the facilitator would need $500. This money would allow the facilitator to secure the conference room needed to implement the professional development and stock it with a whiteboard, dry erase markers; containers with pens, pencils, highlighters, and anchor chart paper; a laptop; and a projector to show the PowerPoint presentation. The facilitator will provide a photocopy of the handouts to the administrators and the teachers.

Design a Project for ELLs

I designed a project for ELLs to recommend a base for ELL administrators to inform them that it is important to propose a continuous professional development instructional teaching practices program at both elementary school districts under study. The instructional professional development practices were designed for ELL administrators to train ELL teachers to work with ELLs who did not meet standards (Lavery et al., 2019). Therefore, ELL school administrators present ELL teachers with a general 1-week professional development instructional program encompassing (a) creating instructional practices focusing on ELLs; (b) supportive teaching practices for ELLs; (c) recommending teaching practices for ELLs; (d) providing ELL teacher support for ELLs; (e) pedagogical instruction for ELLs; and (f) focusing on a professional development instructional practice for ELLs.

The Formation of a 1-Week Professional Development Instructional Program

The formation of this project, a 1-week professional development instructional program (see Appendix A), was created to determine how ELL administrators will encourage ELL teachers to attend and use professional development training (Ma'arif et al., 2021). This program is essential because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement (Muho & Taraj, 2022). Therefore, ascertaining how ELL administrators should encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement is critical (Khasawneh, 2022).

This 1-week professional development instructional program for teaching practices would be used primarily for ELL school districts to help ELLs who are not meeting standards. In addition, a 1-week professional development instructional program will be used as a best practice design resource for ELL administrators (Torres et al., 2022; Tour & Barnes, 2021). ELL administrators at ELL elementary school districts under study will be allowed to use the instructional paradigm as a framework using a self-assessment concept of instructional quality in reading (Moeiniasl et al., 2022).

According to Shea et al. (2018), collaborating and developing professional development instructional teaching practices for ELL teachers will be used to teach reading to ELLs, specifically for ELLs not meeting standards. For example, at the end of a 1-week professional development instructional program, ELL elementary school leaders used positive protocols and procedures for ELL teachers to help ELLs (Babinski

et al., 2018). In addition, the interview outcomes confirmed that this project might help

ELL administrators prepare their ELL teachers to help ELLs meet standards (Wang &

Han, 2021). However, teaching instruction exists in both local ELL elementary school

districts; the existing instruction is not used because they do not cater to ELLs (Babinski

et al., 2018). Therefore, a 1-week professional development instructional program should

cater to ELLs, specifically those not meeting standards.

Potential Barriers

The barrier posing a potential challenge is the lack of implementation of

successful professional development during daily instructional teaching practice (see

Appendix A). The first barrier was that ELL administrators did not display a clear shared

vision of ELLs not meeting standards. The potential barrier may be problematic in this

paradigm because ELL administrators may help ELLs. The second barrier was that ELL

administrators did not properly train ELL teachers to help ELLs meet standards.

Furthermore, this barrier could become problematic for ELL administrators to teach

ELLs appropriately, specifically those not meeting standards.

Possible Solutions to Barriers

The first potential solution to the barrier is to ensure ELL administrators have a

clear understanding or vision of the educational approach needed to meet the standards of

ELLs. The second potential solution to the barrier is that ELL administrators must be

properly trained to educate ELL teachers to help ELLs who are not meeting standards.

For example, if ELL administrators provide ELL teachers with an adequate curriculum

and ELL teachers use this curriculum for ELLs not meeting standards, positive social

change might transpire.

Project Timeline for a Potential Professional Development Instructional Program

A project timeline (see Table 8) was created to implement a 1-week professional

development instructional program for ELL administrators and teachers to attend. The

formation of the project timeline (see Table 8) was for a potential professional

development instructional program for ELL administrators to implement a professional

development instructional program plan. A professional development instructional

program would support the application to help ELLs with poor reading skills (Ahmed et

al., 2020). The following action process will describe and implement the project timeline

(see Table 8).

Table 8

Project Timeline to Implement a Potential 1-Week Instructional Program

Task/Action Number	Task Description	Duration in days	Start Date	End Date
Day 1	ELL administrators implement a project for the program	1	09/05/22	09/05/22
Day 2	Implement instructional paradigms for ELL administrators	1	09/06/22	09/06/22
Day 3	ELL administrators implement a local local instructional program	1	09/07/22	09/07/22
Day 4	ELL administrators implement a district-wide program	1	09/08/22	09/08/22
Day 5	Implement policymaking process and procedure for ELL administrators	1	09/09/22	09/09/22

First and foremost, I will implement a project timeline (see Table 8) to explain the

essential professional development instructional program phases. Then an action process

was used to guide the project (see Table 8) to explain the elements necessary to design a professional development instructional program.

Roles and Responsibilities of Student

As the project developer, my role and responsibility were to develop a 1-week professional development instructional program for two selected ELL elementary school districts to present to their ELL administrators to prepare their ELL teachers to help ELLs meet standards (Alvear, 2019). I developed the interview protocol and conducted mock interviews with peers as the project developer. This approach was beneficial because the interviewees were my former peers. At each formal interview, I asked the eight ELL administrators to comfortable respond to each question and encouraged them to share their past and present educational experiences. I adhered to the role and responsibilities in preparation for designing a 1-week professional development instructional program. I then designed a 1-week professional development instructional program for ELL administrators to train ELL teachers at both ELL elementary school districts.

Project Evaluation Plan

A 1-week professional development instructional program will examine data gathered to establish that this instructional program will support ELLs. ELL administrators' curriculum assessment and measurement might involve an application stage (i.e., a 1-week professional development instructional program). Therefore, at the end of the preliminary school year, an application of a communal review might be useful to ELLs not meeting standards. The intentions of this project review plan would target ELL administrators to train teachers to help ELLs meet standards. Therefore, a pragmatic

approach is pertinent to exploring a 1-week professional development instructional program. A practical augmented assessment might influence ELL administrators more impacted by the project (i.e., a 1-week professional development instructional program), attributable to obtaining instructional practices for each ELL elementary school district under study.

Auditing Checklist Process

An auditing checklist process would be quite productive in assessing a current instruction program attributable to ELL elementary school leaders and teachers to help ELLs who did not meet standards. Therefore, an auditing checklist process is beneficial; however, if this process is *not* beneficial, this process and procedure might reduce ELLs achievement levels (see Figure 1; Frase et al., 2000; Stahl & Armstrong, 2021; Thalheimer, 2008). Thus, using a continuous auditing checklist process to create and evaluate, identify goals and visions, self-regulate auditing instructions, and assess and test current practices and procedures (see Figure 1) might promote positive social changes for ELLs (Frase et al., 2000; Stahl & Armstrong, 2021; Thalheimer, 2008).

Figure 1

A Continuous Auditing Checklist Process
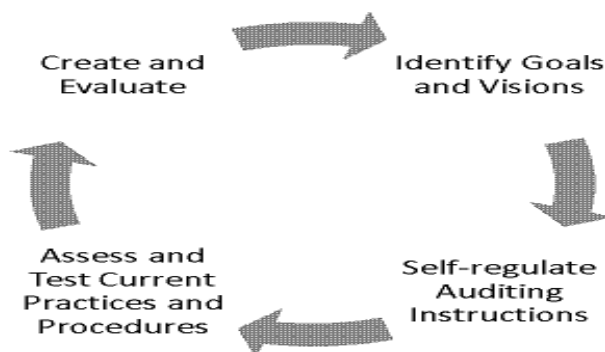
In a realistic auditing checklist process (see Figure 1), ELL interviewees might apply instructional teaching practices by gathering and analyzing data gathered. Therefore, an introductory auditing checklist process will be employed at every preliminary phase of the instructional teaching practices for ELLs. Moreover, the auditing checklist process is intended to procure an inclusive assessment of an innovative program (Frase et al., 2000; Stahl & Armstrong, 2021; Thalheimer, 2008). Thus, an auditing checklist process examined e-learning programs and the unabridged learning ecosystem within a business (Frase et al., 2000; Stahl & Armstrong, 2021; Thalheimer, 2008). Moreover, e-learning program auditing processes focus on the practice of learning-research-based suggestions (Frase et al., 2000; Stahl & Armstrong, 2021; Thalheimer, 2008). The auditing checklist process (see Figure 2) will be used to complete an auditing checklist process that might be useful for creating and implementing an instructional program (Frase et al., 2000; Stahl & Armstrong, 2021; Thalheimer, 2008). Therefore, validating and auditing the checklist process will be used to understand ELL school districts' goals and visions that might encompass the findings, mission statement, and central focus (Frase et al., 2000; Stahl & Armstrong, 2021). Accordingly, I will create an auditing checklist using Thalheimer's (2008) paradigm.

An auditing checklist might be part of a potential project evaluation (Frase et al., 2000; Stahl & Armstrong, 2021; Thalheimer, 2008). Outcome, process, impact, and summative evaluation are the primary types of evaluation (Ahmed et al., 2020). Evaluations are usually divided into two categories (i.e., formative and summative). Therefore, focusing on the following three main categories of evaluation approaches,

such as process-based, outcome-based, and goal-based, is significant (Ahmed et al., 2020). A process-based evaluation will be used to evaluate the study project (Ahmed et al., 2020). A process-based evaluation will be used for the project because a process evaluation ascertains if program events were implemented as projected but triggered reliable data (Ahmed et al., 2020). Moreover, conducting a process evaluation sporadically throughout the program's lifetime will be important to continually review the output and activities of each component of a logical paradigm to recruit participants (Ahmed et al., 2020).

The auditing checklist process is an evaluability assessment, an instrument designed for a general count of whether transcribed actions emerged inside ELL classroom settings (see Figure 2). An auditing checklist process (see Figure 2) was used because it is a methodical, systematic assessment of a learning program to ascertain its weaknesses and strengths (Frase et al., 2000; Lu, 2020; Stahl & Armstrong, 2021; Thalheimer, 2008). Therefore, detecting and categorizing each theme and pattern's occurrences are found in Table 7 (Frase et al., 2000; Stahl & Armstrong, 2021; Thalheimer, 2008). Researchers typically use the auditing checklist as a valid checklist to maintain a reliable and trustworthy methodical, systematic process (Frase et al., 2000; Stahl & Armstrong, 2021; Thalheimer, 2008).

Figure 2

Auditing Checklist Process

Title of Course: _____ **Length:** _____

Teaching Approaches: _____

Evaluation: ☐ **Continue**   ☐ **Modify**   ☐ **Cancel**

	No	Yes
I. Implement Teaching Instructional Plan	No	Yes
1. How will ELL administrators train ELL teachers to help ELLs as an ELL elementary school objective?	☐	☐
2. Should this program be used to analyze deficiencies for ELLs?	☐	☐
3. Should this course be mandated for ELLs?	☐	☐
II. Impact the implementation has on ELL administrators and teachers	No	Yes
4. Did ELL administrators receive constructive responses from ELL teachers?	☐	☐
5. Did ELL administrators receive predictable educational outcomes from ELL teachers?	☐	☐
6. Did ELL administrators train ELL teachers to help ELLs performance levels?	☐	☐
7. Did ELL administrators produce determinate results for ELL school districts?	☐	☐
III. Implementation of Theme(s)	No	Yes
8. Were contents of subject matter performance levels created for ELLs?	☐	☐
9. Were themes high-tech for ELLs?	☐	☐
10. Were curriculum lengths that ELL administrators used appropriately for ELLs?	☐	☐
11. Were resources, materials, and supplies hi-tech for ELLs?	☐	☐
V. Preparation Technique to Implement ELL Teaching Strategies	No	Yes
12. Did teaching preparation strategies (i.e., training approaches) meet ELL standards?	☐	☐
13. Were requirements aligned with expectations and probabilities for ELLs?	☐	☐
14. Did ELL teachers appropriately prepare daily assignments for ELLs?	☐	☐
V. Implementation of an Economical Financial Plan	No	Yes
15. Was training expenses reasonable for ELL teachers to attend training?	☐	☐
16. Were conference maintenance expenses reasonable for ELL teachers' training?	☐	☐
17. Were technological expenses reasonable for ELL teachers' training?	☐	☐

Overall Evaluation Goals

Each question within the evaluation allows the facilitator to ensure that the professional development is meaningful and supports the needs of administrators and teachers. The first section focuses on the implementation of the instructional plan. Section 2 focuses on how the implementation will support ELLs' outcomes and performance levels. Section 3 allows the facilitators to analyze the feedback to adjust how themes were implemented. Section 4 focuses on the preparation and implementation strategies teachers could create during the professional development activities. The last section will allow the facilitator to review the cost of professional development for administrators and teachers. The evaluation goal is to allow the facilitator to adjust and improve the professional development for future training (Lavery et al., 2019).

Key Stakeholders

The professional development office provided permission within the school district. The targeted audience will be administrators and teachers. Throughout the professional development, administrators and teachers will be provided with materials and strategies to implement within the classrooms.

<div align="center">

Project Implications

</div>

This project encompassed designing a 1-week instructional program for ELL administrators at both elementary school districts to strengthen existing professional development instructional program abilities and capacities to help ELLs meet standards. The implications of this project might present options for ELL administrators to create and use a 1-week professional development instructional program to help ELLs in both

elementary school districts under study (López & Foster, 2021). In addition, this plan might be presented to ELL teachers, allowing them opportunities to help ELLs meet standards (Sun et al., 2021). Olds et al. (2021) study added to positive social changes by providing deeper insight and understanding regarding ELL instructional strategies, which might benefit ELL administrators, ELL teachers, ELLs, parents of ELLs, and community stakeholders.

Positive Social Changes

Positive social changes might transpire over a brief or extended period, encompassing long-term and profound importance to society. Positive social change ELL administrators, teachers, and learners' behavioral patterns, relationships, cultural norm changes, and interactions over a brief timeframe (Olds et al., 2021). For example, positive social change might increase academic growth and close the achievement gap for ELLs in both school districts under study. The ELL administrator will focus on providing intentional professional development that will be utilized in the classrooms to help close academic gaps for ELLs (Stewart et al., 2022). According to Pinter and Kuchah (2021), methodological and ethical concerns to research ELLs in ELL school districts contexts as a communal society to stimulate, encourage, and motivate positive social changes. Therefore, ensuring ELLs have the academic tools and strategies they need will help them throughout their educational career, at which point, positive social changes might transpire in both elementary school districts under study (Olds et al., 2021).

Closing the Academic Achievement Gap for ELLs

The positive social changes might increase academic growth and close the achievement gap for ELLs in both school districts under study (Olds et al., 2021). The potential conclusive results encompassing the implications of this project might incorporate instructional teaching practices attributable to diverse methods to help ELLs and share these visions with ELL administrators and teachers to help ELLs meet standards (Shea et al., 2018). The project implications supported and inspired ELL teachers to help ELLs meet standards. Moreover, an effective presentation might encourage other ELL elementary school districts to utilize a 1-week professional development instructional program to decrease the number of ELLs not meeting standards. Finally, in a comprehensive communal insight, beyond ELL elementary school districts' domain, a possible topic for growth might be the support of instructional teaching practices that allow ELL teachers to help ELLs meet standards.

Conclusion

In Section 3, I described the achievement of the suppositions of this study by providing the project. The objectives of this project were supported by assessing the problem, which is presented in Appendix A. Section 3 presents the project; therefore, I assessed the essential barriers, which might be the timeframe for both ELL elementary school districts to employ an instructional strategy plan to help ELLs who are not meeting standards at both elementary school districts under study. In this section, I prepared a 1-week professional development instructional program for ELL administrators to train ELL teachers at both ELL elementary school districts. Usage of

my project as a 1-week professional development instructional program for ELL administrators to train ELL teachers at both ELL elementary school districts to help ELLs, at which point academic achievement will emerge. Moreover, the suppositions defined and explained the recommendations to which positive social change might transpire (Olds et al., 2021). The positive social changes that might transpire will occur when ELLs grow academically and accountability increases throughout elementary school districts (Olds et al., 2021).

In Section 4, I explain my doctoral research study journey, particularly an investigation of the project's achievements, accomplishments, and limitations. A demonstration of personal progress is attributable to accomplishing this extensive volume of work by reflecting on opportunities presented to promote this study as an approach to help ELLs become avid readers at which positive social changes and academic success might transpire. In Section 4, my study and project condensed this thorough organizational process and procedure. ELL teachers' responsibilities entail helping ELLs become skilled readers within the educational setting. ELL teachers should use current teaching practices (i.e., ELL instructional teaching practices) to help ELLs academically and promote academic success within ELL elementary school districts within and across each theme. Moreover, in Section 4, I present my recommendations for alternative methods using the following topics: scholarship, project development, leadership, and change; reflection on the importance of the work; implications, applications, and directions for future research; and finally, the conclusions of the study. Section 4 also highlights the project's strengths, limitations, and weaknesses.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

In Section 4, I present the project's strengths and limitations. The results of the study became the impetus for this professional development project. A gap exists between the academic achievement levels of ELLs and non-ELLs because ELL teachers are not implementing linguistic teaching practices in their classrooms. Therefore, a 1-week professional development instructional program for ELL administrators to train ELL teachers should be implemented to increase ELLs' academic growth and achievement. The project's strengths are centered around the deficiencies in the existing instructional teaching practice plan for ELL school districts to help the percentage of ELLs meet standards. The limitations of the project might be attributable to districts not making ELL professional development mandatory for teachers to attend.

In addition, Section 4 includes suggested alternative projects such as additional methods for conducting this study. In Section 4, I also examine my learning and professional growth to establish the importance of this project study. A professional development instructional program might augment ELL teachers' content awareness in both elementary school district study sites. Therefore, I focused on the activities that generated meaningful and relevant policies and procedures, leading to better practice outcomes for ELL teachers' instructional practices. I used a 1-week professional development instructional program to focus on the requirements of ELL administrators to train ELL teachers in areas such as developing ELLs' reading instruction and writing skills. A successful professional development instructional program was created for ELL

school districts to use as a functional methodology to allow ELL administrators and teachers to adopt effective instructional strategies to help dual-language learners (see de Oliveira & Westerlund, 2021). Ahmed et al. (2020) used a professional development program to promote English phonics knowledge to help poor ELL readers to do well in and out of their classroom settings. Chamorro (2022) used a professional development program to provide valid cognitive evidence that-computer- and paper-based writing exams impacted ELL test-takers within their classroom setting.

Implementation of a Continuous Professional Development Program

Implementing a continuous professional development instructional program to augment the knowledge of ELL administrators and teachers is important to focus on instructional practices to help ELLs (Babinski et al., 2018; Lehman, 2021). Shea et al. (2018) suggested focusing on employing complete-school district methods to implement professional development for ELL teachers to help ELLs excel. According to Dzekoe (2021), English language instruction using digital literacy is essential for the 21st century, when a contemporary foundation is specifically used to teach English to ELLs as a second language. Moreover, classroom applications and educational approaches are essential to support ELLs literacy and content areas to augment ELLs skill levels (Dzekoe, 2021). According to Goldman (2018), dual language is a two-way immersion program that explores instructional practices to promote proficient literacy designed for Spanish-speaking ELLs. Clayton et al.'s (2022) work bridged the relationship between dual ELLs and non-ELLs in English social, inattention, and vocabulary skills to augment instructional practices. According to Hernandez-Garcia and Schleppegrell (2021), the

work was beneficial because it discusses how sustaining traditional instructional practices and disciplinary literacy was designed for bi- or multilingual learners to create a translanguaging classroom setting that helps ELLs to excel academically. In their work, Soland and Sandilos (2021) uncovered the relationship between social-emotional and academic growth for ELLs, the achievement gap, and self-efficacy. ELL teachers will provide phonic interventions to help ELLs on their reading tests (Patel et al., 2022).

Strength of Professional Development Program

The strength of implementing a professional development program in both elementary school districts emerged when ELL administrators encouraged teachers to attend and use professional development training because existing instructional strategies did not address the gap in the academic achievement between ELLs and non-ELLs. A strong professional development program is intentional because it allows participants to actively participate in the professional development activities actively; it is not just a sit-and-get. ELL administrators and teachers are involved in the professional development and leave with materials they can utilize and implement within the classroom. Professional development is not helpful when the speaker is talking the entire time, and there is no interaction with the participants and no materials to be utilized or implemented within the classroom. The professional development instructional program developed as the project for the current study might provide ELL administrators with adequate tools to train ELL teachers to help ELLs. Modifications to current instructional practices are essential because current lesson plans do not meet the needs of most ELL school districts.

Limitations of Professional Development Program

The limitations of the project study are that all personnel may not be able to attend due to other obligations. The constraints and demands on teachers may hinder them from attending professional development (Farrell, 2020). Therefore, offering professional development in the summer or at the beginning of the school year during campus professional development time may allow teachers to attend. The hands-on training allows teachers to role play and have conversations about the materials. However, the conversations may not allow enough time for the training. The facilitator may provide a timer to limit the role play and conversations to ensure the administrators and teachers have some time for discussions during the professional development program. Another limitation is that the training is optional; therefore, there may not be many administrators and teachers that attend. This limitation may occur because professional development is not mandatory.

Recommendations for Alternative Approaches

Alternative approaches for this project include that the professional development program for ELLs be made mandatory for teachers to attend. I recommend that measurable and specific actions be implemented to support ELLs' success. I would recommend using the following 12 instructional teaching strategies to help ELL teachers support ELLs:

1. Looking for approaches to support positive relationships.

2. Increasing ELLs' English language peer and production interactions.

3. Teaching clear, detailed, and defined educational and linguistic structures and vocabulary.

4. Building on each ELL's contextual awareness to understand teaching strategies.

5. Increasing opportunities to augment ELLs' writing skills.

6. Starting constructive and optimistic strength-based discussions with ELL family members.

7. Using a new strategy to support ELLs' family engagement.

8. Looking for approaches to confidentially collaborate with colleagues.

9. Identifying diverse themes to advocate for and continuously support ELLs.

10. Helping to develop ELLs' learning capacity and aptitude levels.

11. Strengthening a support network to help ELLs.

12. Continuing to reflect on maintaining adequate academic achievement levels to help ELLs.

Although both districts are focused on academic growth and closing gaps, the districts are not holding ELL teachers accountable for not attending professional development training (see Artigliere, 2019). Therefore, as an alternative solution, I would ask both districts to compel all ELL teachers to attend professional development for ELL training and mandate teachers to incorporate the teaching instructional strategies into their daily lesson plans.

ELLs are rapidly increasing within the U.S.; therefore, ELL administrators and school districts should hold ELL teachers accountable for attending ongoing professional

development training. I would also mandate that ELL administrators support teachers with linguistic strategies to ensure these strategies are implemented in ELL teachers' daily classroom activities. I would also mandate ELL administrators to continuously check for linguistic objectives and accommodations in lesson plans for each subject area.

Moreover, both districts should include policy and procedural recommendations components, such as a position composition incorporating current policies, procedures, or problems. Developing an elementary school plan as a set of practices and procedures to present an understanding and insights into how ELL administrators encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs might benefit other ELL elementary school districts. Each alternative approach might offer options for ELL administrators and teachers from other ELL school districts to ascertain if there is a gap between ELLs meeting standards and those who do not.

Scholarship, Project Development and Evaluation, and Leadership and Change

As a scholar employed at an ELL public school district, I greatly valued the literature I reviewed and the data I collected, interpreted, and synthesized in this study. I decided a basic qualitative approach would best suit this study and my focus on how ELL administrators encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. Next, I focused on each ELL administrator's personal and professional experiences because each interviewee had a vast amount of expertise. I then realized that ELL administrators working in ELL school

districts with ELL teachers did use the opportunities to gain a better understanding of how other ELL administrators encouraged ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs.

Scholarship

I focused on why ELLs are not meeting academic standards for this project. In the professional development project, I presented instructional strategies to help teach ELLs. I gained a better understanding of locating data to implement instructional strategies for ELL administrators to present to ELL teachers to help their ELL students. I also learned that administrators would like for ELL professional development training to be mandatory for their teachers. I also described the facts and details of this research study to explain that each ELL interviewee supported my growth as a professional ELL administrator. I used the knowledge gained from this study to create a general 1-week professional development instructional program to help ELLs. Diverse perception, insight, and achievement methods might help ELL administrators provide adequate discipline for novice ELL teachers. Therefore, designing a blueprint for each stage of this research process and procedure was essential because the problem was complex from time to time.

My objective was to use this program for ELL administrators to encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between the academic achievement of ELLs and non-ELLs. Although challenging, I limited my focal point because I realized there was

sufficient extant literature. Completing this project reinforced my leadership skills and proficiencies. Additionally, I developed confidence in using other ELL administrators' suggestions regarding instructional teaching practice training for ELL teachers. Finally, I began to advocate for another effective method to help ELLs increase their study skills.

Project Development

The project was quite challenging, but it allowed me to provide an assessment to a larger population of ELLs who did not meet academic standards. A 1-week professional development instructional program was the most appropriate design for this study project because it addressed the obstacles that hindered ELLs who did not meet reading standards. This project showed that a 1-week professional development instructional program for ELL administrators and teachers could augment ELLs' academic performance levels.

Project Development, Leadership, and Change

The instructional practice program augmented my leading proficiencies, allowing me to improve my instructional practices as an ELL administrator. Engaging with the ELL administrators who participated in the current study allowed me to concentrate on compatible paradigms of individual stories and best practices. In addition, I shared my personal success stories with ELL administrators at both school districts by creating instructional teaching practices for ELL administrators to present to their ELL teachers to help ELLs meet academic standards. Moreover, I better-understood ELL administrators at both elementary school districts, which were a driving force in reforming scholastic achievements and accomplishments and recommending policies, procedures, and

processes. Through analyzing the data collected from ELL administrators and reviewing the extant literature on the topic, the results of this final study might help other ELL administrators in similar positions augment their leadership proficiencies to upgrade current instructional teaching practices.

The data collected indicated, in theory, that using current preparation strategies might cause a lack of managing and teaching a percentage of ELLs who were not meeting academic standards. However, managing and teaching limitations might take ELL administrators a great deal of time to train their ELL teachers to help ELLs. The key challenge I encountered while completing this study as a scholar was managing trust and patience. During the study, I embraced my Walden University faculty's positive feedback, contribution, guidance, and recommendations as the motivational force behind this project. Therefore, I appreciated the assistance I received from ELL administrators, ELL teachers, and other scholars because they knew exactly how to contribute to this study to ensure it would be beneficial.

Collaboration also played a key part in my analysis. Collaborating and interacting with my committee members was extremely rewarding. Though the progress of this study was a bit slower than anticipated, it was apparent that allowing for natural interruptions during the interview process was critical to allow for opportunities to reflect on how to advance. Finally, as a researcher, the key element to my progress was the opportunity to expand and build on the current knowledge in my field of study by examining and synthesizing a wider collection of data collected.

As a practitioner and novice practitioner, I ascertained the importance of updated best practices to refine ELLs' knowledge and skills, such as using exclusive best practices encompassing a greater educational field. Moreover, general instructional practices augment ELLs knowledge and skill levels, focusing on ELL administrators training ELL teachers to help ELLs because current instructional reading strategies are not being implemented. Furthermore, I found that ELL administrators require ELL teachers to use current instructional reading strategies not being used in both elementary school districts. Therefore, if ELL administrators require ELL teachers to use current instructional reading strategies, these strategies might provide ELL teachers with a tool to help ELLs. Thus, ELL administrators' philosophies, approaches, knowledge, and skills are disclosed by training ELL teachers to help ELLs meet standards. Therefore, using successful approaches to design instructional reading strategies might help ELLs who did not meet standards to do well. I also noticed that if ELL teachers are given additional time to review and organize instructional teaching practice, they would have a better opportunity to help a percentage of ELLs throughout their educational tenure.

As a project developer, gathering data and using this study's outcomes guided the project's pathway because more reliable instructional reading strategies were shaped. The findings of this study compelled me to reach far beyond my comfort zone; therefore, I looked for a project to meet each ELL administrator, my study interviewees, and my requirements. Thus, designing a 1-week professional development instructional program for ELL teachers was not an activity or outcome. Instead, the program was an anticipated reaction to the outcomes of this study. The instructional teaching practices will provide a

foundation for ELL administrators to encourage ELL teachers to attend and use

professional development training because existing instructional strategies do not address

the gap between ELLs' and non-ELLs' academic achievement (Yol & Yoon, 2020).

Therefore, this project might influence both elementary school districts to use my 1-week

professional development instructional program (Jiang, 2022). Thus, this project

encompassed the largest potential impact on this ELL cohort, not meeting standards.

Moreover, it was substantial to publish because the suppositions of this study carried over

well past the end of this study.

Reflection on Importance of the Work

Reflecting on the importance of my work through examining how ELL

administrators encouraged ELL teachers to attend and use professional development

training was important because current instructional strategies do not address the gap

between ELLs' and non-ELLs' academic achievement. In addition, this basic qualitative

project study was used to examine how ELL administrators supported ELL teachers'

instructional strategies to support ELL's academic achievement. Therefore, the research

question with the pivotal phenomenon was important to analyze how ELL administrators

encouraged ELL teachers to attend and use professional development. Thus, each ELL

school district would require all teachers to incorporate what they learned from the 1-

week professional development instructional program into their daily teaching practices.

My project was based on the following findings of this study, which allowed me

to create an instructional teaching practice program. The project of this study was

significant in various approaches. First, throughout the instructional teaching practice,

ELL administrators noted that ELL teachers read aloud to ELLs in small groups daily to reduce ELLs stress levels. Consistent with Interviewee 1, "Campus-wide, we are focused on the gradual release process; ELL teachers ensure that they follow the I do, we do, and you do the process." This ELL administrator (i.e., Interviewee 1) also acknowledged, "One of the most challenging areas we find on our campus is vocabulary-development. We spend much time with interactive word walls and strategies to build vocabulary. The whole engagement, speaking, reading, writing, and listening daily."

The instructional teaching practices a chronological approach to reduce the number of ELLs not meeting standards. Consistent with Interviewee 2, examining the bigger picture is important because "I would implement them in my weekly newsletter, and we began to build a repository for all of these strategies that have been implemented at the school." Interviewee 2 also acknowledged, "Other teachers who were having trouble implementing those strategies could see if their school was teaching with their students. It helped motivate teachers who were not moving as quickly as some to implement." Second, ELL teachers must receive successful instructional practices to help ELLs become inspired to meet standards. For example, consistent to Interviewee 3, "Primarily just knowing the tools out there and kids not being able to log on is huge. For whatever reasons, there are all sorts of reasons. The lower grade challenge would be to ensure this group of kids logged in." Next, consistent with Interviewee 4, "One thing for sure is that we require our ELL teachers to use sentence stems across the board." Interviewee 4 also acknowledged, "We need ELLs to comprehend informational passage versus fictional passage versus a poem."

Finally, Interviewee 5 acknowledged, "Specifically, making that body-brain connection as far as communication starts with ELL teachers and ELLs. Sentence stems are used to ensure that our ELLs can write complete sentences and access that grammar." Interviewee 5 also acknowledged, "The more you access the grammar with your speaking, the better you will be writing it." When Interviewee 6 was asked what challenges or obstacles you anticipate ELL teachers might encounter while teaching ELLs to use reading strategies, this interviewee acknowledged, "Well, it depends on how recent the students are to our country. They often have trouble communicating in English, and sometimes it looks like they may be shy or reluctant. So, therefore, giving them those tools to help."

Interviewee 6 further acknowledged: that they "Encouraged ELL teachers to ask their children to tell them what strategies they are working on, at which point, ELL teachers attempted to build up vocabulary- structure words" Interviewee 7 indicated, "The challenge is from my principal experiences in the studies and research that I have been able to engage with is usually the educator's belief system. It starts with their belief system can all students learn." Interviewee 7 further acknowledged, "In my first experiences as principal, I had a teacher tell me these kids would not pass when it was the TAKs test, and I said, excuse me." Thus, Interviewee 8 acknowledged, "The biggest challenge is planning to use the training strategies and be consistent. It is easy to attend training. However, if it is sitting on the bookshelf, it is not good." Interviewee 8 further acknowledged, "Planning after the training makes it a point to implement the strategies with our students. Then, once they see success, they will encourage to use the strategies."

Moreover, ELL administrators discussed how other ELL teachers assess analytical skills to select instructional teaching practices to help ELLs meet standards. For example, ELL administrators were compelled to present instructional teaching practices to ELL teachers to help ELLs. Furthermore, ELL teachers must evaluate and assess ELLs' accomplishments, successes, and achievements by incorporating diverse instructional teaching practices to ascertain if these practices are a good fit for each ELL's needs.

Implications, Applications, and Directions for Future Research

Implications

According to the results of this study, ELL administrators acknowledged: that ELL teachers should participate in a 1-week professional development instructional program (Babinski et al., 2018; Shea et al., 2018). The implications of this project include that the professional development program will help ELLs excel academically. Positive social change will occur when ELLs' academic gaps close throughout elementary school districts. The results confirm that ELL administrators from both ELL elementary school districts would support ELL teachers by attending a 1-week professional development instructional program. Thus, creating a longitudinal plan based on what is known about ELLs might help ELL principals and ELL teachers feel better about what is expected of them to know and what is expected to teach ELLs in their classroom settings. Furthermore, if ELL teachers receive support from ELL school districts, ELL administrators will focus on reading aloud and teaching strategies to help their ELLs.

Applications

The purpose of this project was to disclose how ELL administrators from both

ELL school districts used current professional development instructional programs for ELL teachers to discuss and problem-solve a current need for ELLs. The reading academies are a great step to ensure ELL teachers gain adequate knowledge and skills to teach ELLs to read. It is an art and science; it goes back to administrators being a part of reading academies. ELL administrators should be the first learner in the learning strategies expected to be taught in their support classrooms. Furthermore, the project will be an insightful method if ELL school districts supply materials and supplies and pay for ELL teachers to attend a 1-week professional development instructional program. Therefore, both ELL elementary school districts will use this program to help ELLs become skilled readers.

Directions for Future Research

Directions for potential future research might further augment the scope and focus of this study's project. Therefore, a future study in a larger setting may be located in a metropolitan ELL school district and possibly at locations with massive socioeconomic and cultural diversities. A potential basic qualitative project study might be utilized to assess if there is a need statewide for ELL teachers to use a 1-week professional development instructional program in their ELL elementary school district. Therefore, reproducing this basic qualitative project study on a greater scale or in ELL school districts with a more diverse population might produce various results.

The outcomes of my project should be used to present patterns of best practices concerning ELL administrators' and ELL teachers' perceptions to pinpoint how ELL administrators encouraged ELL teachers to attend and use professional development

training because existing instructional strategies do not address the existing gap between ELLs and non-ELL academic achievement to help ELLs meet standards. Moreover, an itemization of patterns, themes, and paradigms of best practices may steer potential researchers to investigate how ELL administrators encouraged ELL teachers to attend and use professional development training. Furthermore, existing instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement. For example, the need for ELL teachers to defend and use instructional practices to help ELLs become successful and productive individuals.

Conclusion

This study was launched to address personal and professional concerns to augment and strengthen ELLs not meeting standards. Therefore, providing ELL administrators with appropriate tools to train ELL teachers to help ELLs meet standards is a problem that should be studied. Conducting a basic qualitative project study allowed me to detect a gap in local elementary school districts between ELLs who meet standards and those who do not. The study results suggested that applying a 1-week professional development instructional program for ELL administrators to train ELL teachers might reduce the number of ELLs not meeting standards at both ELL elementary school districts.

This project focused on the needs of ELL interviewees from both ELL school districts under study. Additionally, circulating the study's outcomes might continue teaching ELL teachers instructional practices to help ELLs meet standards. Therefore, it was important to use instructional practices in both elementary school districts to

augment instructional strategies. Furthermore, my project will function as a means to reinforce and validate my personal and additional ELL teachers' requests to encourage ELL school districts to require teachers to use current instructional teaching practices for ELLs to meet standards.

In Section 4, I presented an explanation of my doctoral research study journey, particularly the investigation of the successes and limitations of this project. I also supported an option to reflect on and present this study to help ELLs become avid readers, at which point positive social change might occur when teachers of ELLs have more current teaching practices at their disposal to help promote academic success. Moreover, in Section 4, I present my recommendations for alternative methods using the following topics: scholarship, project development, leadership, and change; reflection on the importance of the work; implications, applications, and directions for future research; and finally, the conclusions of the study. Finally, Section 4 presents the project by emphasizing its limitations, strengths, and weaknesses.

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Appendix A: The Project: The Implementation of a 1-Week Professional Development

Program

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July 2022

Professional Development

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Administrative Summation

My project will present a 1-week professional development instructional program for reading at two ELL elementary school districts under study for ELL administrators to give to ELL teachers for students not meeting standards. Comprehensively, a 1-week professional development instructional program will be the driving force to design this program for ELL teachers to instruct ELLs in reading and skills levels. The road map of a 1-week professional development instructional program encompasses the measurement requirements of the project's goals, objectives, and ELL educational strategies (see Figure A3) for ELL school districts to help ELLs. Therefore, creating a project consisting of 1-week professional development instructional programs using traditional road maps to provide daily instruction for ELLs (Figure A3). Furthermore, my project's objective was to present a detailed description of the eight ELL elementary school administrators concerning the importance of helping ELLs meet standards. Finally, the purpose was to provide eight ELL school administrators with a 1-week professional development instructional program to present to their ELL teachers throughout the two ELL elementary school calendar school years.

Figure A3

Road map of a 1-Week Professional Development Instructional Program

The Project: A 1-Week Professional Development Program

The professional development program is a road map (see Figure A3) of the measurement requirements of the project for ELL administrators and teachers to attend. This 1-Week program's goals and objectives encompass providing ELL school districts with educational strategies for ELLs not meeting standards. The summation of the program will be to ascertain what ELL school administrators and ELL teachers have taught and what they need to teach.

Learning Outcomes for ELL administrators and teachers

- ELL administrators and teachers would recognize the significance of instructional practices for ELLs not meeting standards. The project will be an insightful method if ELL school districts supply materials and pay for ELL teachers to attend a 1-week professional development

instructional program. Therefore, both ELL elementary school districts will use this program to help ELLs become skilled readers.

- Learning outcomes for a 1-week professional development instructional program at two ELL elementary school districts under study should be implemented daily to increase ELLs' academic growth.

Summation of the Project

The project is a 1-week professional development instructional program to help ELLs become skilled readers. This program will be proposed two ELL elementary school district leaders' options for teachers to teach their students to read. Therefore, a 1-week professional development instructional program for ELL administrators and teachers will encompass ELL administrators' curricula. This 1-week professional development instructional program is intended for two ELL elementary school districts under study to teach ELL administrators to train ELL teachers to help ELLs meet standards. The eight ELL administrators encompassed four from one ELL elementary school system and four from the second ELL elementary school system. The two ELL school districts allowed teachers to use the 1-week professional development instructional program to support ELLs not meeting standards. In addition, the two ELL elementary school districts will also present ELL administrators opportunities to train ELL teachers to support ELLs not meeting standards.

Project Purpose

This 1-week professional development instructional program will present instructional reading strategies to close the achievement gap between proficient ELLs

versus ELLs who are not. In addition, this 1-week professional development instructional program will allow ELL teachers to explore how administrators can encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement. Also, allowing teachers to use a 1-week professional development instructional program for reading at two ELL elementary school districts under study might end this ever-growing instructional gap.

Meritorious

A 1-week professional development instructional program for reading at two ELL elementary school districts under study would provide ELL administrators with options to train ELL teachers to teach new instructional practices to ELLs. This 1-week professional development instructional program will help ELLs meet standards. Potential barriers or impediments that might discourage ELLs from reading might encompass (a) ELL school administrators did not display a clear shared vision of ELLs not meeting standards or (b) ELL administrators at ELL in both elementary school districts did not properly prepare ELL teachers to help ELLs who are not meeting standards to do well (Hardesty et al., 2019). As a result, ELL administrators looked for diverse approaches to help strengthen their current instructional practices for ELLs. ELL administrators and teachers became aware of the 1-week professional development instructional program because it is essential at both state and local levels to close the achievement gap between ELLs meeting standards and those who do not.

Design a Project for ELLs

A 1-week professional development instructional program, the project design is for two ELL school districts under study by providing ELL school administrators present ELL teachers a general 1-week professional development instructional program encompassing (a) creating instructional practices focusing on ELLs; (b) supportive teaching practices for ELLs; (c) recommending teaching practices for ELLs; (d) providing ELL teacher support for ELLs; (e) pedagogical instruction for ELLs (f) focusing on a professional development instructional practices for ELLs.

ELL School Administrators and ELL Teacher Relationships

ELL elementary school leaders from both ELL school systems will expect teachers to (a) place ELLs into smaller-groups to complete instructional teaching practices to present to larger-groups. Moreover, (b) identifying both positive and negative results of instructional teaching practices, which encompasses (c) asking ELLs who struggle to read if they are satisfied with their instructional practices. Similarly, ELL administrators need to provide instructional teaching practices for ELL teachers to have a positive classroom setting for ELLs.

ELL administrators will train ELL teachers to (a) motivate ELLs, (b) support academic achievement for ELLs, (c) design a shared concept of both ELL elementary school districts' goals and mission statements for ELLs, (d) revise instructional practices for ELLs. Additionally, (e) use technology frequently for ELLs daily classroom activities, (f) support classroom assessment for ELLs, and (g) promote and augment ELLs' academic achievement levels. Furthermore, ELL administrators will train ELL teachers to

encourage ELLs to (a) participate in-class activities and (b) complete classwork and homework assignments punctually. In addition to (c) remaining safe and (d) using technology daily for classroom activities and refraining from surfing the Internet for inappropriate information in a school setting. Additionally, (e) advocating and supporting small-group activities by collaborating with ELLs' peers in and out of classroom settings and (f) becoming eager to ask ELL teachers and peers for help and support.

Best Practices to Create Fluency between ELLs not meeting standards

Albiladi (2019) presented best practices as a model to help Reading build fluency between ELLs not meeting standards. ELLs tend to ask for assistance if ELL teachers use models to clarify reading fluency using read-aloud. This reading fluency program was measured by the time that ELLs listened to read aloud. If ELLs lack fluency, their oral reading tends to be hesitant or choppy, lacking rhythm, accuracy, and flow, posing an autonomous perception of passage within the passages.

Consistent with Albiladi's (2019) writings, the following approaches will be used to help ELLs who are not meeting standards through creating reading fluency using the following: (1) Present a reader's realm focusing on a quiet location for ELLs to complete classroom tasks with their peers, focusing on reading aloud. (2) Complimenting ELLs when they read clearly and confidently. Even though it was beneficial to identify ELLs not meeting standards, it is important to gently ask them what they know and what they need to know. In addition, it would be beneficial to recognize when ELLs are fluently reading. (3) Fluent reading can be quite challenging. Therefore, it is important to motivate ELLs to become proficient readers. (4) Fundamental reviewing vocabulary by

introducing passages to ELLs might be challenging if the words are extremely difficult for ELLs not meeting standards. (5) Requiring ELLs to read and reread the passage by correctly pronouncing each word, stating and understanding the meaning of each word.

The Formation of a 1-Week Professional Development Instructional Program

The project, a 1-week professional development instructional program, will be created to offer at least two ELL elementary school districts and ELL administrators ELL instructional practices. To present to ELL teachers using a project timeline (see Table 8) to implement a potential professional development instructional program for ELL elementary school leaders and teachers. Therefore, ELL teachers would use a 1-week professional development instructional program to (a) promote classroom instruction for ELLs and (b) promote learning as pedagogics to balanced ELL knowledge. Additionally, (c) help ELLs gain knowledge essential to become skilled readers, (d) apply analytical assessment to help ELLs become skilled readers, (e) employ reading exercises to support ELLs by augmenting current knowledge and skills in addition to (f) helping ELLs work in supportive groups to augment their reading skills.

A 1-Week Professional Development Instructional Program for two ELL Districts

The project, a 1-week professional development instructional program for ELL elementary school leaders, will present to their teachers. A 1-week professional development instructional program will supply two ELL elementary school districts with options to ensure ELLs receive satisfactory instructional practices to become skilled readers. Administrators will be able to (AWBAT):

- Prepare related clues to describe and recognize conflicts and genres

- Differentiate between details in a passage and main ideas, in addition, to identifying the main ideas in writing

- Recognize supporting elements using customary writing skills

- Understand ELLs read by paying careful attention to word selections to gain a better understanding of the passage

- Define and build on vocabulary words by contextual using words such as what/who/why/when/how/where, cause & effect, and true & false, recognizing and understanding each story

I present an example of a 1-week professional development instructional program for two ELL school district administrators to offer ELL teachers within both districts' calendar school year using a project timeline (see Table 8). Therefore, a 1-week professional development instructional program will be designed to be used by ELL administrators to train ELL teachers to help ELLs become skilled readers. ELL administrators will train ELL teachers to help ELLs. ELL administrators might use the following 1-week professional development instructional program to help ELL teachers help ELLs. Teachers argued that there is a need to teach ELLs successfully. Therefore, a 1-week professional development instructional program for ELL administrators and teachers to help ELLs in Grades K-6 need educational content knowledge, as well as knowledge of the subject matter, content, or discipline; however, ELLs gain knowledge of, comprehend, and understand several themes for ELLs, in addition to pedagogical options, which supports ELLs knowledge in specific subject matters.

Scaffolds for ELs will provide a framework for each worksheet presented to ELL administrators and teachers. The examples will be used to implement effective instructional practices to help ELLs meet standards.

		Scaffolds for ELLs			
Reinforcing Responsive Abilities (Auditory learning and Comprehending)				Reinforcing Useful Abilities (Dialogue & Scripting)	
Replay	Utilize spoken words on the YouTube to provide visuals	Video directions in detail	Use various tools to find visual aids	Students use dictating tools to type on their documents	Students' internet websites to interpret documents
Allow students to role play with their peers	Interpret any with one click	Use Various tools and strategies to remove ads and directions	Use reader in Flipgrid	Students' gallery walks to explain to their peers and script their thinking	Students use dry erase boards and record themselves to support their verbal replies

The Project: A 1-Week Professional Development Instructional Program

Days One through Five:
Professional Development
Instructional Program
Power Point Presentation
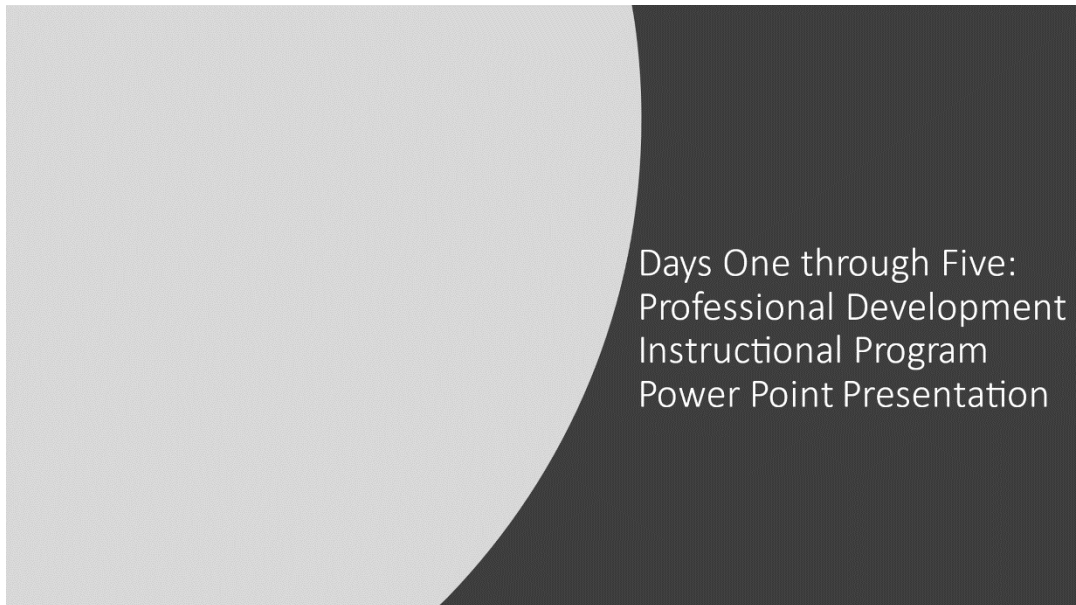
Week 1: Professional Development Instructional Program: Grades K-6 ELLs

Week 1: Objective: Focus on helping ELL teachers gain meaningful opportunities to access rigorous academic content with appropriate support to help ELLs academically by answering questions about short passages using documentary evidence.

Week 1: Goal: At the end of this session, you will understand different English Language learner (ELL) programs.

Handouts and brochures: Focus on helping ELL teachers gain meaningful opportunities to access rigorous academic content with appropriate support to help ELLs academically by answering questions about short passages using documentary evidence.

Professional Development Training: Monday through Friday 8:00 am - 4:00 pm

Training begins: 8:00 am

Morning Break: 9:30 am through 10:00 am

Lunch: 12:00 pm – 1:00 pm

Afternoon Break: 2:30 pm through 3:00 pm

Training end: 4:00 pm

<div align="center">

Day 1: Monday

</div>

Ice Breaker: 8:00 am – 8:15 am: Introduction by Program Facilitator

Begin: 8:15 am End: 9:30 am:

➢ Train ELL teachers to use contextual cues to describe and identify genre and conflict to help ELLs.

Begin: 10:00 am End: 12:00 pm:

➢ Train ELL teachers to help ELLs differentiate between details in the passage in the main ideas and identify the main ideas in a passage.

Begin: 1:00 pm End: 4:00pm:

➢ ELL teachers will help ELLs become skilled readers by closely reading passages, carefully examining word choices, and understanding passages.

Day One:
Professional
Development
Instructional
Program

Day One

- Utilizing Context Cues steps to describe and identify genre and conflict
  - Choose terminology from the passage that have context cues connected with it.
  - ELLs will have a chance to use context cues to decode the purpose of the word within the passage.
  - The students will work individually to analyze the content and examine for context cues.
  - ELLs will utilize the cues they found to imply the significance of the word.
  - ELLs will explain the process of using context cues to form the words understanding.

Day One

- Identifying main idea and details in any given passage
  - Analyze the details by processing.
    - "What the passage is about?"
  - Analyze what the writer is verbalizing about the focus.
    - Distinguish what the writer is revealing about the subject. What does the writer want me to know about the subject?
  - Analyze the details that confirm or justify the primary concept.
    - What additional information in the passage will help me comprehend the important details?

Day One

- Closely reading passages by focusing on word choices and understanding passages.

- Teach ELLs to methods to think critically about their reading by specifying various reading strategies such as repetition, content focused conversations and writing about their reading.

Day 1: Professional Development Activity Handout

_____

Initial Thoughts

1. **Define "Transitional Program of Instruction (TPI)"?**

   _____

   _____

   _____

2. **How do ELL teachers differentiate TPI?**

   _____

   _____

   _____

3. **How do ELL teachers prepare ELLs for individualized TPI in their**

   classroom settings?

   _____

   _____

   _____

4. **How is individualized TPI used within each classroom setting?**

   _____

   _____

   _____

Day 1: Professional Development Activity Handout

Common Concerns

Name of training/framework/strategy: _____	
Concern	**Potential Solutions**
This training/framework/strategy might not work for ELLs or public school districts.	
This training/framework/strategy might take an excessive amount of time.	
I need more time to prepare for this professional development training program to help ELLs.	
This training/framework/strategy needs inaccessible resources.	
This training/framework/strategy is not a good fit for what is needed for ELLs to do well, as we are already doing.	

Handouts for Day 1

Worksheet for ELL administrators and teachers Professional Development

Day 1: Purpose: This professional development sequence aims to increase teacher awareness and application of instructional activities for ELLs. This Professional Development training program will implement the essential tools to help ELL administrators and teachers to provide and deliver adequate ELL instructional practices for ELLs. This training program recommends that ELL administrators continuously support teachers in implementing adequate training/framework/strategy teaching practices.

Days 1-5: Target Audience: ELL administrators and teachers

Day 1: Goals/objective: The objective for Day 1 of this project is to:

➢ Train ELL teachers to use contextual cues to describe and identify genre and conflict to help ELLs.

➢ Train ELL teachers to help ELLs differentiate between details in the passage in the main ideas and identify the main ideas in a passage.

➢ Train ELL teachers to help ELLs become skilled readers by closely reading passages, paying careful attention to word choices, and understanding passages

Day 1: Educational Suppositions: After completing these sequences for Day 1 of professional development sessions, ELL administrators and teachers believe that lesson planning will provide ELLs with the essential knowledge to do well. Finally, various instructional strategies were implemented throughout the professional development sessions.

Day 1: Summation: The ELL professional development sequences comprise a five-day review of data assessment to support change in classroom practices. ELL teacher's instructional strategic paradigm to augment lesson preparation highlights what ELLs already know and need to know.

Day 1: Handout
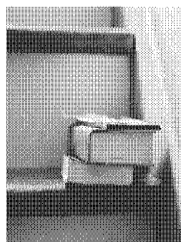
Five Steps:

To Teach Contextual Clues To ELLs

Step 1: Pre-select words should be pre-selected (i.e., read text prior to looking for the meaning of vocabulary words stemming from clues presented in a textual matter.)
Step 2: Take a break throughout guided reading activity
Step 3: Search for contextual clues
Step 4: Cooperative/Collaborative/ Collective Discussions
Step 5: Reflecting Metacognitively
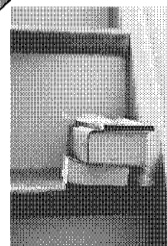
Day 1: Worksheet Example for ELLs

Context Clues

Find the Meaning of each Word

Name: _____   Date: _____

Read the sentences. Read the underlined word in each sentence. Circle the correct answer choice that has the matching meaning as the underlined word.

1. The colleague replied to their fellow business partner in a <u>humorous</u> answer the office giggled.
   a. Hilarious   b. Sad   c. troubling

2. My sibling startled me earlier today, I <u>stared</u> at them.
   a. Glazed   b. Talked   c. Ran

3. The outside of the caramel apple <u>shined</u> bright in the sun.
   a. Glimmer   b. Glue   c. Seeds

4. When we go to the park, we will <u>cook</u> the hamburgers on the grill.
   a. Eat   b. Prepare   c. Smile

5. She chose to <u>eliminate</u> the bun from the hamburger to make the meal healthier.
   a. Keep   b. Save   c. Remove

Day 2: Tuesday

Ice Breaker: 8:00 am – 8:15 am: Introduction by Program Facilitator

Begin: 8:15 am End: 9:30 am:

➢ ELL teachers will be trained to review and identify sight words for ELLs

Begin: 10:00 am End: 12:00 pm:

➢ ELL teachers will be trained to tweak and create reading strategies to help ELLs

Begin: 1:00 pm End: 4:30

➢ ELL teachers will be trained to self-monitor strategies to continue reading for

ELLs

Day Two:
Professional
Development
Instructional
Program

Day Two

Identify sign words for ELLs
- Teachers will utilize strategies to teach sight words to ELLs.
  - Provide non-fiction text that has visuals or simplistic images to help ELLs to identify sight words.
  - Develop straightforward Sentences and Words with images.
  - Clarify Sight words within the passage.
  - Practice Sentence Frames.
  - Allow students to put sentences in the correct order by providing them various words to build a sentence.

Day Two

Tweak and create reading strategies that support ELLs.
- Review classroom data to see what areas need to be retaught during Tier 1 and Tier 3 instruction
  - accurately read daily
  - thoroughly follow a story or text
  - pinpoint key concepts and events within a story or text
  - become skilled at innovative perceptions within content- area classroom settings
  - conclude assessments and assignments
  - feel inspired and motivated to help ELLs become skilled readers in and out of classroom settings

Day 2: Professional Development Activity Handout

_____

Critical Steps

Name of training/framework/strategy: _____

List the critical elements or steps identified in the module:

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Handouts for Day 2

Worksheet for ELL administrators and teachers Professional Development

Day 2: Purpose: This professional development sequence aims to increase teacher awareness and application of instructional activities for ELLs. This Professional Development training program will implement the essential tools to help ELL administrators and teachers to provide and deliver adequate ELL instructional practices for ELLs. This training program recommends that ELL administrators continuously support teachers in implementing adequate training/framework/strategy teaching practices.

Days 1-5: Target Audience: ELL administrators and teachers

Day 2: Goals/objective: The objective for this project is to:

➢ ELL teachers will be trained to review and identify sight words for ELLs

➢ ELL teachers will be trained to tweak and create reading strategies to help ELLs

➢ ELL teachers will be trained to self-monitor strategies to continue reading for ELLs

Day 2: Educational Suppositions: After completing these sequences for Day 1 of professional development sessions, ELL administrators and teachers believe that lesson planning will provide ELLs with the essential knowledge to do well. Finally, various instructional strategies were implemented throughout the professional development sessions.

Day 2: Summation: The ELL professional development sequences comprise a five-day review of data assessment to support change in classroom practices. ELL teacher's

instructional strategic paradigm to augment lesson preparation highlights what ELLs

already know and need to know.

Day 2: Worksheet Example 1 for ELLs

Sentence Stems

Predicting	Questioning
• I supposed that….. • I believe that……… • It's probable that…. • Because this occurred, next what may transpire is……	• Why did the writer create this? • I speculate why….. • What is the profound significance of this occasion/personality/emblem/location/conflict (fill in detail)?

Commenting	Connecting
• This final section is unclear since……. • This sentence has several explanations for example…. • This occasion was thought-provoking because….	• If I was the individual, I would….. • I oppose/approve of_____ because • My chosen section was….. • This occurred _____ that affected…..

Visualize	Clarifying

• When several descriptions are used
• When descriptions are unclear
• When several actions are required
• When I am unclear of what I read
• I visualized:
    ○ Locations
    ○ Events
    ○ Personalities
	• So, the author said_____
	• I first thought _____; however, I now think _____
	• Well, the final paragraph/sentence/page entailed_____
	• ELLsWAH (ELLs wanted additional help)
	• In other words what happened was _____
	• The main idea entailed _____

Day 2: Worksheet Example 2 for ELLs

Complete the following Sentence Stem Activities by filling in the missing part(s):

Sentence Stem Activities

Predicting
• I supposed that _____
• I believe that _____
• It's probable that _____
• Because this occurred, next what may transpire is _____

Questioning
• Why did the writer create this? _____
• I speculate why _____
• What is the profound significance of this occasion/personality/emblem/location/conflict (fill in detail)? _____

Commenting
• This final section is unclear since _____
• This sentence has several explanations for example _____
• This occasion was thought-provoking because _____

Connecting
• If I was the individual, I would _____
• I oppose/approve of _____ because
• My chosen section was _____
• This occurred _____ that affected

Visualize
• When several descriptions are used _____
• When descriptions are unclear _____
• When several actions are required _____
• When I am unclear of what I read _____
• I visualized Locations, Events, and Personalities as: _____

Clarifying
• So, the author said _____
• I first thought _____; however, I now think _____
• Well, the final paragraph/sentence/page entailed _____
• ELLsWAH (ELLs wanted additional help):
• In other words what actually happened was _____
• The main idea entailed _____

Day 3: Wednesday

Ice Breaker: 8:00 am – 8:15 am: Introduction by Program Facilitator

Begin: 8:15 am End: 9:30 am:

➢ ELL teachers will participate in role-play to teach English-speaking students how to utilize their academic vocabulary with their peers.

Begin: 10:00 am End: 12:00 pm:

➢ ELL teachers will be trained to analyze English Learner data and ELPAS data and train teachers on implementing English Language Proficiency Standards (ELPS) within their lesson plans.

➢ ELL teachers will be trained to create sentence stems for teachers to utilize in classrooms.

Begin: 1:00 pm End: 4:00 pm:
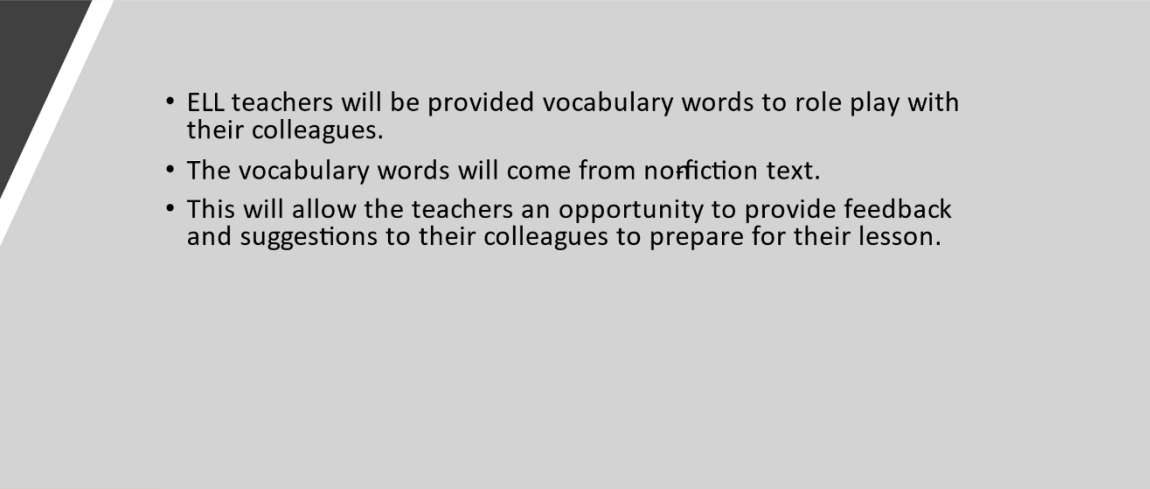
➢ ELL teachers will be trained to read the passage with prompts. Moreover, prompting decoding, self-monitoring, fluency, vocabulary-development, and comprehension remains important to help ELLs.

Day Three:
Professional
Development
Instructional
Program

Day Three

- ELL teachers will be provided vocabulary words to role play with their colleagues.
- The vocabulary words will come from nonfiction text.
- This will allow the teachers an opportunity to provide feedback and suggestions to their colleagues to prepare for their lesson.

Day Three

- Analyze ELPAS Data
- Implement ELPS into lesson plans
- Design lesson plans that include ELPS (English Language Proficiency Standards) based on the data

Day 3: Professional Development Activity Handout

_____

*I*mplementation *P*lan

What might be implemented (i.e., identify the action steps or lesson plans)?	With whom?	What sources (i.e., materials, support personnel, time) were used?	For whom (students and observers)?	By when (within two weeks from now)?

Handouts for Day 3

Worksheet for ELL administrators and teachers Professional Development

Day 3: Purpose: This professional development sequence aims to increase teacher awareness and application of instructional activities for ELLs. This Professional Development training program will implement the essential tools to help ELL administrators and teachers to provide and deliver adequate ELL instructional practices for ELLs. This training program recommends that ELL administrators continuously support teachers in implementing adequate training/framework/strategy teaching practices.

Days 1-5: Target Audience: ELL administrators and teachers

Day 3: Goals/objective: The objective for this project is to:

➢ ELL teachers will participate in role-play to teach English-speaking students how to utilize their academic vocabulary with their peers.

➢ ELL teachers will be trained to analyze English Learner data and ELPAS data and train teachers on implementing ELPS within their lesson plans.

➢ ELL teachers will be trained to create sentence stems for teachers to utilize in classrooms.

➢ ELL teachers will be trained to read the passage with prompts. Moreover, prompting decoding, self-monitoring, fluency, vocabulary-development, and comprehension remains important to help ELLs.

Day 3: Educational Suppositions: After completing these sequences for Day 1 of professional development sessions, ELL administrators and teachers believe that lesson planning will provide ELLs with the essential knowledge to do well. Finally, various instructional strategies were implemented throughout the professional development sessions.

Day 3: Summation: The ELL professional development sequences comprise a five-day review of data assessment to support change in classroom practices. ELL teacher's instructional strategic paradigm to augment lesson preparation highlights what ELLs already know and need to know.

Day 3: Worksheet Example 1 for ELLs

Name _____   Date _____

Reading for Comprehension: Following Directions

Directions: Read the article and follow the directions in detail and place the numbers in the correct order.
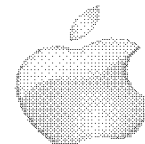
Making pizza…… Have you ever tried to make a homemade pizza at home? You begin by purchasing all of the ingredients for the homemade pizza. You will need pizza sauce, pizza dough, shredded cheese, your choice of toppings, aluminum foil, butter, and a cookie sheet.

You will heat pre-heat the oven to 350 degrees.

First, put aluminum foil on the cookie sheet, spread the butter on the aluminum foil so that the dough won't stick. Spread the pizza dough on the cookie sheet, make sure the dough is flat and spread out.

Next, spread the pizza sauce on the pizza dough. Spread the shredded cheese on the pizza sauce, place your choice of toppings neatly on top of the cheese. (You can put more shredded cheese on top if you choose)

Once the ingredients have been put together then you place the pizza in the oven for 15-20 minutes or until the pizza dough is golden brown. Enjoy your creation.

Directions: Put the ingredients in the correct order below Use numbers 1-10 to show the sequential order.

_____ Enjoy your creation

_____ Spread butter on the aluminum foil

_____ Spread the cheese on the pizza sauce

_____ Cook in the oven for 15-20 minutes

_____ Place the toppings on the pizza

_____ Pre-heat the oven to 350 degrees

_____ Spread the pizza sauce on the pizza dough

_____ Place the aluminum foil on the cookie sheet

_____ Make sure the dough is spread out on the cookie sheet

_____ Place your choice of toppings on the pizza

Day 3: Worksheet Example 2 for ELLs

Reading Comprehension Strategies

Read to comprehend the text	Build Schema	Utilize Context Clues
Use inferential strategies	Speak with classmates	Condense the content and analyze the text
Find key words	Create guesses based on text	Use decoding strategies break down words
Pictorial	Utilize Story Maps	Assess Comprehension

Day 4: Thursday

Ice Breaker: 8:00 am – 8:15 am: Introduction by Program Facilitator

Begin: 8:15 am End: 9:30 am:

➢ ELL teachers will be trained to embed ELPS within their lesson plans and implement it daily.

Begin: 10:00 am End: 12:00 pm:

➢ ELL teachers will be trained to view research-based data to explain the importance of utilizing sentence stems within the classroom and how they align with ELPS.

Begin: 1:00 pm End: 4:00 pm:

➢ ELL teachers will be trained to help ELLs reflect on the story and gain a better understanding to recognize what makes sense and what does not

➢ ELL teachers will be trained to help ELLs recognize vocabulary by looking at pictures and passage features and understanding words, such as fluency in rereading sentences the way the character might say them.

Day Four:
Professional
Development
Instructional
Program

Day Four

- Embedding ELPS within lesson plans
  - Create a Content Objective and Language Objective based on TEKS chosen
  - Show ELL teachers where to embed listening, speaking, Reading and Writing within their lesson plans.
  - Provide blank strips for teachers to create sentence stems based on the TEK they chose.

Day Four

Training ELL teachers how to use picture books to build ELLs vocabulary
- Classroom approaches and strategies: Terminologies
- Pre-school vocabulary
- Concentrate on cognate word(s)
- Scaffolding
- Usage of television and computers
- Usage of auditory books
- Usage of a wizard word box
- Encourage and Support oral communication usage
- Paradigm appropriate usage

Day 4: Professional Development Activity Handout

Implementation Assignment

After the implementation of the training/framework/strategy, please answer the following questions:

1. What was successful regarding the 1-week professional development instructional program?

_____

_____

2. How does implementing a 1-week professional development instructional program impact or augment ELLs academic achievement levels?

_____

_____

3. Explain how ELLs responded or reacted. Please document any adjustments, modifications, or changes in ELLs' societal or academic behaviors you believe relate to implementing a 1-week professional development instructional program.

_____

_____

4. After implementation training/framework/strategy, what will your next step be?

_____

_____

_____

Handouts for Day 4

Worksheet for ELL administrators and teachers Professional Development

Day 4: Purpose: This professional development sequence aims to increase teacher awareness and application of instructional activities for ELLs. This Professional Development training program will implement the essential tools to help ELL administrators and teachers to provide and deliver adequate ELL instructional practices for ELLs. This training program recommends that ELL administrators continuously support teachers in implementing adequate training/framework/strategy teaching practices.

Days 1-5: Target Audience: ELL administrators and teachers

Day 4: Goals/objective: The objective for this project is to:

➢ ELL teachers will be trained to embed ELPS within their lesson plans and implement it daily.

➢ ELL teachers will be trained to view research-based data to explain the importance of utilizing sentence stems within the classroom and how they align with ELPS.

➢ ELL teachers will be trained to help ELLs reflect on the story and gain a better understanding to recognize what makes sense and what does not

➢ ELL teachers will be trained to help ELLs recognize vocabulary by looking at pictures, and passage features and understanding words, such as fluency in rereading sentences the character might say.

Day 4: Educational Suppositions: After completing these sequences for Day 1 of professional development sessions, ELL administrators and teachers believe that lesson planning will provide ELLs with the essential knowledge to do well. Finally, various instructional strategies were implemented throughout the professional development sessions.

Day 4: Summation: The ELL professional development sequences comprise a five-day review of data assessment to support change in classroom practices. ELL teacher's instructional strategic paradigm to augment lesson preparation highlights what ELLs already know and need to know.

Day 4: Worksheet Example 1 for ELLs

Finding the Main Idea and Conclusion

Find the main idea in the story below. Create a sentence with the Main Idea and Conclusion for the story.
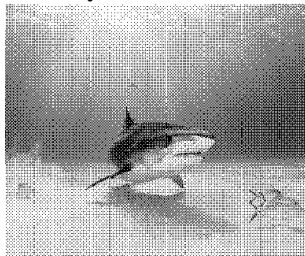
Sharks have extremely sharp teeth. However, they never run out of them. When sharks lose their teeth, they have spare teeth to shift and replace the missing tooth. Sharks have several replacement teeth to help them eat. This is distinctive to the sharks. There are no other animals that have teeth like a shark. Sharks can go through several thousand teeth within their life span.

Main idea:

_____

_____

_____

_____

_____

Conclusion for the story:

_____

_____

_____

_____

_____

_____
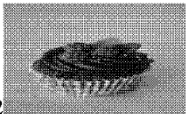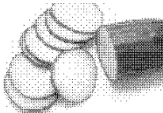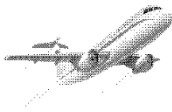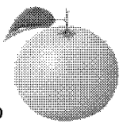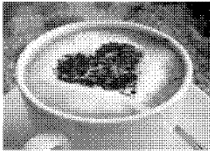
Day 4: Worksheet Example 2 for ELLs

Vocabulary

Match vocabulary words and images

Orange	

Airplane	

Spaghetti	

Cucumber	

Pancake	

Coffee	

Grapes	

Cupcake	

Ice Cream	

Hotdog	

Day 5: Friday

Ice Breaker: 8:00 am – 8:15 am: Introduction by Program Facilitator

Begin: 8:15 am End: 9:30 am:

➢ ELL teachers will be trained to provide research-based data that supports the use of academic vocabulary within the classroom daily.
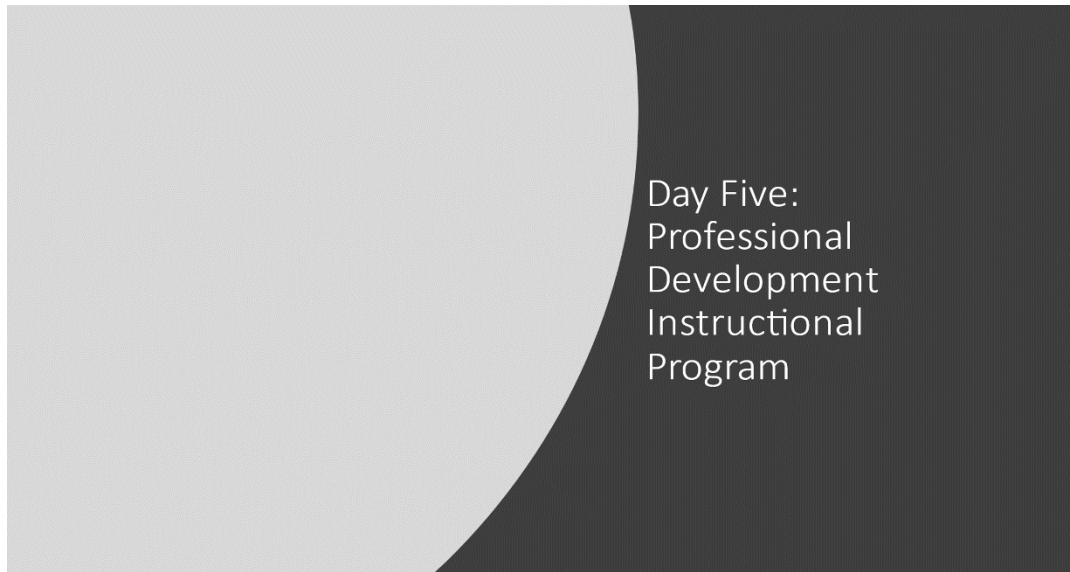
Begin: 10:00 am End: 12:00 pm:

➢ ELL teachers will be trained to create sentences to implement within their lessons and anchor charts.

➢ ELL teachers will be trained to role-play how to use the sentence stems for all students within their classrooms

Begin: 1:00 pm End: 4:00 pm:

➢ ELL teachers will be trained to employ encoding, self-monitoring, vocabulary development, and comprehension strategies to demonstrate quick teaching practices

➢ ELL teachers will be trained to utilize the following seven steps to a Language-Rich Interactive Classroom:

- o Teach ELLs What to Say when they do not know what to say
- o Have Students Speak in Complete Sentences
- o Randomize and Rotate When calling on Students
- o Use Total Response Signals (TRS)
- o Use Targeted Visual and Vocabulary Strategies
- o Have ELLs Participate in Structured Conversations

    o   Have ELLs Participate in Structured Reading and Writing Activities

Day Five:
Professional
Development
Instructional
Program

Day Five

Train teachers to identify vocabulary development and comprehension strategies to support ELLs daily.
- Read Aloud to scholars each day
- Assist scholars' comprehension as much as possible
- Reinforce the alphabet daily
- Instruct phonics in context
- Check comprehension often
- Utilize audiobooks
- Allow native language to be used daily
- Support reading at home
- Create an ELL area within the classroom.

Day Five

ELL teachers will be trained to utilize the following 7 steps to a Language -Rich Interactive Classroom:
- o Teach ELLs What to Say when they do not know what to say
- o Have Students Speak in Complete Sentences
- o Randomize and Rotate When calling on Students
- o Use Total Response Signals (TRS)
- o Use Targeted Visual and Vocabulary Strategies
- o Have ELLs Participate in Structured Conversations
- o Have ELLs Participate in Structured Reading and Writing Activities

Day 5: Professional Development Activity Handout

End-*o*f-Session Reflections Questions

The implementation of training/framework/strategy throughout the 1-week professional development instructional program for ELL administrators and teachers to attend should be applied with one of the following options:

1. Arrange for the facilitator to monitor and observe the implementation of the 1-week professional development instructional program.

_____

_____

_____

_____

_____

2. Did at least one colleague (i.e., the Professional Educational Neighborhood/

Community) endorse implementing the 1-week professional development

instructional program?

_____

_____

_____

_____

_____

3. Did you video-record the execution or implementation of the 1-week

professional development instructional program?

_____

_____

_____

4. Creating a Web-based-hosted audio and video stream (i.e., Skype) throughout

the 1-week professional development instructional program implementation.

_____

_____

_____

_____

- Option 3 might entail a video recording (i.e., electronic images of ELLs);

  therefore, releases and permissions to use ELLs might be required depending

  on district policies and procedures.

Day 5: Professional Development Activity Handout

_____

End-*of*-Session Reflections *F*orm

➢ What innovative elements regarding this training/framework/strategy did you gain knowledge of throughout Professional Development Training Program?

_____
_____
_____
_____

➢ How should you apply your knowledge gained throughout Professional Development Training Program into your classroom instruction?

_____
_____
_____
_____

➢ What other questions or comments do you want to ask?

_____
_____
_____
_____

Handouts for Day 5

Worksheet for ELL administrators and teachers Professional Development

Day 5: Purpose: This professional development sequence aims to increase teacher awareness and application of instructional activities for ELLs. This Professional Development training program will implement the essential tools to help ELL administrators and teachers to provide and deliver adequate ELL instructional practices for ELLs. This training program recommends that ELL administrators continuously support teachers in implementing adequate training/framework/strategy teaching practices.

Days 1-5: Target Audience: ELL administrators and teachers

Day 5: Goals/objective: The objective for this project is to:

➢ ELL teachers will be trained to provide research-based data that supports the use of academic vocabulary within the classroom daily.

➢ ELL teachers will be trained to create sentences to implement within their lessons and anchor charts.

➢ ELL teachers will be trained to role-play how to use the sentence stems for all students within their classrooms

➢ ELL teachers will be trained to employ encoding, self-monitoring, vocabulary development, and comprehension strategies to demonstrate quick teaching practices

➢ ELL teachers will be trained to utilize the following seven steps to a Language-Rich Interactive Classroom:

- o   Teach ELLs What to Say when they do not know what to say

- o   Have Students Speak in Complete Sentences

- o   Randomize and Rotate When calling on Students

- o   Use Total Response Signals (TRS)

- o   Use Targeted Visual and Vocabulary Strategies

- o   Have ELLs Participate in Structured Conversations

- o   Have ELLs Participate in Structured Reading and Writing Activities

Day 5: Educational Suppositions: After completing this sequence for Day 1 of
professional development sessions, ELL administrators and teachers believe that lesson
planning will provide ELLs with the essential knowledge to do well. Finally, various
instructional strategies were implemented throughout the professional development
sessions.

Day 5: Summation: The ELL professional development sequence comprises a five-day
data assessment review to support change in classroom practices. ELL teacher's
instructional strategic paradigm to augment lesson preparation highlights what ELLs
already know and need to know.

Day 5: Worksheet Example for ELLs

five	purple	too	down
so	people	there	three

A.
1. os _____
2. veif _____
3. etehr _____
4. lepop _____

5. ereth _____
6. oto _____
7. nowd _____
8. rppuel _____

five	purple	too	down
so	people	there	three

B.
1. _____ running track.
2. Grapes are _____.
3. We are _____ excited!
4. We fall _____ sometimes, but then we learn to get up.
5. There are _____ many people in the store, today.
6. _____ are happy because it is summer.
7. _____ are more people coming to the Christmas party.
8. The _____ little pig story is a classic.

five	too	down
so	three	

C.
1.
2.
3.
4.
5.

Measurement Requirements of the Project

The project measurement requirements will allow ELL administrators and teachers to receive training to create instructional practices for ELLs. In addition, ELL administrators will use ELL instructional practices to train ELL teachers to help ELLs. Therefore, implementing a 1-week professional development instructional program to

cater to ELLs' individual needs is important. Moreover, ELL school systems' values, philosophies, beliefs, practices, procedures, and strategies will drive scholastic excellence to help ELLs become skilled readers. Therefore, I will present the following 1-week professional development instructional program to help educators supply data for ELLs not meeting standards.

Justifying, explaining, supporting, and clarifying the need for this 1-week professional development instructional program, the flexibility of eight ELL elementary school leaders' own time, the cost, and ascertaining the responsibility of two ELL elementary school sources. The formation of a 1-week professional development instructional program established that the best practices of a performance measurement approach consisted of several strategies. These strategies were used to measure the performance of the ELL elementary school districts.

A 1-week professional development instructional program to balance and support performance measurement approaches to set and evaluate ELL elementary school districts. Therefore, using a 1-week professional development instructional program instead of the current one will help ELLs meet standard performance levels. The appendices adhered to similar limited stipulations and specifications as the frame of this project study. Previously or photocopied written themes might be modified onto a page or abridged to fit within a theme bordered by limitations.

Appendix B: Research Question and Open-Ended Interview Questions

This basic qualitative project study examined how administrators supported teachers' instructional strategies to support ELL's academic achievement. Aligning each research question with the pivotal phenomenon is important for educators' perceptions of how administrators can encourage ELL teachers to attend and use professional development because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement. Therefore, ascertain what steps administrators should take to ensure teachers follow protocol by attending and using ELL professional development provided by each school district. For example, in the following research question, what did the administrators note they needed to improve their instructional strategies to become self-aware of the gap between ELLs' and non-ELLs' academic achievement levels to augment student success? The following open-ended interview questions were used to guide this study. I will also use the following open-ended interview questions that were consequent to my research question designed for the results of my interview study:

Research Question 1

RQ1: How can administrators encourage ELL teachers to attend and use professional development training because current instructional strategies do not address the gap between ELLs' and non-ELLs' academic achievement?

1. As an administrator, how do teachers ensure attendance and implement professional linguistic development to help ELLs be successful?

2. What challenges or obstacles do you anticipate your ELL teachers might

encounter while teaching ELLs to use reading strategies (i.e., use technology to allow ELLs to read aloud, use passage reading, analyze ELLs' reading comprehension level retell, and recall what they read)?

3. How will administrators ensure that ELL teachers implement professional linguistic development to help ELLs with linguistic reading instruction?

4. As an ELL school district administrator, how did you select your strategy to help ELL teachers clarify reading skills for ELLs lacking reading fluency?

5. What precise instructional strategies do you require ELL teachers to increase EL scholars' academic linguistic skills?

6. What educational strategies did your ELL teachers simplify and refine reading strategies for ELLs?

7. As an ELL administrator, what linguistic instructional strategies will you implement to help ELLs master their English literacy tests?

8. As an ELL administrator of an ELL school district, what strategies will you use to help your ELL teachers augment ELLs academic achievement levels?

Conclusion of the Interview Process

- Interview Questions

- Do you have additional information that you want to add to your responses?

Interview Probes

Hardesty et al.'s (2019) suggestions will focus on each interviewee's reply to the following interview questions. In addition, I will make sure that I take notes observantly of their replies by taking an opportunity to investigate supplementary data by using at

least one of the following analytical interview questions:

- Can you explain your statement in great detail?

- To ensure I comprehend your answer, please restate your response.

- Can you clarify what occurred afterward, please?

- Can you restate your thoughts regarding ELLs past, current, and future academic achievement in mastering English literacy skills?

- Can you provide an example of your prior statement?

- Please inform me of your personal and professional, as a veteran educator, regarding ELLs academic achievement.