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Teachers' Perceptions on English Language Arts Proficiency of English Learners

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Walden University

2016

Abstract

Teachers' Perceptions on English Language Arts Proficiency of English Learners

by

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MA, California State University, San Bernardino, 2005

BA, California State University, San Bernardino, 1997

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

January 2017

Abstract

English learners (ELs) at a middle school in California were not meeting federal accountability requirements in English language arts (ELA). ELs lacking proficiency in ELA often drop out of high school and live in poverty as adults. The purpose of the study was to examine teachers' perceptions of their self-efficacy to implement effective pedagogical strategies to help ELs develop ELA proficiency. A case study design was used to investigate the problem through the lens of second language acquisition theory. The purposeful sample included 11 middle school language arts teachers. Participants completed an online anonymous survey, and responses were analyzed using open coding and analytical coding. The following 3 themes emerged from the data: teachers varied in their perceptions of their efficacy to support ELs, teachers perceived their teacher preparation and professional development experiences to be inadequate in preparing them to support ELs, and teachers blamed students and parents for the lack of proficiency in ELA. A professional development project was designed to address the findings and to help build teachers' pedagogical skills and self-efficacy in instructing ELs. Positive social change may be promoted by increasing teachers' ability to effectively instruct ELs, which will increase their efficacy with this population. ELs will benefit by possessing the reading, writing, and communication skills necessary for high school and postsecondary success and to be competitive in the workforce.

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Dedication

This study is first dedicated to my mother, Carol. Although she is no longer with us on earth, she is my guardian angel and I have no doubt that she has been the push that I have needed to finish this journey and overcome life's challenges. I think about her every day and know she is celebrating my accomplishments in heaven. We will one day be able to celebrate together. I also dedicate this study to my future husband, Bill. This journey has caused me many stresses, but he has always been supportive, encouraging, and understanding. Finally, I dedicate this study to my 19 nieces and nephews, especially Trent, Alyssa, Junior, and Andrew. Life's obstacles are only temporary bumps in the road. Perseverance and determination will get you to the end of your journey, all in the Lord's time. Continue to pave the path for new roads.

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Section 1: The Problem

Introduction

English learners (ELs) are the most rapidly increasing student population in public schools in the United States with the majority falling into the group of students who struggle academically (Ardasheva, Tretter, & Kinny, 2012; Cheatham, Jimenez-Silva, Wodrich, & Kasai, 2014; Decapua & Marshall, 2011; Echevarria, Richards-Tutor, Chinn, & Ratleff, 2011; Richards-Tutor et al., 2013; Sanford, Brown, & Turner, 2012; Taherbhai, Seo, & O'Malley, 2014). ELs are a population of students who do not have the listening, speaking, writing, and reading proficiencies in English needed to sufficiently participate in the school program, and they can be U.S.-born or foreign born (California Department of Education, 2015b; Kim & Garcia, 2014; Sanford et al., 2012; Sheng, Sheng, & Anderson, 2011; Slama, 2012). Teachers have admitted that they have not received adequate training to fully address the instructional needs of this quickly growing segment of the student population; this is despite national school achievement data exemplifying the importance of all teachers possessing the skills to help ELs meet high academic standards (Baecher, Rorimer, & Smith, 2012; Boone, 2013; Cellante & Donne, 2013; Hopkins, 2012; Pettit, 2011; Renner, 2011; Richards-Tutor et al., 2013; Sanford et al., 2012; Sheng et al., 2011).

The problem this doctoral project study explored is ELs' lack of proficiency in English language arts (ELA) as measured by the California Standards Test (CST). The purpose of the study was to examine teachers' perceptions of their self-efficacy to implement effective pedagogical strategies to support ELs in developing ELA

proficiency. In California, at the time this study began, ELA proficiency was measured using the CST. The CST consisted of five clusters: reading comprehension, literary response and analysis, word analysis, writing conventions, and writing strategies (California Department of Education, 2013). For this study, I examined teachers' efficacy of their pedagogical skills to help ELs develop ELA proficiency to determine areas where teachers' perceived their skills to be the lowest. This study explored where teachers believed their skills were lacking.

The population of ELs in U.S. schools has grown over the past decade, and researchers have projected rapid growth to continue (Ardasheva et al., 2012; Decapua & Marshall, 2011; Echevarria et al., 2011; U.S. Census Bureau, 2014). One quarter of the estimated 4.4 million ELs in the nation are enrolled in California public schools, thus supporting the urgency for school and district personnel across the state to deliberately focus on the English proficiency and academic achievement of ELs (Boone, 2013).

Researchers have identified the factors that contribute to the lack of English proficiency as well as the effects that lacking English proficiency has on ELs (Ardasheva et al., 2012; Gottardo & Mueller, 2009; Kim & Garcia, 2014; Pettit, 2011; Renner, 2011; Richards-Tutor et al., 2013; Slama, 2010). In empirical studies, Pettit (2011) and Renner (2011) explored teachers' perceptions of their efficacy to instruct ELs efficiently. Many teachers are not confident in their abilities to modify curriculum for ELs (Pettit, 2011; Renner, 2011; Richards-Tutor et al., 2013). The research supported the existence of a gap in teacher practice to service ELs effectively.

Definition of the Problem

Students identified as ELs at a middle school in southern California were not meeting proficiency targets in ELA as defined by No Child Left Behind (NCLB, 2002) proficiency criteria. According to the California Department of Education, as of 2014 XYZ Middle School (a pseudonym) served 991 seventh and eighth grade students with 19.5% of the student population identified as ELs. At the time of the study, the ethnic breakdown of the school's students was composed of 58% Hispanic, 32% Caucasian, 7% African American, and 5% other. According to the district's credentials analyst (personal communication, November 9, 2015), the school's staffing was less diverse with 70% of the staff identifying themselves as White, 25% Hispanic, and 5% African American, Asian, and other. XYZ Middle School employed 36 highly qualified credentialed general education teachers, nine credentialed special education teachers, and 53 classified staff. The middle school was in its third year as a Title I school due to 75.12% of its students qualifying for free or reduced lunch (district credentials analyst, personal communication, November 9, 2015). The problem this doctoral study explored was the lack of proficiency in ELA by XYZ Middle School ELs as measured by the CST.

In California, student proficiency in ELA was assessed through the CST administered annually to all students. The spring of 2013 was the final year California used the CST as the measurement of student proficiency. The new state test developed by the Smarter Balanced Assessment Consortium (SBAC) was first administered in the spring of 2014. No scores for the 2014 SBAC testing administration were released. According to the California Department of Education, scores at the research site from the

release of the 2015 SBAC data showed that ELs continued to fall behind their peers in ELA proficiency. Although the CST and SBAC assessments are different measures, it is important to note that ELs have continued to not meet proficiency in ELA.

The CST in ELA measured student proficiency in five clusters: word analysis, reading comprehension, literary response and analysis, writing conventions, and writing strategies (California Department of Education, 2013). Student results on the CST were reported as one of five levels: (a) far below basic, (b) below basic, (c) basic, (d) proficient, and (e) advanced. ELs at XYZ Middle School were not meeting ELA proficiency criteria as a group. As shown in Table 1, a small percentage of ELs scored proficient or advanced on the CST from 2010 to 2013.

Table 1

Percentage of ELs Scoring Proficient or Advanced on the CST from 2010 to 2013

| Year | % Proficient/ Advanced |
|------|---------------------------|
| 2010 | 19.4 |
| 2011 | 28.6 |
| 2012 | 27.3 |
| 2013 | 11.1 |

There was a 17.5% decline in the percentage of ELs proficient in ELA from 2011 to 2013. It is important to note that 2013 was the last year California administered the CST as the standardized state test.

The development of ELs' ELA proficiency is the responsibility of classroom teachers (Echevarria et al., 2011; Lewis, Maerten-Rivera, Adamson, & Lee, 2011; Renner, 2011). However, many teachers across the nation have admitted that they have not been adequately prepared to instruct students whose primary language is not English

(Baecher et al., 2012; Boone, 2013; Cellante & Donne, 2013; Hopkins, 2012; Lewis et al., 2011; Pease-Alvarez, Samway, & Cifka-Herrera, 2010; Pereira & Gentry, 2013; Pettit, 2011; Renner, 2011). A focus of school leaders must be on implementation of research-based literacy practices to ensure alignment of teachers' instructional practices with those supported by research as being effective in developing English proficiency in ELs (Echevarria et al., 2011; Renner, 2011; Sanford et al., 2012; Swanson, Solis, Ciullo, & McKenna, 2012). Effective training and sufficient support are required for teachers to feel confident in their pedagogical skills to instruct ELs (Boone, 2013; Cellante & Donne, 2013; Kim & Garcia, 2014; Richards-Tutor et al., 2013).

Teachers at the research site have the opportunity to participate in after school workshops on research-based instructional strategies for ELs, particularly the Sheltered Instruction Observation Protocol (SIOP) model. The district's EL coach (personal communication, March 6, 2014) reported that only one content area teacher, out of 36, chose to participate in this opportunity over the past 2 years. SIOP is a model for sheltered instruction that focuses on the design and delivery of lessons that provide ELs opportunities to acquire academic content while developing proficiency in English (Center for Applied Linguistics, 2016). When administration conducts informal classroom walkthroughs in content area classrooms, there has been little evidence of research-based instructional strategies for ELs being implemented consistently.

Proficiency in ELA directly affects student achievement (Andrasheva et al., 2012; Gottardo & Mueller, 2009; Slama, 2010). ELs throughout California have not been meeting ELA proficiency as defined by the NCLB (2002) legislation. Forty percent of

ELs statewide met proficiency requirements in ELA in 2013, falling short of the 89% proficient or advanced required by NCLB (2002) for 2013. Additionally, the statewide data revealed an achievement gap in ELA between students identified as ELs and other subgroups. In comparison with ELs, 32.4% more White students, 39.4% more Asian students, and 5.5% more Hispanic (non-EL) met NCLB proficiency requirements in 2013. Because the population of ELs is increasing annually in California public schools and projected to comprise 40% of the total student population by 2050, schools would benefit from implementing strategies that promote the development of ELA proficiency for students identified as ELs (Ardasheva et al., 2012; Dowdy, Dever, DiStefano, & Chin, 2011; Pease-Alvarez et al., 2010; Sanford et al., 2012). English literacy instruction needs to be a top priority for schools due to ELs being the fastest growing population in public schools and being overrepresented in the at-risk and special education student groups (Boone, 2013; Cheatham et al., 2014; Echevarria et al., 2011; Kim & Garcia, 2014; Richards-Tutor et al., 2013).

Rationale

ELs at XYZ Middle School were not meeting proficiency criteria as measured by the CST. For the past decade, ELs drastically fell short of meeting proficiency requirements outlined in NCLB and had continued to show an overall downward trend in scores. From 2010 to 2013, the percentage of ELs scoring proficient or advanced on the ELA CST fell 8.3% from 19.4% to 11.1%. This pattern is consistent with California statewide data. Statewide, ELs were not meeting established NCLB criteria as of 2013. Focusing on the problem of ELs not meeting proficiency criteria in ELA is important

because the EL student population in California continues to increase (Ardasheva et al., 2012; Decapua & Marshall, 2011; Echevarria et al., 2011).

XYZ Middle School has seen a 55% increase of its EL population over the past decade, which contributes to the need to explicitly address the problem of ELs' lack of proficiency in ELA. The increase in EL population at the school site, combined with the lack of ELA proficiency by ELs on state tests, has exacerbated the urgency of addressing the problem. Such a focus is imperative not only to meet federal accountability requirements but also to ensure all students are adequately prepared to meet the demands of a 21st century workforce (Kim & Garcia, 2014; Pettit, 2011; Renner, 2011).

Evidence of the Problem at the Local Level

Data from CST scores validated the problem of ELs at XYZ Middle School not meeting ELA proficiency criteria established by NCLB. According to NCLB (2002), schools were required to have 58.6% of students in each subgroup score proficient or advanced in ELA in 2010. XYZ Middle School did not meet criteria as only 19.4% of ELs met proficiency requirements. In 2011, the proficiency criteria were 67.7% with the school having only 28.6% of ELs meeting proficiency. In 2012, the proficiency criteria NCLB set was 78.4% with the school having only 27.3% of ELs meeting the criteria. In 2013, the proficiency criteria set by NCLB was 89.2% with only 11% of the school's ELs scoring proficient or advanced in ELA. The reauthorization of the Elementary and Secondary Education Act (ESEA) requires schools to focus on equity and improve academic performance for all students (U.S. Department of Education, 2013); therefore, it is imperative that XYZ Middle School specifically focus on the academic improvement

of ELs, which is directly related to English proficiency (Cheatham et al., 2014; Sheng et al., 2011).

The problem of ELs lacking proficiency in ELA is ongoing. Although the public data used for this study to identify the problem of ELs lacking ELA proficiency were the 2013 CST, the results from a more recent data source supported the fact that ELs continue to lack proficiency in ELA. California changed the standardized measure for school accountability from the CST to the Smarter Balanced Assessment in 2014. Results from the May 2015 administration continued to show that ELs did not meet standards in ELA and lagged far behind their peers (California Department of Education, 2015a). The principal of XYZ Middle School (personal communication, July 8, 2015) also validated that the problem has remained. ELs performed below proficiency on language arts department created common assessments and on the district created ELA benchmark. Furthermore, many ELs were not meeting grade level standards in ELA as reflected in their ELA course end-of-semester grades (principal, personal communication, July 8, 2015).

The purpose of the study was to examine teachers' self-efficacy to implement effective pedagogical strategies to support ELs in developing ELA proficiency. Schools would benefit from focusing on developing the ELA proficiency of ELs as the EL student population in U.S. schools is rapidly growing (U.S. Department of Education, 2013), especially in California (Kim & Garcia, 2014). EL student achievement is directly related to the quality of teacher instructional practices, teachers' knowledge and acceptance of linguistic diversity, and teachers' high efficacy of their ability to be successful (Akbari &

Tavassoli, 2014; Cheatham et al., 2011; Delgado, 2010; Echevarria et al., 2011; Greenfield, 2013; Haworth, McGee, & Kupu MacIntyre, 2015; Heineke, Coleman, Ferrell, & Kersemeier, 2012; Hopkins, 2012; Lewis et al., 2011; Renner, 2011; Sheng et al., 2011; Swanson et al., 2012). Thus, it is imperative that education leaders ensure that teachers have knowledge of research-based effective practices, including strategies acknowledging language diversity, and implement the strategies daily. Teachers must possess the skills necessary to increase EL achievement on a consistent basis (Baecher et al., 2012; Hopkins, 2012; Kim & Garcia, 2014; Pease-Alvarez et al., 2010; Renner, 2011; Sanford et al., 2012).

Evidence of the Problem from the Professional Literature

The academic success of ELs is directly related to ELA proficiency (Cheatham et al., 2014; Sheng et al., 2011). English proficiency and mastery of academic content standards both affect the academic achievement of ELs. Teachers and the daily instruction provided to students have the greatest impact on the academic achievement of students (Hopkins, 2012; Renner, 2011; Kim & Garcia, 2014; Schmoker, 2006; Sheng et al., 2011). The alignment of teachers' instructional strategies to research-based best practices for EL instruction and the degree of implementation of the strategies determine the extent of improving English proficiency and academic achievement of ELs (Echevarria et al., 2011). The consistent use of evidence-based instruction and practices by teachers is paramount (Swanson et al., 2012). However, effective training to support the development of teachers' self-efficacy in teaching ELs is lacking (Haworth et al.,

2015; Liu, Jones, & Sadera, 2010; Pettit, 2011; Sheng et al., 2011; Taylor, Ahlgrim-Dezell, & Flowers, 2010).

Several factors contribute to ELs' lack of ELA proficiency and academic progress. Schmoker (2006) attributed ineffective instruction as being a primary factor in the lack of progress by ELs. Swanson et al. (2012) posited that a misalignment between practices teachers use and those backed by research is evident in classrooms, which contributes to ineffective instruction. Many teachers may consider themselves ineffective when teaching ELs, as one third of American teachers admitted they have not received adequate formal training on how to teach this segment of the student population (Baecher et al., 2012; Cellante & Donne, 2013; Heineke et al., 2012; Hopkins, 2012; Pease-Alvarez et al., 2010; Pereira & Gentry, 2013; Pettit, 2011; Renner, 2011; Sheng et al., 2011). A lack of linguistically responsive practices in schools also contributes to ELs' lack of English proficiency and academic achievement (Haworth et al., 2015; Heineke et al., 2012).

ELs experience other aspects of the U.S. educational system that may also contribute to their lack of progress in English proficiency and academic achievement. Western-style education in the United States is more individualistic as opposed to the collectivist culture of other countries (Decapua & Marshall, 2011; Sheng et al., 2011). ELs often remain in language learning programs or special education their entire school experience, which causes a failure to develop the academic English needed to be successful in U.S. schools (Aguirre-Munoz & Boscardin, 2008; Boone, 2013; Cheatham et al., 2014; Greenfield, 2013; Kim & Garcia, 2014; Slama, 2012). Heineke et al. (2012)

coined the term *ESL ghetto* as they described the difficulties ELs face in moving into mainstream classrooms from the low-level track where they are placed. Participation in low-level EL and special education programs often causes ELs to fall further behind due to the lack of rigor and challenge (Heineke et al., 2012; Kim & Garcia, 2014). ELs experience difficulty as they progress through schools because the English needed for academic success is complex and demanding while increasing in intensity through the grade levels (Ardasheva et al., 2012; Echevarria et al., 2011; Keiffer, 2008; Kim & Herman, 2009; Quirk & Beem, 2012; Renner, 2011; Sanford et al., 2012). Finally, a language barrier contributes to the difficulty ELs have in developing their English proficiency because U.S. teachers do not use the students' primary language to support the development of English as the student's second language (Greenfield, 2013; Kim & Herman, 2009). Teachers' lack of understanding second language acquisition exemplifies this problem (Cheatham et al., 2014; Heineke et al., 2012).

There are factors outside of the realm of the school that contribute to the lack of English proficiency and academic achievement of ELs. Some ELs struggle in U.S. schools due to a limited education in their primary language (Decapua & Marshall, 2011). The families' socioeconomic status plays a role in the students' academic achievement. ELs from low-income families or those whose parents have limited education are more likely to exhibit a lack of English development and academic achievement (Ardasheva et al., 2012; Heineke et al., 2012; Sheng et al., 2011).

The lack of ELA proficiency may have devastating effects on ELs. ELs not making adequate progress in developing English proficiency get poor grades and do not

perform well academically (Sheng et al., 2011). Students with low grade point averages are more likely to drop out of high school (Boone, 2013). ELs experiencing a lack of English proficiency have reading difficulties, remain in low-level classes that do not prepare them to graduate high school or to be successful in postsecondary studies, are not prepared to take high school exit exams, and are overrepresented in special education (Boone, 2013; Cheatham et al., 2011; Keiffer, 2008; Kim & Garcia, 2014; Slama, 2012). Frustrated ELs are more likely to drop out of high school (Kim & Garcia, 2014; Kim & Herman, 2009; Pereira & Gentry, 2013; Renner, 2011; Sheng et al., 2011; Slama, 2012). The purpose of the study was to examine teachers' perceptions of their self-efficacy to implement effective pedagogical strategies to support ELs in developing ELA proficiency.

Definitions

Adequate yearly progress (AYP): NCLB (2002) required each state to establish an accountability system that included an annual report to measure progress toward meeting the federal goal of all students becoming proficient in ELA and math by 2014. After the first 3 years of NCLB, the AYP percent proficient criteria increased 11% annually until reaching 100% in 2014 (No Child Left Behind, 2013).

California English Language Development Test (CELDT): The English proficiency test used by all districts in the state to determine the level of English proficiency, in the domains of listening, speaking, reading, and writing, of students whose primary language is other than English. The CELDT is administered annually to

ELs until they are reclassified as Fluent English Proficient (California Department of Education, 2013).

California Standards Test (CST): The CSTs were part of the Standards Testing and Reporting (STAR) battery of assessments administered in California until the 2012-2013 school year. CSTs are criterion-referenced tests that assess student proficiency in ELA, mathematics, science, and social studies content standards. The CST in ELA measures ELA proficiency of all California students in the clusters of word analysis, reading comprehension, literary response and analysis, writing conventions, and writing strategies (California Department of Education, 2013).

Cross-cultural, Language and Academic Development (CLAD) Certificate: In California, CLAD is the EL authorization provided to teachers through completion of a credential program (California Commission on Teacher Credentialing [CCTC], 2015). Course work for the CLAD certificate is built into teacher credentialing programs in California. The CLAD certificate permits teachers to provide instruction for English language development and to deliver specially designed academic instruction to ELs (CCTC, 2015). Bilingual teachers may earn a Bilingual Cross-cultural, Language and Academic Development (BCLAD) certificate that allows them to deliver content in the primary language and provide instruction for primary language development (CTCC, 2015).

English learner (EL): In California, an EL is a student in Grades K-12 who has not developed listening, speaking, writing, and reading proficiencies in English to adequately participate in the regular school program (California Department of

Education, 2013). EL students need “specialized and effective language support to fully participate in English-only educational programs” (Sanford et al., 2012, p. 56).

English proficiency: English proficiency is language-specific knowledge, such as vocabulary, structures, and contextually appropriate language use (Ardasheva et al., 2012).

Home Language Survey: A form required by the federal and state governments that parents complete when a student enters a California school to determine the language used in the home. If the Home Language Survey lists a primary language other than English, the student is administered an English language proficiency test as required by the federal government. In California, if the student does not score high enough on the initial CELDT, the student is identified as an EL and enters an appropriate program (California Department of Education, 2013).

Linguistically responsive practice: School practices that “construct policies, foundations, structures, and communities to value, celebrate, and utilize language and linguistic diversity” (Heineke et al., 2012, p. 131).

Long-term English learner (LTEL): A long-term EL is defined as an EL who has attended schools in the United States for 7 or more years and continues to require language support (Menken, Kleyn, & Chae, 2012).

Second language acquisition: “Both the study of the individuals and of groups who are learning a language subsequent to learning their first one as young children and to the process of learning that language” (Saville-Troike, 2012, p. 2).

Second language acquisition theory: Second language acquisition theory is concerned with any phenomena involved with acquiring a second language (Saville-Troike, 2012).

Smarter Balanced Assessments: Smarter Balanced Assessments are computer-based tests for ELA and mathematics created by the SBAC. These new tests are aligned with the state's [California] rigorous new standards for English language arts/literacy and math [Common Core]. Smarter Balanced is a part of a comprehensive new testing program called California Assessment of Student Performance and Progress (CAASPP), which replaces the Standardized Testing and Reporting [STAR] Program that expired on July 1, 2013. (California Department of Education, 2015a, p. 1) The ELA/Literacy assessment measures student proficiency in reading (demonstrating understanding of literary and nonfiction text), writing (producing clear and purposeful writing), listening (demonstrating effective communication skills), and research/inquiry (investigating, analyzing, and presenting information).

Subgroup: For federal accountability purposes, a subgroup is a group of students that number more than 100 or 15% of the school's student population (NCLB, 2002). XYZ Middle School's subgroups are ELs, Hispanic, socioeconomically disadvantaged, and White.

Teacher self-efficacy: The belief teachers have in their abilities and skills to influence the learning and outcomes of students in a positive manner (Sosa & Gomez, 2012).

Significance

Examining the local problem of the lack of ELA proficiency among ELs is significant to the local setting due to the possibility of changing teachers' pedagogical practices in working with EL students. Developing teachers' knowledge of and ability to implement effective pedagogical practices will contribute to increasing ELs' proficiency in ELA. All students in the United States are required to achieve certain levels of proficiency in English and mathematics due to federal and state accountability; ELs are not exempt (NCLB, 2002). ELs at XYZ Middle School have not been making adequate progress in meeting federal proficiency requirements in ELA. School stakeholders must focus on the academic achievement of ELs to meet requirements in the current high-stakes accountability system.

Changing teachers' pedagogical practices in instructing ELs could affect the lives of ELs positively. Increasing teacher knowledge of and effectiveness implementing research-based best practices in instructing ELs may contribute to ELs possessing the ELA skills that will lead to high school graduation and success in postsecondary studies. Furthermore, ELA proficient ELs will possess the reading, writing, and communication skills necessary to be competitive in the workforce. When ELs do not achieve academically, it affects the nation's economy through a high unemployment rate and a workforce lacking necessary skills (Boone, 2013). EL students proficient in English have a higher chance of contributing positively to the economic stability of the local community and of becoming productive members of society.

The outcome of this study may benefit teachers. Teachers will gain a better understanding of research-based practices to support ELs in developing proficiency in ELA, thus increasing their self-efficacy. An increase in teacher self-efficacy in pedagogical strategies will contribute to ELs' development of proficiency in ELA.

Guiding/Research Question

The following research question guided the qualitative study to examine the lack of proficiency by ELs as measured by the CST in ELA. The research question explored teachers' perceptions about their efficacy of supporting ELs in ELA.

- What are teachers' perceptions of their efficacy to implement effective pedagogical strategies to support middle school EL students in developing proficiency in ELA?

By addressing this research question, I attempted to shed light on the problem of ELs' lack of ELA proficiency at XYZ Middle School by examining teachers' perceptions of their efficacy to support ELs. Alignment between what teachers lack in professional preparation to meet students' needs and research-based pedagogy was a focus.

Review of the Literature

A review of the literature provided scholarly insight and understanding of current trends in regards to the academic achievement of ELs. Educational databases, such as ERIC, SAGE, Education Complete, and Thoreau were used to access peer-reviewed scholarly articles on the topic. A thorough search of the topic was conducted using several headings (i.e., *English Learners*, *English proficiency*, *second language learners*,

teacher perception, teacher preparation, academic achievement) and several Boolean combinations (i.e., *English learners and academic achievement, teacher perception and instructional practices, teacher and self-efficacy, teacher preparation and English learners*). Additionally, Google Scholar provided articles and ProQuest allowed access to doctoral dissertations. Reviewing current literature provided background information to think critically about the topic and generate new questions. The topics covered in the literature review are

- EL identification process;
- program options for placement of ELs;
- measure of EL proficiency on CST;
- effects of lack of English proficiency on ELs;
- teacher education programs in California
- teachers' perceptions of their preparation to support ELs; and
- teachers' self-efficacy of their ability to support ELs in the classroom.

Theoretical Framework

Theoretical perspectives dictate how one views the world (Bogdan & Biklen, 2007; Theoharis & Causton-Theoharis, 2008). In qualitative research, a theoretical framework provides a specific lens with which the researcher views every aspect of the study (Anfara & Mertz, 2015; Merriam, 2009). A theoretical lens provides focus for all components of qualitative methodology. According to Anfara and Mertz (2015), the theoretical framework of the study will determine research design, identify data collection methods, define questions for interviews, provide focus for data analysis, and

organize findings. Using a theoretical framework as a “way of seeing” helps the researcher study the phenomenon and answer research questions through a specific perspective (Anfara & Mertz, 2015; Merriam, 2009).

Second language acquisition theory is the theoretical framework for this study and served as a lens for examining the phenomenon of ELs’ lack of proficiency in ELA. Chapelle (2009) described a theory as statements explaining why natural phenomena occur the way they do. Understanding the processes of how children acquire a second language is imperative for educators and policy-makers to ensure academic success for ELs (Cheatham et al., 2014).

The definition of second language acquisition is twofold. Saville-Troike (2012) stated that second language acquisition “refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children and to the process of learning that language” (p. 2). According to second language acquisition theory, language is a complex interactive system for communicating meaning and is influenced by approaches from linguistics, psycholinguistics, sociolinguistics, and social psychology disciplines (Chapelle, 2009; Montrul, 2012; Renner, 2011; Saville-Troike, 2012). Second language acquisition theory is concerned with any phenomena involved with acquiring a second language (Saville-Troike, 2012).

As a theoretical framework, second language acquisition theory influences the research approach, research questions, survey development, and data analysis of this study. A qualitative case study approach allowed me to view the phenomenon through a second language acquisition theory lens. The second language acquisition lens influenced

the research question as it was written to best provide insight on the problem of ELs lacking ELA proficiency. Second language acquisition influenced the development of the study's anonymous survey by focusing on questions that would best provide insight into participants' views of how they support second language acquisition and ELA content proficiency in their mainstream classroom. The study's theoretical framework focuses data analysis by providing concepts that a researcher may use to code the data (Anfara & Mertz, 2015). The theory of second language acquisition relates to the study as it is the lens educators must look through to ensure ELs are developing proficiency in ELA.

EL Identification Process

The federal government has mandated that states have procedures in place to identify students whose primary language is other than English and have a protocol to assess their level of English proficiency (U.S. Department of Education, 2013).

California uses the Home Language Survey as the initial means of determining if a student's primary language is other than English (California Department of Education, 2015b). Parents complete the form upon registering a student for school. Based on the responses the parent provides on the form, the school identifies the student as *English only* or *English learner*. If the student is determined to be an EL and is new to California public schools, the student will take the California English Language Development Test (CELDT) to determine the student's initial English proficiency level. A student receiving an overall score of advanced or early advanced is classified as initially fluent English proficient (I-FEP) and is not identified as an EL. However, if the student scores below the

early advanced band, the student is identified as an EL and placed in an appropriate educational program.

Taherbhai et al. (2014) posited that using a compensatory model for measuring English proficiency, such as the CELDT, is not an adequate model because it does not require the student to reach target criteria for each skill of language proficiency (listening, speaking, reading, and writing), but only provides an overall score. A student could be considered proficient in overall English acquisition, but not be proficient in reading, which is the language skill most necessary for academic success. States may need to review their assessment tool to ensure an accurate representation of student English acquisition in all four domains of listening, speaking, reading, and writing (Taherbhai et al., 2014).

The federal government also requires states to have a protocol for exiting students from EL status. California allows districts to create their own exit criteria (California Department of Education, 2015b). In the district where XYZ Middle School is located, there are three components included in the criteria to exit a student from EL status and classify him or her as redesignated fluent English proficient (R-FEP). The director of K-12 programs in the district (personal communication, February 2, 2014) reported that the student must score advanced or early advanced on the overall CELDT with no domain under the intermediate level, have a 2.5 grade point average at semester, score proficient or advanced on the state test in ELA, and have parent approval. The criteria are challenging for ELs; English only students have difficulty meeting the state test requirement.

Program Options for Placement of ELs

According to the California Department of Education (2015a), schools have three placement options for ELs. Structured English Immersion (SEI) is a placement for ELs who lack reasonable fluency in English. Teachers in an SEI classroom provide instruction in English but “with curriculum and presentation designed for children who are learning the language” (California Department of Education, 2015a, p. 1). ELs who possess an adequate level of English proficiency are placed in an English Language Mainstream (ELM) program where they receive language development instruction as well as additional support in deficient academic areas (California Department of Education, 2015a). A final option approved by the state is an alternative program that provides instruction of academic subject areas in the student’s primary language with language development targeted to the student’s specific overall English proficiency level (California Department of Education, 2015a).

Carefully designed educational programs for ELs that include language supports and a focus on academic language and second language acquisition are needed as placement options for ELs (Cheatham et al., 2014; Chen & Eslami, 2013; Menken et al., 2012). ELs placed in an inappropriate instructional program or a program poorly designed to meet their needs can experience negative effects due to the placement. Programs that lack adequate language support services are more apt to create long-term ELs (Menken et al., 2012). Many programs ELs are placed in are lower level classes that lead to students making slower gains in English development and do not provide the student access to classes required for graduation from high school (Cheatham et. al, 2014;

Kim & Herman, 2009; Slama, 2012). Furthermore, ELs are placed disproportionately in special education programs (Boone, 2013; Cheatham et al., 2014; McCray et al., 2011).

Measure of ELA Proficiency on the CST

Federal accountability through NCLB (2002) requires schools to measure the proficiency of students in ELA content standards annually. For schools to make adequate yearly progress (AYP) and meet federal accountability requirements as defined in NCLB, the schoolwide population, as well as each subgroup, must meet the percent proficient or advanced annual measureable objective standard for the year. A student subgroup, for accountability purposes, is composed of a group of students that number 100 or more or make up at least 15% of the school's student population (NCLB, 2002). ELs are an identified subgroup in the majority of California schools, including this study's research site.

Schools in California administered the CST to students to measure their proficiency in ELA, mathematics, writing, science, and social studies until May 2013. Each subject-specific CST had certain standard clusters it tested. For example, the ELA CST measured student proficiency in five clusters: reading comprehension, literary response and analysis, word analysis, writing convention, and writing strategies (California Department of Education, 2013). Student scores on each assessment were combined to determine whether subgroups and the school as a whole met AYP requirements. Individual students' CST scores were measured using five performance bands: advanced, proficient, basic, below basic, and far below basic. The requirement of NCLB (2002) was that all students score proficient or advanced on each CST. ELs have a

disadvantage in taking standardized tests as they may not have the English required to perform well on assessments administered in English, therefore contributing to an achievement gap between ELs and other subgroups (Kim & Herman, 2009; Menken et al., 2012).

Effects of the Lack of English Proficiency on ELs

A lack of English proficiency has several adverse effects on ELs. ELs who lack English proficiency experience academic disadvantages such as achieving lower in reading comprehension, dropping out of high school, and not being prepared for postsecondary coursework (Gutierrez & Vanderwood, 2013; Otaiba et al., 2009; Pease-Alvarez et al., 2010; Quirk & Beem, 2012). These academic disadvantages contribute to an achievement gap between ELs and other students. ELs often score lower on standardized assessments than their non-EL peers (McCray et al., 2011; Menken et al., 2012).

A lack of English proficiency by students identified as ELs has contributed to an identified achievement gap between ELs and their non-EL peers on federal accountability measures (Hopkins, 2012; Kim & Herman, 2009; Sanford et al., 2012). ELs perform lower than their non-EL peers across content areas as well as grade levels (McCray et al., 2011). Content areas that are based in literacy show larger achievement gaps in academic performance compared to mathematics (Quirk & Beem, 2012). As grade level literacy requirements become more complex through the grade spans, the achievement gap between ELs and their non-EL peers widens (Quirk & Beem, 2012).

Lack of English proficiency has adverse consequences for ELs. ELs may drop out of high school as a result of lacking proficiency in English (Boone, 2013; Gottardo & Mueller, 2009; Kim & Garcia, 2014; Kim & Herman, 2009; McCray et al., 2011; Otaiba et al., 2009; Sheng et al., 2011; Slama, 2012). ELs who are not proficient in English have a difficult time passing high school exit exams and may have less access to classes needed to graduate from high school (Boone, 2013; Kim & Herman, 2009; Slama, 2012). Lacking English proficiency often leads to ELs being placed in lower level classes, which research has shown causes them to make slower gains due to the lack of rigor and challenge in the courses (Cheatham et al., 2014; Kim & Garcia, 2014). This contributes to ELs not developing the academic English required to be successful in mainstream classes (Cheatham et al., 2014; Heineke et al., 2012; Slama, 2012). Slama (2012) stated that ELs who received a high school diploma but still lacked English proficiency had inadequate language skills to be successful at a postsecondary institution. Furthermore, ELs are more often retained and disproportionately entered into special education programs (Boone, 2013; Cheatham et al., 2014; Otaiba et al., 2009; McCray et al., 2011; Menken et al., 2012; Sanford et al., 2012). EL students who are placed in special education improperly often experience rejection by peers due to a stigmatizing label, lowered teacher expectations, and lowered self-esteem (Cheatham et al., 2014). ELs who do not make adequate English progress can experience negative affective consequences during adolescence, earn low overall academic grades, and live in poverty as adults (Kim & Herman, 2009; McCray et al., 2011; Menken et al., 2012).

Lack of English proficiency over a period of time creates LTELs (Kim & Herman, 2009; Menken et al., 2012; Slama, 2012). Kim and Herman (2009) estimated that 60% of ELs do not exit EL status after 10 years in public school. Menken et al. (2012) defined LTELs as “students who have attended school in the United States for 7 or more years and continue to require language support services in school” (p. 122). Several factors contribute to an EL becoming a LTEL. These factors include inconsistency across schools and programs within schools, limited literacy in the student’s primary language, placement in an English only program without adequate language support, and significant gaps in language services (Menken et al., 2012). LTELs are overrepresented in dropout rates across the nation (Kim & Herman, 2009; Menken et al., 2012).

Teacher Education Programs in California

According to the CCTC (2015), teacher education programs in the state embed course work for an EL authorization in their teaching credential course work. The authorization in California to teach ELs is the Cross-cultural, Language and Academic Development (CLAD) certificate (CCTC, 2015). Teachers who do not earn their teaching credential from a program in California may satisfy the CLAD requirement through an approved California Teachers of English Learners (CTEL) program, passing an examination, or a combination of both course work and exams (CCTC, 2015). Although the CTCC has established requirements for topics that must be covered in approved credentialing courses, colleges and universities have autonomy on what fulfillment of requirements look in each program (CCTC, 2015).

Teacher Perceptions of Their Preparation to Support ELs

Public school teachers across the nation are experiencing larger numbers of ELs in their classrooms due to the rapid increase of families whose primary language is not English (Faez, 2012; Haworth et al., 2015; O'Brien, 2011; Shaw, Lyon, Stoddart, Mosqueda, & Menon, 2014; Turkan & Buzick, 2016). This is causing United States' classrooms to be more diverse than ever before (Chu, 2011; Haworth et al., 2015; Heineke et al., 2012; Menken et al., 2012; Turkan & Buzick, 2016). Adequate teacher preparation is important in effectively supporting ELs' development of ELA proficiency (Baecher et al., 2012; de Jong, Harper, & Coady, 2013; Faez, 2012; Haworth et al., 2015; Hopkins, 2013). Despite the importance of adequate teacher preparation practices, research shows that less than 1/3 of teachers across the United States have received formal training on second language acquisition and best practices to meet the needs of ELs in attaining proficiency in English (Baecher et al., 2012; de Jong et al., 2013; Faez, 2012; Richards-Tutor et al., 2013; Shaw et al., 2014; Sheng et al., 2011; Turkan & Buzick, 2016). Teachers may be highly qualified in their content area and lack the skills and knowledge to adequately instruct EL students in their mainstream classrooms (de Jong et al., 2013; Faez, 2012; Turkan & Buzick, 2016).

Inadequate teacher training is an obstacle to the achievement of ELs (Haworth et al., 2015; Heineke et al., 2012; O'Brien, 2011). Teacher preparation programs through colleges and universities may not sufficiently provide pre-service teachers with the skills needed to teach ELs effectively (Faez, 2012; Turkan & Buzick, 2016). One problem is that programs are autonomous in that they create their own content, which may lack

consistency with other programs (Faez, 2012). Furthermore, the pedagogies and strategies taught in teacher preparation classes to support diverse students vary greatly (Faez, 2012; Turken & Buzick, 2016). Another concern with teacher preparation programs is that faculty at colleges and universities may lack the skills necessary to teach ELs in mainstream classes (Turken & Buzick, 2016). O'Brien's (2011) study indicated that teachers believed their university preparation program was inadequate in supporting their development of pedagogical practices for ELs.

Teachers admitted they would benefit from effective professional development opportunities to better meet the unique needs of EL students (Mady, 2012; O'Brien, 2011). Teachers also believed district trainings did not prepare them for supporting ELs in a classroom setting (O'Brien, 2011). District-sponsored trainings often do not provide a strong base in theories, research, and pedagogy for EL instruction (Heineke et al., 2012). The lack of effective teacher preparation through college and university programs, as well as the lack of professional development from districts, contribute to teachers' lack of knowledge and pedagogical skills to instruct ELs (Baecher et al., 2012; de Jong et al., 2013; Faez, 2012; O'Brien, 2011; Richards-Tutor et al., 2013; Shaw et al., 2014; Sheng et al., 2011; Turkan & Buzick, 2016).

Teachers' Self-Efficacy of Their Ability to Support ELs

Sosa and Gomez (2012) defined teachers' self-efficacy as "teachers' belief in their skills and abilities to positively influence students' learning outcomes" (p. 879). Other researchers provide a similar description of teacher self-efficacy (Ahmed, 2011; Akbari & Tavassoli, 2014; Chu, 2011; Faez, 2012; Haworth et al., 2015; Kurt, Gungor, &

Ekici, 2014; Menken et al., 2012). Haworth et al. (2015) expanded the definition of teacher self-efficacy adding that self-efficacy is contextual. Teachers may be efficacious regarding one group of students or subject, while having low-efficacy with another group of students or subject (Akbari & Tavassoli, 2014; Chu, 2011; Faez, 2012; Haworth et al., 2015). Teachers' belief in their self-efficacy has a direct impact on their teaching practices (Faez, 2012). Because of this, creating and sustaining highly efficacious teachers should be a focus of teacher preparation programs and school districts.

Teachers are faced with a challenge to improve the learning of culturally and linguistically diverse students, which is creating teacher uncertainty in their abilities (Chu, 2011; Shaw et al., 2014). Teachers, school leaders, and district leaders must make it a priority to focus on the instruction provided to ELs in content areas by all teachers (de Jong et al., 2013; Faez, 2012; Haworth et al., 2015; McCray et al., 2011). In the study conducted by O'Brien (2011), teachers conveyed the importance of effective trainings and site support in developing their abilities to efficiently teach ELs. Teachers reported that their self-efficacy in teaching ELs would increase with more support and professional development (Mady, 2012; O'Brien, 2011; Sosa & Gomez, 2012). Supporting the continuing educational and practical experience of teachers will increase their comfort in using effective instructional practices with ELs (Kim & Garcia, 2014; Liu et al., 2010). Teachers' self-efficacy greatly affects their perceptions of students and teaching behaviors (Faez, 2012; Sosa & Gomez, 2012).

Developing teachers' self-efficacy in supporting ELs is paramount as highly efficacious teachers increase students' academic resilience, motivation, and engagement

(Ahmed, 2011; Akbari & Tavassoli, 2014; Faez, 2012; Haworth et al., 2015; Sosa & Gomez, 2012). At-risk students who develop the ability to be resilient can overcome obstacles and achieve (Sosa & Gomez, 2012). Teachers who perceive themselves as possessing the ability to support ELs are able to establish positive relationships with students, provide students with challenging academic work, and have high expectations for all students (Ahmed, 2011; Akbari & Tavassoli, 2014; Chu, 2012; Kurt et al., 2014; Sosa & Gomez, 2012). Because teachers have the most influence over student resilience and have a vital impact on student achievement school leaders have an obligation to build teacher efficacy (Akbari & Tavassoli, 2014; Sosa & Gomez, 2012).

It is important to note that some teachers admitted they did not have the ability to provide effective instruction to ELs but recognized that paraprofessionals possessed the necessary skills to teach ELs (Haworth et al., 2015). In these cases, the teachers did not feel the need to develop specific teaching strategies to effectively teach ELs as they believed it was the responsibility of the paraprofessionals to teach ELs (Haworth et al., 2015). These teachers were not motivated to develop adequate skills.

Aligning teachers' teaching practices and perceptions of their instruction for ELs to research-based strategies focused on second language acquisition is lacking (Cheatham et al., 2014; Mady, 2012). In their study, Lewis et al. (2011) found a slight relationship between what teachers said they did in science instruction for EL and the teaching practices that were observed. This brings to light a possible misalignment between efforts to increase the academic achievement of ELs and classroom practices. Cheatham et al. (2014) noticed another misalignment: some teachers claimed to be knowledgeable about

ELs and believed they could meet their needs, but when observed, were unable to do so. Therefore, it is imperative that educational leaders provide the training and support to build teacher efficacy of their pedagogical skills and also monitor the alignment between effective pedagogy and actual classroom practice. Improving teacher effectiveness has the largest positive impact on student achievement (Akbari & Tavassoli, 2014; Schmoker, 2006).

In sum, attention to the needs of ELs is imperative for education as the number of limited English proficient students is growing dramatically in the United States (Chu, 2011; Dowdy et al., 2011; Otaiba et al., 2009; U.S. Census Bureau, 2014). School and district leaders would benefit from supporting the development of teachers' self-efficacy to increase the ELA achievement of ELs and close achievement gaps.

Implications

A series of professional development sessions were developed based upon the study's results. The goal of the sessions were to provide teachers with effective pedagogical strategies to support ELs in increasing ELA proficiency. Each professional development session will attempt to fill gaps where teachers feel they lack effective pedagogical strategies to be successful with developing ELA proficiency in ELs. Enhancing teachers' pedagogical knowledge may increase their self-efficacy in their ability to support ELs in gaining proficiency in ELA. Another component of the professional development opportunity focused on teachers being deliberate in their use of researched-based instructional strategies that benefit ELs on a daily basis. The professional development sessions included teacher collaboration, mentor support, and

job-embedded coaching opportunities. The local gap in practice between the ELs' lack of ELA proficiency and where teachers feel they lack skills were addressed throughout the proposed professional development sessions.

Furthermore, the lives of ELs would potentially be positively impacted through changing teachers' pedagogical practices in instructing ELs. EL students proficient in English have a higher chance of contributing positively to the economic stability of the local community and of becoming productive members of society.

Summary

XYZ Middle School EL students are failing to meet the ELA proficiency criteria as required by federal AYP criteria. The purpose of this study was to examine the perceptions of teachers in their ability to support the academic achievement of ELs. The local gap in practice between the lack of EL proficiency in ELA and where teachers view their skills to be lacking was addressed. There are adverse consequences on the lives of ELs who are not proficient in ELA. The classroom teacher and the daily instruction received by the student are the most significant indicators of EL success in developing ELA proficiency and achieving academically. It is important for administrators and teachers to develop a positive self-efficacy about their ability to increase ELs' proficiency in ELA.

Section 2 provides detailed information on the methodology used in this study. A qualitative case study approach was used to answer the study's research question with anonymous open-ended survey data collected and analyzed to pose light on this phenomenon. A series of professional development sessions were created based on the

study's findings to assist teachers and administrators in aligning classroom instruction with research-based strategies to enhance teachers' efficacy in supporting the development of ELA proficiency and academic achievement among ELs. An intense focus by educators on ensuring all students identified as ELs possess the knowledge and skills necessary to be competitive in the 21st century world will benefit society as a whole.

Section 2: The Methodology

Introduction

The problem this study investigated is middle school ELs' lack of proficiency in ELA. The purpose of the study was to examine teachers' self-efficacy to implement effective pedagogical strategies to support ELs in developing ELA proficiency. A lack of proficiency in ELA can have adverse effects on ELs, such as reading difficulties, placement in special education programs, underpreparation to enter postsecondary institutions, and dropping out of high school (Ardasheva et al., 2012; Cheatham et al., 2014; Gutierrez & Vanderwood, 2013; Keiffer, 2008; Kim & Garcia, 2014; Kim & Herman, 2009; Otaiba et al., 2009; Pereira & Gentry, 2013; Sheng et al., 2011; Slama, 2012). Teachers' positive self-efficacy in their skills and deliberate use of effective instructional practices daily to support the ELA growth of ELs is imperative. I used a qualitative research approach to understand the problem fully from the perceptions of the middle school teachers. Education studies are best conducted from a qualitative perspective to capture a deep understanding of the problem and answers to research questions (Merriam, 2009).

Research Design

A qualitative research approach was used to examine the problem of middle school ELs' lack of proficiency in ELA as measured by the CST. The research question was aligned with the use of a qualitative approach, as the intent is to make meaning of human behaviors in a natural context (Hatch, 2002; Lodico, Spaulding, & Voegtler, 2010; Merriam, 2009). Through this study, I attempted to understand behaviors from the

informants' perspectives; thus, it required a qualitative research approach (Bogdan & Biklen, 2007). Qualitative studies develop an in-depth understanding of a phenomenon through investigating how people make sense of their experiences (Bogdan & Biklen, 2007; Creswell, 2012; Lodico et al., 2010; Merriam, 2009). Yin (2015) stated that “qualitative research represents views and perspectives of people, explicitly attending to real-world contextual conditions” (p. 40), thus supporting the use of a qualitative research approach.

There are several qualitative designs used to gather information on how people interpret their life experiences. This study utilized a qualitative case study approach to provide insight to the study's research question. Case study research is designed to examine “contextualized phenomena within specified boundaries” (Hatch, 2002, p. 38). A case study is the detailed examination of a bounded system in one setting (Bogdan & Biklen, 2007; Creswell, 2012; Merriam, 2009; Yin, 2015). Seventh and eighth grade language arts teachers at a middle school were the bounded system to be investigated. The case study approach allowed insight into and a deep understanding of the teachers' perceptions in regards to EL proficiency in ELA and their own pedagogical efficacy to increase the academic achievement of ELs (Creswell, 2012; Lodico et al., 2010; Merriam, 2004).

Although other qualitative approaches, such as phenomenology, ethnography, grounded theory, and narrative analysis, also focus on the human experience, they are less effective in generating appropriate data to respond to the research question in this study (Merriam, 2009). For example, because the focus of a phenomenological study is to

derive the essence of the experience itself rather than focusing on how the participants make sense of the experience (Merriam, 2009), it was not an effective design for this study. An ethnographic approach was also not an appropriate design for this study, as ethnographies use the perspective of culture to interpret the phenomenon under study (Merriam, 2009; Yin, 2015), whereas this study did not. Grounded theory is not an adequate qualitative approach because this study was not focused on analyzing data to build a theory (Merriam, 2009). Finally, narrative analysis was not suitable to this investigation because using stories that describe personal experiences of poverty, inequality, sexism, or other cultural and societal experiences were not appropriate data to adequately address the research question (Merriam, 2009). A case study format aligns most effectively with this study's purpose and research question due to its focus on understanding how people interpret their lives and experiences in a bounded system as the unit of analysis (Merriam, 2009; Yin, 2015).

Participants

Purposeful sampling was used to select participants for this study. Purposeful sampling allows a researcher to recruit informants who best provide insights to gain a deep understanding of the phenomenon under study (Bogdan & Biklen, 2007; Creswell, 2012; Hatch, 2002; Lodico et al., 2010; Merriam, 2009; Yin, 2015). "Information rich" participants are provided through purposeful sampling (Yin, 2015, p. 138). A homogenous sample of participants who share common characteristics is useful for studying a bounded system in depth (Creswell, 2012; Hatch, 2002; Lodico et al., 2010; Merriam, 2009). The bounded system I examined consisted of seventh and eighth grade

language arts teachers, who taught middle school ELs in a general education setting, in at least their second year of teaching. Participants for this study met two criteria. The criteria used for selecting teachers for this study were that participants taught ELA to middle school ELs and not be in their first year of teaching. First year teachers were not invited to participate in this study due to limited experience as a teacher. XYZ Middle School employed 14 teachers who meet the criteria. Teachers who met the purposeful sample criteria were provided a consent form with information explaining the study. This allowed teachers to understand the study before they decided to participate. The teachers providing informed consent (through completing and submitting an anonymous survey) were the study's participants. The nature of case study research allows for a small sample size of participants experiencing the phenomenon under study; therefore, having 14 or fewer participants in a case study is acceptable (Creswell, 2012; Merriam, 2009). Yin (2015) supported using a small sample size in qualitative studies because generalization to a larger population is not the intent of qualitative research.

Procedure for Gaining Access to Participants

Gaining access to participants involves identifying gatekeepers who control access to the research setting (Creswell, 2012; Hatch, 2002; Merriam, 2009). To get permission to conduct the study, I gained cooperation at the site level and the district level by first seeking site level permission. I met with the principal and provided him with an informed consent so that he understood what would be expected of the teachers who agreed to participate. I gained access at the district level by meeting with the district's superintendent and providing him with information as well. The key

gatekeepers were provided with the following information as suggested by several authors (Bogdan & Biklen, 2007; Creswell, 2012; Hatch, 2002; Merriam, 2009):

- the purpose of the study,
- the level of disruption to the site,
- the plan for communicating the study's findings,
- the benefit to the district, site, and individual teachers,
- the procedures for maintaining anonymity,
- the requirements of participants, and
- the process of gaining informed consent.

Additionally, the gatekeepers were provided information to become familiar with the types of questions that were asked (Creswell, 2012). I gained written permission from the superintendent and site principal before providing informed consent to teachers.

After receiving necessary permissions to begin the study and access potential participants, I scheduled a meeting with the 14 teachers who met the established criteria. Each potential participant was provided with an informed consent form at this meeting and information about the study. I stressed that participation was voluntary, confidentiality would be maintained at all times, anonymity of the survey responses would be preserved using Survey Monkey, and there would be no repercussions if a teacher decided not to participate or decided to withdraw from the study after it began. I emphasized the anonymity of the survey data because of my current administrative role at the district office. This helped prevent teachers from feeling coerced into participating. Participants were encouraged to ask questions about the study to ensure they were better

able to make an informed decision on whether to participate (Yin, 2015). After the meeting, I e-mailed the informed consent and a link to the anonymous survey to participants. The survey was created using Survey Monkey in order to ensure the anonymity of the participants and their responses. The purpose of the meeting was for me to build relationships with potential participants, to explain the study, and to allow potential participants to ask questions (Creswell, 2012; Yin, 2015). Participants provided implied consent when they completed and submitted the anonymous survey.

Methods for Establishing a Researcher–Participant Relationship

A close relationship between researcher and participant is important for the researcher to have access to required data (Hatch, 2002; Lodico et al., 2010). In the role of researcher, I implemented several strategies to establish and maintain a positive researcher-participant relationship. Due to my previous position at the research site, I developed a positive relationship with the participants while serving as their assistant principal. This supported the development of a positive researcher-participant relationship. While I am no longer the assistant principal at the site nor serve in a supervisory role over potential participants, I do currently serve as a district-level administrator. Other strategies I employed to contribute to the establishment of a close researcher–participant relationship included explicitly providing participants with information regarding what the study involved, providing information on what was expected of them throughout the study, and allowing them to ask questions (Creswell, 2012; Hatch, 2002; Yin, 2015). Furthermore, as Hatch (2002) suggested, initial interactions, while explaining the informed consent, were focused on building a close

relationship and allowing participants to gain comfort with my role as an investigator. Due to my position as a former site administrator and current district office administrator, data were collected anonymously, through Survey Monkey. This increased participants' comfort and prevented coercion to participate. Furthermore, no identifying demographic information was requested (Creswell, 2012). By implementing these strategies, a positive researcher–participant relationship was established and maintained.

Creswell (2012) asserted that potential power imbalances between the researcher and participants need to be identified and addressed. Because I am the former assistant principal at the research site and current district-level administrator, a possible imbalance may have existed between me, as the researcher, and the teacher participants in the study. To address this imbalance, I did not conduct face-to-face interviews with teacher participants, but collected data through an online anonymous open-ended survey using Survey Monkey (Creswell, 2012). As another precaution, I did not collect signed informed consent forms from participants. The completed anonymous surveys submitted by participants served as implied consent. This prevented me from knowing which participants agreed to participate in the study. These precautions supported the establishment and maintenance of a close researcher–participant relationship.

Measures for Ethical Protection of Participants

Ethical considerations are of primary importance for researchers and must be identified and addressed at the forefront of the study (Bogdan & Biklen, 2007; Creswell, 2012; Hatch, 2002; Lodico et al., 2010; Merriam, 2007). Participant rights are an ethical issue requiring deliberate actions (Creswell, 2012; National Commission, 1979).

Participants have a right to know the purpose of the study, how findings will be used, and any potential social repercussions the study may bring about in their lives (Bodgan & Biklen, 2007; Creswell, 2012). As a part of the process to gain informed consent from potential participants, I disclosed the purpose of the research in general terms, informed participants that the findings would be written up as a project study and published, and explicitly shared any social ramifications (Bodgan & Biklen, 2007; Creswell, 2012; Yin, 2015). Participants were also informed that they had the right to refuse to participate or to withdraw from the study at any time without ramifications (Creswell, 2012; National Commission, 1979). Participants were provided with a copy of the informed consent form to review during a meeting and again when the anonymous survey was e-mailed. However, participants were not asked to sign the form, as this would breach anonymity. Rather, each prospective participant received an e-mail of the informed consent form that also contained a link to the anonymous survey. If participants chose to be a part of the study, they clicked the link, completed the survey, and submitted the survey. Implied consent was received when the participant submitted the completed survey.

Additionally, participants have the right to reciprocity; the right to gain something from the study (Bogdan & Biklen, 2007; Creswell, 2012; Hatch, 2002; Merriam, 2009). I will give back to participants by providing all 14 potential participants with an executive summary of findings at the conclusion of the study. It is an ethical duty for researchers to identify and account for the rights of participants (Yin, 2015).

Protecting participant confidentiality is an ethical issue needing to be explicitly addressed (Bogdan & Biklen, 2007; Creswell, 2012; Hatch, 2002; Merriam, 2009;

National Commission, 1979; Yin, 2015). To protect the confidentiality of participants in the study, data collection involved teachers providing survey responses anonymously with no identifying descriptors asked or demographic information recorded (Creswell, 2012). A data analysis system was developed where a pseudonym was used for the organization and a numbering system used for participants (Creswell, 2012; Merriam, 2009). The numbering system that was used for analysis purposes consisted of the label “Teacher” and then consecutive numbering; Teacher 1, Teacher 2, Teacher 3, etc. The numbering was assigned randomly to the completed anonymous surveys received through Survey Monkey. Because no demographic information was collected to protect anonymity, the numbering system did not include the grade level of the teacher. Quotes used in reporting the findings were carefully selected as not to contribute to participant identification (Merriam, 2009). Rather than focusing on any one individual in the study, an overarching picture of the participants as a group was developed while findings were analyzed and themes were developed (Creswell, 2012). Additionally, participants were informed that I am the only person with access to the raw data collected and that participant identities would not be able to be matched to responses due to the anonymity of the survey (Bogdan & Biklen, 2007; Hatch, 2002).

The Belmont Report (National Commission, 1979) stated that respect for persons mandates that participants have control over what happens to them. Before participants were used in this study, informed consent was obtained to ensure well informed voluntary participation (Creswell, 2012; National Commission, 1979). In combining suggested

elements from Creswell (2012), Hatch (2002), Lodico et al. (2012), and Yin (2015), the following components were included in the informed consent for this study:

- a disclosure of the purpose of the research and the expected length of participant involvement,
- a description of the procedures that directly involve the participants,
- a description of potential risks, discomforts, or social consequences,
- a description of possible benefits to participants and others,
- the systematic process used to ensure participant confidentiality; including how records were stored and who has access to data,
- contact information for someone participants can talk to with questions about the specific research or their participant rights, and
- a statement about participation being completely voluntary and that participants have the right to withdraw at any time without repercussions.

At no time were participants coerced into participating in the study (Bodgan & Biklen, 2007; National Commission, 1979). Furthermore, the informed consent was written in a manner comprehensible to participants (National Commission, 1979); free from research jargon.

A final ethical issue that was addressed is the protection of participants from harm (Lodico et al., 2010; Merriam, 2009; National Commission, 1979; Yin, 2015). Protection from harm includes both physical and emotional harm (Lodico et al., 2010; National Commission, 1979). There was no anticipated physical harm to participants related to this study. There was a possibility that participants may experience emotional distress with

the realization they may not adequately serve EL students. To address this risk, a statement was included on the survey referring participants to the district's EL teacher coach or site counselor as needed for dealing with distress (Merriam, 2009). Furthermore, participants were protected from harm that could result from their identity being revealed. Anonymity was maintained by not using any identifying comments or quotes from participants and ensuring the numbering system is random. The potential risks of the study, which were minimal, were disclosed and specific methods of addressing each was described during the process of gaining informed consent.

Data Collection

Qualitative case study research requires the use of data collection methods that are flexible, naturalistic, and contextualized (Lodico et al., 2010; Merriam, 2009). Such methods of data collection best permit the case study researcher to gain an in-depth understanding of how participants view their experiences with the phenomenon being studied (Bogdan & Biklen, 2007; Creswell, 2012; Merriam, 2009; Yin, 2015S). This study's research question required information from participants that uncovered their perceptions of their efficacy to support the development of ELA proficiency among ELs and of the instructional practices they use to meet the ELA needs of ELs. Because case studies investigate phenomenon in contexts and require the researcher to uncover meaning, develop understandings, and discover insights, interviews are common data gathering methods (Bodgan & Biklen, 2007; Creswell, 2012; Hatch, 2002; Lodico et al., 2010; Merriam, 2009; Yin, 2015). Due to concerns of my perceived position of authority as a current district-level administrator, face-to-face interviews were not used as a source

of data. Instead, an online anonymous survey, through Survey Monkey, was used as the method for data collection. The use of an anonymous survey eliminated any possibility of teachers feeling coerced to participate because I am a current district administrator (although I have no supervisory role over teachers). The anonymous survey included open-ended questions that would be asked in a face-to-face interview.

Survey Instrument

Instead of conducting face-to-face interviews with participants, an anonymous open-ended survey (Appendix B) was used for data collection. The survey included questions that would have been asked in a face-to-face interview. The survey was created using Survey Monkey and the link provided to potential participants through their district e-mail. Survey Monkey maintains anonymity by allowing survey responses to populate into a chart with no recording of the respondent's e-mail address. Web-based surveys are useful because they provide the researcher with quick access to participants and a text database for analysis (Creswell, 2012; Lodico et al., 2010; Merriam, 2004). Anonymous surveys increase the likelihood that completed surveys are returned and participants respond honestly (Creswell, 2012; Lodico et al., 2010). Furthermore, open-ended survey questions allow participants to create their own options for responding that best allow them to voice their experiences without constraints from the researcher (Creswell, 2012; Yin, 2015). In this study, an anonymous open-ended survey was used to solicit participants' perceptions of their self-efficacy in pedagogical ability to support ELs in ELA and on instructional strategies they use to meet the needs of ELs.

I created the survey used in this study after reading teacher efficacy questions used by Hoover-Dempsey, Walker, Jones, and Reed (2002) and Everling (2013). The questions on this survey are the questions that would have been asked in a face-to-face interview. The survey consisted of a total of 20 open-ended questions that addressed the following topics:

- teachers' perceived efficacy for engaging EL students in learning ELA,
- teachers' perceived efficacy for implementing instructional strategies to teach ELs,
- teachers' self-reported pedagogical strategies to teach ELs, and
- teachers' perceived efficacy in their skills based on professional development they have received in credentialing program or through the district.

The 20 open-ended questions allowed the participants to share their views in their own words without restrictions (Creswell, 2012; Yin, 2015).

Conducting surveys using open-ended questions through the Internet provides a detailed text database for qualitative analysis while allowing for anonymity (Creswell, 2012). The study's survey was placed on Survey Monkey with the link e-mailed to participants. Survey Monkey was chosen as the online venue for the survey because it allows for responses to be returned anonymously and has the ability for the responses to populate into a chart automatically. The e-mail that includes the link to the survey included other information for participants that would normally be provided by the researcher before an actual interview. The e-mail included instructions for the process of the survey, the purpose of the study, the estimated time it will take to complete the study,

the plans for the use of survey results, the availability of a summary when research is complete, and assurance survey response will be anonymous (Creswell, 2012). The returned responses were anonymous as no identifying information was needed to complete the survey or to submit responses. Participants were provided as much space to respond to each open-ended question as needed as there is no character limit on Survey Monkey.

Conducting surveys through the Internet poses ethical considerations such as ensuring informed consent is provided and maintaining confidentiality. Participants provided implied consent when they submitted completed survey responses. Protection of privacy is a concern that was addressed by the survey responses being anonymous. There was no identifying information collected in the survey and care was taken to report findings as a whole group.

Process for Generating, Gathering, and Recording Data

Using suggestions from Bogdan and Biklen (2007), Creswell (2012), Hatch (2002), Lodico et al. (2010), and Merriam (2009), a process to gather and record survey data was developed. This study used a web-based anonymous survey as the source of data collection. After gaining access from the site principal and district superintendent and finalizing the survey on Survey Monkey, I went through the process of providing information on the study to potential participants by attending a language arts department meeting. At this meeting, I provided potential participants with an informed consent form (IRB approval number 04-01-16-0317879), reviewed the form with them, and answered any questions. After the meeting, I e-mailed the link to the anonymous survey to

participants' district e-mail address. The e-mail narrative that accompanied the survey link included informed consent information, instructions on how to take the online survey, a brief statement of the purpose of the study, a guarantee of the participant's confidentiality through the use of a numbering system, reassurance that there are no right or wrong answers, and plans for the use of the survey results (Bogdan & Biklen, 2007; Creswell, 2012; Hatch, 2002; Lodico et al., 2010; Merriam, 2009). The survey itself contained questions specific to the study's research question (Creswell, 2012; Lodico et al., 2010; Merriam, 2009).

At the end of the survey questions, participants were provided the opportunity to add anything that had not already been stated in his or her responses (Hatch, 2002). Before thanking participants for their insight and time, they were reminded of their importance to the study and informed when they will have access to the findings (Creswell, 2012; Hatch, 2002). Each participant provided implied consent by completing and submitting the survey.

Participants were given 1 week to complete the survey and submit responses electronically. The principal and superintendent provided permission for teachers to complete the survey during the work day; therefore, teachers were asked to complete the survey during their prep period. When the deadline for submission passed, the data collection phase of the study concluded. I protected the survey results from being accessed by others through storing the data on my password protected computer and by deleting the survey on Survey Monkey after the deadline for submission passed. Results from the survey provided information to answer study's research question.

Immediately after each participant responded to the survey and submitted their responses, the data was recorded anonymously through Survey Monkey. A research journal was used to record emerging understandings as the data was reviewed after being populated (Bogden & Biklen, 2007; Hatch, 2002). Themes were identified from analysis of the data collected. Using a systematic data gathering process combined with protocols for data recording, best permitted the examination of participants' experiences to gain the information required to answer the study's research question.

Systems to Keep Track of Data and Emerging Understandings

A qualitative researcher must have a system in place to keep data organized for analysis (Bogdan & Biklen, 2007; Merriam, 2009). A computer was used to keep track of data in the form of the survey responses from Survey Monkey. The survey Word files (saved from Survey Monkey) were organized on the computer for easy retrieval during analysis. Because my personal password protected computer was used to store data, I am the only one to have access to the data. Data files will remain on the computer for a period of five years. A research journal was used to monitor emerging understandings by tracking insights and patterns that may develop as data is gathered and analyzed (Bogdan & Biklen, 2007; Hatch, 2002; Merriam, 2009; Yin, 2015). These emerging understandings served as the basis for identifying themes.

The Role of the Researcher and Biases

When beginning this study, my professional role at the school site where this study took place was that of assistant principal where I served for eight years. However, during the writing of the proposal, I was promoted to the district office as Coordinator of

Special Services. While serving as assistant principal at the research site, I served a supervisory role over each of the participants, and all other site employees. However, because there were two other administrators at the site, I did not conduct the formal teacher evaluation for any teacher who was eligible to participate in the study.

Furthermore, when in the role of assistant principal, in anticipation of collecting data, I referred participating teachers to the other two administrators for any disciplinary issue.

My previous role as site assistant principal and my current role as a district office administrator may have influenced data collection. Teachers may have felt obligated to participate in the study or may not have felt as though they could respond honestly to the survey questions due to perceiving me in an administrative role rather than in a researcher role. In order to prevent coercion to participate, and to help ensure participants responded honestly, the data collection was anonymous. This may have helped participants separate my role as a district administrator and my role as a researcher.

As a former administrator at the site of study and a former teacher, I possess biases. All researchers come to the study with assumptions and biases, which need to be identified and addressed (Lodico et al., 2010). I analyzed my own assumptions and biases. First, my relationship with each participant may have caused me to look at the data through a bias lens and may have influenced how data are gathered and interpreted. Second, my former role as a teacher could have also contributed to bias. Lodico et al. (2010) suggested that the researcher anticipate any bias and incorporate ways to address to minimize influencing data collection and analysis. Conducting an anonymous survey

assisted in minimizing bias I may have brought to the data collection and analysis processes, as I did not know the identity of respondents.

Data Analysis

Qualitative data analysis is an iterative and inductive process (Bogdan & Biklen, 2007; Creswell, 2012; Hatch, 2002; Lodico et al., 2010; Merriam, 2009). Data obtained in this study were analyzed as they were populated into a table in Survey Monkey and were saved in a computer software program (Microsoft Word) when collected (Bogdan & Biklen, 2007; Hatch, 2002; Merriam, 2009). The more formal analysis was conducted after all of the data was gathered (Merriam, 2009). NVivo 10 for Windows was the qualitative software used to analysis text data from the anonymous surveys.

Qualitative data analysis is a systematic and comparative process used to gain meaning from text so that research questions can be answered (Bogdan & Biklen, 2007; Creswell, 2012; Hatch, 2002; Merriam, 2009). Data analysis “involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding” (Hatch, 2002, p. 144). Using suggestions from various authors, a systematic process was developed for analyzing data collected in this study (Bogdan & Biklen, 2007; Creswell, 2012; Lodico et al., 2010; Merriam, 2009; Yin, 2015).

The data analysis phase of the study began the day after the 1 week deadline to submit survey responses passed. To begin analyzing the data, each data source was prepared for coding immediately after it was collected. The anonymous survey data populated into a table through Survey Monkey when participants submitted their response. However, it was then saved in Microsoft Word and transferred to NVivo for

analysis. Open coding was used at the start of analysis to identify potentially useful data (Merriam, 2009). Analytical coding was next used as the initial codes were reviewed, interpreted, and reflected upon. Themes were generated from identifying the recurring patterns of the study and were used to answer the research question. When the anonymous survey data were ready to be analyzed, the following coding process was implemented:

- Read data several times to get a general sense of its contents and details while making notes (Bogdan & Biklen, 2007; Creswell, 2012; Lodico et al., 2010, Merriam, 2009).
- Begin coding the data by reading each section of text, bracketing the pieces that may be relevant to answering the research question, and assigning a code word or phrase to that text segment (Bogdan & Biklen, 2007; Creswell, 2012; Lodico et al., 2010; Merriam, 2009; Yin, 2015).
- Make a list of code words and phrases, group similar codes, and eliminate redundancies (Bogdan & Biklen, 2007; Creswell, 2012; Lodico et al., 2010; Merriam, 2009).

After all data were collected, formal analysis began by taking the master list of codes from the survey data and reviewing it again to look for supporting quotes from participants (Creswell, 2012; Merriam, 2009). Codes were examined in-depth to generate themes by identifying data that were most frequently discussed by participants and best communicated an understanding of the case (Creswell, 2012; Lodico et al., 2010;

Merriam, 2009; Yin, 2015). A research journal was used to record codes and emerging understandings (Appendix C).

Microsoft Word from the Microsoft Office Suite was used to assist in data analysis. Computer software allowed me to better record, organize, and manipulate text while I implemented the coding process outlined above (Bogdan & Biklen, 2007; Creswell, 2012; Merriam, 2009). Microsoft Word was also used to save data collected from the online anonymous survey completed by participants. When participants returned their responses from the Survey Monkey survey, responses were automatically populated into a table. However, to aid in the ease of analyzing and identifying emerging themes, the survey results were taken from Survey Monkey, saved in Microsoft Word, and transferred to NVivo for analysis. After survey data were in NVivo, the Survey Monkey survey was deleted from the Internet to prevent the raw data being available. Text data from the survey were analyzed to determine themes that answer the study's research question.

Accuracy and Credibility

Qualitative researchers desire their studies' findings to be accurate and credible (Creswell, 2012; Merriam, 2009). Accuracy addresses the extent to which findings reflect data and credibility refers to how well findings "make sense" based on data (Creswell, 2012; Merriam, 2009; Yin, 2015). Several strategies were used to enhance the accuracy and credibility of the study's findings. Triangulation was used to cross-check and compare data, which enhanced both accuracy and credibility (Creswell, 2012; Lodico et al., 2010; Merriam, 2009; Yin, 2015). Specifically, "within-method triangulation" was

included to enhance the reliability of participant responses (Sosa & Gomez, 2012). The survey included multiple questions on the same topic to examine reliability of participant responses. Also, peer examination was used as a means to increase credibility (Creswell, 2012). I had a colleague examine data to determine whether or not the data support the findings (Creswell, 2012). As suggested by Lodico et al. (2010), an external audit was conducted where an outside person provided input on the data collection and analysis processes. A full-time faculty member at the local community college, who is a doctoral candidate, conducted the external audit for this study. Deliberately implementing strategies to enhance accuracy and credibility strengthened the study's findings.

Discrepant Cases

Qualitative researchers purposefully seek out data that conflict with emerging findings (Hatch, 2002; Lodico et al., 2010; Merriam, 2009, Yin, 2015). I maintained a skeptical perspective when I analyzed data to uncover any "rival thoughts" (Yin, 2015, p. 134). When discrepant cases were identified during analysis, data sources were reexamined to see if the conflict could be resolved (Lodico et al., 2010; Yin, 2015). If the discrepant case was not supported by data, the original findings were substantiated (Merriam, 2009). This allowed for a more confident answer to the study's research question. Conflicting perspectives were captured while writing up the study and possible reasons for the difference were discussed (Lodico et al., 2010).

Limitations

Creswell (2012) stated that a responsibility of qualitative researchers is to suggest possible limitations of their study. The primary limitation in this study is the fact that

face-to-face interviews could not be conducted with participants due to my position as a district administrator. The anonymous online survey did not allow for probing the participant to delve deeper into the information the participant provided or to seek clarification. Also, due to the anonymity of the survey, any follow-up with the participants was not possible. Another possible limitation of the study was the small sample size of 11 teachers who participated in the study.

Results

Empirical research showed that teacher efficacy directly impacts teaching practices and perceptions toward students (Faez, 2012; Sosa & Gomez, 2012). The purpose of this study was to examine teachers' perceptions of their self-efficacy to implement effective pedagogical strategies to support ELs in developing ELA proficiency. A qualitative case study design was used to answer the study's research question: *What are teachers' perceptions of their efficacy to implement effective pedagogical strategies to support middle school EL students in developing proficiency in ELA?* The case study approach was the most appropriate approach to gain insight into the research question because it allowed for an analysis of a bounded system.

Data to answer the research question were generated from an anonymous online open-ended survey through Survey Monkey. Eleven out of 14 teachers completed the survey by the deadline yielding a response rate of 79%. At the beginning of the study's data collection phase, I met with the 14 potential participants at a language arts department meeting and provided them with a copy of the consent form. I discussed information regarding the study and answered questions teachers had regarding the study.

I emphasized that participation in this study was voluntary, participation was anonymous, and participants could withdraw at any time. Immediately after the meeting, I e-mailed potential participants another consent form, which included a deadline date to complete the survey of 1 week and a link to the survey. The three participants who did not participate in the survey did not provide implied consent nor submitted survey responses. Data were analyzed and emergent themes became findings.

Findings

The survey instrument provided information about teachers' perceptions of their self-efficacy to implement effective strategies to support EL students in developing proficiency in ELA. During data analysis, patterns and relationships among the data were examined and themes were generated. Three themes emerged from the data, which provided insight into the study's research question, *what are teachers' perceptions of their efficacy to implement effective pedagogical strategies to support middle school EL student in developing proficiency in ELA?* The three themes that emerged from the data were:

- teachers possessed different levels of self-efficacy in their ability to support the development of ELs' proficiency in ELA,
- teachers reported varied opinions in the adequacy of their teacher preparation program and district professional development support in regards to pedagogical practice, and

- teachers perceived that students and parents are to blame for the students' lack of success in the classroom due to a lack of parental involvement in the student's education and a lack of student effort.

Theme 1: Varying levels of self-efficacy in supporting ELs in ELA

proficiency. Six questions on the anonymous survey addressed participants' confidence in their skills to effectively instruct ELs, while specifically examining their ability to differentiate instruction, understand and implement effective instructional strategies for ELs, and develop ELA proficiency in ELs. Survey data suggested that participants vary in their level of self-efficacy to support ELs.

Five of 11 teachers perceived that they are confident in their abilities to support ELs in developing ELA proficiency. Three teachers stated they felt confident in their abilities due to their preparation. Teacher 5 (T5) reported, "I am definitely comfortable with my skills to teach EL students. When I first received my credential there was a big push for training/classes on EL teachings on differentiation." In response to another question, T5 replied, "Every group requires its own set of effective instructional methods..." In contrast to other participants, T5 seemed to understand that there are specific research-based strategies that are specific to ELs. Teacher 7 (T7) responded, "I have had a good deal of training in EL and academically at-risk students so I feel quite comfortable." It is important to note that the participants who stated they were efficacious in their abilities to support ELs in developing ELA proficiency did not discuss strategies specific to ELs. Rather, participants shared that they felt comfortable using general, whole-class strategies. For example, Teacher 10 (T10) stated, "I am confident in my

abilities to use effective instructional strategies for all students in my classes. Again, I don't identify 'EL' strategies. Good teaching is good teaching." Akin to T10, Teacher 2 (T2) stated, "I am confident in using strategies that I currently know for the whole class." Although T5's response indicated he or she realizes ELs require specific strategies during instruction, there was no mention of such strategies in any response from T5.

Teacher 4 (T4) felt as though his or her confidence in teaching ELs was due to teaching higher level ELs. "I am confident, however, it is easier to say this when I have the higher level ELs," stated T4. Interestingly, although T4 and Teacher 6 (T6) perceived themselves as efficacious in utilizing strategies to support ELs, they both mentioned that their confidence depended upon the support they received from others. T4 shared, "I am confident in my ability to adapt instruction for ELs especially if I have help/guidance and can collaborate for ideas." In responding to a similar question, T4 stated, "I feel confident to use effective methods. Sometimes I need assistance with ideas for methods." T6 stated, "I am quite confident [in ability to develop ELA proficiency in ELs]; however, I have a bilingual aide whom I rely on greatly."

Four teacher participants perceived themselves as somewhat efficacious in their ability to effectively support ELs in achieving ELA proficiency. Teachers who stated that they were somewhat confident believed more training and support would be beneficial. In response to the question, *how confident are you in your ability to adapt instruction for ELs*, T2 replied, "Decent. I would like more training, maybe some new strategies, or new up-to-date ways to interact." Similarly, Teacher 3 (T3) replied, "I am knowledgeable on some instructional methods to teach ELs, but am always wanting to learn more." Along

this same thinking, T3 responded, “I could use more training,” when asked the question, *how comfortable are you in your skills to teach ELs?* The data also revealed that the teachers who were not fully confident in their abilities to support ELs in developing ELA proficiency felt that collaboration with others affected their level of confidence. T6 stated, “I feel pretty confident with coordination with other teachers,” and Teacher 11 (T11) stated, “With the number of students in class, probably not that confident without the help of other teachers.” When asked about how confident he or she is with his or her skills to teach ELs, T2 replied,

I am fairly comfortable. For the most part, the majority of my EL students I have had were to the point they were close to testing out of the EL program.

Therefore, I have not had much opportunity to utilize skills specific to my EL students.

This perspective was notable for two reasons. First, the teacher recognized there are effective strategies that are specific to ELs; however, does not feel the need to implement such strategies with EL students who may be ready to test out and become Fluent English Proficient. This teacher seemed to consider these EL students as equivalent to their English-only classmates, although the students remain second language learners. Second, in responding to another question, T2 replied that he or she knows which students are identified as EL but this knowledge does not influence instruction.

Finally, four participants perceived themselves as not efficacious in their overall ability to support ELs in developing proficiency in ELA. T10 stated, “I am not confident in EL specific strategies since I use strategies that are good for all students.” In the

response to another question, T10 stated, "...I am not confident in skills specific to ELs since I use the same strategies for the class as a whole." Teacher 1 (T1) mirrored that response by saying, "I am not that confident [in adapting instruction for ELs]. I design a lesson for all learners. My EL aide then helps the EL students." T1 and T10 reported similar perceptions on their ability to differentiate instruction for ELs. T1 stated, "There are so many diverse needs (even non-ELs). It is difficult to know what will work for whom." T10 responded,

I am not confident in differentiation specifically for ELs. I struggle with creating different tasks for students based on their abilities. Differentiation is time-consuming and takes a lot of practice to gain comfort. I'm not there yet.

Another teacher expressed that he or she is not confident in supporting ELs due to not having opportunities to use strategies taught; therefore, not being able to practice the strategies. T3 stated, "I am not confident since I haven't really had the opportunity to use what knowledge I had in many years." This statement was noteworthy due to the fact that every teacher in ELA had identified EL students in their classroom at the research site, according to the site's lead counselor (personal communication, May 11, 2016).

A question was included in the survey that asked participants what instructional strategies they currently employ in their classroom. The goal of the question was to gather additional data about teachers' perceptions of their pedagogical skills to support ELs in developing ELA proficiency. Participant responses are listed in Table 2. Due to the limitations of this study, participant interviews and observations were not conducted. This study could have been strengthened by observing the strategies teachers use on a

daily basis and comparing to the strategies they said they used in the anonymous survey. It would be beneficial for district administrators to conduct observations and get a deeper understanding of instructional strategies teachers use daily in their classroom. Strategies teachers say they use can be aligned with strategies administrators observe them implementing. Any identified gap areas could be addressed through professional development. This would benefit ELs greatly as the instruction they receive daily is a leading factor in achievement (Echevarria et al., 2011; Renner, 2011; Sanford et al., 2012; Swanson et al., 2012).

Table 2

Instructional Strategies Currently Implemented by Participant

| Instructional Strategy | Participant |
|-------------------------------|----------------------------|
| Use of visuals | Teachers 1, 2, 4, 5, 6, 10 |
| Use of repetition | Teachers 1, 2, 10 |
| Peer collaboration | Teachers 1, 4, 7, 8, 11 |
| Provide extra time | Teachers 1 |
| Use of graphic organizers | Teachers 1, 8, 10 |
| Use of modeling | Teachers 3, 4, 6, 11 |
| Use of direct instruction | Teacher 3 |
| Provide practice | Teacher 3 |
| Provide choice | Teachers 3, 7 |
| Use of technology | Teacher 4 |
| Activate background knowledge | Teacher 7 |
| Use of stories | Teacher 6 |
| Use of choral reading | Teacher 8 |
| Use of sentence prompts | Teacher 8 |
| Use of realia | Teacher 2, 8 |

Note: Teacher 9 did not respond to this question.

Existing literature advocated that the placement of ELs in mainstream classrooms with supports has advantages for ELs (Cheatham et al., 2014; Chen & Eslami, 2013;

Menken et al., 2012). It is essential their experiences be positive with high expectations, rigor, and support (Boone, 2013, Cheatham et al., 2014, Menken et al., 2012). Creating positive experiences for ELs is directly related to developing highly efficacious teachers in their ability to utilize effective instructional strategies specific to ELs (Ahmed, 2011; Akbari & Tavassoli, 2014; Faez, 2012; Haworth et al., 2015; Sosa & Gomez, 2012). Efficacy of teachers influences their attitudes and behaviors in the classroom (Faez, 2012; Sosa & Gomez, 2012). Given the responses of participants in the study, districts should focus on ensuring that all teachers not only perceive themselves as highly efficacious, but also ensure that there is data to support that teachers are effective in developing the ELA proficiency of ELs.

Theme 2: Varying levels of perceived adequacy of teacher preparation program and professional development. Questions 12, 13, and 18 on the anonymous survey (Appendix B) directly inquired about participants' perceptions of the adequacy of their teacher preparation program and the district's professional development opportunities to support them in developing their efficacy in effectively instructing ELs. Similar to Theme 1, the data reported varying levels among participants in their perceived adequacy of their teacher preparation program and district professional development boosting their confidence in utilizing effective instructional strategies to support ELs in developing ELA.

Seven of the participants believed their teacher preparation program was inadequate in preparing them to support ELs in the mainstream classroom. These participants shared that the quality of their teacher preparation program was lacking. In

response to the question, *has the training you received in your credentialing program adequately prepared you to effectively service EL students in your mainstream classroom*, T1 replied:

No. I took one class on ELs in my credentialing program. The teacher I had was awful. We had very few assignments. We mostly did presentations and left class early every night. I didn't learn anything from the presentations because they were given by pre-service teachers such as myself. We did not have experience in the classroom, so the presentations were not helpful. The teacher did not provide us with any feedback. It was one of the [worst] classes I've taken.

T10 replied with a similar perception,

No. The coursework in my program was more book work and not much practical application. The teacher didn't really seem interested in providing us with skills and knowledge that would be useful when we were in the classroom.

Two teachers replied that their preparation program gave them a good foundation, but did not fully prepare them for the realities of the classroom. T3 stated, "My training has given me a jump start, a taste if you will, but I know there is so much more."

Similarly, T8 stated, "Although we need theory, we definitely need more practical experience. I did not feel well prepared to teach, let alone effectively address the specific needs of ELs."

In regards to professional development support from the district, four participants stated they have not received any professional development from the district and five

participants responded that the professional development they received from the district was inadequate. T1 stated,

I went to SIOP training years ago offered through the district. However, with no follow-up, I didn't pursue it and kept using my same lesson design model. I haven't had EL training in years. At staff meetings, we were given "tips"—like visuals, partner work, but again, no one came in to follow up and offer more support. We have not had any information on ELs in a while.

T10 also felt district training was inadequate. The teacher stated,

Usually any training at the site or district level is a one-time training with no follow up or coaching/mentoring. I have not had any training that has adequately prepared me for the diverse students that are second language learners. We do have one district coach who specializes in EL but I'm sure her plate is full because I don't see her at all.

T7 offered insight into the content of district provided EL professional development by stating, "I would have to say it [district provided training] was more of an understanding of the transition process of 1st to 2nd language vs. actual training on how to teach EL students." T11 would like to see more of a focus at the secondary level on LTELs. T11 shared, "Unfortunately there is a lot of emphasis on elementary, but long-term EL needs at the secondary level must be addressed as well."

Teachers agreed that they would benefit from professional development specifically related to ELs. T3, T6, and T7 stated, "I could always use more training." T10 responded, "I realize I could use more training on instructional skills specific to

ELs.” T2 stated he or she could use training on more “up-to-date” methods for teaching ELs. Although teachers expressed they would like more training, some teachers expressed concerns over the timing and availability of EL specific training. T5 stated, “The trainings have been voluntary, usually through the summer. I have not been able to attend what they have offered.” T 8 replied, “There needs to be more trainings. One can go years without going to a training that is specific to the EL population.”

A question (18) was included in the survey to solicit the type of training participants were interested in to better help them support ELs in increasing proficiency in ELA. Table 3 lists responses from participants. Designing professional development experiences that allow teachers choice is an effective technique to build teacher efficacy (O’Brien, 2011).

Table 3

Desired EL Training Topics by Participant

| Topic | Participant |
|--------------------------------------|--------------------|
| SIOP | Teacher 1 |
| Culturally Diverse Teaching | Teachers 1 and 7 |
| 2 nd Language Acquisition | Teacher 1 |
| Differentiation for ELs | Teachers 4 and 10 |
| Spanish Refresher Class | Teacher 5 |
| Technology Integration | Teacher 3 |
| Concrete Examples of EL Strategies | Teachers 4 and 8 |
| Levels of CELDT (Including LTELs) | Teachers 10 and 11 |

Note: Teachers 2, 3, 4 replied “any.” Teacher 6 stated he or she does not need training but suggested instructional aides be trained. Teacher 9 did not respond to this question.

The professional literature revealed that effective professional development is imperative in developing teacher self-efficacy (Kim & Garcia, 2014; Lui et al., 2010). Because the participants in this study believed that their teacher preparation program and training provided by the district was inadequate to support them in their confidence instructing ELs, the district should reflect and be more deliberate and purposeful in providing professional development, including topics of teacher choice, to teachers servicing ELs in the mainstream classroom.

Theme 3: Blame students and parents for student’s lack of success in the mainstream ELA classroom. An unexpected theme that emerged from the data is that nine teachers perceived that the success of their EL students [in gaining ELA proficiency] solely relies with the student. Although success was not specifically defined in the survey, it seemed that teachers defined success as motivation and effort. For example, in regards to student success, T1 stated, “Students in my classroom are as successful as the effort they put in. I offer support, but I can’t make a student put in effort to learn.” Similarly, T3 shared, “I feel that they [ELs] can be very successful. But a lot of the outcome is on them and if they put forth the effort.” Furthermore, T7 stated, “Effort has so much to do with their success....”

When teachers responded to the questions that addressed what teachers perceive as the reasons for the success (or lack of success) of their ELs, none reported that they, as the teacher, have an effect on student progress. This could lead to a conclusion that teachers may not perceive themselves as playing a key role in the achievement of students, which is inconsistent with empirical studies (Akbari & Tavassoli, 2014;

Cheatham et al., 2011; Greenfield, 2013; Haworth et al., 2015; Hopkins, 2012). Instead, teachers reported that the student and parent are the factors that determine the success or the lack of success for students. T7 stated, “As long as the student is ready, interested, and motivated, proficiency will develop.” Related to T7’s response, T9 replied, “The students themselves have to be motivated, and also have to have parents who are motivated to learn the language also.” T6 provided a similar response but added, “Some students get too frustrated that they don’t want to try.” Another participant stated, “There are some students classified as EL that are more apathetic and do not seem to care about making progress” (T11). Four teachers specifically mentioned that student effort determined success as evidenced by the following quotes:

- “Students in my classroom are as successful as the effort they put in” (T1);
- “... but a lot of the outcome is on them and if they put forth effort” (T3);
- “Effort has so much to do with their success.” (T7); and
- “[My ELs are] somewhat successful as long as they put forth the effort like other students” (T10).

Two teachers attributed success or lack of success to the student’s home life. T1 stated, “These [students not making progress] are the students who don’t try very hard for varying reasons. They seem to lack motivation and interest. I know their lives are complex and there is a lot going on at home.” Similarly, T7 responded, “...I have one student in particular who has a strong negative influence at home so he is very much off in his effort....”

A quote from T7 revealed that the teacher perceives his or her role as being a provider of information. In response to the question, *in regards to ELs who are successful in your class, what do you perceive are the reasons for their success*, T7 replied,

#1 Personal motivation. #2 Family involvement. #3 Peer influence. #4 Teacher instruction. The student that has a desire to grow does. Sometimes parental involvement is needed to push them; but this is often too little, too late. If a close friend becomes an encouragement or a friendly competitor, this is more beneficial. If these are in place, the teacher merely needs to “take the stage” to provide instruction and support. Without the first three, it almost becomes a competition to be more exciting or entertaining than those three.

This quote from Teacher 7 contradicts literature that reported the teacher as being the primary factor in increasing student achievement; despite home environment (Akbari & Tavassoli, 2014; Cheatham et al., 2011; Greenfield, 2013; Haworth et al., 2015; Hopkins, 2012; Schmoker, 2006). Because the data did not reveal that teachers perceived themselves in a key role in the achievement of their EL students, the district would benefit from helping teachers realize their power to positively influence the lives of students despite the outside obstacles students face.

Discrepant Case Analysis

Researchers should purposefully look for variation in the understanding of the phenomenon being studied (Merriam, 2009). I deliberately reviewed the data three times to search for strong supporting evidence of data that challenged the emerging themes. As I reread each response in the data, I referred back to the three themes to determine if any

response provided strong evidence that contradicted the findings. Due to the nature of this study and the data the survey instrument provided, there were no signs of discrepant cases. Although there was evidence of differing opinions from participants, their opinions fit into the emerging themes. For example, Theme 1 referred to participants having varying levels of self-efficacy in their abilities to support ELs in their mainstream ELA classroom and Theme 2 referred to participants having varying perceptions on the adequacy of their teacher preparation program and district professional development to support them in teaching ELs. The responses participants provided based on their individual perceptions supported Themes 1 and 2. Theme 3 addressed reoccurring data that illustrated the perception that teachers blamed students and parents for the student's lack of success in their mainstream classroom. Although there were two teachers who did not include responses that supported Theme 3, frequent evidence existed from the nine other participants to make it a notable data that became a theme. The data from the two teachers did not support this theme, but it also did not contradict the theme.

Evidence of Quality

Several strategies were used to enhance the accuracy of the study's data and credibility of the findings. Accuracy addresses the extent to which findings reflect data and credibility refers to how well findings "make sense" based on data (Creswell, 2012; Merriam, 2009; Yin, 2015). "Within-method triangulation" was used to enhance the reliability of participant responses (Sosa & Gomez, 2012). The survey included multiple questions on the same topic to examine reliability of participant responses. Table 4 lists the survey questions that were based on the same topic.

Table 4

Within-Method Triangulated Survey Questions

| Topic | Questions |
|--|--------------------|
| Teacher ability to differentiate for ELs | Questions 5 and 10 |
| Teacher comfort in skills to develop ELA proficiency in ELs | Questions 4 and 11 |
| Success of ELs in mainstream class | Questions 3 and 6 |
| Teacher knowledge and use of effective instructional methods for ELs | Questions 7 and 14 |

Each participant was consistent in their responses to the triangulated questions. For example, T2 responded similarly to Question 5, which addressed the teacher's knowledge and use of differentiation and Question 10, which examined the teacher's confidence in his or her ability to adapt instruction for ELs. For Question 5, T2 replied, "I am comfortable with differentiation" and for Question 10, the participant's response was, "I am very confident that I am capable of identifying the needs of ELs and modifying lessons that will adapt to those needs." T6 was another example of the consistency in participant responses for triangulated questions. Questions 3 and 6 investigated the participant's perceptions of whether or not ELs are successful in their class. Responses from T6 were:

- I feel like my EL students are very successful in my class. I wonder if their success is also based on the fact that I have the higher level ELs. (Question 3)
- I feel my EL students are making academic progress, Again, I wonder if it is because I have the higher level ELs. (Question 6)

Peer examination was another strategy used as a means to increase credibility (Creswell, 2012). I solicited the assistance of a fellow administrator to review the data

with the intent of confirming that the data supported the findings. The peer examiner affirmed that the findings were developed from the data that was collected. The peer examiner did not identify any findings that were not reflective of the data.

Finally, an external audit was conducted where an outside person provided input on the data collection and analysis processes (Creswell, 2012). A full-time faculty member from the local community college, who is a doctoral candidate, was used to conduct an audit of the study's data collection and analysis processes. The external evaluator provided a written critique, which included a limitation of the data collection instrument. I did not conduct face-to-face interviews due to my perceived role of authority, but rather, an anonymous survey was used as the sole data collection method. The external auditor pointed out that this did not allow for probing participants to gain a more in-depth understanding of their perceptions. The external auditor stated that the data analysis process was sound and yielded credible findings. A study's findings are strengthened by purposefully implementing strategies to enhance accuracy and credibility.

Discussion of Findings

The findings of this study helped to shed light on the problem of ELs lacking proficiency in ELA. The specific focus of this problem was on teachers' perceptions of their efficacy to implement effective pedagogical strategies to support middle school EL students in developing ELA proficiency. The data gathered from the survey instrument yielded three important findings that supported the answer to the study's research question. First, teachers varied in their perceptions of their efficacy to support EL

students in developing proficiency in ELA. Second, teachers also varied in their perceptions of the adequacy of their teacher preparation program and district professional development in building their efficacy to support ELs. Lastly, an unexpected finding that emerged from the data, was that some teachers blamed the student and parent for the student's lack of success in the classroom. These outcomes highlighted the need for effective professional development to support teachers in becoming highly efficacious in instructing ELs. Because teachers were not confident in their ability to instruct ELs and they did not feel their teacher credentialing program or district professional development were adequate, effective professional development is needed to increase their efficiency with ELs in their mainstream ELA classroom. Also, data showed that teachers do not perceive themselves as being the primary factor in student achievement, but rather, view students' home lives and effort as having the primary role in achievement.

One theme that emerged from this study was that teachers vary in their perceptions of their efficacy in supporting ELs in achieving proficiency in ELA. The majority of the participants in the study stated their efficacy was low in regards to supporting ELs in their mainstream ELA class. This finding is consistent with professional literature. Due to the rapid increase of ELs in K-12 public schools and inclusion mandates, general education teachers are finding an increase of ELs in their classrooms of whom they are not prepared to teach (Doom & Schumm, 2013; Kibler & Roman, 2013; Hopkins, Lowenhaupt, & Sweet, 2015; Lucas & Villegas, 2013; Molle, 2013b; Shaw et al., 2014; Short, 2013; Yucesan Durgunoglu & Hughes, 2012). In examining differentiation specifically, five out of 11 teachers were confident in their

abilities to adapt instruction for ELs. This equated to 55% of the surveyed participants requiring support to improve their abilities to differentiate instruction to best meet the needs of students identified as ELs. Empirical research indicated that highly efficacious teachers are instrumental in student achievement (Ahmed, 2011; Akbari & Tavassoli, 2014; Faez, 2012; Haworth et al., 2015; Kurt et al., 2014; Sosa & Gomez, 2012). It is important to note that some teachers may be highly efficacious with a particular population of student or in a specific content, while lacking efficacy with other student groups or content areas (Akbari & Tavassoli, 2014; Chu, 2011; Faez, 2012; Haworth et al., 2015).

When asked specifically about the perceptions of their efficacy as it relates to their knowledge and implementation of research-based effective instructional strategies beneficial for ELs, no participant responded that they were fully confident. Rather, teachers who perceived themselves as being efficacious in their abilities to support ELs stated their confidence was due to their knowledge and use of whole-class, “good teaching” strategies, rather than EL-specific strategies. This view expressed by some participants differs from empirical studies. Several empirical studies noted that ELs have unique needs that differ significantly from their non-EL peers; therefore, they benefit from specialized instructional approaches (Kibler & Roman, 2013; Hopkins et al., 2015; Loeb, 2014; Lucas & Villegas, 2013; Molle, 2013b; Short, 2013; Sung-Yeol Choi & Morrison, 2014). The contradiction may be explained by teachers not being familiar with the specific needs of ELs. There is a need for effective professional development to assist

teachers in building their skills to become highly efficacious with the EL student population.

One interesting detail revealed through the first theme, was that a teacher felt efficacious due to the fact that there were higher level ELs in the classroom. This leaves one to wonder if that teacher's perceptions of his or her abilities would be different with ELs with lower CELDT scores. Another interesting detail from the data was that some teachers who felt they were highly efficacious or somewhat efficacious connected their efficacy with the support they get from colleagues. Empirical research supported the effectiveness of teacher networks in enhancing teacher learning and change in practice (Hopkins et al., 2015; Santos, Darling-Hammond, & Cheuk, 2013; Sun et al., 2013; Tait-McCutcheon & Drake, 2016). Although collaboration with colleagues is important, professional development could be beneficial to support these teachers in developing their efficacy since ELs (and all students) have different needs from class to class.

A second thread that reoccurred in the data was that teachers perceived their teacher preparation program and the professional development through the district as inadequate in supporting their efficacy in instructing ELs. This data were consistent with empirical research from the literature. Research revealed that one obstacle to the achievement of ELs is inadequate teacher preparation (Haworth et al., 2015; Heineke et al., 2012; O'Brien, 2011). Research conducted by Faez (2012) and Turkan and Buzick (2016) supported the perceptions of participants by revealing that teachers in their studies viewed teacher preparation programs as lacking. Participants in this study stated that their

university teachers lacked the skills to support them in developing their confidence in teaching ELs in a mainstream classroom.

Theme 2 revealed insight into participants' perceptions of the professional development provided through the district. Although the majority of participants viewed district level professional development in regards to ELs as inadequate, they do agree they would benefit from effective professional development with a specific focus on ELs. Some teachers stated that appropriate professional development was not offered frequently, and when it was offered, it was often voluntary and offered during the summer. Furthermore, one teacher stated that professional development focused on LTELs would be highly beneficial because most of the ELs in middle school are considered LTELs. The perceptions of inadequate professional development expressed by the study's participants were consistent with those found in studies from professional literature (Beacher et al., 2012; de Jong et al., 2013; Faez, 2012; Heineke et al., 2012; O'Brien, 2011; Richards-Tutor et al., 2013; Turkan & Buzick, 2016). According to Akbari and Tavassoli (2014) and Schmoker (2006), improving teacher effectiveness has the largest positive impact on student achievement. Because of this, it is imperative that district administrators provide effective training and support to build teacher efficacy of their pedagogical skills to support ELs.

An unexpected outcome of this study emerged as the third theme. It is important to note that data revealed that participants perceived student success, or lack thereof, as the sole responsibility of the student and parent. This outcome was unexpected because it contradicted the research from the professional literature. While student effort, resilience,

and parent support are factors in student success, research stated that teacher efficacy and practice has the largest impact on student achievement (Akbari & Tavassoli, 2014; Hattie, 2009; Hopkins, 2012; Renner, 2011; Kim & Garcia, 2014; Schmoker, 2006; Sheng et al., 2011). Teachers may blame students for their lack of progress due to mistaking ELs' lack of confidence in their abilities with the second language for passiveness, laziness, and a lack of motivation (Molle, 2013b; Yucsan Durgunoglu & Hughes, 2012). Also, teachers may have deficit views of students because rather than realizing that the teacher and curriculum are inadequate to meet students' needs, the student and family are blamed for the student's lack of progress (Sung-Yeol Choi & Morrison, 2014). Finally, Lopez-Torres and Prior (2015) and Vanlaar et al. (2016) stated that socioeconomic factors do not negatively influence student achievement. Teacher and school factors have a greater impact on student achievement over socioeconomic status (Bellibas, 2016). Effective professional development would support teachers in changing their views and realizing that they are the primary factor in student achievement.

By analyzing the survey data and identifying the three themes that provided insight to the problem of ELs lacking proficiency in ELA and answering the study's research question, areas of teacher need were identified. These areas of need were appropriately addressed through professional development. A 3-full-day professional development workshop was designed to increase teacher's self-efficacy in their abilities to support the achievement of ELs in their ELA mainstream classroom. Topics that made up the foundation of the study's professional development project included:

- differentiation specific for ELs,

- research-based instructional strategies specific to ELs,
- second language acquisition,
- teacher's influence over student achievement, and
- CELDT levels.

Conclusion

A qualitative case study approach was used to address the study's research question to examine the problem of ELs lack of proficiency in ELA. The study attempted to examine teachers' self-efficacy to implement effective pedagogical strategies to support ELs in developing ELA proficiency. A focus of analysis was to determine the skills teachers believe they are most lacking. Purposeful sampling was used to identify 14 ELA teachers, who teach middle school ELs, to serve as participants for the study. Site and district level permission were attained to gain access to participants following the district's guidelines. When access was granted, potential participants received information about the study and had an opportunity to understand informed consent for their voluntary participation in the study. Data were collected through an online anonymous survey that provided insight into participants' perceptions of their self-efficacy in supporting ELs' development in ELA. The survey was created on Survey Monkey and e-mailed to participant's district e-mail. Implied consent was assumed when the participant completed and submitted the online survey. Collected data were analyzed through a process of transcription, using Microsoft Word, and coding utilizing NVivo to determine major themes. The emerging themes were shared as the study's findings and reported using varying methods to enhance accuracy and credibility. Ethical

considerations were of utmost priority and procedures were strictly followed to gain informed consent, to protect participant confidentiality and anonymity, and to protect participants from harm.

A professional development project was developed to connect the study's findings and implications to the classroom. A 3-full-day workshop series for ELA teachers was created to address any gap in practice after the areas in pedagogy where teachers believe they are weakest were identified. The professional development sessions addressed ways for teachers to increase their self-efficacy in their pedagogical skills to support ELs at the classroom level. The professional development sessions focused on

- the reasons why ELs fail to achieve ELA proficiency,
- the adverse effects of a lack of proficiency in ELA by ELs,
- research-based strategies to support the learning of ELs in ELA classrooms,
- differentiation strategies for ELs,
- second language acquisition,
- CELDT levels, and
- teachers' impact on student achievement.

These techniques can be used across disciplines to support the ELA achievement of ELs.

Section 3 explores the professional development project as a way the case study could be valuable to mainstream teachers of ELs. Section 3 provides a description of the professional development as well as the goals. Furthermore, a review of the literature is discussed to provide a rationale on the appropriateness of professional development as a means to address the findings of this study. An implementation plan for the professional

development project is outlined in addition to a plan to evaluate the effectiveness of the professional development in changing teacher practice and impacting student outcomes. Finally, implications for social change as a result of the professional development sessions is discussed.

Section 3: The Project

Introduction

This study investigated the problem of middle school ELs' lack of proficiency in ELA. The purpose of the study was to examine teachers' self-efficacy to implement effective pedagogical strategies to support ELs in developing ELA proficiency. A lack of proficiency in ELA can have adverse effects on ELs, such as reading difficulties, placement in special education programs, underpreparation to enter postsecondary institutions, and dropping out of high school (Ardasheva et al., 2012; Cheatham et al., 2014; Gutierrez & Vanderwood, 2013; Keiffer, 2008; Kim & Garcia, 2014; Kim & Herman, 2009; Otaiba et al., 2009; Pereira & Gentry, 2013; Sheng et al., 2011; Slama, 2012). Teachers' positive self-efficacy in their skills and deliberate use of effective instructional practices daily to support the ELA growth of ELs is imperative. The study's findings suggested three themes that gave insight to the study's research question. The resulting data provided a direction for a professional development project that could increase the efficacy of teachers of ELs. Professional development was chosen as the project genre for the study because it was the most appropriate project based on the study's findings. A professional development series for mainstream ELA teachers will best support the outcomes of the study and impact teachers.

Section 3 provides detailed information on the 3-full-day professional development series that was created based on the outcomes of the study. A description of the professional development is provided as well as the goals. The rationale behind the selection of a professional development training over other genres is shared. Section 3

further provides a synthesis of current literature related to the chosen project genre. An implementation plan is outlined, which includes potential resources and existing supports, potential barriers, a timeline, and roles and responsibilities of those involved. Finally, a plan to evaluate the professional development project is included as well as implications for social change.

Description and Goals

In this study, I examined the problem of ELs lacking ELA proficiency by investigating teachers' perceptions of their self-efficacy to implement effective pedagogical strategies to support ELs. Based on the findings of the research, the project selected for this study was a professional development training for mainstream ELA teachers of ELs. The professional development may contribute to increasing teachers' efficacy in relation to supporting the development of ELA proficiency among ELs.

Topics covered in the training are:

- factors contributing to the lack of ELA proficiency of ELs,
- the adverse effects of a lack of ELA proficiency,
- research-based strategies for effective instruction of ELs,
- differentiation,
- second language acquisition,
- cultural and linguistic diversity, and
- teachers' influence over student achievement.

These professional development topics were connected to the themes that emerged from the data. Theme 1 addressed the varied perceptions that teachers had of their efficacy in

effectively instructing ELs in ELA. Most of the participants stated that they were not efficacious. Topics in the professional development to increase teacher efficacy with ELs included research-based strategies for effective instruction of ELs, differentiation, second language acquisition, and cultural and linguistic diversity. Theme 2 addressed participant views of the inadequacy of their teacher preparation program and professional development experiences to support them in working effectively with ELs. Topics in the professional development to address Theme 2 included the topics of Theme 1, but additionally the research-based structure and format of the professional development. The professional development topic that was connected to Theme 3 is teachers' influence over student achievement.

The professional development opportunity is a 3-day training intended for ELA teachers who provide instruction to ELs in a mainstream classroom. Although research indicated that English as a second language (ESL) and bilingual teachers need professional development as much as mainstream teachers, this particular training was designed only for mainstream ELA teachers (Hopkins et al., 2015; Santos et al., 2013). The anticipated outcome of the professional development was that teachers would increase their efficacy in their abilities to support the achievement of ELs in their ELA classroom. The project encompassed several goals that provided a framework from which the professional development days were built. With these goals threaded throughout the professional development workshop, teachers will improve their efficacy to implement effective pedagogical strategies to support ELs in developing proficiency in ELA. The goals of the professional development are as follows:

- Build a moral imperative for a focus on effective instruction for ELs due to significant demographic shifts.
- Increase teachers' level of efficacy in supporting ELs in the mainstream classroom.
- Provide teachers with a research-based set of EL-specific instructional strategies to utilize as opposed to whole class "good teaching."
- Illustrate that ELs have unique characteristics; therefore, have specific needs.
- Increase teachers' understanding of the needs of culturally and linguistically diverse students.
- Build teachers' belief that they have the most impact on student achievement.
- Build teachers' confidence in their abilities to differentiate instruction for ELs.
- Increase teachers' understanding of levels of English proficiency.
- Engage teachers in collaborative experiences that encourage rich discussion, reflection, and action.
- Provide a fundamental understanding of the process of acquiring a second language.
- Incorporate theory with practical application.
- Use a pre- and post-assessment to analyze participant growth over the course of the professional development.
- Provide professional development that teachers consider relevant.
- Provide choice to meet the needs of adult learners.

- Provide professional learning teachers deem adequate in supporting their learning.
- Fulfill participants' desire for effective professional development focusing on ELs.
- Build teachers' ability to explicitly connect professional development learnings to their ELA mainstream classroom.

The goals for the professional development project aligned with California's Quality Professional Learning Standards. According to the California Department of Education (2015b), the professional learning standards describe the content and conditions essential to effective teacher professional development. The state quality standard that was most reflected in this study's project goals was that of equity. The project as designed focused on teacher practices that provide equitable access and outcomes for ELs. Second, the goals in the professional development project were collaborative and encouraged shared accountability. Finally, the goals aligned with the state's standard of content and pedagogy due to the professional development's focus on enhancing teachers' expertise to increase student achievement.

Rationale

The project genre selected for this study was a 3-day professional development training. The findings of the study revealed that most teachers did not feel highly efficacious in their ability to provide effective instruction for ELs in their mainstream ELA classroom. Several teachers admitted that their teacher preparation programs were inadequate in preparing them to meet the instructional needs of ELs in a content area

classroom. Furthermore, teachers stated that professional development provided by the school site and district had not been adequate. The inadequacy of professional development through the district and school site may be due to a lack of trainings addressing the unique needs of ELs and the lack of support and follow-through after trainings. A professional development format is the most appropriate format in which to provide teachers with the knowledge and experiences needed to increase their confidence in their abilities to support ELs in achieving ELA proficiency successfully.

The problem this study investigated was the lack of ELA proficiency by ELs. Through completing the professional development workshop, teachers will increase their knowledge and understanding of the uniqueness of ELs and increase their efficacy in providing effective pedagogical strategies to support the ELA proficiency of ELs in their mainstream classroom. Therefore, the project can be a solution to the problem because teacher efficacy is related directly to teacher practice and attitude towards students. With the increase in teachers' knowledge, skills, and abilities as a result of the professional development, teachers will be better able to use instructional strategies specific to ELs to support their ELA proficiency. A thorough review of the literature was conducted, which informed the development of the professional development project for this study.

Review of the Literature

Three main themes emerged from the study's findings, and I reviewed the professional literature to focus on these themes. First, teachers varied in their perceptions of their efficacy implementing pedagogical strategies to support EL students in developing proficiency in ELA, with the majority of teachers stating that they lacked

efficacy in their abilities. A search of the professional literature was conducted to identify effective research-based strategies to include in the content of the professional development series to build teachers' efficacy. The second theme of the study addressed teachers' perceptions of the inadequacy of their teacher preparation program and previous professional development in preparing them to be effective with ELs. Professional literature was reviewed to determine characteristics of effective professional learning so that teachers were more apt to view this study's professional development experience as beneficial to their professional growth. Finally, the third theme that emerged from the study was that teachers blamed students and parents for a lack of student progress and seemed not to realize their pivotal role in student achievement. The literature review provided empirical research that I used in the professional development to attempt to change teachers' beliefs about their impact on student achievement.

A review of the literature provided scholarly insight and understanding of current strategies to increase the efficacy of mainstream teachers of ELs. Educational databases such as ERIC, SAGE, Education Complete, and Thoreau were used to access peer-reviewed scholarly articles on the topic. A thorough search of the topic was conducted using several headings (i.e., *English Learners*, *professional development*, *English proficiency*, *second language learners*, *teacher efficacy*, *cultural diversity*, *linguistic diversity*, *academic achievement*, *effective instructional strategies*) and several Boolean combinations (i.e., *English learners and teacher efficacy*, *professional development and English learners*, *teacher and self-efficacy*). Additionally, Google Scholar provided articles and ProQuest allowed access to doctoral dissertations. Current literature provided

a rationale on the appropriateness of professional development as this study's project as well as guidance in the construction of and content placed in the professional development sessions.

Characteristics of Effective Professional Development

One theme that emerged from the study was that teachers varied in their perceptions of the adequacy of their teacher preparation programs and district professional development in supporting their pedagogical efficacy with ELs. The majority of the teacher participants perceived their professional development opportunities provided by the district to be inadequate in regards to preparing them to effectively instruct ELs. To address this finding, the professional development series that is an outcome of this study included research-based practices and strategies that increase teachers' efficacy in their abilities to instruct ELs. The more teachers know about ELs and strategies that work, the more efficacious they will become in regards to that specific subgroup. Furthermore, the professional literature review guided the construction of the professional development to ensure the experience is relevant and adequate for teachers.

Teachers' self-efficacy greatly affects their attitude, their behavior, classroom culture, and student achievement (Dixon et al., 2012; King, 2014; Yucesan Durgunoglu & Hughes, 2012). Research suggested that mainstream teachers lack confidence in their abilities to meet the instructional needs of their ELs; therefore, EL student achievement is negatively affected (Doorn & Schumm, 2013; Lee & Buxton, 2013; Loeb, 2014; Shaw et al., 2014; Yucesan Durgunoglu & Hughes, 2012). Because of student demographics shifting to an increase of ELs in mainstream classrooms, teachers would benefit from

gaining self-efficacy in their abilities to support ELs in achieving academically (Hopkins et al., 2015; Lucas & Villegas, 2013; Molle, 2013a; Santos et al., 2013; Yucesan Durgunoglu & Hughes, 2012). The increase in inclusion of ELs in mainstream classrooms has created an urgency that all teachers develop expertise in teaching ELs, not only ESL teachers (Lucas & Villegas, 2013). According to research, effective professional development is an efficient way to support teachers in building their knowledge, abilities, and skills to impact teacher practice, which, ultimately, impacts student outcomes (Hopkins et al., 2015; Hunzicker, 2011; Kibler & Roman, 2013; King, 2014; Lee & Buxton, 2013; Molle, 2013a; Molle, 2013b; Short, 2013; Sung-Yeol Choi & Morrison, 2014; Tait-McCutcheon & Drake, 2016).

Effective professional development leads to a positive change in teacher beliefs, attitudes, and practices, which increases the impact the teacher has on student learning (King, 2014; Sung-Yeol Choi & Morrison, 2014). A review of the current literature illustrated the importance of effective professional development in enhancing teachers' abilities to support ELs in mainstream classrooms successfully. Professional development provides teachers with opportunities to gain knowledge and to transform it into practice (Dixon et al., 2012; Tait-McCutcheon & Drake, 2016). The goal of effective professional development is to change teacher beliefs and behaviors to positively impact student outcomes (Dixon et al., 2012; King, 2014; Sung-Yeol Choi & Morrison, 2014). Empirical research alluded to the characteristics of effective professional development that provide the highest impact on student achievement.

Professional literature was used to guide the planning of the professional development sessions for mainstream ELA teachers of ELs. Several empirical studies provided insight into characteristics of effective professional development that lead to a change in teacher beliefs, attitudes, and practices. Table 5 lists the components of effective professional development that influenced this study's project. In addition to effective components of professional development, researchers identified specific topics (e.g. second language acquisition, linguistic diversity, and levels of EL proficiency) that need to be included in professional development for teachers of ELs. Data from current empirical research influenced the choices made in constructing the professional development's structure, facilitation techniques, activities, resources, and supports.

Table 5

Components of Effective Professional Development

| Components of Effective Professional Development | |
|--|--------------------|
| Sustainability/On-going support | Coherent |
| Collaboration | Job-embedded |
| Differentiation for adult learners | Participant buy-in |
| Reflective inquiry | Accountability |
| Context | Feedback |

Effective professional development is an efficient medium to provide teachers with opportunities to explore knowledge, beliefs, attitudes, and practices (Dixon et al., 2012; King, 2014; Santos et al., 2013). Opportunities that are purposely planned and executed based on research have an increased probability that teachers will use the knowledge to change their beliefs and classroom practices to directly affect student

outcomes (King, 2014; Sung-Yeol Choi & Morrison, 2014; Tait-McCutcheon & Drake, 2016).

The development of the project's structure was influenced by current research. The structure of this study's professional development includes elements of sustainability, collaboration, reflective inquiry, context, coherency, and accountability. Research shows that to be sustainable, professional development should occur over time and offer on-going support (Hunzicker, 2011; Molle, 2013b; Short, 2013; Sun, Penuel, Frank, Gallagher, & Youngs, 2013). Hunzicker (2011) stated that one time professional development opportunities are ineffective due to the learning not being applied in the classroom and a lack of follow-up support. Sustainability requires on-going support from peers, coaches, and administration while teachers are learning and developing expertise (Lee & Buxton, 2013; Short, 2013; Sun et al., 2013). To sustain learnings from this professional development series, the structure of the professional development included multiple sessions over time, support from peers, coaches, and administration, and activities that encourage teachers to examine their attitudes and beliefs regarding ELs. Another component of the project's structure that was influenced by current literature is that of collaboration. The professional development sessions were structured to include frequent opportunities for collaboration with peers and mentors, both during each session and outside of the session. Collaboration is essential for effective professional development as it promotes deep learning and the ability to refine practice (Hopkins et al., 2015; Kibler & Roman, 2013; Lee & Buxton, 2013; Lucas & Villegas, 2013; Molle, 2013b; Sung-Yeol Choi & Morrison, 2014; Tunney & van Es, 2016). Collegial

interactions outside of the professional development program allows knowledge to be diffused in ways that benefit the individual teacher and the school (Sun et al., 2013). Reflective inquiry is a component guided by research that was included in the structure of the professional development project. Individual reflection and collaborative reflection during acquiring knowledge of a practice and during implementation of the practice is paramount to teachers building confidence with the practice (Kibler & Roman, 2013; Molle, 2013b, Santos et al., 2013; Sung-Yeol Choi & Morrison, 2014). Effective professional development is contextual (King, 2014; Lucas & Villegas, 2013; Short, 2013). The structure of this professional development was designed to consider the context of a middle school ELA mainstream classroom. Content-specific, instructionally focused strategies provide teachers with the *how* to teach the content, and in this case, how to specifically teach ELs the content (Hopkins et al., 2015; Lucas & Villegas, 2013; Santos et al., 2013; Tait-McCutcheon & Drake, 2016). Another component of effective professional development from the literature that was integrated into the project's structure was coherence. The structure of the professional development supports coherence as it integrates the learning into what teachers already do; it is job-embedded and not considered "another thing" (Hunzicker, 2011; Lee & Buxton, 2013; Short, 2013; Sung-Yeol Choi & Morrison, 2014; Tait-McCutcheon & Drake, 2016). Finally, accountability was built into the structure of the professional development. Teachers and other stakeholders involved in the professional development are accountable for the learning to lead to a change in teachers' practice to positively impact student achievement (Hopkins et al., 2015; Short, 2013; Sung-Yeol Choi & Morrison, 2014). With the infusion

of research-based professional development components, a professional development structure was designed from which teachers can better improve their practice.

Current research influenced the facilitation techniques incorporated into the professional development sessions. Important aspects of professional development facilitation are teacher buy-in, providing feedback, providing opportunities for structured interaction, and being cognizant of characteristics of adult learners (King, 2014; Short, 2013, Sung-Yeol Choi & Morrison, 2014; Tait McCutcheon & Drake, 2016). Facilitators of professional development must encourage teacher buy-in throughout the professional development series. Research suggested this can be accomplished by helping teachers: (a) think about their classrooms as a place for change to improve student outcomes, (b) understand the rationale behind the practice, and (c) make sense of the practice (King, 2014; Molle, 2013a; Sung-Yeol Choi & Morrison, 2014; Tait-McCutcheon & Drake, 2016). Providing feedback is an essential duty of facilitators as they guide the learning of the teacher participants (Lee & Buxton, 2013; Molle, 2013a; Santos et al., 2013). Professional development facilitators must provide opportunities for teachers to engage in structured interactions while fostering and sustaining a sense of community between participants (Short, 2013; Sun et al., 2013; Sung-Yeol Choi & Morrison, 2014). Furthermore, the facilitator must be cognizant of the characteristics of adult learners during professional development (Tait-McCutcheon & Drake, 2016). During the facilitation of this study's professional development series, the facilitator will embrace these facilitation techniques supported by research as being effective.

Empirical research guided the creation of the activities that will be utilized in the professional development. The activities were designed to be collaborative, differentiated, contextual, and job-embedded. Activities that are collaborative by design encourage rich discussion among participants and promote deep learning (Hopkins et al., 2015; Kibler & Roman, 2013; Lee & Buxton, 2013; Molle, 2013b; Sung-Yeol Choi & Morrison, 2014; Tait-McCutcheon & Drake, 2016; Tunney & van Es, 2016). Teachers are provided opportunities to collectively construct knowledge and frameworks to guide their work (Sun et al., 2013; Tunney & van Es, 2016). The activities for this professional development were designed with differentiation in mind. Adapting professional development experiences to address teachers' needs, interests, individual roles, and settings are effective for teacher learning (Hopkins et al., 2015; Kibler & Roman, 2013; Santos et al., 2013; Short, 2013; Tait-McCutcheon & Drake, 2016). Furthermore, the activities for this professional development were designed to be contextual in the setting of a middle school ELA mainstream classroom. Several researchers suggested that a focus on instruction for a specific academic subject leads to a more effective professional development experience for participants (Hopkins et al., 2015; Hunzicker, 2011; King, 2014; Molle, 2013b; Santos et al., 2013; Tait-McCutcheon & Drake, 2016). Finally, the professional development's activities were designed to be job-embedded. Providing opportunities for participants to connect the learning to their environment and practice in their daily setting is key to promoting teachers' learning (Hopkins et al., 2015; Hunzicker, 2011; Molle, 2013b; Shaw et al., 2014; Short, 2013; Sun et al., 2013; Tait-McCutcheon & Drake, 2016; Tunney & van Es, 2016).

Current research literature guided the decision on the resources to include in the professional development. Because the primary goal of the professional development was to support teachers in increasing their self-efficacy in their ability to implement effective pedagogical strategies to support ELs in developing proficiency in ELA, the resources provided are contextual to the specific setting of a mainstream ELA classroom. Research supported the incorporation of context in professional development opportunities because it allows for a focus on the content and instructional strategies specific to a particular setting (King, 2014; Molle, 2013b; Santos et al., 2013; Tait-McCutcheon & Drake, 2016). Furthermore, the resources provided by the professional development are job-embedded. The resources connect to teachers' daily work with students (Hopkins et al., 2015; Hunzicker, 2011; Short, 2013; Tait-McCutcheon & Drake, 2016).

Finally, components of effective professional development defined in research affected the design of supports that are provided to teachers. Supports built into the professional development included the facilitator, peers, coaches, and administration. The use of supports results in an increased frequency of changes in practice (Hopkins et al., 2015; Santos et al., 2013; Shaw et al., 2014; Short, 2013; Sun et al., 2013; Sung-Yeol Choi & Morrison, 2014). Each of these support providers will engage collaboratively with participants and offer feedback. They will differentiate their interaction with teachers to promote continued buy-in during the support of job-embedded practice.

In summary, research from professional literature was used to guide the construction of this study's project. Components of effective professional development identified through the research were incorporated in various aspects of the professional

development. Also, specific research-based knowledge and understandings teachers of ELs need to possess were identified from literature and embedded throughout the professional development series. By considering and integrating components from research, the professional development series is more apt to solicit a change in teacher practice to better support EL achievement in ELA.

Increasing Teacher Efficacy

Another theme that emerged from the study was that teachers do not perceive themselves as efficacious in providing effective instruction to ELs. The perspective of teachers lacking the knowledge and abilities to support ELs is common in the literature (Dixon et al., 2012; Doorn & Schumm, 2013; Hopkins et al., 2015; Lee & Buxton, 2013; Short, 2013; Yucesan Durgunoglu & Hughes, 2016). Strategies and techniques from the professional literature were integrated into the professional development sessions to support teachers in increasing their efficacy with ELs. First, teachers expressed a lack of confidence in their ability to differentiate for ELs. Research stated that teachers of ELs need to understand the unique characteristics and needs of ELs so they explicitly realize that ELs need more than whole class “good teaching” (Lee & Buxton, 2013; Loeb, 2014; Lucas & Villegas, 2013; Santos et al., 2013; Short, 2013). A component of the professional development series will address teachers’ need for research-based instructional practices effective for ELs in a mainstream classroom. To meet this need, the SIOP model will be introduced and practiced. The SIOP model considers the unique needs of ELs and provides teachers with a methodology that incorporates strategies for making academic content accessible to ELs (Short, 2013). Furthermore, research shared

that increasing teachers' effectiveness with ELs involves providing them with an understanding of English proficiency levels and the process of second language acquisition (Dixon et al., 2012; Lee & Buxton, 2013; Lucas & Villegas, 2013; Short, 2013). Teachers must take this understanding and think about how the knowledge of proficiency levels and second language acquisition impact their teaching and ELs' learning.

Empirical research from the professional literature guided the development of the topics for EL teacher professional development. The content of the professional development was created to increase teachers' efficacy in their abilities to implement effective pedagogical strategies to support ELs in developing proficiency in ELA. The findings of this study were considered while the literature review was conducted. Based on the goals of the study's professional development, current research provided insight into knowledge, skills, and abilities of effective teachers of ELs. Teachers of ELs need to have a working knowledge and understanding of cultural and linguistic competencies, EL proficiency levels, second language acquisition, and research-based instructional strategies for ELs. Research stated that teachers of ELs need to develop competency in cultural and linguistically diversity in order to hold high expectations for students, sensitize themselves to differences ELs bring to the classroom, and to understand the unique instructional needs of ELs (Dixon et al., 2012; Doorn & Schumm, 2013; Hopkins et al., 2015; Loeb, 2014; Lucas & Villegas, 2013; Sung-Yeol Choi & Morrison, 2014). These competencies will support a change in teachers' beliefs and attitudes towards ELs (Doorn & Schumm, 2013; Lee & Buxton, 2013; Molle, 2013b). Short (2013) and Lee and

Buxton (2013) expressed the importance of teachers of ELs understanding English proficiency levels and how each level impacts the student in the mainstream classroom. Furthermore, effective teachers of ELs understand the process involved in second language acquisition (Dixon et al., 2012; Lucas & Villegas, 2013; Short, 2013). Finally, research supported effective instructional practices specifically designed for ELs (Lucas & Villegas, 2013). The use of native language in the mainstream classroom assists student achievement as well as the teachers' use of the SIOP model (Dixon et al., 2012; Kibler & Roman, 2013; Lee & Buxton, 2013; Short, 2013).

The primary goal of the professional development series was to provide teachers with knowledge and skills to increase their efficacy in supporting ELs in their ELA mainstream classroom. Increasing teachers' efficacy will positively change their beliefs, attitudes, and behavior that will result in an increase in ELA achievement by ELs. Research supported the content of the professional development series by providing information to increase teachers' foundational knowledge and skills regarding ELs in mainstream classroom.

Teachers' Influence Over Student Achievement

The third finding of the study was that teachers blamed students and parents for the lack of student achievement in the classroom. Teachers did not mention their impact on student achievement at all in the anonymous survey. The professional research supported that often teachers have deficit views of ELs and believe that they cannot change students (Doorn & Schumm, 2013; Hattie, 2012; Lee & Buxton, 2013; Molle, 2013b). While participants in this study seemed to contribute a student's lack of success

to solely home and internal factors, research revealed that a student's home life may be a factor in their achievement, but the power of the teacher is a greater influence on student achievement (Bellibas, 2016; Hattie, 2012; Lopez-Torres & Prior, 2015); Vanlaar et al., 2016). Teachers influence student achievement in a variety of ways. Hattie (2009) revealed that positive teacher – student relationships is the most influential factor of student achievement. This idea was supported by research conducted by Vanlaar et al. (2016). Several research studies suggested that quality of the teacher is another teacher factor that greatly influences student achievement (Bellibas, 2016; Goforth, Notlemeyer, Patton, Bush, & Bergen, 2014; Hattie, 2009; Vanlaar et al., 2016). Teachers' beliefs about students and their commitments to relationships and quality instruction greatly influence student achievement over other home and school factors (Goforth et al., 2014; Hattie, 2012; Lucas & Villegas, 2013). By mainstream teachers understanding that they play a significant role in student achievement, they will transform their classroom behaviors in a way that will positively impact EL student achievement (Hopkins et al., 2015). Effective teachers of ELs must also advocate for ELs (Lucas & Villegas, 2016). The professional development sessions incorporate information from the research that will increase teacher efficacy, which will lead to changing teachers' beliefs and behaviors.

In summary, this case study focused on the problem of the lack of ELA proficiency by ELs by examining teachers' perceptions of their self-efficacy to implement effective pedagogical strategies to support ELs in developing ELA proficiency. One theme of the study suggested that teachers vary in their perceptions of

their self-efficacy in their ability to support ELs in their mainstream ELA classroom successfully. Another important finding of the study is that teachers vary in their perception of the adequacy of their preparation and professional development opportunities in building their skills with teaching ELs. Finally, an unexpected finding that emerged from the data was that teachers seem to blame students and parents for lack of progress and do not realize their influence as teachers over student achievement. A professional development series was chosen as this study's project to address the findings. Current professional research was consulted to construct the content of the professional development series to provide research-based strategies to teachers. Professional literature influenced the content of the professional development sessions to provide teachers with research-based strategies to increase their efficacy in supporting ELs in their mainstream ELA classroom. The three themes were addressed in the professional development sessions in an attempt to improve teacher practice.

Implementation

A professional development project (Appendix A) was designed to provide teachers with knowledge and skills to increase their efficacy in supporting the ELA achievement of ELs in mainstream classrooms. The professional development series was intended to be implemented on 3 full days over a period of 6 months during the school year. The first full-day session will occur in September, which is the second month of school. This will allow teachers time to learn about their students and to get settled into the school year. The second session will take place in November, with the third session in January. Time is provided between full-day sessions to allow teachers to complete

collaborative job-embedded activities. On-going support from district coaches, administration, and peers will continue after the conclusion of the three professional learning sessions.

Potential Resources and Existing Supports

The professional development plan created to address the study's findings serves as a resource in itself. By consulting empirical research, strategies and effective practices were included in the professional development sessions that provide an optimal opportunity for teachers to gain knowledge that will transform their classroom practices. The artifacts teachers will acquire through the training will be resources teachers can reference after the official professional development sessions have ended. Furthermore, the professional development sessions will foster a culture of community and collaboration where participants will see each other as resources. Teachers will be able to use each other as resources during the professional development sessions and during efforts to sustain their learning (Short, 2013).

There are existing supports within the school site that will assist the teachers in furthering their growth in the professional learning. The school has 45 minutes weekly of teacher collaboration time built into the schedule. This time will allow teachers an opportunity to debrief the trainings, engage in discourse regarding the pedagogy being learned, and reflect on the implementation of the research-based strategies and techniques. District coaches and site administration are existing supports as well. Coaches are available to support teachers in the implementation of strategies and in changing their beliefs and attitudes as a result of the professional development. Because

district coaches are participants' peers, they are critical in the roll out of the professional development. Coaches are a support for teachers because they are teachers themselves and can model lessons, mentor, observe, and provide feedback in a non-threatening manner. Site administration not only provides the funding for release time, but also supports teachers in obtaining other resources they may need. Finally, as the facilitator of the professional development, I am an existing support to teachers during and after the trainings. As the facilitator, I act as the expert in the learning being presented and help the teachers make the connection to their classroom setting (Short, 2013; Tait-McCutcheon & Drake, 2016). To support the transfer of skills participants learned from the training to changing daily practice, I will be available to the teachers through e-mail, conduct walkthrough observations with site administrators and provide feedback, and create a list of resources on a blog site to support teachers after the professional learning opportunity ends. I will also support those teachers who feel comfortable in a one-to-one format as needed.

Potential Barriers

As with any initiative, potential barriers exist to the full implementation of the professional development opportunity. The primary potential barrier to the implementation of the professional development is teachers not wanting to participate, which they are not mandated to since participation is voluntary. To address this, I will establish a sense of urgency for the need to deliberately focus on the instruction ELs receive in mainstream ELA classrooms. I will accomplish this by providing current statistics about the shifting demographic trends of ELs in public schools, by sharing

standardized test scores, and by explaining the adverse effects of a lack of ELA proficiency has on ELs over time. The hope is that this will create a moral imperative and create teacher buy-in to where they perceive that the professional development will be relevant to their daily work. Another potential barrier is the amount of time that is involved from participants. To address this barrier, the professional development sessions were designed to be full day trainings during the school day where teachers would be provided a substitute teacher to cover their classroom. This will prevent teachers from juggling other obstacles that come into play with after-school professional development, such as child-care issues, fatigue, and family-time. Furthermore, the collaborative debriefing, practice, and reflective discussions will take place during the built-in weekly site collaboration time and during teacher conference periods. Teachers' time is respected as the training, practice, and follow-up will be job-bedded during the teachers' scheduled work day.

A final potential barrier is that administrators and coaches may not know their role in supporting the professional development. A possible solution to this barrier is to have the site administrator and coaches participate in the training along with the teachers. This will allow them to hear the same message as the teachers and to gain knowledge as well. Also, clearly relaying expectations of administrators and coaches will support teachers in making the change necessary to increase the achievement of ELs in mainstream ELA classrooms.

Proposal for Implementation and Timetable

To begin implementation of the professional development, I need to gain teacher interest to participate. I will arrange a meeting with teachers to provide the rationale for the professional development and explain its purpose. During this discourse, I will provide teachers with the findings of this study and communicate the goals of the professional development in relation to the findings. I will allow teachers an opportunity to express their opinions about the goals and I will be open to making revisions based on their input. Finally, I will share the timeline, provided in Table 6, with them so that they fully understand the time commitment required.

Table 6

Professional Development Timeline for Implementation

| Implementation | |
|----------------|---|
| September | Attend Training Session - Day #1 |
| October | Practice Strategies; Weekly Collaboration at Site |
| November | Attend Training Session - Day #2 |
| December | Practice Strategies; Weekly Collaboration at Site |
| January | Attend Training Session - Day #3 |
| February | Practice Strategies; Weekly Collaboration at Site |

The above timeline for the implementation of the professional development allows teachers 3 release days during a 6-month period to attend the training sessions on effective EL strategies. The school year schedule for the site is August to May. The timeline will provide built-in opportunities for teachers to practice the skills they are learning. Also, there is time allotted after each session for follow-up support through collaboration with peers and consultation with coaches. Furthermore, administrators will

be trained in their role to sustain the professional learning at the end of the 6-month period.

Roles and Responsibilities of Student and Others

Professional development is not the responsibility of a single individual. There are several stakeholders involved in the implementation of this study's professional development: me, as the developer and facilitator of the professional development, participating teachers, the "buddy teacher," coaches, and the site administrator. Each stakeholder has roles and responsibilities that will be communicated clearly prior to the start of the professional development sessions.

As the developer of the professional development and the facilitator during sessions, I play a key role in the success of the professional development. First, as the developer, I am responsible for designing a professional development series that builds teachers' self-efficacy in their interactions with ELs as self-efficacy is significant in changing teaching practices and teacher beliefs (Dixon et al., 2012; Molle, 2013a). By planning effective professional development, I will increase the impact the professional development has on student achievement (King, 2014). It is my responsibility to design effective professional development by consulting the literature to identify characteristics of effective professional development to incorporate in the construction of the training. Also, I have the responsibility of remaining cognizant of adult learning theory as I plan the professional development sessions (Tait-McCutcheon & Drake, 2016). Furthermore, as the project developer, I have the responsibility for creating teacher buy in so that teachers see the relevance and worth of attending the professional development. Second,

in the role of facilitator during each professional development session, I have several responsibilities. I am responsible for being an expert in the professional development I am facilitating, creating a sense of community among participants, and remaining cognizant of the needs of adult learners (Molle, 2013a; Santos et al., 2013; Short, 2013; Tait-McCutcheon & Drake, 2016). Finally, a large responsibility I have as facilitator is to assist teachers in viewing their classrooms as places where changes in practice can have a positive impact on raising achievement of their ELs (Molle, 2013a).

Another role significant to the success of the professional development is that of the participant teacher. The responsibilities of the teacher participant will be explained clearly to provide teachers with the information they need to decide whether or not to participate in the professional development. Teachers are responsible for committing to the time required to achieve the full impact of the professional development. Teachers will be required to take time from their classroom to attend the 3-day workshops during the school year, make time between sessions to practice strategies in their classroom, make time between sessions to observe their “buddy teacher,” and use a portion of their weekly collaboration time to reflect, share, and engage in rich discussion about their practice. Teachers are also responsible for adhering to the professional norms that will be established by the group during the first day of training. Molle (2013a) stated that one component of high quality professional development is establishing and maintaining norms so that each member of the group knows what is expected from them as they interact with each other. Finally, teachers have the responsibility to continue their work

with others to sustain the learning after the professional development sessions have ended.

Another role integral to the professional development is that of “buddy teacher.” Each teacher participant will serve as a “buddy teacher” to another participant. The responsibility of the buddy teacher will be to observe their “buddy” between sessions and engage in weekly collaborative reflections. Buddy teachers provide peer support during the practice of strategies in the classrooms setting. Collegial networking substantially impacts professional practice (Hopkins et al., 2015; Kibler & Roman, 2013).

Teacher coaches serve an essential role in the professional development and result in an increase in a change of teacher practices (Hopkins et al., 2015; Hunzicker, 2011; Santos et al., 2013; Shaw et al., 2014; Short, 2013; Sung-Yeol Choi & Morrison, 2014). There will be two district-level coaches who will be assigned to the school site to assist teachers during the professional development. The coaches’ responsibilities are to attend the professional development sessions along with the teachers, to continue their own professional growth, and to support teachers during the implementation of the professional development.

A final role important in the implementation of the professional development is that of the school site administrator. Perhaps, the role of the administrator may be the most important role in the success of the professional development (Sung-Yeol Choi & Morrison, 2014). Site administrators have several responsibilities in regards to professional development. For this particular initiative, the administrator is responsible for providing the 3 release days for teachers to attend the 3-full-day workshops. Also, the

administrator must hold sacred the time and the structure for teachers to collaborate weekly with their peers regarding implementation of their learnings. Because this site already has 45 minutes of weekly teacher collaboration time built into the school schedule, the administrator's responsibility is to make sure that nothing interferes with that time. A key responsibility of the administrator is to commit to the professional development (Hopkins et al., 2015; Short, 2013; Sung-Yeol Choi & Morrison, 2014). The administrator has the responsibility for providing time and holding teachers accountable for implementing the EL strategies they are learning and providing continuous supports to sustain the professional development after the official training ceases (Hopkins et al., 2015; Santos et al., 2013; Short, 2013). The administrator also has the responsibility to attend the 3-day professional development sessions to ensure they have the knowledge to support teachers in implementation. By learning what effective implementation looks like, administrators will be more apt to support their teachers in changing practices and in building their capacity (Hopkins et al., 2015; Santos et al., 2013; Short, 2013).

With the collaboration of several stakeholders, including me as the facilitator, coaches, administrators, and participating teachers, throughout the process of the professional development, there is an increased potential the professional development will positively impact teacher practice for the good of students. Each stakeholder role has several responsibilities that will be communicated effectively to best increase teachers' efficacy in their ability to implement pedagogical strategies to support ELs in developing ELA proficiency in a mainstream classroom.

Project Evaluation

The result of any professional development training should be improved teacher practices and student outcomes (Tait-McCutcheon & Drake, 2016). As the developer of this project's professional development series, I anticipated such results. In order to obtain these results, I constructed the professional development by consulting the research and incorporating components of effective professional development identified in the literature. In order to determine if my anticipated results were realized, a plan for evaluation was created. Research stated that often, the evaluation of a professional development experience is the weakest link in the process (King, 2014). I prevented having a weak evaluation plan by referring to professional journals for research-based best practices. I decided to utilize a goals-based evaluation approach to evaluate the professional development project. Formative and summative data will be collected as a part of the evaluation process.

A goals-based evaluation approach allows the evaluator to create evaluation goals that represent the overarching purpose of the professional development (Lodico et al., 2010). As the project's developer and evaluator, the goals-based evaluation approach permitted me to have a degree of freedom in focusing the evaluation on what I deemed most important to analyze. Furthermore, within the goals-based evaluation process, the evaluator has the ability to collect both formative and summative data (Lodico et al., 2010). As part of the evaluation plan for this project, formative data will be collected in the form of session evaluations to assist me in making changes to the professional development during implementation. The summative data will be collected in the form of

a post-assessment, which will allow me to measure the evaluation goals and compare to the overall judgment of the professional development (Lodico et al., 2010).

When devising the evaluation goals for this project, I revisited the goals created for the professional development project as a whole. Based on the project's professional development goals, I created evaluation goals that would best allow me to monitor the project's effectiveness on addressing the findings of the study. The project's evaluation goals are

- to document teachers' growth in their efficacy to support ELs in developing ELA proficiency,
- to document teachers' perceptions of the adequacy of the overall professional development in supporting their learning,
- to document teachers' perceptions of the professional development fulfilling their desire for effective training focusing on ELs, and
- to document teachers' abilities to explicitly connect the professional development learnings to their daily practice with ELs in their mainstream classroom.

The 17 overall professional development goals provided me with a framework from which to construct the professional development to address teachers' needs that were revealed in the findings of this study. The four evaluation goals allowed me to focus on less goals during evaluation, understanding the evaluation goals may encompass multiple overall goals. The evaluation goals are the goals that directly relate to the three themes of the study. By collecting data on these goals, I will be able to analyze the effectiveness of

the professional development plan in assisting the teachers' to increase their self-efficacy to better support ELs achieve ELA proficiency. The result of this evaluation will provide me with information on how well I am supporting social change in my community.

As in implementing professional development, there are multiple people involved in the evaluation process. Stakeholders in this process are the evaluator, teacher participants, coaches, the site administrator, and district-level administrators. As the evaluator, I play a key role in the evaluation process. I devise and administer the data collecting measure and will compile and analyze the results. Furthermore, in the evaluation process, I make necessary changes to the professional development based on the data collected through formative means. The teachers participating in the professional development are key stakeholders as they provide information and feedback on the training and their learning. It is important to note that participating teachers have the responsibility of taking the evaluations seriously and providing their honest thoughts and feedback. Only then can the impact of the professional development truly be measured. District coaches supporting participating teachers will have first-hand observation data to provide to determine the overall effectiveness of the training. Finally, site and district administrators are stakeholders in the evaluation process. Site administrators will conduct learning walks using a protocol to document the implementation of strategies in teachers' classrooms while they provide support. District administrators should consider evaluation results of this project when making decisions regarding policies and professional development opportunities regarding mainstream teachers of ELs.

Implications Including Social Change

Local Community

An overwhelming number of researchers confer that ELs are the fastest growing subgroup in U.S. public schools and have unique educational challenges (Ardasheva et al., 2012; Cheatham et al., 2014; Decapua & Marshall, 2011; Echevarria et al., 2011; Lee & Buxton, 2013; Richards-Tutor et al., 2013; Sanford et al., 2012; Taherbhai et al., 2014). Empirical research supported the finding of this study in that mainstream teachers lack efficacy in their abilities to support ELs in their classroom (Dixon, et al., 2012; Hopkins et al., 2015; Kibler & Roman, 2013; Molle, 2013a; Molle, 2013b; Short, 2013; Yucesan Durgunoglu & Hughes, 2012). The professional development project has several potential impacts on social change in the community. First, the more knowledge and skills teachers develop regarding ELs, the more efficacious they will become in their abilities to implement effective pedagogical strategies to support their ELs (Dixon et al., 2012; Doorn & Schumm, 2013; Kibler & Roman, 2013; King, 2014; Lee & Buxton, 2013). This will lead to a change in teacher practice and a change in teacher beliefs regarding ELs, which will positively impact student achievement (Doorn & Schumm, 2013; Kibler & Roman, 2013; King, 2014; Lee & Buxton, 2013; Sung-Yeol Choi & Morrison, 2014). The project could also support retaining qualified teachers in the mainstream classrooms as many burn out and leave the profession (Yucesan Durgunoglu & Hughes, 2012). By deliberately building teachers' efficacy in their abilities to support the achievement of ELs and focusing on retaining qualified teachers, the potential for a positive impact on EL student learning will increase. Effective professional development

deepens teacher learning of strategies that have a greater impact on graduating ELs ready for college and career (Santos et al., 2013).

In addition to having a deep direct impact on teachers, the project can have an indirect result on EL students. When teacher practices improve, student learning increases. Teachers using high impact strategies support their EL students in gaining proficiency in ELA. ELs who are proficient in ELA will avoid the adverse effects of a lack of ELA proficiency. ELs will be more apt to succeed in higher level classes and graduate from high school ready to enter college or the workforce. This has implications of social justice as ELs will have the knowledge, skills, and abilities to be productive community citizens. ELs success in school has the potential of decreasing the high school dropout rate and the unemployment rate as students are adequately prepared with the ELA skills to be competitive.

Far-Reaching

Implications of the results of this project go beyond the teachers and students it affects. The findings of this study and the results of the project evaluation may have importance for district, county, and state-level administrators and policymakers. Not only are ELs the largest subgroup in the local school district, they are the largest in the state. Policymakers consulting this study could realize the urgency of supporting mainstream teachers with ELs. This study focused on middle school ELA mainstream teachers, but the implications can, and should, apply to any content area mainstream teacher of ELs. Once schools and districts make a commitment to deliberately change teacher beliefs, attitudes, and practice by building their efficacy, student outcomes will also change.

This study also has implications for teacher preparation programs. One of the study's findings, which is supported by empirical research, was that teachers do not feel as though their teacher preparation program adequately prepared them for effectively instructing ELs in the mainstream classroom. Teacher credentialing program administrators and policymakers would benefit from the results of this study as they look at ways to revamp their programs to provide new teachers a quality teacher preparation program.

Conclusion

Three major themes emerged as the findings of this study examining teachers' perceptions of their efficacy to implement effective pedagogical strategies to support ELs in developing proficiency in ELA. To address teacher needs, based on the study's findings, a professional development plan was devised as the study's project. Section 3 included a description of the professional development and its anticipated goals. Professional literature was reviewed to provide a rationale for the appropriateness of professional development as the chosen genre for the study's project. Professional development is an effective medium to provide knowledge to teachers that can transform their beliefs and attitudes resulting in a change of practice. The professional research also provided insight into components of effective professional development, which were used to guide the development of the professional development. Finally, research was used to support the content of the project to adequately address the study's findings and provide teachers with knowledge to increase their efficacy.

A description of the professional development project was provided in this section. Resources and existing supports were discussed. Also, potential barriers were shared and possible solutions stated. A proposed implementation plan and timeline were included. Key roles in the implementation of the professional development were identified and their responsibilities were outlined.

A project evaluation plan was created to effectively evaluate the professional development. A goals-based evaluation approach will be implemented, which includes the collection of both formative and summative data. Evaluation goals were listed and described. Also, key stakeholders in the evaluation process were identified. Finally, the implications for social justice the study and professional development project have on the local community and the larger context were provided. It is hoped that teachers and policymakers realize the urgency of building teacher efficacy to support ELs in mainstream classrooms. The long-term effects a lack of ELA proficiency has on ELs is devastating.

Section 4 provides reflections and conclusions from the study as a whole and the project component. Strengths and limitations of the project will be addressed. Recommendations for alternate ways to address the problem and alternative solutions will be provided. A reflection component is included in Section 4 that addresses what was learned about the process of project development. I will also reflect on my development and personal growth as a scholar, practitioner, and project developer. A reflection on the importance of the overall work will be included. Finally, implications,

applications, and directions for future work as a result of this study and project will be addressed.

Section 4: Reflections and Conclusions

Introduction

A qualitative case study approach was taken to investigate the problem of ELs at a middle school in California lacking proficiency in ELA. To examine this problem more closely, I inquired into teachers' perceptions of their self-efficacy to implement effective pedagogical strategies to support ELs in developing ELA proficiency. Qualitative studies develop an in-depth understanding of a phenomenon through investigating how people make sense of their experiences (Bogdan & Biklen, 2007; Creswell, 2012; Lodico et al., 2010; Merriam, 2009). A qualitative case study design was used as it provided structure for a deep analysis of a bounded system (Merriam, 2009). My motivation for this project stemmed from my years as a middle school teacher with ELs in my room, struggling to meet their needs. As I moved onto administration, year after year I analyzed the data that continued to reveal that our ELs were not meeting proficiency requirements in ELA on the standardized state test. My goal in investigating the problem was to eventually support teachers in some way to build their confidence and increase their abilities to work with ELs in their mainstream classroom. To investigate the ongoing problem of ELs lack of ELA proficiency, data were collected using an anonymous online survey that contained open-ended questions. The survey was anonymous to prevent ethical concerns, such as coercion of participants to participate in the study. The data collected were analyzed and three themes emerged as the study's findings. The three themes that emerged from the data were

- teachers possess different levels of self-efficacy in their ability to support the development of ELs' proficiency in ELA,
- teachers reported varied opinions in the adequacy of their teacher preparation program and district professional development support, and
- teachers perceived that students and parents are to blame for the student's lack of success in the classroom due to a lack of parental involvement in the student's education and a lack of student effort.

After pondering the results of the study, I designed a project to address the findings, which, in turn, addressed the study's problem. The project, in the format of a 3-full-day professional development training, was constructed for mainstream ELA teachers of ELs.

Project Strengths

The project constructed based on the study's findings was a 3-day professional development opportunity for ELA teachers of ELs in mainstream classrooms. The ultimate goal of the project was to increase teachers' level of efficacy in their ability to implement effective pedagogical strategies to support ELs in developing proficiency in ELA. The focus was on building teachers' knowledge to influence a change in their practice because teacher knowledge and beliefs are linked directly with their classroom instructional practices (Doorn & Schumm, 2013; Kibler & Roman, 2013; King, 2014; Lee & Buxton, 2013; Molle, 2013b). When teachers gain enough knowledge and experience to change their beliefs, they change their classroom practice (Sung-Yeol Choi & Morrison, 2014). Teachers who are not effective with ELs need support in building their efficacy as it directly influences student outcomes (Dixon et al., 2012).

The project possessed several strengths that address the problem of ELs lacking ELA proficiency. Most importantly, the project addressed the issue of teachers' lack of efficacy in teaching ELs. Most of the teachers in the study stated that they were not confident in their abilities to meet the needs of ELs in their mainstream classroom. The project was specifically designed for ELA teachers of ELs in a mainstream setting to provide them with knowledge and skills from which to build their efficacy. Areas included in the training were the areas in which teachers revealed they lacked confidence, such as differentiation, research-based effective instructional practices specifically for ELs, cultural and linguistic diversity, and second language acquisition. The professional development workshop addressed each of these topics through different means, including PowerPoint and discussions to provide foundational knowledge and the use of videos, reflection, and collaboration to delve deeper into concepts and connect them directly to their daily work with students.

Similar to the content of the project, the structure of the project was a strength by meeting a specific need of teachers as revealed in the study's findings. Teachers revealed that they perceive their previous experiences with professional development as inadequate. The project was designed with the adult learner in mind and structured to fulfill teachers' desire for an adequate professional development experience focusing on ELs.

An additional strength of the project was the decision to include an opportunity for continued learning and follow-up support at the conclusion of the training sessions, which allows teachers to develop their expertise and skills further in implementing

effective practices to positively impact student outcomes. This follow-up was in the form of continuing the “buddy teacher” experience and maintaining the weekly collaboration time that is already embedded in the schedule. The professional learning will be sustained by teachers collaboratively reflecting on their practice and continuing to support one another. As King (2014) pointed out, it is important for teachers to routinely practice the new learning and revise their use of it for the learning to be sustained.

A final strength of the project was the incorporation of best practices based on research in regards to both content and structure of the workshop. Research influenced the structure of the workshops by providing information on adult learners and their specific needs. For example, frequent opportunities for participants to reflect on their existing knowledge and share their experiences were built into the training format (Hopkins et al., 2015; Kibler & Roman, 2013; King, 2014; Lee & Buxton, 2013; Tait-McCutcheon & Drake, 2016; Sung-Yeol Choi & Morrison, 2014). In addition, to support job-embedded learning, I purposefully designed activities to allow teachers to identify and reflect upon how the learnings would work in practice (Hopkins et al., 2015; Molle, 2013b; Santos et al., 2013; Short, 2013; Tait-McCutcheon & Drake, 2016).

The content of the project was heavily influenced by research. The agenda for each session includes a purpose that explains how the research influenced each day’s content. The purpose for each day is included below:

The purpose of Session 1 is to provide professional development that increases teachers’ foundational knowledge and skills regarding ELs. The school-age population in the United States has shifted drastically over the past decade (Hopkins et al., 2015;

Kibler & Roman, 2013; Lee & Buxton, 2013; Molle, 2013a; Short, 2013). Schools are finding an increasing number of students identified as ELs within their walls. Due to inclusion practices, many of these students are placed in mainstream content classrooms (Hopkins et al., 2015; Lee & Buxton, 2013). Mainstream teachers admit that they do not feel confident in their abilities to effectively instruction ELs (Dixon et al., 2012; Doorn & Schumm, 2013; Lee & Buxton, 2013; Molle, 2013b; Santos et al., 2013; Shaw et al., 2014; Short, 2013; Yucesan Durgunoglu & Hughes, 2012). This is consistent with the findings of this case study. Through engaging in the professional development session, teachers will build their efficacy in their abilities to provide effective pedagogical strategies to meet the needs of ELs in their mainstream classrooms. Furthermore, a moral imperative will be presented illustrating the urgency of a focus on ELs in schools and classrooms.

The purpose of Session 2 is to continue to increase teachers' foundational knowledge and skills regarding instructing ELs in their mainstream ELA classroom. Often, mainstream teachers believe that "good teaching" is sufficient for ELs, which illustrates their lack of knowledge about the uniqueness of children learning a second language (Dixon et al., 2012; Hopkins et al., 2015; Kibler & Roman, 2013; Lee & Buxton, 2013; Molle, 2013b). ELs are a subgroup with unique education challenges who would therefore benefit from different, specialized instructional approaches (Loeb, 2014; Short, 2013; Sung-Yeol Choi & Morrison, 2014). This session will build teachers' knowledge about and efficacy to implement research-based EL-specific instructional strategies.

The purpose of Session 3 is to continue to increase teachers' foundational knowledge and skills regarding ELs in their mainstream ELA classroom. This session will present research supporting the idea that teachers have the most impact on student achievement. The results of this study showed that teachers may not believe they have a responsibility or influence over student achievement. Mainstream teachers often have deficit views of students and blame students for a lack of achievement (Doorn & Schumm, 2013; Lee & Buxton, 2013; Molle, 2013b). Teachers' beliefs, attitudes, and experiences directly affect their classroom practice (Doorn & Schumm, 2013; Kibler & Roman, 2013, Lee & Buxton, 2013; Molle, 2013b). If teachers do not believe they have a responsibility in student achievement or are not reflecting to determine if what they are doing is positively impacting student achievement, the progress of ELs is inhibited (King, 2014). Research showed that teachers are the most important factor in student achievement and that their willingness to engage in a practice or behavior is important in its sustainability (Doorn & Schumm, 2013; King, 2014; Yucesan Durgunoglu, & Hughes, 2012). Furthermore, this session will explicitly make a connection between the knowledge gained and the ELA classroom. Research supported that effective professional development is contextual, content-specific, and relevant (Hopkins et al., 2015; Hunzicker, 2011; King, 2014; Molle, 2013b; Santos et al., 2013; Short, 2013; Tait-McCutcheon & Drake, 2016). Deliberately connecting the professional development to teachers' educational setting will lead to a change in practice, which will result in a change of student outcomes (Sung-Yeol Choi & Morrison, 2014). Finally, this session will lead teachers through a process to set goals and create an action plan for

continuous professional development to sustain learnings (Molle, 2013b; Santos et al., 2013; Short, 2013).

In summary, the project constructed specifically addressed each theme of the study to meet teachers' needs. Furthermore, the content and structure of the project were aligned with best practices supported by the literature.

Recommendations for Remediation of Limitations

The fact that the target audience for this project was ELA teachers may be viewed as a limitation because research suggested that all content area teachers have a responsibility to explicitly address the language needs of ELs through their content (Hopkins et al., 2015; Hunzicker, 2011; Santos et al., 2013; Tait-McCutcheon & Drake, 2016). Research also supported that effective professional development is instructionally focused and content specific, which was the reason for the decision explicitly to design the workshop for one specific audience (Hopkins et al., 2015; Santos et al., 2013; Tait-McCutcheon & Drake, 2016). To remedy this limitation, the activities, tasks, and reflective prompts could be revised to reflect other content areas, such as mathematics. The content topics could be the same (i.e., differentiation, second language acquisition, research-based effective strategies for ELs), but artifacts used and the activities would be specific to the mathematics. The training can then be offered to teachers of other subject areas.

Another limitation of the project is that the evaluation plan measures participant growth in knowledge, beliefs, and practice, based on their responses to a Likert survey, but does not measure teacher use of the new practice or the impact on student

achievement. A possible solution to this limitation is to build in observation time for the facilitator to observe teachers over the course of the professional development. This would allow the facilitator to document evidence of the practices being implemented and to gauge the effectiveness of teachers' ability to implement. Determining the level of impact on student achievement could be a much more difficult task. One way to monitor the impact of the professional development on student achievement could be to add an expectation during the weekly collaborative meeting that student work samples and data be discussed. Another method to determine impact on student achievement could be to include the collection and analysis of standardized test data at the end of the school year to the evaluation plan. Analyzing standardized test results would be relevant as standardized test data was the measure used to determine the problem of the study.

A final limitation of the project is that the findings from which the professional development are based may not be generalizable to other school sites or districts. The study focused on one content area at a middle school, which provided 14 potential participants. Eleven teachers participated in the study and provided their insights to the phenomenon. Due to the small sample size, the perceptions expressed by the participants may not be representative of teachers in other departments. A recommendation to remedy this would be to conduct a similar quantitative study with a larger sample size reflecting teachers from multiple content areas to ensure that findings are generalizable.

Recommendations for Alternative Approaches

The problem the study addressed was the lack of ELA proficiency by ELs. The problem was addressed through the construction of a professional development workshop

to build teachers' efficacy in implementing effective research-based pedagogical strategies to support ELs. The problem of ELs lack of proficiency in ELA could have been addressed through a variety of means. One such alternative approach to address the problem could have been from a student perspective. Results of the study showed that although teachers admitted they lack confidence in their abilities specifically related to ELs, they also mentioned that students themselves seem to lack motivation and do not put forth an adequate amount of effort. In thinking about a student perspective approach, a training for students in resilience and advocating for themselves could be beneficial. Furthermore, interaction with the families to provide practical strategies to support the achievement of their children could be beneficial as well. Another alternate approach to address the problem could have been to revamp teacher preparation programs to better prepare preservice teachers to enter the mainstream classroom with the confidence to support ELs effectively. This may prove to be a difficult task as teacher preparation programs are unique from college to college, as well as from teacher to teacher within the same college.

For the current study, the problem was defined as being ELs lack of ELA proficiency. There are other options for defining the problem as well as alternative solutions to the local problem. One possible alternative definition of the local problem could have been to view the problem as an adult problem rather than a student problem. For example, the problem could have been defined as teachers' lack of knowledge and skills in effectively teaching ELs. A solution to this problem could be the development of a curriculum plan specifically focused on utilizing research-based best pedagogical

practices for delivery of a specific subject matter. The plan could include units in detail including specific strategies proven effective with ELs. Another possible alternative definition of the local problem could have been to view the problem as a system problem. The problem could have been viewed as the district's lack of providing ongoing, effective, and timely professional learning for teachers, both new and veteran. A solution to this alternative view could be to consult the professional literature to incorporate characteristics of adult learners and components of effective professional development into a systematic professional development plan district-wide.

Scholarship

During this doctoral study journey, I gained much insight into the research process, which increased my knowledge and skills tremendously. The most important learning about the research process as a result of this experience is that there *is* a process. Often as both a teacher and a site administrator, I rush to determine a solution to a problem before I researched information on the problem or collected and analyzed data. I believe that this could be the reason why some of my solutions had to be revised often or did not work. I now realize that the process to work toward addressing a problem is more complex and detailed and often requires more time. The problems I address in my current position as a district level special education administrator for the secondary level, are more systemic at the core. Due to the nature of the problems that come my way, I realize that I cannot rush into offering solutions without following the research process learned through conducting this study. I realize that the research process I take may not be at same level as this study, but the components of the research process are relevant.

Defining the problem in a local context, consulting research, collecting data, analyzing data, and drawing conclusions influence the decisions made to address the problem. The research process proves to be time-consuming, but will provide more sustainable solutions in the end.

Additionally, I developed skills needed to be an effective researcher. My skills in being a critical consumer of research increased drastically due to the amount of peer-reviewed empirical articles that were cited in this study. I admit that this was the most difficult aspect of the process as my previous education did not require consuming research to such a degree. I also gained a greater understanding of research methodology and increased my skill set in conducting both qualitative and quantitative research.

Project Development and Evaluation

An outcome of completing this investigation that most pertains to my current position is my increased knowledge of components of effective professional development. From my third year as a teacher until now, I conducted numerous professional development experiences for teachers and administrators. Prior to developing the project for this study, I did not consult the research for effective components of structuring and facilitating professional development workshops, nor did I formally consult the research to influence the content of the professional development. Rather, I would either work alone or collaboratively to brainstorm content ideas and activities without considering the research. Also, I realized that an evaluation plan is essential for any professional development as a result of completing the project. At the end of each professional development session I conducted prior to this doctoral journey, I

would wonder if and how the learning was being sustained. I realized that there was a lack of follow-up and support after the official training sessions ended. As a result of developing the project for this study, I realize the importance of structuring and facilitating the professional development sessions to meet the needs of adult learners and that the professional literature needs to influence the decisions in content to achieve an effective training. Furthermore, I gained knowledge of the importance of an evaluation plan; especially one that does not only seek input regarding teacher satisfaction with the training, but seeks data on how the practices learned from the training impact student outcomes.

Leadership and Change

This doctoral journey has most influenced my knowledge and understanding of leadership and change. The most significant insight gained in regards to change is the actual process required for teachers to transform their practice to more effectively impact student achievement. Prior to this experience, I attended trainings on the change process in general. However, I did not have knowledge or understanding about what specifically influences teachers to change their practice. As a result of this study, I learned that teachers' beliefs and experiences affect their efficacy in their abilities to support ELs, and that a change in teachers' beliefs, attitudes, and experiences is the only way to change teacher practice (Dixon et al., 2012; Doorn & Schumm, 2013; Kibler & Roman, 2013; King, 2014; Lee & Buxton, 2013; Sung-Yeol Choi & Morrison, 2014). Change in teachers' beliefs, attitudes, and experiences results from effective professional development that provides teachers with knowledge, support, and reflection (Kibler &

Roman, 2013; Santos et al., 2013; Shaw et al., 2014; Short, 2013; Sung-Yeol Choi & Morrison, 2014). Finally, I learned that change takes a considerable amount of time and support, which often is lacking in professional development. Similarly, I realized the long delay for change is evident in the professional literature as well. Empirical studies I read that were conducted over the past five years revealed that mainstream teachers of ELs do not feel adequately prepared to effectively instruct ELs (Dixon et al., 2012; Doorn & Schumm, 2013; Hopkins et al., 2015; Shaw et al., 2014; Yucesan Durgunoglu & Hughes, 2012). The findings of my study reflected that as well.

My knowledge and understanding of leadership were influenced as a result of this doctoral journey. I believe the most prominent realization in regards to leadership is the importance of consulting the professional research to effectively lead. Part of being a leader is supporting the professional growth of teachers and building their capacity. Often, this is done ineffectively as leaders present an initiative but then do not commit their resources or supports to develop teachers' efficacy with the initiative. It was evident during the development of the project for this study, that as a leader, I need to commit to the ongoing support of teachers if there is to be a change in their practice that impacts student learning.

Analysis of Self as Scholar

In reflecting on this doctoral process, I learned information about myself as a scholar and identified areas of personal growth. First, I quickly realized that a weakness I possessed as a scholar was in critical reading. Prior to entering the doctoral program, my previous educational experiences did not require reading for such depth and analysis. I

am proud that I was able to grow in critical reading, which contributed to my growth in effectively consuming research. As a doctoral-level scholar, I am more comfortable in critical reading and being a consumer of research. Merely from the perspective of life-long learning, I whole-heartedly believe that this experience has paved the way for my continued quest for learning and growth.

Analysis of Self as Practitioner

As a practitioner, experiencing the research process and project development in such depth as this study required, has resulted in considerable growth in my current administrative role. I gained a substantial understanding of the research process, as well as the different approaches, and the importance of the process on addressing local problems. The analytical competencies I gained as a result of this study have impacted my ability to utilize a formal process to problem solve. Furthermore, the learning regarding the effective characteristics of professional development I obtained has contributed to my growth as a staff developer. My efficacy in my abilities to solve problems and support teachers has increased drastically as a direct result of this doctoral experience.

Analysis of Self as Project Developer

I have a long history of developing professional learning trainings for teachers. As the project developer in this study, I realized the importance of being deliberate in addressing the specific needs of the teachers doing the daily work with students rather than overgeneralizing. Furthermore, in reflecting on what I learned about myself as a project developer, I recognized that I did not provide ongoing opportunities for reflective

inquiry while facilitating workshops, although collaborative opportunities were incorporated. My growth in this area has revealed to me the necessity to release control and build in more flexibility for the professional development to be guided by teacher discussion and reflection. Also, it became clear to me that I needed to be intentional in addressing the unique needs and interests of adult learners. Designing effective professional development experiences for teachers is a much more complex and deliberate process than I engaged in prior to this study.

The Project's Potential Impact on Social Change

The overall work of this study has great importance and its potential for a positive impact on social change is evident. This study was created to investigate the problem of ELs lacking ELA proficiency. Research continues to reveal that ELs are the most rapidly growing student group in U.S. public schools with the majority of them being placed in mainstream content area classrooms (Ardasheva et al., 2012; Cheatham et al., 2014; Decapua & Marshall, 2011; Echevarria et al., 2011; Hopkins et al., 2015; Kibler & Roman, 2013; Lee & Buxton, 2013; Molle, 2013a; Richards-Tutor et al., 2013; Sanford et al., 2012; Taherbhai et al., 2014). Consistent with the findings of this study, the professional literature also claimed that teachers are not confident in their abilities to effectively support ELs in their mainstream classroom (Dixon et al., 2012; Doorn & Schumm, 2013; Hopkins et al., 2015; Lee & Roman, 2013; Molle, 2013b; Santos et al., 2013; Yucesan Durgunoglu & Hughes, 2012). Due to increased demands on teachers in mainstream classrooms, many teachers may be overwhelmed and not sure of how to effectively meet students' needs. The work of this study situated the problem in

professional literature, solicited information from teachers to determine specific areas of need, and accessed the professional research to incorporate research-based strategies into a professional development opportunity for teachers. The primary goal of the professional development project was to build teachers' efficacy in their abilities to directly make a positive impact on EL student achievement in ELA. The study's findings provided a rationale for the need to increase teachers' knowledge and competencies to support ELs in the mainstream classroom. Learnings gained from the work of the study are that teachers need assistance and support and that effective professional development is an appropriate means to encourage a change in practice to impact student achievement.

The project developed to address the findings of the study has the potential to impact social change on both a school site level and beyond. Locally, individual teachers, students, and the school organization are potentially impacted as an outcome of the study and the resulting project. Teachers have the potential to increase their knowledge, skills, and competencies in regards to instructing ELs in a mainstream classroom. Building teacher efficacy will decrease their frustrations and the possibility of their burn-out. When teachers gain confidence and experience success, their practices will change causing them to be a more effective teacher for ELs.

Individual students identified as an EL have the potential to be positively impacted as a result of this study and project. Teachers' confidence directly impacts student achievement. With the increase of teacher efficacy as a result of the project, teachers' effectiveness with ELs, in particular will increase. Because effective teachers are the most important factor in student achievement, it follows that increasing the

effectiveness of teachers would, in turn, have a larger impact on student achievement. As EL student achievement rises, ELs will be more confident and successful in school and in life. ELs who are proficient in ELA have a better chance of graduating high school and being college and career ready.

The school organization itself will potentially be impacted positively as a result of this study. Schools are accountable for student performance to the state and federal governments. Although state testing is not the top priority in the district, ELs who are more proficient in ELA will have increased scores on state standardized assessments. Because standardized test scores are used to measure the quality of schools and often are used as one means of placing students into classes, the positive impact an increase of EL student achievement in ELA has on accountability measures is important. No doubt more important than increased standardized test scores is the positive impact the project will have on teacher performance and their relationships with their EL students. Teachers who build their effectiveness are stronger teachers, more productive, and have increased morale. Furthermore, the teachers will have strengthened their relationship with their EL students. This has the potential of tremendously impacting the school's culture.

This project has the potential to impact the policy decisions made at the district level. If district level administrators and Board members considered the findings of the study and the research behind the development of the project to address the findings, district policy could be revised to deliberately focus on specific teachers needs for different groups of students. Policy-makers could also consider the components necessary in teacher learning to sustain a change in practice for the benefit of student learning.

Finally, the project has the potential of impacting society as a whole. As mentioned above, individual EL students proficient in ELA have an increased chance of graduating high school being college and career ready. As a result, EL students will be more prepared to maintain employment, which will decrease the unemployment rate and the poverty rate. ELs proficient in ELA will also be better prepared to be beneficial members of society.

Implications, Applications, and Directions for Future Research

In addition to the implications for social change mentioned above, the study has empirical implications as well. Teachers may realize they have a need to build capacity in their abilities to support ELs but may not have professional development opportunities available to them. This study can serve as a piece of literature that is available to teachers, and administrators, that provides findings through an empirical study and addressing the findings by consulting existing literature to identify research-based practices. Because the practices are based on research, there is a higher potential that they will be effective when implemented.

The study and project have applications to the field of education. Recommendations for practice can be made for teachers, administrators, and teacher credentialing programs. First, the findings of the study revealed that teachers lack confidence in their abilities to implement effective pedagogical strategies to support ELs in developing ELA proficiency. Because teachers lack confidence with ELs and the population of ELs continue to increase rapidly, it would behoove teachers to make a conscious effort to increase their effectiveness with ELs. Actively seeking out research or

professional development opportunities, such as the project in this study, would be advantageous for teachers.

It is recommended that administrators at the site and district level consider the implications of this research. Administrators play a crucial role in raising student achievement. Administrators are responsible for increasing the effectiveness of their teachers with all students; including ELs. This study will provide administrators with insight in teachers' perceptions of their abilities to utilize effective pedagogical strategies to support ELs in mainstream ELA classrooms. The findings of the study, along with research from current literature, guided the design of the study's professional development project. Administrators would benefit from incorporating professional development components supported by research and instructional strategies also supported by research. It is essential that administrators commit time, funding, and support to teachers as part of a school-wide focus to improve EL student achievement. A specific focus on building teachers' efficacy, supporting their change of practice, and measuring the impact on student achievement will lead to sustainability of the practice.

Finally, there are implications of this research for teacher credentialing programs. It is evident in the findings of the study, and confirmed through a review of literature, that teachers view their teacher preparation program as inadequate in providing them the necessary skills and competencies to work effectively with ELs in mainstream classrooms. Colleges and universities should utilize this study, along with the plethora of similar studies in the research, to delve into the reason teachers do not feel their preparation program was adequate. Revamping teacher credentialing programs to give

pre-service teachers a more authentic experience with ELs, would be beneficial in building a strong pedagogical foundation.

Several recommendations can be made for further research to explore the problem of ELs lacking ELA proficiency. Further research into teachers' perceptions would be beneficial by conducting face-to-face interviews to be able to delve into participant responses and incorporating observations to align teachers' responses to their observed practices would provide additional insight that was out of the scope of this study due to ethical considerations. An area of further research can be to examine the personality traits, attitudes, and competencies that administrators look for when hiring mainstream teachers for ELs. The results of such a study could provide information on the hiring practices of administrators and their effectiveness in acquiring teachers with characteristics that best match the needs of ELs. Another area of further research can investigate how teachers use advice and strategies suggested by colleagues or training related to their ELs to shape their instructional practices to support the advancement of ELA development in ELs. Taking a closer look at the contents and quality of teacher education programs and conducting a comparison would be another recommendation for further research. Finally, examining student perspectives of their school experience in relation to ELA proficiency and what they feel they need from teachers would provide interesting data to compare with the data provided by teachers. The research could identify misalignments between student views and teacher perceptions and devise a project to address the misalignment.

Conclusion

The problem this study addressed was the lack of ELA proficiency by ELs. The study's purpose was to examine teachers' perceptions of their efficacy to implement effective pedagogical strategies to support middle school EL students in developing proficiency in ELA. The findings of the study revealed that teachers vary in their perceptions of their efficacy in supporting ELs, with the majority of participants stating they do not perceive themselves as efficacious. Another finding of the study was that teachers do not perceive their teacher preparation program or their past professional development experiences as adequate in developing their abilities to effectively teach ELs. The last finding of the study was that teachers had a negative view of ELs and their families by blaming them for the student's lack of achievement. The three findings of the study were addressed through the construction of a professional development project.

Section 4 presented the projects strengths and limitations as well as recommendations for viewing the problem and solution in different ways. A description of learnings from the research process and the development of the project was discussed. This section also included a reflection on my personal learning and growth as a scholar, practitioner, and project developer. I reflected on what was learned from the overall work and its' importance. Implications of the project, such as the impact on social change at the local level and beyond were included. Moreover, suggestions for practical applications for the field of education were made and recommendations for further research were shared.

The key essence of this study is twofold. First, it is clear that mainstream ELA teachers need ongoing support to build their efficacy in supporting ELs and to change their classroom practice. There is a moral imperative to explicitly focus efforts on improving the ELA proficiency of ELs due to the influx of ELs in mainstream ELA classroom and the adverse effects a lack of ELA proficiency can have on ELs. As evidenced by this study, and supported by the professional literature, teachers recognize this problem and desire effective professional development to address their gaps.

Second, an effective professional development experience is the most viable method to build teachers' efficacy. Changing teacher beliefs, attitudes, and practices is necessary to have a positive change in student achievement for ELs. Teachers and schools have the responsibility to prepare ELs for college, career, and life. If teachers do not perceive themselves as able to accomplish this effectively, or administrators observe teachers are not able to support ELs effectively, it is the obligation of administrators to provide effective professional development opportunities and continued supports to increase sustainability of effective pedagogical practices.

As a society, focusing on increasing the ELA proficiency of ELs would result in a decrease in the unemployment rate as ELs would be able to obtain and maintain employment after graduation. Furthermore, producing ELs who are proficient in ELA will give them the tools and skills necessary to be productive contributors to society and competitive in a global economy.

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Appendix A: The Project

Strategies for ELA Teachers of ELs: Day 1

TARGET AUDIENCE: Middle school mainstream ELA teachers

PURPOSE:

The purpose of session one is to provide professional development that increases teachers' foundational knowledge and skills regarding ELs. The school-age population in the United States has shifted drastically over the past decade (Hopkins, Lowenhaupt, & Sweet, 2015; Kibler & Roman, 2013; Lee & Buxton, 2013; Molle, 2013a; Short, 2013). Schools are finding an increasing number of students identified as ELs within their walls. Due to inclusion practices, many of these students are placed in mainstream content classrooms (Hopkins, Lowenhaupt, & Sweet, 2015; Lee & Buxton, 2013). Mainstream teachers admit that they do not feel confident in their abilities to effectively instruction ELs (Dixon et al., 2012; Doorn & Schumm, 2013; Lee & Buxton, 2013; Molle, 2013b; Santos, Darling-Hammond, & Cheuk, 2013; Shaw, Lyon, Stoddart, Mosqueda, & Menon, 2014; Short, 2013; Yucesan Durgunoglu & Hughes, 2012). This is consistent with the findings of this case study. Through engaging in the professional development session, teachers will build their efficacy in their abilities to provide effective pedagogical strategies to meet the needs of ELs in their mainstream classrooms. Furthermore, a moral imperative will be presented illustrating the urgency of a focus on ELs in schools and classrooms.

PROFESSIONAL DEVELOPMENT GOALS ADDRESSED:

- Build a moral imperative for a focus on effective instruction for ELs in light of significant demographic shifts. (1)
- Increase teachers' level of efficacy in supporting ELs in the mainstream classroom. (2)
- Increase teachers' understanding of culturally and linguistically diverse students. (5)
- Build teachers' confidence in their ability to differentiate instruction for ELs. (7)
- Increase teachers' understanding of levels of English proficiency. (8)
- Engage teachers in collaborative experiences that encourage rich discussion, reflection, and action. (9)
- Provide a fundamental understanding of the process of acquiring a second language. (10)
- Balance theoretical knowledge with practical application. (11)

Use pre- and post-assessment to analyze participant growth over the course of the professional development. (12)

Provide professional development that teachers consider relevant. (13)

Provide choice to meet the needs of adult learners. (14)

Fulfill participants' desire for effective professional development focusing on ELs. (16)

Explore participants' views on professional development in attempt to set stage for a positive experience. (17)

LEARNING OUTCOMES:

1. Participants will explain the urgency to focus on ELs in schools and mainstream classrooms.
2. Participants will increase their efficacy in their abilities to implement effective pedagogical strategies to support ELs in their mainstream ELA classroom.
3. Participants will increase their cultural and linguistic competencies.
4. Participants will increase their confidence in differentiating instruction for ELs.
5. Participants will explain English proficiency levels and their importance in the mainstream ELA classroom.

AGENDA:

| TIME | DESCRIPTION/ACTIVITY |
|--------|--|
| 8:00AM | Welcome & Introductions |
| 8:10 | Set Norms |
| 8:30 | Administer Pre-assessment |
| 8:50 | Administer Interest/Experience Survey |
| 9:05 | Explore Participants' Views of PD Activity: <i>What Jacket Does Your PD Wear?</i> |
| 9:30 | Reflection/Discussion |
| 9:35 | Moral Imperative – Urgency to Focus on ELs - Statistics - Adverse Effects of a Lack of English Proficiency |
| 10:00 | Break |
| 10:15 | Activity: <i>Who Are Our ELs?</i> |
| 10:35 | Reflection/Discussion |
| 10:40 | Overview of Levels of English Proficiency - ELD Standards |

| | |
|---------|---|
| | Activity: ELD Proficiency Level Continuum Scavenger Hunt |
| 11:20 | Overview of Second Language Acquisition Activity: Video |
| 12:00PM | Lunch (On Your Own) |
| 1:00 | Cultural and Linguistic Diversity Activity: Article |
| 1:35 | Differentiation Activity 1: (novice) Differentiation Strip Sort Activity 2: (experienced) Differentiation Scenarios |
| 2:30 | Reflect/Discussion |
| 2:40 | Explain Collaborative Assignment Due on Day 2 |
| 3:00 | Individualized Goal Setting & Action Plan “Buddy Teacher” Partner Goal Setting |
| 3:25 | Closing Comments & Questions |
| 3:30 | Complete Day 1 Evaluation |

Professional Development: Strategies for ELA Teachers of ELs

Facilitator's Notes
Day 18:00 Welcome & Introductions

- Explain purpose of PD from research (Power Point)

Materials: Power Point (slides 1-89)

Comments: None

8:10 Set norms

- Explain that our group will create a set norms that will describe the behaviors we all agree to as we engage in meaningful work with each other.

Activity: *Developing Norms*

1. Explain to the participants that we will be working very closely with each other over the next 6 months and will be sharing, reflecting, and brainstorming and they are developing their skills as educators of teachers of EL. To best make use of our time together, we will create a set of norms that will facilitate our work together and help us to accomplish our tasks.
2. Provide examples of norms, such as, "Everyone has a voice in dialogues."
3. Ask teachers to now focus on norms that ensure (a) that all participants have the opportunity to contribute ideas to the training; (b) to increase productivity of the group; and (3) to facilitate the achievement of the training's daily learning outcomes.
4. Give three index cards to each participant.
5. Ask participants to reflect on and write down behaviors they consider ideal for a group. (Only one idea per card).
6. Collect cards and mix together. Read each card and allow group to discuss its appropriateness and benefit as a norm. Tape to the board. Continue with other cards. If the group believes a card is similar to one that was already read and agreed upon, group them together.
7. When all cards are sorted, look at similar cards and create one norm statement. Write on large poster paper.
8. Ask group if they can support the norms just created. (Should be no more than five or six).
9. Explain to participants that norms help guide us in our group interactions. If a participant is not adhering to a norm, rather than making a big deal out of it, someone can just say, "Norm (and the number of norm being violated)." That is our cue to get back on track without anyone being defensive.

Materials: index cards, pens, poster paper, markers

Comments: This activity was adapted from the National Staff Development Council.

8:30 Administer Pre-assessment

-Explain to participants that they will take a pre-assessment (and again at the end of the training – post-assessment) on the professional development’s learning outcomes. The pre/post-assessment will serve as a measuring tool to examine participants’ growth as a result of participating in the professional development.

Materials: Pre-assessment form

8:50 Administer Interest/Experience Survey

- Explain to participants just as they need to know thing about their students, I need to know things about them. This will help me as I facilitate this training. Based on the information they provide, I will adjust activities, structures, and processes as needed for the duration of the training.

Materials: Interest survey

Comments: As adult learners, I need to know something about them in order to differentiate the training to meet their individual needs in regards to professional development and strategies for ELs.

9:05 Explore Participant’s Views of PD

Activity: *What Jacket Does Your PD Experience Wear?*

1. Introduce the activity by stating that the effectiveness of PD is related to our individual perceptions of PD. Our perceptions of PD are based on a variety of factors: previous experience with PD, our capabilities/efficacy with the content/topic, our beliefs and dispositions, our tenure as a teacher, our career objectives, and our home and school responsibilities. Tell participants that we are going to examine our perspectives of PD using jacket metaphors.
2. Provide a visual and description of three jackets (dress jacket, Emperor’s jacket, and favorite jacket). Explain the metaphors of each (on the Power Point).
3. Ask partners to complete the following sentence frame: *Professional development is like a _____ jacket because....*” Partners will create a visual on the poster paper provided. (Hang around room).
4. Allow partners to share their metaphor and visual with the group.
5. When all the visuals are hung, ask teachers to silently reflect on which “jacket” most resembles their current views of PD. Have them share with their small group and share what could change their views of PD.

6. Instruct participants to write down 2 or 3 ideas (on individual post-its) that could be done to change their view of PD. Participants will stick ideas on the visual that most identifies with their current view of PD.
7. Lead a discussion to debrief this activity to set the stage for positive attitudes towards this PD to have an increased potential to have an impact on student achievement. How teachers feel towards PD greatly impacts what they get out of it.

Materials: Visuals of jackets (dress jacket, Emperor's jacket, and favorite jacket), poster paper, markers

Comments: In order to help ensure that participants get the most out the PD, I need to gain insight into their views of PD in general. If teachers have a negative view of PD, the chance of them benefiting from this PD decreases. If they can explore their views of PD and the discussions regarding PD can help change their views to be more positive, the teachers will put forth more effort and be more invested in the training. This jacket metaphor activity allows teachers to analyze, reflect upon, and redefine their view of PD in general. This activity is adapted from the research of Tait-McCutcheon and Drake (2016). If teachers need ideas for jackets: chef's jacket, school lettermen's jacket, life jacket, strait jacket, lab coat jacket, fashion jacket, and rain jacket.

9:35 Moral Imperative- Urgency to Focus on ELs

- Provide participants with the statistical data from literature review. Included on Power Point slide.

- Discuss the adverse effects of a lack of English/ELA proficiency on ELs (from literature review). Included on Power Point slide.

1. Participants will brainstorm adverse effects a lack of ELA proficiency has on ELs.
2. Present what literature says.
3. Have participants compare their list to that identified by research.
4. Share a-ha's, and why this focus on ELs is urgent. Ask teachers connect this moral imperative to their current classroom and student population. Have them share how demographics have changed over time.

Materials: Power Point

Comments: None.

10:00 Break

10:15 *Who Are Our ELs?*

- Explain to participants that we are going to focus on the ELs in our classrooms and schools.

- In partners, create a mind map with “EL Students” in the middle and as many words/phrases they can list in the bigger circle regarding the characteristics/needs/interests of ELs.
- Circle the words/phrases that do not pertain to native English speaking peers.
- Lead a debrief that although ELs may have a lot in common with their non-EL peers in middle school, they still have some unique differences that must be considered and addressed appropriately in class.

Materials: Mind map handout, Power Point,

Comments: The goal of this activity is to start getting teachers to explicitly identifying the characteristics of ELs and their uniqueness. This is going to support the discussion on Day 2 regarding the unique needs of ELs and negating the belief that ELs just need “good teaching” like what is provide to the whole class.

10:40 Overview of Levels of English Proficiency

- Have participants respond to the following questions in their small group:
 1. Do you know who your EL students are?
 2. Do you know their overall CELDT proficiency level?
 3. Do you know each of their domain (reading, writing, listening, speaking) proficiency levels?
 4. What is your understanding of the CELDT proficiency levels, what students are able to do at each level, and what is needed to move them to the next level?
 5. How is knowing what ELs at each level of proficiency important in your daily work with ELs in your ELA mainstream classroom?
- Present a background of proficiency level descriptors (PLDs). Refer to 2012 ELD Standards – Participants who brought their device will be asked to download the document from the CA Department of Education website.
 - Proficiency levels: emerging, expanding, and bridging. (Clarify the CELDT still uses the five levels: beginning, early intermediate, intermediate, early advanced, advanced). The CELDT is an outdated measure that is going to be changed).
 - PLDs: Provide overview of the stages of ELD through which ELs are expected to progress as they gain increasing proficiency in English. They depict student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and upon exit from each of the three proficiency levels. The PLDs are EXIT descriptors – what the student is expected to exhibit upon exiting the proficiency level. Designed with high expectations for ELs to progress through all levels and to attain the academic English necessary to access and engage with grade-level content in all subject areas.

- Introduce each level (emerging, expanding, and bridging) and have them brainstorm what “initial stage” abilities of students in each level would be as well as abilities students would exhibit as they “exit” the level. Debrief and discuss.
- Present description of each level (see Power Point slide).
- Activity: Continuum Scavenger Hunt
 - Goal: Get familiar with the “ELD Proficiency Level Continuum.”
 - Provide participants with the “ELD Proficiency Level Continuum” and the scavenger hunt handout.
 - Have teachers work in pairs to complete the scavenger hunt.
 - Lead a discussion to debrief and reflect. See prompt in Power Point.
- Present ELD Standards and (deliberate) language targets. (See Power Point)
 - Have participants work in partners to discover how the ELD Standards for their grade level are structured. Instruct them to jot down what they are noticing as they will need to share. This collaborative brainstorm and discovery opportunity will help participants become familiar with the standards without us reading them word for word as a group. After a period of time, ask partners to share with another set of partners. Each group of four can share and reflect with the whole group.
 - Present language targets. The goal is to be deliberate in including a language target daily into your lesson. This target (objective) is in addition to targets (objectives) based on content standards. Emphasize that teachers are responsible for language just as much as content (Hill, 2008).
 - Reflect: How can implementing deliberate language targets daily impact EL achievement in your classroom? Provide an example.

Materials: Power Point, ELD Standards handouts (ELD Proficiency Level Continuum & ELD Standards for 7th and 8th grades), scavenger hunt handout

Comments: Information for this section came from the ELD Standards (adopted in 2012), which was obtained through the CA Department of Education website (www.cde.ca.gov).

11:20 Overview of Second Language Acquisition

- Begin by having participants remember how their children learned their first language. During debrief, focus on the following prompts:
 - Was your child born communicating and engaging in language?
 - How long until your child was able to produce their first speech?
 - How long until they were able to interact with language?
 - Did they begin using language in complex ways?
 - What supports did you have to provide (or the environment provided) to develop their language?

- When the language demand in English got more complex, how did you support your child?
- Now, let's connect to what you remember from your teacher preparation classes about second language acquisition (SLA). Brainstorm what they know about SLA.
 - Show ASCD video on You Tube, "The Five Stages of Language Acquisition."
 - Instruct teachers to make comparisons between their brainstorming and the video. Debrief at end of video.
 - Review the "Sample Teacher Prompts for Each Stage of Second Language Acquisition" chart. Teachers will share practical examples of how prompts from each stage (as applicable) can be used in their particular classroom.
 - Participants will divide into 5 groups and randomly have a one stage of language acquisition assigned to them. All participants will get the same lesson plan. Groups will critique the lesson plan to determine areas where teacher prompts will be necessary to assist the EL in the stage they were assigned. (Note: This will begin conversation for differentiation for ELs).

Materials: Power Point, video clip (goo.gl/3tdFj4), sample lesson plan handout

Comments: The Association of Supervision and Curriculum Development (ASCD) video and book was used to create this activity.

12:00 Lunch (On Your Own)

1:00 Cultural & Linguistic Diversity

- Have participants examine their own cultural diversity (and linguistic if applicable) within their sphere of family, friends, and community. Have them verbally trace their family's journey for as far back as they know the story.
- Connect to the current cultural and linguistic diversity with their ELs. How does this impact their (ELs) progress in the ELA mainstream classroom?
- Activity: Divide into 8 groups. Each participant will receive the same article, "Supporting Linguistically & Culturally Diverse Learners in English Education." All participants will read the first three sections. Jigsaw: Each group will be assigned one of the 8 beliefs to focus on. Each group will create a visual that represents the "belief" they were assigned. Groups will also come up with at least specific three ways that can incorporate that specific "belief" into their ELA lessons in the upcoming week.
- Have participants reflect on the statements related to cultural and linguistic diversity. They will share their views, reaction to the statement, and provide a relevant example from their experiences.
- Reflect: Participants will respond to the two reflection questions with a partner.

Materials: Power Point, article- “Supporting Linguistically & Culturally Diverse Learners in English Education,”

Comments: Use article obtained from the internet
(www.ncte.org/cee/positions/diverselearnersinee)

1:35 Differentiation

- Participants choose an activity. The first activity is for those teachers not comfortable with differentiation and could use a refresher. They will remain with the facilitator to go through a differentiation Power Point and a “differentiation sort.” The second choice is for more experienced teachers in differentiation. The directions for this group are:

1. Individually, write a scenario about a specific EL (maybe a particularly challenging one) in your class and information about an upcoming lesson this week. Be sure to include as much information as you can about the students’ interests, readiness levels, etc.
2. After everyone has their scenario, trade with the others in the group.
3. Each person will read the scenario they received and individually brainstorm some ideas to help differentiate the lesson for the EL.
4. After everyone has an opportunity to do that, each person will read the scenario they received and gather input from others in the group regarding differentiating the lesson described for the EL.

Focus on identifying and discussing what is being differentiated (content, process, or product) AND what the differentiation is being based on (interest, readiness, and learning needs.)

- “Refresher” group: go through the Power Point allowing for peer interactions and reflections.

- At the end of the Power Point, the group will complete the differentiation sort. Each group will be provided with strips of specific examples of differentiation. Their task is to identify if the strip is showing an example of differentiation of content, process, or product. Share out.

Materials: Power Point, differentiation sort strips

Comments: This activity will have two choices for teachers depending on their comfort with effective differentiation.

2:40 Explain collaborative assignment due on Day 2.

Materials: guideline sheet

Comments: In order to practice learnings from today, each teacher will partner up with a “buddy teacher.” If possible, teachers in the same grade level should partner up. The pair of teachers will collaboratively design a lesson for ELs, explicitly identifying where the lesson is differentiated for content, process, and/or product and if the differentiation is based on ELs’ interests, readiness, and/or learning needs. They each will teach the lesson with the other person observing. They will meet during one of their weekly collaboration times to debrief and revise as needed. Complete the “Buddy Teacher” Partner Goal Setting form. Buddy teachers need to meet weekly to support each other in their endeavors to improve their instruction to better meet the needs of ELs.

3:00 Individualized Goal Setting & Action Plan

- Individual participants will complete the goal setting and action plan form. This form will allow teachers to identify topics covered today that they want to work on until the next session. The action plan helps them make intentional targets to achieve their goals.

Materials: none

Comments: none

3:25 Closing Comments & Questions

3:30 Complete Day 1 Evaluation

Professional Development: Strategies for ELA Teachers of ELs

Day 1 Power Point Slides (1 – 89)

Strategies for ELA Teachers of ELs

FACILITATOR: ELAINE NELSON



Welcome!

PURPOSE OF PD: To build teachers' efficacy with ELs in their mainstream ELA classroom by providing knowledge and skills to support teachers in changing classroom practices to better meet the unique needs of ELs.

This PD will address the findings of my research study.



FINDINGS FROM MY STUDY:

- Teachers vary in their levels of self-efficacy of their ability to support the development of ELs proficiency in ELA.
 - Teachers vary in their opinions in the adequacy of their teacher preparation program and district professional development support in regards to teaching ELs.
 - Some teachers blame students and parents for the student's lack of success in the classroom.
- 

Professional Development Overview

- 3 day training over 6 month period
- Practice strategies and reflect with peers (“Buddy Teacher”)



AGENDA – Day 1

- Set Norms
 - Pre-assessment
 - Interest/Experience Survey
 - Views of PD
 - Moral Imperative
 - Who Are Our ELs?
 - Overview of Levels of English Proficiency
 - Cultural & Linguistic Diversity
 - Differentiation for ELs
 - Goal Setting & Action Plan
 - Comments & Questions
 - Day 1 Evaluation
- 

Learning Outcomes – Day 1

- Explain the urgency to focus on ELs in schools and mainstream classrooms.
 - Increase efficacy in abilities to implement effective pedagogical strategies to support ELs in mainstream ELA classrooms.
 - Increase cultural and linguistic competencies.
 - Increase confidence in differentiating instruction for ELs.
 - Explain English proficiency levels and their importance in the mainstream ELA classroom.
- 

Norms

Let's define norms.....

behaviors we all agree to uphold as we engage in meaningful work with each other.

Let's create norms for our interactions.



For this activity focus on norms that ensure:

- all participants have the opportunity to contribute ideas to the training/task
- increased productivity of the group
- facilitation of the achievement of the training's daily learning outcomes

(National Staff Development Council)



Pre-Assessment

Please take the pre-assessment. You will complete this again as a post-assessment to measure growth as a result of the PD.



Interest/Experience Survey

As an adult learner, you bring varied experience to the group and have different interests. Please complete this survey. Results will be considered to tailor PD sessions to participants' interests, experiences, and needs.

Views of PD: What Jacket Does Your PD Wear?



Emperor's Jacket

Is PD like an Emperor's jacket?

An invisible jacket worn when the teacher has attended all the PD but attendance has not led to changes in practice. There is little evidence in the classroom of learning from the PD.

Activity adapted from Tait-McCutcheon & Drake, 2016



Dress Jacket

Is PD like a dress jacket?

Worn only for special occasions such as an observation. Teacher does not see how the content of the PD applies to their teaching and to their students' learning so they put it on only when they feel they have to.



Ole Favorite Jacket

Is PD like an old favorite jacket?

Styled and embellished to suit and compliment the wearer. The PD is adapted so the jacket can be a good fit for the teacher, their students, and the school. Teacher can tailor to meet their needs and expectations.



Now You Try...

With a partner, complete the following sentence stem and create a visual of the jacket:

Professional development is like a _____ jacket because

Reflection

Which “jacket” most resembles your current views of PD?

What could cause a change in your views?

Moral Imperative

From professional literature:

- ELs are the most rapidly increasing student population in US public schools
- ¼ of the nation's 4.4 million ELs are enrolled in CA public schools
- Many teachers admit they have not been adequately prepared to instruct students whose primary language is something other than English
- ELs are in mainstream content area classrooms without the support of a specialized ESL teacher
- It is highly likely that due to the increase of ELs in the US, most mainstream teachers will teach students who are still in the process of acquiring English as a second language
- Achievement gaps across content areas persist as the school-aged population in the US becomes more culturally and linguistically diverse at a rapid pace
- Teachers have a dual challenge – to develop ELs English proficiency and to support them in content development where language demands are more rigorous and demanding as one progresses through the grades
- It is estimated that 60% of ELs do not exit EL status after 10 years in public school

(Ardasheva, Trotter, & Kinn, 2012; Baecher et al., 2012; Boone, 2013; Cellante & Dorne, 2013; Chestham, Jimenez – Silva, Wodrich, & Kasai, 2014; Decapua & Marshall, 2011; Echevarria, Richards-Tutor, Chiu, & Ratliff, 2011; Kibler & Roman, 2013; Lee & Buxton, 2013; Menken et al., 2012; Pereira & Gentry, 2013; Richards-Tutor et al., 2013; Sanford, Brown, & Turner, 2012; Tahrebhai, Seo, & O'Malley, 2014)

Effective training and sufficient support are required for teachers to feel confident in their pedagogical skills to instruct ELs.

Building efficacy involves building teachers' knowledge and skills and supporting them in transforming this knowledge into a change of practice in their classroom.

Self-efficacy plays a major role in teacher attitude and behavior.

It is imperative that teachers have knowledge of research-based effective practices, including strategies acknowledging language diversity, and implement the strategies daily.

(Baecher et al., 2012; Boone, 2013; Cellante & Donne, 2013; Dixon et al., 2012; Hopkins, 2012; Kim & García, 2014; King, 2014; Richards-Tutor et al., 2013; Sanford et al., 2012)



Adverse Effects on ELs

With a partner, brainstorm adverse effects a lack of ELA proficiency has on ELs.

(Think about short-term and long-term).



Here's What the Research Shows

A lack of English proficiency can have the following adverse effects on ELs:

- Get poor grades and do not perform well academically
- More likely to drop out of high school
- Remain in low level classes that do not prepare them to graduate high school or enter postsecondary studies
- Not prepared to take high school exit exams
- Overrepresented in special education
- Become a "long-term EL"
- Contribute to an "achievement gap" between ELs and non-EL peers on standardized tests
- Do not have the English necessary to be successful in mainstream classes
- Negative affective consequences during adolescence
- Live in poverty as adults due to inadequate preparation to enter the workforce

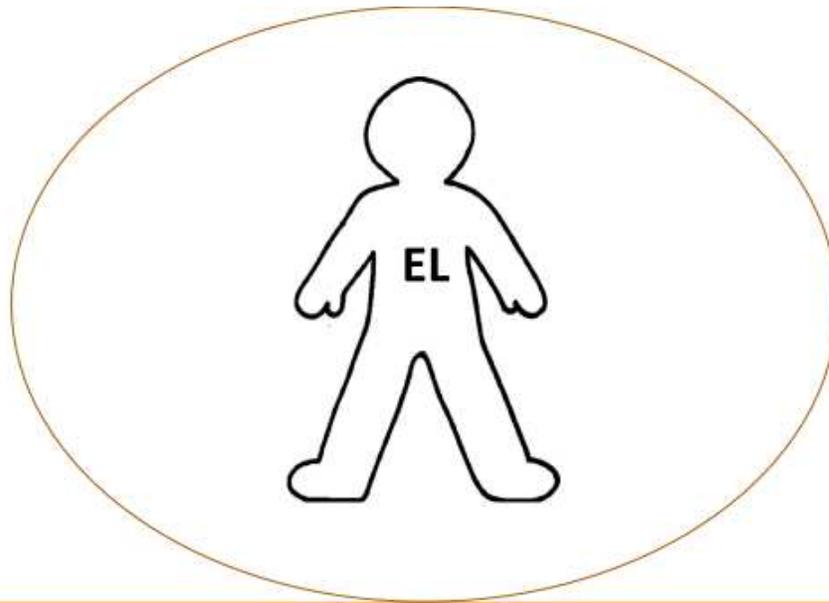
(Boona, 2013; Cheatham et al., 2014; Kim & Garcia, 2014; McCray et al., 2011; Menken et al., 2012; Sheng et al., 2011; Slama, 2012)



Who Are Our ELs?

Activity: Create a mind map brainstorming characteristics/interests/needs (etc.) of ELs.





Reflection

ELs may have a lot in common with their non-EL peers in middle school, but what unique differences must be considered and addressed appropriately in class? Discuss an example.

Overview of Levels of English Proficiency

Let's begin by discussing the following with a small group:

1. Do you know who your EL students are?
 2. Do you know their overall CELDT proficiency level?
 3. Do you know each of their domain (reading, writing, listening, speaking) proficiency levels?
 4. What is your understanding of the CELDT proficiency levels, what students are able to do at each level, and what is needed to move them to the next level?
 5. How is knowing what ELs at each level of proficiency important in your daily work with ELs in your ELA mainstream classroom?
- 

Overview of Levels of English Proficiency

With the adoption of the 2012 ELD Standards by the CA Department of Education, proficiency levels in terms of ELD have changed to **EMERGING, EXPANDING, BRIDGING.**

Brainstorm in your small group what may be some “early stages” of abilities and abilities upon “exit” of students in each group.



EL Proficiency Level: EMERGING

Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

(CA Department of Education, 2012)



EL Proficiency Level: EXPANDING

Students at this level are challenged to increase their English skills in more contexts and learn in a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

CA Department of Education, 2012



EL Proficiency Level: BRIDGING

Students at this level continue to learn and apply a range of high-level English skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

(CA Department of Education, 2012)



KEY POINT FROM ELD STANDARDS

ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate LINGUISTIC support.

(CA Department of Education, 2012)



Activity: Scavenger Hunt

Let's delve into the ELD Proficiency Level Continuum.

Work with a partner to gain familiarity with the continuum by completing a scavenger hunt.



Reflection

Share what you learned about the continuum and how the information connects to your students.

Note any "a-ha moments" or things you would like to investigate further.



ELD Standards

Activity:

1. Choose either 7th or 8th grade ELD Standards and partner up with someone else with the same grad level standards.
2. Work in partners to discover how the ELD Standards for your grade level are structured.
3. Jot down what you discover and be prepared to share.



How do I incorporate ELD standards daily?

By utilizing **DELIBERATE** LANGUAGE TARGETS **DAILY** !

What is a language target?

(Discuss ideas with a partner)



Language Target IS:

- a deliberate target regarding the specific language skill that students should be able to do by the completion of the lesson
- Consists of a task from the ELD Standards
- Varies depending on the level of English proficiency (Emerging, Expanding, Bridging) and where the student is within the level (early stage, during, exiting)
- It is in addition to a content target (objective)

Language Target IS NOT:

- a content objective
- something that should be ignored

Activity: Let's try some examples....

Scenario:

Students are presenting projects they created based on a short story they recently read. The classroom has five ELs who are at the Expanding level of proficiency, at varying progressions. To support the ELD standards under "Interacting in Meaningful Ways" for interpretive communication, the teacher needs to develop a language target. What might be an applicable language target to specifically support the ELs in the classroom?

An example of an appropriate language target may be:

The student can ask detailed questions with occasional prompting to demonstrate active listening in oral presentations.

If this was the deliberate language target, how can the teacher support the EL in achieving the target by the end of the lesson?

Now, you try....

Work with your partner to create a language objective for the lesson you are teaching tomorrow. Do your best with gauging where your ELs are in their level of ELD proficiency.

Reflection

How can implementing deliberate language targets daily impact EL achievement in your classroom? Provide an example.

Overview of Second Language Acquisition

Let's take a stroll down memory lane...

Share the process your children went through as they learned their first language.

Consider the following:

- Was your child born communicating and engaging in language?
- How long until your child was able to produce their first speech?
- How long until they were able to interact with language?
- Did they begin using language in complex ways?
- What supports did you have to provide (or the environment provided) to develop their language?
- When the language demand in English got more complex, how did you support your child?

Let's Connect to Second Language Acquisition

What do you remember from your teacher preparation classes regarding second language acquisition (SLA)?



Five Stages of Language Acquisition

When watching the following You Tube video from the Association of Supervision and Curriculum Development, compare your knowledge of the topic to what is presented.

www.goo.gl/3tdFj4



Sample Teacher Prompts for Each Stage of Second Language Acquisition

- Share practical examples of how prompts for each stage (as applicable) can be used in your particular classroom.

| Stage | Characteristics | Approximate Time Frame | Teacher Prompts |
|----------------------|--|------------------------|--|
| Preproduction | The student •Has minimal comprehension. •Does not verbalize. •Nods "Yes" and "No." •Draws and points. | 0-6 months | •Show me ... •Circle the ... •Where is ...? •Who has ...? |
| Early Production | The student •Has limited comprehension •Produces one- or two-word responses. •Uses key words and familiar phrases. •Uses present-tense verbs. | 6 months-1 year | •Yes/no questions •Either/or questions •Who ...? •What ...? •How many ...? |
| Speech Emergence | The student •Has good comprehension. •Can produce simple sentences. •Makes grammar and pronunciation errors. •Frequently misunderstands jokes. | 1-3 years | •Why ...? •How ...? •Explain ... •Questions requiring phrase or short-sentence answers |
| Intermediate Fluency | The student •Has excellent comprehension. •Makes few grammatical errors. | 3-5 years | •What would happen if ...? •Why do you think ...? •Questions requiring more than a sentence response |
| Advanced Fluency | The student has a near-native level of speech. | 5-7 years | •Decide if ... •Retell ... |

Activity: Lesson Plan Critique

Divide into five groups.

Each group will be assigned one of the stages of second language acquisition.

Everyone will be given the same lesson plan geared for middle school.

Your task:

Critique the lesson plan to identify areas where teacher prompts will be necessary to assist the EL in the stage the group was assigned. Be sure to include the specific prompt.

Reflection

Why should we be aware of the stages of second language acquisition?

What are the implications of the stages for mainstream instruction?



Cultural & Linguistic Diversity

Examine your own cultural diversity (and linguistic if applicable) within your sphere of family, friends, and community. Trace your family's journey for as far back as you know the story.

How did diversity impact your family's journey?



Connect to the current cultural and linguistic diversity with the ELs in your classroom.

How does this impact their progress in the ELA mainstream classroom?

Activity: Jigsaw

Article: "Supporting Linguistically & Culturally Diverse Learners in English Education"

- Divide into 8 groups.
- Everyone read the first three sections.
- Each group will be assigned one of the 8 beliefs to focus on.
- Each group will create a visual that represents the "belief" they were assigned.
- Groups will also come up with at least specific three ways that can incorporate that specific "belief" into their ELA lessons in the upcoming week.

Reflect on the Statements & Provide Relevant Examples From Your Experiences

Culturally and linguistically diverse students are often confusing to educators.

Teachers misinterpret a difference as a problem or disability.

Teachers should try to understand that differences may be addressed through a change in teaching approach or an accommodation.

Once students start school, the rules of home may not match the rules of school.

Parents and students must learn a new culture, the one of schooling.

Provide assignments that come from many different sources, where the characters represent many different ethnicities.

Children must be taught to sort out the different behavioral expectations at school, home, and in the community.



Group Reflection

1. What are the key features of multicultural education?
 2. How can schools and teachers be more responsive to English language learners?
- 

Possible Responses for Question 1

Students' cultural backgrounds and traditions are integrated into the curriculum.

Students' home cultures are respected and understood.

Relevant and meaningful examples anchor instruction.

Clashes between home and school cultures are minimized.

Culturally diverse family members and communities feel included and welcome.

All educators are culturally competent.

What did you come up with?



Possible Responses to Question 2

Be sensitive to the different patterns and rates of language acquisition.

Understand the differences between conversational and classroom English.

Encourage quick mastery of English through ESL, bilingual, and sheltered instruction.

Ensure meaningful communications and partnerships with families and communities.

What did you come up with?



Differentiation

Choose your activity:

1. If you need a refresher on differentiation: Power Point slides and differentiation sort.
2. If you are comfortable with differentiation: Scenarios



Activity 1: Differentiation Overview

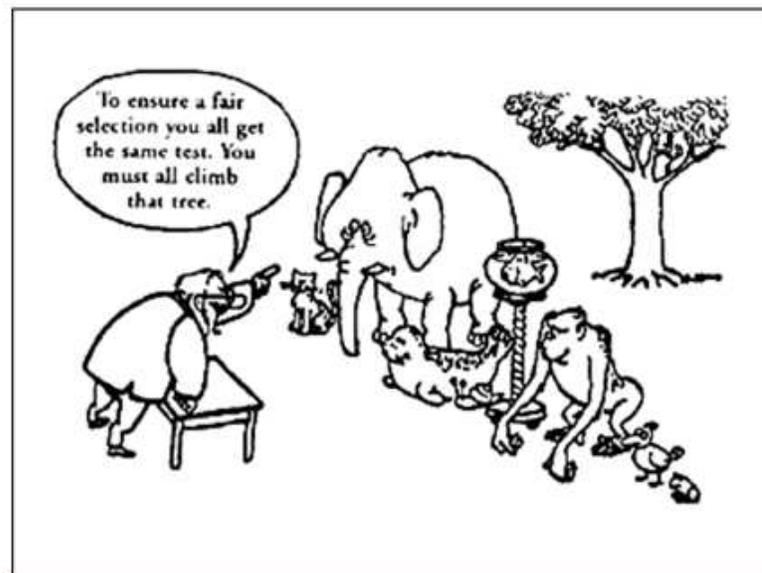
“People differ in their gifts and talents. To teach them, you have to begin where they are.”

Confucius



What is Differentiated Instruction?

Differentiated instruction is when the classroom teacher plans for and carries out varied approaches to content, process, and product in anticipation of and in response to student differences in readiness, interests and learning needs.



Why Differentiate?

One size fits all instruction does not address the needs of many students

Kids come in different shapes & sizes, as well as interests, learning profiles, and readiness levels



When someone hands you a glob of kids, they don't hand you a matched set."

Carol Tomlinson



We Know That...

No two children are alike

No two children learn in the identical way

An enriched environment for one student is not necessarily enriched for another

In the classroom, we should teach children to think for themselves



5 Key Principles of a Differentiated Classroom

#1

The teacher is crystal clear about what matters in the content area- clear about what kids should know and be able to do

- * content standards/ curriculum
 - * goals/objectives
- 

#2

The teacher understands, appreciates, and builds upon student differences by recognizing that students do not all need to do the same work in the same way.

What are some ways students differ?

Student Differences

Learning Styles/Multiple Intelligences

Socioeconomic & Family Factors

Readiness

Learning Pace

Cultural and Ethnic Influences

How Students Value Learning

Confidence in Learning

Behavior Factors

How do ELs differ?

#3

Assessment and instruction are inseparable and ongoing.

Pre-assessment is important because differentiating curriculum is based on what students already know and what they need to learn.

#4

In Differentiating...

the teacher adjusts content, process, and product in response to student **readiness, interests, and learning profiles.**

Content

The knowledge and skills we want students to learn (standards, curriculum, etc.)

What does it look like? Change the material being learned by student

Example: If objective is for all students to subtract using renaming, some of the students may learn to subtract two-digit numbers, while others may learn to subtract larger #'s in the context of word problems.

TPS: Think of an example from your content area.



Process

The way in which a student accesses the material

What does it look like? One student may explore a learning center, while another collects information from the web.

What are other ways to process information?



Product

Vary the complexity of the product that students create to demonstrate mastery.

Students working below grade level may have reduced performance expectations (readiness)

Students at grade level produce more complex or advanced thinking (readiness)

Students can be given a choice of products and topics they wish to study or ways they want to work, and how they want to demonstrate their learning (interest)

Keep in mind classroom management.

Ex: To demonstrate understanding of a geometric concept, one student may solve a problem set, while another builds a model.

Important component of differentiation...

All students participate in respectful work that is...

- interesting
- challenging
- engaging

...in different ways while working on same “essential goal.”

Discover Your Students' Readiness Through...

Use a variety of Assessments

- Pretests (all content areas)
 - Running Records/Reading Inventories
 - Portfolios of Student Work
 - Scoring Guides/Rubrics
 - Standardized Testing
 - Teacher Prepared Tests
 - District Benchmarks
 - KWL Charts
 - Informal (observations, anecdotal records, etc)
- 

- Graphic Organizers
 - Writing Prompts
 - Questioning
 - Predictions
 - Teacher Observation/Checklists
 - Student Products and Work Samples
 - Self-Evaluations/Reflections
- 

Discover Who Your Students Are Through...

Student Interest Inventories

What questions would you ask your students in an interest inventory?



Discover Who Your Students Are Through...

Learning Styles

1. Visual – *I learn through seeing*
 2. Auditory – *I learn through listening*
 3. Kinesthetic/Tactile – *I learn through moving, doing, and touching*
- 

Discover Who Your Students Are Through...

Multiple Intelligences – A theory by Howard Gardner (1983) that defines intelligence as not being a single for fixed capacity, but a range of preferred approaches to learning.

Each one is a system in it's own right and independent from others, although they do interact

The Multiple Intelligences

- Verbal/Linguistic
- Logical/Mathematical
- Visual/Spatial
- Bodily Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist

| | |
|---|--|
| Linguistic Intelligence ("word smart") | |
| Logical/Mathematical Intelligence ("number/reasoning smart") | |
| Spatial Intelligence ("picture smart") | |
| Bodily-Kinesthetic Intelligence ("body smart") | |
| Musical Intelligence ("music smart") | |
| Interpersonal Intelligence ("people smart") | |
| Intrapersonal Intelligence ("self smart") | |
| Naturalist Intelligence ("nature smart") | |
| | |

#5 The Teacher is a Facilitator

The teacher is primarily the coordinator of time, space, and activities rather than a provider of information. *The aim is to help students become self-reliant learners.*



The Teacher...

Nurtures students' ability to make appropriate choices about how to learn and how to best present what they have learned

Designs differentiated (tiered) assignments to better respond to students' specific learning needs

Uses flexible instructional grouping to provide opportunities to learn with others who have similar needs, styles, and preferences



Strategies for a Differentiated Classroom

- Centers
- Tiered Activities/Projects
- Compacting
- Menus/Contracts
- Timing & Grouping

Centers

A Learning Center is a classroom area that contains a collection of activities (centers) designed to teach, reinforce, or extend a particular skill or concept.

A teacher may create a:

- * Writing Center
- * Science Center
- * Listening Center
- * Reading Center
- * Art Center
- * Math Center

Tiered Instruction: A Planning Strategy for Mixed Ability Classrooms

Provides teachers with a means of assigning different tasks within the same lesson or unit.

The tasks will vary according to:

- * Readiness
- * Interest
- * Learning Profile

So, the big idea of differentiation...

Multiple
Paths



Same
Concept

- Struggling Learners
- On Level Learners
- Highly Able Learners

“In differentiated classrooms, teachers begin where the students are, *not* the front of the curriculum guide.”

Carol Ann Tomlinson



Differentiation Sort

In partners, you will be given strips that list specific examples of differentiation on them.

Your task is to sort the strips depending if the example represents differentiation of content, process, or product.



Reflection – Activity 1

How does the process of differentiation explicitly relate to ELs?
Think of differentiating content, process, and product based on the student's interests, readiness, and learning needs.

What do teachers need to consider when differentiating instruction for ELs?



Reflection – Activity 2

Scenario group will choose 3 scenarios to share with the whole group and reflect upon.



Collaborative Assignment

In order to practice learnings from today, each teacher will partner up with a “buddy teacher.” If possible, teachers in the same grade level should partner up.

The pair of teachers will collaboratively design a lesson for ELs, explicitly identifying where the lesson is differentiated for content, process, and/or product and if the differentiation is based on ELs’ interests, readiness, and/or learning needs.

They each will teach the lesson with the other person observing. They will meet during one of their weekly collaboration times to debrief and revise as needed. Buddy teachers need to meet weekly to support each other in their endeavors to improve their instruction to better meet the needs of ELs.



Goal Setting & Action Plan

Reflect on each of the topics covered today. You will set 3 goals to work on over the next month until we meet again.

One of your goals should be in reference to deliberately incorporating language targets into your daily lesson.

The other two are your choice from the topics presented today. You will create a goal of something you would like to accomplish and then complete the action plan form.



Comments & Questions



Evaluation: Day 1

Please complete the evaluation of today's session.

Thank you for your participation.

Day 1

Professional Development: Strategies for ELA Teachers of ELs

Pre-Assessment

Name (or pseudonym):

Please respond to each of the following questions.

I understand the shifting demographic populations in K-12 schools and believe there is a moral imperative to focus on supporting ELs in the classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am highly efficacious in abilities to support ELs in the mainstream classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I believe that my use of “good teaching” strategies is adequate for ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I implement research-based EL-specific instructional strategies daily to support the achievement of my EL students.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I can explicitly connect effective EL strategies to my mainstream ELA classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am competent in the SIOP model and use components daily.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I understand the adverse short/long term effects a lack of ELA proficiency has on ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am highly confident in my abilities to differentiate for ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am competent in my understanding of how to address cultural and linguistic diversity in the classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am knowledgeable about the unique needs of ELs and consider these unique needs when

designing learning experiences for ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am knowledgeable of the levels of English proficiency, how each level impacts students in the classroom, and how each level impacts the lessons/activities I design for ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Teachers have more impact on student achievement than other school factors and home environment.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am knowledgeable about the process of second language acquisition and how it impacts ELs in my classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Day 1

Professional Development: Strategies for ELA Teachers of ELs.

Adult Interest/Experience Survey

1. Name: _____ Number of years teaching: _____

2. How best do you learn as an adult learner?

3. How comfortable are you with supporting the ELA achievement of ELs in your mainstream classroom?

4. In your experience with ELs, what areas do you think are your strengths?

5. In your experience with ELs, what areas do you think you need to grow? Specifically list your needs.

6. The following topics are being covered in this training:

| | |
|--|---|
| - adverse effects of lack of EL proficiency on ELs | - teachers' impact on student achievement |
| - unique characteristics of ELs | - SIOP |
| - cultural & linguistic diversity | - levels of English proficiency |
| - differentiation | - second language acquisition |
| - SDAIE | |

Which of these would you be able to assist in presenting collaboratively?

Which of these do you need more practice with to develop your expertise?

7. How would you like trainings to be structured in order to be of benefit and relevance to you?

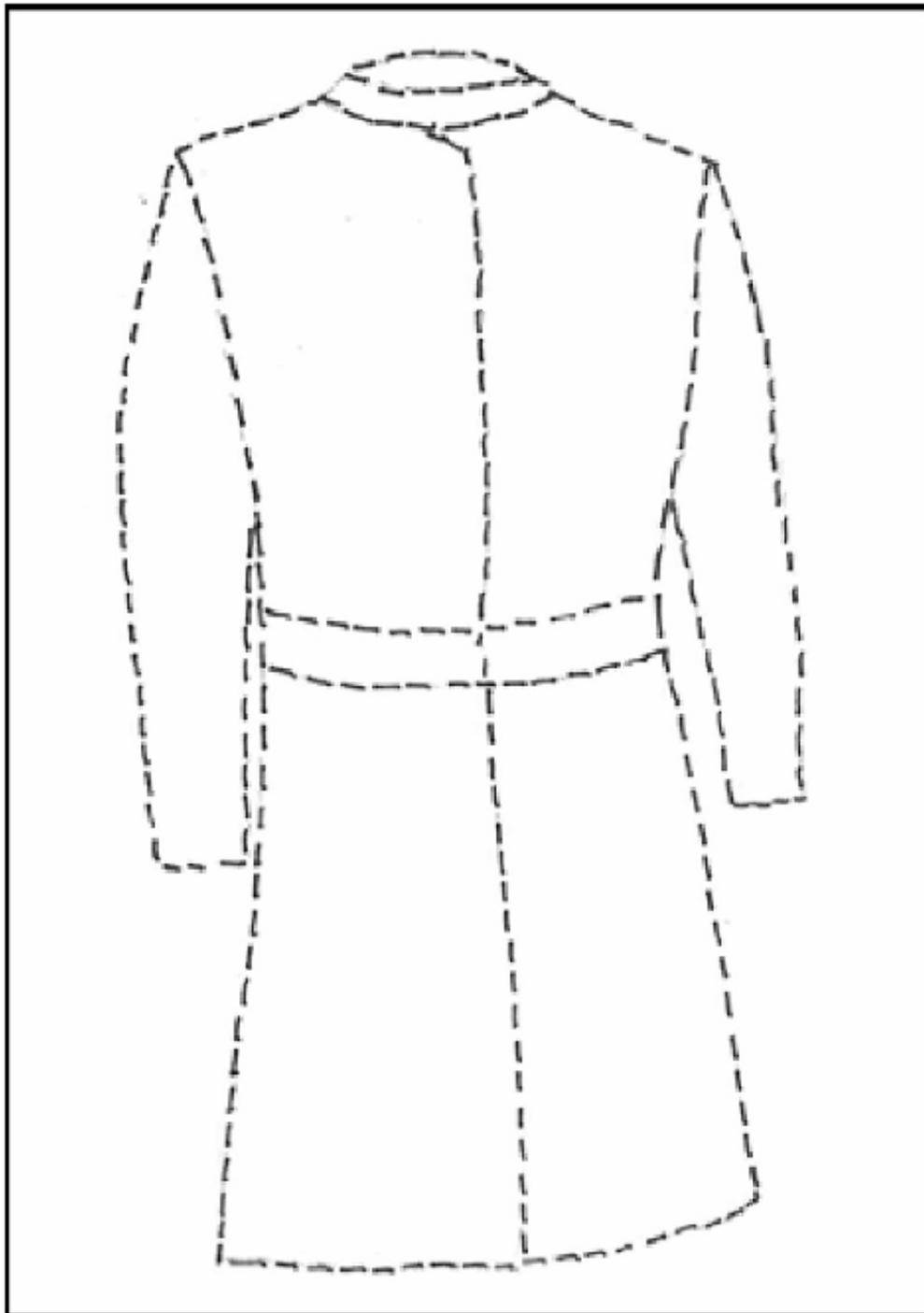
8. What do you hope to get out of any professional development?

9. What needs to happen in a professional development experience to cause you to change your practice?

10. How have your previous professional development experiences addressed your needs as an adult learner?

Day 1

Jacket Poster: "Emperor's Jacket"



Jacket Poster: "Dress Jacket"

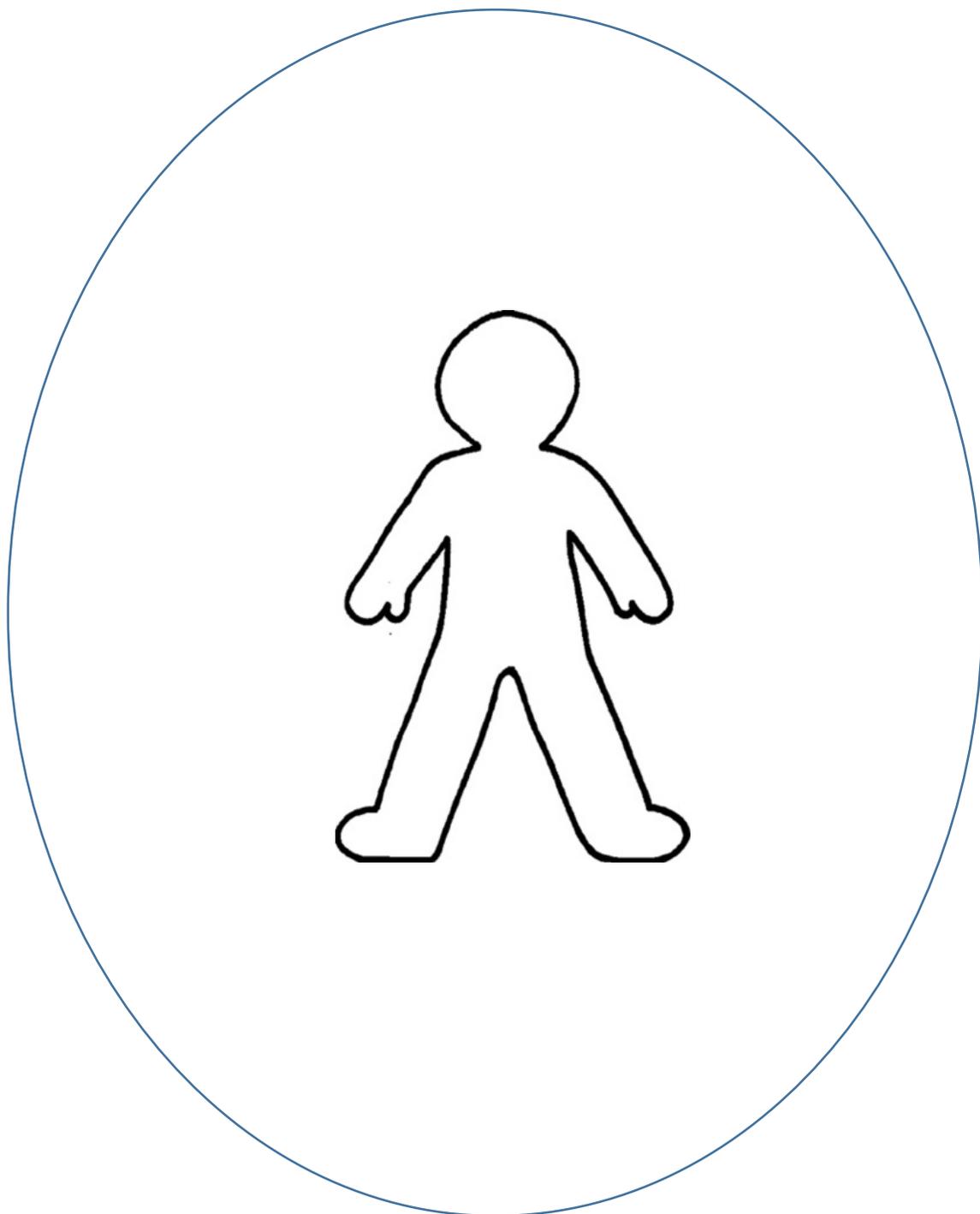


Jacket Poster: "Ole Favorite Jacket"



Day 1

Mind Map



ELD Standards

Access the ELD Standards: K-Grade 12 (Electronic PDF Edition) at <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

ELD Proficiency Level Continuum on pages 20-25

ELD Standards for 7th and 8th grades on pages 98-120

Day 1

ELD Proficiency Continuum Scavenger Hunt

Goal: To increase familiarity of the ELD proficiency continuum.

1. There are three main areas of the continuum. The three are Student Capacities, Mode of Communication, and _____.
2. The two sections under “Student Capacities” are Native Language and High Level Thinking with Linguistic Supports.
 - a. As students exit from Emerging and enter the Expanding proficiency level, what are they able to do?

 - b. What extent of support might students need as they progress through the Expanding level?

 - c. Provide an example. _____
3. What level of support might a student who has exited the Bridging level benefit from?

4. List the three components of Mode of Communication.

5. What is one ability a student has at the exiting stage of Expanding level in interpretive communication?

6. What is one difference in abilities for a student exiting the Emerging stage and a student exiting the Bridging stage in productive communication?

7. List the two sections of Knowledge and Language.

8. What is one ability a student in the early stages of the emerging level has in metalinguistic awareness?

9. For accuracy of production, how does a student grow from early stages to exit in the Expanding proficiency level?

10. When students enter the Bridging level for metalinguistic awareness, what are two tasks they are able to perform?

Day 1

Lesson Plan for SLA Activity

Lesson Retrieved from <http://lessonplanspage.com/high-school-language-arts-edgar-allen-poe-on-trial/>

High School Language Arts: Edgar Allen Poe on Trial

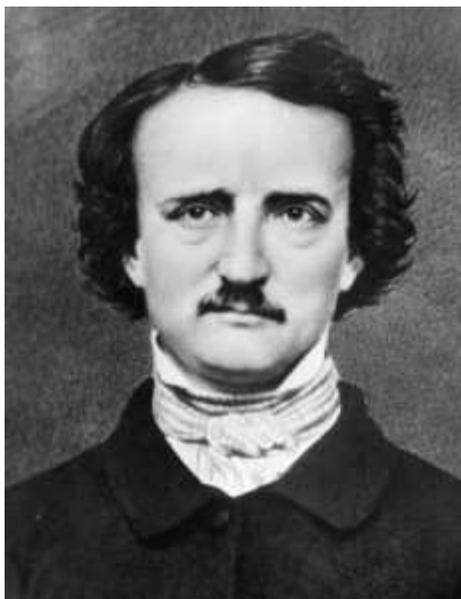
Subjects:

Common Core, Language Arts

Grades:

9, 10

Students role play a trial in which the narrator of Edgar Allen Poe's "The Tell-Tale Heart" is accused of murder, using perhaps the only defense available to him: not guilty by reason of insanity. Using specific passages from the text, students try to prove whether the narrator is, as he claims, "not mad" and knew right from wrong at the moment of the crime, or whether the evidence shows otherwise.



Edgar Allen Poe

Standards:

CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Objectives:

Both orally and in writing, students will be able to defend an opinion about the guilt or lack thereof of the narrator of “The Tell-Tale Heart” by citing thorough and detailed textual evidence.

Students will understand the importance of reading a text closely to find all available evidence to support an opinion.

Both orally and in writing, students will be able to rebut an argument supporting an opinion different from their own, also based on textual evidence.

Prerequisites:

Assign students to read “The Tell-Tale Heart”. Note that the narrator claims that he is “not mad”. Provide a legal definition of insanity (i.e., see here). Ask students to note evidence for or against the insanity of the narrator. Assign student roles as follows: Judge (1), narrator (1), prosecution team (3-5), defense team including narrator (4-6), journalist (1-2), jury (remaining students). Prosecution and defense teams should communicate to prepare cases based on their readings.

Activities:

1. Classroom is arranged as a court and students take places. Jurors may be split into several juries to avoid large groups.
2. Judge calls order to trial and states the charge, summarizing the story.
3. Defense enters plea, presumably not guilty by reason of insanity.
4. Prosecution argues case. Team may call witnesses, perhaps including the narrator (who is on the defense team, of course) and others (i.e., police officers, expert witness, ghost of the old man) played by members of their own team. Prosecutors ask questions and witnesses answer them using frequent quotations from the text to demonstrate that narrator was not insane at the time of the crime. Defense team may cross-examine witnesses. Judge requires parties to keep questions and answers relevant to the only evidence at hand, the story.
5. Defense argues case, using a similar process. Jurors are required to take notes while hearing testimony.
6. Prosecution and defense give closing arguments.
7. Judge instructs juries, reminding them of the legal definition of insanity and that their deliberation must be based on evidence.
8. Juries deliberate, each one trying to come to a unanimous decision internally; different juries may reach different verdicts.

9. While juries deliberate, journalist(s) recap the trial, summarizing key evidence entered and testimony given, to the audience of all students not in the juries. Juries announce verdicts.
10. Judge closes trial.
11. Journalist(s) report verdict(s) and interview jury members, who must defend their decision.

Writing assignment:

Students may choose to assume any of the roles that were assigned in the trial or may choose to write as themselves. Each student writes, from the point of view of the role chosen, his or her opinion of the sanity or insanity of the narrator, using and explaining textual evidence. Writing must include rebuttal of argument made by opposing side during the trial.

Assessment:

Notes from the original reading assignment can be assessed. Given the numerous roles, assessing the performance task can be challenging, but teacher could provide a general rubric based on use of textual evidence that is proper to one's role. Writing assignment can be assessed for quality and coherence of argument, use of textual evidence, and rebuttal of opposing arguments.

Day 1

Article: *Supporting Linguistically and Culturally Diverse Learners in English Education*

National Council of Teachers of English Learners

(www.ncte.org)

Supporting Linguistically and Culturally Diverse Learners in English Education

Preamble

As public intellectuals and agents of change, we recognize that English teachers and teacher educators are complicit in the reproduction of racial and socioeconomic inequality in schools and society. Through critical, self-reflexive practices embedded in our research and our teaching, we can work against racial, cultural, linguistic, and socioeconomic inequalities by creating humane classrooms where students and teachers learn to use language and literacy in critical and empowering ways.

Toward these ends, we have assembled a document that states our beliefs and recommendations for action. This document is built upon our values and democratic sensibilities in addition to a generation of literacy research conducted via multiple methods on cultural and linguistic diversity inside and outside of schools.

Structure and Scope of the Document

We intend this document to provide teachers and teacher educators with a philosophical and practical base for developing literacy classrooms that meet the needs of linguistically and culturally diverse learners. Accordingly, we will first briefly enumerate our eight principles and then follow with a more detailed discussion about and expansion of each principle, particularly in terms of what each means for literacy and literacy education classrooms. This expansion includes an unpacking of the belief followed by a chart of suggestions and resources for K-12 teachers, teacher educators, and researchers. Although not comprehensive—given space and time, we could have easily added more ideas and resources—this document represents what we consider to be a minimum philosophical outline for supporting learners whose cultures and language fall outside the boundaries of mainstream power codes. Additionally, all suggestions made for teachers and teacher educators, with some adapting, can work in nearly any classroom.

Eight Beliefs for Supporting Linguistically and Culturally Diverse Learners in English Education

We believe that . . .

1. Teachers and teacher educators must respect all learners and themselves as individuals with culturally defined identities.
2. Students bring funds of knowledge to their learning communities, and, recognizing this, teachers and teacher educators must incorporate this knowledge and experience into classroom practice.

3. Socially responsive and responsible teaching and learning requires an anthropologically and ethnographically informed teaching stance; teachers and teacher educators must be introduced to and routinely use the tools of practitioner/teacher research in order to ask difficult questions about their practice.
4. Students have a right to a variety of educational experiences that help them make informed decisions about their role and participation in language, literacy, and life.
5. Educators need to model culturally responsive and socially responsible practices for students.
6. All students need to be taught mainstream power codes/discourses and become critical users of language while also having their home and street codes honored.
7. Teachers and teacher educators must be willing to cross traditional personal and professional boundaries in pursuit of social justice and equity.
8. Teaching is a political act, and in our preparation of future teachers and citizens, teachers and teacher educators need to be advocates for and models of social justice and equity.

The Beliefs Expanded

Belief 1: Respect for All Learners

Teachers and teacher educators must respect all learners and themselves as individuals with culturally defined identities.

We recognize the uniqueness of all cultures, languages and communities. As teachers and teacher educators, we understand the increasing cultural and linguistic diversity of our society and that we enter our classrooms with our own social identities and cultural biases. We see all classrooms as multicultural, and we work towards respecting, valuing, and celebrating our own and students' unique strengths in creating equitable classroom communities.

- **K-12 Activities/Assignments**
 - Identify and go beyond various cultural group holidays.
 - Investigate and complicate our commonalities and differences as participants in the local and global communities.
 - Develop an understanding of the history of our diverse cultural practices and rituals.
 - Name, research and share the personal histories of all in the classroom; compile these stories and use as classroom resources.
- **Teacher Education Activities/Assignments**
 - Go into and document our own as well as different cultural communities.
 - Conduct a critical historical survey of one or more groups.
 - Interview/research multiple generations (young and old) to gain insights into their dreams and aspirations.
 - Develop locally and historically situated blueprints for the realization of these dreams.
 - Have students investigate their cultural privilege as well as ways they have been marginalized.
- **Researcher Stance and Research Questions**
 - What does an investigation of the discourse and interaction patterns in multicultural classrooms reveal?
 - What do successful multicultural classrooms look like?
 - Where are the points of tension in classrooms where educators open themselves to teaching in ways that support the cultural identities of their students?

- **Relevant References**

- James and Cherry McGee Banks, *Handbook on Research on Multicultural Education*, Jossey-Bass.
- Bob Fecho, “*Is This English?*” *Race, Language, and Culture in the Classroom*, Teachers College Press.
- Korina Jocson, “Taking It to the Mic”: Pedagogy of June Jordan’s Poetry for the People and Partnership with an Urban High School, *English Education*.
- Gloria Ladson-Billings, *The Dreamkeepers*, Jossey-Bass.
- Sonia Nieto, *Language, Culture, and Teaching*, Lawrence Erlbaum.

Belief 2: Funds of Knowledge

Students bring funds of knowledge to their learning communities, and, recognizing this, teachers and teacher educators must incorporate this knowledge and experience into classroom practice.

Students do not enter school as empty vessels to be filled with knowledge. Rather, they bring with them rich and varied language and cultural experiences. All too often, these experiences remain unrecognized or undervalued as dominant mainstream discourses suppress students’ cultural capital (Bourdieu, 1990). Ethnographic research conducted inside and outside of schools reveals rich language and literacy practices that often go unnoticed in classrooms (Dyson, 2005; Fisher, 2003; Heath, 1983; Mahiri, 2004). When teachers successfully incorporate texts and pedagogical strategies that are culturally and linguistically responsive, they have been able to increase student efficacy, motivation, and academic achievement (Lee, 2001; Ladson-Billings, 1994).

For these reasons, we believe that teachers and teacher educators should actively acknowledge, celebrate, and incorporate these funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1994) into classroom practice. In addition, teachers need spaces to learn about the communities in which they will teach. This includes opportunities to explore and experience the contexts in which students live and form their cultural identities. Educators also need to learn more about sociolinguistics both in teacher preparation programs and in ongoing professional development. Developing this kind of knowledge may help to avoid linguistic racism or language marginalization (Delpit & Kilgour Dowdy, 2003; Gee, 1996; Gutierrez, Asato, Pachco, Moll, Olsen, Horng, Ruiz, Garcia, & McCarty, 2002; Perry & Delpit, 1998; Smitherman, 1999)

- **K-12 Activities/Assignments**

- Develop units and classroom activities that grow out of and speak to children’s interests and cultural backgrounds.
- Encourage students to research and document life in their homes and communities.
- Choose texts that reflect the cultural and ethnic diversity of the nation.
- Incorporate popular culture (e.g., music, film, video, gaming, etc) into the classroom curriculum.

- **Teacher Education Activities/Assignments**

- Have course participants conduct community ethnographies as class assignments.
- Select course readings that promote learning about language, dialect, and power issues in society.
- Invite course participants to identify their own funds of knowledge and to reflect upon how they can negotiate the curriculum to reflect who they are and what they know.

- **Researcher Stance and Research Questions**

- Ethnographies of literacy in settings outside school.
- Research in classrooms where cultural and linguistically diverse students are successful.

- How do teachers and teacher educators successfully integrate the funds of knowledge their students bring to the classroom into their pedagogic stance?

- **Relevant References**

- Lisa Delpit, "The Silenced Dialogue: Power and pedagogy in educating other people's children," *Harvard Educational Review*.
- Carol Lee, "Is October Brown Chinese? A cultural modeling activity system for underachieving students," *American Educational Research Journal*.
- Luis Moll, et al., "Funds of knowledge for teaching: Using a qualitative approach to connect homes and families," *Theory into Practice*.
- Ernest Morrell, *Linking Literacy and Popular Culture: Finding connections for lifelong learning*, Christopher-Gordon Publishers, Inc.

Belief 3: Inquiring into Practice

Socially responsive and responsible teaching and learning requires an anthropologically and ethnographically informed teaching stance; teachers and teacher educators must be introduced to and routinely use the tools of practitioner/teacher research in order to ask difficult questions about their practice.

To empower students who have been traditionally disenfranchised by public education, teachers and teacher educators must learn about and know their students in more complex ways (e. g., MacGillivray, Rueda, Martinez, 2004; Ladson-Billings, 1994). They must be learners in their own classrooms (Michie, 1999). Using the tools of classroom-based research to develop more complex profiles of their students, teachers and teacher educators can use their growing knowledge of the lives and cultures of these students to design appropriate teaching methodologies and curriculum. Developing these tools would require new ways of collecting and analyzing information about students and their families, and then reflecting upon the appropriateness of their curriculum and practices to be more effective educators. Consequently, such investigation would mean using or creating new lenses to interrogate the impact of one's own teaching and planning. These lenses might involve designing methods for getting ongoing feedback from students and their families and responding to that feedback. Ultimately such reflective work implies that teachers and teacher educators have a right to choose, create, appraise, and critique their own responsive and responsible teaching and learning curriculum.

- **K-12 Activities/Assignments**

- Attend and participate in community meetings.
- Document the efforts of a student in your classroom through periodic journals.
- Form/join a group of colleagues who periodically use inquiry protocols that facilitate looking closely at the work of students.
- Talk to parents and students to learn about their linguistic and cultural backgrounds and experiences.
- Invite parents into the classroom to speak to all students on family life and cultural traditions, or to share an area of their expertise.

- **Teacher Education Activities/Assignments**

- Design action research projects that incorporate socially responsive methods and material.
- Have students write a "border crossing" essay about a time when they were the "other."
- Expect students to read and critique multiethnic and multicultural children's and YA literature (e. g., *House on Mango Street*, *The Color of Water*, *Miracle's Boys*; *Uncle Jed's Barbershop*).

- **Researcher Stance and Research Questions**

- How might teachers and teacher educators design socially responsive and responsible classrooms in an era of high stakes testing?
 - What methods and curriculum materials are used in classrooms that move beyond the status quo? In what ways are they successful? What issues do they bring to the surface?
- **Relevant References**
 - JoBeth Allen, *Class Actions: Teaching for Social Justice in Elementary and Middle School*. Teachers College Press.
 - Linda Christensen, *Reading, Writing, and Rising Up*. Rethinking Schools.
 - Gregory Michie, *Holler If You Hear Me: The Education of a Teacher and His Students*. Teachers College Press.
 - Laurie, MacGillivray, Robert Rueda, and Anna Martiza Martinez, "Listening to Inner-City Teachers of English Language Learners." In Boyd, Brock, with Rozendal's *Multicultural and Multilingual Literacy and Language: Contexts and Practices*. Guilford Press.

Belief 4: Variety of Educational Experience

Students have a right to a wide variety and range of high quality critical educational experiences that help them make informed decisions about their role and participation in language, literacy, and life.

A wide variety and range of high quality critical educational experiences should be centered in learning environments and educational curricula that affirm children's language and rich cultural identities. At the same time, these experiences should lead students to build a deep awareness and understanding for the many forms of language, literacies and varying lifestyles that exist in their communities and in the world. Curricula experiences should serve to empower students, develop their identities and voice, and encourage student agency to improve their life opportunities. A range and variety of high quality critical literacy practices will create opportunities for high student engagement and capitalize on their multiple learning styles and diverse identities and personalities. When contexts for learning resonate with purposeful and meaningful activities that touch learners' emotional wellspring, deep learning occurs, making deficit views of teaching and learning unviable and untenable.

- **K-12 Activities/Assignments**
 - Examine and critique popular culture as a voice for different cultural groups. Discuss the ways in which language is used to express feelings. Have students write their own songs or poems for posting on a website.
 - Have learners read autobiographies of children their age and then write their own stories. As a group, compare and contrast their stories with the ones they read. Discuss what students have learned about themselves and others?
 - Ask students to examine newspaper articles, television reports, and websites about their cultural group. Do they agree/disagree with the ways the stories have been told? What is another way the stories could have been told? Write the other way.
- **Teacher Education Activities/Assignments**
 - Have preservice and inservice teachers create a curriculum that uses a variety of cross-cultural texts from popular culture to teach literacy lessons. How is this curriculum different from and similar to other literacy curricula?
 - Ask preservice and inservice teachers to make a list of the most interesting activities that they did when they were in school. Critique why these activities were memorable and develop a list of criteria for meaning learning experiences. Use this list to critique or develop curricula.
 - Have preservice and inservice teachers document the daily lives of new immigrant parents and create a literacy curriculum that would respond to the needs, interests and learning styles of their children. Describe how the parents would be involved in your curriculum.

- **Researcher Stance and Research Questions**
 - Examine teacher and pupils' attitudes toward popular culture as a context for teaching and learning before and after implementation of a popular culture curriculum.
 - What are the roles of class and cultural histories in influencing literacy educators' theories and ways of teaching and learning?
 - Using multiple critical literacy lenses, examine the literacy curricula from several schools. Match the findings to current best practices in critical literacy education.
 - What are the effects of social conditions on children's personalities and learning preferences?
- **Relevant References**
 - Linda Darling-Hammond, *The Right to Learn: A Blueprint for Creating Schools that Work*, Jossey-Bass.
 - Maisha Fisher, "From the coffee house to the school house: The promise and potential of spoken word poetry in school contexts." *English Education*.
 - Rebecca Oxford, "Personality type in the foreign or second language classroom: Theoretical and empirical perspectives." In Horning and Sudol, *Understanding Literacy: Personality Preference in Rhetorical and Psycholinguistic Contexts*, Hampton.
 - Ira Shor and Caroline Pari, *Critical Literacy in Action: Writing Words, Changing Worlds*. Boynton/Cook.

Belief 5: Modeling Practice

Educators need to model culturally responsive and socially responsible practices for students.

When English educators model culturally responsive practices they explicitly acknowledge and incorporate students' funds of knowledge. Modeling effective teaching practices involves building on and consciously referring to the knowledge base of said practices. The process of modeling depends on carefully planned demonstrations, experiences, and activities. As part of this process, educators help students collectively examine experiences in light of their own learning, knowledge, and goals. These discussions may help learners not only develop language for how or if experiences support learning, but also will aid in identifying experiences that help learners examine whose English "counts" and in what contexts.

- **K-12 Activities/Assignments**
 - Initiate explicit discussions on reading by disclosing your own reading preferences and processes. The discussion may lead to a subsequent discussion on what texts students have read during their formal school careers. Who wrote these texts? Whose texts aren't being read? Does this matter? Why is this problematic?
 - Invite students to bring in culturally relevant texts (e.g., songs, self-written poetry) and ask them to create a glossary for difficult (for the teacher) to understand language. After this experience, teacher may initiate discussion on being bi-lingual/cultural. In addition, teachers can also bring in texts relevant to the lives of students.
- **Teacher Education Activities/Assignments**
 - Initiate a classroom conversation on a controversial topic with the one caveat being that participants use only one-syllable words. After the discussion, participants discuss how it feels to have lots of ideas and limited language to express them.
 - Publicly write or read in the moment of teaching – reflecting aloud on literacy decisions, questions, and concerns – making the work of learning more transparent. This activity is particularly powerful if the teacher writes via power point or on a transparency, or reads from a text the students can see.

- **Researcher Stance and Research Questions**
 - Types of research: Participant-observer; ethnographic; action research; self-study.
 - Sample question: What does modeling in action look like? What sorts of moves do teachers make to initiate it? What sense do students make of these experiences?
- **Relevant References**
 - Geneva Gay, *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
 - Carol Lee. "Bridging Home and School Literacies: Models for Culturally Responsive Teaching, A Case for African American English, In Heath and Lapp, *A Handbook for Literacy Educators: Research on Teaching the Communicative and Visual Arts*, Macmillan.
 - Ruth Schoenbach, Cynthia Greenleaf, Christine Cziko, and Lori Hurwitz, *Reading for Understanding*, Jossey-Bass.

Belief 6: Critical Users of Language

All students need to be taught mainstream power codes and become critical users of language while also having their home and street codes honored.

English language arts teachers live a contradiction. We find ourselves charged to teach native speakers and second language learners alike. Yet, according to contemporary research, native speakers know all of the rules of their native dialect (typically by the time they enter public schools at the age of five or six), and second language learners need not so much instruction, but immersion. Ultimately we know both groups and, indeed, all language users have a right to be informed about and practiced in the dialect of the dominant culture, also mythologized as "Standard English." Teachers are responsible for giving all students the tools and resources to access the Language of Wider Communication, both spoken and written. However, it is not enough to just "teach" the mainstream power codes; teachers need to foster ongoing and critical examinations with their students of how particular codes came into power, why linguistic apartheid exists, and how even their own dialectical and slang patterns are often appropriated by the dominant culture. Thus, our dilemma: how do we offer both groups ample opportunities to learn and practice their usage of this "prestige dialect" while at the same time recognizing the communicative equality and linguistic validity of their home dialects and languages? This document seeks to provide an answer, additional resources, and questions in answering that charge.

- **K-12 Activities/Assignments**
 - Have students compose across codes.
 - Have students make dialectical translations (e.g., writing a Shakespearean soliloquy in street language or a poem written in a marginalized dialect into a privileged dialect), then discuss what gets gained and lost through such translation.
 - Create dialectical and slang-based lexicons.
 - Have students become ethnographers into language, recording and analyzing the ways language plays out in their lives.
- **Teacher Education Activities/Assignments**
 - Conduct student/class interviews around language power issues.
 - Interact with "Do You Speak American (documentary & website).
 - Develop idiolectal autobiographies.
- **Researcher Stance and Research Questions**

- What are the benefits, if any, of raising pre- and inservice teachers' awareness of the multi-dialectal nature of American society?
- What happens when pre- or inservice language arts programs for teachers attempt to lead teachers to understand the mythical and socially constructed nature of the socially-favored dialect contemporarily labeled "Standard English?"

- **Relevant References**

- Laurie Bauer and Peter Trudgill, *Language Myths*, Penguin.
- David and Yvonne Freeman, *Essential Linguistics*, Heinemann.
- Eva Hoffman, *Lost in Translation*, Penguin.
- Richard Rodriguez, *Hunger for Memory*, Bantam Books.
- Walt Wolfram and Natalie Schilling-Estes, *American English*, Blackwell.

Belief 7: Crossing Cultural Boundaries

Teachers and teacher educators must be willing to cross traditional, personal and professional boundaries in pursuit of social justice and equity.

While there are discussions about whether "we" can or cannot teach "others," the fact remains that English educators do just that every day. There is and will continue to be a disparity between the racial, socioeconomic, and cultural backgrounds of English educators and their students. Whereas the percentage of white female English educators—estimated at about 85-90 per cent—in U.S. schools has remained constant (Snyder & Hoffman, 2002), the students with whom they work have and will continue to become increasingly diverse. Teacher candidates will need to understand and acknowledge racial and socioeconomic inequities that exist and that schools perpetuate.

As part of their teacher education, they will need to acknowledge the limits of their personal knowledge as well as experience the privileges afforded them by virtue of their race and class. Part of the curriculum for English educators will involve crossing personal boundaries in order to study, embrace and build understanding of "other." The purpose of boundary crossing is not to simply have an experience with the "other," but to use that experience to advocate for the advancement for all. While the stereotypical demographic teacher population of the white, middle-class, female will often have to cross more distinct boundaries, other preservice teachers who are more linguistically, culturally, racially, and socioeconomically aligned with the growing diverse student population will have to engage in "making the strange familiar, and making the familiar strange."

Ultimately, teacher candidates will need to engage in projects that allow them to study their lives as a way to recognize their limits and to complement the work they will do in crossing personal boundaries. This may involve learning language, studying culture, and visiting with students and their families. In short, we can't do what we've always done because we don't have the same students we had before (Kansas National Education Association, 2003).

- **K-12 Activities/Assignments**

- Develop sustained contact with participants from diverse communities.
- Develop projects on different cultural practices.
- Accomplish the projects above via audio and video tape interviewing; transcribing, studying, and compiling the stories of people from different cultures/places; collecting oral histories; all to be used as classroom resources.
- Use documentary films from PBS, etc., as a resource, designing carefully-phrased pre-post viewing questions and activities.

- **Teacher Education Activities/Assignments**

- Go into a different cultural community and interview people different than you. Compare and contrast their lives with your own. It's useful to have a specific class focus for the interviews and to brainstorm with students to arrive at the focus.
 - Write about a "border crossing" and study the contrasts between prior/known experience and others' experience.
 - Replicate the experience of non-English-literate families by having class participants read labels from common supermarket items with words blacked out, compelling them to "buy" supplies for their families without the ability to read words.
- **Researcher Stance and Research Questions**
 - Types of research: Participant-observer; ethnographic; action research; self-study.
 - Sample question: What is the nature of the lived experiences of new immigrants in public schools?
- **Relevant References**
 - Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting by in America*, Owl Books.
 - Victoria Purcell-Gates, *Other People's Words*, Harvard University Press.
 - Shirley Brice Heath, *Ways with Words*, Cambridge University Press.
 - Deborah Hicks, *Reading Lives: Working-Class Children and Literacy Learning*, Teachers College Press.
 - Mike Rose, *Lives on the Boundary*, Penguin.
 - Victor Villanueva, Jr. *Bootstraps: From an American Academic of Color*, NCTE.

Belief 8: Teaching as a Political Act

Teaching is a political act, and in our preparation of future teachers and citizens, teachers and teacher educators need to be advocates for and models of social justice and equity.

We recognize that teachers and teacher educators have the potential to function as change agents in their classrooms, schools, and communities. Social justice-oriented teachers and teacher educators play a significant role in seeking alternative ways to address various forms of official knowledge with their students, especially forms of official knowledge that marginalize certain groups while privileging others. We also believe that effective literacy teachers of diverse students envision their classrooms as sites of struggle and transformative action in the service of academic literacy development and social change.

Towards these ends, we recognize the importance of employing a critical lens when engaging preservice and inservice teachers, a lens that enables these teachers to understand and value a stance toward literacy teaching that also promotes critical consciousness, social justice, and equity. Through praxis, the combination of active reflection and reflective action (Freire, 1970), teachers and teacher educators are able to build and strengthen collective efforts toward individual and social transformation. Our desire is for teachers and teacher educators to continue to expand relevant course materials, activities, methods, and experience in serving diverse students in the 21st century in the pursuit of equity, achievement, and justice.

- **K-12 Activities/Assignments**
 - Encourage students to develop critical perspectives through community-based research and action projects.
 - Increase the shared knowledge base with students, parents, and other local actors; regularly tap into students' funds of knowledge.
 - Use classroom approaches that empower students socially and academically.
 - Negotiate roles and go beyond teacher-as-expert and student-as-novice.
 - Be explicit with students about your own positions as political agents.

- **Teacher Education Activities/Assignments**
 - Have preservice and inservice teachers write and revise philosophical statements. It is instructive to do this at 2-3 different points in a year.
 - Utilize critical education texts in teacher credential courses, such as the many we have cited here.
 - Provide preservice teachers with the tools they need to conduct critical, teacher-action research.
 - Promote dialogue in teacher education courses about concepts such as praxis, empowerment, pedagogy, etc, and why they are important. Help learners to see why teaching begins here. Make assignments that help them track their own development.

- **Researcher Stance and Research Questions**
 - How do teachers develop and maintain a critical teaching stance?
 - What does a critical education look like? How does it vary and/or remain constant in different contexts?
 - How does one practice critical education in literacy classrooms?
 - How can teacher educators get the most from critical inquiry stances within the limits of 15-week semesters or 10-week terms?

- **Relevant References**
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 - John Dewey, *The Child and the Curriculum*, University of Chicago Press.
 - Paulo Freire, *Pedagogy of the Oppressed*, Continuum.
 - Henry Giroux, *Theory and Resistance in Education: A Pedagogy for the Opposition*, Bergin & Garvey.
 - Bell Hooks, *Teaching Community: A Pedagogy of Hope*, Routledge.
 - Peter McLaren, *Revolutionary Multiculturalism: Pedagogies of Dissent for the New Millennium*, Westview Press.

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If you wish to send a response to this CEE belief statement, please email cee@ncte.org and specify which statement you are commenting on in the Subject of your email.

Day 1

Differentiation Sort

Differentiated Instruction Strategy Sort

Directions: Cut the statements below into strips and place them in envelopes. Break the class into small groups and give them an envelope of strategies and a Differentiated Instruction Chart. Students are to determine whether the strategy involves differentiating content, process or product. (This sheet can also serve as your answer key.)

Differentiating Content- how teachers help students gain access to curriculum during instruction

Books/novels at more than one reading level

Varied text and resource materials

Videos and other media as a way of conveying key concepts

Mini lessons to small groups of students

Peer and adult mentors

Audiotaped books

Differentiating Process-how teachers help students work with content during a lesson

Journals/Learning Logs

Graphic Organizers

Role Playing

Cooperative Learning

Jigsaw

Hands on Activities/Manipulatives

Differentiating Products- how teachers help students demonstrate their understanding of content at the end of a lesson or unit of study

Design a game

Develop a brochure/newspaper

Write a song

Develop an Exhibit

Produce a play

Create a PowerPoint presentation

Day 1

Professional Development: Strategies for ELA Teachers of ELs

Goal Setting & Action Plan

INDIVIDUAL GOALS

Considering the topics covered and knowledge gained from today's session, set three goals that will help you develop expertise in today's content.

1. Topic: _____

Goal:

2. Topic: _____

Goal:

3. Topic: _____

Goal:

ACTION PLAN

| Goal # | Specific Activities/Tasks | By When | Measured By |
|--------|---------------------------|---------|-------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

BUDDY TEACHER GOALS

To complete our collaborative “buddy” assignment, we have set the following goals:

Goal 1:

Goal 2:

Goal 3:

(List additional goals on the back of this sheet as needed).

ACTION PLAN

| Goal # | Specific Activities/Tasks | By When | Measured By |
|--------|---------------------------|---------|-------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

Professional Development: Strategies for ELA Teachers of ELs

Evaluation: Day 1

Name (optional) _____

Please complete this evaluation of today's session.

Overall, today's training was beneficial to my growth as an educator of ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The activities and/or discussions contributed to my understanding of each topic.

Strongly Agree Agree Neutral Disagree Strongly Disagree

My confidence in my abilities to effectively support ELs in developing ELA proficiency has increased as a result of today's session.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am able to take today's concepts learned and directly connect them to my ELA mainstream classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I consider today's training as adequate in building my expertise in supporting ELs in my mainstream ELA classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

What new ideas have you gained and how do you plan to implement these new ideas in your daily work?

What about today's topics impacted you the most? In what way?

How do you think your learnings today will impact EL student learning in your classroom?

If the training is repeated, what changes would you recommend?

Thank you for your participation in today's training!

Strategies for ELA Teachers of ELs: Day 2 Agenda

TARGET AUDIENCE: Middle school mainstream ELA teachers

PURPOSE:

The purpose of session two is to continue to increase teachers' foundational knowledge and skills regarding instructing ELs in their mainstream ELA classroom. Often, mainstream teachers believe that "good teaching" is sufficient for ELs, which illustrates their lack of knowledge about the uniqueness of children learning a second language (Dixon et al., 2012; Hopkins, Lowenhaupt, & Sweet, 2015; Kibler & Roman, 2013; Lee & Buxton, 2013; Molle, 2013b). ELs are a subgroup with unique education challenges; therefore, would benefit from different, specialized instructional approaches (Loeb, 2014; Short, 2013; Sung-Yeol Choi & Morrison, 2014). This session will build teachers' knowledge about and efficacy to implement research-based EL-specific instructional strategies.

PROFESSIONAL DEVELOPMENT GOALS ADDRESSED:

Increase teachers' level of efficacy in supporting ELs in the mainstream classroom. (2)

Provide teachers with a research-based set of EL-specific instructional strategies to utilize as opposed to whole class "good teaching." (3)

Illustrate that ELs have unique characteristics; therefore, have specific needs. (4)

Build teachers' confidence in their ability to differentiate instruction for ELs. (7)

Engage teachers in collaborative experiences that encourage rich discussion, reflection, and action. (9)

Balance theoretical knowledge with practical application. (11)

Provide professional development that teachers consider relevant. (13)

Provide choice to meet the needs of adult learners. (14)

Fulfill participants' desire for effective professional development focusing on ELs. (16)

LEARNING OUTCOMES:

1. Participants will increase their efficacy in their abilities to implement effective pedagogical strategies to support ELs in their mainstream ELA classroom.
2. Participants will explain the ways in which ELs are unique and require more than just "good teaching."
3. Participants will increase their confidence in differentiating for ELs.

4. Participants will explain SIOP and provide practical examples of its use in the mainstream ELA classroom.
5. Participants will explain SDAIE and provide practical examples of its use in the mainstream ELA classroom.

AGENDA:

| TIME | DESCRIPTION/ACTIVITY |
|--------|---|
| 8:00AM | Welcome |
| 8:05 | Review Norms |
| 8:10 | Share Progress on Goals Set on Day 1 |
| 8:35 | Read Children's Book Passage in Spanish & Reflect |
| 8:50 | Unique Needs of ELs Activity: Article |
| 9:20 | Reflection/Discussion |
| 9:25 | Research-based Instructional Strategy: SDAIE |
| 10:15 | Break |
| 10:30 | Research-based Instructional Strategy: SIOP (Components 1-4) |
| 12:00 | Lunch (On Your Own) |
| 1:00 | Continue SIOP |
| 2:00 | Lesson Plan Critique |
| 3:00 | Individualized Goal Setting & Action Plan "Buddy Teacher" Partner Goal Setting |
| 3:25 | Closing Comments & Questions |
| 3:30 | Complete Day 2 Evaluation |

Professional Development: Strategies for ELA Teachers of ELs

Facilitator's Notes
Day 2

- 8:00 Welcome
- Explain purpose of PD from research (Power Point)
- Materials: Power Point (slides 90-144)
Comments: None
- 8:05 Review norms
- Explain that our group set norms at our first session that describe the behaviors we all agree to as we engage in meaningful work with each other.
- Review the norms.
- 8:10 Share progress/results of collaborative buddy assignment.
- respond to reflection questions in Power Point
- 8:25 Share progress on individual goals set on Day 1
- In small groups, participants will share progress on individual goals from Day 1
- Respond to reflection questions
- 8:35 Read Passage from Spanish Children's Book
- Provide participants with an excerpt from a popular children's book written in Spanish.
- Instruct participants to read and summarize the main points.
- Discuss reflection questions:
1. What are some challenges you had with the reading?
2. Who has taken Spanish in high school/college?
3. What could I have done to support you in better making meaning from this passage?
4. Compare this experience to that of the EL in your classroom who knows some English, but is not fluent in it. What difficulties might they have with reading text in your class? How can you better support them?
- Materials: excerpt from Buenas Noches Luna – included on Power Point (Good Night Moon) and La telerana de Carola (Charlotte's Web) – handout
- Comments: The goal of this activity is to get teachers thinking about the complexities of language and how it relates to ELs. Although ELs in mainstream classes may “know” English, they may not have the fluency to fully make meaning in all text they read. Teachers need to realize this and provide scaffolds

to support the EL. Also, this will contribute to the next discussion about what makes ELs unique in comparison to their non-EL peers.

English translation of the excerpt from *Good Night Moon*:

In the great green room
There was a telephone
And a red balloon
And a picture of...

...the cow jumping over the moon
And there were three little bears sitting on chairs

8:50 Unique Needs of ELs

- Power Point

- Ask participants to refer back to the activity completed during Day 1 – *Who Are Our ELs?* Remind them that we identified characteristics that were unique to ELs. Review those characteristics.

- Show slide of unique characteristics of ELs and have participants determine how each unique characteristic impacts classroom practice.

- Discuss quotes from research supporting the unique needs of ELs and their need for more than just “good teaching.”

- Read article, “The Teachers Our English Language Learners Need”

- Reflection: Based on the uniqueness of ELs and information in the article, how are you already “a teacher our ELs need” and how can you change your practices to better meet the unique needs of ELs?

Materials: article, “The Teachers Our English Language Learners Need”

Comments: The goal for this section is for teachers to see that ELs are unique and require more than just class “good teaching.” ELs require specialized strategies to address their unique needs. This will set the stage for learning a specialized set of research-based instructional strategies effective to meet the needs of ELs.

9:25 Researched-Based Instructional Strategy: SDAIE (Specially Designed Academic Instruction in English)

- Power Point

- Ask teachers what the acronym, SDAIE, stands for?

- Have teachers complete the first to columns of a KWL chart.

- Go through the Power Point slides discussing the goal of SDAI, what is SDAIE, and specific SDAIE examples.

-Reflection: Respond to reflection question on Power Point slide.

- Teachers revisit KWL and complete the “What I Learned” section. Share with neighbor.

Materials: Power Point

Comments: None.

10:15 Break

10:30 Research-Based Instructional Strategy: SIOP (Sheltered Instruction Observation Protocol) Model

- Introduce SIOP as a researched-based model for sheltered instruction.
- Have participants come up with what SIOP stands for.
- Provide the purpose/goal of SIOP.
- Review the chart of the 8 SIOP components and 30 features.
- Have teachers reflect on which of the 8 components and 30 features teachers believe the already use on a daily and consistent basis? (At the end, revisit and have teachers compare the depth of how they “already” use each and what they can do to go deeper).
- Watch You Tube video, “An Overview of the SIOP Model” (13 minutes). Provide teachers with the SIOP chart so that they can take notes during the video.
www.youtube.com/watch?v=WPfgRk9Hw1s
- Delve into each of the 8 components individually:

LESSON PREPARATION

1. Ask reflection: Share with a neighbor the process you currently undertake to prepare lessons?
2. Introduce the component of LESSON PREPARATION and its 6 features.
 - Let’s watch a video vignette on lesson preparation. Be ready to share your reaction and any “a-ha” moments you may have had. Compare the actions in the classroom on the video to your own classroom.
3. Power Point slides on features of lesson preparation.
4. Reflection: How might you adjust your process of lesson preparation in light of the SIOP Model?

BUILDING BACKGROUND

1. Ask reflection: Share with a neighbor the process you currently undertake to build background before, during, and after a lesson or activity/task?
2. Introduce the component of BUILDING BACKGROUND and its 3 features.
 - Let’s watch a video vignette on lesson preparation. Be ready to share your reaction and any “a-ha” moments you may have had. Compare the actions in the classroom on the video to your own classroom.
3. Power Point slides on features of building background.
4. Reflection: How might you adjust your process of building background in light of the SIOP Model?

Materials: Power Point, You Tube video, CD with video vignettes for each component. Handout of SIOP chart (from Power Point slide 109).

Comments:

12:00 Lunch on your own

1:00 Continue SIOP

COMPREHENSIBLE INPUT

1. Ask reflection: Share with a neighbor how you make content comprehensible to your ELs before and during a lesson.
2. Introduce the component of COMPREHENSIBLE INPUT and its 3 features.
 - Let's watch a video vignette on comprehensible input. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.
3. Power Point slides on features of comprehensible input.
4. Reflection: How do these features of comprehensible input tie to your classroom? How do the features of comprehensible input meet the unique needs of ELs in a mainstream ELA classroom?

STRATEGIES

1. Ask reflection: Share with a neighbor the process you determine what strategies you will implement to support ELs in the content. What are some examples of strategies you use?
2. Introduce the component of STRATEGIES and its 3 features.
 - Let's watch a video vignette on strategies. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.
3. Power Point slides on features on strategies.
4. Reflection: Which strategy discussed is new to you? How might you incorporate it into your lessons? How does the strategy meet the unique needs of ELs in a mainstream ELA classroom?

2:00 Lesson Critique

- Tell participants that we will now work on critiquing a lesson focusing on the first 4 SIOP components introduced today.

- Reflection:

1. What stood out to you the most about each component?
2. How does each component support the unique needs of ELs in a mainstream classroom?
3. Which components to you consider yourself already strong in?
4. Where do you believe you need to grow?
5. Review how each component might look in planning classroom instruction as we are getting ready to critique some lesson plans.

- Provide participants with a sample lesson plan (good) and divide group into pairs. Participants will use the first lesson plan to explicitly identify the evidence of the first 4 components and their features. Pairs will share with another pair. Debrief as group.
- Participants will be provided Lesson Plan #2 (weak) and make suggestions where each of the 4 components and their features could be/should be added.

Materials: sample lesson plan #1 (good), sample lesson plan #2 (weak)

Comments: This activity will get teachers starting to interact with and practice the first 4 SIOP components and their features. This will help them with the collaborative assignment that is due on Day 3.

3:00 Individualized Goal Setting and Action Plan

- Individual participants will complete the goal setting and action plan form. This form will allow teachers to identify topics covered today that they want to work on until the next session. The action plan helps them make intentional targets to achieve their goals.

3:15 Buddy Teacher Partner Goal Setting and Action Plan – Collaborative Assignment

- Between now and next session, buddy teachers will each explicitly address each of the 4 SIOP components and features presented today in one weekly lesson. During prep period and weekly site collaboration time, they will meet and support each other in the design and implementation of the 4 components. Buddy teachers should schedule a time to observe their partner in implementing a SIOP component in the classroom. They will then debrief. Each teacher will bring their lesson plan and share their experiences designing the lesson as well as the collaborative process with their buddy teacher to enhance the lesson.

3:25 Closing Comments & Questions

3:30 Complete Day 2 Evaluation

Professional Development: Strategies for ELA Teachers of ELs

Day 2 Power Point Slides (90-144)

Agenda – Day 2

- Welcome
 - Learning Outcomes
 - Review Norms
 - Share Collaborative Assignment Experience
 - Share Progress on Goals & Action Plan (from Day 1)
 - Unique Needs of ELs
 - SDAIE
 - SIOP
 - Goal Setting & Action Plan
 - Comments & Questions
 - Day 2 Evaluation
- 

Learning Outcomes – Day 2

1. Increase their efficacy in their abilities to implement effective pedagogical strategies to support ELs in their mainstream ELA classroom.
 2. Explain the ways in which ELs are unique and require more than just “good teaching.”
 3. Increase confidence in differentiating for ELs.
 4. Explain SIOP and provide practical examples of its use in the mainstream ELA classroom.
 5. Explain SDAIE and provide practical examples of its use in the mainstream ELA classroom.
- 

Review Norms

[list norms established by participants on Day 1]



Share Out

1. Get with your buddy teacher and sit with another pair. Reflect and share on your experiences with the collaborative assignment.
 2. With same group, share progress on your goals and action plan. What worked well? What were some challenges you experienced? How did you solve those problems? What is your next step.
- 

Activity: Children's Book

Read the two excerpts from two different children's books.

Summarize the main point in each passage.



Reflection

- What are some challenges you had with the reading?
 - Who has taken Spanish in high school/college? Was it enough to help you make meaning out of these passages?
 - What could I have done to support you in better making meaning from this passage?
 - Compare this experience to that of the EL in your classroom who knows some English, but is not fluent in it.
 - What difficulties might they have with reading text in your class?
 - How can you better support them?
- 

Unique Needs of ELs

Let's review the unique characteristics of ELs brainstormed during Day 1's *Who Are Our ELs?* activity.

- Navigating two languages
- Cultural differences in family structure, expectations, views, etc.
- May feel like outsiders in the classroom
- Dual challenge of gaining English proficiency and content (academic English) at the same time
- Progressing through the stages of second language acquisition
- Almost ½ of ELs have both parents who did not finish high school



What does the research say?

ELs have different language needs that teachers must consider. (Molle, 2013b)

Approaching an equitable classroom as one in which all students are provided the same type of instructional supports and judged by the same standards ignores the strong relationship between students' academic English proficiency and their ability to participate in the classroom community, process new content, and demonstrate new learning. (Molle, 2013a)

Classroom teachers of ELs have to navigate unique pedagogical, social, and cultural situations. (Kibler & Roman, 2013)

When teachers work with EL and immigrant students, they often find that instructional methods that have worked with native English speaking students and cultural mainstream students are not effective. (Sung-Yeol Choi & Morrison, 2014)

Addressing the needs of ELs requires more than just good teaching because some student groups may benefit from specialized instructional approaches, like ELs. (Loeb, Soland, & Fox, 2014; Short, 2013)

The reduction of EL instruction to "just good teaching" indicates that language supports for ELs were not an explicit focus. (Hopkins, Lowenhaupt, & Sweet, 2015)

Integrating content and language without sufficient teacher education and resources risks diminishing EL education to a set of strategies that fail to attend to ELs' complex linguistic and cultural needs. (Hopkins et al., 2015)



Unique Needs of ELs Activity

While reading the article, “The Teachers Our ELs Need,” complete the following:

1. Number each paragraph.
2. Mark the margin with a “?” for statements/ideas you either don’t understand or need more clarification.
3. Mark the margin with “T-S” if you make a text-to-self connection.
4. Mark the margin with an “!” for statements/points you agree with.
5. Mark the margin with an “-” for statement/points you do not agree with.

Be ready to share with a partner.



Reflection

Reflect on your current instructional practice for ELs

- Do you consider their unique linguistic and cultural needs when planning instruction?
 - Do you believe that whole class “good teaching” is enough?
 - How will this information on the uniqueness of ELs impact your belief system and impact your instructional practices to meet their needs?
 - Based on the uniqueness of ELs and information in the article, how are you already “a teacher our ELs need” and how can you change your practices to better meet the unique needs of ELs?
- 

Instructional Strategy: SDAIE

What does the acronym, SDAIE, stand for?

Complete KWL Chart:

1. Begin the "What I know" about SDAIE portion.
2. Share with a partner.
3. Complete the "What I want to learn" portion.
4. Share as a group.
5. At the end of the section, write what you learned in the "L" column.

Name _____ K.W.L Chart Date _____

Topic **SDAIE**

| What I Know | What I Want to Know | What I Have Learned |
|-------------|---------------------|---------------------|
| | | |

For Who?

All ELs regardless of EL proficiency level.



Goal of SDAIE

Provide EL with opportunities to read, write, speak and listen to English to develop English proficiency

Utilize instructional practices that lead to student achievement

“comprehensible input”



What is SDAIE?

“Specially Designed Academic Instruction in English”

a way to differentiate for EL

Sheltered instruction

An approach to teaching grade-level subject matter content in English to EL while simultaneously developing their English proficiency

Provides access to curriculum to EL

Way to adjust teaching to promote comprehension of core concepts



SDAIE Strategies

Repetition

Slower, clearer speech

Visuals/non-linguistic representations

Graphic organizers

Realia – real objects & materials

Manipulatives

Partner/small group work



Think About It...

What are some SDAIE strategies that would be easy to incorporate in every lesson?

Give a specific example using the strategies.

Revisit KWL and complete the “What I Learned” section. Share with a neighbor.



Instructional Strategy: SIOP

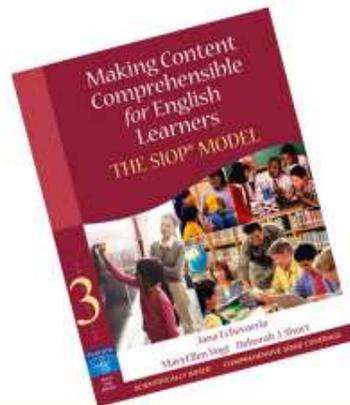
Let's now focus in on one research-based sheltered instruction model... SIOP.

Yes, another acronym. What does SIOP stand for?



The SIOP Model - The Eight Components of SIOP

(Echevarria, Vogt, & Short, 2008)



- Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice & Application
- Lesson Delivery
- Review & Assessment

SIOP: Sheltered Instruction Observation Protocol

An approach for teaching content to ELs in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development.

This model provides guidance on the best practices of sheltered instruction, grounded in research.

The model provides a framework for well-prepared and well-delivered sheltered lessons for any subject area.

There are 8 components and 30 features in this model.

(Echevarria, Vogt, & Short, 2008)

SIOP: 8 Components & 30 Features

| Lesson Preparation | Building Background | Comprehensible Input | Strategies | Interaction | Practice & Application | Lesson Delivery | Review & Assessment |
|--|---|---|--|--|---|--|--|
| Content Obj. | Explicitly link concepts to students' background | Speak appropriately to accommodate different proficiency levels | Provide ample opportunities for students to use strategies | Frequent opportunities for interaction & discussion | Supply lots of hands-on materials | Clearly support content obj. | Provide comprehensive review of key vocabulary |
| Language Obj. | Make clear links b/w students' past learning & new concepts | Clearly explain academic tasks | Consistently use scaffolding | Group students to support language & content objs. | Provide activities for students to apply content & language knowledge | Clearly support language obj. | Supply comprehensive review of key content concepts |
| Content Concepts for Age Appropriateness & fit with educational background | Emphasize key vocabulary | Use a variety of techniques to make concepts clear | Employ a variety of question types | Consistently provide sufficient wait time | Integrate all language skills into each lesson | Engage student in 90-100% of the lesson | Regularly give feedback to students on their output |
| Adapt content to all proficiency levels | | | | Ample opportunities for clarification in primary lang. | | Appropriately pace the lesson to the students' ability level | Conduct assessment of student comprehension & learning |
| Meaningful & authentic activities that integrate concepts w/lang practice | | | | | | | |

(Echevarria, Vogt, & Short, 2008)

Reflection

Which of these components and features do you believe you already use daily with consistency to support your ELs in developing their content knowledge and, simultaneously, developing their English proficiency?

Video: “An Overview of the SIOP Model”

While watching the video, on your SIOP chart, write down aspects of each component that stick out to you for some reason: you may find it interesting, you may want to work on that component more, etc.

www.youtube.com/watch?v=WPfgRk9Hw1s



Lesson Preparation

Share with a neighbor the process you currently undertake to prepare lessons?

Let’s watch a video vignette on lesson preparation. Be ready to share your reaction and any “a-ha” moments you may have had. Compare the actions in the classroom on the video to your own classroom.



Objectives

content objective

(CCSS)

- ✓ write on board
- ✓ state orally
- ✓ clearly defined

AND

language objective

(ELD Standards)

- ✓ write on board
- ✓ state orally
- ✓ Clearly defined

**Students need to know what they will be learning and how they will be learning it
* Remember our discussion of language targets (objectives)?*

(Echevarria et al., 2008)

Content Concepts

Choose for age appropriateness and “fit” with educational background of students.

What does this mean and what are some examples that pertain to an upcoming lesson in your classroom?

(Echevarria et al., 2008)

Adapt Content to all levels of student proficiency (*Emerging, Expanding, Bridging*):

- ✓ Make texts accessible to all students without “watering down”
 - differentiating
 - same content objective,*
 - different input/output/process*
 - scaffolding
 - adjusting content to various learning styles and intelligences

(Echevarria et al., 2008)



Examples of Adaptation of Content

Thinking Maps/Graphic Organizers – schematic visuals that help students grasp the “wholeness and parts” of a concept

Outlines – help students take notes in an organized manner

Highlighted Text – highlighted key concepts, important vocabulary and summary statement in text helps reduce stress yet maintains key concepts

Marginal Notes – notes in the margins help focus attention on important ideas, key concepts, key words and definitions or important supporting facts

(Echevarria et al., 2008)



More Examples of Adaptation of Content

Taped Text – allows for multiple exposures to text which improves reading and understanding

Adapted Text – helps students get access to the same text, but with shorter, simpler sentences they can comprehend better

Leveled Study Guides – guides that accompany textbooks that may include: a summary of the text, leveled questions, important facts, etc...

Jigsaw text reading – read in cooperative teams to become “experts” on a particular passage and then report back to share

(Echevarria et al., 2008)

Supplementary Materials

✓ Use supplementary materials to make the lesson clear and meaningful

- support core curriculum

make content concepts “concrete”:

tangible, visible, understandable

- contextualize learning

make it real

- support learning styles
- support multiple intelligences

| |
|---------------------------|
| Hands-on manipulatives |
| Realia |
| Pictures, photos, visuals |
| Multimedia |
| Demonstrations |
| Leveled books |

Remember, lectures and paper/pencil tasks may be difficult for ELs.

(Echevarria et al., 2008)

Reflection

How might you adjust your process of lesson preparation in light of the SIOP Model?



Component: Building Background

Share with a neighbor the process you currently undertake to build background before, during, and after a lesson or activity/task?

Let's watch a video vignette on building background. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.



Building Background Features

- 1) **Explicitly** link concepts to students' background experiences
 - Discuss students' previous personal and academic experiences to help bridge meaning
- 2) Make **clear** links between students' past learning and new concepts
 - Integrate new information with what the learner already knows
- 3) **Emphasize** key vocabulary
 - The most effective way to teach vocabulary is when it is presented in the context of new concepts, not in isolation.
 - Explicitly pre-teaching key vocabulary and giving students opportunities to practice in authentic ways is crucial for vocabulary development.
 - Students should be actively involved in their own vocabulary development and make it personal.
 - Students should be immersed in a vocabulary-rich environment.

(Echevarria et al., 2008)

Focus on key vocabulary:

contextualizing key
vocabulary

vocabulary self-selection

personal dictionaries

content word wall

concept definition map

cloze sentences

word sorts

word generation

visual vocabulary

vocabulary through songs

What supports do you provide ELs in your mainstream classroom in vocabulary development? Think of a "tough" lesson coming up? How can you approach the vocabulary?

(Echevarria et al., 2008)

Component: Comprehensible Input

Share with a neighbor how you make content comprehensible to your ELs before and during a lesson.

Let's watch a video vignette on comprehensible input. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.



Comprehensible Input Features

Clear explanation of academic tasks

Speech appropriate for students' proficiency level

Variety of techniques used to make content concepts clear

(Echevarria et al., 2008)



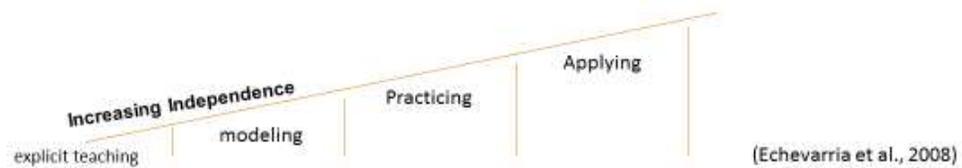
Comprehensible Input

Explanation of Academic Tasks

- present instructions in a step-by-step manner and/or with demonstrations
- peer modeling

Scaffolding

- verbal scaffolding – paraphrasing, think-alouds, reinforcing contextual definitions
- procedural scaffolding



Comprehensible Input

Questioning – using a variety of question types (Bloom’s, DOK)

Interaction

- ✓ variety of grouping structures (partners, triads, teams, etc...)
- ✓ vary group configurations from day to day

Wait time (effective teachers wait 20 seconds or more – ELLs may need longer than that)

Clarifying key concepts in first language – allow students to confer with each other, teacher, or para-professional in their native language about subject matter to support understanding

(Echevarria et al., 2008)

Comprehensible Input

Application of content and language knowledge (projects)

- ✓ discussing and doing make abstract concepts concrete
- ✓ reporting out orally (opportunity to practice English)

Integration of language skills – develop reading, writing, listening and speaking in an integrated manner

Review of key vocabulary – multiple exposures to new vocabulary

Assessment of lesson objectives using multiple methods

(Echevarria et al., 2008)



Reflection

How do these features of comprehensible input tie to your classroom?

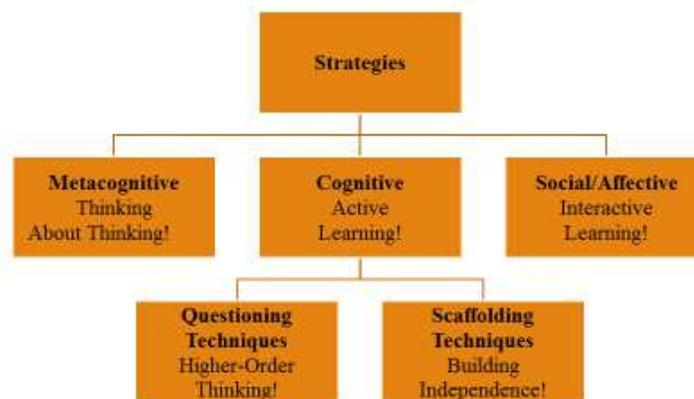
How do the features of comprehensible input meet the unique needs of ELs in a mainstream ELA classroom?



Component: Strategies

Share with a neighbor the process you determine what strategies you will implement to support ELs in the content. What are some examples of strategies you use?

Let's watch a video vignette on strategies. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.



(Echevarria et al., 2008)

Cognitive Strategies- “Active Learning”

previewing/rereading
establishing a purpose for reading
making connections
reading aloud
highlighting
taking notes
mapping information
finding key vocabulary
mnemonics

(Echevarria et al., 2008)



Social/Affective Strategies- “Interactive Learning”

interaction/questioning
cooperative learning
group discussion/self talk
i.e.. think/pair/share

(Echevarria et al., 2008)



A Model of Scaffolding

| Teacher-Centered | Teacher-Assisted | Peer-Assisted | Student-Centered |
|--------------------|--------------------|----------------------|---|
| Lecture | Drill & Practice | Role Playing | Rehearsal Strategies (repeated readings) |
| Direct Instruction | Discovery Learning | Peer Tutoring | Elaboration Strategies (imagery) |
| Demonstration | Brainstorming | Reciprocal Teaching | Organizational Strategies (graphic organizers) |
| Recitation | Discussion | Cooperative Learning | |

(Echevarria et al., 2008)

Strategies

AVOID

- assuming prior knowledge
- yes/no questions
- always giving the answer
- immediately correcting the student
- lectures
- long reading assignments
- only grading for correct answers

FOCUS ON

- discovering prior knowledge
- context clues/relating shared experiences
- "phone a friend," "poll the audience," pairing high/low EL
- wait time
- main ideas
- essential details
- journals (can be illustrated)/KWL charts/rubrics

(Echevarria et al., 2008)

Strategies

Graphic Organizers

Comprehension Strategies

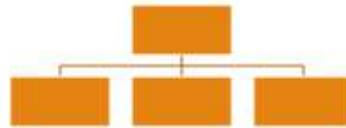
Rehearsal Strategies

GIST

PENS

SQP2RS

Mnemonics



Preview ideas
Explore words
Note words in a complete sentence
See if the sentence is correct

- Summarization Process
- Main Idea
- Topic Sentences

Surveying (scanning the text)
Questioning (teacher guided, students generate questions)
Predicting (stating 1-3 things learned based on their questions)
Reading (searching for answers and confirming predictions)
Responding (answering questions and formulating new ones for the next section)
Summarizing (oral or written summary of key concepts)

(Echevarria et al., 2008)

Reflection

Which strategy discussed is new to you? How might you incorporate it into your lessons? How does the strategy meet the unique needs of ELs in a mainstream ELA classroom?

Reflect on the 4 Components Shared Today

1. What stood out to you the most about each component?
 2. How does each component support the unique needs of ELs in a mainstream classroom?
 3. Which components do you consider yourself already strong in?
 4. Where do you believe you need to grow?
 5. Review how each component might look in planning classroom instruction as we are getting ready to critique some lesson plans.
- 

Lesson Critiques

In pairs, you will critique two lessons in regards to the first 4 components of SIOP and their features we learned about today.

1. The first lesson is a “good” SIOP lesson. You and your partner will explicitly identify evidence of each of the 4 SIOP components and their features. Be sure to label the component/feature you found.
 2. The second lesson is a “weak” lesson. You and your partner will explicitly find areas in the lesson where the 4 components and their features should be added to enhance the ability of ELs to make meaning from the content while also developing their English proficiency.
 3. Be ready to share your ideas for both lessons.
- 

Goal Setting & Action Plan

Reflect on each of the topics covered today. You will set 3 goals to work on over the next month until we meet again.

One of your goals should be in reference to deliberately considering the unique needs of ELs into your daily lessons.

The other two are your choice from the topics presented today. You will create a goal of something you would like to accomplish and then complete the action plan form.



Collaborative “Buddy Teacher” Assignment (due Day 3)

Between now and next session, you and your buddy teacher will each explicitly address each of the 4 SIOP components and features presented today in one weekly lesson. During prep period and weekly site collaboration time, you will meet and support each other in the design and implementation of the 4 components. Schedule a time to observe your buddy teacher in implementing a SIOP component in the classroom. You will then debrief. Each of you will bring your lesson plan to Day 3. You will share your experiences designing the lesson as well as the collaborative process with your buddy teacher to enhance the lesson.



Comments & Questions



Evaluation – Day 2

Please complete the evaluation for Day 2.

Thank you for your participation.

Day 2

Excerpt 1 From Children's Book- Good Night Moon

Spanish Version

En la gran habitación verde,
hay un teléfono,
un globo rojo
y un cuadro...

...de una vaquita que salta sobre la Luna
y otro más con tres ositos sentaditos en sus sillas.

Day 2

Excerpt 2 from Children's Book: Charlotte's Web

Spanish Version

I. Antes del desayuno

¿A DÓNDE va papá con esa hacha?
—preguntó Fern a su mamá mientras
ponían la mesa para el desayuno.
—Al chiquero —respondió la señora
Arable—. Anoche nacieron unos cerditos.

—No veo por qué necesita el hacha —continuó
Fern, que sólo tenía ocho años.

—Bueno —respondió su mamá—. Uno de los
cerditos nació mucho más pequeño que los demás.
Es muy débil y menudo y jamás llegará a nada. Así
que tu padre ha decidido acabar con él.

—¿Acabar con él? —chilló Fern—. ¿Quieres decir
que va a *matarlo*? ¿Y sólo porque es más pequeño
que los demás?

La señora Arable puso un jarro de crema sobre la
mesa.

—¡No grites, Fern! —dijo—. Tu padre hace bien.
De cualquier modo, el cerdo probablemente
morirá.

Day 2

Article: *The Teachers Our ELs Need*

ASCD, *Educational Leadership*

February 2016 | Volume 73 | Number 5

Helping ELLs Excel Pages 32-37

The Teachers Our English Language Learners Need

Patricia Gándara and Lucrecia Santibañez

When it comes to providing all English language learners with the highly qualified teachers they need and deserve, we have a long way to go.

We've heard a lot of discussion lately about the importance of "highly qualified teachers" for narrowing achievement gaps. These discussions are generally limited to issues of socioeconomic status or race; it's well known that children of color and low-income children are much less likely to have a "highly qualified" teacher in their classroom than other children are (Darling-Hammond & Berry, 2006).

What's less well known is that English language learners (ELLs) also suffer from a teacher-quality gap (Samson & Collins, 2012)—and for these students, the problem is compounded. Without special preparation, even good teachers may find it difficult to meet the needs of English language learners. Unfortunately, the question of what constitutes a highly qualified teacher of ELLs has been largely left out of the conversations about teacher quality.

Given that about 10 percent of all students in the United States are English language learners (Migration Policy Institute, 2015), it's surprising that concern about providing highly qualified teachers for these students hasn't garnered more attention. The large and persistent gaps in academic outcomes for English language learners compared with other students indicate that something must be wrong with the teaching approaches we're using. For example, in 2013 the National Assessment of Educational Progress (NAEP) found that 69 percent of ELLs scored below basic proficiency in 8th grade mathematics, compared with just 25 percent of native English speakers. Reading scores at 8th grade were also dismal; 70 percent of ELLs scored below basic compared with 21 percent of non-ELLs (National Assessment of Educational Progress, 2013). Scores at the 4th grade level were similar.

Of course, ELLs are by definition not sufficiently strong in English to score at the same level as native English speakers, but such enormous gaps, especially in mathematics, and a high school graduation gap double that of any other group (Callahan, 2013) suggest a serious problem.

Being a "Good Teacher" Is Not Good Enough

Research suggests that good teachers of ELLs share many of the traits and characteristics of good teachers in general (Goldenberg, 2013). In a 2014 study, Susanna Loeb and her colleagues asked, "Is a good teacher a good teacher for all?" and found that teachers who were effective with native-English-speaking students (as measured by increased test scores) also tended to be effective with English language learners. However, these researchers also found that teachers were relatively *more* effective with ELLs if they were fluent in their students' home language and had a bilingual certification (Loeb, Soland, & Fox, 2014).

We believe that it's not enough to provide English language learners with a generally good teacher. To close the achievement gaps and to build on ELLs' strengths, we need to provide teachers for ELLs who have *additional* skills and abilities.

One such ability is bilingualism. The consistently strong English language arts and math outcomes for students who are educated bilingually indicate that teachers who are able to teach bilingually have special skills to meet ELLs' academic needs (Genesee, Lindholm-Leary, Saunders, & Christian, 2005; Umansky & Reardon, 2015; Valentino & Reardon, in press).

Various researchers have suggested that bilingual teachers have advantages because they use a broader set of pedagogical strategies; are more likely than monolingual teachers to believe that reaching out to and engaging parents is part of their job (Hopkins, 2013); and can better monitor what students are learning and adapt instruction to student needs (Maxwell-Jolly & Gándara, 2012).

Some researchers argue that the best teacher for ELLs is one who can communicate with them and their families, regardless of the language of instruction in the classroom (De Jong & Harper, 2005; Hopkins, 2013). Teachers who can communicate with ELLs in their native language, involving them in classroom discussions and activities, can improve students' attitudes toward school and reduce the likelihood that they will drop out (Callahan, 2013). This is important because researchers have found that motivation can be a major challenge for English language

learners, especially at the secondary level, where they may have difficulty fitting in and may feel like outsiders (Meltzer & Hamann, 2004).

In addition to bilingualism, research suggests a number of other characteristics that make a good teacher for ELLs:

- Knowledge of language uses, forms, and mechanics (Wong Fillmore & Snow, 2002).
- A feeling of efficacy with respect to helping these students achieve high standards (Garcia, 1996).
- Strong relationship-building skills and attention to the social-emotional needs of students (Moll, 1988).
- Cultural knowledge and the ability to incorporate this knowledge into instruction (González, Moll, & Amanti, 2005; Milk, Mercado, & Sapiens, 1992).
- Specific pedagogical skills, including knowing how to conduct formative assessment of students' developing skills, organize the classroom to invite greater participation, and scaffold instruction for students who are struggling with English (Garcia, 1992).

Relatively little research has been conducted to determine the proportion of teachers of English language learners who have received training in using instructional strategies that most benefit ELLs. One 2013 study by Francesca López and her colleagues looked at state teacher certification requirements to see whether these requirements included knowledge of 10 areas that are key to the instruction of ELLs (for example, knowledge of teaching English as a second language and teaching literacy in the native language). The researchers found that only 14 states offered a specialist certification (such as English as a second language or bilingual certification); 15 states required all teachers to be *exposed* to some instruction relevant to educating English language learners; and 12 states had certification processes that did not mention any skills for teaching ELLs at all. No state required that teachers—specialists or otherwise—be competent in or even exposed to all 10 areas of knowledge and skills. These findings point to two clear conclusions: (1) States vary enormously in their teacher preparation and certification requirements for teachers of ELLs and (2) State requirements for those who will teach ELLs are not aligned with the abilities that the research suggests are important (López, Scanlan, & Gundrum, 2013).

Professional Development to Fill the Gap

Because teacher certification programs provide so little preparation for those who will teach English language learners, it's up to professional development to fill in the gaps. But how much

time do schools actually devote to professional development related to teaching English language learners?

The last national study on the topic commissioned by the U.S. Department of Education found that, on average, teachers who had English language learners in their classes received only 4.2 hours of professional development on instruction for ELLs *over a five-year period* (Zehler, Fleischman, Hopstock, Pendzick, & Stephenson, 2003). A statewide study conducted in California in 1999–2000 (when nearly one in four students in the state was an ELL) found that an average of 7 percent of professional development time was devoted to the instruction of ELLs (Stecher & Bornstedt, 2000).

In 2005, a survey of 5,300 educators in California found that among the teachers whose classrooms were composed of 50 percent or more English language learners, about half had either no professional development or only one session focused on the instruction of ELLs over a five-year period (Gándara, Maxwell-Jolly, & Driscoll, 2005). In a more recent survey of more than 550 teachers in Los Angeles (a school district with more English language learners than any other in the United States), we found that considerably more time was being devoted to professional development focused on instruction for ELLs—17 hours per year on average—yet teachers did not view it as sufficient (Santibañez & Gándara, 2015).

One of the questions asked of teachers in the 2005 study was, What are your greatest challenges in meeting the needs of your English language learners? Both elementary and secondary teachers cited communication as a major challenge: The elementary teachers cited the inability to communicate effectively with parents, whereas the secondary teachers noted problems in motivating their students, presumably at least in part because of limited ability to communicate with them.

In the 2015 survey of teachers in Los Angeles, we asked about both the challenges of teaching ELLs and the supports that would be most helpful in educating these students (Santibañez & Gándara, 2015). Similar to earlier studies, the most frequently mentioned weakness in teacher preparation programs was their failure to train teachers to engage with parents of ELLs. (Only 35 percent of teachers noted that their preservice program had prepared them "well" or "very well" for this.) When asked about their most pressing challenges when teaching ELLs, 72 percent of all teachers mentioned the related challenge of parents not being able to help out with schoolwork. Yet the responses indicated that this area was the least often covered in the professional development the respondents received. Curiously, communication with parents was also not mentioned among the topics the teachers wanted professional development to focus on.

Between 75 and 86 percent of all teachers surveyed in Los Angeles said they wanted more ELL-focused professional development; the teachers with the least experience expressed the most need, which tends to confirm that preservice teachers are still not receiving enough training relevant to teaching ELLs. When we asked teachers what would be most useful in addressing their challenges, their areas of greatest need were things they did not have time to do: observe other highly effective teachers, work with a mentor or coach, and participate in a professional learning community.

What Can Schools Do?

Of course, any efforts to improve the education of English language learners should include the recruitment of certified bilingual teachers. Some school districts with large populations of bilingual students are "growing their own" by encouraging these students beginning in high school to pursue a career in teaching. However, it's clear that most districts won't have enough bilingual teachers to serve all ELLs in the foreseeable future. And in some districts—such as Fairfax County, Virginia, which serves students from more than 200 countries representing 140 languages (Smith & Varlas, 2008)—bilingual education programs led by bilingual teachers cannot provide the complete answer. Schools must work with the teachers they have and within their own set of conditions. Nonetheless, even in districts with many languages, most have large concentrations of one or two languages.

It's worth listening to what teachers are saying and responding with the time-intensive professional development they're asking for. Of course, time is a precious resource in schools. Teachers in our surveys have consistently noted they don't have enough classroom time to meet their ELLs' needs, let alone time to engage in the kinds of professional development that they believe would help them increase their effectiveness. Finding ways to provide that time may be the most important intervention school leaders can undertake. It may require reorganizing time in creative ways, such as combining classes for part of a day every couple of weeks or providing extracurricular opportunities for students during the school day. But if we take teachers at their word, the most effective ways to improve instruction for English language learners may be to provide the time for teachers to observe exemplary lessons, discuss what they have seen, and practice under the watchful eye of a coach or mentor.

Finally, schools need to address the elephant in the room. Although monolingual teachers routinely mention a lack of communication with families of English language learners as a major

problem, they do not seem to see any ready solution to this problem—nor do they mention it as something they want in professional development. Yet there are strategies for increasing communication between monolingual English-speaking teachers and parents whose language and culture is different from those of the teacher, and these can be addressed in professional development.

Bilingual parent liaisons are one alternative; well-trained liaisons who have strong ties to the community have been shown to be effective in bringing parents to school. Home visits, with an interpreter or parent liaison, are also an effective strategy. Using a local clergy person as an intermediary can be very effective in many culturally diverse communities. In sum, it's crucial to include parent-teacher communication strategies in professional development. After all, parents of English language learners have an important role to play in the academic success of their children, as do all parents.

Looking for Leadership

One surprising finding of the 2015 survey of teachers in Los Angeles was the almost nonexistent role that school principals played in providing support for new teachers of English language learners. When asked to think back to the first time they taught ELLs and to choose what had most helped them deal with the challenges they encountered, teachers chose the support of their principals last. The literature is clear that concerted, schoolwide efforts are needed to create settings where ELLs can thrive (Goldenberg, 2013). To do this, schools need inspired school leaders who can engage parents and support teachers in meeting the challenges of teaching English language learners.

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Day 2
SIOP Chart

SIOP: 8 Components & 30 Features

| Lesson Preparation | Building Background | Comprehensible Input | Strategies | Interaction | Practice & Application | Lesson Delivery | Review & Assessment |
|--|---|---|--|--|---|---|--|
| Content Obj. Language Obj. | Explicitly link concepts to students' background | Speak appropriately to accommodate different proficiency levels | Provide ample opportunities for students to use strategies | Frequent opportunities for interaction & discussion | Supply lots of hands-on materials | Clearly support content obj. Clearly support language obj. | Provide comprehensive review of key vocabulary |
| Content Concepts for Age Appropriateness & fit with educational background | Make clear links b/w students' past learning & new concepts | Clearly explain academic tasks | Consistently use scaffolding | Group students to support language & content objs. | Provide activities for students to apply content & language knowledge | Engage student in 90-100% of the lesson | Supply comprehensive review of key content concepts |
| Adapt content to all proficiency levels | Emphasize key vocabulary | Use a variety of techniques to make concepts clear | Employ a variety of question types | Consistently provide sufficient wait time | Integrate all language skills into each lesson | Appropriately pace the lesson to the students' ability level | Regularly give feedback to students on their output |
| Meaningful & authentic activities that integrate concepts w/lang practice | | | | Ample opportunities for clarification in primary lang. | | | Conduct assessment of student comprehension & learning |

(Echevarria, Vogt, & Short, 2008)

Day 2

Sample SIOP Lesson Plan #1: Good

Title: Figurative Language

By: Barbara H. B. Formoso (Retrieved from Center for Applied Linguistics)

Prior Lesson: Class “Mosaic Poem” answering the question “What is poetry?”

Standards: Virginia ELA 7.4 – Students will use...similes and metaphors....
Virginia ELA 7.7 – Students will read a variety of poetry. Students will describe the impact of specific word choices such as...sensory or figurative language.

ESL Standards: Goal 1, Standard 2; Goal 2, Standard 2; Goal 2, Standard 3

Objectives:

Content: Students will identify and formulate literal and figurative descriptions of familiar objects.

Language:

- Speaking and Listening: Students will work in small groups to formulate figurative descriptions of familiar objects.
- Reading: Students will read and interpret a poem.
- Writing: Students will write sentences using figurative language to describe familiar objects.

Learning Strategies: focusing attention; visualizing

Materials:

- Copies of Langston Hughes’ poem “Passing Love”
- Copies of T-chart “Literal and Figurative”
- Blank transparency cut into 4 strips and a marker for each group
- 20 common household and classroom objects (staple puller, shell, drinking straw, etc.)

Key Vocabulary: literal, figurative, imagine, imagination

Motivation: Students read the Langston Hughes poem, “Passing Love,” and tell a partner what they think it means. Lead a brief class discussion of the poem focusing on the question, “How can a person be a song, a prayer, a rose?” Steer the conversation to the imagination of the poet.

Presentation: Tell students that we are going to learn about how writers use their imagination to get powerful ideas across to the reader. With great mystery and suspense, pull an object from a paper bag (a staple puller), hold it up and ask students to identify it. Write the name in the literal column of the graphic organizer. Repeat for two or three more items (a shell, a crazy straw). Have students write the literal descriptions on their copy of the chart. Ask students to use their imagination to describe the objects in a sentence. Write them in the figurative column of the chart. For example, “The fanged monster bit my finger!” “The frightened turtle would not come out.” “The snake hid in the tall grass, waiting.” Students copy the sentences on their chart.

Practice: Ask groups of three to choose a manager, a writer, and a presenter. Give each group four transparency strips, a marker and a “mystery bag” with four more common objects. Tell students that must “secretly” look at each object, and quietly decide together on the literal name and the figurative description for each (the other groups should not see or hear). The writer then writes the figurative language sentence on a transparency strip. After the items have been returned to the bags, place them all mixed up in full view of the entire class. As each presenter comes to the overhead, s/he will ask the class to guess from the figurative sentence which object it describes. Students should record the literal and figurative descriptions on their chart for the first round. As time permits, each group can present a second object, and so on.

Review: Return to the Langston Hughes poem and ask students to identify the literal meaning of the poem, and the figurative language used by the poet.

Wrap-up: Ask students to think of one “outcome sentence” for today’s lesson to share orally:

“After today’s lesson, I learned...”

“I was surprised...”

“I wonder...”

Homework: Students will complete the “Literal/Figurative” chart with five more literal and figurative descriptions of objects found at home.

Follow-up Lesson: Students will define the terms “simile” and “metaphor,” identify them in a poem and use one of their figurative images to write a poem containing a simile or metaphor.

Day 2

Sample SIOP Lesson Plan #2: Weak

Title: My Brother Sam is Dead – Propaganda and the Revolutionary War

By: Mary (retrieved from lessonplans.com)

Primary Subject: Language Arts

Grade Level: 6-8

Introduction: Visual art integration allows students who are strong visual learners or visually/spatially inclined to retain and learn material through creating or evaluating visual arts.

Objective:

Content Objective: Apply the elements of propaganda and persuasion to the events and controversy of the American Revolution using the novel, *By Brother Sam is Dead*, an American Revolutionary War novel.

Creative Objective: Create a piece of propaganda to persuade a colonist during the American Revolution to join either the British or the Patriots.

Procedure:

- Students will learn and define the term “propaganda.”
- Propaganda – the deliberate spreading of such information or rumors; information, ideas, or rumors deliberately spread widely to help or to harm a person, group, movement, institution or nation.
- Students will view and discuss the effectiveness of various pieces of propaganda from World War II (Uncle Sam, Nazi Germany, etc.)
 - What makes a piece of visual propaganda eye catching?
 - What type of message is each piece sending?
 - How does propaganda play on your fears and/or emotions?
- Pose a question for discussion: What would propaganda look like if the British and Patriots used propaganda to try to convince colonists to join their side during the American Revolution?
 - What negative things would the British say about the Patriots? What negative things would the Patriots say about the British?
- Students will then be broken into pairs. Their task is to create a single piece of propaganda using the following process:
 - Choose a side you wish to support with your propaganda (British or Patriots).
 - Create a slogan to use on your propaganda poster. Your slogan can either be positive and support your side or negative towards your opposing side.
 - Decide upon an eye-catching, visual image to go with your slogan.

Assessment:

- Based on the piece of propaganda they created, each individual student will then compose a piece of creative writing. Students will create a persona of a colonist during the Revolutionary War.
- Their essay must discuss why they have decided to support either the British or the Patriots during the war.
- The essay will be paired with their piece of propaganda.

Day 2

Professional Development: Strategies for ELA Teachers of ELs

Goal Setting & Action Plan

INDIVIDUAL GOALS

Considering the topics covered and knowledge gained from today's session, set three goals that will help you develop expertise in today's content.

1. Topic: _____

Goal:

2. Topic: _____

Goal:

3. Topic: _____

Goal:

ACTION PLAN

| Goal # | Specific Activities/Tasks | By When | Measured By |
|--------|---------------------------|---------|-------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

BUDDY TEACHER GOALS

To complete our collaborative “buddy” assignment, we have set the following goals:

Goal 1:

Goal 2:

Goal 3:

(List additional goals on the back of this sheet as needed).

ACTION PLAN

| Goal # | Specific Activities/Tasks | By When | Measured By |
|--------|---------------------------|---------|-------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

Day 2

Evaluation

Name (optional) _____

Please complete this evaluation of today's session.

Overall, today's training was beneficial to my growth as an educator of ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The activities and/or discussions contributed to my understanding of each topic.

Strongly Agree Agree Neutral Disagree Strongly Disagree

My confidence in my abilities to effectively support ELs in developing ELA proficiency has increased as a result of today's session.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am able to take today's concepts learned and directly connect them to my ELA mainstream classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I consider today's training as adequate in building my expertise in supporting ELs in my mainstream ELA classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

What new ideas have you gained and how do you plan to implement these new ideas in your daily work?

What about today's topics impacted you the most? In what way?

How do you think your learnings today will impact EL student learning in your classroom?

If the training is repeated, what changes would you recommend?

Thank you for your participation in today's training!

Strategies for ELA Teachers of ELs: Day 3 Agenda

TARGET AUDIENCE: Middle school mainstream ELA teachers

PURPOSE:

The purpose of session three is to continue to increase teachers' foundational knowledge and skills regarding ELs in their mainstream ELA classroom. This session will present supporting research that supports the idea that teachers have the most impact on student achievement. The results of this study show that teachers may not believe they have a responsibility or influence over student achievement. Mainstream teachers often have deficit views of students and blame students for a lack of achievement (Doorn & Schumm, 2013; Lee & Buxton, 2013; Molle, 2013b). Teachers' beliefs, attitudes, and experiences directly impact their classroom practice (Doorn & Schumm, 2013; Kibler & Roman, 2013, Lee & Buxton, 2013; Molle, 2013b). If teachers do not believe they have a responsibility in student achievement or are not reflecting to determine if what they are doing is positively impacting student achievement, the progress of ELs is inhibited (King, 2014). Research shows that teachers are the most important factor in student achievement and that their willingness to engage in a practice or behavior is important in its sustainability (Doorn & Schumm, 2013; King, 2014; Yucesan Durgunoglu, & Hughes, 2012). Furthermore, this session will explicitly make a connection between the knowledge gained and the ELA classroom. Research supports that effective professional development is contextual, content-specific, and relevant (Hopkins, Lowenhaupt, & Sweet, 2015; Hunzicker, 2011; King, 2014; Molle, 2013b; Santos, Darling-Hammond, & Cheuk, 2013; Short, 2013; Tait-McCutcheon & Drake, 2016). Deliberately connecting the professional development to teachers' educational setting will lead to a change in practice, which will result in a change of student outcomes (Sung-Yeol Choi & Morrison, 2014). Finally, this session will lead teachers through a process to set goals and create an action plan for continuous professional development to sustain learnings (Molle, 2013b; Santos, Darling-Hammond, & Cheuk, 2013; Short, 2013).

PROFESSIONAL DEVELOPMENT GOALS ADDRESSED:

Increase teachers' level of efficacy in supporting ELs in the mainstream classroom. (2)

Provide teachers with a research-based set of EL-specific instructional strategies to utilize as opposed to whole class "good teaching." (3)

Build teachers' belief that they have the most impact on student achievement. (6)

Build teachers' ability to explicitly connect learnings to their ELA mainstream classroom. (17)

Engage teachers in collaborative experiences that encourage rich discussion, reflection, and action. (9)

Balance theoretical knowledge with practical application. (11)

Provide professional development that teachers consider relevant. (13)

Provide choice to meet the needs of adult learners. (14)

Fulfill participants' desire for effective professional development focusing on ELs. (16)

LEARNING OUTCOMES:

1. Participants will increase their efficacy in their abilities to implement effective pedagogical strategies to support ELs in their mainstream ELA classroom.
2. Participants will explain SIOP and provide practical examples of its use in the mainstream ELA classroom.
3. Participants will explain how the learnings from this professional development series explicitly connect to their ELA mainstream classroom.
4. Participants will share, and reflect upon, examples of how the learnings have been implemented into their teaching practice.
5. Participants will set goals and create an action plan for continuous professional development to sustain learnings.

AGENDA:

| TIME | DESCRIPTION/ACTIVITY |
|--------|--|
| 8:00AM | Welcome |
| 8:05 | Review Norms |
| 8:10 | Share Progress on Goals Set on Day 2 |
| 9:00 | Continue to Engage/Practice with SIOP Activity: Critique & Enhance Lesson Plans |
| 10:10 | Reflection/Discussion |
| 10:15 | Break |
| 10:30 | Teacher Impact on Student Achievement Activity: Article & Ted Talk |
| 11:30 | Reflection: <i>Why did you become a teacher?</i> |
| 12:00 | Lunch (On Your Own) |
| 1:00 | Connect Learnings to ELA Classroom |
| 2:00 | Pledge |
| 2:15 | Individualized Goal Setting & Action Plan "Buddy Teacher" Partner Goal Setting |
| 2:45 | Closing Comments & Questions |
| 3:00 | Administer Post-Assessment |
| 3:30 | Complete Day 3 Evaluation |

Professional Development: Strategies for ELA Teachers of ELs

Facilitator's Notes
Day 3

- 8:00 Welcome
- Review purpose of PD from research (Power Point)
- Materials: Power Point (slides 145-183)
- Comments: None
- 8:05 Review norms
- Explain that our group set norms at our first session that describe the behaviors we all agree to as we engage in meaningful work with each other.
- Review the norms.
- 8:10 Share progress/results of collaborative buddy assignment.
- respond to reflection questions in Power Point
- 8:25 Share progress on individual goals set on Day 1
- In small groups, participants will share progress on individual goals from Day 1
- Respond to reflection questions
- 9:00 Continue SIOP Presentation
- Begin by reviewing the first 4 components presented during day 2.
- Prompt: To review the first 4 SIOP components and their features presented during Day 2, you will switch lesson plans with someone (not your buddy teacher). You will read the lesson plan of your peer and find evidence of the 4 components of SIOP previously covered. Remember to explicitly label what you found. When you get your paper back, reflect on whether the SIOP components you included, or thought you included, were evident to someone who knows nothing about your lesson.
- Continue with the last 4 SIOP components and their features.

INTERACTION

1. Ask reflection: How do you explicitly incorporate meaningful, authentic interaction in your classroom to support ELs? What are some examples of strategies you use?
2. Introduce the component of INTERACTION and its 4 features.
 - Let's watch a video vignette on interaction. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.
3. Power Point slides on features on interaction.

4. Reflection: How might you incorporate more authentic, purposeful interaction opportunities to support ELs? How does the component meet the unique needs of ELs in a mainstream ELA classroom?

PRACTICE/APPLICATION

1. Ask reflection: Share with a neighbor how you deliberately provide opportunities for practice and application of key concepts. Describe activities you use.
2. Introduce the component of PRACTICE/APPLICATION and its 3 features.
 - Let's watch a video vignette on strategies. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.
3. Power Point slides on features on practice/application.
4. Reflection: What new idea did you learn in regards to practice/application? How does this component meet the unique needs of ELs in a mainstream ELA classroom?

LESSON DELIVERY

1. Ask reflection: Reflect on a lesson that you taught or observed that did not go well. What in particular regarding the way the lesson was delivered was problematic? How might the lesson delivery have been improved?
2. Introduce the component of LESSON DELIVERY and its 4 features.
 - Let's watch a video vignette on strategies. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.
3. Power Point slides on features on lesson delivery.
4. Reflection: How does a teacher determine whether ELs are engaged during a lesson? What techniques could be used to sustain engagement throughout the period? What should the teacher do if he or she senses that students are off task? Why is sustained engagement so critical to ELs academic process?

REVIEW/ASSESSMENT

1. Ask reflection: Many teachers introduce key vocabulary at the beginning of a lesson but often neglect to revisit the new terms systematically throughout the lesson and review them at the conclusion. How would you review the terms? What techniques could you put in place to build vocabulary into each lesson?
2. Introduce the component of REVIEW/ASSESSMENT and its 4 features.
 - Let's watch a video vignette on strategies. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.
3. Power Point slides on features on review/assessment.
4. Reflection: How much time do you think you should allocate for review and assessment during each lesson? How will you assess who is ready to move on?

How will you assess the students in the reteaching/review group to determine if and when they are ready to move on? What will you do if a few students are still struggling?

10:10 Reflection

10:15 Break

10:30 Teacher Impact on Student Achievement

- Read article, “There is Only One Way to Improve Student Achievement”

- Reflect

- Watch the Ted Talk of Rita Pierson, “Every Child Needs a Champion.”

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en

- Reflect:

1. How did this Ted Talk impact you?
2. What can you do with this information?
3. Thinking about the article, this Ted Talk, and the research in the professional literature, how can you continue to support the achievement of ELs despite their motivation, effort, and obstacles outside of school?

Materials: Link to Ted Talk, Harry Wong article

Comments: This section is to get teachers to see that they have the most impact of student achievement; even more than other school factors and outside factors. Often, teachers see that the effort or motivation of a child or the home life of a child has the ultimate impact on whether or not they are successful. However, research shows that it is an effective teacher who holds the most influence over student achievement.

11:30 Reflection: *What did you become a teacher?*

12:00 Lunch on your own

1:00 Connect Learnings from PD to ELA Classroom

- Revisit each of the topics covered during the three sessions

- Participants will complete two tasks to connect each topic directly to their mainstream ELA classroom:

- Revisit and reflect on each topic. Come up with 3-5 ways each topic explicitly connects (impacts) your mainstream ELA classroom to support achievement of ELs. Record your ideas to create a resource as you continue to work with these topics.
- Use the lesson plan you brought to share today and review it focusing on where the last 4 SIOP components could enhance the lesson.

- We will debrief as a whole group.

Materials: Students lesson plans they brought in reflecting SIOP components 1-4.
 Comments: The goal of this activity is to have teachers make explicit connections to their daily work with students. This will help increase their efficacy, but also help to improve their views of the adequacy of this PD in supporting them in their work with ELs. Teachers have been asked to examine the relevancy of topics throughout this training and have come up with practical applications.

2:00 Pledge

- “With your colleagues in the room, and your “buddy teacher,” make a pledge to continue to develop your expertise in these topics and make changes to your practice to enhance ELA progress of ELs in your mainstream classroom.”

2:15 Individualized Goal Setting & Action Plan & “Buddy Teacher” Partner Goal Setting

-Set goals for the remainder of the year that will further contribute to building your efficacy with ELs in regards to the topics from this training. In your action plan, be sure to identify supports you may need (coach, administrator, technological, etc.). Please review your progress on your goals during your weekly collaboration time with your peers. Seek collaborative input.

-With your buddy teacher, set collaborative goals for the remainder of the year to continue your interaction with and support of each other as you continue to practice and apply learnings, try new strategies, and gain increased knowledge and skills to support EL student achievement.

2:45 Comments & Questions

3:00 Administer post-assessment (the same as the pre-assessment)

3:30 Complete Day 3 evaluation

Professional Development: Strategies for ELA Teachers of ELs

Day 3 Power Point Slides (145-183)

Agenda – Day 3

- Welcome
 - Learning Outcomes
 - Review Norms
 - Share Collaborative Assignment Experience
 - Share Progress on Goals & Action Plan (from Day 1)
 - Revisit SIOP
 - Teacher Impact on Student Achievement
 - Connecting Learnings to ELA Classroom
 - Goal Setting & Action Plan
 - Comments & Questions
 - Post-Assessment
 - Day 3 Evaluation
- 

Learning Outcomes – Day 3

- Increase efficacy in abilities to implement effective pedagogical strategies to support ELs in their mainstream ELA classroom.
 - Explain SIOP and provide practical examples of its use in the mainstream ELA classroom.
 - Explain how the learnings from this professional development series explicitly connect to their ELA mainstream classroom.
 - Share, and reflect upon, examples of how the learnings have been implemented into their teaching practice.
 - Set goals and create an action plan for continuous professional development to sustain learnings.
- 

Revisit Norms

[REVISIT NORMS CREATED BY PARTICIPANTS ON DAY 1 OF TRAINING]



Share Out

1. Get with your buddy teacher and sit with another pair. Reflect and share on your experiences with the collaborative assignment.
 2. With same group, share progress on your goals and action plan. What worked well? What were some challenges you experienced? How did you solve those problems? What is your next step.
- 

Review SIOP

To review the first 4 SIOP components and their features presented during Day 2, you will switch lesson plans with someone (not your buddy teacher). You will read the lesson plan of your peer and find evidence of the 4 components of SIOP previously covered. Remember to explicitly label what you found. When you get your paper back, reflect on whether the SIOP components you included, or thought you included, were evident to someone who knows nothing about your lesson.



Component: Interaction

How do you explicitly incorporate meaningful, authentic interaction in your classroom to support ELs? What are some strategies you use?

Let's watch a video vignette on interaction. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.



What are your thoughts?

Teacher comment:

“My content is so packed that I can’t cover everything if I allow student talk. Lecture is the best way to ensure I’m where I need to be to complete all objectives before the test”.



Opportunities for Interaction

- 1) Learning is more effective when students have an opportunity to participate fully – discussing ideas and information
- 2) Effective teachers strive to provide a more balanced linguistic exchange between themselves and their students – ELL students need to practice speaking
- 3) Interaction accesses the thought processes of another and solidifies one’s own thinking
- 4) Talking to others, either in pairs or small groups allows for oral rehearsal of learning

(Echevarria et al., 2008)



Opportunities for Interaction

encourage more elaborate responses

vary grouping configurations (random, voluntary, teacher assigned)

- whole group, flexible small groups, partners/triads
- homogeneous/heterogeneous (gender, language proficiency, ability, etc...)

allow adequate wait time – don't allow yourself or other students to answer their questions

clarify concepts in L1 if needed – teacher or peers clarify concepts or use native text, dictionaries or other tools

(Echevarria et al., 2008)



Reflection

How might you incorporate more authentic, purposeful interaction opportunities to support ELs? How does this component meet the unique needs of ELs in a mainstream ELA classroom?



Component: Practice/Application

Share with a neighbor how you deliberately provide opportunities for practice and application of key concepts. Describe activities you use.

Let's watch a video vignette on practice/application. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.

(Echevarria et al., 2008)



The Difference Between the Two

"Practice" refers to the opportunities provided to English Language Learners to become familiar, analyze and/or experiment with content and language topics.

"Application" refers to the ways in which learners apply what they have learned in different contexts or situations.

(Echevarria et al., 2008)



Practice and Application:

Tools:

Hands-on materials
and/or manipulatives

Language and content
knowledge-rich activities

Language skills-integrated
activities

Purpose:

For students to practice with
new content knowledge

For students to apply
learning in the classroom

For students to develop
reading, writing, listening and
speaking skills

(Echevarria et al., 2008)

Application of Content & Language Knowledge

Abstract concepts and new information need to be applied in personally relevant ways

Discussing and “doing” make abstract concepts concrete

Opportunities for social interaction promote language development

Modeling correct English after a student has made a pronunciation or grammar error can gently, but effectively, instill appropriate language

What does a classroom that incorporates listening, speaking, reading, AND writing look like, sound like, and feel like?

(Echevarria et al., 2008)

Reflection

What new ideas did you learn in regards to practice/application?

How does this component meet the unique needs of ELs in a mainstream ELA classroom?



Component: Lesson Delivery

Reflect on a lesson that you taught or observed that did not go well. What in particular regarding the way the lesson was delivered was problematic? How might the lesson delivery have been improved?

Let's watch a video vignette on lesson delivery. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.



LESSON DELIVERY FEATURES

Content Objectives should be clearly supported by the lesson delivery (stated orally - written on board for all to see)

Language Objectives (targets) should be clearly supported by the lesson delivery (stated orally - written on board for all to see)

(Echevarria et al., 2008)

LESSON DELIVERY FEATURES

Class time needs to be planned efficiently - all aspects of **student engagement** should be considered:

- well planned lessons
- clear explanations of academic task or instructions
- appropriate amount of time to spend on academic task
- strong classroom management
- opportunities for students to apply learning in meaningful ways
- active student involvement
- lesson design that meets the language and learning needs of students

❖ *Students should be engaged approximately 90-100% of the time during the lesson (engagement minimizes boredom and off-task behaviors)*

Pacing of the lesson should be appropriate to the students' ability level (brisk enough to maintain students' interest, but not too quick to lose their understanding)

(Echevarria et al., 2008)

Reflection

How does a teacher determine whether ELs are engaged during a lesson?

What techniques could be used to sustain engagement throughout the period?

What should the teacher do if he or she senses that students are off task?

Why is sustained engagement so critical to ELs' academic progress?



Component: Review/Assessment

Many teachers introduce key vocabulary at the beginning of a lesson but often neglect to revisit the new terms systematically throughout the lesson and review them at the conclusion. How would you review the terms? What techniques could you put in place to build vocabulary into each lesson?

Let's watch a video vignette on review/assessment. Be ready to share your reaction and any "a-ha" moments you may have had. Compare the actions in the classroom on the video to your own classroom.



Review

Provide comprehensive review of key vocabulary

- teach, review, assess, use
- word study notebooks
- content word walls

Supply comprehensive review of key content concepts

- review content directly related to the objectives throughout the lesson
- use graphic organizers as review

Regularly give feedback to students on their output

- clarify
- discuss
- correct responses

(Echevarria et al., 2008)



Review

Ways to review key concepts during and at the end of a lesson:

- Informal summarizing review
- Periodic review (chunking) leads into next section to be studied
- Structured review – summarizing with partners, listing key points on board
- Link review to content objectives – ensures focus on essential topics
- Final review- allows students to assess their own understandings and clarify misconceptions

(Echevarria et al., 2008)



Assessment vs. Evaluation

Assessment is *“gathering and synthesizing of information concerning student learning”*

Evaluation is *“making judgments about students’ learning”*

(Echevarria et al., 2008)



Assessment

Informal Assessment

- on-the spot, on-going opportunities to determine the extent of students’ learning
- includes: teacher observations, anecdotal reports, informal conversations with students, quick writes

(Echevarria et al., 2008)



Assessment

Authentic Assessment

- application to real life – real life contexts
- multi-dimensional
 - portfolios
 - student's writings
 - taped pieces
 - interviews
 - videotapes
 - observations
 - projects
 - discussions
 - performances

(Echevarria et al., 2008)



Assessment

- includes multiple indicators to show competency of a content objective
 - use of a rubric
- *group responses*
 - agree/disagree, true/false, yes/no index cards – happy face – sad face on a stick
 - thumb up - down
 - stand up – sit down
 - numbered wheels
 - dry erase response boards

(Echevarria et al., 2008)



Reflection

How much time do you think you should allocate for review and assessment during each lesson?

How will you assess who is ready to move on?

How will you assess the students in the reteaching/review group to determine if and when they are ready to move on?

What will you do if a few students are still struggling?



We will now move on to how teachers impact student achievement before we come back to practicing and applying the last 4 SIOP components and their features when we make explicit connections between the learnings from this PD to our ELA mainstream classroom.



Teacher Impact on Student Achievement

What do you believe have the biggest impact on student achievement?

How do you believe teachers are involved with student achievement? Specifically focus on ELs.



Article: *There is Only One Way to Improve Student Achievement* by Harry Wong

After reading the article, discuss these prompts with a neighbor:

1. What are your thoughts?
 2. What do you agree with? Disagree with?
 3. Why do you think teachers have more of an impact on student achievement than outside factors?
 4. How has this article influenced your beliefs?
- 

Ted Talk: “Every Student Needs a Champion” (Rita Pierson)

Let’s watch this Ted Talk presented by Rita Pierson:

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en

Reflection:

1. How did this Ted Talk impact you?
 2. What can you do with this information?
 3. Thinking about the article, this Ted Talk, and the research in the professional literature, how can you continue to support the achievement of ELs despite their motivation, effort, and obstacles outside of school?
- 

Reflection

Why did you become a teacher?

What do you believe your role and responsibilities are in regards to student achievement?



Connect Learnings to ELA Mainstream Classroom

Let's review the topics we have learned about during our three days together:

| | |
|--|---------------------------------------|
| Moral imperative—urgency to focus on ELs | Unique Needs of ELs |
| Who Are Our ELs? | SDAIE |
| Levels of English Proficiency | SIOP |
| Overview of Second Language Acquisition | Teacher Impact on Student Achievement |
| Cultural & Linguistic Diversity | |
| Differentiation | |

Two Tasks with a Partner

1. Revisit and reflect on each topic. Come up with 3-5 ways each topic explicitly connects (impacts) your mainstream ELA classroom to support achievement of ELs. Record your ideas to create a resource as you continue to work with these topics.
2. Use the lesson plan you brought to share today and review it focusing on where the last 4 SIOP components could enhance the lesson.
3. We will debrief as a whole group.

Pledge

With your colleagues in the room, and your “buddy teacher,” make a pledge to continue to develop your expertise in these topics and make changes to your practice to enhance ELA progress of ELs in your mainstream classroom.



Individualized Goal Setting & Action Plan

Set goals for the remainder of the year that will further contribute to building your efficacy with ELs in regards to the topics from this training. In your action plan, be sure to identify supports you may need (coach, administrator, technological, etc.).

Please review your progress on your goals during your weekly collaboration time with your peers. Seek collaborative input.



Buddy Teacher Partner Goal Setting

With your buddy teacher, set collaborative goals for the remainder of the year to continue your interaction with and support of each other as you continue to practice and apply learnings, try new strategies, and gain increased knowledge and skills to support EL student achievement.

Comments & Questions



Post-Assessment

Please complete the post-assessment.



Day 3 Evaluation

Please complete the evaluation for today's session.

Thank you for your participation!



Day 3

Article: There is Only One Way to Improve Student Achievement



All You Want to Know About Student Achievement

- A. Two hundred studies have shown that the only factor that can create student achievement is a knowledgeable, skillful teacher.¹
- B. A large scale study found that every additional dollar spent on raising teacher quality netted greater student achievement gains than did any other use of school resources.²
- C. Researchers in the Dallas School District have shown that having a less effective teacher can significantly lower a student's performance over time, even if the student gets more competent teachers later on.³
- D. A study comparing low and high achieving elementary school students in New York City found that teacher qualifications accounted for 90 percent of the variation between the best and the worst students.⁴
- E. Schools with more experienced and more highly educated mathematics teachers tended to have higher achieving students. Even in very poor schools, students achieved if they had a well-prepared teacher.⁵
- F. The most important factor, bar none, is the teacher. An ineffective teacher can affect student learning for years, but having two ineffective teachers in subsequent years can damage a student's academic career.⁶
- G. As teacher effectiveness increases, lower achieving students are the first to benefit.⁷

There is only one way to obtain student achievement and the research is very specific. It is the teacher and what the teacher knows and can do that is the determining factor with student achievement.

The students will learn based on whether the teacher is effective or ineffective.

District variables do not matter. School variables do not matter. Program variables do not matter. It is the teacher that matters.

The ineffective teachers get poor results.
The effective teachers get good results, and
It makes no difference to the good teacher
What students you give them.
What programs they teach.
Who are the administrators.

The bottom line is that there is no way to create good schools without good teachers. It is the administrator who creates a good school. And it is the teacher who creates a good classroom.

The bottom line is that there is no way to create good schools without good teachers. It is the administrator who creates a good school. And it is the teacher who creates a good classroom.

Why Some Schools Are Successful

At a fraction of the cost and time, money spent on staff development is a much better investment than the pouring of untold millions of dollars into one continuing faddish program after another. **Programs do not produce achievement; teachers produce student achievement.**

The major difference between successful and unsuccessful schools is that

- **Unsuccessful schools stress programs.** They spend millions of dollars adopting programs, fads-of-the-year, in constant pursuit of the quick fix on the white horse.
- **Successful schools stress practices.** They wisely invest in their teachers and the effectiveness of their teachers. They don't teach programs; they teach basic, traditional academic content—and they work at improving the pedagogical practices of their teachers.

People who adopt programs are more interested in the success of the program.
People who are effective teachers are more interested in the success of the students.

Forget programs unless you have effective teachers. **Educational leaders know that what matters is whether schools can offer their neediest students good teachers trained in effective strategies to teach strong academic knowledge and skills.**

Student Achievement Is A Result of Good Classroom Management

In a study three researchers rank-ordered 28 factors that govern student learning. This was based on a review of 50 years of research on student learning, encompassing 11,000 statistical findings.⁸ **The Number 1 factor governing student learning is Classroom Management.**

It is practices, teacher practices, that govern student learning. What the teacher does in the classroom to structure and organize a learning environment is the most important factor that will increase student achievement.

It is time to organize our schools based on what we want students to achieve, not on what fad is currently in vogue. The classroom must be organized for learning if student achievement is to increase. Unfortunately, what typically happens in a classroom is the teacher does activities and then disciplines when problems occur. **No time is spent organizing or managing the classroom. Then, of course, the administrator has to contend with this problem, which typically has nothing to do with discipline.**

(continued on next page)

The Teacher Shortage: Wrong Diagnosis, Phony Cures

John Merrow, who does the PBS series on education, argues that **"we're misdiagnosing the problem as 'recruitment' when it's really 'retention.'** Simply put, we train teachers poorly and then treat them badly—and so they leave in droves." He suggests that "where shortages exist, these are often what should be labeled 'self-inflicted wounds'. They fall into three categories: Schools underpay and mistreat teachers and eventually drive them from the profession; inept school districts cannot find the qualified teachers living under their noses; and substandard training ill prepares educators for the realities of classroom life."

He likens the problem to a swimming pool with a serious leak. "You wouldn't expect that pouring more and more water into the pool would in time fix the leak, but that's precisely the approach we are taking toward the so-called teacher shortage. The response has been to recruit more people into teaching, using a variety of strategies including public-service-announcement campaigns, \$100 million in federal money, hiring bonuses, help with mortgages, and recruitment trips to Spain and other distant lands. **Yet the pool keeps leaking water because no one is paying attention to the leak."**

"The fact remains," says Merrow, "that **our nation's 1,300 schools and colleges of education already produce more than enough teachers.** But about 30 percent of those newly minted teachers don't go into classrooms. Many who become teachers don't stay long. **An estimated 30 percent leave the field within five years; in cities, the exit rate is an astonishing 50 percent.**"

"Of every 100 new graduates with licenses to teach, 30 do not. Of the remaining 70, at least 21 will have left teaching within five years. At the very least, that is an inefficient use of human and material resources."

So how do we fix the leak? It's really quite simple. We fix the leak by providing adequate training and support for beginning teachers (known as induction), thereby increasing the retention of more competent, qualified, and satisfied professionals for America's classrooms.

Merrow, John. "The Teacher Shortage: Wrong Diagnosis, Phony Cures." *Education Week*, October 6, 1999.

This paper was a handout at ASCD, Urban and Title I Conferences, and others. Additional copies are available free of charge while supplies last. Call 650-965-7896 to request the "Student Achievement" document.

Permission is granted to duplicate these pages with the intent of improving student achievement. Please give credit: Harry K. Wong, Ed.D., 943 N. Shoreline Blvd., Mountain View, CA 94043.

Day 3

Professional Development: Strategies for ELA Teachers of ELs

Goal Setting & Action Plan

INDIVIDUAL GOALS

Considering the topics covered and knowledge gained from today's session, set three goals that will help you develop expertise in today's content.

1. Topic: _____

Goal:

2. Topic: _____

Goal:

3. Topic: _____

Goal:

ACTION PLAN

| Goal # | Specific Activities/Tasks | By When | Measured By |
|--------|---------------------------|---------|-------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

BUDDY TEACHER GOALS

To complete our collaborative “buddy” assignment, we have set the following goals:

Goal 1:

Goal 2:

Goal 3:

(List additional goals on the back of this sheet as needed).

ACTION PLAN

| Goal # | Specific Activities/Tasks | By When | Measured By |
|--------|---------------------------|---------|-------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

Day 3

Evaluation

Name (optional) _____

Please complete this evaluation of today's session.

Overall, today's training was beneficial to my growth as an educator of ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The activities and/or discussions contributed to my understanding of each topic.

Strongly Agree Agree Neutral Disagree Strongly Disagree

My confidence in my abilities to effectively support ELs in developing ELA proficiency has increased as a result of today's session.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am able to take today's concepts learned and directly connect them to my ELA mainstream classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I consider today's training as adequate in building my expertise in supporting ELs in my mainstream ELA classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

What new ideas have you gained and how do you plan to implement these new ideas in your daily work?

What about today's topics impacted you the most? In what way?

How do you think your learnings today will impact EL student learning in your classroom?

If the training is repeated, what changes would you recommend?

Thank you for your participation in today's training!

Day 3

Post-Assessment

Name (or pseudonym): _____

Please respond to each of the following questions.

I understand the shifting demographic populations in K-12 schools and believe there is a moral imperative to focus on supporting ELs in the classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am highly efficacious in abilities to support ELs in the mainstream classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I believe that my use of “good teaching” strategies is adequate for ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I implement research-based EL-specific instructional strategies daily to support the achievement of my EL students.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I can explicitly connect effective EL strategies to my mainstream ELA classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am competent in the SIOP model and use components daily.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I understand the adverse short/long term effects a lack of ELA proficiency has on ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am highly confident in my abilities to differentiate for ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am competent in my understanding of how to address cultural and linguistic diversity in the classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am knowledgeable about the unique needs of ELs and consider these unique needs when designing learning experiences for ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am knowledgeable of the levels of English proficiency, how each level impacts students in the classroom, and how each level impacts the lessons/activities I design for ELs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Teachers have more impact on student achievement than other school factors and home environment.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am knowledgeable about the process of second language acquisition and how it impacts ELs in my classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Appendix B: Survey Instrument

Teacher Self-Efficacy in EL Pedagogical Skills Survey

Please respond to the following questions.

1. Do you know which of your students are identified as ELs? Does this influence how you teach?
2. Do you feel that you are making a significant difference in the lives of your EL students? Please explain.
3. How successful do you feel EL students are in your ELA class? Please explain.
4. How certain are you in your skills to teach EL students? Please explain.
5. How confident are you in your knowledge and use of differentiation for ELs? Please explain.
6. Do you feel as though some of your EL students are not making any academic progress in your class? Please explain.
7. How confident are you in your knowledge of effective instructional methods to teach ELs? Please explain.
8. How do you believe children learn a second language?
9. How do you keep EL students engaged in the day's lesson?
10. How confident are you in your ability to adapt instruction for ELs? Please explain.
11. How confident are you in your ability to develop English language arts proficiency in your EL students? Please explain.

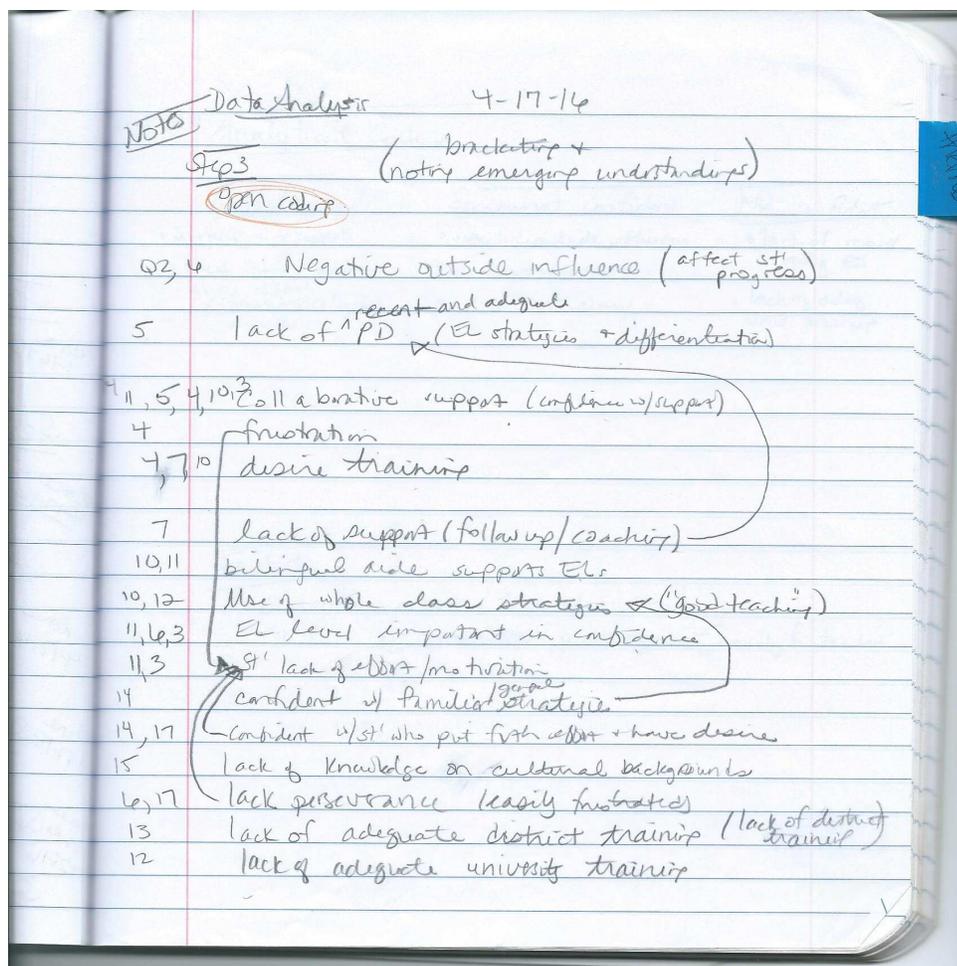
12. Has the training you received in your credentialing program adequately prepared you to effectively service EL students in your mainstream classroom? Please explain.
13. How has the training you received from the district/site prepared you to effectively teach ELs? Please explain.
14. How confident are you in your ability to use effective methods in daily lessons for your ELs? Please explain.
15. How confident are you in your ability to connect instruction to ELs' cultural background and personal experiences? Please explain.
16. When teaching ELs in your mainstream English language arts classroom, what instructional strategies do you employ?
17. In regards to ELs who are successful in your class, what do you perceive are the reasons for their success?
18. What type of training are you interested in to better help you serve your EL students? Please explain.
19. What do you think your role and responsibilities are in regards to the EL students in your classes?
20. What else would you like to add that you have not yet stated about your perceptions of your pedagogical skills in teaching ELs?

Thank you for taking your time to complete this survey.

Your responses are important to the success of this study.

A summary of findings will be made available to you at the end of the study.

Appendix C: Excerpts from Research Journal



2014-2015
academ

4/25/14

data Emerging Understandings

Q1: 6 teachers know their ELs; 5 do not
6 teachers - doesn't affect/influence lesson/has teach
5 T- yes influences teaching

Q2: 4 T' say don't feel making sign diff in lives
of EL
3 T' say yes
1 T' said "hope so"
2 T' said not sure

Q3: 5 T' said ELs successful in their EA class
5 T' said depends on effort
2 T' said not successful

Q4: 4 T' said comfortable in skills
1 T' said not comf
6 T' said somewhat comf.

quotes
coded by color

Emerging themes

4-17-16

① Teachers who feel **confident** in their ability/skill to implement eff pedagogical strategies were confident b/c they used familiar "good teaching" strategies
 5/11 a) whole class
 - felt more confident w/ higher level ELs (4's + 5's)
 - strat: not specific to ELs, but good for whole class

② Teachers ~~do~~ feel **somewhat confident** b/c
 - negative influence of home, community
 - needed colleague support
 - desire ~~at~~ ~~the~~ training

③ Teachers feel **not confident** b/c
 - lack of adequate PD
 - lack of adequate ~~univ~~ training
 - lack of effort, mot, perseverance of kids
 - use whole class strategies
 - use bilingual aide to support ELs

④ Felt only the kids that put in effort are successful. Success only affected by st characteristics not affected by teacher.
 d order of influence