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Relationship Between Teacher Instructional Preparedness and English Learner Language Arts Performance

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This is to certify that the doctoral study by

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2017

Abstract

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Arts Performance

by

Dorothy Steele

MA, California State University Fresno, 1995

BA, California State University Fresno, 1984

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

English language learners (ELLs) are the fastest-growing population in California schools, with a high percentage of students not meeting the standard of the English language arts performance on the California Standardized Test (CST). This project study investigated the problem in a California school district where it was unknown whether the intervention strategies provided to teachers gave them the curricular skills needed to address the instructional needs of ELLs. The purpose of this quantitative study was to determine whether teachers' self-reported instructional preparedness to teach ELLs was related to ELLs language arts performance. The study was grounded in Marzano's model of teaching effectiveness, which guided the anonymous survey given by the district to assess teacher instructional needs for ELL and helped define the independent variables. Archival data from the teacher survey and the CST were analyzed by using a simple linear regression and factor analysis in response to the research questions, which explored whether a relationship existed between self-reported teacher preparedness and the standardized test scores of ELLs students. Findings indicated no relationships between teacher preparedness to instruct ELLs and language arts performance on the CST. A significant finding on the teacher self-reported survey was that English language arts is a topic of concern to teachers and warrants additional training. To address this, a professional development project was created and influenced by Marzano's model of teaching effectiveness to address the best instructional practices for ELLs. Better preparation of teachers to instruct ELLs may promote positive social change by increasing student performance in English language arts and providing better opportunities for college and career that ultimately benefit the community.

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Dedication

   This paper is dedicated to my husband and children who have supported me and never gave up on my desire to succeed in this journey. With a heavy heart, I share that during the final stages of my project I lost my loving Dexter (my hundred-pound Boxer-fur baby) which has simply been heartbreaking for me. Dexter sat next to me for hours on end to support and encourage me throughout my many frustrations and triumphs during the entire process. I could not have made it without his positive presence by my side at all hours of the day and night. Dexter faithfully and patiently sat by my side and reminded me quite often by a nudge with a paw that I needed to stop what I was doing and give him a big hug and take a deep breath! I dedicate my work to my sweet and beloved Dexter Steele!

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Section 1: The Problem

Introduction

In 2016, the California Department of Education (CDE) reported that of

approximately 607,000 English language learners (ELL taking the new statewide

California Assessment of Student Performance and Progress (CAASPP) assessment, 89%

failed to meet the expected standard of proficiency in language arts. In comparison, the

ELL population in Gabilan Hills (pseudonym) constitutes 34% of the student population,

and 87% of these students failed to meet the proficiency level. ELL is the fastest-growing

subgroup of K-12 students in the United States (Laura-Brady, Laura, & Wendler, 2013:

Gwynne, Ehrlich, & Pareja, 2012). Consequently, the CDE (2016) reported a 20%

dropout rate for this ELL subgroup. Despite attempts to prepare teachers to instruct

ELLs, language arts proficiency has not increased, resulting in failure to perform on high-

stakes standardized assessments. The high number of ELLs failing to meet the

proficiency level in language arts and the amount of time and money spent on

professional development (PD) to train teachers for instructional best practices for ELLs

is questionable and requires exploration.

The Local Problem

In Gabilan Hills, California (a pseudonym), teachers were given PD opportunities

to increase the effectiveness of language arts instruction for ELLs. The local problem that

I addressed in this study is that it is unclear whether the intervention has given teachers

the instructional skills needed to address the instructional needs of ELLs. In Gabilan

Hills, 54% of students in Grades 2–8 scored below proficiency on the language arts

portion of the California Standards Test (CST) as reported by the CDE (2013). These data indicated that half of the 8th-grade students were significantly behind in the language arts content area in elementary grades and entered high school functioning below the appropriate grade level. This information poses questions from both district and community stakeholders about whether the curriculum and instructional practices are adequately preparing ELLs on the state assessments, and whether sufficient scaffolding exists to provide an understanding of the appropriate knowledge. ELL subgroup data illustrate the academic instructional challenges for teachers and the need to be adequately prepared for intervention programs and specific instructional strategies to deliver individualized instruction that will prepare students for future success in educational opportunities such as skillfully completing high school requirements.

Evidence of the Problem at the Local Level

The Gabilan Hills District mission statement indicates that its priority is to prepare all students for future success, whereas the vision statement states that the school district is an extraordinary learning community (HSD, 2014). The district has the following four guiding principles for all district employees (HSD, 2014; LCAP, 2015):

1. Employees set standards that promote high-student achievers.

2. Employees are accountable and collaborative team members.

3. Technology and innovation for diverse learners.

4. Safe and positive learning environments.

Despite the district guiding principles for accountability for instructors of all student subgroups, 59% to 87% of the ELL subgroup tested in Grades 2-8 failed to meet

the language arts proficient standard on the CST (CDE 2014). The local newspaper (Freelance, 2015) reported that on the new CAASSP test administered by teachers in 2015, only one-third of the students in Gabilan Hills met the proficiency level in language arts after rigorous implementation of PD intervention strategies targeted for English learners specifically.

In Gabilan Hills, despite teacher training initiatives, 87% of the ELL population scored below standard in English language arts (Freelance, 2015). It concerning to the board of directors and administration that after PD was designated in the district budget and teachers completed the required training, high numbers of ELLs still had not mastered language arts curricula that needed to be taught in all classrooms in Gabilan Hills. Despite PD and teacher training on instructional requirements that are aligned to the English language development (ELD) standards (CDE, 2016), instruction in the classroom has not increased assessment performance for English learners. ELL data are concerning and raise questions about teachers' delivery of ELD instructional practices to prepare, support, and monitor expected student growth (Torlakson, 2016).

Data reported by the CDE (Dataquest & LCAP, 2014) indicated that instructional practices implemented in classrooms are not adequately preparing students to meet criteria for reclassification to redesignated fluent English proficient (RFEP) status. Longitudinally, the lack of reclassification results in high numbers of ELL becoming long-term English learners (LTELs) in the Gabilan Hills school district. Furthermore, state- and district-level accountability records for student achievement reported by the California Longitudinal Pupil Achievement Data System (CALPADS) in 2015 indicated

that a significant proportion of students had attended school in the district for their entire education. In addition, a self-evaluated teacher survey to determine teacher preparedness to instruct ELLs was conducted and served as a necessary component of the LCAP (2015). The LCAP describes the district vision for students, yearly goals, and expected actions to achieve the desired results. The LCAP in Gabilan Hills was developed by stakeholders, including a parent committee of ELLs (Gabilan Hills, 2014). Because of the collaborative plan outcomes, instructional training for teachers and administrators happened with the intent to increase the academic achievement and success of English learner students.

Data from CDE (2016) also indicated that three in four students have attended Gabilan Hill schools for all their schooling and are still without the skills necessary to become proficient in English despite teacher training. This concern is further supported by the lack of ELL academic progress in English proficiency which is evidenced by PD sign-in logs specifically for ELD support, budget documentation for the purchase of ELL PD materials and curriculum to be used in the classrooms, district monthly board meeting agendas, and the LCAP plan, which explicitly indicates the need for improvement in English proficiency (CDE, 2016; Gabilan Hills District, 2016; Freelance Newspaper, 2016).

The CDE (2015) and Harris (2013) indicated a gap exists in practice in addressing academic achievement crisis for at-risk subgroups including ELL across the schools in the state of California. In California, despite state and federal requirements that all ELLs be proficient in language arts, there remain serious concerns with academic failure.

Current and historical data on English learner language arts proficiency in California supports the need to explore what relationships may exist among teacher preparedness to deliver ELD instruction and language arts performance on CSTs (NCES, 2012). Moreover, researchers have observed that students' language arts competency has significant implications for the rest of their education. The CDE (2013) reported that only 57% of California's eighth-grade students taking the CST (2013 was the last year of CST administration in California) in English language arts (ELA) scored "proficient" per the No Child Left Behind Act (NCLB, 2001) criteria, meaning that the remaining 43% did not achieve proficiency. Eighth grade is a critical transition point in the educational process, and these data indicate that 43% of the students not performing at proficiency in language arts will enter high school already behind academically.

The CDE (2016) reported that regardless of PD efforts in the district, more than half of the students in Grades 3-11 taking the new Smarter Balanced Assessment implemented with Every Student Succeeds Act of 2015, did not meet academic standards in ELA. Furthermore, of 607,000 ELLs in California tested in Grades 3-11, 11% met standards, resulting in 89% of the English learner subgroup failing to meet standards (CDE, 2016). California currently has approximately 470,000 English learners enrolled in Grades 6-12.

Evidence of the Problem From the Professional Literature

According to Laura-Brady et al. (2013), the ELL population is among the fastest growing in the United States K-12 system, and Zamora (2014) concurred that academic achievement of ELLs in public schools is timely due to this statistic. Mvududu and

Burgess (2012) indicated that classrooms composed of diverse English language skills and academic abilities could pose challenges for teachers as they present such a wide range of academic background. With regard to successful performance in school, understanding the barriers and needs that ELLs encounter in education is an important first step in the process of eliminating disparities and changing instructional practices implemented by teachers in schools. Aligning with the Dimensions of Learning instructional model by Marzano, Pickering, and McTighe (1993), the delivery of instruction provided by teachers must be specifically designed, as wELL as both rigorous and relevant to individual needs.

In 2011, the National Center for Educational Statistics (NCES) reported that by 2025, it is projected that one in four U.S. students will be from homes where a language other than English is spoken (Bravo, Mosqueda, Solis, & Stoddart, 2015). Shaw, Lyon, Stoddard, Mosqueda, and Menon (2014) believed that two critical challenges face education today: (a) improving instructional practices and performance for students who are learning a second language and (b) preparing teachers who deliver instruction in classrooms. Shaw, et al.(2014) indicated a need to improve the preparation of teachers to instruct ELL, because few novice teachers feel prepared to teach be consistent students. It is necessary to correct the existing situation in which thousands of new teachers graduate each year and are unprepared to teach this significant and vulnerable population. Benken, Butt, and Zwiep (2013) concluded that more studies to examine the ability of college faculty members to implement learning to teacher candidates specifically related to ELL at the university level through PD are missing. In addition, they discussed how a

partnership between K-12 educators and institutions of higher education can support future teachers during coursework preparation in second language acquisition.

The placement of English learners in mainstream classrooms raises questions about how prepared teachers are to instruct them (Coady, Jong, & Harper, 2013). Many mainstream educators lack the basic foundational knowledge about English learner issues necessary for strategic instructional practices to be effective in the classroom, despite the fact that more than 80% are currently teaching ELL in their classrooms (Coady et al., 2013). This is the beginning stage for many states in defining PD supports for mainstream teachers who are currently instructing English learners (Lyon, Menon, Mosqueda, Shaw, & Stoddard, 2014). Coady et al. (2013) concluded that given the high-stakes 21st-century educational learning environment, the enhancement of mainstream teachers is essential and no longer an option. Bravo et al. (2015) concurred that several pressing issues place new educational demands on institutions of higher education with teacher preparation programs to rethink their models in support of ELL instruction.

Wright (2012) indicated that limited gains had been made in the ELL subgroup toward meeting academic proficiency as wELL as minimal progress toward closing the academic achievement gap between other subgroups. Furthermore, an important factor regarding ELL reclassification as English proficient in the state of California is based on their performance on standardized tests. Zamora (2014) pointed out that LTELs experience lower literacy levels and tend to quit school at higher rates than native English learners. A significant number of ELLs fail in school and are falling through the cracks academically (Zamora, 2014).

Horsford and Sampson (2013) reported that with more than 5 million ELLs enrolled in public schools, many districts serving this population of students are not using resources to create comprehensive programs for education and interventions needed. Even with efforts in academic program improvement and use of best practices for instruction, performance in language arts has changed little within the ELL population. A need exissts to bridge the academic achievement gap by focusing on instructional practices and disparities among subgroup populations including ELLs (Torlakson, 2016). In the next section, I justify the problem and purpose to provide a rationale for this project study.

Rationale

Justification for Problem

Evidence of academic disparities for ELLs is alarming and warrants exploration. Identifying whether ELL language arts performance relates to the instructional preparedness of teachers to deliver the ELD standards through instructional practices (mandated by the State of California) is an important piece of information required to raise the level of competency in the language arts content. Statistical data could reveal trends and patterns and provide educators with reliable information necessary to address achievement disparities and instructional needs of ELL population and better prepare teachers in Gabilan Hills. These relevant data are needed to assist and better prepare teachers to instruct English learners in language arts, so they can perform to standard in the classroom, in daily life, and on California assessments.

Torlakson (2015) indicated that low language arts performance for the ELL subgroup has existed for years continued to influence the community. In addition, a sense of urgency exists in California for educational reform to close the gap in language arts performance of various subgroup populations including ELLs (Torlakson, 2015). Analyzing ELL data may help determine whether a relationship exists between ELL student language arts performance on mandated assessments and the instructional preparedness of teachers in the district. Data reported by the CDE (2013) may provide necessary information to support the creation of a strategically designed reform plan to assist with the instructional preparedness of teachers and administrators in ELD instruction; therefore, the purpose of this project study is justified. Pertinent data could inform next steps for district leaders toward school improvement related to the delivery of language arts instruction by qualified teachers to English learner subgroups.

Purpose

The purpose of this quantitative study was to determine whether teachers' self-reported instructional preparedness to teach English learners is related to ELL language arts performance on the CST. Investigating the correlation among one cohort ($N = 100$) of second- to eighth-grade ELLs on language arts standardized test scores, and a teacher preparedness measurem, could provide valuable insight and knowledge for reform in pedagogical practices in Gabilan Hills district. Findings from this study may lead to instructional reforms addressing specific trends and patterns that contribute to the past and current deficiencies for ELLs and gaps in instructional practices by educators.

Definition of Terms

Dimensions of learning model: An instructional model based on the notion that five essential types of thinking are critical to the learning process. The five types of thinking are (a) positive attitudes and perceptions related to learning, (b) process of thinking involved with new learning (acquiring and integrating), (c) extended and refining knowledge, (d) using knowledge in a meaningful way, and (e) productive mind habits (Marzano et al., 1993).

English Language Learners (*ELLs*): Students who have reported a spoken language besides English on the district Home Language Survey and have been identified by CELDT assessment results to be deficient in the English language acquisition skills of listening comprehension, reading, writing, and speaking that are necessary for regular instructional programs in California schools (CDE, 2016).

Grade-level clusters: A term used to identify groups of teachers from three grade level ranges consisting of K-3, Grades 4-6, and Grades 7-8 who took a self-reported teacher preparedness survey (archived) that will be used in statistical analysis to determine any possible relationships for ELL performance on CST and teacher preparedness to instruct English Learners in Grades 2-8. K-3 are classified as the elementary school primary grade students, whereas Grades 4-6 are the upper grade, and Grades 7-8 are the middle school students. Teachers who teach within the identified clusters are grouped as either primary (K-3) or upper grade (4-6) in elementary school and in the middle school Grades 7-8.

Long-term English learner (*LTEL*): ELLs who are not successful in school and struggle with functioning below grade level in reading, writing, and math. LTELs have not received first language support through bilingual education and have not been reclassified as fluent English proficient (Freeman &Freeman, 2009).

Redesignated fluent English proficient (*RFEP*): Students who were once classified as limited English proficient and received services in English as a second language that transitioned to mainstream classes and have the academic skills necessary to perform proficiently in English (CDE, 2016).

Subgroups: Distinct groups within the core, or a subdivision of a group who share similar characteristics such as gender identification, race socioeconomic status, students with disabilities, and language (The Glossary of Education Reform, 2015).

Teacher preparedness: Having command of essential standards, knowledge, and skills that are necessary to provide effective instruction to ELLs who are placed in their classroom to learn English and other content matter (Samson & Collins, 2012).

Significance of the Study

There is a need in Gabilan Hills to determine whether relationships exist among ELL language arts performance on CST and the district's initiatives to increase teacher preparedness for instructing ELLs. The district purchased and implemented a program called English 3D for ELLs. This program is a powerful curriculum designed to support struggling students accelerate in English language performance and to develop the academic skillset necessary for college and career (KinsELLa, 2012). The program builds students' competence and confidence through consistent instructional routines for

academic vocabulary, discussion, writing, and more. Recent ELL training initiatives in Gabilan include personal group training by Dr. Kate KinsELLa on vocabulary development (KinsELLa, 2012), ELD workshops for administrators to promote best practices for instruction in the classrooms, collaboration at school sites with administration and staff members on strategies that work for English learners, thinking maps training for all K-8 teachers, and Pathways to Proficiency training provided to all teachers in the district.

PD has occurred during the past 5 years in the content areas of ELA/ELD, yet little change is evident in ELL performance on language arts state assessments (HESD, 2014). As of 2016, limited resources and tracking systems are available for identifying at-risk ELLs, a situation that is further compounded by insufficient instructional practices including interventions necessary to reach at-risk subgroups (CDR, 2014; CDE, 2016). Findings from analyzing standardized test data compared to a teacher survey on instructional preparedness may lead to a PD plan to address the delivery of instruction for ELL. The learning and teaching effectiveness model designed with strategies researched by Marzano (1998) may be a critical component of understanding this phenomenon. It is important to note that the timeframe, 2013-2014, in which data were being analyzed is consistent with the assessment tool known as Standardized Testing and Reporting Program (STAR-CST) that California administered to measure student academic growth in language arts and mathematics, though recently changed to the Smarter Balanced Assessment (CAASPP). As Torlakson (2015) stated, the CAASPP will serve as a baseline from which to measure future progress and should not be compared with results

from past assessments. Therefore, the basis for this specific timeline was to use a consistent assessment to compare one cohort of students (in Grades 2-8 during 2013) in language arts performance by subgroup membership of English learner. Also noteworthy is the federal implementation of the NCLB Act of 2001, which indicated specific academic and graduation goals for all students in this cohort by the year 2014. NCLB ended in December 2014 and was replaced with the Every Student Succeeds Act, which has a new set of guidelines. For this study, I used the STAR results from data and NCLB regulations because they were relevant during the timeframe.

Zamora (2014) recommended future researchers to explore effective ELD methods that support English language performance during the elementary years. Many ELLs spend years in ELD classrooms and remain LTEL without being designated as RFEP. Gonzalez (2010) and Pong (2012) indicated and concurred that longitudinal studies could yield much-needed insights into correlations that unfold in a period of years. More studies are needed on intervention programs that might track students' grades, academic performance on assessments, and instructional practices for engaging ELLs (Bowers & Sprott, 2012; Dockery, 2012).

This project study is important because it may not only positively influence the policymakers and educators who are invested, but it is especially meaningful to the at-risk ELLs who deserve a quality instruction designed to meet individual learning styles. With increased accountability of academic performance and motivation to succeed in school, the outcome could contribute to a productive societal change that affects all

aspects of the community including families, school districts, higher education institutions, businesses, and law enforcement agencies.

Research Questions and Hypotheses

I focused on one specific overarching question investigated whether any relationship may exist between teacher preparedness to instruct ELL and student performance on language arts CST tests in Grades 2-8 in Gabilan Hills, California. For statistical analysis, the self-evaluated survey results of teachers will address the needs of ELL learners better by grade level clusters of Grades K-3 (primary), Grade 5-6 (upper grade) and Grades 7-8 (middle school). Two research questions guided this study:

Research Question 1: Does the level of teacher preparedness to instruct English language learners on the self-reported survey change within Grades 2-8?

H_{01}: Teacher preparedness on the self-reported survey for English language learners will not change within the Grades 2-8.

H_{a1}: Teacher preparedness levels as indicated on the self-reported survey for English language learner instruction will change within the Grades 2-8.

Research Question 2: Is there a relationship between self-reported teacher preparedness and English language learner outcomes on the CST?

H_{02}: There is no relationship between teacher preparedness and English language learner outcomes on the CST.

H_{a2}: There is a relationship between teacher preparedness and English language learner outcomes on the CST.

Review of Literature

Introduction

In this section, I review the relevant literature to provide context for the study. I collected the literature from resources at the Walden University Library with support from the librarian services, the CDE (cde.gov and Dataquest), the California Dropout Research Project, and electronic databases for education and multidisciplinary such as ERIC, Academic Research Complete, and ProQuest Central. I used key terms such as *academic achievement, language arts*, *instructional practices/pedagogy*, *English language development*, *transitioning*, *student engagement and motivation*, *subgroup performance*, *intervention*, *English learner*, and *teacher preparedness* to search primary and secondary sources. A careful review of the literature revealed relevant studies indicating the underperformance of the ELL subgroup phenomenon is prevalent, and that it is widely considered damaging to individuals and society. Further research on teacher preparedness can yield insights into how to design effective interventions targeted to the instructional practices implemented in the classrooms of ELL.

Three key themes were evident in the current reviewed literature. The first topic is teacher preparedness to provide effective instruction to ELL in the language arts content area. This theme focuses on ELA as researchers have found that academic proficiency paves the pathway for future success in school for ELL. A second theme is decades of school reforms related to the instructional practices supporting ELLs in the classroom. The third theme involves the circumstances around best instructional practices for supporting ELL learning process. Teacher preparation to meet diverse needs of student

subgroups has challenged institutions across the United States for many years and has continued to be a factor for the success of ELLs in schools (Harris, 2014; MacIver, 2011). In the first subsection of the literature review, I discuss, in greater detail, the theoretical framework and themes from the literature that I have set forth previously.

Theoretical Framework

This project study was grounded in Robert Marzano's model of teaching effectiveness (1998) that provides educators (administrators included) with tools and strategies to help them become more efficient in the delivery of instruction to students in the classroom. Marzano (2014) believed that teachers would be more effective if they set goals and check for understanding of learning often and consistently. Improved learning outcomes require that teachers maintain high expectations for all students, provide relevant feedback, continuously monitor performance progress, help students interact with new knowledge through cooperative learning, and reteach concepts when necessary (Marzano,1998).

One important domain in Marzano's model of teaching effectiveness (1998) is classroom strategies and behavior. Marzano examined high-yield strategies proven effective in language arts instruction specifically for ELLs that will provide educators with tools to be prepared to instruct ELLs in the classroom adequately. The strategies include identifying similarities and differences, cooperative learning, nonlinguistic representations, graphic organizers, questioning techniques, homework and practice, and reinforcement of effort/provide recognition. Marzano (2014) believed that teachers should select areas of improvement throughout the year, observe other teachers, and have

a dialogue with administrators about how they can become more successful in effective teaching by use of strategies that work for all students.

Marzano's model of teaching effectiveness framed my project study by providing a research-based foundation that guided the constructs into which the data were organized and examined. The selected framework aligns with the problem and purpose of this project study and applies to various domains that all focus on the ELL student achievement and success, the desired outcomes. In addition, current research along with results from data analysis might provide teachers and administrators with information about their preparedness when providing language arts instruction to ELLs in Grades K-8. I will synthesize current literature relevant to teacher preparation and English learner performance in the following section.

Current Literature on Teacher Preparedness

Instructional practice. The changing demographics in schools require a critical shift in instructional practices including how the traditional role of an ESL teacher is viewed (Marzano, 2014; Mohammad, 2015). Samson and Collins (2012) indicated that relatively little attention had been paid to the skills that general education teachers should possess (essential standards, knowledge, and skills) to adequately provide effective instruction to ELL in their classrooms. Nordmeyer (2012) concurred with the need to prepare teachers for the changing ELL population and declared that a growing student population requires a new way of viewing educational practices and delivering of instructional strategies to students.

Student writing support and skill development. Baker (2014) expressed that it is necessary for educators to consider the important role that writing has on the development of disciplinary content and language acquisition skills of ELLs and noted that writing is not a skill in which students in the United States excel. Salerno and Lovette (2012) indicated that mainstream teachers are not prepared to teach ELLs and even less prepared to teach writing because of a lack of requirements for teacher preparation programs to complete ELL-related coursework at institutions of higher education. Nordemeyer (2012) elaborated that ESL teacher preparedness to deliver instruction is essential in helping English learners with dual challenges in mastering content material and gaining English language proficiency but cannot do the job alone. Educators must be wELL-trained to provide both instruction and additional interventions for at-risk students and subgroups, specifically those who are learning a second language (Marzano, 2015).

Teacher accountability. Accountability systems for teacher preparation should be in place to monitor effective instruction and progress of student learning gains (DuFour, 2014; Marzano, 2014). Samson and Collins (2012) studied professional standards for teacher education programs, teacher certification assessments, and protocols for observation and evaluation of teachers in five states having high populations of ELLs. The authors identified various gaps in practices and concluded that explicit guidelines on academic language, spoken (and written) language, and cultural needs are priorities in the following categories: teacher preparation programs, teacher observation and performance evaluation rubrics, state certification exams, and training. Samson and Collins (2012)

concurred that teacher education programs and performance assessments for certification must be aligned with ELL learning standards.

      Teacher collaboration. Professional learning communities and PD within the school setting are critical for collaboration of high-yield strategies for ELLs (DuFour, 2014; Marzano, 2012). It is essential that teachers are skillfully and proficiently trained in a variety of instructional approaches for different learning styles of student subgroups including ELLs who have been identified (Mvududu & Burgess, 2012). Furthermore, an educator's role is to collaborate with teams and differentiate between academic and conversational language in preparation for the delivery of instruction in all content areas and all grade levels (Samson & Collins 2012). There is a sense of urgency that educators become proficient in instructing ELLs in various grade levels and possess the skills necessary to adhere to the English Development Standards Implementation Plan that is required by law (Petrick, 2015).

      ELD standards are intended to guide and prepare teachers with the critical knowledge, skills, and abilities that ELLs need to engage in learning grade-appropriate content, and they are a tool for educators to ensure preparation and delivery of instruction are specialized and meets the needs of individual students (Marzano, 2014). Teachers' understanding of research-based instructional strategies and providing intervention programs at early signs of at-risk indicators is critical for students who need additional support with individualized opportunities to experience success in school (Dockery, 2012; Marzano, 2014).

Teacher preparation. Schoeneberger (2012) noted that kindergarten through eighth grades are critical times for developmental changes in students' life, and the classroom instruction used by educators has more potential to affect long-term personal and academic growth during these years, thus emphasizing the need for adequate preparation of teachers. Reyes, Brackett, Rivers, White, and Savory (2012) discovered that the emotional connections that teachers foster with students at various grade levels and developmental stages are likely to affect success in school specifically when their needs are met in the areas of relatedness, autonomy, and competence. Along with instructional practices, building positive and nurturing relationships between teachers and students is an important issue for school improvement reforms today (Marzano, 2014). Findings from the study imply teacher training is required and future studies are necessary to examine relationships between academic achievement, student-teacher relationships, student engagement, and teacher proficiency in the classroom.

Transition points along the educational journey may lack strategic instructional methods that ensure students are prepared to advance through the various socio-emotional and academic stages of elementary, middle and high school meeting the rigorous expectations and demands (Andrews & Bishop, 2012; Featherston III, 2010). Casillas (2012) revealed that future research should include exploration of the relative predictive effects of psychosocial factors at different levels so that educators better understand the developmental differences related to academic risk, persistence, and educational achievement to individualize instruction.

Teachers are becoming increasingly responsible for preparing themselves to undertake the complex and linguistically diverse needs of ELL and for reforming instructional practices in the classroom to raise student achievement and literacy (Marzano, 2014; Mohammad, 2011; Nordemeyer, 2012). Additionally, teachers must be prepared to explain explicitly to both students and parents that all classes taken every year must be passed to reach graduation requirement criteria in four years (Magini, 2012). Horsford and Sampson (2013) pointed out that ELL assessment data indicated that U.S. students are not receiving the instruction necessary to provide them with an adequate education and many certified teachers are unprepared to teach writing in the content area to ELL (Andrei, ELLerbe & Cherner, 2015).

Professional development. Calderon, Sanchez, and Slavin (2011) expressed that future implications for all educational institutions include a shift to focus on schoolwide interventions for ELL through a comprehensive PD plan that will require strategic planning and funding. As student diversity increases in schools, the challenge for teachers meeting the unique needs of ELL also increases. It is imperative that educational institutions and educators at various levels continue developing the skills and knowledge that is necessary to effectively teach students in all content areas including writing as they learn a second language, ELL' s (Andrei, ELLerbe & Cherner, 2015; Li, 2013). A mindset from assessing the impact of PD based on satisfaction from the teacher must shift to assessing the impact from evidence of improved student learning (DuFour, DuFour, Eaker, Many & Mattos, 2016).

Needed Reforms in Teaching ELL

Reform in curricular and instructional practices in classrooms is an approach that can impact academic outcomes for English Learners. The need for educational reform was discussed throughout the reviewed literature indicating the focus on fostering growth, innovation, and transformation that is required to improve schools with better outcomes for high-need students (Marzano, 2014). Previously, the NCLB Act was designed to bridge the academic achievement gap in the ELL subgroup with accountability, flexibility, and choice, however, resulted in a minimal change (Dee & Jacob, 2010). Per Casillas (2012), NCLB legislation included systematic tracking for standardized achievement tests but did not ensure proper identification or tracking of at-risk students including English learners. Torlakson (2014) concurred there had been a long established academic achievement gap among student groups marking considerable challenges that remain a concern.

Successful program reform must include all teachers understanding how to instructionally support the diverse ELL student populations in their classroom (Nordemeyer, 2012). The United States Department of Education (2015) and California State Superintendent Torlakson (2016) indicated a new reform is needed to redress the long-established achievement and literacy gaps among subgroups and instructional practices utilized in schools because academic performance influences future success and decisions to continue with higher education.

Literacy Reform

  Literacy concern. Literacy is a concern that educators and policymakers still need to address for social change to occur in the United States. Torlakson (2014) indicated a gap in the performance of subgroup populations and noted the sense of urgency for reform in educational practices across school districts to address student literacy needs. By providing innovative approaches to strategic interventions for struggling students and PD for teachers is a next step to increase English proficiency and literacy for ELL (Calderon, Sanchez, & Slavin, 2011). Torlakson (2014), as wELL as Steen and Nigeria (2015), pointed out the dire need for a bold and strategic educational reform focusing on literacy, language arts enrichment programs, parent workshops, and school health services that assist in motivating students to attend and stay in school. Schoenberger (2012) concurred that at-risk students must be identified early to avoid disengagement in school before it is too late, and indicated this effort of literacy reform would involve the collaboration of stakeholders among all levels within the school systems.

  ELLs not only face social, cultural and personal challenges; they struggle with learning academic content in English (Nordemeyer, 2012; Marzano, 2014). As Muhammad (2013) indicated, a shift in school culture relating to the delivery of instructional practices and strategies is needed by teachers at all grade levels and must be deliberate and intentional to attain different academic achievement results within subgroups. Calderon, Sanchez, and Slaven (2011) contended that quality instruction in the classroom matters most in educating ELL and concluded that schools must address

language and literacy deficiencies more effectively through strategic and deliberate instructional practices.

Tracking systems. There is a need for educators to create individualized learning plans and response to intervention programs that target and monitor specific at-risk subgroups in early stages of academic instruction to ensure adequate progress and academic growth (DuFour, 2014). Werblow, Urick, and Duesbery (2013) expressed that academic subgroup tracking sets limits for quality instructional opportunities and decreases self-perceptions of personal abilities which has an adverse impact on academic achievement. Furthermore, they indicate that academic tracking such as pull-out programs appears to cause disadvantages for subgroup populations of Hispanic, ELL, and low socioeconomic backgrounds. The following section discusses additional literature on best practices and meeting instructional needs of ELLs.

Best Instructional Practices for English Language Learners

The best instructional practices for English Learners can be described as any technique or method that has been proven reliable through experiences and research, and that can lead to desired results (Li, 2013). Acknowledging and understanding the increasing achievement gap between ELL and English-only subgroups will enhance teacher ability to instructionally serve ELL more appropriately and adequately prepare them for future success in school (Zimmerman, 2014). Understanding ELLs' needs and the barriers they face regarding academic success is an important first step in eliminating educational disparities (Laura-Brady et al., 2013). Turkan, BirknELL, and Craft (2014) concurred that a big part of ELLs' transitioning to English-only students appertains with

learning to read confidently and proficiently for pleasure, and recommended that teacher's instructional practices guide ELLs towards accountability for their language learning processes.

Understanding risk factors. The National Center for Children in Poverty (2013) indicated that young children are more susceptible to environmental risk factors including poverty, abuse, malnutrition and maternal depression during the same timeframe that literacy development occurs that is vital to later academic success. Understanding educational disparities is a critical component in the preparation of teachers to instruct disadvantaged learners (Payne, 2013). When considering instructional strategies to implement in school, it is important to note that cognitive and language arts skills are learned before children reach the age to attend school and lay the foundation to becoming a good reader (National Dropout Prevention Center Network [NDPCN], 2015).

Reading challenges. ELL with poor reading skills cannot perform proficiently in the English language and are more likely to fail classes or repeat a grade that may potentially lead to failure in school (Marzano, 2013; Turkan, BirknELL & Craft, 2012). Students who are learning another language face various instructional challenges because they do not have access to appropriate ELD instruction or cognitively misdiagnosed and often placed in restrictive special education classes (Zimmerman, 2014). Furthermore, to become good readers, ELL require frequent fluency and decoding practices incorporated into the daily instructional methods used in the classroom (Marzano and Smith, 2013; Sanchez, Slavin, 2011).

Vaughn (2016) expressed that strategies and systematic and explicit instructional routines are beneficial to ELL who are struggling with reading. Some examples include modeling, repetitive language, rapid pacing, and time to practice and discuss reading content. Furthermore, teachers should instruct ELL how to connect with text when learning to read, and construct the meaning of words through active strategic engagement that includes having them react to text through speaking and writing, and allow the use of native languages in the classroom (Turkan, BirkELL & Craft, 2014; Marzano 2014). Being proficient enough to understand and practice academic content in English language and perform on assessments could be the biggest difficulty that ELL encounter in school (Nordemeyer, 2012). ELL tend to function better in social English because they can develop these skills within a one-year period (Nordemeyer, 2012). But the cognitive language necessary for interacting academically with other students and teachers, comprehending textbooks and understanding teacher instruction, participating in daily classroom experiences and performing wELL on high-stakes examinations takes 5-7 years to develop (Marzano, 2014; Nordmeyer, 2012).

Four domains of literacy. Magini (2012) added that English learners are required to build their English language skills in the four domains of listening, speaking, reading and writing, through instructional strategies performed in the classroom. Becoming fluent in the noted domains requires an intentional and deliberate delivery of instructional strategies for ELL accompanied with accountability of teachers and documented evidence of measurable learning gains (Marzano, 2014). Students who are not proficient in these areas regardless of being Reclassified Fluent English Proficient (FEP) or classified as

Limited English Proficient (LEP) will be academically challenged and continue to struggle with reading as wELL as with academic coursework in ELA and other content subjects. Additionally, ELLs are expected to master all domains to ensure success in their general education classes. However, because ELLs are taken out of core classes to receive ELD instruction, they do not get enough credit for graduation requirements while attending ESL classes, ultimately creating another problem with Long-Term English Language Learners (LTELL) and increasing the likelihood of school failure (Hadre, 2012; Wallis, 2007).

Academic vocabulary. Students need both verbal and engagement opportunities to practice vocabulary/language introduced in a lesson through interactions with small guided groups as wELL as whole-class work and discussions (Kagan, 2015). Roessingh and Douglas (2013) previously reviewed the importance of teaching students sophisticated vocabulary through activities including academic conversations and shared reading to raise Lexile reading levels for English learners. Roessingh (2014) recognized the crucial role that vocabulary development and knowledge play in the longitudinal academic outcomes of ELL and expressed that literacy development depends on a healthy, robust vocabulary as a solid foundation for learning English as a second language.

Scaffolding strategies. Marzano (2014) expressed that when teachers use scaffolding strategies, reinforcing efforts and provide recognition throughout daily instruction in the classroom, ELL can be more successful in learning both the English language and content matter. The seven instructional methods for teachers to use to

provide this encouragement include praise efforts to speak in English, high expectations, the value of languages and cultures at home, respect learning styles, use various authentic evaluations, respect silent periods and create a comfortable learning environment for all students (Marzano, 2014). Additionally, Li (2013) noted four practices that teachers can use to scaffold and increase the effectiveness of classroom instruction and directly support ELL advancement in both language arts knowledge and skills. The four practices include; (a) Increasing comprehensible input, (b) social collaboration, (c) real-world learning experiences, and (d) ensuring supportive learning conditions in the classroom that provide a safe and engaging environment for students.

Teachers should scaffold comprehension, knowledge, and use of academic vocabulary using the listed strategies; model new vocabulary verbally, points out polysemous words, use T-charts and Venn diagrams, use visuals and graphic organizers, and explain and practice using the dictionary for word roots and definitions of vocabulary words (Cloud, 2011). Additionally, Calderon, Sanchez, and Slavin (2011) indicated four structural elements of effective practices for instructing English Learners. These four elements include (a) collection of data on all aspects of instruction including learning, teaching, and behavior, (b) professional training for all staff, (c) implementing effective classroom management strategies, and (d) leadership that focuses on building a high-reliability organization. These structural elements of effective practices hold all stakeholders accountable for careful monitoring necessary for measuring the quality of teaching and learning.

Instruction that works. Hill and Flynn (2013) indicated in their book *Classroom Instruction that Works with ELL* (2006) five best practices for ELL in the classroom (a) visual representations, (b) clearly speak in simple sentences, (c) use of facial expression or gestures to make connections to meaning, (d) use high frequency vocabulary words, and (e) limit idiomatic expressions (p. 102). Teachers who model these high-yield instructional strategies for ELLs have successfully experienced learning gains in ELA and Reading with a 70% increase (Marzano, 2014). Olsen (2015) continued by contributing her beliefs of what works with meeting the needs of LTEL's condensed into seven basic principles. The seven basic principles are; urgency, distinct needs, language, literacy and academics, home language, three R's (rigor, relevance, and relationships), integration, and active engagement (Olsen, 2015). Collectively, the researchers named above provided instructional guidelines that support educators understanding the diverse needs of English Learners. Based on the research and site-specific needs, the implementation of new approaches to instructing ELL shows great promise and can impact preventing LTEL's in the future (Olsen, 2015).

Cooperative learning opportunities. Cooperative learning is one instructional strategy that has proved to be useful for English learners who may tend to be shy or reluctant to speak out in class due to personal fears. It also allows for the teacher to provide recognition based on the group learnings, which is affirming for ELL (Calderon, Sanchez, and Slavin, 2011). Incorporating the types of learning activities in classrooms provide ELL with regular opportunities to discuss content in a safe environment within a small group of friends and classmates. When students are engaged, they are attentive,

they are motivated, and they learn more, and furthermore, the learning holds (Kagan, 2016). Cooperative learning can be as effective as individualized tutoring; however, it is a method utilized to prevent or reduce the need for one on one tutoring (Calderon, Sanchez, Slavin, 2011). Once teacher instruction has occurred, this type of group structure consisting of students with mixed abilities should be used to promote practice and articulation of understanding through the four domains of listening, speaking, reading and writing, and allows time for ELL to learn from other group members (Marzano, 2014).

Other research by Kagan, (2015) included the use of engagement structures for all learners including teaching and reinforcing skills necessary for ELL to develop the English language and understand the content areas. These structures require students to interact and engage with peers and with the curriculum equally and often. Kagan Structures create encouraging learning gains for struggling students as wELL as enriches high achievers. A study evaluated by Calderon and Slavin (2011), Bilingual Cooperative Integrated Reading and Composition (BCIRC) involved English learner transition from Spanish to English designated instruction in second through fourth grades and was compared to a control group of ELL who did not receive instruction in BCIRC. The students in BCIRC instruction ultimately earned higher scores on reading assessments in both languages.

Technology as a learning tool. Technology is another important instructional tool for ELL that provides individual and group cooperative learning opportunities to interact with peers in school, in other cities and worldwide (Li, 2013). Bylund,

Abrahamson, and Hyltenstam (2013), indicated that teachers need to provide students with learning time and opportunities including technology to interact with peers. This interaction is beneficial because it helps ELLs absorb and understand new concepts through social collaboration and networking. By means of cooperative learning strategies, students can engage in pairs or small groups to complete projects or activities using many facets of technology. Incorporation of learning modalities in lessons that involves the literacy domains or listening, speaking, reading, and writing allow ELLs to explore and increase concept understand as wELL as expand their personal knowledge and skills (Li, 2013; Marzano, 2014).

Relating learning to life experiences. Relating and applying learning to the real world allows all subgroups of students to participate in exploring, discussing, and constructing relationships that are equally meaningful and relevant to life experiences. ELLs are more likely to engage in learning activities if they feel it is relevant and applies to their lives (Li, 2013). Meaningful engagement is an effective strategy for teaching and reaching all types of learners (Kagan, 2015; Marzano, 2014). If provided with the right learning opportunities and investment in school, ELLs can achieve and complete academic requirements successfully that lead to a more productive life (American Psychological Association, 2012). The next section will provide information on implications and the need for instructional support in how to meet specific educational needs that can contribute to the success of academic achievement in ELLs.

Implications

A correlational study of one cohort (n=100) of ELL language arts performance scores on CST and teacher preparedness for delivery of instruction to ELL might provide valuable data to inform, prepare, and guide educators in how to support increased student academic achievement and teacher preparedness to instruct ELLs that could lead to overall school improvement and benefit both teachers and ELLs. Knowing more about critical educational "trouble spots" and specific information about ELL subgroup academic failure may help to provide immediate interventions for at-risk students and positively affect personal success in school. Moreover, pinpointing specific trends and patterns on a timeline of when language arts/reading performance declines may provide information necessary to support educators with effective research-based teaching strategies in reading and language arts, and provide engaging and motivating opportunities or learning.

The high number of underperforming ELLs continue to be a concern among educators and policymakers due to the adverse effects on both the students and society enduring the ramifications of failing to intervene (Global Educational Journal, 2012). When students are unsuccessful in school, they place limitations of their chances for future success and the cycle of poverty deepens and continues into future generations. CDE reports that 85% of ELL are also members of the SES population. Depending on the outcome of data analysis, a possible project might be to develop a PD plan addressing research-based instructional practices for all learners in the classroom. Ongoing PD could

support teacher preparedness to deliver ELD instruction to students while contributing to successful English language acquisition.

Summary

The need to prepare and retain instructionally qualified teachers for ELL is evident throughout the reviewed literature. ELL disparities are prevalent, and it is widely considered damaging to individuals and society (Bowers & Sprott, 2012; Horsford & Sampson, 2013; Magini, 2012; Nordmeyer, 2012). Further research may yield insights on how to design effective interventions and PD targeted to individual subgroups, specifically ELLs. Furthermore, there have been various studies on prevention efforts and reports on attempted interventions. Some researchers in the literature that was reviewed also identified that early signs of disengagement from school and poor academic performance in language arts are important indicators to inform educators when more specific, intensive, instructional practices are needed.

In summary, review of the literature indicated the importance and complexity of teacher preparedness to deliver instruction to ELLs and improve student ability to perform proficiently on language arts standardized tests. The contribution of this proposed study is significant because the educational community has called for further exploration on subgroup performance in schools, as wELL as researched-based interventions with tracking systems to meet student needs so that they can learn and experience success in school (Barry & Reschly, 2012). This study has the potential to contribute knowledge that can help prepare educators and policymakers to proactively support all ELLs regardless of their determined English proficiency levels and prepare

them academically to perform proficiently on the California Language Arts standardized

assessment, which is necessary to complete high school requirements. The methodology

for this project study will be discussed in the following section.

Section 2: The Methodology

Research Design and Approach

The purpose of this quantitative study was to determine whether teachers' self-reported instructional preparedness to teach English learners was related to ELLs language arts performance on the CST. A quantitative correlation design was selected to explore the stated purpose, problem, and research questions. Statistical interpretation of facts provided data that determined relationships between and among and within a set of given variables. I specifically explored relationships between teacher self-reported preparedness (independent variable) and ELLs' CST performance by grade level (dependent variables). Data, relationships, and distribution of variables were studied and used to answer the two research questions.

A quantitative correlation design best fit the purpose of the study, which was to determine whether teacher's self-reported instructional preparedness related to ELL language arts performance on CST. This method of analysis allowed me to examine ELLs' language arts test scores to identify whether a correlation existed between teacher preparedness to instruct ELLs and actual student performance scores on the CST. The problem was that despite the attempts to prepare teachers to instruct ELLs better, language arts proficiency has not increased. Because of the problem in this project study, it made sense to collect relevant data from the school district and use statistical analysis to determine whether any correlation existed between ELL CST performance in ELA and teacher self-evaluated preparedness to instruct ELLs in the classroom.

Setting and Sample

Gabilan Hills school district is a K-8 school system in SB County, a small

agricultural community that instructs approximately 5,600 students in the state of

California. After successful completion of eighth grade, students promote to SB High

School, which is a separate district that serves students in ninth through 12th grades and

supports SA Continuation High School. The population in Gabilan Hills as reported by

the United States Census Bureau (2010) was 34,928. The diverse population includes

65% Hispanic or Latino; 29% white; and 6% other, including African American, Native

American, Asian, and a combination of two or more races. A language other than English

is spoken in 46.2% of the homes and 13.3% of the population lived below the federal

poverty line between 2009 and 2013 (U.S. Census Bureau, 2010). Gabilan Hills' English

learner population is approximately 35%, and the graduation rate is 71% (CDE

Dataquest, 2014).

The sample consisted of archived data from all male and female English learner

students in Grades 2-8 who took the CST assessment during the 2013-2014 school year,

$N = 1,291$, and all teachers who taught in the district during this timeframe who took the

archived teacher survey to measure teacher preparedness to instruct ELL, $N = 165$. All

teachers were certified and considered highly qualified as indicated by the late NCLB

(which was in effect during this timeframe).

The strategy for selection was evident because this subgroup population is

underperforming in ELA and considered underserved in Gabilan Hills, California, where

high numbers of ELLs are dropping out of school. The eligibility criteria used for

selection of participants, both cohorts of students and teachers, stemmed from all ELLs who took the CST in 2013 and the teachers (through a self-reported survey on preparedness to instruct ELL) who taught them during this school year. There was no recruitment process involved in this study due to the quantitative methodology used to analyze archival data. In the next section, I will discuss the instrumentation and materials used for fact-finding in detail.

Instrumentation and Materials

The STAR program was used in California between the years of 2003 and 2013, the timeline for the data being analyzed for this project study. The test known as the CST was designated for K-12 schools (public only) and aligned to the content standards taught in California classrooms. Along with CST scores, an archived teacher survey from 2014 was utilized to determine if any correlation existed among teacher preparedness and language arts performance scores of English learners. The previously conducted teacher survey was administered by the district and provided data on self-evaluated teacher preparedness to instruct ELLs. Both instruments of measurement tools provided the necessary data to answer the proposed research questions.

The CST measured how wELL the California education system and its students performed in the areas of History-Social Science, Science, Math, and most relevant to this study, ELA. In the content area of Language Arts, the following domain strands were measured; writing strategies, written conventions, reading comprehension, word analysis, and literary response and analysis. The CDE provided detailed information to districts and the public identifying the number of questions that will be asked on the test from

each strand. They also provided practice questions that adequately covered samples of the

tested standard. In addition, the sample questions ranged in difficulty and displayed a

variety of ways in which the standards would be evaluated. The sample questions were

not included on the formal CST that was administered to students during the testing

window. Testing results provided quantitative data to inform education officials, teachers

and parents of measured strengths and weaknesses to improve instruction and student

learning. Parents may compare the academic ability of their student with the results of

other students in the same grade level and on the same content requirements.

  The CDE (2014) established test validity through an ongoing process that

involved gathering various kinds of evidence such as relying on experts who reviewed

test items for assurance that they accurately measured the academic content. Evidence of

criterion validity relied on the relationship between different test scores that measured the

same content. A strong positive relationship between scores on two different tests

designed to measure a content area such as Language Arts was considered a source of

evidence that both tests are valid measures of Language Arts. Additionally, per CDE

(2014), reliability is a term used to describe measurement error and is an indicator of the

extent to which scores are consistent across different administrations or different scores

of the assessment. Measurement error is present in all tests and is considered the

difference in scores from the same test that has been given to the same student many

times. It is not the test that is considered reliable information or not, but rather the test

score. The state department of education considered scores to be fair when they yielded

score interpretations that were both reliable and valid for all students who were

administered the test. Academic assessments must measure the same knowledge of content for all students who were administered the CST regardless of membership in subgroups (CDE, 2014).

The teacher preparedness variable was assessed by an archived teacher survey conducted in 2014, which came at the end of CST to provide self-evaluation of instructional preparedness for ELLs. All surveys were completed by using Survey Monkey, and names of teachers and students have and will remain anonymous. This archived teacher survey was a self-evaluation that related to English Learner instructional practices, and the data were statistically analyzed to provide some answer to the proposed research questions. The survey was created by the district director of curriculum and instruction and the coordinator of English Learner Support Services.

The questions were based on the ELD Framework for California and DuFour's (2014) research on utilizing Professional Learning Communities (PLC's) to support teachers in the delivery of instruction to ELL. Survey Monkey was used to distribute the anonymous survey to all teachers in grades K-8 via email. Responses were anonymously sent to the director of curriculum then reported collectively to stakeholders and used in the LCAP Plan for district purposes. All responses remain anonymous, as names were never published. Raw data collected from both instruments was available on the state website and from calculated results of the teacher survey included in LCAP which was also reported as public information from both district and state websites. In the next section, data collection and data analysis will be discussed to identify procedures and

tests utilized to determine possible relationships in response to the purpose and questions

for this quantitative project study.

Data Collection and Analysis

The CDE provided archived data from an information bank referred to as

Dataquest (2013), while data on teacher preparedness was collected from a teacher

survey conducted by the district in 2014 to support academic needs during the transition

to the new CAASPP and *Plan* LCAP. Both the CST scores and the LCAP were reported

publicly by the department of education and posted on the website (cde.gov). Neither

student, nor teacher identity was disclosed at any time during the project study or data

analysis because all information was reported quantitatively and in teacher and student

grade level clusters (K-3, 4-6, 7-8). Information from the CDE website, CDE.gov was

downloaded and analyzed. Results from the archived, anonymous teacher survey was

provided (with district permission to access) by Survey Monkey in a spreadsheet format.

It was not necessary to ask permission to gain access to CST data from 2013 because it

was reported as public information by the CDE (CDE.gov. 2014).

To address the two research questions, the statistical procedures for this project

study included preparing data in a quantitative form using SPSS to analyze a One-way

ANOVA, factor analysis, and regression analysis test. The first question is; Does the

level of teacher preparedness to instruct English Learners as indicated on the self-

reported survey change within grades 2-8? To measure this question, teachers identified

themselves into clusters by the grade level they taught, either K-3, 4-6, or 7-8, which

happens to be question #24 on the teacher survey (It is important to note that the teachers

were considered as a cohort similarly to the students and not as individuals). A factor

analysis was conducted to analyze how the independent variable of teacher preparedness

were grouped together by responses to the survey questions and to determine if the

dependent variable of grade level clusters changed per the indicated levels of

preparedness as self-evaluated by the participating teachers. All responses from the

teacher survey were converted to numeral value in Microsoft excel and then converted to

SPSS to run a factor analysis. The questions were answered on a Likert scale measure.

The second question asked, is there a relationship between teacher preparedness and ELL

outcomes on CST? For this question, a Regression analysis was used to correlate the

statistically calculated means score of teacher preparedness to the mean scores from

English Learners' ELA test on CST to determine if any relationship existed.

These tests may provide information as to if any relationships exist among the

variables of ELL student scores on CST and teacher preparedness for instruction. Finding

potential relationships would not prove causality, which may be considered a limitation

of this study. Studying the increases and decreases of academic performance of ELL on

the Language Arts test over time may provide insight into the education processes and

teacher preparedness to deliver instruction to ELL in Gabilan Hills School District.

Limitations are the focus on the next section.

Assumptions, Limitations, Scope and Delimitations

Data from this research project were analyzed as a cohort of teachers and students

during 2013 through public records from CST and LCAP in the form of a teacher survey.

All data came from secondary sources and individual teacher scores on ELA/CST and

names of participants were unknown and not used in this study. For future studies,

individual teacher results from the survey (and not by clusters) might provide more

relevant and accurate data as a primary source. Using primary information from

individual responses may provide for a more valid set of data for measuring teacher

preparedness as compared to student performance on standardized assessments.

Another factor to be mindful of is how the CST was administered, how test

materials were collected and stored, and what security procedures were followed within

individual school sites and districts. Other limitations might be that while only grades 2-8

were tested in ELA on the 2013 CST, all teachers in grades K-8 took the survey and were

included in the grade level clusters. Also, 217 teachers were provided the survey and only

165 answered the questions that were included in the statistically calculated mean score

on the self-reported teacher preparedness survey. There is an assumption that since the

data used was from secondary sources it would be a great future study to get individual

teacher scores to test the relationship of self-reported teacher preparedness to instruct

English Learners in ELA. The grade level cluster information provided data that might

not be accurate enough to determine if teachers were prepared or not since the test scores

and the teacher reported preparedness indicated that the teachers were prepared but the

ELL student scores indicated differently as they did no will not meet standard. Due to

these factors, I will not assume quality control over how the data were collected and

presented by the district and I understand that this could impact validity and reliability in

this study.

In the state of California, the last year for administration of the California Standardized Test was 2013. These specific limitations apply to the relevancy of the data analyzed and provided to the public by the California State Department of Education. Additionally, this is the data collected by the district and used by the California State Superintendent to report publicly as reliable measures of student performance during the 2013 CST assessment. An explanation of the study's research methods is described in the following section.

Protection of Participants' Rights

Archival data was used for this project study. The teacher surveys were anonymous, and names are not revealed. The teacher survey was conducted before I was hired in the district but is relevant to the timeframe. Individual student names were not known in this study to maintain anonymity, nor did I have access to such confidential information. All rights of teachers and students are protected because neither the researcher nor the district has access to names of individuals who participated in the teacher preparedness survey.

The following measures will be taken to ensure the protection of rights, confidentiality, informed consent, and storage of data collection. The district provided a hard copy of an archived teacher survey that was used for LCAP input in 2014. The teacher survey was conducted electronically on survey monkey; therefore, names are unknown, nor will participants' answers ever be identified to a teacher. CST Language Arts scores for ELL were collected through the CDE public information website (CDE.gov.). All information for exploring and analyzing data and is stored electronically

on a personal laptop that is secured in my home and kept for five years. The laptop is not

for public use and has a secure logon and password code for protection. All hard copies

of data are secured in a private file cabinet that remains locked. Information shared with a

doctoral chair, and university statistician was done through the personal device, and a

secure password is needed to access the computer and Walden Portal.

Data Analysis and Results

I obtained the archived teacher survey results from Survey Monkey for 2013. Since

the district did not have the survey results at the site, I was granted permission by the

Assistant Superintendent to pay a $50.00 access fee to view and copy results. I downloaded

an electronic copy of which was exported into an EXCEL spreadsheet. The results were

arranged by codes (indicating individual teacher responses to all 24 questions, without

names) for interpretation. After data and responses to all questions were securely saved

into EXCEL, all written information was converted manually into a numerical value. The

numeric value of each question and response was then converted to SPSS format to

continue running statistical tests. Responses to the survey questions were on a Likert scale

ranging from strongly disagree to strongly agree, once or twice a week to seldom/never, to

the selection of academic items from a list that indicate a need for teacher preparation to

benefit students learning outcomes.

All responses were translated into numeric value for conducting the following

statistical tests; Factor Analysis, ANOVA, Multiple Comparison and Simple Regression

in response to the two research questions. The Dependent Variable was (question

responses indicating the level of) teacher preparedness. The Independent Variable was

grade level clusters (*Primary (K-3) regular classroom students, Intermediate (4-6) regular classroom students, Middle School (7-8) regular classroom students, Primary (K-3) students with special needs, Intermediate (4-6) students with special needs, Middle School (7-8) students with special needs)*. To obtain student outcomes on the CST, the ELA mean scores were readily available for public use on the CDE website, Data Quest (2013). ELLs' mean scores on the ELA portion of the California Standardized Test in 2013 were printed and exported into EXCEL to begin the data analysis process.

The overarching purpose of this quantitative study was to determine if teachers' self-reported instructional preparedness to instruct English learners was related to the actual ELA performance scores of English Leaners (ELL) on the CST. Statistical procedures used to analyze data in response to the two research questions included a Factor Analysis, One-Way ANOVA Multiple Comparison Test, and Simple Linear Regression. These measures were used to determine if the Independent Variable (teacher self-evaluated preparedness to instruct ELL) changed between or within the Dependent Variable (grade level clusters of K-3, 4-6, and 7-8; including both regular and special education students) and if any relationships existed between self-evaluated teacher preparedness and ELLs performance outcomes on the ELA component of the California Standardized Test during 2013.

This section describes the results of the archived teacher survey along with the state reported California Standardized Test scores of English Learners in the content area of ELA from 2013, and data analysis procedures and findings relating to the research

questions. The statistical findings are organized according to the following two research questions.

> Research Question 1: Does the level of teacher preparedness to instruct English language learners on the self-reported survey change within grades 2-8?
>
> H_{01}: Teacher preparedness on the self-reported survey for English language learners will not change within the grades 2-8.
>
> H_{a1}: Teacher preparedness levels as indicated on the self-reported survey for English language learner instruction will change within the grades 2-8.

Research Question 1 is inferential. The archived survey results reported by teachers ($N = 215$) were analyzed and correlated through a factor analysis, multiple comparisons, and one-way ANOVA. It is relevant to note that only 165 teachers responded to the questions, while 52 did not respond and were excluded as reflected in Table 1. The reason for this is unknown by the district since it was anonymous and provided as secondary data.

A factor analysis was conducted through SPSS to first analyze individual teacher responses to all 24 questions on the teacher survey, and secondly, to group the responses according to the self-reported grade level cluster that individual teachers taught, evidenced by response to question #24 on the survey. Question #24 on the teacher survey is, *I work primarily with: Primary (K-3) regular classroom students, Intermediate (4-6) regular classroom students, Middle School (7-8) regular classroom students, Primary (K-3) students with special needs, Intermediate (4-6) students with special needs, Middle School (7-8) students with special needs.* A teacher preparedness mean score and standard deviation by grade level cluster were statistically calculated to determine which grade level

cluster of teachers were more prepared to instruct English learners. The higher the mean score, the better-prepared teachers reported they were equipped to instruct English Learners.

Research Question 1 (RQ1) is; *Does the level of teacher preparedness to instruct English langauge Learners as indicated on the self-reported survey change within grades 2-8?* To measure this question, teachers were divided into clusters. These clusters included teacher association with grade levels of either K-3, 4-6 or 7-8 as reported on the district survey (question 24) and categorized by either regular education teacher or special education teacher depending on their teaching assignment. To determine the level of teacher preparedness, the mean scale scores were statistically calculated into constructs using SPSS by individual teacher responses and by teacher membership in specific grade level clusters. An ANOVA multiple comparison test was also used to measure if teacher self-evaluated preparedness changed within or between the different grade level clusters. The higher the mean score by grade level clusters of K-3, 4-6, 7-8, (categorized by regular and special education), the more teachers claimed instructional preparedness to instruct ELL. Figure 1 elaborates on the findings for Research Question 1.
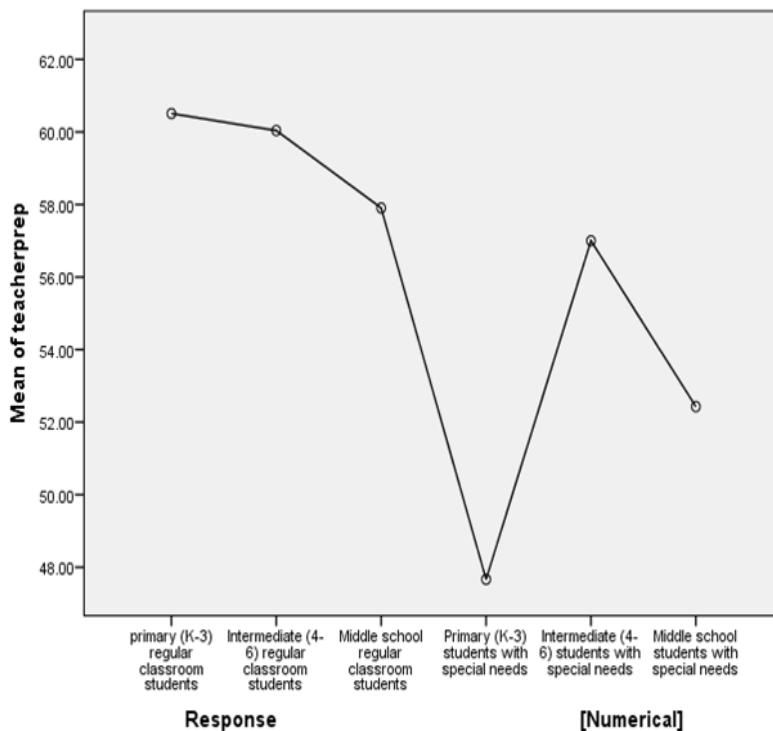
Means Plots

Figure 1. Means plot indicating teacher preparedness by grade level clusters.

To determine if a statistical significance existed between the above-mentioned grade level clusters, individual teacher responses to the survey questions were grouped by reported grade level taught and then compared to all other grade level cluster responses by conducting a factor analysis. Table 1 illustrates the mean score of teacher self-evaluated preparedness to instruct ELLs in language arts content by grade level cluster as wELL as the sample size for each cluster. The means ranged from 52.42 to 60.50 with the higher mean indicating the higher level of reported preparedness to instruct ELLs.

Table 1

Teacher Preparedness by Grade Level Cluster

Teacher grade level cluster	Mean	*N*	*SD*
Primary (K-3) regular-ed	60.5068	73	7.04376
Intermediate (4-6) regular-ed	60.0385	52	6.39535
Middle school (7-8) regular-ed	57.9048	21	6.15552
Primary (K-3) special needs	47.6667	3	9.23760
Intermediate (4-6) special needs	57.0000	9	6.67083
Middle school (7-8) special needs	52.4286	7	6.85218
Total	55.92423	165	7.05920

The dependent variable, teacher preparedness mean score was calculated on SPSS from the individual teacher responses to each of the 24 questions from the teacher survey. The mean score for self-evaluated teacher preparedness was calculated and then grouped according to teacher preparedness by grade level clusters (Independent Variable) as shown in Table 1. Primary (K-3) regular education teachers $N = 73$, reported the highest level of preparedness to instruct ELL in the classroom (according to the mean scale scores), while Primary (K-3) special needs teachers $N=3$ reported the lowest level of preparedness. Using SPSS, an ANOVA test was conducted for each of the survey questions to evaluate self-reported teacher preparedness by the constructs as listed in Table 2.

Table 2 illustrates the specific teacher responses on the teacher preparedness survey that indicated a statistically significant difference in teacher preparedness to instruct ELL.

Table 2

Teacher Preparedness Responses to Survey Questions

Survey questions/teacher responses	Sig.
I have good knowledge about instructional methods used by other teachers at my grade level.	.000
I know the CELDT levels of ELL in my class.	.000
I'm given the level for each student at the beginning of the year but am unsure of how it should inform my instruction.	.025
ELD instruction is provided by level within your class.	.001
I don't know how ELD instruction is provided at my school.	.000
How frequently do you meet with other teachers to discuss the academic needs of your ELL specifically?	.000
How frequently do you meet with other teachers to determine best instructional approaches for your ELL specifically?	.026
Teachers receive professional development designed to improve instruction.	.044
My principal has clearly stated the expectations regarding my performance as a teacher.	.014
I use assessment data to identify struggling students.	.002
I use assessment data to develop strategies to move students to proficiency.	.021
English Learners in my class are not performing to grade level expectations.	.011
In your opinion, Reading Language Arts should have the most critical focus in order to increase student achievement.	.000
In the past, meeting API growth target for our ELL subgroup has been a priority.	.014
Analyze student data from assessments.	.015
I have good knowledge of the content covered by other teachers at my grade level.	.006

Note. Sig., $p < .05$. This information targets responses that indicated a significant difference in teacher preparedness to instruction English Learners and was calculated in the individual teacher mean scores and by grade level clusters.

Further exploration through an ANOVA test was conducted to determine if any relationships existed among or between the six different grade level clusters. The grade level clusters in this study included; Primary (K-3) regular-education, Intermediate (4-6) regular-education, Middle School (7-8) regular-education, Primary (K-3) special needs, Intermediate (4-6) special needs, and Middle School (7-8) special needs. The grade level clusters were determined by question 24 on the self-reported survey where teachers

indicated their grade level taught. Each of the grade level clusters had a statistically calculated teacher preparedness mean score as a group of teachers with membership in that specific cluster.

The ANOVA was the statistical test used to analyze the differences among group means of teacher preparedness (Dependent Variable) and variation among and between the grade-level clusters (Independent Variable). A statistical difference of $p < .005$ indicates a relationship in teacher preparedness to instruct ELLs in ELA as shown in Table 3. Table 3 illustrates the results of how each grade level cluster compared to the other 5 clusters to determine if any relationship exists around preparedness to instruct ELA. Column 2 indicates the grade level cluster being compared to column 1. Column 3 shows the variance among group means of the Dependent Variable. The last column indicates the sig value of $p < .005$. The ANOVA test results are detailed in Table 3.

Table 3

Analysis of Teacher Preparedness to Instruct English Language Learners in Reading/Language Arts and Grade Level Clusters

(I) Grade level cluster	(J) Comparison to other grade level clusters	Mean differences (I-J)	Sig.
Primary (K-3) regular ed	Intermediate (4-6) regular ed	.2525	.004
Primary (K-3) regular ed	Middle school regular ed	.4680	.000
Primary (K-3) regular ed	Middle school students with special needs	.3966	.048
Intermediate (4-6) regular ed	Primary (K-3) regular ed	-.2525	.004
Middle school regular ed	Primary (K-3) regular ed	-.4680	.000
Middle school regular ed	Primary (K-3) students with special needs	-.5714	.023
Middle school regular ed	Intermediate (4-6) students with special needs	-.4176	.024
Primary (K-3) students with special needs	Middle school regular ed	.5714	.023
Intermediate (4-6) students with special needs	Middle school regular ed	.4176	.024
Middle school students with special needs	Primary (K-3) regular ed	-.3966	.048

Note. Results are based on an ANOVA test. Sig., $p < .05$, indicates a significant difference in comparing teacher preparedness to instruct ELL in ELA between grade level clusters. Dependent variable = teacher preparedness.

While there was no statistical relationship among teacher preparedness in each grade level cluster, the overall factor analysis of the Dependent Variable (Teacher Preparedness) and the Independent Variable (Grade Level Cluster) indicated a statistically

significant difference (Sig. = .001), meaning that among all the groups tested at least one was different. Although the Factor Analysis failed to indicate any statistically significant differences in teacher preparedness to instruct English Learners within the individual grade level clusters, the Tukey HSD post hoc indicated that a significant difference in teacher preparedness existed in survey responses of Reading/Language Arts (p = .000) and English learners ($p = . 01$) as mentioned previously. A Post Hoc group comparisons test was used to isolate statistical differences among all six of the different grade level clusters as illustrated in Table 1. The purpose was to determine if a significant difference or change existed between teacher preparedness at the six different grade level clusters and isolate exactly where the differences existed. Results indicated a significant difference between grade level clusters in only one question from the self-reported teacher survey. A Tukey HSD ANOVA multiple comparison test between all six grade-level clusters isolated Reading/Language Arts as the most critical focus area for teacher preparedness to increase English learner student achievement.

An in-depth review of the Factor Analysis of all 24 questions on the teacher survey revealed Question #2 responses had a $p < .05$ significant difference in teacher preparedness to instruct English Learners. Question 2 asked; *In your opinion, which areas should have the most critical focus in-order-to increase student achievement*? Teacher survey responses identified Reading/Language Arts ($p = .000$) and English Learners ($p = .01$) as areas of focus for support to increase academic achievement for ELL. The two responses to survey question #2 indicate a significant difference in teacher preparedness to instruct English Learners in the content area of Reading/Language Arts between the different grade level

clusters. Overall, teachers across different grade level clusters selected Reading/Language Arts as the area that needed the most critical focus to increase student achievement for English Learners. This finding suggests the need for additional support and training to instruct English Learners in the content area of Language Arts.

The level of teacher preparedness to instruct ELLs (by grade level clusters) was calculated by mean scores. An ANOVA was used to calculate the mean score difference between clusters to determine statistical significance. Each cluster was individually compared to the other five clusters. A mean difference was calculated by subtracting the two grade level clusters being compared. The mean difference was significant at the 0.05 level, indicating a gap in teacher preparedness to instruct ELLs in Reading Language Arts between the various grade level clusters as indicated in Table 3.

The Tukey HSD multiple comparisons results indicated a statistical significance in some grade level clusters. Table 3 listed the results by grade level cluster which revealed a gap in self-reported teacher preparedness. These findings are important to the district as they move forward in preparing teachers with strategies to meet the academic needs of all ELLs in the 21st-century school system. Teacher preparation and Language Arts will be the focus for a future PD plan. This PD plan (Appendix A) will be delivered to both district teachers and administrators to ensure that instructional practices in the classroom will change to benefit all types of learners. The goal is to academically prepare ELLs to be proficient in 21st-century learning skills as wELL as California State

Standards, so they meet proficiency level on high-stakes exams that can have an impact on their future.

Research Question 1: Does the level of teacher preparedness to instruct English Learners as indicated on the self-reported survey change within grades 2-8? investigated archival data through statistical analysis to determine if the level (mean scores) of teacher preparedness (DV) to instruct English Learners on the self-reported survey changed within grades 2-8 (IV). The statistical findings support the acceptance of the null hypothesis. No statistically significant difference was confirmed within common grade-level clusters. Therefore, in response to Research Question 1 (RQ1), teacher preparedness on the self-reported survey for English language learners will not change *within* grades 2-8. However, results indicated a statistically significant difference in self-reported teacher preparedness to instruct Reading Language Arts, and English Learners, in both regular and special education classrooms, specifically at the primary and intermediate grade level clusters.

The purpose of this quantitative study was to determine if teachers' self-reported instructional preparedness to teach English learners was related to ELL language arts performance. Although findings indicated no statistical relationship, the problem of English Learners not performing wELL on the ELA standardized assessment (CST) still exists. The teachers have been provided with numerous PD and training experiences by the district as reflected in the ELL Master Plan. Additionally, teacher survey results indicated that they consistently felt prepared to address the needs of ELL in all grade

level clusters. However, there remains a concern that the self-reported belief of teachers'

preparedness to instruct English Learners and their actual performance on standardized

assessments do not match. There continues to be a need to provide instructional strategies

aligned to the specific and individual needs of ELLs as outlined in the ELA/ELD

framework for California.

The second research question asked if *there was a relationship between self-*

reported teacher preparedness and English language learner outcomes on California

Standardized Test. A simple linear regression analysis was used to evaluate the

relationship between California Standardized Test mean scale scores and teacher, self-

evaluated preparedness means scale scores. The independent variable for the analysis was

the self-reported teacher preparedness score. The dependent variable was the ELL

outcomes on CST. The predictor was self-reported teacher preparedness and the outcome

was ELL outcomes on California Standardized Test. The predictor variable was not

found to be statistically significant β = -.073, 95% C.I. (.601 - .454), p >05. Figure 2

illustrates the self-reported teacher preparedness mean scores and ELA mean scores for

ELLs on California Standardized Test that addresses RQ2. The confidence interval

associated with the regression analysis does not contain 0, which means the null

hypothesis, there is no association between self-reported teacher preparedness and ELL

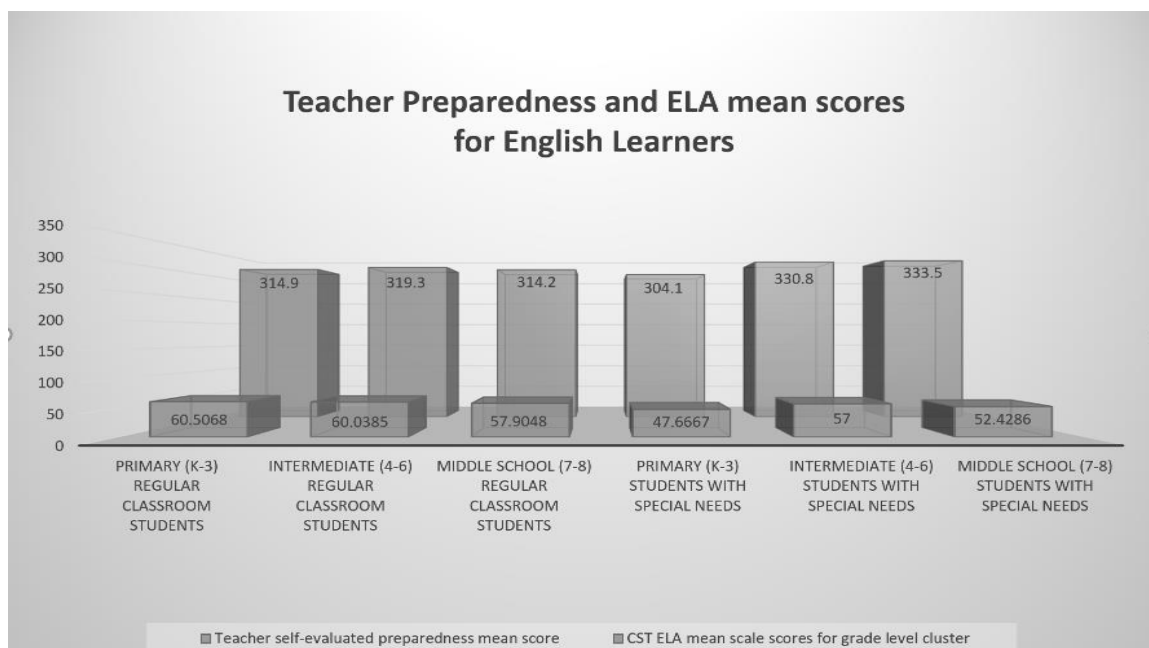outcomes on CST, can be accepted.

Figure 2. Teacher self-evaluated Preparedness and CST-ELA mean scores for English learners by grade level clusters.

Conclusion

Findings from the statistical tests indicate that the level of teacher preparedness to instruct English Learners on the self-reported survey does not change within grades 2-8, therefore the Null Hypothesis for Research Question 1 was accepted. Furthermore, the Null Hypothesis was accepted for Research Question 2, which asked if there a relationship between self-reported teacher preparedness and English language learner outcomes on CST. Findings indicate no statistical difference; therefore, no relationship exists between teacher preparedness and English Learner outcomes on CST. Although there was not a statistical significance finding between teacher preparedness changing

within grade level clusters, a .001 significance between teacher preparedness to instruct

English Learners preparedness was evident from teacher responses to Question #2 on the

teacher survey specifically in the areas of Reading/Language Arts and English Learners.

Survey Question #2 is; *In your opinion, which areas should have the most critical focus*

in-order-to increase student achievement? Teachers responded Reading/Language Arts *p*

= .000. Teachers responded English Learners *p* = .01. The statistical difference was

between primary and intermediate, and regular education and special education grade

level clusters. There was no statistical significant difference between teacher

preparedness and ELLs' outcomes on CST.

   The literature review in Section 2 indicated there is a need to instructionally

prepare teachers to provide lessons for ELLs. Based on the findings of the study, the

survey results indicate no correlation between teacher preparedness to instruct English

Learners and ELL performance in ELA on the CST. However, data from the California

Standards Assessment indicates high numbers of ELL not performing to standard in

ELA. Since there remains a discrepancy in teacher belief and student performance scores,

there is a need for further exploration and research. The teacher survey revealed that one

area of focus to improve English Learner achievement is Reading Language Arts.

Therefore, it makes sense that a PD plan aligned to Marzano's model of teacher

effectiveness and Kagan's engagement strategies might be a positive approach to

providing teachers with the skills necessary to meet the needs of various subgroup

populations that are struggling in Reading/Language Arts. These subgroups would

include regular education, special education, ELLs, and primary (K-3) and Intermediate

(4-6) grade levels. A strategic and intensive PD in Reading Language Arts is investing in a positive contribution to society by building literacy skills that will prepare students to be proficient in reading by the 3rd grade.

Section 3 will provide detailed information about the project. A PD plan with a reflective monitoring tool will be introduced in response to the teacher survey and data findings. The PD is founded on a literature review of research-based practices to prepare better teachers of both regular and special education students with skills necessary and essential to address ELL student populations. The project purpose is to adequately prepare teachers to competently instruct ELL in the classroom and ensure that they acquire the skills to experience success in both learning the English language as wELL as the content of ELA. A PD plan will include strategies for Instructional Leaders to use in classrooms to motivate and engage ELL in academic performance tasks using 21st-century skills aligned to the Common Core Standards and the California ELA/ELD Framework. The following components will be included in this PD; theory, demonstration, practices and feedback, and coaching. Marzano's (1998) model of teaching effectiveness and Kagan's (2014) Cooperative Learning Structures will be guiding theories throughout the PD plan and will be explained in section 3.

Section 3: The Project

Introduction

After I completed data analysis, the notion that increasing academic achievement within the English learner subgroup was a common need expressed by teachers on the archived survey. The focus area identified on the self-reported teacher preparedness survey was reading/language arts. All grade levels indicated a need for additional training and preparation in reading/language arts to instruct English learners. The survey results indicated that PD providing strategies to meet the diverse learning needs of the ELL population was desired from within all grade level clusters K-8 and in both regular and special education classes.

Based on the findings and in response to teacher needs, I designed a PD project to target engagement strategies for educators, so they can be proficient in the delivery of instruction to ELLs. These strategies might be implemented in classrooms with ELLs to increase proficiency in ELD and academic achievement in reading/language arts. Increasing literacy in students will benefit student academic achievement and their ability to perform on standardized assessments as wELL as become proficient in the English language. The project includes three 6-hour days of PD with four components including theory, demonstration, practice/feedback, and coaching. The project focuses on providing and modeling various research-based teaching practices and strategies to teachers, so they can implement in the classroom with the intent to increase the English/language arts performance levels of ELLs.

Description and Goals

My project provides an opportunity for 3 consecutive days of training that focus on preparing teachers to instruct ELLs. The following topics will be discussed; California ELA/ELD frameworks and Common Core Standards, 21st-century learning skills, the English learner domains, teaching and learning styles, response to intervention, effective teaching practices, and engagement structures. The literature informs of a variety of PD models that might compliment the needs of the teachers. The model of PD that I chose includes four components: theory, demonstration, practice and feedback, and coaching. Each day of training has specific goals and outcomes that will be presented by PowerPoint with supplemental handouts provided as a resource for later use. Agendas indicating specific goals for each day are included in Appendix A.

The over-arching objective of the 3-day PD is to provide all teachers in the district with the opportunity to learn and practice new engagement strategies that will build personal capacity to instruct ELLs in any grade level with any subject. The PD is designed to provide information that can easily be implemented in the classroom to meet the diverse needs of all students, but specifically those who are learning English as a second language in addition to multiple-subject content.

On Day 1, relevant information and regulations for English learners and program improvement together with the eight characteristics of effective educators will be introduced. Because teaching literacy involves a collaborative commitment by all educators, the characteristics apply to ELL instructors as wELL as all others involved in educating a child. In addition, guiding theories by Marzano (2014), Kagan (2015), and

Payne (2013) will be embedded throughout the PD content for all days. Engagement strategies for ELLs will be modeled and practiced as they might be delivered in the classroom during ELA as wELL as throughout other content areas to support literacy development.

The focus for Day 2 will be student engagement. Teachers will summarize what student engagement is and how it directly impacts learning, specifically in reading/language arts for ELLs. The three attributes of student engagement (elicit students to be engaged, elicit all students engaged at the same time, and student engagement is mandatory) will be the topic of discussion. The five basic methods to engage all students at the same time will be introduced (speak, write, signal, perform and think). Examples will be provided, and teachers will demonstrate and practice engagement strategies that they can implement immediately in the classroom. These strategies have the potential to promote engagement and learning for all students and in every lesson across the curriculum. For this project, the emphasis will be on reading/language arts both covertly (not observable) and overtly (observable).

Day 3 will review professional learning communities and the Four Essential Questions (DuFour, 2012), teaching and learning styles, literacy structures, instructional strategies to increase ELL achievement by Marzano (2014), and introduce several of Kagan's (2016) cooperative learning and engagement structures to support ELLs in reading/language arts. In small groups, teachers will select a professional lesson to observe online and use the classroom visitation tool for English learners to complete and discuss. Each team will create a form of presentation to share.

The 3 PD days are intended to be consecutive in training. All sessions will be engaging and interactive modeling the 21st-century learning skills of communication, collaboration, critical thinking, creativity and technology. The five domains of listening, speaking, reading, writing and thinking (CDE [ELA/ELD Framework], 2015), will be practiced by every participant while being an active learner and engaged in activities always. Each session will include small group as wELL as large audience participation. All lessons modeled and practiced will be done in a manner that is expected for the delivery of instruction to ELL students. Each participant will gain a variety of engagement strategies that can be implemented in the classroom to improve academic skills in reading/language arts. Although the focus is on ELLs, all strategies shared may benefit all students. Each day will conclude with participants completing a reflection form that will be confidential and will be used as the PD evaluation of the PD provided.

Rationale

Teacher preparedness to instruct ELLs in the reading/language arts was the only survey question with a statistical difference in the data analysis. This means that a gap existed in teacher self-reported preparedness to provide instruction to ELL between the different grade level clusters of K-3, 4-6 and 7-8. The survey revealed that teachers at all grade levels ranked PD in reading/language arts as the number one need to improve academic achievement for our ELL district wide. As Samson and Collins (2012) expressed, by making sure that the literacy needs of ELL are addressed at various stages in the teacher preparation process, districts might gain more qualified teachers to instruct ELL and even more importantly result in better long-term outcomes for ELLs. Because

ELLs are the fastest growing population in the United States schools (Lee, 2016) it seems appropriate that action is taken to ensure that teachers not only feel instructionally prepared, but also are able to demonstrate their competency levels through some type of evaluative process. Even though there was no statistical relationship between teacher preparedness and student ELA performance on the CST, there remains a gap in the delivery of instruction and student achievement. A comprehensive three-day PD series (with an evaluation tool embedded in the implementation) will enhance the ability of teachers to recognize their specific strengths and weaknesses in teaching reading/language arts (literacy). In addition, they will be able to embrace their personal learning and teaching styles and be more aware of how it impacts the teaching of reading/language arts to the ELL population and academic performance.

Review of the Literature

In reviewing the literature for this project, I was interested in responding to teachers' needs for support and training in reading/language arts because they indicated this was the number one factor that would increase ELL literacy development in all grades and content areas. Research has provided numerous studies on effective strategies for teachers that focus on the 21st-century skills and the 5 literacy domains of ELD for English learners (Jaeger, 2015; Kagan, 2015; NEA, 2016). The guiding theory for this project was influenced by Spencer Kagan (2015). Kagan Cooperative Learning and Engagement Structures align with the content of the PD project. The purpose of the K-8, PD project is to provide engagement approaches for teachers to learn and practice, so they might incorporate them in content lessons on the first day of school. Changing

trajectories as ELL students move from Kindergarten through grade 4 requires extra

support for struggling students with a focus on literacy instruction at various levels

tailored to meet individual student, classroom and school needs (Matthews & Snow,

2016).

As teachers continue the difficult work of bridging the academic achievement gap

of ELLs in reading/language arts, systems and relevant educational practices must be in

place to ensure ELL instructors are prepared to deliver curriculum in a manner that meets

the needs of the diverse ELL population (Silverman, Proctor, Harring, Doyle, MitchELL

& Meyer, 2013). In the following sections, I will share information on how theory and

research shaped my project outcome in support of teachers in our district, and on behalf

of our underserved ELL subgroup. The literature review will serve as evidence that

supports PD as the framework for my project.

Guiding Theory

Kagan (2014) believes that in classrooms where teachers use Cooperative

Learning Structures of engagement throughout content areas, the frequency of student

communication and language practice is increased significantly. He designed structures

(strategies) that could be used repeatedly to shape student interactions over the different

content areas. All Kagan structures are interaction sequences that implement the four

basic principles; Positive Interdependence, Individual accountability, Equal participation

and Simultaneous interaction (Kagan, 2014). By using Kagan Structures, language is

practiced all around the classroom through the voices of learners, and not only by the

teacher. Cooperative learning practices of engagement for English Learners becomes functional, communicative and meaningful.

According to Kagan (2015), there are 3 critical variables that are essential for Language Acquisition; Input, Output and Supportive Context. Input involves decoding which is a receptive skill such as listening and silent reading. Output is encoding and is considered a productive skill. Some examples include speaking, oral reading and writing. The third variable is supportive context and it pertains to the safe context of lowering the affective filter. Pair and teamwork inclusive classroom environment, praise and encouragement all of which contribute to a student feeling safe to engage and ready to learn in the classroom. Language acquisition depends on comprehensible input and opportunities to produce language in a nonthreatening and supportive social setting through meaningful communication and collaboration which are 21st-century learning skills (Kagan, 2014; Marzano 2014; Payne, 2013). Student engagement produces greater focus, comprehension and long-term retention (Kagan, 2014).

English Language Development

The CDE (2015) adopted a set of standards to promote an integrated and interdisciplinary approach to literacy and language instruction in all content areas. The ELA/ELD Framework provides guidance for both Common Core ELA/literacy standards and ELD standards and advocates for a range of reading in school and independently. The following are beliefs and guiding principles that informed the ELA/ELD Framework (CDE, 2015):

1. Schooling should help all students achieve their potential.

2. Literacy and language development is a shared responsibility.

3. ELA/literacy and ELD curriculum should be wELL designed, comprehensive and integrated.

4. Effective teaching is essential to student success.

5. Motivation and engagement play critical roles in student learning.

Additionally, the framework integrates 21st-century learning skills throughout reading and ELD instruction as a shared responsibility among educators for instructing literacy and language development in all classrooms (CDE, 2015).

Key Themes of ELA/Literacy and ELD Instruction

The California ELD standards are aligned to the Common Core Standards for ELA/literacy. The three parts of ELD are interacting in meaningful ways, learning about how English works and Using foundational skills. As reported by the CDE (2015) the key themes that focus on instruction and highlight the interconnectedness of the ELA/ELD literacy standards are Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These adopted standards place high expectations for all students including ELL to perform in the ELA/literacy strands including reading, writing, listening and speaking, and Language. Furthermore, these standards guide and help teachers support ELL to interact in engaging and meaningful ways with others and with complex tests (ELA/ELD Framework California, 2015). Educators need PD support in methods for delivering instructional practices that align to the rigorous expectations by the Common Core Standards and the ELA/ELD Framework in California for teaching diverse student populations (Olsen, 2015). Additionally,

educators must understand the relationship between teacher instruction and student performance in vocabulary and comprehension as wELL as all literacy strands for students from diverse language backgrounds (Silverman, Proctor, Harring, Doyle, MitchELL and Meyer, 2013).

To support California educators in ELA/literacy and ELD for English Learners, structures for the Common Core and ELD State Standards are in place. The structures include the following domains; Reading, Writing, Speaking, Listening, Language and Thinking (CDE, 2016). Various types of data can be used to create instructional strategies to meet the needs of ELL in the classroom by incorporating the learning domains in all lessons throughout all content areas. The literacy domains are integrated with each other, represent all forms of communication and practice the 21st-century learning literacy skills (ELD Framework, 2015; Kagan, 2017).

Reading Language Arts. Language arts programs consisting of engagement opportunities for students in rich and authentic literacy skills benefit ELL language usage and development (Zhang, 2013) Out of 29 International countries, the United States ranks 15th in reading/literacy and 29th in critical thinking/problem solving (Kagan, 2014). Matthews and Snow (2016) advocate that placing too much focus on constrained skills and less on unconstrained skills in the primary grades may reflect the drop in U.S. literacy scores as students move from elementary to middle school. Unconstrained skills are those acquired over time through learning experiences are relevant to long term literacy success.

The ELL population in the US rarely achieve at the same proficiency level in reading and writing as do English-only students, even more so if they are from Spanish speaking and low-income backgrounds (Zhang, Andereson, Nguyen-Jahiel, 2013). Consequently, the achievement gap in Reading can be partially described because of economic disparities (Payne, 2013). Typically, Hispanic children in general come from lower socioeconomic backgrounds with less educational experiences and resources, and may often attend the more disadvantaged schools (Payne, 2013). For example, there is a significant economic achievement gap in 4th grade reading between higher income and lower income students. Additionally, there is a race achievement a gap between reading levels of White, Hispanic and Black subgroups within the 13-year old range, with Hispanic in the middle (Kagan, 2015).

Economics is an important factor to consider when exploring educational supports for ELL students in language acquisition (Payne, 2013). The CDE (2016) reports that 85% of the ELL subgroup are also members of the SES subgroup. Payne (2013) explains that the supports needed by these subgroups of students include cognitive strategies, coping strategies, positive relationships, goal setting opportunities and appropriate instruction (Maslow,1970).

Effective instruction and the use of research-based strategies in reading/language arts (literacy) is critical for addressing the diverse and continually changing needs of ELL students (Marzano, 2014). Exemplary teaching fosters a high-quality language-learning environment for all students and specifically the ELL subgroup (Reading and Language in Early Grades, 2016). To improve students' in the early grades literacy success, it might

be better to introduce and monitor best practices that can be mixed and matched to meet diverse needs of learners rather than implementing packaged complex programs (Matthews & Snow, 2016).

21st Century Learning Skills

To be competitive in global society, today's students not only need to be proficient in reading, math and writing they must also be proficient in the 21st-century learning skills of communication, collaboration, critical thinking, creativity and technology (National Education Association, 2016). Franklin D. Roosevelt once expressed, "We cannot build the future for our youth, but we can build our youth for the future." As the world changes, school systems need to respond better to meeting the needs of our diverse student population (NEA, 2016). With quickly changing landscapes, schools must look at current curriculum and revise it to meet the needs of the 21st-century worker and citizen (Blattner, 2012). Quality instruction that is supported by 21st-century PD are critical components in closing the academic achievement gap for English Learners (Gamez, 2012).

All students should have access to curriculum, instruction and learning environments that promote and develop 21st-century skills (ELA/ELD Framework, California Public Schools, 2015; Microsoft EDU, 2016). As Educators seek improved methods to prepare all students for college readiness and beyond, they must empower them with the 21st-century skills of communication, collaboration, critical thinking and creativity (4 C's) through rich and engaging learning environments while incorporating the use of technology (Kagan, 2016; Microsoft, 2016). Stocks (2016), the Executive

Director of NEA indicated the need for new tools and resources to support our classroom

teachers as they implement new and engaging strategies in the classroom. Teaching the

content areas must be enhanced by incorporating the 4 C's and technology into learning

environment to prepare students for the global society (NEA, 2016).

As ELLs construct meaning of the English language, teachers should incorporate

multimodal ways of communicating meaning by providing and actively using in lessons

the different genres of text such as electronic multimedia, newspapers, songs, textbooks,

literature, and pictures (Turkan, Bickness & Croft, 2012). In a report by Microsoft

(2016), oral and written communication skills rank in the top 20 most required skills

across all occupation with communication skills (verbal and written) ranking number one

(Kagan, 2015). According to Gibbons (2015), literacy building activities at school should

begin with verbal discussion as oral language is the foundation of literacy. In addition,

oral communication for ELLs is necessary for the completion of meaningful tasks and

literacy instruction should be intentional and focused to build and expand oral language

skills in English ((Louie & Sierschynski, 2015). According to Anderson, Nguyen-Jahiel

and Zhang (2013) there is a correlation between providing a broad range of oral language

skills and performance in reading skills of ELL. Furthermore, despite the need for ELLs

to be proficient in oral English language, the literacy instructional practices of teachers

involve individual seatwork and whole class instruction creating a lack of engagement for

ELLs in the academic content.

Collaboration is a key ingredient to student success in today's global society

(NEA, 2016). Providing collaborative opportunities for students is an effective teaching

method that supports teacher skill and knowledge to instruct ELLs as they are constructing meaning of various contexts in the classroom (Turkan, BicknELL & Croft, 2012). These interactive student engagement structures promote collaborative work with groups therefore allowing an opportunity for extended meaning making of the task presented (Ciechanowski, 2014). Collaboration is essential in classrooms today because it lays the foundation for the nature of how work is accomplished through teamwork in the workforce. Diversity brings multiple individual and cultural perspectives into a collaborative group activity that has the potential to generate more knowledge (NEA, 2016).

The Partnership for 21st-century (2012) defines collaboration as the ability to work respectfully with diverse teams, demonstrate flexibility and willingness to compromise to accomplish goals, and lastly, assume shared responsibility for collaborative work and value individual contributions to the group. Research indicates the importance of why teachers should incorporate collaboration activities in classroom practices to support ELLs (Kagan, 2016). Zhang (2013) provided evidence in his study that collaborative group discussion in 5th grade ELL classrooms was associated with improvement in learning skills, understanding of content and problem solving. It provided support in literacy skills of oral language, reading comprehension and language development (Anderson, Munawar, Niu and Zhang, 2016).

Critical Thinking has been a long valued societal skill is considered a critical domain for every student today (NEA, 2016). It involves various types of reasoning such as inductive and deductive and draws on other skills including creativity, communication

and informational literacy. Instructional methods and structures that emphasize collaborative opportunities for ELLs to engage in critical thinking and problem-solving skills promotes language development for diverse learners, both culturally and linguistically (Zhang, Anderson & Jahiel, 2013).

Technological changes have increased the availability of information and provided improved communication avenues for educators in the 21st-century. This shift has created the need to move from traditional educational patterns to increased innovative methods of teaching and learning (Gunn & Hollingsworth, 2013). In the 70's and 80's the initial efforts for using educational computers was to increase educational efficiency. Today, the increase in technology as a collaborative tool, social networking, Internet, and data management has impacted the kinds of skills and required knowledge needed to be competitive in the workplace. (Kibrick, van Es, & Warschauer, 2012). The 21st-century has been a time of world transition with a rapidly evolving technological society. This widespread change in the use of technology demands creativity, innovation and PD for educators to align with the pedagogical content in schools surrounding teaching and learning with proficiency in technology skills (Slough & Slough, 2015).

Professional Development

It is through collaborative PD structures that teachers and administrators focus on professional improvement to achieve the student performance that is desired in the ELA/ELD Framework (Knowles, 1994; Kagan, 2015). Classroom teachers of ELLs deal with unique pedagogical, cultural and social dilemmas, however, often lack the skills (preservice or in-service) to effectively meet the diverse needs of the students (Kibler &

Roman, 2013). Dousy (2015) expressed that communication and collaboration in immersive designed activities promotes reflective practices and can be successful in designing curriculum with 21st-century learning opportunities.

According to a study from Slavin (John Hopkins, 2016), teachers need information about students' skills and expected progress, as wELL as support for experimenting with new methods and strategies with interacting and teaching diverse student populations. Collaborative professional structures such as PD and Professional learning activities is a vehicle for teachers and administrators, librarians, counselors and other specialists who impact student achievement while effectively learning and implementing new curricular and instructional strategies and teaching methods (California ELA/ELD Framework, 2015; Kagan, 2016, Marzano, 2014, Payne, 2013). These professional structures must reflect the vision of effective instruction in ELA and ELD to ensure ELL progress throughout all grades and all contents (CDE, 2015). PD conducted in a quality manner leads to teachers' pedagogy changes in delivery of instruction to English Learners (Lee & Buxton, 2013).

Through effective staff collaboration and training in the delivery of instructional practices and progress monitoring for ELLs, a promising future can await students and society (DuFour, 2013; Marzano, 2014). Although there is consensus from the research that effective PD can alter pedagogy in teachers and improve instruction, there is insufficient evidence that constitutes effective PD and best practices for ELLs and needs longitudinal exploration (Tong, Luo, Irby, Alecio & Hector, 2015). A change in society might occur if educators are provided with effective PD opportunities and are held

accountable for ensuring that all students acquire strong literacy and language skills in all grades and disciplines (Lee & Buxton, 2013).

Wang (2012) informed that teacher development based on a coaching and mentoring model, had the ability to alter the teachers' and students' learning, creativity, critical thinking, curiosity. producing meaningful classroom work, and preparing lessons with strategic learning engagement. Coaching is focused on the development of strategies for both personal and professional growth and mentoring can be described as the professional relationship between two people where the mentor is considered the resource for training (Anghel & Voicu, 2013). Asanok and Chookhampaeng (2015) believed that the coaching and mentoring model included 4 phases of implementation. The four phases are training and coaching for mentoring, sharing and learning together, actual coaching and mentoring, and showcase. This PD model is intended to increase the teachers' competency in instruction through collaboration, communication and coaching as wELL as modeling lessons.

Book Clubs is another type of PD explored by Andrei, ELLerbe, and Cherner (2015) to assist teachers with teaching writing (literacy domain) to ELL. This type of PD allowed teachers to read literature on various methods for instructing ELL students in the classroom. Using the essential 21st-century skills of collaboration, communication, critical-thinking, creativity and technology, teachers then shared creative ideas and effective strategies that would support literacy development for ELL instruction. According to Gardiner, Cumming-Potiv and Hesterman (2013) this type of PD is unlike traditional lecture styles and provides teachers with opportunities to construct knowledge

by exchanging their experiences through group discussion of the newly learned supports.

The findings suggested that participants found a sense of leadership and could advance

their personal writing capacity to provide engaging writing strategies for ELL (Andrei,

ELLerve & Cherner, 2015).

Knowles (1998) introduced a theory known as andragogy that can be defined as a

scientific discipline that studies everything related to teaching and learning that could

bring adult learners to their full potential of humaneness. This theory is based on the idea

that the teacher does not have all the knowledge and encourages students to utilize their

personal life experiences to participate in classroom activities. In addition, the theory of

andragogy assumes that students must be motivated to want to participate in the

classroom (Knowles, 1994). Knowles vision of andragogy views the adult learner as

autonomous, free and growth minded. Houle (1996) considered andragogy to be the most

learning centered of all models of adult programs. Pratt (1993) stated that andragogy has

been adopted by many educators of adults across the world. Teaching English to

Speakers of Other Languages (TESOL International Association, 2014) indicates that

future research is needed to look at the role of PD models and structures for preparing

adults to instruct ELL.

Project Description/Implementation

The project implementation is intended to be a 3-day PD training for all teachers

as a motivational charge for the new school year. The setting will be in the gymnasium at

the middle school campus. This is a large room that will allow for a conference set up

with round tables designed for collaborative and interactive opportunities to practice the

engagement strategies presented. Teacher Institute days prior to the arrival of students is a perfect opportunity to provide instructional strategies that are appropriate to begin in all classrooms starting the first day of school with additional days to support learning and teaching in the classroom.

Potential Resources and Existing Supports

The district allows for three Institute Days prior to the start of each school year that can be utilized for PD. The Educational Services Department coordinates PD as needed to support student needs and teacher growth. The district consists of approximately 200, K-8th grade teachers who are expected to attend the PD days because they are provided during the duty day. The facilities department manages the site calendar of events and can accommodate breakout sessions with small groups as large settings up to 300.

Potential Barriers

A potential barrier to implementing this PD plan might be resistance from teachers believing this practice may be incorporated into the evaluation process. Over the past 5 years, teachers have been required to attend workshops that took them away from their classrooms for numerous days at a time, yet those practices did not lead to increased academic performance and was deemed not beneficial to them. A challenge for me as a professional developer is to positively impact the mindset of the participants to try new strategies to achieve new results. I will monitor the feedback and adjust as needed to keep the PD meaningful and lively. The biggest barrier I foresee might be that past records indicate high numbers of teachers did not follow through with the training to practice

expectation. District leadership would need to set high expectations and hold all staff members accountable for attending or making up sessions missed if we plan to implement the PD plan with full fidelity. One solution might be to incorporate PD into the coaching cycle of the district that emphasizes professional growth and not evaluation.

Proposal for Implementation and Timetable

Once this project study is approved, I will share the information with the Assistant Superintendent who approved my study for using data from the district. I will arrange presentations for district stakeholders at public forums such as a Board Meeting, LCAP meeting or a District English Language Advisory Committee (DELAC) meeting. If necessary, I am happy to present the findings to our Teacher Union to get buy-in from representatives in the district who will be attending the mandated PD.

Creating a timeline for implementation of a PD training is an involved process and takes planning and organization. This PD plan is intended to take place at the pre-school institute in the fall prior to the arrival of students. Each year the district has 3 days devoted to PD for the entire district based on needs from a teacher survey taken in the spring. Planning for the PD would begin in March. Meetings with the district Educational Services team would be necessary to discuss the details and start advertising to the staff the topic of focus for the next school year. Once the dates are confirmed by Educational Services, I will place a facilities request order for the middle school because it can accommodate large groups and small group break-out sessions. The timeline will need to be discussed and finalized with the district leadership team and the current Board of Directors. Once it is approved, I will send out email to all staff sharing the dates, times,

place and the agendas for the 3 Day PD. This PD is only a 3-day consecutive training.

Now, there are no additional trainings planned.

Roles and Responsibilities of Student and Others

My role in the PD plan will be to prepare and deliver all the presentations to teacher groups and administrators and ensure they have electronic copies prior to the training. This includes organizing any materials and supplies for the workshops such as sign in sheets, parking lot posters, evaluation/feedback forms, post-it notes, and hands-on activities, scheduling dates and location of training, communicating with all staff and providing data for monitoring ELL student progress. Additionally, I will be required to provide data progress monitoring of ELL students' academic growth to all stakeholder groups to justify implementation of the plan. Teachers and administrators will be expected to attend all sessions and take strategies back to the school sites for implementation. Teachers will need time to collaborate for lesson design and data analysis of ELL student progress. The site administrator will have the role of supporting the teachers as wELL as monitoring implementation of learned strategies for Reading/ Language Arts for English Learners. The district leadership team/cabinet will need to grant approval, provide the money, time and location for all sessions of the PD and hold teachers and administrators accountable for implementation of the ELL PD to benefit the academic achievement of all ELLs.

Project Evaluation Plan

The long-term success of the PD plan depends on how wELL the training is implemented into practice at the various school sites. All participants will complete

feedback forms that are included in Appendix A for each of the three days of PD. The feedback will be used as an overall rating of the PD sessions and will also serve as a self-reflection to determine if the content was meaningful in providing additional strategies to increase academic achievement in the ELL population and next steps to increase teacher preparation. In addition, the information will provide both quantitative and qualitative data to determine if the teachers professionally felt more prepared to instruct English Learner after the three consecutive days of hands-on engagement strategies. This information will be presented to staff to determine what PD may be necessary for the future.

I created the ELL Skills Engagement Tool to assist teachers, coaches and administrators in documenting the 21st-century skills and ELA/ELD literacy domains that teachers are using in the classroom to support instruction for ELD. The tool is not intended for evaluative purposes but should be viewed as a useful tool to raise the awareness of instructors as they teach ELLs so that the instruction aligns with the ELA/ELD California Framework and Common Core Standards. Additionally, district benchmarks will be administered quarterly to monitor progress of all students in ELA.

I will personally analyze the data for English Learners and provide feedback to school sites at a staff meeting each quarter. Secondly, as qualitative data used to improve practices, I will collect all classroom visitation tools that are completed by the school site administrators. I will track progress of students by individual teachers as they are implementing the strategies provided in the initial 3-day PD at the beginning of the school year. If data indicates necessity, there might be follow-up differentiated PD

throughout the year with various grade levels depending on the progress monitoring results. The purpose is to provide individual support to teachers as they continue to grow professionally in meeting the diverse needs of ELLs. Finally, I will also use the *Reflection form* as an evaluation for the need to conduct future PD trainings as needed during the year. Data from the reflection form and the benchmark assessment will inform instructional practices used at the next PD session.

Project Implications Including Social Change

Local Community

This project resulted from teacher responses on an archived survey indicating the need to be instructionally prepared to teach the ELA standards to English learners. This PD has both practical and theoretical implications for best practices to use in K-8 classrooms to support increased student performance. All schools in the district and county have ELLs who might benefit from the findings of this study. The general ELL population is performing at low levels on the California Standardized tests and eventually many are becoming LTELs and/or dropping out of school. This PD plan could serve as a shift in focus on ELL Interventions by providing a comprehensive PD to teachers and administrators. Research has observed that ELL Language Arts competency has significant implications for the rest of their education. A shift as such will require strategic planning as wELL as funding to benefit and promote a social change that ensures that all students perform wELL on academic standards in reading/language arts. Success would benefit our ELL population and their future endeavors in education and in college, career and community.

Far-Reaching

Far-reaching implications for social change is to have other educators find interest in my engagement based PD plan and use it at their school sites and or district. The PD plan includes a coaching/progress monitoring tool for teachers and administrators to use as documentation of practicing 21st-century skills and the 5 literacy domains in classrooms with English learners. I named the self-monitoring tool the ELL Skills Engagement Tool or ELLSET (Steele, 2017). This tool was created in alignment with the Common Core Standards and California ELA/ELD Framework. It is intended to be utilized as a focus to improve academic achievement for ELLs through self-monitoring of teacher preparedness and not as a teacher evaluation tool. This tool could be used by teachers at schools with ELL populations to assist with the effort and awareness to incorporate the 21st-century skills and literacy domains into every lesson and across all academic content areas. The ELLSET was intentionally designed to support teachers' self-awareness of using 21st-century skills and literacy domains while instructing ELL in ELA. Use of the ELLSET might raise self-awareness in the teachers who are directly instructing ELL and provide support for one another in a coaching type practice. Additionally, ELLSET can be used to chart and monitor school wide progress in the implementation process of 21st-century skills and literacy domains. The PD plan might serve a useful hands-on training that focuses on content and strategies with potential to influence a successful reading/language arts program that adequately prepares the ELL population in both content and learning the English language.

Conclusion

The goal of this PD project is to provide teachers and administrators with 21st-century research-based engagement strategies that will teach ELL the essential skills of communication, collaboration, creativity, critical thinking and technology as they master the Common Core Standards in ELA. Additionally, all ELL must be exposed to the 5 domains of listening, speaking, reading, writing and thinking in all content areas and as a daily practice to meet specific language and literacy needs. The purpose is to ensure teachers are adequately prepared to motivate and instruct English learners by utilizing the ELA/ELD California Framework and Common Core Standards as evidenced by mastery of proficiency standards in ELA. It is important to acknowledge that teachers may feel prepared, however, there must be accountability that proves a teacher is prepared and demonstrates effectiveness in the delivery of instruction to ELL. The accountability system involves the district policy and enforcement by administrators of the teacher evaluation process to promote professional growth in individuals and provide the necessary training to prepare them to deliver instruction that results in high achievement for ELL.

Section 4 will provide an overview of my personal reflections through this learning journey as a scholarly writer, project developer, and practitioner.

Section 4: Reflections and Conclusions

Introduction

The purpose of this study was to determine whether a relationship existed between teacher instructional preparedness and English learners' language arts performance. Through an in-depth statistical exploration of a teacher self-reported survey on preparedness to instruct ELLs and quantitative data from the CSTs (CDE, 2014), the research questions were answered, and this project created in response to the findings.

Section 4 includes the strengths and limitations of this project study. In this section, I also address a possible solution that might provide support for educators with some research-based instructional strategies that can assist ELLs in learning both the English language and content standards. In addition, I provide my self-reflections on scholarship, project development, leadership and change, and implications for future research. I will conclude with an analysis of myself as a scholar, a practitioner, and a project developer who might contribute to social change.

Project Strengths and Limitations

This PD project has several strengths that I will address. First, the PD is intended for all staff who are involved in educating ELL learners. This includes administration, certificated teachers, and classified paraprofessionals who assist students in language development in the classrooms. I believe that it is important that all stakeholders receive the same message when it comes to the delivery of instruction for ELLs. Consistency in training will allow for the support that is necessary to meet proficiency in ELA standards and literacy in general.

Another strength is the fact that this PD will be cost effective for the district. Due to using a school from within the district, the venue is free of charge and does not incur additional travel expenses. The district will, however, need to budget for breakfast and lunch, but this cost will be lower because food services will prepare and serve the meals. In addition, the cost is minimized because I will be presenting all 3 days of the training. I have designed the PD so that all handouts and PowerPoints will be sent out electronically prior to the training. Teachers will need to bring an electronic device to access the information and complete activities or tasks. Ultimately, using technology will eliminate any photocopying fees. This PD may prove to be cost effective and yet have the potential to benefit high numbers of employees with necessary skills to better serve the ELL population. These factors may in part contribute to a higher attendance rate from employees of the district.

Participants of the PD will have the opportunity to collaborate and build relationships with other educators throughout the district. They will be engaging as teams through research-based practices that are proven to increase academic achievement. Engagement strategies will be demonstrated and practiced by all members as they exhibit the 21st-century skills of communication, collaboration, critical thinking, creativity and use of technology. In addition, they will practice the five literacy domains of reading, writing, listening, speaking, and thinking, which are embedded in the entire workshop. As Kagan (2014) indicated, these types of structures can be used in all content areas to increase motivation and participation for all students. As teachers practice and master

engagement strategies/structures, they will might become part of the daily classroom routine, increasing learning opportunities for ELL students.

ELD for ELLs is the focus of this PD plan. The research-based skills and engagement strategies demonstrated and practice during the 3-day training will benefit teachers as they prepare themselves to support ELLs as wELL as contribute to academic achievement of all students. Another strength of the PD is providing hands-on experiences for educators, so they can begin to implement on the first day of school and are aligned to the California Common Core Standards and ELA/ELD frameworks. These practices may motivate and encourage teachers to work creatively and collaboratively to benefit their professional growth. New engagement strategies and structures may provide teachers with the skillset and preparedness necessary to impact achievement for ELLs.

Recommendations for Alternative Approaches

Embarking on a 3-day PD workshop may seem like a positive way to begin a new school year; however, it does have some limitations that must be considered. Although it is a robust team building opportunity, realistically, the timing may not be the best for our teachers. It is generally the practice of the district to provide PD at the onset of school; however, data do not indicate growth in the ELL subgroup, so the current training-to-practice methods have not proved to be effective and may warrant change to see different results (Muhammad, 2014). A different approach and a possible solution might be to survey the staff to determine a better timeframe for PD. Teachers are in the mindset to prepare for the arrival of students and may not necessarily be excited about trainings that

take time away from classroom preparation. I believe that educators value PD; however, selecting a different timeframe for the PD may prove to be more motivational.

An alternative approach to the 3-day PD might be to differentiate learning sessions and allow staff to make a choice in attending a presentation that would better meet their personal needs as an instructor of ELLs. In addition, it may be helpful to opt to have administrators or certificated employees in the district present at the various break-out sessions throughout the day based on their expertise. This design of PD aligns with Knowles's (1984) adult learning theory in that it allows the adults to make decisions based on relevancy and influence on their personal life or their job.

Scholarship

I realized throughout this journey just how important scholarship is to me and how it changed my perspective on the processes of research and evaluation. It opened my mind to the world of knowledge at higher levels and allowed me to connect with different researchers and their thinking, style and practices. Acquiring knowledge at high levels has the power to impact the future and hopefully create and contribute to societal change.

This journey has been rigorous, however relevant to my life-long goals as an educator. The course work expanded my learning in Curriculum, Instruction and Assessment. I enjoyed the research and development of the project study and valued the collaboration with colleagues through the journey. Scholarly writing is a piece of art that pushed me beyond what I ever imagined, however, I grew as a person, an educator and a scholar. My scholarly contributions may possibly benefit society and create a change in some teaching practices on behalf of the ELLs in our schools and community.

My greatest learning about scholarship was throughout the research process. Reviewing literature was challenging yet rewarding for me as it expanded my thinking towards future possibilities with curriculum development and scholarly writing. My next scholarly adventure will be publishing a book while advancing my career to adult education at the university level.

Project Development and Evaluation

To address the research question and in response to the data analysis, I created a PD plan that will assist educators with research-based strategies that have been successful with increasing academic achievement in the ELL population. As I completed the research and data analysis for this project study, I became very much aware of how important it is to explore what the research says. I used the data collected from the self-reported teacher survey and assessment scores of students to address the approved research questions for this project. I discovered that teachers want to know the "why" behind implementation of new practices (with proof of success rates), how it will impact them personally, what district expectations are, and they truly desire to have input and choice in what will be covered for their own professional growth. Presenting evidence in the form of data and research is a critical piece of creating a meaningful PD plan the will benefit teacher learning and their preparedness to deliver instruction to ELLs. Proper monitoring and continuous evaluation for effectiveness of practices will lend to high levels on professional growth for educators and benefit students by increased academic performance.

Leadership and Change

Throughout this process of completing the project study, I have learned many

lessons that have forced me to analyze my leadership skills both as a doctoral student and

as a school leader who is continuously faced with change. Leadership requires the ability

to guide others and acquire a following of individuals or groups with a common purpose.

I am more aware of my personal leadership style and can clearly identify that I am an

Inclusive Leader. I value opinions and beliefs of others in the organization and

understand that there will be differences that will either contribute to or disengage a team

and I can deal with challenging situations as I view myself as a solution to the problem.

Leadership is influenced by many factors and these factors are subject to change.

An effective leader has the skillset to deal with the changes in a positive manner focusing

on what is best for the students. The PD plan has allowed me as a leader to observe the

strengths of the team (as evident by the teacher survey and data from test results) and

play those strength to build on the weaknesses. It is through this comprehensive and

strategic workshop that change can occur to benefit English Learner performance in

academics by increasing teacher preparedness to delivery instruction. As a leader, I will

provide the educators with the tools necessary to succeed and guide them along the way.

Analysis of Self as Scholar

This project study has contributed to my personal and professional growth as a

scholar. The various courses, residencies and opportunities for collaboration with

Instructors, Walden Resources staff members and colleagues has played an integral part

in my development as a researcher and social change agent, Higher education certainly is

a fascinating process as wELL as an inspirational journey for those who wish to travel it. I pride myself in being a lifelong learner and a high achiever in both school and work and Walden has provided me rigorous and relevant learning that continues to enhance my lifelong goals as a contributing educator. While it did not come easy for me, I managed to work hard and do wELL in my studies and my career to attain my personal goals in various capacities as a teacher and administrator at the site, district and county levels. It is during these collective experiences that I have developed as a scholar. Walden has provided me with additional resources and skills that are relevant to the work that I want to contribute to society and create more social change within our school systems.

Analysis of Self as Practitioner

I have spent my entire career in education and I continue to learn and explore the latest trends to keep up with best practices for ELL in the classroom. I read current literature regarding English Learners, I attend trainings and present at workshops to learn and promote exceptional research-based methods that work for ELLs. As a practitioner, I have learned to speak up and share what I know with others in hope that it will motivate and contribute to new learnings for both adults and students. I learned that I really enjoy presenting at conferences. I had the opportunity to present at the local English Learner conference and I am proud to say that my reviews were exemplary. I want to be a solution to the problem of ELL not making adequate learning gains and not performing to academic standards aligned to the Common Core and ELA/ELD Framework (California). I continue to work on a state level team to sponsor the literacy conference that is held once a year in our local community. As a practitioner and scholar, I have learned to

become more aware and involved in not only the school system but in the PD field which has the potential to impact many other educators. Learning is my passion and ensuring that all ELL students experience success in school is my mission. This project study has the potential to support teachers with literacy methods to effectively meet the needs the underserved population of ELLs.

Analysis of Self as Project Developer

Throughout this process, I learned that I have the natural ability and skills to create and develop a quality project that will be meaningful to teachers of ELL. My experience as a teacher and administrator combined with the Walden Doctoral Program and literature reviewed have provided me with a solid foundation and the knowledge of how to create a variety of PD trainings, In-services and confidence to present at conferences. I have learned that the process is complex and requires many components to be effective. Research has provided me with the understanding of what types of trainings are effective for teachers who teach and work with diverse ELL student populations in grades K-8. I have also learned that my leadership style lends to doing this type of work because I am driven to provide teachers with methods and strategies that will work with their ELL students. I have discovered that my next journey in education will be developing and presenting PD to educators.

This project was based on findings from data analysis and research conducted on the topic to address the two research questions. The activities in the PD plan were created because of the teacher survey and data obtained from the department of education assessment scores in ELA. The teacher self-reported responses to the survey questions

were important in designing a PD plan that was targeted to the collective needs. In response to the findings, I designed a PD that would best prepared teachers to instruct ELL incorporating research- based engagement strategies that were noted in the Literature Review. It will be exciting to conduct the PD plan that was specially designed for this group of teachers. I look forward to the evaluations after completion of the 3-day workshop and I am certain I will have some interesting reflections to ponder on as I develop more projects with the knowledge I have acquired through this process.

The Project's Potential Impact on Social Change

This project has the potential to impact the preparedness of teachers to deliver Language Arts instruction to ELLs. If teachers are prepared instructionally with activities that involve the 21st-century skills of collaboration, communication, critical thinking, creativity and technology combined with the literacy domains of listening, speaking, reading writing and thinking, ELL students will have the opportunity to experience different methods that align to their specific learning style. This PD focuses on demonstrating and practicing these critical skills along with the student engagement strategies and has the potential to promote social change in how instruction is delivered in the classroom and designed to meet the diverse needs of ELLs. When teachers complete the 3-day training, they will have numerous engagement structures that can be implemented in class to increase ELL performance in Language Arts. The work from this study involves research from Kagan (2015) on cooperative learning and engagement structures that can be used by teachers to support the different learning styles of individual in all content areas. These structures have been significantly successful with

improving English Learners' ability to perform and contribute to learning activities. This project was created to influence a change in teacher practices that will directly impact ELL academic performance. If this happens, implications for a social change are significant.

Reflection on the Importance of the Work

I understand the importance of education and value implications for future educational systems. This is primarily the reason for continuing my education through the Walden doctoral journey. As a scholar, I genuinely care about people and their success in school and life. I have dedicated 33 years to educating students, parents, teachers and administrators in various capacities that require scholarly behaviors. I believe that PD opportunities with the 21st-century skills are essential for preparing our teachers to be effective in the delivery of instruction so that our students will be adequately prepared with the skills necessary to be successful in school, work and the community. The review of literature has informed me of strategies and structures that will contribute to success for both educators and students.

Implications, Applications, and Directions for Future Research

For this project, I explored the relationship between teacher preparedness and English Learners' Language Arts performance. I learned from the literature that monitoring classroom instruction is critical for improving academic performance (Schmoker, 2016). Nordemeyer (2012) expressed that the biggest difficulty encountered by ELL in school is becoming proficient enough to understand and perform academically in the English Language. My PD project is a result of the literature reviewed and the data

analysis. I learned that even though ELL has been a topic of concern for decades, the problem still exists with ELL not performing to standard in ELA. This project is presented as a solution to support the district of study in focusing on academic engagement strategies and approaches to support teachers in the delivery of instruction to ELL so that it is appropriately matched to students' learning style. It is essential that teachers are skillfully trained in a variety of instructional methods that accommodate for different learning styles (Mvududu & Burgess, 2012). The PD was created so that administrator, teacher, other certificated staff and classified staff all learn the same information so that the work can be implemented in the class with ease and immediately at the start of school. This study contributes to the literature for teacher preparedness with the 21st-century skills to impact ELL academic performance in reading/language arts. A direction for future research might be to examine both the teacher preparation programs and state certification agencies to determine if they are in alignment with what teachers need to know to effectively instruct ELLs (Samson & Collins, 2012).

Conclusion

Section 3 provided a detailed report of the project study that was created as a result of the data analysis and literature review. The title of this project study is Relationship *of Teacher Instructional Preparedness to English Learners' Language Arts Performance.* A major strength of this project is that all administrators, certificated staff, and classified paraprofessionals who work with ELL will receive the same training and practice while learning instructional engagement strategies as a team. This allows for immediate implementation in the classroom. A possible limitation might be the timing of

the PD since teachers have the mindset to prepare classrooms for the first day of school and may be distracted from the PD content. An alternative option may be to conduct a survey that provides the teachers with the opportunity to select a date that may be more beneficial. Differentiated PD may also enhance current levels of proficiency to instruct ELL in the content area of ELA just as student performance levels vary, so do the levels of teacher preparedness.

As indicated by Olsen (2015) there is great promise for ELLs if educators implement new research-based approaches to instructing the ELL population (Kagan, 2017). Through collective ownership, a collaborative effort, a shift in mindset on instructional practices for ELL, and a wELL-designed ongoing PD plan, I believe it is possible for English Learners to become proficient in the English language and content subjects. This project study has important implications for teacher preparedness to build ELLs literacy capacity.

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Appendix A: The Project

The following charts indicate the goals and agendas for days 1, 2, and 3 of Professional Development for teacher training. Each day includes a detailed self-explanatory PowerPoint presentation that allows for any person to deliver the content and various engaging learning activities for instructing English Language Learners.

Professional Development Goals

- Review relevant information on Title 1, Part A/Program improvement

- Review guidelines for Title III, Part A/ English Learner Programs

- Review relevant data for ELL's/LTELLS

- Introduce the 7 Principles for meeting the needs of LTEL's

- Master the 8 characteristics of Effective educators

- Review the 4 Essential Questions and how we respond (DuFour PLC's)

- Review teaching and learning modalities (styles)

- Discuss the Adult Learning Theory

- Discuss ELA/Literacy structures and ELD Domains

- Become familiar with Marzano's strategies for ELL to increase achievement

- Engage in strategies for ELL

- Practice Kagan Structures that support learning styles

- Summarize what student engagement is and how it impacts learning

- Learn the three attributes of student engagement for classroom lessons

- Generate strategies to increase student engagement throughout a lesson

Professional Development Agendas for Day 1, Day 2 and Day 3

Agenda/Day 1

Munch and mingle (breakfast- optional)	7:15-7:45
Welcome	7:45-8:00
Superintendent's charge session/ELL focus	8:00-8:30
Goals	8:30-8:45
Title I Program Improvement, RTI, Title III Activity 1	8:45-10:00
BREAK 10:00 – 10:15	
Dr. Olsen video/activity 2/presentations	10:15-11:00
LUNCH (Provided) 11:00-11:45	
Long-term English Learners – 7 basic principles, 8 characteristics of effective educators, Learning and Teaching styles, Cooperative learning	11:45-1:30
BREAK 1:30-1:45	
Activity 3/presentations	1:45-2:45
Reflection and closure	2:45-3:00

Agenda/Day 2

Munch and mingle (breakfast- optional)		7:15-7:45
Welcome, Goals and self-reflection (turn in)		7:45-8:00
PLC's: The 4 questions (DuFour)		8:00-8:15
Engagment Structures (Kagan)		8:15-8:30
Cooperative Learning-Team building	**Activity 1**	8:30-9:15
Strategies to increase ELL achievement	**Activity 2**	9:15-10:00
	BREAK 10:00 – 10:15	
Adult Learning Theory	**Activity 3**	10:15-11:00
	LUNCH (Provided) 11:00-11:45	
Understanding Learning Styles	**Activity 4**	11:45-12:30
ELA/ELD Literacy Domains	**Activity 5**	12:30-1:30
	BREAK 1:30-1:45	
Unique Needs of ELL	**Activity 3/presentations**	1:45-2:45
Reflection and closure		2:45-3:00

Agenda/Day 3

Munch and mingle (breakfast - optional)	7:15-7:45
Welcome, expectations and housekeeping	7:45-8:00
Superintendent's message/ELL focus	8:00-8:05
Goals and "sticky note-engagement" Activity 1	8:05-8:15
3 Attributes of Student Engagement	8:15-8:45
5 Basic ways to Engage all Students at the same time	8:45-9:15
Overt and Covert Literacy Domains/sample activities	9:15-9:30
Steps for Introducing Engagement Strategies	9:30-9:45
Benefits of Student Engagement/ Activity 2	9:45-10:00

Break 10:00-10:15

Introduction of ELL Skill Engagement Tool (ELLSET) by Steele
Model coaching to support teachers in positive observations   10:15-11:00

Lunch (provided) 11:00-11:45

In pairs, choose and view an online video of an ELL classroom lesson
and use the ELLSET to document observations
Coaching A and B partners
Share out session   11:45-1:30

Break 1:30-1:45

Each educator will create a 10 minute mini lesson using 21st Century Skills

And Literacy Domains to put in a lesson bank for the district (use ELLSET to
assist)   1:45-2:45

Closing remarks, Review PD objective, Self-Reflection Form   2:45-3:00

PowerPoint Presentations for Day 1, Day 2 and Day 3

Day 1: Agenda

Munch and mingle (breakfast - optional)	*7:15-7:45*
Welcome and Introductions	7:45-8:00
Superintendent's charge session/ELL focus	8:00-8:30
Goals	8:30-8:45
Title I Program Improvement, RTI, Title III, Activity 1	8:45-10:00
Break	**10:00-10:15**
Dr. Olsen Video/activity 2/presentations	10:15-11:00
Lunch (provided)	**11:00-11:45**
Long-term English Learners-7 basic principles,	
8 characteristics of effective educators,	
Learning and teaching styles, Cooperative learning	11:45-1:30
Break	**1:30-1:45**
Activity 3/ presentations	1:45-2:45
Reflection and closure	2:45-3:00

1

Goals for Day 1

- Review relevant information on Title 1, Part A/Program improvement
- Review guidelines for Title III, Part A/ English Learner Programs
- Review relevant data for ELL's/LTELLS
- Introduce the 7 Principles for meeting the needs of LTELI's
- Master the 8 characteristics of Effective educators
- Provide strategies for implementation at beginning on school year 2018

Each teacher will write down a personal goal for the year
in regards to English Language Learners support.

2

Presentation for Staff

Professional Development/English Language Learners

Presenter: Diane steele
Day 1

3

Title I, Part A – Program Improvement

- Federal funds
- Distributed to public schools with highest percent of low-income families
- Focus on students who are failing or at-risk to meet state Academic standards
- Funds used for schoolwide programs designed to upgrade entire educational programs to improve student achievement

4

Response to Intervention

- Meet the need of all students
- 4 questions (PLC-Dufour's) focus on low performing students/data teams
- Curriculum, Instruction, Materials, Tutoring, Intervention Teachers
- Catch-up growth –differentiated instruction – master schedule accommodations
- Use tracking system to monitor success
- celebrate

5

Title III, Part A – English Learner Programs

- Schools are accountable for increasing the English Proficiency and academic content knowledge of Limited English proficient learners

- LCAP

- Funds must be used to implement language instruction educational programs designed to help LEP students achieve standards

6

Activity 1

- Please put on your glasses (placed at each seat)
- Read Passage on board
- Remove glasses
- Write down one observation on provided cards (on table)
- Share what you wrote down (Kagan; Stand-up, Pair-up)

7

English Language Learners are the fastest growing subgroup of K-12 students in the US. Understanding their needs and the barriers they face regarding academic success is an important first-step in eliminating educational disparities.

(Activity 1: Project on screen, read silently then do a Choral reading)
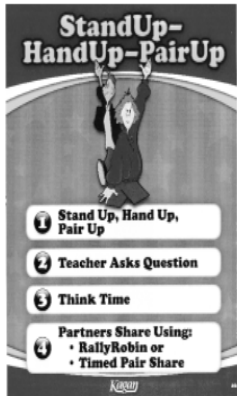
Laura-Brady, Laura, Wendler (2013)

8

Slide 9

Activity 1

What was your observation?

StandUp–HandUp–PairUp

1. Stand Up, Hand Up, Pair Up
2. Teacher Asks Question
3. Think Time
4. Partners Share Using:
   - RallyRobin or
   - Timed Pair Share

9

Slide 10

What were you thinking?

- Can't see clearly,
- It's blurry
- fuzzy
- unclear
- hard to read
- Frustrating

English Language Learners may feel similar in the classroom when they do not understand.

10

Slide 11

Data for ELL's

ELA Content Area CAASSP 2015
- Standard not met – 84%
- Standard nearly met – 14%
- Standard met – 2%
- Standard exceeded – 0 %
- 88% Hispanic latino
- 31.7% English Language Learners (2014-15)
- 30% English Learners speak spanish
- 28% FEP
- 18.9% Redesignated FEP
- 73% SES

11

Slide 12

"Not Again! Opportunities and dangers for English Learners" – video Dr. Laurie Olsen

- https://www.youtube.com/watch?v=VSvOh-Ai-zc

Activity 2: View video in small groups and create a summary of key points in the form of a visual representation to share with other groups. You may use technology to express your learnings.

12

Professional development topic
Looking through the ELL/LTELL-lens-

- 7 basic Principles for Meeting the needs of Long-term English Language Learners:
1. Urgency
2. Distinct needs
3. Language, literacy, and academics
4. Home language
5. Three r's: rigor /relevance/relationships
6. Integration
7. Engagement

13

8 characteristics of effective educators

1. Effective educators know their students and identify their LTELL's.
2. Effective Educators emphasize oral language and active engagement.
3. Effective educators provide explicit instructions and models.
4. Effective educators focus on the development of academic reading and writing skills.
5. Effective educators focus on key cognitive and language functions required for academic tasks and use graphic organizers to scaffold those functions.
6. Effective educators build background knowledge, scaffold key concepts, and teach vocabulary.
7. Effective educators make connections, build relevance, affirm language and culture and maintain rigor.
8. Effective educators check for understanding and monitor progress.

14

Learning Styles

- Visual Learners
- Auditory learners
- Read-Write Learners
- Kinesthetic Learners

Identification of both student and teacher learning/teaching styles contributes to learning success.

15

Activity 3: Cooperative Learning; 21st Century learning skills:
Communication, Collaboration, Critically Thinking, Creativity & Technology

Class rules:

Everyone participates

Everyone presents

Respect everyone's learning styles:

**Visual, Auditory, Kinesthetic, Read-Write**

Everyone is good at something

Everyone has a job:

**Facilitator, Reporter, Recorder, Time Keeper, Task keeper**

16

Slide 17:

Community Building Activity 3: (Handout)
Cooperative Learning: 21st Century Learning Skills

Community Building Activity

In small groups:

Work as a team using the 21st Century Learning Skills of Communication, Collaboration, Critical Thinking, Creativity and Technology to create a "slogan" or "motto" relevant for youth of the FUTURE.

Then...

Collectively represent the "slogan" or "motto" in the form of art, music, theatre, dance, poetry, etc.

You will have 8 minutes to create your "slogan" or "motto" and representation to share with the other teams. Your presentation must involve all team members and be no more than 2 minutes in length.

Your "slogan" or "motto" can be in any field of interest, sports, education, politics, etc.

EVERYONE MUST PARTICIPATE
AND REACH A GROUP CONSENSUS.

17

Slide 18:

Resources

- California ELA/ELD Framework (2015)
- Marzano's strategies that work for ELLs
- Dr. Laurie Olsen on English Learners – video clip
- Mentoring minds/RTI/Common core standards/English language learner strategies

18

Slide 19:

Question and answer session

- Thinking ahead.....
  - Professional Collaboration

  - Collaborative grade level meetings

  - Practice strategies with your students and bring samples and feedback to next meeting

19

Slide 20:

Day 1 Reflection/Feedback

Reflection

20

Day 2: Agenda

Munch and mingle (breakfast - optional)	**7:15-7:45**
Welcome, Goals and self-reflection (turn in)	7:45 – 8:00
PLC's 4 questions (DuFour)	8:00-8:15
Engagement Structures (Kagan)	8:15-8:30
Cooperative Learning-Teambuilding Activity 1	8:30-9:15
Strategies to increase ELL achievement/Activity 2	9:15-10:00
Break	**10:00-10:15**
Adult Learning Theory/Activity 3	10:15-11:00

1

Day 2 agenda –continued

Lunch (provided)	**11:00-11:45**
Understanding Learning Styles/Activity 4	11:45-12:30
ELA/ELD Literacy Domains/Activity 5	12:30-1:30
11:45-1:30	
Break	**1:30-1:45**
Unique need of ELL: Activity 6/ presentations	1:45-2:45
Reflection and closure	2:45-3:00

2

Goals for Day 2

- Review the Four Essential Questions and how we respond (DuFour-PLC's)
- Review teaching and learning modalities (styles)
- Adult Learning Theory
- Discuss ELA/Literacy structures and ELD Domains
- Become familiar with Marzano Strategies for English Learners to increase achievement
- Engage in strategies for ELL
- Practice Kagan Structures to support learning styles

3

Teaching
English Language Learners

Strategies for Educators

Presenter: Diane Steele
Day 2

4

Reflection

Write a one paragraph self-reflection on your preparedness to instruct English Learners in your classroom. What are your needs as a teacher and how can we support you in achieving the preparedness you desire. This reflection will be turned in to me only. Names are optional! This is your exit ticket. ☺

5

Professional Learning Communities (DuFour) Four Essential Questions and how to respond

1. What do we expect our students to learn? -*Goals and expectations*

2. How will we know they are learning? - *Assessment*

3. How will we respond when they don't learn? – *Intervention*

4. How will we respond when they already know it? *Gifted*

6

Engagement

We have a choice, we can call on 1 or 2 ,
or in the same amount of time,
we can call on everyone.

-Dr. Spencer Kagan

7

REVIEW   Cooperative Learning Engages Students
in 21st Century learning skills:
Communication, Collaboration, Critically thinking, Creativity and Technology
and....
Demonstrates the literacy domains
Listening, speaking, reading, writing and thinking

Class expectations

-Everyone participates
-Respect everyone's learning styles :
(Visual, Auditory, Kinesthetic, Read-Write, Combination)
-Acknowledge that everyone is good at something and praise them for their efforts
-Everyone has some type of job responsibility to the team:
Facilitator   Reporter   Recorder   Time Keeper   Task keeper

8

Activity 1

- Similarities (Jim Knight)
    Teambuilding –Kagan Structure (chips)

9

Activity 1:
Similarities

10

What has been proven to increase achievement for ELL?

- Identifying similarities and differences   45%
- Cooperative learning   27%
- Nonlinguistic Representation   27%
- Questions-Cues-Advance Organizers   22%
- Homework and practice   28%
- Reinforce effort   29%

11

Activity 2
Strategies to increase achievement in ELL

Get in groups of 7. You will be assigned a category to discuss and understand. Think of one effective example that you personally have tried with your students and had positive results then share out with your group. Your group must reach consensus on one strategy to share with the class.   * Refer to handout as a resource

12

Activity 2 handout
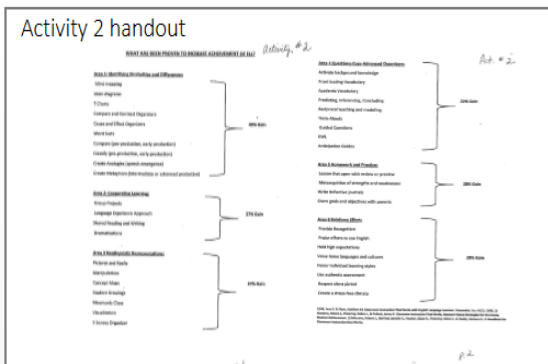
13

Adult Learning Theory   (Knowles, 1980)

4 Principles that apply to adult learners:

1. Adults want to be involved in the planning and evaluation of their instruction.
2. Experience provides the basis for the learning environment
3. Adults are more interested in learning when it has Immediate relevance and impact to their job or life
4. Adult learning is problem centered rather than content oriented.

14

Adult Learning Theory
Activity 3

In small groups of 6 (free choice of group), create one graphic organizer on an electronic device that depicts your understanding of the adult learning theory principals. We will create a PREZI with all your creations.

15

Understanding Learning Styles

- *Visual Learners*
- *Auditory learners*
- *Read-Write Learners*
- *Kinesthetic Learners*

***Identification of both student and teacher learning/teaching styles contributes to Literacy learning success.**

16

Activity 4: Teaching and Learning Styles

Activity 4:
Take 10 minutes to write your definition of the 4 learning styles and select your teaching and learning style/s. Write it down on a sticky note, one for teaching style and one for learning style. Create a visual representation that you will share out.
Stand up – pair up (Kagan) take turns sharing your definitions and your style/s. Focus on listening to your partner and not talking when they are talking. When they have finished, you may ask 1 question for clarification.
Written reflection

17

Structures of the California Common Core State Standards for ELA/Literacy

Use various types of data to create instructional strategies to meet the needs of all students in your classroom by incorporating every day

- Reading
- Writing
- Speaking and Listening
- Language
- Thinking

18

The Five Domains of the ELA/ELD Framework

- Reading
- Writing
- Listening
- Speaking
- Thinking

ELL student must practice all five domains in all content areas every day to improve literacy skills.

These domains are all integrated with each other and are all forms of communication (critical 21st Century literacy skills for all learners).

19

Activity 5: Literacy Domains
(read, write, listen, speak, think)

Individually write down one strategy you use to teach each domain in your class. When everyone is done look up. At your table each person (round robin style) shares their response one at a time until each person has shared one response for each of the 5 domains.
Using the chart paper, create a visual to illustrate your group responses. Post on the wall.
(Kagan Structure, Round Robin)   Conduct a gallery walk

20

Slide 21

ELA/ELD Literacy Domains

Activity 5 handout

21

Slide 22

Activity 5

Gallery walk example

22

Slide 23

Addressing the Unique Needs of English Learner (ELD framework, 2014)   activity 6

- 1. English Language Development and access to the academic curriculum
- 2. Culture and socialization needs
- 3. Parent and family engagement
- 4. Issues of Isolation and segregation
- 5. Interruptions in schooling or limited formal schooling
- 6. Exiting from ELL status
- 7. High School completion

23

Slide 24

Activity 6

24

Jig-saw Activity 6:

Number off 1-7, meet with like numbers, become expects on the topic together.

Read the topic, using the 21st Century learning skills of collaboration, communication, creativity, critical thinking and technology, create a short presentation considering the different learning modalities of your students while incorporating the domains of reading, writing, listening and speaking to teach your topic to others. Be sure to include academic vocabulary in your presentation. Demonstrate your knowledge in some type of creative skit, chant, song, graphic organizer, etc. to share your learning.

After all groups present, change groups including all numbers 1-7, now each person will teach their section one at a time to the others in the new group, then conduct a gallery walk for conclusion or any clarification needed.

REMEMBER:

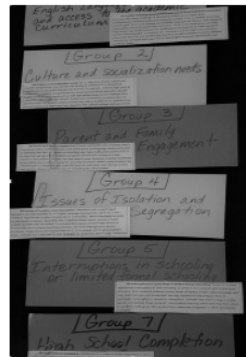Every person must be an active participant and present! ☺

Carousel Feedback

1. Teams Stand By Projects
2. Teams Rotate and Observe
3. Teams Share and Discuss
4. Team Rep Writes Feedback
5. Teacher Calls Time
6. Teams Rotate
7. Continue Rotating with New Team Rep Each Time
8. Teams Review Feedback They Received

25

Activity 6
Jigsaw directions

Cooperative Jigsaw Experts Present

26

Activity 6

Each group will receive a card with information that they must become experts in as a group (as pictured on the right). Once they collectively select key points, the teams will be re-divided and through a jigsaw activity, each person will share their mastered content. By the end all components will have been shared in a short period of time. Each person will listen, speak, read, write and think during this cooperative learning activity.

27

Questions???

• Next steps....

- Sample strategies to try... bring one back to share at next PD

- Administrators will provide updated list of your ELL's and review the teacher survey to guide professional development for this year.

- Continue collaborative learning with teams on ELD professional growth

28

Resources

- ELA/ELD Framework for California, 2015
- PLC's - DuFour
- Marzano's strategies that work of ELL's
- Kagan Structures

29

QUESTIONS AND ANSWERS

THANK YOU ☺

30

Reflection

31

Slide 1

Day 3: Agenda

Munch and mingle (breakfast - optional)	*7:15-7:45*
Welcome, expectations and housekeeping	*7:45-8:00*
Superintendent's message/ELL focus	*8:00-8:05*
Goals and "sticky note-engagement" Activity 1	*8:05-8:15*
3 Attributes of Student Engagement	*8:15-8:45*
5 Basic ways to Engage all Students at the same time	*8:45-9:15*
Overt and Covert Literacy Domains/sample activities	*9:15-9:30*
Steps for Introducing Engagement Strategies	*9:30-9:45*
Benefits of Student Engagement/ Activity 2	*9:45-10:00*
Break	*10:00-10:15*
Introduction of ELL Skill Engagement Tool (ELLSET) by Steele	
Model coaching to support teachers in positive observations	*10:15-11:00*
Lunch (provided)	*11:00-11:45*
In pairs, choose and view an online video of an ELL classroom lesson	
and use the ELLSET to document observations	
Coaching A and B partners	
Share out session	*11:45-1:30*
Break	*1:30-1:45*
Each educator will create a 10 minute mini lesson using 21st Century Skills	
And Literacy Domains to put in a lesson bank for the district (use ELLSET to assist)	*1:45-2:45*
Closing remarks, Review PD objective, Self-Reflection Form	*2:45-3:00*

Slide 2

Objectives for today

- Summarize what student engagement is and how it impacts learning

- Learn the three attributes of student engagement and how to utilize them in the classroom

- Generate strategies to increase student engagement throughout a lesson

Slide 3

Student Engagement for ELL

Presenter: Diane Steele
Day 3

Slide 4

Class Expectations

- Everyone participates
- Respect others contributions
- Follow the rules
- Stay focused
- Learning is mandatory!

Sticky notes

- Write down one engagement activity you do well with your class on a regular basis.

- Include your name on the paper.

- Put it on your desk when you are done.

5

Turn to your neighbor

- Discuss what you think the definition of Student engagement is...
- Together create and write down one complete sentence defining Student Engagement on your sentence strip.
- Be sure you agree on one sentence and be prepared to share.
- Responses

6

Research explains that...

"Engagement is the student's psychological investment in learning, comprehending, and mastering knowledge or skills,"

7

Therefore, all teachers must:

- 1. Plan student engagement activities for lessons.

- 2. Implement them.

Students cannot have responsibility until we assure that they are provided with learning opportunities that develop their abilities to respond.

8

Three Attributes of Student Engagement

- **First Attribute of Student Engagement**
  Elicit students to be engaged in the academic learning.

- **Second Attribute of Student Engagement**
  Elicit all students to be engaged in the academic learning at the same time.

- **Third Attribute of Student Engagement**
  Make student engagement mandatory for all students throughout the academic learning.

  All teachers must do these three actions simultaneously in order to continuously engage all students in the academic learning.

9

Choral Response:

Name the 3 Attributes of Student Engagement

- E

- A

- M

10

FIRST ATTRIBUTE OF STUDENT ENGAGEMENT
The Teacher elicits Students to be Engaged in the Learning.

- **Examples of covert engagement:**
  - Think, visualize, be prepared, be ready, imagine

- **Examples of overt engagement:**
  - Speak, write, signal, perform

11

THE SECOND ATTRIBUTE OF STUDENT ENGAGEMENT; teacher elicits all students at the same time

- **Maintaining group focus** is the ability of the teacher to elicit all students to be engaged throughout the learning.

- **Group alerting** is the ability of the teacher to engage all students while individual students are responding.

- The teacher cues and directs all students' attention and involvement continuously.

What are some ways we do this in class?

12

Slide 13

Third Attribute of Student Engagement

The Teacher makes student engagement *mandatory* for all students throughout the academic learning.

Ways to be mandatory in the classroom:

- Be direct and clear with expectations
- Reinforce students for the desired behavior
- Walk around the room
- Scan the faces of all students and make eye contact
- Make direct eye contact with students not responding
- Speak to students not responding
- Hold all students accountable for their learning

Slide 14

5 Basic Ways to Engage All Students at the Same Time

- 1. *Speak* (overt-observable) Teacher elicits all students to respond orally.
- 2. *Write* (overt-observable) Teacher elicits all students to produce something on paper.
- 3. *Signal* (over-observable) Teacher elicits all students to exhibit some common gesture or symbol.
- 4. *Perform* (overt-observable) Teacher elicits all students to demonstrate a response through movement.
- 5. *Think* (covert-not observable) Teacher elicits all students to mentally process information. An overt student engagement should follow a covert activity.

Slide 15

SPEAKING

overt -observable

- ALPHABET SUMMARY
- BUDDY BUZZ
- WHIP AROUND
- DRILL PARTNERS
- SUMMING UP
- TURN TO YOUR NEIGHBOR AND...
- FOUR CORNERS
- THREE PERSON JIGSAW
- PREDICTION PAIRS
- CHORAL RESPONSE
- ECHO READING
- PARTNER READING
- TRADING CARDS
- INSIDE-OUTSIDE CIRCLES

Slide 16

WRITING

overt - observable

- Quick write
- Ticket to leave
- 3-2-1
- K-W-L
- Window notes
- Window notes II
- Note taking I
- Note taking II
- Draw a picture
- Roundtable
- A note to a friend
- Sort the items
- Write a synonym/antonym
- Nonlinguistic representation
- Fold a piece of paper
- Index card
- Summarize
- Get the gist
- Advance organizer
- Example-non-example
- True – false
- Whip around
- What's wrong with this statement
- Double entry journal
- Pro-Con grid
- Jumbled summary
- Think/Write/Share
- 10 sentences
- 5-2-1
- Coding/VIP
- Quick Write and Share
- Whiteboards
- Writing Response Groups
- Write it Up

SIGNALING
overt - observable

- Colored sticks
- Fist to Five
- Response Wheels
- Response Cards
- Fingers
- Ring of Cards

17

PERFORMING
overt - observable

- Role Playing
- Sky writing
- Writing the answer in the palm of your hand
- Pointing to the text or following along with your finger in the text
- Demonstrating a skill

18

THINKING
covert – not observable

- Think time

Remember that an overt observable student Engagement activity should follow think time.

For example:

-Listen and be ready to respond
    -Remember the steps in solving this problem
-Visualize or picture the answer to this question
    -Review to yourself
-Think how would you solve or answer this question

19

COMBINATION
overt/covert observable

- Numbered Heads Together
- Pairs check
- Send a Problem
- Group Test Taking for Practice
- Give One, Get One
- Scouting
- Guided Lecture
- Three Partner Read

20

Sticky notes

- Please take your sticky note and place it on the chart under one of the 5 basic ways to engage students.

- When you are done, please sit down and think about student engagement in your class silently. We will have a discussion in 3 minutes.

21

Student ---------
is a function of the --------
and ---------- of the -------.

22

Think time

- After asking a question, have all students think of an answer for at least 3 seconds before asking for a response.

- If "think time" lasts at least 3 seconds, the following benefits occur;

  -
    - The length and correctness of responses increases
    - The number of "I don't know" or no responses decrease
    - Student achievement increases

23

Steps to introduce ANY student engagement strategy

- Establish a signal
- Choreograph student position and behaviors
- State your expectations and be consistent
- Begin with easy content (focus brain energy on the strategy)
- Practice – practice – practice!
- Maintain a "perky pace"

TEACHERS HAVE TO IMPLEMENT A STRATEGY 25 TIMES FOR IT TO BECOME PART OF THEIR REPRETOIR.

24

Slide 25

Benefits of Student Engagement

- **Increase academic learning**
- **Reduce discipline problems**
- **Increase success in learning**
- **Provide opportunities to check for understanding**
- **Increase level of student interest**
- **Students who are engaged get better grades and are more satisfied.**

25

Slide 26

Introduce ELL Skill Engagement Tool
(Steele, 2017)

- The Skill Engagement Tool was designed to provide teachers with positive feedback on observations in regards to instructing English Language Learners in the classroom. The purpose is to raise the level of awareness of how 21st Century Skills and Literacy Domains are taught in the classroom for ELL English Language Development and mastery on content standards.
- This tool is not evaluative in nature and is used for coaching and professional growth.
- The intended method of use is with teacher partners as supportive coaches.

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Slide 27

English Language Learner Skill Engagement Tool (ELLSET)

27

Slide 28

Video coaching session

- Teachers will be divided in pairs.
- They will select a video that involved teaching ELL lessons in Language Arts.
- Individually, teachers will complete the ELLSET.
- Each educator will take turns coaching on what they observed.
- Share out with other teams

28

Teacher created lesson

- Each educator will have 60 minutes to create a 10 minute mini lesson incorporating the skills they have learned over the past 3 days.
- The lessons will be uploaded into a district data base for used across various content areas and grade levels

29

Focus area

- Get into grade level groups.
- Look at the 85 ideas to engage all students at the same time, in your handout pages 8-15.
- Agree to select one student engagement strategy to focus on for the rest of the year.
- Write it down with grade level and turn in to me.
- Begin practicing in with your class on Tuesday. ☺

30

Review
Objectives for today

- Summarize what student engagement is and how it impacts learning
- What are the three attributes of student engagement and how can we utilize them in the classroom? E A M
- Grade levels selected a strategy to implement that will increase student engagement during lessons.

31

Debriefing

- Questions
- Comments
- Concerns
- Thoughts
- Ideas

32

Reflection

33

Appendix B: Teacher Archived Survey

Teacher Archived Survey

Gabilan Hills School District

Administered in January, 2014

For LCAP input (public information)

1. **If any, which group(s) of students in your classroom is (are) not performing to grade level expectations? (check all that apply)**
   English Learners, Low Income, English Only, Hispanic, White, Students with special needs, foster youth

2. **In your opinion, which three of the following areas should have the most critical focus in order to increase student achievement?**
   ELD, Language Arts/Reading, Math, Science, Social Studies, Technology, Critical thinking, School climate, Parent Involvement, Student Engagement

3. **Select the three most needed long-term, general professional development needs for the district:**
   Strategies to close the achievement gap, Teaching ELD, Teaching reading/language arts CCSS, Teaching math with CCSS, Teaching science with new standards, Literacy across all subjects, Standards- based assessments, Classroom management, Teachnology intergration in the classroom

4. **What support do you need (if any) in implementing Thinking Maps and/or Path to Proficiency for EL's?**
   More training, Technology, ELD Coach, paraprofessionals, curriculum/materials, Time for planning and Collaboration, Inservices for EL strategies, Pull-out programs, Time for leveled instruction in ELD

5. **What specific supports need to be provided to EL students at your school?**

6. **What specific supports need to be provided to low income students at your school?**

7. **Please indicate the level of agreement with the following statements:**
   Strongly agree, Agree, Disagree, Strongly disagree, n/a
   > My school has well-defined plans for instructional improvement.
   > My school assesses the effectiveness of our plans for instructional improvement.
   > My grade level has identified key standards in ELA.
   > My grade level has identified key standards in Math.
   > In the past, meeting API growth target for our school has been a priority.
   > In the past, meeting API growth target for our EL subgroups has been a priority.
   > In the past, my school set measureable goals for exceeding mandated API growth targets.
   > At my school teachers take responsibility for student achievement.
   > At my school teachers provide support to other teachers.
   > Teachers are involved in making important decisions at my school

8. **How frequently do you do each of the following with other teachers at your school?**

Once or twice a week, once or twice a month, A few times a year, Once a year, Never

    Examine the scope or sequence of subject matter lessons?

    Share and discuss student work.

    Create common formative assessments.

    Analyze student data from assessments.

    Identify students for intervention instruction.

9. **Please indicate your level of agreement with the following statements:**

Strongly agree, Agree, Disagree, Strongly disagree

    I have good knowledge of the content covered by other teachers, at my grade level (subject) at my school.

    I have good knowledge about the instructional methods used by other teachers at my grade level (subject) at my school.

    There is consistency in curriculum and instruction at my grade level (subject) at my school.

    When we start a new instructional practice or program, we evaluate it to see you it is impacting student achievement.

10. **Please indicate your agreement with the following statements regarding the CELDT levels of EL students in your class.**

Strongly agree, Agree, Disagree, Strongly disagree

    I am given the level for each student at the beginning of the year but am unsure of how it should inform my instruction.

    When new CELDT scores come out I am given the new scores for my class(es).

    I know the CELDT level or each student and I differentiate my questioning accordingly.

    I know the CELDT level of each student and I differentiate my writing instruction accordingly.

    I use different sentence frames to support different CELDT levels of the students in my class(es).

11. **Do you know the criteria for reclassifying EL's to Fluent English Proficient?**

12. **How is leveled, structured English Language Development instruction delivered to your EL students? (check all that apply)**

    By ELD level within your class

    By ELD level by teaming

    Pull-out programs (e.g. Resource Teacher)

    During a specific class (middle school)

    Does not occur

    I don't know

13. **If leveled, structured ELD instruction occurs at your school, how much instructional time is allotted per day?**

    Less than 30 minutes

    30-44 minutes

    45-59 minutes

    60 minutes or more

14. **How frequently do you meet with others teachers to do the following?**

Once or twice a week, once or twice a month, A few times a year, Once a year, Never

Discuss the academic needs of your EL students specifically.

Determine the best instructional approaches for your EL students specifically.

Discuss/utilize the district ELD writing rubric.

Consult with the EL Coordinator.

15. **What specific support do you need in order to ensure that your EL students received leveled, structured ELD?**

16. **Please indicate the level of agreement with the following statements:**

Strongly agree, Agree, Disagree, Strongly disagree

At my school there is an enforced dress code.

At my school there is an enforced attendance policy.

At my school there is a plan for increased attendance.

At my school there is an enforced plan for student behavior.

At my school there is a zero tolerance policy toward bullying.

At my school students respect cultural differences.

17. **How frequently does each of the following parent-related activities occur?**

Once or twice a week, Once or twice a month?, Few times a year, Once a year, Seldom/never

I send classroom newsletters for parents/guardians.

I inform parents/guardians about the academic program and grade-level expectations

I inform parents/guardians about difficulties their students are experiencing.

I provide suggestions for activities that parents can do at home with their children.

I have parent volunteers help in the classroom.

18. **Generally, do you have interpreters available to help you communicate with parents?**

19. **Please indicate your level of agreement with each of the following statements about your principal:**

Strongly agree, Agree, Disagree, Strongly disagree

Makes expectation clear to teachers for meeting academic achievement goals.

Acts as a knowledgeable source concerning standards and curriculum.

Communicates high standards for student learning.

Provides support for classroom discipline.

Praises and recognized teachers.

Encourages teachers to take a leadership role in our school.

Ensures that teachers receive professional development designed to improve instruction.

Builds strong relationships with parents/guardians.

20. **My Principal has clearly stated the expectations in regard to the follow:**

Strongly agree, Agree, Disagree, Strongly disagree

Implementation of Response to Intervention (RTI)

Implementation of Common Core Standards

Student homework policy

Teacher evaluation process

Parental involvement policy

My performance as a teacher

Student achievement on state assessments

Instruction in English Language Development

Building student engagement

21. **How knowledgeable are you in accessing achievement data from Date Director?**

    No/minimal knowledge, Some knowledge, Moderate knowledge, Comprehensive knowledge, Could teach others

22. **How do you use assessment data?**

    To evaluate the progress of students

    To inform and communicate with parents/guardians

    To identify struggling students

    To develop strategies to move students to proficiency

    To identify the progress of my EL subgroup

23. **How frequently do you review assessment data?**

    Weekly, Every 2-4 weeks, Every 4-6 weeks, A few times a year, Once a year, SeldomNever

    I review my data independently

    I review data with other teachers at a staff meeting

    I review data with the teachers at my grade/subject level

24. **I work primarily with:**

    Primary (K-3) regular classroom students

    Intermediate (4-6) regular classroom students

    Middle school regular classroom students

    Primary (K-3) students with special needs

    Intermediate (4-6) students with special needs

    Middle school students with special needs

Appendix C: English Language Learner Skill Engagement Tool

English Language Learner Skill Engagement Tool (ELLSET)

Teacher and grade level:_____

Lesson Objective: (verb)_____

Content Area:_____
CC Standard:_____

Curriculum and instruction decisions: _____
_____

Seating chart with ELL identification: Y or N

21st century skills (place X in box when evidence is observed)

Collaboration					
Communication					
Creativity					
Critical Thinking					
Technology					
Oral Presentation					

5 Literacy Domains for ELL (place X in box when evidence is observed)

Listening					
Speaking					
Reading					
Writing					
Thinking					

Questioning (DOK –note examples)

Teacher talk						
Student talk						

Lesson Design

I do	
We do	
You do	
Academic Vocabulary	
Use complete sentences	

Strategies/Engagement observed

Classroom structures observed to support Literacy for ELL

Visuals	
Classroom expectations posted	
Positive Behavior Support	
Classroom Signal	
Literature Enriched learning environment	
Student work on walls	
Safe and orderly learning environment	