

2018

General Education Teachers' Perceptions of Supporting English Language Learners in Regular Education

Jose Luis Lopez
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Curriculum and Instruction Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Education

This is to certify that the doctoral study by

José Luis López

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Crissie Jameson, Committee Chairperson, Education Faculty
Dr. Jennifer Keeley, Committee Member, Education Faculty
Dr. Karen Hunt, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2018

Abstract

General Education Teachers' Perceptions of Supporting
English Language Learners in Regular Education

by

José Luis López

EdS, Walden University, 2017

MEd, University of Houston - Victoria, 2015

MS, Walden University, 2013

BS, University of Houston - Downtown, 2010

Doctoral Study in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

November 2018

Abstract

The number of culturally and linguistically diverse students at an urban elementary school in a southern state has greatly increased since the 2014-2016 school years. Corresponding low state achievement test scores have also been observed for English language learners (ELLs). The purpose of this study was to investigate the instructional strategies that general education teachers implement in their classrooms to support the academic needs of ELLs and teachers perceptions of their own abilities to instruct ELLs. The conceptual framework for this study was Bandura's theory of self-efficacy. The case study research design included interviews and observations with a sample of 10 general education teachers at the school in grades 1-5 who had ELL students in their general education classrooms. The data were transcribed, coded, and analyzed for emerging themes which included the following; teachers' beliefs in their abilities to support ELLs, their educational background, their professional development (PD) and training, their perceptions of English as a language barrier, their lack of ESL instructional resources, and their beliefs about an appropriate education and positive classroom environment. Based on the findings of this doctoral project study, a PD program was created to increase teachers' knowledge, skills and perceived competence for teaching ELLs. The study has implications for positive social change which includes a PD program for general education teachers to increase their knowledge, skills and confidence about teaching ELLs that might enhance students' learning and achievement.

General Education Teacher's Perceptions of Supporting
English Language Learners in Regular Education

by

José Luis López

EdS, Walden University, 2017

MEd, University of Houston - Victoria, 2015

MS, Walden University, 2013

BS, University of Houston - Downtown, 2010

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

November 2018

Dedication

This doctoral project study is dedicated to my mother who has inspired me to do well in life.

Acknowledgments

I would like to acknowledge everyone who kept me motivated in the doctoral project study process. I specially would like to acknowledge my committee members Dr. Jameson, Dr. Keeley, and Dr. Hunt for the encouragement and support throughout this journey.

Table of Contents

List of Tables	iv
Section 1: The Problem.....	1
The Local Problem.....	4
Rationale	7
Definition of Terms.....	8
Significance of the Study	10
Research Question(s)	11
Review of the Literature	11
Conceptual Framework.....	12
Instructional Strategies for ELLs	19
Teachers’ Beliefs About ELLs.....	30
Implications.....	38
Summary and Transition.....	38
Section 2: The Methodology.....	40
Research Design and Approach	40
Participants.....	43
Establishing a Research–Participant Working Relationship.....	47
Data Collection	47
Data Analysis and Results	50
Procedures to Assure Accuracy and Credibility of the Findings	51

Findings.....	52
Teachers’ Beliefs in their Ability to Support ELLs in Regular Education.....	55
Educational Background of the Teacher and Their Beliefs.....	58
Professional Development (PD) and Training.....	60
English as a Language Barrier.....	63
Lack of ESL Instructional Resources.....	64
Teachers’ Beliefs of an Appropriate Education and a Positive Classroom Environment.....	65
Conclusion.....	67
Section 3: The Project.....	69
Introduction.....	69
Rationale.....	70
Review of the Literature.....	71
Project Description.....	88
Project Evaluation Plan.....	90
Project Implications.....	92
Section 4: Reflections and Conclusions.....	94
Project Strengths and Limitations.....	94
Recommendations for Alternative Approaches.....	96
Scholarship, Project Development and Evaluation, and Leadership and Change.....	97

Reflection on Importance of the Work	100
Implications, Applications, and Directions for Future Research	101
Conclusion	102
References	103
Appendix A: The Project	117
Appendix B: Interview Guide	155
Appendix C: Observation Protocol	156

List of Tables

Table 1. Participant Demographics.....	45
Table 2. Themes.....	55

Section 1: The Problem

Introduction

English language learners (ELLs) are the fastest growing subgroup of student population in public schools across the United States (Bautista, 2014; Coady, Harper, & de Jong, 2016; Clark-Goff & Eslami, 2016; Díaz- Rico, 2017; Goldenberg, 2013; Ross, 2014). According to the National Assessment of Educational Progress ([NAEP] 2017), of the 50.7 million students in today's public schools, 5.5 million students are considered ELL students. The NAEP (2017) reported that ELLs' enrollment increased by 51% while non-ELLs' enrollment increased by only 7%. Since ELL students now make up 10% of the United States public schools' student population, it has recently become a challenge: the number of ELLs surpasses the number of bilingual and English as a Second language (ESL) teachers needed to educate this subgroup of students (NAEP, 2017). Educators who work with ELLs need to be highly skilled in second language acquisition and core subjects to support effectively ELL students' academic and linguistic needs such as listening, speaking, reading, writing, and vocabulary (Bautista, 2014; Gándara & Santibañez, 2016; Horsford & Sampson, 2013; Li & Peters, 2016; NAEP, 2017).

In Texas, ELLs have increased in the past decade: from 570,000 (10%) in 2001 to more than 969,135 (18%) in 2015 (MPI, 2015; NAEP, 2017; Texas Education Agency [TEA], 2016). By 2025, it is projected that one in every six students will be classified as an ELL student (Díaz-Rico, 2017; Li & Peters, 2016; TEA, 2016). As the number of ELL students continues to grow in Texas, school districts struggle to find highly qualified bilingual and ESL educators who have received training in teaching core subjects while

teaching the English language (Coady, Harper, & de Jong, 2016; TEA, 2016). The challenge school districts are currently facing is that more general education teachers with limited ESL training are becoming responsible for educating ELLs to the same standards as non-ELLs (Clark-Golf et al., 2016; Gándara et al., 2016; Goldenberg, 2013; Ross 2014).

Multiple studies (Alegria, 2014; Téllez & Manthey, 2015; MPI, 2016) have indicated that ELLs who are placed in regular education settings perform poorly on standardized assessments because general education teachers often lack knowledge of appropriate instructional strategies to support the academic and linguistic needs of ELLs. Academic and linguistic needs such as speaking, listening, writing, reading comprehension skills, and vocabulary are often disregarded by mainstream teachers because they have not received training to address ELL students' unique learning needs. General education teachers often explain and deliver core subject lessons in a language ELL students may not fully understand. ELL students' lack of English skills can lead to stress and anxiety because they do not comprehend what is being taught to them. Additionally, teachers often provide learning activities that are not at the ELLs' academic or English proficiency levels, which can result in their (a) lack of motivation to participate in class, (b) decreased attendance, and (c) willingness to learn the English language as well as core subjects.

Data released from the NAEP (2016) demonstrated an achievement gap among ELLs and their non-ELLs counterpart because ELLs scored 43 points below the proficient level on the reading assessment. To be a proficient reader, a student must score

232 out of 500 points on the NAEP reading assessment. ELL students scored below the proficient level (189 out of 500 points) in the reading assessment, while English native speakers scored at the proficient (level 232 out 500 points) in the reading assessment (NAEP, 2016). The NAEP (2016) reading assessment scores mean that only 8% of ELLs performed at the proficient reading level while 39% of non-ELLs performed at the proficient reading level. Similarly, data from the TEA (2016), the government agency that oversees Texas state assessments, demonstrated an achievement gap between ELL students and non-ELLs. ELLs performed below grade level in all core subjects across all grade levels at this urban elementary school. ELL students scored an average of 51% in the reading assessments, while non-ELL students scored an average of 66% in the reading assessments.

The poor performance of ELLs on standardized assessments locally and nationally can influence school systems and society as a whole. Without mastery of reading skills and a high school education, ELLs may struggle with unemployment and need further support throughout later years (Horsford & Sampson, 2013; Li & Peters, 2016). If ELLs are not given the educational opportunities they need to become successful students, they may end up labeled as special education students, when in fact, their low academic success may be largely due to the language barrier. It is the responsibility of school districts and educators to provide the best possible education to all students, including ELLs. This is evidenced by cases such as *Lau v. Nichols* (1974) where the [U. S.] Supreme Court ruled that school districts did not provide the academic support needed to enable ELLs to become successful students. The Supreme Court ruled

that school district needed to provide ELLs with the same learning opportunities as non-ELLs. Additionally, the state of Texas requires all students, including ELLs, to pass the STAAR assessments to receive a high school diploma. ELLs may not graduate if teachers do not implement appropriate instructional strategies that support their academic and linguistic needs. Therefore, it is important to investigate what instructional strategies are being implemented by general education teachers to support the academic and linguistic needs of ELLs and their perceptions of their ability to instruct ELLs.

Definition of the Local Problem

The number of culturally and linguistically diverse students at an urban elementary school in a southern state had increased in the 2014-2016 school years (TEA, 2016). This school was located in a large urban school district in the state of Texas. The 2016 Texas Academic Performance Report (TAPR) from the TEA demonstrated an increase in ELLs from 55% to 65% over the 2014-16 school years. The TAPR report showed there were 510 ELLs and six ESL-certified teachers, yielding an 85:1 ratio of students to teachers. The local problem that this doctoral project study sought to address was that ELLs were not being supported in the general education classroom with the appropriate instructional strategies needed to meet the academic success at the urban elementary school. General education teachers typically receive little training to support culturally and linguistically diverse students; thus, they lack knowledge about the instructional strategies required to support listening, speaking, reading, writing, and vocabulary needs of ELLs (Clark-Golf et al., 2016; Gándara et al., 2016; Goldenberg, 2013; Ross 2014).

Every Student Succeeds Act ([ESSA], 2015) indicated that all students needed to demonstrate academic growth yearly. General education teachers are expected to prepare ELLs to meet standards as non-ELLs set by the state of Texas which means passing the State of Texas Assessments of Readiness (STAAR). If general education teachers are not given sufficient training to work with ELL students, they may be ineffective in addressing and supporting the academic needs of ELL students which can lead to low student achievement.

Bautista (2014) explained that general education teachers are becoming more responsible for educating ELL students to the same standards as non-ELLs and often they are unprepared to support the academic and linguistic needs of ELLs. General education teachers who lack knowledge and skills in ESL pedagogy often ignore ELL students' speaking, listening, writing, and reading abilities, which are all important factors in their academic and linguistic progress. General education teachers often provide classroom assignments to ELL students above the ELL students' comprehension level which can cause anxiety among teachers and ELLs. Because teachers often do not differentiate content assignments to ELL students based on their academic level or English proficiency levels, this lack of differentiation can lead to academic struggles which makes core subjects not comprehensible to ELLs (Echevarria et al., 2010; Bautista, 2014). Additionally, general education teachers often talk to ELLs as if they are fluent in English, thus neglecting learning opportunities to ELLs by not speaking slowly or in a simplified language that could enhance learning experiences (Díaz Rico, 2017). At this urban elementary school, the TAPR demonstrated an academic deficiency among ELLs

compared with their non-ELL counterparts since many ELLs did not meet grade level expectations in reading by the end of the school year (TAPR, 2016). The results from the 2015- 16 reading scores showed that 66 % of non-ELL students met standards on the reading state assessment compared to ELL students of whom only 50 % met standards on the STAAR Assessment. Also, when the school held professional learning communities (PLCs), general education teachers expressed that they were frustrated with their ELLs because they seemed not to grasp concepts being taught. General education teachers often asked bilingual teachers for guidance as to what type of instructional strategies they could implement to support ELLs' academic and linguistic needs (Building Administrator, personal communication, November 17, 2017).

Data available from the school district also demonstrated that ELLs had a high percentage of dropouts in Grades 9 – 12, 7.1%, compared to English native speakers, which was only 3.9%. Additionally, the 2015-16 APR from the TEA showed that ELLs had a low percentage (2.8%) in the Texas Success Initiative Assessment (TSIA). The TSIA program was designed to help colleges and universities determine if students are ready for college-level course work in the areas of reading, writing, and mathematics (TEA, 2016). The school district's report (TEA, 2016) showed that very few ELLs made it to advanced courses in middle school and high school. Because general education teachers lack knowledge and skills, they often do not know if ELL students do not understand what is being taught or whether they are just pretending that they do not understand what is happening in the classroom. This can affect the way teachers interact with them (Gándara et al., 2016). Some of my colleagues have become frustrated because

they know they are held accountable for the success of their ELLs: ELL students are expected to perform as non-ELLs in the STAAR Assessments (Language Proficiency Assessment Committee, meeting minutes, September 18, 2017). But because there is an academic gap between ELLs and non-ELLs, it is important to investigate what instructional strategies are implemented by general education teachers to support the academic needs of ELL students and these teachers' perceptions of their ability to instruct ELLs.

Rationale

Due to the large number of ELLs attending public schools in Texas, it is important to prepare not only bilingual and ESL educators, but also regular education educators so that they can work with diverse students. The rationale for conducting this doctoral project study was to investigate what instructional strategies general education teachers implemented in the classroom to support the academic needs of ELLs and these teachers' perceptions of their ability to instruct ELLs. The low achievement scores in the STAAR Assessments had prompted an investigation into the types of instructional strategies general education teachers implemented in their classrooms to support the academic needs of ELLs. Researchers have documented that it is important to prepare general education teachers to work with diverse students because one in every six students is an ELL student (; Bautista, 2014, Díaz-Rico, 2010). General education teachers will be expected to teach core subjects, help ELLs develop the English language, and close the achievement gap between ELLs and non-ELLs (Bautista, 2014; Russel, 2016).

The Every Student Success Act (2015) mandated that all students, including ELLs, must demonstrate adequate yearly progress in core subjects as well as language skills. School districts are responsible not only for teaching core subjects to ELLs, but they are also responsible for addressing the language development needs. The school's TAPR (2016) demonstrated that ELLs in third grade scored 57% in the reading state assessment, while English native speakers scored 67%. ELLs in fourth grade scored 42% in reading while English native speakers scored 69%. In fifth grade ELLs scored 37% while English native speakers scored 83%. Because general education teachers will be responsible for educating diverse students, it is important to provide them with the appropriate instructional strategies, knowledge and skills that will enable them to close the achievement gap among ELLs.

Definition of Terms

Core subjects (CS): are English, reading, language arts, writing, science, mathematics, and social studies courses (TEA, 2015).

Differentiated instruction (DI): is a teaching philosophy where the teacher learns about students' academic needs to accommodate the learning needs of each student based on his or her readiness and learning style (Díaz-Rico, 2017; Tomlinson, 2000).

English language learners (ELLs): students who speak English as their second language and are not proficient in English (Gottlieb, 2006).

Every Student Succeeds Act (ESSA): ESSA provides unique opportunities for the Texas Education Agency (TEA) to chart a path for shifting key decisions related to

accountability, school improvement, teacher quality, and funding back to the state and local level (TEA, 2015).

General education: services provided to students who are proficient English speakers without additional support (Gottlieb, 2006).

Self-efficacy: Bandura (1977) defined self-efficacy as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations.

Scaffolding: is defined as specific help that enables students to engage in tasks to develop understanding that they could not do on their own (Díaz-Rico & Weed, 2010 p 136).

Second language acquisition (SLA): a series of predictable, developmental stages that English language learners pass through on their way to gaining fully proficiency (Gottlieb, 2006).

Texas Academic Performance Report (TAPR): provides information on the performance of students in each school and district in Texas every year. According to the Texas Education Agency "TAPR provides data on how students perform based on ethnicity, student groups, and socioeconomic status (TEA, 2017).

Texas Education Agency (TEA): TEA is the state organization that oversees public education in the state of Texas.

Professional development (PD): Killion and Roy (2009) defined professional development as "A comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement" (p.18).

Significance of the Study

This doctoral project study is significant because the number of ELLs continues to grow, not only in Texas, but also across the country (Clark-Golf et al., 2016; Gándara et al., 2016; Goldenberg, 2013; Ross, 2014). Due to the large influx of ELLs in public schools, they are often being educated in general education classrooms with teachers who have received very little or no training in ESL pedagogy. By investigating what instructional strategies general education teachers implement in their classrooms to support the academic needs of ELLs and these teachers' perceptions of their ability to instruct ELLs, the results of this study could help school districts, for example, by developing a systematic PD for general education teachers. This PD would provide general education teachers with the appropriate instructional strategies to support ELLs' academic needs of as well as to foster teacher's self- efficacy to better serve ELLs and thus help to ensure their academic success and close the achievement gap.

This project study is also significant because its findings are expected to have a positive social change: If all teachers were prepared to implement appropriate instructional strategies to support the academic needs of ELLs, ELLs' academic needs would be met. The findings of this study could also help school leaders, teachers, and curriculum managers by informing a PD that would promote second language acquisition and cultural awareness. If teachers feel confident in instructing ELLs, students' achievement will increase. Killion and Roy (2009) suggested that a systematic PD is a link between teacher's knowledge and skills and student achievement. This study could also help other school districts with large a number of ELLs to develop PD that will

provide the knowledge and skills needed to make sure that teachers are well-equipped to meet the needs of ELLs.

Research Question(s)

This qualitative doctoral study was guided by two research questions (RQs):

1. RQ1: What instructional strategies are general education teachers implementing to support the academic needs of ELLs?
2. RQ2: What are general education teachers' perceptions of their ability to instruct ELLs?

Review of the Literature

The purpose of this doctoral project study was to investigate what instructional strategies were implemented by general education teachers in regular education classrooms and their perceptions of their ability to instruct ELLs. To understand how general education teachers felt about their confidence in working with ELLs and the different instructional strategies they implemented to support the academic needs of ELLs in regular education, I conducted an extensive review of the current literature. It is organized into three sections; (a) I discuss the conceptual framework; (b) I discuss effective instructional strategies for ELL students; (c) I discuss general education teachers' attitudes towards ELLs. To accomplish this literature review, I read peer-reviewed journal articles, research-based strategies, college textbooks, and other journal articles which were identified via different databases over the 5-year period from 2013–2018: Education Research, Eric, ProQuest, and SAGE. The following keywords used in this review: *self-efficacy, teachers' self-efficacy, best practices for ELLs, instructional*

practices for ELLs, teacher preparation, overview of ELLs, and general education teachers' beliefs about of ELLs, and ELLs mainstreamed.

Conceptual Framework

The conceptual framework used for this doctoral project study was Bandura's theory of self-efficacy (1977). This conceptual framework suited this doctoral study because it sought to investigate the instructional strategies general education teachers implemented to support the academic needs of ELLs and their perceptions of their ability to instruct ELLs. Self-efficacy plays an important role in the way an individual approaches work and personal challenges he or she endures. Bandura (1977) suggested that an individual's self-efficacy determines one's performance. If general education teachers feel confident in their abilities to instruct ELLs, ELL students will perform better academically which can result in higher student achievement. As general education teachers become more successful in teaching ELLs, self-efficacy for instructing ELL students increases as well. A person's self-efficacy has been linked to the beliefs he or she has about their ability to execute specific tasks (Bandura, 1977). Researchers have noted that ELL students who are placed in general education settings perform poorly academically than non-ELL students because teachers lack knowledge of effective instructional strategies (Li & Peters, 2016; López et al., 2013; Sato et al., 2014). ELL students continue to grow locally and nationally and general education teachers most likely will educate them. Therefore, it is important to investigate how confident teachers feel in their ability to support the academic needs of ELL students.

Self-efficacy is a personal belief in one's ability to perform a task. This belief can have a positive influence on the ability to perform that task. Bandura (1977) defined self-efficacy as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. Self-efficacy determines how individuals feel, think, and motivate themselves because it plays a major role in an individual's attitude (Bandura, 1977). An individual can control certain situations by adjusting one's feelings, thoughts, and motivations. If a person has the belief that he or she has the capability of accomplishing a specific task, he or she will believe the task can be done successfully. Additionally, individuals who have high self-efficacy are motivated to perform better as professionals because they have a positive attitude. Having a positive mindset can influence how one performs which can result in higher levels of engagement as professionals by acquiring the appropriate knowledge and skills. If general education teachers are successful in teaching ELLs, their personal beliefs in their abilities to instruct ELLs will increase even if they fail. Because they are confident in teaching ELLs, general education teachers will look for appropriate instructional strategies to increase student achievement among ELL students. Bandura (1977) explained that when an individual believes in his or her ability of performing a task, individuals are more motivated to learning the needed skills to complete a well-done job.

Everling (2013) conducted a research study about self-efficacy with 52 teachers who worked with ELL students. Everling (2013) found that teachers did not feel confident in their abilities to teach and to support ELL students' academic and linguistic needs because they had not received training in ESL pedagogy. As a result, teachers

lacked knowledge of effective instructional strategies which resulted in teacher low self-efficacy and lack of motivation. Teachers did not feel strong about teaching ELLs because they did not know how to address their unique academic and linguistic needs. ELLs are a diverse subgroup of students not only in language skills, but also in academic skills; therefore, teachers need specialized PD. Some ELLs speak very little to no English and they often need specialized instruction to help them understand what is being taught in regular education settings. Similarly, Yoo (2016) found that teachers who lacked knowledge and skills in ESL pedagogy did not feel confident in working with ELLs. In this study, general education teachers did not expect much from ELLs because they believed they were not ready for all English classes and could not do grade level work. Instead, these teachers provided them with easy assignments, coloring pages in which they ignored the academic and linguistic needs of ELLs such as speaking, listening, reading, writing, and vocabulary. Teachers who lack knowledge and skills can increase their knowledge and skills through specialized and differentiated PD. It is important to prepare all teachers to work with ELLs because they will feel more prepared (Bautista, 2014).

Bandura (1977) noted that (a) high self-efficacy can lead to better job performance and that (b) people who have strong self-efficacy can quickly recover from failures and see challenges as tasks to be mastered rather than challenges to be avoided. People who have strong self-efficacy become more involved in their tasks because they want to become successful citizens. These individuals can control their emotions, thoughts, and have less stress in certain situations. If a task is perceived as feasible,

people will most likely be able to accomplish it. Korkmaz and Unsal (2016) surveyed 350 teachers to analyze their teachers' self-efficacy regarding their ability to teach ELLs. Teachers whose self-efficacy was high demonstrated a more positive attitude towards their ELL students because they wanted to ensure students were given all the opportunities needed to succeed in school. Teachers with high levels of self-efficacy showed they were more motivated and satisfied with their jobs. Similarly, Skaalvik and Skaalvik (2010) found that teachers with high levels of self-efficacy increased student achievement because they were willing to learn the skills needed to become highly-effective teachers by attending PD.

Principles sources of self-efficacy. Bandura (1977) explained that there are four principles sources in which people can develop or change their mindsets, motivation, and attitudes depending upon their levels of self-efficacy. Self-efficacy can vary based on the situation in which a person may feel competent or not. These four principles sources of self-efficacy are mastery experiences, vicarious experiences, verbal persuasion, and emotional states. According to Bandura (1977), mastery experiences is the most effective way to gain a strong self-efficacy. Personal accomplishments provide the most influential source of self-efficacy because one sees personal accomplishments as successes. When an individual takes on a challenge and masters it, he starts believing in his ability to accomplish other tasks as well. Vicarious experiences permit individuals believe that they have the capability to accomplish a task when they see someone similar to them master a particular task or challenge. They start believing that they have the ability to perform and execute certain tasks as they see someone similar to them doing it (Bandura, 1977). If

general education teachers receive appropriate training or observe highly-effective teachers, they will enhance their knowledge and skills to support the academic needs of ELLs. By observing highly-effective colleagues, they can develop strong self-efficacy because they will change their mindsets. They will feel more confident in their ability to instruct ELL students in their classrooms by learning instructional strategies that will enhance students' learning. Verbal persuasion is strengthening people's beliefs that they can accomplish a specific task (Bandura, 1977). General education teachers can increase self-efficacy by having a coach who is an ESL expert or knowledgeable and provides guidance as to what instructional strategies teachers can use to teach ELL students. Additionally, a coach can verbally influence a teacher's performance by motivating and encouraging them to attend PD, to observe other highly-effective teachers, or to take college courses to increase knowledge and skills in the ESL arena. Having positive conversations or collaborating with colleagues about ELL students' instructional strategies can increase self-efficacy which can lead to student achievement. The fourth source of self-efficacy is emotional states and this source of self-efficacy influences one's feelings. Teachers who have weak self-efficacy are more stressed about their profession and have low expectations from their students. Having a negative attitude towards ELL students can influence the way teachers prepare lessons, activities, and the way they interact with them. It is important that general education teachers are trained to work with culturally and linguistically diverse students, so they can develop high self-efficacy. Teachers who have high self-efficacy tend to be more effective because they are more open-minded and happier with their job performance. Teachers with high self-efficacy

also have less stress because they feel more confident in their ability to teach students (Bandura, 1977). It is important that school leaders increase general education teachers' knowledge and skills so that way all teachers will have the appropriate knowledge and skills to work with ELLs and ideally increase student achievement.

Teachers' self-efficacy. Teachers' self-efficacy is defined as the teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning (Bruggink et al., 2016; Tschannen-Moran & Hoy, 2001). Teacher self-efficacy can have positive outcomes in student achievement because they believe in their ability to teach all students regardless of their academic levels or educational background. Teachers who have strong self-efficacy can increase student achievement because they see their students as a gift rather than a challenge (Bandura, 1977; Küçüktepe, Akbag, & Özmercan, 2017). Küçüktepe et al. (2017) conducted a study with teachers to find out whether teachers' self-efficacy plays a major role in student achievement or not. In this study it was found that teachers who had high self-efficacy believed they were able to teach their students by learning the necessary knowledge and skills. In this study teachers believed in their ability to support the academic needs of students; as a result, student achievement increased. Subsequently, Tunkler et al., (2016) observed that teachers with high levels of self-efficacy are willing to learn the skills they need to perform better as professionals. Additionally, these teachers have less stress and are more willing to learn the necessary skills to meet the academic needs of each student.

Teacher's self-efficacy is necessary to investigate in this doctoral study because the level of self-efficacy can positively influence the academics of ELL students.

Bandura (1977) explained that teachers who possess a strong self-efficacy promote student achievement more effectively because teachers are motivated and willing to learn the necessary knowledge and skills to become effective in what they do. Türkoglu, Cansoy, and Parlar, (2016) conducted a study that analyzed teachers' beliefs regarding the job satisfaction. Teachers with a high sense of self-efficacy are most likely to increase student achievement because they believe in their teaching ability. They often feel more prepared to work with all students by addressing each student's needs individually. Teachers with high self-efficacy also seem to have less stress and are less anxious about their jobs. Similarly, Küçüktepe, Akbag, and Ozmercan (2017) reported that self-efficacy plays an important role in a teacher's performance because the more confident a teacher feels about his job performance, the more students benefit. Regular education teacher's self-efficacy can have a great influence when working with ELLs because the way they feel about themselves can influence the way they plan lessons and activities to teach and support the academic needs of ELLs.

Teachers' self-efficacy is worth investigating in this doctoral study because it can influence how teachers feel about their teaching abilities. If teachers have a positive belief of their ability to work with culturally and linguistically diverse students, ELL students will improve their academic performance. According to Küçüktepe et al. (2017), teachers who have weak self-efficacy, can negatively influence students' achievement. Researchers have noted that teachers who have strong self-efficacy are much more efficient in addressing the unique learning needs of students and improving student achievement (Bandura, 1977; Küçüktepe et al., 2017; Türkoglu et al., 2016). It is

important that general education teachers have high self-efficacy because they are responsible for teaching all students including ELL students. The belief an educator has about oneself will influence the way he teaches students in the classroom.

Instructional Strategies for ELLs

The growing number of ELL students has become a challenge to public schools because this subgroup of students continues to perform poorly academically as measured by standardized assessments (NAEP, 2017). ELLs come to public schools with different academic and linguistic backgrounds such as speaking, listening, reading, writing, and vocabulary than non-ELL students; therefore, general education teachers need to have ESL training/knowledge to implement appropriate instructional strategies to teach not only the content, but also English language development skills. When general education teachers lack the knowledge of effective instructional strategies to support the academic and linguistic needs of ELLs, it may affect their ability to instruct ELLs and to close the achievement gap (Bautista, 2014; NAEP, 2017). ELL students often know very little to no English; therefore, teachers need to know how to increase their weak speaking, listening, reading, and writing skills. By targeting specific weak linguistic skills, teachers can increase ELL students' speaking and listening abilities as well as class participation that will lead to better students' academic performance. Additionally, ELLs will feel more confident in explaining their thinking and ideas because they have been given the appropriate tools (linguistic language skills).

Díaz-Rico (2017) noted that ELL students often live in high poverty areas which can bring additional challenges academically and emotionally to the classroom. ELL

students who live in high poverty areas often come to school without having enough sleep and without eating dinner and/or breakfast which may influence their motivation about school as well as their learning process. ELL students may feel physically tired; as a result, learning becomes a challenge for them. They may not be able to focus in school and to complete classwork or homework assignments because they are emotional and physical unstable. Also, ELL students are not only learning core subjects, but also the English language which is additional work for them. As a result, they need extra support because they often lack speaking, listening, reading, and writing skills. It is important that general education teachers know their ELLs' English proficiency levels to challenge each student academically. By knowing their English proficiency levels, teachers can develop appropriate and rigorous lesson plans and implement effective instructional strategies that will target specific skills (speaking, listening, reading, writing, and vocabulary).

Additionally, ELLs often tend to develop low self-esteem and high anxiety because core subjects are being taught in a language they do not fully understand. Vygotsky (1978) noted that teachers who instruct students using scaffolding as an instructional strategy can enable students to learn what is being taught through social interaction and the use of language. If general education teachers scaffold ELL students, they will understand the concept at a much deeper level. The concept will be taught in a way that the student can understand by modifying the language according to the ELL student's needs and by using visual aids that will enhance comprehension skills as well.

General education teachers can help ELLs increase student achievement in regular education classrooms by implementing a myriad of instructional strategies such as

activating prior knowledge, building academic and social language, differentiated instruction, scaffolding, and sheltered instruction. If teachers are trained in implementing appropriate instructional strategies, students will become successful scholars. These instructional strategies will help ELL students understand the concept being taught and also when they are working independently. When these instructional strategies are implemented effectively and consistently during core subject lessons, general education teachers can increase ELLs student achievement. It is important that school districts equip all teachers to work with culturally and linguistically diverse students.

Activating prior knowledge. Activating prior knowledge in ELL students can increase students' engagement and students' comprehension of the lesson because students make a connection between the lesson and their previous personal experiences (Goldenberg, 2013; Short 2013). ELL students become engaged in the lesson because their interests have been triggered. Additionally, ELL students' previous personal experiences serve as a bridge to build upon the lesson in which the ELL student develops a better understanding in what he or she is about to learn. When ELL students are taught meaningful lessons where they can make a personal connection; they will learn the concept at much a deeper level. General education teachers can activate prior knowledge by asking differentiated questions to their ELL students depending upon their English proficiency levels. In the state of Texas there are four levels of English (beginner, intermediate, advanced, and advanced high). By asking targeting questions, teachers can activate prior knowledge which allows students to become active scholars by taking control of their own learning. General education teachers can take advantage of this

instructional strategy by providing meaningful lessons that are relevant to ELL students. Activating students' prior knowledge as an instructional strategy consistently in the classroom helps ELL students to have a better understanding of the lesson (Ruiz Soto et al, 2015). Teachers can have students share their personal experiences to build not only background knowledge but also to develop vocabulary and oral language skills.

Building social and academic language: Cummings (1979), Chung (2012), and Díaz-Rico (2017) noted that ELL students have two different types of languages that allow them to survive in a school/classroom setting. It is important that ELL students have strong oral language skills because their oral language skills will allow them to articulate what they want, need, or feel in their educational and social settings. According to Cummings (1979), Basic Interpersonal Communication Skills (BISCS) is the social language that ELLs need to have in social settings that enables them to have informal conversations with their non-ELL peers at the playground, cafeteria, and hallways. This language (BICS) can be acquired within two years of schooling. This language is important for ELLs because it enables them to communicate with their non-ELLs. Additionally, BICS enables ELLs to ask for assistance when needed and to participate in class discussions. On the other hand, there is the academic language (Cognitive Academic Language Proficiency [CALP]) which enables the ELL student to understand core subjects such as reading, social studies, science, and math. This language can take from five to seven years to be acquired because CALP is the formal language that allows the ELL students write English compositions, look for context clues and ask comprehension questions while reading independently. CALP is the language that helps

students understand what is being taught in a core subject lesson. CALP enables ELL student to become successful scholars by performing specific academic tasks in their core subjects such as reading. CALP is an important component of an ELL student's success because it helps ELL students grasp the vocabulary, grammar and syntax in English.

It is important that general education teachers have background knowledge in second language acquisition because it can increase student achievement among ELLs. If general education teachers do not have second language acquisition knowledge, they may treat ELLs differently by not implementing appropriate instructional strategies such as modifying classroom's assignments or teaching them at a level that the students do not understand. For instance, there are ELLs who speak English fluently (BICS), but they struggle academically. They may struggle academically because they may have not mastered their CALP which can take up to seven years depending on the ELL. If general education teachers do not have second language background knowledge, it can negatively influence how they prepare lessons and instruct ELLs in their classrooms.

Differentiated instruction. ELL students come to public schools with diverse and unique academic and linguistic needs. Differentiated instruction (DI) has been documented to be effective in closing the achievement gap between ELLs and non-ELLs because it engages all students in active learning (Tomlinson, 2000; Taylor 2015). Tomlinson (2000) noted that differentiated instruction is a teaching philosophy where teachers believe that all students can learn regardless of their academic backgrounds. Teachers collect and analyze data to meet the students where they are academically in which they improve students' learning. First, teachers need to know where students are

academically to develop differentiated instructional activities to meet the unique academic needs of each student such as the content the “what”, process the “how”, and product the “evidence of learning” (Tomlinson, 2000). When differentiated instruction is done effectively, students can learn the concept in different ways and at different rates because the learning activities are designed to meet the needs of each student (Tomlinson, 2000).

Taylor (2015) noted that DI increases student achievement because students are taught at their academic level. Teachers plan hands-on activities according to students’ learning needs in which the student is actively taking control of his or her learning. When differentiated instruction is implemented effectively, the teacher considers the activities the learners will use to grasp the content effectively. Similarly, Niño (2014) conducted a research study with 15 Spanish-speaker students who were behind academically. The results of this study suggested that DI can enhance student achievement tremendously because the learner is taught at his or her academic level. Scholars have the opportunity to practice skills previously taught. In DI, teachers create a rich and welcoming classroom environment where the learner feels welcome. Students’ misbehavior decreases because they can work at their academic level. The assignments are fit to the students’ needs rather than the whole class which allow students to become more interested in the learning process.

Differentiated instruction has been proven to be effective in helping struggling students because teachers can increase students’ knowledge and skills. Tomlinson (2000) noted that differentiated instruction is effective in closing the achievement gap because it

provides students with multiple options for taking academic information. Through differentiated instruction the teacher is constantly assessing students' academic progress to check students' understanding and to respond and correct students' misunderstandings. Niño (2014) found that DI is an effective approach to increase ELLs' student achievement because the scholar is learning at his or her academic level where the student is taking control of his or her learning. For instance, in DI, the content is what the student is expected to learn or to accomplish at his academic level; therefore; the teacher then designs activities that are challenging enough for the student. Through these activities the student is expected to master the goal/objective. The products are the options or choices where the student demonstrates mastery of the goal/objective through a portfolio, open-ended questions/assessments, oral presentations, and writing samples. The teacher analyzes, observes, and assesses the student's current level of knowledge to create activities that will foster their knowledge and skills to increase student achievement.

Scaffolding. Zone of proximal development (ZPD) was first introduced by Vygotsky in the early 1930s (Vygotsky, 1978). Vygotsky believed all children could learn beyond their academic/cognitive level only if they were taught strategies that would enable learners to complete tasks independently. ELL students often lack academic, linguistic, and social language skills to actively participate in classrooms' lessons; therefore, they need additional instructional support/strategies to understand what is being taught. General education teachers can help ELLs increase their content-knowledge understanding by providing scaffolding support. Scaffolding is an approach that helps

students understand the concept or skill(s) being taught during a lesson or activity. During scaffolding, the teacher changes the level of support to meet the unique learning needs of the student in a particular task. The teacher activates prior knowledge to grab the student's attention, so the student can become engaged. Once the student is engaged in a task, the task can be broken down into chunks to enhance learning/comprehension. The aim of this strategy is to help students acquire a certain skill by guiding and modeling the steps and allowing students to process them, so students can use these strategies independently. When teachers apply scaffolding effectively with students, they modify and model the language for students to increase comprehension skills. In scaffolding, teachers meet students where they are academically, and provide a variety of visuals and strategies to make the content more comprehensible.

A study conducted by Lucero (2014) found that mainstream teachers who use scaffolding as an instructional strategy with ELLs consistently, ELL students are more successful in learning the content than teachers who do not implement scaffolding as an instructional strategy. Through scaffolding teachers can provide the instructional support ELL students need to grasp the concept (Lucero, 2014). Similarly, Holland, Palacios, Merritt and Rimm-Kaufman (2017) found that when mainstream teachers adjust their instruction and use scaffolding as an instructional strategy to meet the needs of the students, students' comprehension skills and student achievement increase. Holland et al., (2017) discovered that teachers who use the academic support such as differentiated questions, repetition, elaboration, and teacher speech, ELL students perform better academically.

ELL students always struggle academically because the lack content knowledge and language skills; therefore, they can benefit from scaffolding because the content is broken down into small parts (Safa & Rozati, 2015). The content is broken down into chunks, so teachers can guide students step by step. When the content is broken down into small chunks, ELL students have a better understanding of what is being taught or asked. Teachers who implement this instructional strategy are more successful in increasing student achievement. Banse et al. (2017) conducted a study in a math class with ELLs to examine the benefits of scaffolding. The results of this study showed that teachers who scaffolded students effectively can enable students in grasping the concept because a) teacher uses differentiate questions, b) allows self-talk to have a deeper understanding, and c) content is broken down into chunks. Similarly, De Jong (2014) also found that general education teachers who use a variety of instructional strategies such as scaffolding with ELLs have better students' outcomes. These students are actively participating in classrooms' activities because they know what to do and what is expected from them. When teachers implement scaffolding effectively, ELL students grow academically because teachers offer additional support to enhance learning in which ELLs can accomplish a task independently and successfully. They provide additional support by modifying the language, showing visuals, and providing multiple hands-on activities. The purpose of scaffolding is to assist the learner to the point where he or she will be able to accomplish the same assignment by himself. Ross (2014) found that students who are placed in general education settings score below grade level because teachers tend to treat ELLs as if they are English native speakers and often lack effective

instructional strategies. Teachers often do not implement ESL or any strategies to support the academic needs of ELL students; as a result, ELL students become frustrated because they are learning in a language they do not understand.

Sheltered instruction. Sheltered instruction (SI) has been documented by Echevarria, Vogt, and Short (2010) as one of the most effective instructional strategies to educate ELL students. Sheltered Instruction can be implemented in ESL classrooms, general education classrooms, or mixed (ELLs and non-ELLs) classrooms (Echevarria et al., 2010; Stephens & Johnson., 2014). In SI, ELLs are being instructed in authentic ways to help them develop grade level content-knowledge and to increase language development (Echevarria et al., 2010). According to Díaz – Rico (2017), teachers who implement SI effectively have great benefits for students because grade-level content is accessible and more comprehensible. The purpose of SI is to develop the English language while providing access to grade-level content knowledge.

Echeverria et al. (2010) noted that SI can increase student achievement if it is implemented effectively. The components of SI are increasing vocabulary before and after the lesson is taught, language is modified in a way that the ELL student can comprehend what is being taught, the teacher uses real- life experiences as well as visual representations, and scaffolds students to make sure that the learner understands what is being taught throughout the lesson. Stephens et al. (2014) conducted a study to examine the benefits of SI among ELLs in which similar benefits such as Echeverria et al. (2010) were found. In SI, teachers can use a myriad of strategies that enable students grasp the concept being taught because SI a) activates prior knowledge, b) language is modified, c)

there are visual aids to assist the learner, and d) activities are meaningful to the learner.

Sheltered Instruction is a teaching approach that can enable general education teachers in closing the achievement gap between ELLs and non-ELLs because it promotes content-knowledge while teaching the language. Similarly, Short (2013) found that SI is an effective approach to instruct ELL students because it promotes content-knowledge and language development.

Alegria (2014) conducted a study in a high school classroom full of ELL students to analyze the effectiveness of SI with ELLs. In this study, the teacher provided a variety of activities to the learners to ensure that they not only develop an interest in the lesson but also grasp the concepts being taught in a meaningful way. In this study, ELL students were able to activate prior knowledge through student led-activities and computer games. The teacher used graphic organizers to ensure students understood essential vocabulary, so students had a clear understanding of what was happening in the lesson. The teacher provided ELL students with essential vocabulary and oral language that would allow students understand the lesson more efficiently. Similarly, Diaz-Rico (2017) explained that SI is an effective approach that highly-effective educators implement in the classroom to instruct ELLs in core subjects because the content is taught strategically by embedding content and language development. Educators need to implement different instructional strategies to support the academic and language needs of the students. The teacher incorporates a variety of activities such as prior knowledge, scaffolding, increases academic vocabulary, provides hands-on activities, and provides rich and meaningful

experiences for students to master the content and the language objectives being taught in such a particular lesson.

Teachers' Beliefs About ELLs

Teachers' beliefs can have a negative or positive influence in students' achievement depending upon previous teachers' experiences (Díaz, Cochran & Karlin, 2016). General education teachers come to the classroom with their own beliefs about their students which sometimes can lead to misconceptions about ELLs. Teachers of ELLs have been traditionally White, women, and middle-class which means there is likely a cultural mismatched because most ELLs come from low socioeconomic backgrounds (Bruggink et al., 2016; Díaz-Rico 2017; Whitacre, Díaz, & Esquierdo, 2013). This cultural mismatched can influence how teachers perceive their students in regular education settings because teachers may lack knowledge and skills to teach culturally and linguistically diverse students. This can be a disadvantage for ELLs and mainstream teachers because their culture may be different from each other. It is important that teachers have a deep understanding of culture diversity because each culture has its own values, costumes, and traditions (Diaz- Rico, 2017). If ELLs come from families who lack educational and financial resources; they may not understand what is expected from students at school. Additionally, ELLs' parents may not speak English which can be a barrier for teachers because they cannot communicate with them regarding students' education. Beliefs can be defined as personal judgments formed from experiences (Gilakjani & Sabouri, 2017). It is important to understand and to investigate teachers' beliefs regarding self-efficacy and their ability to teach ELL students because

their beliefs and self-efficacy can influence how they plan lessons, activities, and assessments to instruct ELLs.

While there is a clear gap between ELLs and non-ELLs, not all teachers feel the same way about teaching ELLs (Bruggink et al., 2016). A study conducted by Kolano and King (2015) noted that a cultural mismatch between teachers and students can play a major role in the success or failure of ELL students. Teachers who are not knowledgeable about students' cultures often create misconceptions about students which can lead to false beliefs. Teachers whose beliefs about ELLs are negative will negatively influence how they view ELL students in their classroom by giving students assignments that are not challenging enough or below grade level because no expectations have been set for them (Alegria, 2014; Téllez & Manthey, 2015). Similarly, Díaz, Cochran, and Karlin (2016) found that mainstream teachers tend to exhibit a negative attitude towards ELL students because they feel that ELLs are unwilling to work, and they should not be in their classrooms because they are not proficient in English. Díaz et al. (2016) explained that beliefs are one of the most influential factors in a teacher's job performance. How general education teachers perceive ELL students in regular education classrooms can play a major role in students' achievement.

Salerno and Kibler (2013) noted that teachers who work with ELLs and lack knowledge and skills of ESL pedagogy, often have low expectations academically from ELL students. They believe that ELLs cannot complete grade level work; as a result, students are provided with activities that are not appropriate for them such as coloring pages. Additionally, general education teachers are often frustrated with ELL students

because ELLs are unable to express their thoughts and ideas because they lack linguistic skills. Similarly, López et al. (2013) noted that general education teachers become puzzled because ELLs may understand the content, but they cannot explain their thinking as well as perform well on standardized exams. A study conducted by Somé-Guiébré (2016) found that mainstream teachers often expect ESL specialists to work with ELL students outside the classroom while they teach the content. In this study, it was found that pulling out ELLs out of their classroom was a disservice to ELL students because while they were receiving ESL service, they were missing academic information. Similarly, Christoun and Wang (2018) noted that many general education teachers demonstrated a negative attitude towards ELLs because they are not only responsible for teaching the content but also responsible for teaching the English language. General education teachers are often highly-skilled in teaching the content, but not necessarily adept in working with ELLs (López et al., 2013). These teachers believed that they were not responsible for teaching the English language to their ELLs. Through the literature review I found that the belief of many general education teachers is that it is not their job to teach English to ELLs. The misconception is that they are responsible for teaching core subjects only. If ELL students are not proficient in English, general education teachers will not be able to close the achievement gap because ELLs lack the English language skills to have access to the academic content. If a teacher has a negative attitude towards his or her students, her or his attitude can negatively influence ELL students' achievement. Without the appropriate knowledge and skills, general education teachers

will need additional support to successfully teach this subgroup of students (Clark-Goff et al., 2016).

Many researchers (Alegria, 2014; Bautista, 2014; Francis, 2015; MPI, 2016) noted that mainstream teachers who lack ESL pedagogy often misunderstand ELL students. Teachers who lack cultural knowledge often believe that ELL students should speak English only (Díaz-Rico, 2017). If teachers do not allow students to speak their native language, they may feel inferior in the classroom (Calderon et al., 2011; Díaz-Rico, 2017). By allowing students speak their native language in the classroom, it can increase confidence in ELL students because they feel welcome and value as students. If a teacher does not allow an ELL student to speak his or her native language, it can cause anxiety and stress (Díaz, Cochran & Karlin, 2016; Díaz- Rico, 2017; Gilakjani & Sabouri, 2017; Kolano & King, 2015; Pettit, 2011; Salerno & Kibbler, 2013).

It is important to understand and to investigate what beliefs general education teachers have about educating ELL students in regular education because their beliefs can influence their self-efficacy as well as their abilities to instruct ELLs. Students in regular education settings are supposed to be proficient in English; however, ELL students lack the English language which can be a barrier for them to learn their academic content. A study conducted by Bruggink et al. (2016) found that general education teachers use academic language that is above ELL students which can cause students to become frustrated. When students do not understand what is being taught, they lose motivation and interest in the lesson which negatively influence student achievement. Díaz-Rico et al. (2017) indicated that general education teachers' attitudes can sometimes be

misunderstood because they lack cultural knowledge. Teachers may unconsciously label ELLs as uncaring, slow learners, and even refer them for special education services. If teachers are not aware of cultural differences between teachers and students, they may not be able to meet the unique learning needs of the student. It is important to learn about the student's culture to recognize why the student behaves or act in a certain way that may affect the ELL students' learning progress.

Teachers' preparedness to educate diverse populations. Teacher preparation can play a major role in a teacher's performance. Teacher preparation has been linked with teacher efficacy (Bandura, 1977). General education teachers who complete teacher education programs that require multicultural courses often feel more prepared to teach ELLs (Whitacre et al., 2013). It is important that teachers who work with ELL students receive appropriate training such as content-knowledge and second language acquisition, so they can use appropriate instructional strategies to support students' needs. A study conducted by Bruggink et al. (2016) found that mainstream teachers who do not receive ESL pedagogy often do not understand ELL students' needs. The more ESL training teachers receive, the better understanding they have towards ELL students' academic needs. Similarly, Kano et al. (2015) conducted a study among 43 undergraduate general education student teachers. Because of the influx of ELLs in public schools, these student teachers were required to take a multicultural course. Before taking the course, these mainstream student teachers had a negative perspective of ELL students. They had false beliefs about ELLs and made negative assumptions because they lacked cultural knowledge. They believed that ELL students did not care about school, were not

motivated to learn, and were a lost cause. Given the large numbers of ELL students attending public schools, it is important that general education teachers receive training in the ESL arena.

ESSA (2015) mandated that teachers need to be highly-qualified. In the state of Texas, a highly-qualified teacher is one who has a bachelor's degree and has passed the appropriate certification exam (TEA, 2017). Many general education teachers working with ELLs received core subject's certification only. Core subject's teachers are expected to teach core subjects such as English Language Arts, Mathematics, Social Studies, and Science (TEA, 2016). In previous years, general education teachers were not expected to be ESL certified because they were not expected to work with culturally and linguistically diverse students. The number of ELL students has called for school districts and universities to work together to enhance degree plans for future student teachers.

ELL students have steadily increased in the last decade; however, the supply of bilingual and ESL teachers cannot keep up with its pace. Federal laws such as ESSA (2015) required that ELLs must show academic as well as linguistic growth; therefore, teachers need additional training and support to increase their knowledge and skills. In previous years, universities did not include ESL courses in general education teacher students' degree plan. ESL courses were only required in bilingual and ESL teacher candidates. The number of ELLs placed in general education settings has called for local universities to change degree plans for future students; as a result; University of Houston – Downtown changed general education teachers' degree plan by adding ESL courses with its ESL certification. All general education teachers will now be ESL certified. In

previous years, students who wanted to become general education teachers did not have to take ESL courses.

Universities across Texas are now offering multicultural courses to prepare future teachers to work with culturally and linguistically diverse students. ESL courses will enable general education teachers to have a better understanding of what ELLs' academic and linguistic needs are. Teacher candidates will come to the education field better prepared to work with ELLs than previous candidates because they will be able to address the academic learning needs of ELLs. A teacher's preparation program can enhance teachers' self-efficacy as well as their abilities to work with culturally and linguistically diverse students by providing multicultural courses to increase their knowledge and skills. If a teacher completes a rigorous teacher preparation program where multicultural courses are required, their confidence in teaching ELL students will increase. Teachers who have received preparation in working with culturally and linguistically diverse students are often more prepared students because they believe in their ability to teach English language learners. Because Texas has become a diverse state, many school districts and universities are working together to enhance teacher education programs.

Professional development. Killion and Roy (2008) suggested that when teachers do not have the knowledge and skills to effectively teach students, school districts must provide professional development (PD) to foster teachers' knowledge and skills. Killion and Roy (2008) defined PD as a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement (p.18)." General education teachers often lack instructional strategies to meet the academic needs

of ELL students; therefore, teachers need to be proactive by attending PD that will enhance knowledge and skills (Li & Peters, 2016; Ruiz et al., 2016; Téllez & Manthy; 2015). PD provides educators with the tools they need to help all students in the classroom. Similarly, Yoo (2016) noted that teachers who work with diverse students need to receive additional training in ESL strategies to support the academic needs of ELLs.

Gándara et al. (2016) found that general education teachers have received an average of 10 hours of ESL PD. Professional Development is an essential component of a teacher's growth because they can acquire the knowledge and skills needed to support all students. Similarly, Franco-Fuenmayor et al. (2016) found that only 26% of general education teachers had received ESL training. General education teachers who work with ELL students need to have PD opportunities, so they can increase their knowledge and skills. PD is a key component in addressing the language, knowledge, skills, and dispositions in general education teachers (Fuenmayor et al., (2016); Gándara et al., 2016). Because mainstream teachers lack knowledge and skills, school leaders can develop PD that will foster essential skills in general education teachers. If teachers are trained in working with ELL students, they will feel more confident in teaching them. Teachers will believe in their ability to teach and support the academic needs of ELL students which can lead to student achievement. Bandura (1977) noted that teachers who believe in their ability to execute specific tasks can develop high self-efficacy; therefore, PD will provide opportunities for general education teachers to learn about appropriate instructional strategies that will meet the academic needs of ELL students.

Implications

The purpose of the doctoral study was to investigate what type of instructional strategies general education teachers implemented to support the academic needs of ELLs and their perceptions of their abilities to instruct ELLs. The implications of this doctoral project study is that the district can develop a specialized PD for general education teachers to increase teachers' knowledge and skills for instructing ELL students in regular education. If general education teachers have the necessary knowledge and skills to instruct ELL students, they have a greater chance in helping the ELLs to succeed in school. It is important that general education teachers are highly skilled in ESL pedagogy, so they can implement appropriate instructional strategies to increase ELL students' achievement. The findings of this doctoral project study could be beneficial to several stakeholders in the education field. The results of this study could potentially help and guide school administrators in developing professional development where teachers can increase their knowledge and skills to effectively instruct ELLs. Additionally, this PD can help novice teachers become highly skilled in teaching ELLs. If teachers are trained to work with culturally and linguistically diverse students, student achievement among ELLs will increase. The implications of this doctoral project study will be to construct a PD that will increase general education teachers' knowledge and skills as a project based on the findings.

Summary and Transition

The large number of ELL students in public schools is changing the educational system. There are one million ELLs in Texas; they make up 18% of the school population

(NAEP, 2017). This subgroup of students comes to public schools with different educational and socioeconomic backgrounds; therefore, it is important that general education teachers are trained to work with culturally and linguistically diverse students. ELLs have unique learning needs; therefore, they need highly skilled teachers who know how to implement different instructional strategies to close the achievement gap. The growing number of ELLs has become problematic because now all teachers are expected to have ELL students in their classrooms.

According to the TEA released data, there was an increase of ELLs at this urban elementary school over the 2014-2016 school years. The aim of this study was to investigate what instructional strategies general education teachers implemented to support the academic needs of ELLs in the general education classrooms. This doctoral project study sought to address the local problem: ELLs were not being supported in the general education classroom with the appropriate instructional strategies needed to meet their academic success. General education teachers typically receive very little training to meet the needs of culturally and linguistically diverse students and therefore lack self-efficacy for implementing effective instructional strategies and the knowledge and skills as well as self-efficacy for implementing instructional strategies to support the academic needs of ELLs (Clark-Golf et al., 2016; Gándara et al., 2016; Goldenberg, 2013; Ross 2014). It is important to investigate what instructional practices general education teachers are using to support the academic need of ELLs to increase student achievement. In section 2 I will explain the process how the research study will be conducted.

Section 2: The Methodology

Introduction

The purpose of this qualitative study was to investigate what instructional strategies were implemented by general education teachers in their classrooms to support the academic needs of ELLs and these teachers' perceptions about their ability to instruct ELLs. Yin (2011) noted that a qualitative research design is suitable for studying a real-world setting and discovering how people react to it (p. 3). This study used a single case study research design. A case study allowed me to understand and to analyze characteristics of real-life events (Yin, 2011). Researchers can also use a case study "when the phenomenon under study is not readily distinguishable from its context" (Yin, 2009 p. 4). In this section, I discuss the doctoral study research methodology, which includes the research approach design, criteria for selecting participants, justification of the number of participants, procedures for gaining access to participants, explanation of establishing a researcher-participant relationship, protecting the participants' rights, data collection, trustworthiness and credibility, discrepant cases, data analysis results, emerging themes, and my conclusion.

Research Design and Approach

The research design I selected for this doctoral study was a qualitative, single case study. It was appropriate for this study because it created an opportunity for me to develop an in-depth understanding of what instructional strategies general education teachers have implemented to support the academic needs of ELLs and their perceptions of their abilities to instruct ELLs in regular education during a school year. Merriam

(2009) stated that, “a case study is an in-depth description and analysis of a bounded system” (p. 40). Lodico et al. (2010) noted that a case study can be appropriate when a researcher wants to investigate a real-world phenomenon to obtain an in-depth understanding of a group of people or a particular situation in a natural setting. A single case study provided an opportunity for me to gain an in-depth understanding of what instructional strategies were being implemented by general education teachers to support the academic needs of ELLs and their perceptions of their ability to instruct ELLs by conducting classroom observations and one-on-one interviews with 10 general education teachers who worked with ELLs. A semi-structured interview protocol and a classroom checklist (appendices B & C) were used during the data collection process to ensure data was bias-free. In this doctoral study, I wanted general education teachers to share what instructional strategies were being implemented to support the academic needs of ELL students, their feelings, experiences, and thoughts about their perceptions of their ability to teach ELLs.

A quantitative research design was considered because it could have been practical to collect data by conducting online surveys; however, this research methodology was not aligned with the research questions as quantitative research focuses on relationships between two or more variables. Additionally, quantitative research methodologies analyze data in numbers (Lodico et al., 2010), and were not appropriate for this study because quantitative research compares data using statistics. Quantitative data would not have had allowed the in-depth understanding about what instructional

strategies were being implemented by general education teachers to support the academic needs of ELLs and their perceptions of their ability to teach ELLs in their classrooms.

Additional qualitative methodologies were considered for this study as well but based on the research questions they were not suitable. A grounded theory research design was not appropriate for this doctoral study project because its purpose is to develop a new theory about a phenomenon of interest (Creswell, 2012; Lodico et al., 2010). A grounded theory seeks to explain processes and interactions that happen over time (Creswell, 2012). This research methodology was not appropriate for this study because it did not support the problem statement. A phenomenological methodology was considered; however, this research methodology did not address the research questions because it attempts to understand and to describe lived experiences of people which did not fit the research questions (Lodico et al., 2010). An ethnography approach was rejected because it deals with the study of diversity of human cultures in their cultural settings over time (Merriam, 2009). My purpose for conducting this doctoral project study was not to understand the culture of participants, but rather to investigate how general education teachers perceived their ability to instruct ELLs. Therefore, the ethnographic case study design would not have been appropriate for this study. Because this doctoral study sought to gain a deep understanding of what instructional strategies teacher implemented to support the academic needs of ELL students and their perceptions of their abilities to instruct ELL students, a qualitative research -case study research design was appropriate.

Participants

Criteria for Selecting Participants

The purpose of this doctoral project study was to obtain an in-depth understanding of what instructional strategies were implemented by general education teachers to support the academic needs of ELLs in regular education and their perceptions of their ability to instruct ELLs. The school I selected for this doctoral project study had a large number of ELLs and the educational setting was an urban elementary school. At the urban elementary school, general education teachers were being responsible for educating ELL students to the same standards as non-ELL students. Lodico et al. (2010 p. 37) noted that criteria for selecting participants “involves in selecting participants who have key knowledge related to the purpose of the study.” Additionally, Merriam (2008) explained that for a researcher to successfully select his or her participants, he or she must determine the criteria first for selecting the participants. The participants chosen for this doctoral project study were general education elementary teachers who worked with at least one ELL student. 10 out of the 16 elementary general education teachers were selected to participate in this doctoral project study. The reason I selected these 10 general education teachers was because they were able to provide key knowledge information about into the types of instructional strategies they implemented to support the academic needs of ELLs and their perceptions of their abilities to instruct ELLs in regular education. I interviewed and observed 10 general education teachers two of whom were Caucasians, one teacher was Hispanic, and seven teachers were African American. By conducting authentic teacher interviews I was able to collect meaningful

and rich data that answered my research questions (Creswell 2012; Lodico et al., 2010). The selected number of participants allowed this doctoral project study to be conducted in a timely manner which allowed me as a researcher to gather enough data to answer the research questions I developed for my doctoral project study.

Justification of Participants

According to Yin (2014), a case study allows researchers to understand and to analyze characteristics of real-life events. To have an in-depth understanding of what instructional strategies were being implemented by general education elementary teachers to support the academic needs of ELLs and their perceptions of their ability to instruct ELLs, 10 general education teachers were interviewed and observed using protocols (appendices B &C). I attempted to have two teachers from each grade level (grades 1- 5) to ensure there was enough data to discover different trends or emerging themes. Additionally, having fewer participants during the interviews and classroom observations in this doctoral project study provided me with an opportunity to conduct in -depth teachers' interviews where I could devote more time to them as opposed to having a large number of participants while still ensuring adequate saturation for the study. If I would have had more than 10 participants, it would have had been more difficult to recruit participants and to analyze data as well.

According to Yin (2014), the purpose for selecting specific participants depends upon the most relevant data of the topic being investigated. The justification for selecting general education elementary teachers was because the majority of ELLs begin their academic journey in elementary schools. ELLs are being placed in general education

settings because there are not enough bilingual and ESL educators. Many of these ELL students become long-term ELLs because they are not able to master the English language. It was important to investigate what instructional strategies were being implemented by general education elementary teachers to meet the academic needs of ELLs and their perceptions of their ability to instruct ELLs. To collect meaningful and rich data, I selected a diverse group of teachers (see table 1 below) who provided me with key information about the instructional strategies they implemented to support the academic needs of ELLs and their perceptions of their abilities to instruct ELLs. These teachers range in years of teaching experience and the subjects they taught such as reading, math, and self-contained. Self-contained (self-contained teachers are responsible for teaching all subjects).

Table 1

Participant Demographics

Participant	Grade	Core Subject
1	1 st	Self-contained
3	2 nd	Self- contained
7	1 st	Self-contained
4	4 th	Reading
2	3 rd	Reading
6	2 nd	Reading
9	5 th	Reading
10	4 th	Reading
5	5 th	Math
8	3 rd	Math

Access to Participants

Prior to collecting any data, I obtained Institutional Review Board (IRB) approval from both Walden University and the school site. Walden University's IRB approval is 05-23-18-0312226. My school district has a Research and Accountability Department which grants permissions to conduct research studies; therefore, I submitted my proposal to obtain an official approval to conduct my doctoral research study at the urban elementary school. Once approval had been granted, I spoke with the principal and the assistant principal about conducting my doctoral study at the urban elementary school. When school administrators agreed to allow me to conduct my study, a list of potential participants was generated. After the information about potential participants had been given to me, I met with each participant individually to introduce myself and to explain the purpose of my doctoral project study. Because the school year was coming to an end, I decided to meet with each potential participant face to face to make the data collection process smoother and faster. While recruiting participants, I attempted to obtain two participants from all grade levels (1st – 5th grades with core subjects of reading, language arts, computer, writing, math, and science) to collect enough and rich data. To complete all interviews in a timely manner, I provided multiple time schedules (before, during, and after school) where participants could choose from to schedule their interviews at their convenience. Once all participants agreed to participate in the doctoral study, each participant signed the consent form before I collected any data. During each interview, I reminded participants that participation was voluntary, and they did not have to participate if they did not feel comfortable. The data collection process started at the

beginning of June and ended the third week of June. Once data had been collected, participants had the opportunity to review my analysis to check for accuracy.

Establishing a Researcher–Participant Working Relationship

Developing a relationship with participants played an important role in this doctoral project study because participants provided key information to the RQs I developed. To develop a successful and healthy relationship with participants, I met with all potential participants individually as soon as permission had been granted where I introduced myself, explained the purpose of the study, and how it could benefit the education field. Additionally, when I met with each participant, I went over the consent form and explained to participants that they could withdraw from the study at any time. Throughout this doctoral study I ensured that participants remain anonymous; therefore, it was important to protect participants' identity so that way they would not be embarrassed or treated differently at the urban elementary school. No real names were used throughout this doctoral project study to protect the privacy of each participant. It is critical to maintain the privacy of all participants; as a result, data is locked in a file cabinet in my home's office and will remain there for the next 5 years. I will be the only person who knows the participants' names and responses because their information is confidential.

Data Collection

Justification for Data Collection

There were three main sources of data collection in this doctoral project study to answer the following research questions.

1. RQ1: What instructional strategies are general education teachers implementing to support the academic needs of ELLs?
2. RQ2: What are general education teachers' perceptions of their ability to instruct ELLs?

The three main sources of data used during my doctoral project study were classroom observations, teachers' interviews, and field notes. Data were collected after the school sites and Walden's IRB approval had been granted (IRB Approval No. 05-23-18-0312226). The main source of data in my doctoral study were the interviews because they allowed me to gather meaningful and rich data. A face to face interview was conducted with 10 general education teachers as well as at least one observation with each interviewee. The data collected during the observation allowed an investigation into what instructional strategies general teachers use to teach ELLs in their classrooms and their perceptions of their ability to instruct ELLs in regular education.

Interviews. General education elementary teachers who taught core subjects (language arts, reading, writing, math, and science) and worked with at least one ELL student were interviewed face to face about the instructional practices they implemented to support the academic needs of ELLs and their perceptions of their ability to instruct ELLs in their classrooms. An interview protocol (appendix B) with semi-structured questions was developed which was used as a guide to interview each participant to gain a deeper understanding. Semi-structured questions allowed me to stay focused and consistent with all participants throughout the data collection phase. For instance, when teachers provided limited responses, I would ask probing questions such as this one:

What do you mean by that or can you give me some examples? Interviews lasted between 20 and 35 minutes.

Observations. To ensure enough data was collected, classroom observations as well as interviews were conducted. Each participant was observed during a core subject lesson to develop an understanding of the instructional strategies implemented during their lessons with their ELLs. There was an observation protocol (appendix C) used during this process to record instructional strategies general education teachers implemented while teaching a core subject lesson. The observation protocol provided me with an opportunity to observe how teachers interacted with their ELL students as well as the instructional strategies they implemented to support the academic needs of ELLs.

Field notes. Field notes supported additional information collected during observations. The field notes gathered important information because I took notes as teachers worked with ELL students. In my field notes, I was able to record additional data that I may not have seen during the interviews and observation protocols. I kept a journal where I wrote down things I did not see in the interviews or classroom observations.

This doctoral project study used three different data collection points which were teachers' interviews, classroom observations, and field notes. These three sources of data were needed to collect sufficient evidence/data to answer the research questions I created to find a solution to the local problem addressed in this doctoral study. Miles, Huberman, and Saldaña (2014) noted that it is important that researchers collect sufficient data through field interviews, observations, field notes, audio or video recordings to answer

specific questions. My role as a researcher in this doctoral project study was a bilingual teacher and I did not have any supervisory role over any of the teachers who participated in the doctoral project study. My role as a researcher in this project study was separate from my job as a bilingual teacher. My role as a researcher was to collect data to answer the research questions and to make recommendations to the school district to increase general education teachers' knowledge and skills as well as self-efficacy to promote student achievement among ELL students.

Data Analysis and Results

The data for this study was collected during a 3- week period where I interviewed and observed 10 general education teachers who worked with ELL students in regular education at an urban elementary school in a southern state. The data collected for this doctoral study were organized, recorded, transcribed, analyzed, and coded for themes based on the constructs of the framework self- efficacy (beliefs about competency to support ELLs in regular education). According to Lodico et al. (2010), effective researchers analyze data as it is being collected. As I began collecting data, I began by transcribing participants' recordings from interviews verbatim into a Microsoft Word Document within 24 hours of conducting the interview. The data analysis was conducted by me and by hand, so I had a deep understanding of the information I collected. Miles et al. (2014) suggested that "raw data collected in a qualitative case must be processed before they are available for analysis (p.50)." For teacher's interviews, I used an interview protocol (appendix B) and for the classroom observations I used a classroom

checklist (appendix C) was used to record the instructional strategies observed while teachers were teaching a core subject lesson as well as field notes.

My first step in my data analysis was to read each interview's transcripts at least three times. After reading each transcript, I began analyzing using the a priori themes from the framework of self-efficacy by manually coding each participant's script. I began sorting codes into possible themes and the themes emerged from the coding process. During the coding process, I managed and sorted all data into small chunks to easily manage the coding process. Transcripts were meticulously analyzed throughout the data analysis to build on themes. After analyzing all the data, I started out with different codes which later became major themes for this doctoral study. The findings included any emerging (open) themes other than those constructs from the framework. During this process I organized the data by identifying patterns, similarities, and themes. The data were analyzed by reading and rereading the data to check for possible themes that were relevant to the constructs of the framework and research questions.

Procedures to Assure Accuracy and Credibility of the Findings

To ensure data was accurate and credible in this doctoral project study, data were collected from multiple kinds of sources such as interviews, observations, and field notes. A research study is valid when one has collected and interpreted data accurately to reflect and represent participants (Yin, 2012, p.78). In this doctoral project study, I triangulated the information collected through interviews, observations, and field notes to compare and cross-check data to ensure that all data were collected and analyzed effectively and correctly to represent participants' feelings, thoughts, and ideas.

To establish credibility, I analyzed the data I collected as accurately as possible by making sure that I represented participants' feelings, thoughts, and ideas. Lodico et al. (2010) noted that credibility depends upon how researchers can accurately represent what participants think, feel, and do while data is being collected. To avoid biases in this doctoral project study, I utilized protocols (appendices B & C) to ensure that data minimized the bias. Because validity is important in a research project study, member checking was also used in this doctoral project study. Member checking took place after interviews were completed. I used member checks by providing them with a summary of their responses. During this process, participants had the opportunity to add or remove anything they felt did not accurately represent their statements (Lodico et al., 2010). At this point, they had the opportunity to provide constructive feedback to the initial codes and themes. All members agreed with the codes and themes from their respective interview. Member checking provided an opportunity for me as a researcher to ensure accuracy, credibility, and trustworthiness. Member checking ensured this doctoral project study was credible because participants approved my interpretation of their responses which provided them with an awareness of my findings (Lodico et al., 2010).

Findings

The purpose of this doctoral study was to investigate what instructional strategies were implemented by general education teachers in regular education classrooms to support the academic needs of ELLs and their perceptions of their ability to instruct ELLs. The local problem this doctoral project study sought to address was that ELLs were not being supported in the general education classrooms with the appropriate

instructional strategies needed to support the academic success at the urban elementary school. General education teachers typically receive little training to support culturally and linguistically diverse students and therefore lack knowledge of instructional strategies to support listening, speaking, reading, writing, and vocabulary needs of ELLs. This doctoral study was guided by two research questions: 1) What instructional strategies are general education teachers implementing to support the academic needs of ELLs? 2) What are general education teachers' perceptions of their ability to instruct ELLs? Ten general education teachers who worked with ELLs participated in this doctoral project study.

The conceptual framework used for this doctoral project study was Bandura's theory of self-efficacy (1977). This conceptual framework suited this doctoral study because it sought to investigate the instructional strategies general education teachers implemented to support the academic needs of ELLs and their perceptions of their ability to instruct ELLs. Self-efficacy plays an important role in the way an individual approaches work and personal challenges he or she endures. The findings of this doctoral project study demonstrated that general education teachers did not receive adequate professional development that increased their knowledge and skills about second language acquisition or effective instructional strategies to support the academic needs of ELLs. Some of the participants felt confident about teaching ELLs because they had obtained higher education degrees. However, most of the teachers who did not feel confident about working with ELLs had only completed a bachelor's degree. Even participants who felt confident in their abilities to work with ELLs, demonstrated a need

for a more differentiated and personalized professional development. Interestingly, teachers who did not have strong self-efficacy did not show an interest in professional development because PD was not aligned with their professional needs.

In this doctoral project study, I employed a qualitative case study research design to obtain a deep understanding of how general education teachers felt about working with ELLs in regular education. All participants were purposely selected to participate in this doctoral study. Participants who participated in this doctoral project study were general education teachers who worked with at least one ELLs in regular education. The data collection process relied on one-o-one interviews and classroom observations. All interviews used a semi-structured interview protocol which allowed me to stay focused throughout the interview process to gain a deep understanding of what type of instructional strategies general education teachers implemented to support the academic needs of ELLs, and their perceptions of their abilities to work with ELL students in regular education. After carefully analyzing the data, I created a table for all the themes that emerged. In table 2 which is below, I listed the possible themes that were aligned or related with the research questions or to the framework. The table below helped me organized and analyzed data more accurately and effectively because I made a strong connection with the research questions and the framework.

Table 2

Themes

Theme	Number of participants who reported this
Teachers' beliefs in their ability to support ELLs in regular education	7
Educational background of the teacher and their beliefs	7
Professional development (PD) and training	7
English as a language barrier between parents and teachers	10
Lack of instructional resources for ELLs	10
Teachers' beliefs of an appropriate education and a positive classroom environment	9

Teachers' Beliefs in their Ability to Support ELLs in Regular Education

The first theme the data revealed was the different teachers' beliefs in their ability to support ELLs in regular education. The data revealed that seven out of 10 teachers stated that they have the abilities to assist ELLs to be successful in regular education. Some of the teachers who believe they have the ability to support ELLs in the regular education reported to continue to engage in professional development that provides them with the ESL instructional strategies they need to become successful teachers. They believe that education, professional development, collaboration with their ESL colleagues, and interactions with parents prepared them to become highly-effective general education teachers. Teachers who reported to believe in their abilities to work with culturally and linguistically diverse students reported to have advanced degrees and continue to attend professional training which influence the way they interact with their ELLs in their classrooms. As Participant 8 stated,

I feel good about teaching ELLs in regular education because of the PD I have received as well as my education. I engage in ongoing professional development opportunities to continue learning about strategies that current and research-based you know whenever PD is available which is not very often.

Participant 8 was a teacher with 20 years of teaching experience and a master's Degree in elementary education. Her education and training made her believe in her abilities to teach ELLs because she incorporates different learning styles and instructional strategies into her lessons to ensure all students are actively involved in the learning process.

Participant 6 also stated that her professional training and education prepared to support ELLs in regular education by learning different instructional strategies. As Participant 6 stated,

I am very confident in my ability to meet the needs of the ELL students I teach because of the training, experience, and education I have gone through. I have previously taught a self-contained 4th Grade ESL class and attended a variety of ESL PD that help me become effective in teaching our ELLs.

After analyzing teachers' responses, the data revealed that education, training, and experience can positively influence the way teachers believe they have the ability to support ELL students. Many of the teachers who stated that they believe to be efficient in teaching ELLs had advanced degrees, more than 8 years of teaching experience, and stated that they enjoy their jobs. Additionally, some of the teachers who stated they have a positive belief in their teaching abilities, continue in seeking professional growth by attending professional development whenever possible. They believe that training and

professional development can increase their knowledge and skills; therefore, they become highly effective in teaching ELLs. The data also revealed that not all participants believe in their abilities to instruct ELLs in regular education.

Four out of 10 teachers reported a lack of confidence in their abilities to instruct ELLs in regular education because they have not received professional training. Teachers who did not believe in their abilities to work with culturally and linguistically diverse students stated that they had less education (not advanced degrees such as Master or Education Specialist) than teachers who felt confident about working with ELLs, less six years of teaching experience, and did not seek for professional development. These four participants stated that they had not received any ESL PD during the school year which could be a factor that influenced the way they felt about instructing ELLs in regular education. For instance, Participant 7 stated that,

I feel that I haven't been adequately trained or prepared to teach ELLs specifically. I often ignore their needs because I don't know what to do with them or where to start.

Participant 7 was a teacher with 3 of years of teaching experience and with a Bachelor of Arts. Participant seven stated that she had not received any ESL PD or training in the current or previous school year which could be affecting the way she works with ELLs in regular education. On the other hand, participants who felt confident about their abilities to teach ELLs in regular education did not explain what instructional strategies they implemented to support the academic needs of ELLs. They only stated that they felt

confident in working with ELLs and they felt prepared to work with them. For example, participant 2 stated,

I feel confident in teaching my students and assisting them in reaching their full potential. I feel that I can provide activities and the English strategies they need to be successful in my classroom.

Educational Background of the Teachers and Their Beliefs

Another theme that emerged from the data analysis was the Educational Background of the Teacher. When comparing teachers' beliefs about their ability to support ELLs in regular education, several trends emerged. Teachers who had a positive belief in their abilities to instruct ELLs in regular education reported a more advanced educational background, more than 6 years of teaching experience, and more professional development (20 to 40 hours of ESL PD). Teachers with advanced degrees such as Master of Education and education specialist and several years of teaching experience reported to feel confident in working with ELLs in regular education because they incorporate a variety of instructional strategies with their ELLs to ensure their academic needs were met. Six out of 10 teachers had a positive belief in their teaching abilities to teach ELLs because of their professional educational background. Some of these teachers stated that they felt they had the abilities to teach ELLs in regular education because they continue to engage in professional development which provides them with the tools they need to become successful teachers. Additionally, these teachers are most likely to implement research-based instructional strategies that will target the academic and linguistic needs of ELLs. Participant 10 stated,

I believe I am very capable of teaching ELL students in the regular classroom because there are many ELL instructional strategies that I can implement with my ELLs in the regular classroom setting. Through my professional training as well as education I have learned the skills I can use these strategies to attack specific needed skills such as decoding, semantics, phonetics and basic vocabulary skills are also needed. I've always incorporated the strategies for the reason mentioned above. If you look at our school's demographic, it is beneficial for everyone not just ELLs.

Participant 10 was a teacher with 12 years of experience and had advanced degree (education specialist). Her teacher preparation was effective because not only she had received an advanced degree in education, but she continued to attend professional development that increased her knowledge and skills. Teachers who did not feel confident in teaching ELLs had no ESL PD and had only obtained a bachelor's degree. For instance, Participant 4 stated,

I feel ok about it. They are good students because sometimes they need more help than I can give them. I really haven't attended any professional development for ELLs. I really haven't thought about it. I only do the required PD by our district.

Participant 6 was a teacher with 6 years of teaching experience and had only received a Bachelor of Business in Accounting. Her limited Education in the education field and PD could be factors that affected her abilities to instruct ELLs. It is important to note that teachers only stated how they felt about teaching ELLs in regular education.

They never provided details as to what instructional strategies they implemented to support the academic needs of ELLs.

Professional Development (PD) and Training

According to all participants, PD and training play an important role in their abilities to instruct ELLs. Seven out of 10 participants stated they felt confident in supporting ELLs in the regular education classroom largely because of the PD they had received. Teachers who believe in their abilities to teach ELLs effectively continuously engaged in PD to increase their teaching practice. However, four of 10 participants stated that they needed additional support in supporting ELLs academic needs in regular education. They stated that they had not attended any ESL PD that provided them with the appropriate instructional strategies to meet the academic needs of ELLs; therefore, PD was necessary to increase their knowledge and skills. Participants felt that a strong PD is needed so they can learn effective ESL instructional strategies to support the academic needs of ELL students in regular education. The data revealed that teachers did not have a strong ESL background which influenced their ability to work with ELLs as participant 6 state,

Sometimes, I feel that these kids need more than I can provide them with. I believe that if the district provided us with good PD, I would be able to utilize more teaching strategies that would help my students. I use the same teaching strategies with all students and I really don't do anything different other than what I know

PD can be beneficial to educators because it helps them become masters of core subjects they teach. When teachers lack the knowledge and skills, school leaders need to provide PD where teachers can acquire the necessary instructional strategies to support the academic needs of their students. It is important to note that PD needs to be data-driven, differentiated, and meaningful to meet the professional needs of the teachers. While the district offers ESL PD, only bilingual teachers are required to attend ESL PD. School districts need to offer ESL PD for all teachers because the students' demographic have changed. One in every six students will be classified as an ELL; therefore, it is important that teachers are prepared to work with culturally and linguistically diverse students.

High- Quality PD. A subtheme that emerged while analyzing data was high-quality PD. All of the teachers mentioned that PD plays an important role in increasing their knowledge and skills because they can learn a variety of instructional strategies to meet their students' academic needs. Teachers stated that PD offered to them was not aligned with their professional needs; therefore, they preferred PD that was well-designed, personalize, and meaningful as participant 8 stated,

I feel good about teaching ELLs in regular education because of the PD I have received. I engage in ongoing professional development opportunities to continue learning about strategies that current and impactful you know whenever PD is available which is not very often.

It is important that school leaders develop differentiated and meaningful PD for regular education based on teachers' professional needs and students' academic needs. If PD is

created purposeful more teachers will be willing to attend because they will know that it not only be beneficial to them, but also for their ELLs.

Inadequate PD. A subtheme that emerged from the data analysis was inadequate PD. When I asked participants how they felt about their abilities to instruct ELLs in regular education, several participants mentioned that they felt that many PD/trainings they participated in was not relevant to their professional needs. Four out of 10 teachers stated that PD was not helpful or relevant to their professional needs which did not motivate them in attending PD offered at the district level. As Participant 7 stated,

I feel that haven't been adequately trained or prepared to teach ELLs specifically.

I often ignore their needs because I don't know what to do with them or where to start.

PD needs to be relevant and data-driven to increase teachers' knowledge and skills where they can learn the necessary and appropriate instructional strategies to work with English language learners. It is important to note that general PD does not increase teachers' knowledge and skills because it does not meet the needs of the teachers. PD needs to be differentiated to meet the needs of the teachers. Four out of 10 teachers stated that they had not attend any ESL PD because they felt it was not relevant or would help them increase student achievement. For example, Participant 4 stated,

They (ELLs) are good students but sometimes they need more help than I can give them. I really haven't attended any professional development for ELLs this school year. I mean I really haven't thought about it. I only do the required PD by our district."

The data revealed that teachers were not interested in attending professional development because it did not meet their professional needs; therefore, teachers believed that professional development was generic, and it was not going to help them increase their knowledge and skills. It is important that professional development is data-driven because the purpose of professional development is to improve instruction. School districts can survey teachers to determine what kind of professional development will benefit them. By surveying teachers' PD interests, school districts can develop differentiated PD that will increase all teachers' knowledge and skills.

English as a Language Barrier Between Parents and Teachers

Another theme that emerged from the data analysis was the English language as a barrier between parents and teachers. All participants in this doctoral study believed that if there was a better communication between teachers and parents, ELLs achievement will increase tremendously. One of the barriers teachers reported was the English language was a barrier because many of the ELL students' parents did not speak English. Sometimes is difficult to find someone who can translate for parents and teachers. As a result, English becomes a barrier. When communicating expectations to parents, it becomes a challenge because parents do not know what is happening at the school. As Participant 9 stated,

As a classroom teacher there are many challenges I face, and the lack of resources makes my job much harder because I don't always have what I need. On top of that, there is a lack of translation for parents who don't speak English and they

never know what is going on unless their babies are in trouble. This is the hardest part of my job, not being able to communicate with them.

Communication between parents and teachers can increase student achievement because parents will be aware of students' academic expectations. Some of the parents want to be involved in their children's education progress, but the English language becomes a barrier. In order for regular education teachers close the achievement gap, there has to be a strong communication and collaboration between parents and teachers. Teachers understand that parents' involvement is important because parents can reinforce educational skills students have learned at home.

Lack of Instructional Resources for ELLs

Another theme that emerged from the results was the lack of instructional resources for ELLs. All teachers stated that lack of instructional resources for ELLs was a barrier for teaching ELLs effectively in regular education. Many of these ELL students are considered at a high risk academically because they come from low socioeconomic status and lack the educational resources at home. The lack of instructional resources such as workbooks, classroom library books (English and Spanish), and technology can make teaching much more difficult to general education teachers which may influence the way teachers approach ELL students. Some of the teachers stated that they had to make educational games or activities that increase ELL students' achievement. They had to create educational games based on their ELL students' language proficiency as Participant 2 stated,

There are several challenges I faced but the main one is the lack of resources.

There are not many resources available for LEP (Limited English Proficiency) students. Sometimes, I have to make my own resources which is very time consuming. Everything out there is it's either too advanced for them or it won't challenge them enough. Finding resources for them is very difficult. It is hard to find resources that are at their English proficiency levels or even in Spanish.

It is important to note that teachers who did not believe in their abilities to instruct ELLs in regular education did not state how it affected their teaching abilities. However, by not having the adequate instructional resources such as workbooks, Spanish and English books, iPads, and computers negatively influence student achievement between ELLs and non-ELLs. It is important to note that teachers who worked with ELL students in regular education had received limited or no training in ESL pedagogy which can negatively influence ELL students' achievement. All of these elements could be affecting the way regular education teachers interact with ELL students and their parents.

Teachers' Beliefs of an Appropriate Education and a Positive Classroom Environment

Another theme that emerged from the results was the teachers' beliefs of free and appropriate education and a positive classroom environment for ELLs. Nine out of ten participants reported that having a positive classroom environment can help ELLs academically in regular education because they feel welcomed and valued. One of the general education teachers' perceptions of teaching ELL students is to create a positive classroom environment. As several participants stated that a positive classroom

environment will determine how well students will approach the teacher and how well the students will learn the content. During the data collection process, participants reported that if ELL students felt welcome in the classroom, they would feel more comfortable and adjust to the mainstream classroom easily. Most of the participants agreed that creating a positive classroom environment is important for ELL students to learn. By having a positive classroom environment, students can learn the content better. One of the obstacles in creating a positive classroom environment teacher saw in their classroom was the language barrier. Sometimes, they wanted to help all students in their classrooms, but they could not articulate to ELLs how much they valued and appreciated them.

Participant 1 stated the following,

I believe that all students should have access to a quality education regardless of race, background, status, abilities, etc. However, when students do not speak English fluently, it becomes a barrier because they don't really know what we are saying which sometimes can be very frustrating. I wish I could speak their language to explain the content in a way they could understand.

When general education teachers create a positive classroom atmosphere, it creates a culture of trust, respect, and sense of belonging. Students feel that they can trust teachers and it may prevent students from acting up. Additionally, students believe they will be successful because teachers have created high expectations for them. As

Participant 4 stated,

They (ELLs) really want to please you because they want to learn as much as possible. I make sure that my classroom is very inviting so that way they believe in themselves. However, sometimes I feel that I need professional development in my school district to provide them with the best education.

It is important that teachers create a positive classroom atmosphere where students feel safe and value because it creates a sense of belonging. If students feel secured, they will participate in teachers' lessons and classroom activities. Additionally, ELL students will feel more confident in their abilities to learn not only the content, but also the English language.

Conclusion

The purpose of this doctoral project study was to investigate the instructional strategies general education teachers implemented to support the academic needs of ELL students and their perceptions of their ability to instruct ELLs in regular education. Through teachers' interviews and classrooms' observations I obtained a deep understanding of general education teachers' perceptions of supporting English language learners in regular education. A case study research design provided me with an opportunity to interview and to conduct classroom observations to gather data to answer the RQs. The school site where the doctoral study took place was an elementary school with a large number of ELL students. There were 10 participants in this doctoral project study who were general education teachers. To protect participants identifies, I used a number system for each participant. The data collected in this doctoral project study will

be locked in a file cabinet in my home's office for five years. The data were collected through use of interviews, classroom observations, and field notes.

After analyzing the data, the results of this doctoral project study led me to develop a professional development workshop for all teachers who work with English language learners. Based on the data analysis, some of the teachers did not believe in their abilities to instruct ELLs in regular education because they lacked the knowledge and skills about second language acquisition and the use of effective instructional strategies to support their ELL students. Additionally, some of the teachers had not received any ESL PD/training which influenced the way they perceived their ELL students in their classroom. This doctoral project study can influence positive social change because teachers will be better prepared to work with students who speak English as a second language. By learning the necessary knowledge, skills and dispositions, teachers can increase student achievement among ELL students. In section 3, I will describe the purpose and benefits of the project.

Section 3: The Project

Introduction

The aim of this doctoral project study was to investigate (a) the instructional strategies implemented by general education teachers to support the academic needs of ELL students and (b) these teachers' perceptions of their abilities to instruct ELL students in regular education. In this qualitative case study, I collected data through one-on-one interviews and classroom observations. Ten general education teachers who worked with at least one ELL student participated in the study. The findings of this doctoral study revealed that there is a need for a more rigorous and high-quality professional development (PD) for teachers who work with ELL students in order to (a) increase their knowledge and skills that promote second language acquisition (SLA), (b) the knowledge of the English language proficiency standards (ELPS) across all core subjects to increase the English language skills among ELLs, and (c) to increase the use of effective ESL instructional strategies that not only promote core subjects knowledge, but also linguistic skills. In Section 3, I explain the description and goals of the project, the rationale behind it, the review of literature, theoretical framework, project description, and project implications.

According to Killion and Roy (2009), PD can increase student achievement tremendously because teachers become experts in the core subjects they teach. If general education teachers have the necessary knowledge, skills and disposition, they will develop rigorous and meaningful lesson plans, and learning activities that promote student achievement as well as the English language skills for ELLs. For general

education teachers to become highly effective in instructing ELL students, they need to receive ESL PD to increase their knowledge and skills about second language acquisition and the use of effective instructional strategies to meet the academic and linguistic needs of ELLs.

Rationale

The rationale for developing this three-day PD is to increase general education teachers' knowledge and skills in ESL pedagogy to promote the academic and linguistic needs of ELLs in regular education. In this PD, teachers will be provided with SLA, the necessary knowledge about ELPS, and the effective implementation of instructional strategies to close the achievement gap between ELLs and non-ELLs. It is important that general education teachers are prepared to address the academic and linguistic needs of ELLs to facilitate the learning process and to close the achievement gap. Bandura (1977) noted that teachers who have high self-efficacy are more motivated and better prepared in the workforce. PD can help teachers become highly effective in teaching not only core subjects, but also highly effective in addressing the linguistic needs of ELLs which will also increase ELLs' student achievement. The data I gathered through this doctoral project study suggested that there was a gap between teachers' knowledge and skills and teachers' practice in the classroom. General education teachers who participated in this doctoral study had received a very limited number of ESL PD hours to no ESL PD. If school leaders want to close the achievement gap between ELLs and non-ELLs, teachers need to have the necessary knowledge and skills to effectively instruct ELLs in regular education settings. Therefore, it is important that school leaders develop PD that is

meaningful and helpful in improving classroom instruction. The PD I developed in Section 3 will be provided to general education teachers in three days to expand and to increase their knowledge and skills. In the first day, teachers will learn about SLA, in the second day teachers will learn about ELPS and how to promote the linguistic needs of ELLs, and in the third day teachers will learn about the implementation of effective ESL instructional strategies that will support the academic needs of ELL students in regular education.

Review of the Literature

In this doctoral project study, I aimed to investigate the instructional strategies implemented by general education teachers to support the academic needs of ELLs in regular education and teachers' perceptions of their ability to instruct ELLs. As a result, a three-day PD was developed from the findings from section 2. In this section, I conducted an intensive literature review that focused on the adult learning theory by Malcolm Knowles (1970), second language acquisition (SLA), and positive learning environments for ELLs as well as collaboration between teachers and parents. To conduct this literature review successfully, I gathered information through the Walden University's Online Library. I have read peer-reviewed and scholarly articles as well as college books. The keywords I used through this literature review were *adult learning theory, professional development, teachers' knowledge and skills for teachers of English language learners, Effective teachers for English language learners, second language acquisition, English Language Proficient Standards (ELPS), and positive learning environments.*

Theoretical Framework

This project is guided by the theoretical framework of andragogy – adult learning by Malcom Knowles (1970). The data collected in Section 2 revealed that general education teachers were not interested in attending professional development (PD) because they felt PD was not aligned with their professional needs. Because adults learn at various and different stages of their lives, the andragogy - adult learning theoretical framework is appropriate to use in this project. The adult learning theory explains how an adult can learn based on his or her experiences, readiness, and willingness (Knowles, 1970). There is no doubt that children learn differently than adults; therefore, it is important to understand how adults learn better and how it benefits them (Holton et al., 2015; Knowles, 1980). By understanding their professional needs, school districts can plan PD that increases teachers' knowledge and skills. Knowles (1970) noted that there are six assumptions about adult learning: a) the learners' self-concept, b) the role of experience, c) the readiness of experience, d) orientation to learning, d) motivation, and e) the need to know. According to Knowles (1970), the assumptions apply to the learner depending upon where the learner stands. The andragogy – adult learning theory provides an overview of the reasons as to how and why adult learns the way they do. The andragogy - adult learning theory is appropriate for this project because general education teachers who participated in this doctoral study provided different insights as to why they did and did not find PD irrelevant or relevant. Teachers who had positive beliefs about teaching ELLs, attempted to attend PD that benefitted them. However, teachers who had negative beliefs about teaching ELLs did not attempt to attend professional development

that would increase their knowledge and skills. Knowles (1970) explained that the learners' self-concept in an adult can change overtime because they become more mature as they shift from dependence towards independence. The learner becomes self-direct and takes control of his or her learning depending upon personal's needs. If teachers of ELL students are not provided with meaningful and high- quality PD opportunities, they may not improve their teaching practice. Knowles (1970) noted that adults have more experiences than children; therefore, adults learn based on previous experiences. Adults have a wide repertoire of experiences which may influence what they learn and how they learn. General education teachers who have experienced high-quality PD are more likely to continue to attend PD because they know they can learn the use of effective instructional strategies they can implement in their classrooms. Another assumption of the adult learning theory is readiness to learn. Adults learn based on their personal needs and they are more willing to attend PD when they know it will benefit them. Some of the teachers that participated in this doctoral study stated that they did not attend PD because it was not relevant to their professional needs or they believed it was not helpful. If the content is relevant to general education teachers, they will demonstrate an interest in learning the material (McCauley et al. 2018). Additionally, motivation can influence how adults learn and acquire the necessary knowledge and skills to accomplish certain tasks. Knowles at al. (2015) noted that adults may be motivated in learning by being responsive to external and internal factors such as financial rewards and high self-esteem. The sixth assumption of the adult learning theory is the need to know. According to Knowles (1970), adults need to know why they need to learn something. By knowing how it will

benefit them, they will become more interested and engaged in the learning process.

Adult learners often need to know how something they learn is going to be use in their real-life context.

As I collected data for my doctoral project study, the data revealed that teachers felt PD was not aligned to their professional needs. As a result, they wanted a more differentiated and high- quality PD that would provide them with the ESL instructional strategies needed to support the academic needs of ELLs. This project has been created based on the findings of my doctoral project study from Section 2. The adult learning theory guided how this project was created. Effective PD is a key component for students' success because teachers learn how to implement different teaching strategies in the classroom. They become more experts in the field of education which means they can reach all students academically, emotionally, and socially. When teachers receive enough hours of effective professional development, they gain different instructional strategies that promotes student achievement.

Professional Development

One of the themes that emerged from my data analysis was the need for high quality professional development (PD) for teachers who work with ELL students. To effectively address the local problem in this doctoral study, I developed a three-day PD for general education teachers who work with ELL students in regular education. The Every Student Success Act (2015) requires that all students including ELL students demonstrate adequate academic success by the end of each school year. PD for educators is an important component in their professional growth because they become experts in

the subjects they teach by learning the necessary knowledge, skills, and dispositions. The goal of PD is to improve classroom instruction and to increase teachers' knowledge and skills. When general education teachers learn the necessary knowledge and skills, they can close achievement gap between ELLs and non-ELLs. Babinski, Amendum, Knotek, Sanchez, and Malone (2017) found that school districts need to provide PD for teachers to enhance their teaching abilities based on data and teachers' professional needs.

According to the U.S. Department of Education (2007), effective PD must have five components:

1. It is content focused
2. It is aligned with state academic content standards and promotes student achievement.
3. It increases teacher's knowledge and skills.
4. It increases teachers' knowledge of effective instructional strategies.
5. It is regularly assessed for effects on teacher efficacy and student achievement.

Goodnough (2018) explained that effective PD can positively influence teachers' abilities to teach because they can increase their knowledge, skills, and disposition.

Because students in public schools are becoming more diverse, it is important that general education teachers receive data-driven and high-quality PD in ESL pedagogy.

Babinski et al. (2018) noted that only 20% of teacher programs provided student teachers with multicultural courses. It is essential that school leaders offer effective PD to teachers because it is an element that plays an important part for students' success. Through PD,

teachers can learn a variety of effective instructional strategies that they can implement with their students (Birman et al, 2007). This is an important aspect of an effective professional development because it prepares teachers to teaching core subjects in a much more effective manner. As teachers attend effective PD and advance their understanding of highly effective instructional strategies that enhance their teaching abilities, they can promote the success of all students by increasing student achievement.

High-quality PD for teachers. High quality PD for teachers is a crucial element for continuous improvement on teachers' professional growth because it improves teaching practice and student achievement. As the students' population changes, general education teachers need to learn new ways to teach all students (Collins & Liang, 2015). It is important that school leaders develop high quality PD that is core subjects focused and data-driven because it will increase teachers' knowledge and skills. Bautista and Wong, (2017) noted that high-quality PD is content-specific and data-driven. The purpose of PD is to increase teachers' knowledge and skills, so they can elaborate on curriculum, instruction, and assessment. When teachers are provided with the appropriate tools and instructional strategies, they can help every student they teach in their classroom by providing them with developmentally appropriate learning activities. High-quality PD provides teachers with multiple opportunities where they can practice their new knowledge. Teachers are provided with interactive learning activities where they can engage, reflect, provide feedback, and learn new skills or instructional strategies to take back to their classrooms. Additionally, high-quality PD is composed of a follow-up PD to ensure teachers are utilizing the learned skills effectively. In this follow-up PD,

curriculum managers can adjust PD based on feedback to increase the quality of PD.

High quality PD is when teachers learn the appropriate knowledge and skills; as a result, student achievement increases. In a high quality, PD teachers are interested in the content, they actively interact with participants, and apply new learning as soon as they go to the classroom.

Professional development is an important component in teachers' professional growth because teachers learn the necessary instructional strategies to promote student achievement (Collins & Liang, 2015). It is important that teachers receive an adequate number of hours (20 to 40 hours) of PD because they can gain the knowledge and skills needed to successfully promote the academic growth of all students. PD affects students because if teachers do not enhance or increase their teacher knowledge and skills, students will not advance academically (Collins & Liang, 2015). By attending effective PD, teachers can stay current with the most effective instructional strategies that not only promote student achievement but also their knowledge.

Differentiated PD for teachers. If school leaders want to increase student achievement, they need to survey teachers' readiness and interests about PD to determine what PD will benefit them. By collecting teachers' data about their professional needs, school leaders can develop differentiated and personalized PD. By providing teachers with differentiated, high-quality, and personalized PD, teachers' abilities to teach will improve. General education teachers are now expected to educate culturally and linguistically diverse students in regular education; therefore, teachers need to provide a variety of learning opportunities to their students where they are meeting content

standards as well as linguistic needs (Smets, 2017). The purpose of PD is to improve teachers' practice; therefore, PD developers need to take into account teachers' interests, needs, and levels of expertise to make sure that teachers are getting the most out of PD. One-size-fits-all PD no longer works because the same PD may not be relevant to all teachers and they may lose interests in PD (Loeser, 2018). PD can be used as a vehicle to improve instruction and to increase student achievement by preparing teachers to work with all students. The data collected in this doctoral project study revealed that not all teachers received PD or PD was not relevant to them because it did not meet their professional needs. PD needs to be developed with a clear purpose and a sense of direction where teachers increase knowledge and skills to increase student achievement (Loeser, 2018). Teaching English language learners can be a difficult teaching assignment because students come with a mix-ability. Teachers need to provide them with the appropriate learning activities that will enhance ELLs' learning.

School districts who provide differentiated PD to teachers are responding to the professional needs of their teachers as well as the usage of data effectively. Differentiated PD can result in better students' achievement because teachers are learning instructional strategies they need to support the academic needs of their students (Dixon et al., 2014). PD developers need to use data and teachers' feedback to make meaningful and differentiated PD to meet the needs of teachers. When PD is based on teachers' data and teachers' professional needs, teachers are more willing to attend PD because they know it will benefit their teaching practice (Dixon et al., 2014). In this project, teachers will learn about second language acquisition and how to incorporate ESL instructional strategies as

well as ELPS. By incorporating all of these elements in PD, teachers will be able to learn the necessary knowledge and skills to increase student achievement between ELLs and non-ELLs. Often time teachers need differentiated PD because they have different educational backgrounds, interests, and experiences. PD should be created with the purpose of providing meaningful opportunities to participants, so they can practice and apply new concepts.

The relationship between professional development and student learning. PD is crucial for school leaders and educators because it improves student achievement. According to Yoon et al. (2007), educators and school leaders who receive at least 40 hours of PD demonstrate higher students' scores as measured by standardized assessments. It is important that effective PD takes place at schools, so teachers can learn the necessary knowledge and skills to promote the success of all students (Killion & Roy, 2009). PD is important to one's profession because it shapes one's skills set. When teachers and school leaders are committed to providing effective and differentiated PD for teachers, they bring change to the school learning environment which leads to better student achievement. When teachers attend PD, curriculum managers need to ensure that PD is data-driven, aligned with state academic standards, and teachers' professional needs (Birman et al, 2007). These elements are essential for an effective PD because it provides teachers with the necessary knowledge and skills to effectively instruct all students. Teachers advance their understanding of highly effective instruction; as a result, they promote the success of all students. When PD is irrelevant, it affects students academically because teachers do not enhance their teacher knowledge and skills in

which students will not advance in their academics. It is important that teachers who do not possess the necessary knowledge and skills attend PD to acquire them.

Second Language Acquisition

Krashen (1982) noted that ELL students learn a second language by providing them with meaningful and appropriate learning activities where the language is being used spontaneously. He explained that the process of acquiring a second language occurs in a predictable manner. It is important that general education teachers understand how ELL students learn a second language because it will not only help students increase their language proficiency skills, but also help teachers to develop meaningful and developmentally appropriate lesson plans and learning activities. Diaz-Rico (2018) explained that second language acquisition is the study of ELL students learn a second language. If ELL students are given meaningful and appropriate learning opportunities, they will learn the English language in a natural manner. ELLs learn the English language when they are provided with learning opportunities that match their linguistic needs (Heineke, Papola-Ellis, Cohen, & Davin, 2018). Krashen (1982) noted that second language acquisition is a complex process where the learner follows a predictable pattern in learning a second language. Krashen (1982) explained that when learning a second language, the learner goes through different linguistic phases. Krashen's second language theory is composed of five elements which are the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and affective hypothesis. All of these elements are important in learning a second language because they influence the way a student can learn the language.

The acquisition - learning hypothesis is the formal knowledge about grammatical rules in the language. During this stage, the ELL student becomes aware of grammatical errors he or she makes. This language acquisition is similar to the manner in which the ELL student develops his or her first language because he or she starts hearing and understanding the language spoken to him or her. The second stage is the natural order hypothesis. Krashen (1982) believed that there is a pattern in which the learner learns a new language. The ELL student learns the language in a natural order by listening and speaking the language spontaneously. Before the learner can learn anything else, he or she learns the sounds first just like they are learned in the first language by utilizing phonemic skills he or she has learned. The learner begins understanding the grammatical structure of the language as well as its sounds. The third stage is the monitor hypothesis which is theory that explains how the language works. Krashen (1982) explained that second language learners adapt to a new language by learning rules of the language. During this stage, the learner monitors what is spoken and written to him or her. The input hypothesis suggests that the learner can comprehend the given information. Krashen (1982) explained that during the input hypothesis, the ELL student can comprehend oral language and written text. The affective filter hypothesis addresses the emotional part of learning a second language. If students feel uncomfortable speaking, listening, reading, and writing the English language, it will negatively influence learning a second language. During this stage, students will experience anxiety, lack of motivation, and confidence. Teachers need to be mindful about the way they talk to students because it can influence the speed students learn the English language.

General education teachers can help English language learners become fluent English speakers by providing them with meaningful and developmentally appropriate learning activities. SLA is learned through comprehensible input in English where the teacher designs learning activities to interact with peers. General education teachers need to pre-asses their students to determine what learning activities will promote their linguistic needs. As the number of ELLs redefine public schools, it is important that general education teachers have a strong background knowledge about second language acquisition (Heineke et al., 2018). ELLs underperform academically because teachers are often unprepared to work with culturally and linguistically diverse students.

General education teachers who have a strong background knowledge in second language acquisition are better prepared to meet the linguistic needs of ELL students in regular education because they can target specific linguistic skills such as listening, speaking, reading, and writing. On the other hand, if teachers do not have a strong background knowledge in SLA, they may correct ELL students too often which can lead to frustration and lack of motivation from the ELL student. Liao, and Wang (2015) noted that teachers who are overcorrecting ELL students grammatical and pronunciation errors, develop a classroom anxiety. General education teachers who continuously correct ELL students, lack knowledge and skills in second language acquisition which can negatively influence their teaching practice. If ELL students develop anxiety and low self-esteem, it can affect their English language acquisition process. Teachers need to develop meaningful and appropriate learning activities where students can improve their linguistic skills.

English language proficiency standards (ELPS). The state of Texas has developed the ELPS (2008) which provides an outline as to what is expected from English language learners to learn in each linguistic area each school year. The ELPS addresses four linguistic areas which are listening, speaking, reading, and writing. According to the TEA (2008), school districts are responsible for implementing ELPS along with the Texas Essential Knowledge and Skills (TEKS). Teachers who work with ELLs need to become familiar the ELPs because ELPs need to be integrated with core subjects to promote ELL students' English skills as well as core subjects. It is important that teachers understand that ELL students acquire the two different languages which are social language and academic language. Therefore, it is critical that general education teachers integrate second language acquisition (ELPS) learning activities as well as core subject learning activities (TEA, 2018).

The state of Texas has developed the ELPS to guide teachers who work with ELL students with the purpose to help teachers address the linguistic needs of ELL students. During my data collection, I found that some teachers were aware of the ELPS. However, these teachers did not implement the ELPS because they had not been trained how to implement them. The state requires that teachers who work with ELLs, implement ELPS to target specific language skills. ELL students are expected take a language proficiency assessment at the end of the school year in which they are expected to show mastery/growth of the English language. Teachers need to ensure that they follow the ELPS, so students can show mastery in the TELPAS Assessment. Additionally, the state of Texas provides teachers with instructional strategies that they can use with their ELL

students. The data revealed that teachers needed PD in implementing the ELPS, so they can target specific language goals. By providing ELPS PD, teachers can increase their knowledge and skills which will increase student achievement among ELLs and their non-ELLs peers. If teachers are not aware of these resources, they may not be able to close the achievement gap between ELLs and their non-ELLs peers. It is important that teachers use effective instructional strategies that not only promote academic skills, but also linguistic skills. Therefore, teachers need to provide ELL students with multiple opportunities where they can practice their listening, speaking, reading, and writing skills based on their current English language proficiency levels (TEA, 2008).

Teachers' Beliefs and a Positive Learning Environment

Teachers' beliefs about ELL students in regular education can significantly influence ELL students' achievement. Teachers' positive beliefs may increase ELLs' achievement because they can create a positive learning environment for their ELLs where students feel comfortable, safe, and welcome. Zaragoza and Fraser (2017) noted that the learning environment plays an important role in a student's learning progress because the learner believes in himself. If students feel positive about themselves, they will develop a positive attitude towards their education and develop a positive self-esteem. General education teachers can provide a positive and healthy learning environment to English language learners where they feel safe, welcome, and valued by adjusting and modifying the language to meet the academic and linguistic needs of the ELL students. Young, Williamson, and Egan (2016) noted that a positive learning environment can contribute to tremendously student achievement because students'

behaviors improve and promotes and encourages academic learning. Teachers who develop positive relationships with their ELL students, not only help them grow academically, but also socially and emotionally. Students feel more confident around these teachers because they know these teachers will guide through the academic journeys. It is imperative that general education teachers develop a positive learning environment which foster a positive educational learning experience.

Creating a positive learning environment for English language learners has many benefits in the regular education classroom. ELL students that are placed into regular education may struggle not only academically, but also culturally. ELLs most likely come from a different culture that is different from the mainstream classroom. Teachers can help ELL students adjust to the new culture by creating a positive learning environment. A positive learning environment helps students become successful scholars, improve their English proficiency skills, and develop a high self-esteem. Teachers who develop a positive learning environment help students to grow academically and emotionally. It is important that school leaders and teachers have a positive mindset towards ELL students because it can promote high expectations and student achievement. If teachers of ELL students do not have high expectations, students will have a negative attitude towards school. Negative attitudes or beliefs toward ELL students, can influence the way teachers plan lesson activities in their classroom. Because the number of English language learners continues to increase, it is imperative that teachers who work with culturally and linguistically diverse students have a positive attitude, belief, and/or mindset. If teachers

are not willing to embrace diversity in their classrooms, it can develop lack of confidence and motivation in ELL students.

In a positive classroom environment, the ELL student's culture, values, and beliefs are validated. By validating the ELL students' culture, the teacher is promoting a cultural awareness (Diaz -Rico, 2017). When the culture of the ELL student is validated in the mainstream classroom, students feel proud of who they are. It also motivates them to become successful scholars by learning the new culture and adjusting to the new language. More importantly, the teacher is promoting a classroom where students feel value, safe, and part of the classroom. Teachers who have a positive belief in their English language learner students support their growth. Teachers can create a positive learning environment by:

1. setting high expectations at the beginning of the school year,
2. incorporating students' cultures by bringing a variety of different books about students' cultures
3. using specific feedback and encouraging good behavior
4. providing specific academic and linguist targeted skills

Parents and Teacher Collaboration

Collaboration between parents and teachers can have great benefits on student achievement because parents can help their children at with their homework. Researchers have noted that when parents and teachers work together, students' attendance, behavior, motivation towards school as well as academic achievement improve (Katz, 1997; Rossetti, Redash, Sauer, Bui, Wen, & Regensburger, 2018). Parents who work closely

with teachers from the beginning of the school year tend to develop strong relationships which hold both parts accountable for students' learning. It is important that schools offer a variety of communication methods and collaboration opportunities to parents of ELL students to increase partnership between parents and teachers. Parents of ELL students often time are not involved in school activities because they do not speak English fluently or do not feel welcome at school. As a result, schools need to find creative ways to communicate ELL students' parents. According to Katz (1997), parents and teachers collaboration includes attending teacher-parent conference, helping children with homework, and assistant schools in educational events.

If teachers who work with ELLs have a positive belief and attitude towards ELL students, it can positively impact collaboration between parents and teachers. Teachers' attitude can make parents feel welcome and parents will want to come to school to participate in school's events such as meet the teacher, open house, literacy night, and stem night. Additionally, having a positive and strong collaboration between parents and teachers will create high expectations for everyone parents, teachers, and students. To successfully create collaboration between parents and teachers, schools can provide a translator for parents who do not speak English. General education teachers who are monolingual can also work with bilingual teachers who can help them translate teachers and parent conference and teachers' classroom newsletters.

If parents and teachers work together, parents will feel positive about their children's education because they will know what is happening with their children's education. Parents will have valuable information such as curriculum, expectations, and

school's events to successfully help their children at home. Additionally, parents will become more involved in the education of their children by becoming members of the school. They can volunteer in the classroom by tutoring, making copies, and setting up school events. This will be very important because parents are creating high expectations for their children. More importantly, this collaboration will decrease students' misbehavior. When students spend time correcting students' misbehavior, they are losing instructional time. It is imperative that teachers and parents work together, so student achievement can increase.

Project Description

The developed project will be facilitated in a three – day training for general education teachers who work with English language learners. This project will be facilitated at the beginning of the school year to prepare teachers to work effectively with culturally and linguistically diverse students in regular education. There is a detailed description of how the project will work (appendix A). The purpose of this PD is to increase general education teachers' knowledge and skills that promote second language acquisition (SLA), the use of effective ESL instructional strategies that not only promote content-knowledge, but also linguistic skills as well as the implementation of the English language proficiency standards (ELPS). Teachers will learn how to develop lesson plans that promote content- knowledge as well as linguistic skills to increase ELL students' achievement as measured by the state assessments. This PD has been developed from the findings of the doctoral project study. In this PD, participants will learn a) about the second language acquisition, b) the importance of implementing the ELPS and the state

TEKS, and c) different instructional strategies to support the academic needs of ELLs in regular education. One of the main goals of this PD is to learn how to develop meaningful lesson plans and learning activities that promote the linguistic needs of ELLs while promoting content knowledge.

Resources and Existing Supports

The resources needed to successfully implement this professional development will be available at the school site. This will be an advantage to the school site because no funds will be used to implement this PD. The potential resources this PD will need to successfully implement it are: laptops, a large room with a projector for participants, wireless internet, access to the district curriculum, and state standards such as TEKS and ELPS. Participants will need a charged laptop to access the district curriculum and state standards. Participants will receive a hard copy of the SLA, ELPS, and instructional strategies PowerPoint hand outs (appendix A). Additionally, participants will receive an electronic copy of any handouts, so they can keep them.

Proposal for Implementation

I propose to implement this professional development plan in three days at the beginning of the school year to increase teachers' knowledge in second language acquisition, ELPS, and the use of ESL instructional strategies that not only promote content-knowledge but also linguistic skills. Teachers will be given the opportunity to attend this PD during the first week of in service which requires school leaders to provide teachers with PD to prepare them for the upcoming school year. Additionally, there will be monthly meetings to monitor the implementation of instructional strategies that

support the academic and linguistic needs of ELL students. Based on the feedback gathered from teachers, PD will be created to enhance this PD for future presentations.

Project Evaluation Plan

When implementing a new project, it is important to evaluate its implementation and effectiveness to adjust the implementation as needed for better results. In this project implementation, there will be formative and summative evaluations to determine the effectiveness of the project, presenter, and presentations. These evaluations will be an important component of the effectiveness of this professional development because I will be able to see what is working and what needs to be changed. The project evaluations will address weaknesses and strengths of the PD created to increase general education teachers' knowledge and skills about second language acquisition and implementation of instructional strategies to support the academic needs of ELLs in regular education. At the beginning of the program implementation, there will be a formative evaluation and at the end, there will be a summative evaluation to improve future presentations of this PD as well as to obtain information/feedback as how informative teachers found this PD.

Formative evaluation

The first evaluation for the professional development will be the formative evaluation. The formative evaluation will be given to participants at the beginning of the first session to gather information regarding teachers' abilities, knowledge and skills in teaching and working English language learners (appendix A). The purpose of this evaluation is to assess what knowledge and skills teachers already have about working with English language learners to enhance future professional development presentations.

Teachers will provide feedback about how confident or knowledgeable they feel about working with English language learners. The formative evaluation will be compared with the summative evaluation to see how confident teachers feel after taking this professional development.

Summative evaluation

The second evaluation will be the summative evaluation which will be given to participants at the end of the last session (Day 3). In the summative evaluation participants will provide feedback about the presenter and the presentations (professional development). In this evaluation, participants will provide feedback about the way the material was presented, effectiveness of the professional development, organization, and an overall rate of the presenter. The feedback gathered in this evaluation will help improve future presentations to ensure teachers are receiving high-quality professional development to foster their knowledge and skills. In this evaluation, participants will provide information regarding whether this professional development increase their knowledge and skills about teaching English language learners.

Based on the data collected, future presentations will be adjusted to enhance the learning of participants. The evaluations will be an important part of this PD because teachers will provide feedback as to how presentations might be improved. Participants will complete an evaluation daily to provide feedback to the presenter. The purpose of the project is to enhance their knowledge and skills, so they can prepare meaningful and appropriate lesson and activities for their students. The project evaluation will provide useful information as to whether participants are learning through the PD sessions or not.

Additionally, these evaluations will test the effectiveness of the project and to make recommendations for future implementations of the project.

Project Implications

When implementing a new program, there may be some barriers one may face. Two potential barriers I may anticipate in the implementation of this PD are the time needed to implement the project and teachers' willingness to buy into. At the beginning of the school year, the district requires teachers to complete 40 hours of PD. Additionally, teachers need to set up their classrooms for the upcoming school year and they may feel this PD will be additional work for them. Another barrier will be that teachers may not buy into the proposed PD. If teachers are not willing to actively participate in this PD, the information will not be as useful as it should be. It is important that teachers participate willingly in this project to have a successful implementation.

This project was developed from the findings of Section 2 which revealed that a more rigorous and personalized PD was developed to prepare teachers to work with English language learners. Teachers who work with ELL students need to high-quality PD that will increase their knowledge and skills. In this PD, teachers will learn about second language acquisition, the use of effective instructional strategies as well as the implementations of the ELPS. Bautista (2014) explained that general education teachers are being more responsible for educating ELL students to the same standards as non-ELLs and are often unprepared to support the academic and linguistic needs of ELLs. General education teachers who lack knowledge and skills in ESL pedagogy, often ignore ELL students' speaking, listening, writing, and reading abilities which are important

factors in their academic and linguistic progress. This project will provide teachers with the necessary knowledge and skills to effectively instruct ELL students.

Section 4: Reflections and Conclusions

Introduction

The purpose of this doctoral project study was to investigate (a) the instructional strategies implemented by general education teachers to support the academic needs of ELL students and (b) these teachers' perceptions of their ability to instruct ELL students in regular education. The low achievement on the STAAR assessments prompted an investigation as to what general education teachers considered effective instructional strategies to support the academic and linguistic needs of ELLs in regular education. In this section I discuss strengths and limitations of the project. I explain the recommendations for alternative approaches, scholarship, project development, and leadership. I also discuss the importance of the work, the implications and directions for future researcher, and my conclusion.

Project Strengths and Limitations

Strengths

This PD is intended to help curriculum managers, school leaders, and teachers increase their knowledge and skills in ESL pedagogy to close the achievement gap between ELLs and non-ELLs. By addressing the professional needs of general education teachers who work with culturally and diverse students, ELLs' student achievement can increase. Through PD general education teachers can learn to plan developmentally appropriate lesson plans and learning activities that target: a) content knowledge and b) the linguistic needs of ELLs. The data collected during this doctoral project study revealed that general education teachers did not have strong background knowledge in

ELLs; therefore, they lacked knowledge of effective instructional strategies and confidence in working with culturally and linguistically diverse students. A strength of this project is that teachers can learn the necessary knowledge and skills to effectively work with ELLs by attending this PD. Teachers' knowledge and skills, as well as their efficacy, can positively influence the way teachers assess students' knowledge, plan instruction, and content delivery. Another strength of this project is that is developed from the findings of Section 2. By understanding ELLs' academic and linguistic needs, teachers can also challenge each student academically by being mindful of their ELL students' English level proficiency to develop appropriate learning activities that will result in ELL students' academic and linguistic growth.

According to Mohammadi and Moradi (2017), well-designed PD can help teachers become highly effective in the subjects they teach because they become core subject experts. If general education teachers who work with ELLs have the knowledge and skills needed to address the academic and linguistic needs of ELLs, they will believe in their abilities to instruct ELLs in their classroom, which can increase student achievement among ELL students. The strength of this project is that PD can provide general education teachers with the appropriate knowledge and skills to support the academic needs of ELLs and boost teachers' confidence in their ability to work with culturally and linguistically diverse students.

Limitations

Although the project of this doctoral study can benefit curriculum managers, school leaders, teachers, parents, and students, this project has some limitations. One

limitation of this project is that only 10 teachers were interviewed and observed during the data collection process. The limited number of participants does not represent a large body of general education teachers. This PD is meant to be given to a particular group of teachers; therefore, the results of this doctoral project study cannot be applied at a larger scale because the results may be different. Additionally, school leaders who may provide this PD may not be knowledgeable in ESL pedagogy; therefore, they might need to hire an outsider who is knowledgeable in ESL pedagogy to effectively conduct this PD. With the budget cuts, many school leaders may not have the funds to pay an outside specialist to provide a meaningful and effective PD. This PD was created with the purpose to be implemented at the beginning of the school year and teachers may see this as an extra item added to the beginning of the year's agenda. The school district expects teachers to complete 40 hours of PD and adding this PD can create conflicts with district's PD schedule. Teachers may not be willing to buy-in to this PD because they may feel that this is extra work they have to do. If teachers are not willing to learn, this PD may not be as effective as it should be.

Recommendations for Alternative Approaches

The problem this doctoral project study sought to investigate the instructional strategies implemented by general education teachers to support the academic needs of ELLs and their perceptions of their abilities to instruct ELLs. To successfully implement this PD, teachers need to buy-in and be willing to learn the instructional strategies that will promote ELL students' academic and linguistic needs such as listening, speaking, reading, writing, and vocabulary. School leaders will have to explain the benefits of

attending this PD to their teachers and how it will benefit ELLs in their classrooms.

Another alternative approach in implementing this PD is to offer it once a month during monthly meetings. Another alternative approach is to provide this PD through weekly PLCs.

Scholarship, Project Development, and Leadership and Change

Scholarship

Scholarship to me means being an active learner because one can continue learning at a higher level. This doctoral project study taught me the importance of collecting, analyzing, and disaggregating data to make informed decisions. While interviewing and observing teachers, I learned how important it is to be a good listener and well-spoken. Through my data collection process, I learned that participants wanted to be heard and understood by providing feedback to enhance educational programs. By paying close attention to details, one can make informed decisions that will not only impact oneself, but also the community as a whole. As a scholar, I now try to make better and informed decisions that will not only benefit me, but also my colleagues and my students by implementing instructional strategies that are researched – based and developmentally appropriate. This doctoral program has given me a passion for learning because I realized that the more I read, the more I learn. As a student, I strive to learn as much as I can to be an effective educator because I know It can influence my teaching and leadership abilities. Often time students come to our classrooms with different learning needs; therefore, we as educators need to be ready to learn the necessary knowledge and skills to help our scholars grow academically and socially. The journey of

learning about effective instructional strategies to support the academic needs of diverse learners, has given an opportunity to see education differently by becoming an active learner myself.

During this doctoral project study, I tried to learn as much as possible about effective instructional strategies all teachers can incorporate in their daily lessons. When I developed the PD project, I had envisioned a group of teachers eager and willing to learn about instructional strategies. While I collected data, I noticed that most teachers wanted to learn about effective instructional strategies to support the needs of all their students. However, many of the participants did not have the opportunity to learn them. Through this doctoral study, I learned to communicate effectively with my colleagues. I grew not only as a teacher but also a school leader. This journey taught me how to be more flexible and compassionate because things will not always go as planned.

Project Development

When I developed the project for this doctoral project study, I wanted to develop something useful and practical for general education teachers. Based on the results of my doctoral study, I knew I had to do something that would increase teachers' knowledge and skills. In this doctoral project study, I learned that self-efficacy can play an important role of how we see ourselves. It is important that one feels confident in his or her job. I developed a systemic PD that will increase teachers' knowledge and skills. I learned that all PD must be data-driven, high-quality, and relevant to participants' so that way teachers can learn about effective instructional strategies.

I am currently working as a bilingual classroom teacher, but my long-term goal is to become a school administrator. This project development has given me a hands-on opportunity because I have developed a PD workshop which I plan to use as a future school leader to train teachers who work with ELLs. This project development taught me the importance of using data to develop meaningful PD. It also taught me the elements of planning a vital PD that will empower teachers as I carefully considered the targeted audience and the goals of this PD.

Leadership and Change

An effective leader possesses a myriad of knowledge and skills that enable him to influence the people around him. One of the things this doctoral program taught me is how to be an effective leader by learning how to plan, collect, and analyze data. While collecting data from teachers, I had the opportunity to work on my leadership skills by conducting interviews and classroom observations. After data was collected, I had the opportunity to apply my leadership skills by analyzing and interpreting data to make informed decisions by developing PD for teachers. Developing a PD for teachers provided me with an opportunity to think as a leader. As I collected data from interviews and classroom observations, I felt the need to create a PD that would enable teachers to become more confident in their abilities to instruct ELLs in their classrooms. The knowledge gained from this doctoral study made me realize that as a leader, I could make a bigger impact in my community. This project study gave me an opportunity to see myself as a future leader by planning and organizing PD for school teachers. An effective school

leader needs to develop PD that will enhance teachers' knowledge and skills to promote the academic success of all scholars.

Reflection on the Importance of the Work

This doctoral project study has prepared me to become an effective educator because of the research and data-drive skills I learned through my doctoral journey. The program has taught me not only how to become an effective educator but also has prepared me to become a future school leader. Throughout this journey I learned the importance of using data to improve instruction and to make informed decisions. Additionally, I learned how one can use research to increase awareness of a local problem and to find solutions. This doctoral journey has given me the opportunity to interview and observe classrooms teachers to make informed decisions. The knowledge obtained during this doctoral study will help me to become a strong educator. School leaders and educators who read this doctoral project study can learn about effective instructional strategies general education teachers can implement to support the academic needs of ELL students in regular education. As the number of English language learners continue to grow not only in Texas, but also across the country. Therefore, it is important to find effective instructional strategies that will promote student achievement among ELLs. School leaders can utilize this PD to increase teachers' knowledge and skills to ensure teachers are prepared to work with culturally and linguistically students.

The hardest part of this doctoral study was getting the prospectus approved. The prospectus set the framework for my proposal and my entire project study. The process taught me the importance of being meticulous. When I started writing my drafts, there

were so many unclear parts in it. My committee members took the time to guide me and to enhance my final product as I wrote my drafts. When my proposal was approved, I had a vision of what I wanted to do with my doctoral project study. I had the opportunity to interview general education teachers who work with ELLs. These teachers provided meaningful data in which a PD was created. The data obtained from these teachers provided me with a unique experience because I have better understanding of how teachers feel about teaching ELLs.

Implications, Applications, and Directions for Future Research

Through the findings of my data collection, I developed a PD that will help general education teachers' knowledge and skills. Because the number of ELL students continues to grow locally and nationally, this PD can promote social change by enhancing teachers' knowledge and skills. If general education teachers feel confident in their ability to instruct ELL students, ELLs will increase student achievement. I found that general education elementary teachers are not prepared to work with culturally and linguistically students; therefore, more PD needs to be offered to them. I found that general education teachers were highly- effective in teaching the content to their students, but they were not able to teach the English language to their ELLs. Many teachers never even thought about teaching the English language to their students because they had not been given training in this area. If we want to close the achievement gap between ELLs and non-ELLs, more PD opportunities need to be given to all teachers. A recommendation for future research is to conduct this doctoral study with more teachers

as well as school leaders. If school leaders are knowledgeable in ESL pedagogy, they will be able to provide effective PD to teachers who work with ELLs.

Conclusion

The purpose of this doctoral study was to investigate general education teachers' perceptions of supporting ELL students' academic needs in regular education. The number of ELLs continues to grow across the country; therefore, it is important that all teachers are prepared to work with ELL students. Through a qualitative case study research design, I gained a deep understanding of how general education teachers felt working with ELLs by interviewing and observing them. The results of this doctoral study indicated that teachers did not feel confident about working with ELLs; therefore, a PD program was developed to increase teachers' knowledge and skills. It is important that school districts offer PD where teachers can increase their knowledge and skills to become highly-effective teachers. Because the number of ELLs continues to grow across the country, it is important that school leaders are ready to train teachers who work with culturally and linguistically students.

The number of ELL students continue to grow across the country and most likely general education teachers will have to educate them. Therefore, it is important that school leaders are knowledgeable in ESL instructional strategies, so they can train teachers to work with culturally and linguistically diverse students. If teachers have the necessary knowledge and skills to successfully teach all students, student achievement will increase among ELLs and non-ELLs. Through a systematic PD, teachers can learn effective instructional strategies to meet the academic needs of their ELLs.

References

- Abilock, D., Harada, V. H., & Fontichiaro, K. (2013). Growing Schools: Effective Professional Development. *Teacher Librarian*, 41(1), 8-13.
- Alegria, A. (2014). Supporting English language learners in the science classroom through critical pedagogy. *International Journal of Science and Mathematics Education*, 12(1), 99-121.
- Ayçiçek, B., & Yanpar Yelken, T. (2018). The effect of flipped classroom model on students' classroom engagement in teaching English. *International Journal of Instruction*, 11(2), 385-398.
- Babinski, L. M., Amendum, S. J., Knotek, S. E., Sánchez, M., & Malone, P. (2018). Improving young english learners' language and literacy skills through teacher professional development: a randomized controlled trial. *American Educational Research Journal*, 55(1), 117-143
- Bautista, N. (2014). Leveling Up. *Science Teacher*, 81(4), 32-3
- Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York, NY: Worth Publishers.
- Banse, H. W., Palacios, N. A., Merritt, E. G., & Rimm-Kaufman, S. E. (2017). Scaffolding English language learners' mathematical talk in the context of Calendar Math. *The Journal of Educational Research*, (2), 199.
doi:10.1080/00220671.2015.1075187
- Bannister, S. L., Hanson, J. L., Maloney, C. G., & Dudas, R. A. (n.d). Practical framework for fostering a positive learning environment. *pediatrics*, 136(1), 6-9.

- Bautista, A., Yau, X., & Wong, J. (2017). High-Quality Music Teacher Professional Development: A Review of the Literature. *Music Education Research*, 19(4), 455-469.
- Bohon, L. L., McKelvey, S., Rhodes, J. A., & Robnolt, V. J. (2017). Training for Content Teachers of English Language Learners: Using Experiential Learning to Improve Instruction. *Teacher Development*, 21(5), 609-634.
- Brannan, D., & Bleistein, T. (2012). Novice ESOL teachers' perceptions of social support networks. *TESOL Quarterly: A Journal for Teachers of English Teachers to Speakers of Other Languages and of Standard English As a Second Dialect*, 46(3), 519-541.
- Brown, C. P. (2015). Taking and teaching the test are not the same: a case study of first-year teachers' experiences in high-stakes contexts. *Teachers and Teaching: Theory and Practice*, 21 (8), 1026-1044. doi:10.1080/13540602.2015.1005870
- Bruggink M., Sui L. Goei & Hans M. Koot (2016) Teachers' perceptions of students' additional support needs: in the eye of the beholder?, *Educational Psychology*, 36:(3), 431-443, DOI: 10.1080/01443410.2014.958436
- Coady, M. R., Harper, C., & de Jong, E. J. (2016). Aiming for Equity: Preparing Mainstream Teachers for Inclusion or Inclusive Classrooms?. *TESOL Quarterly*., 50(2), 340-368.

- Coady, M., Harper, C., & de Jong, E. (2011). From Preservice to Practice: mainstream elementary teacher beliefs of preparation and efficacy with English language learners in the state of Florida. *Bilingual Research Journal*, 34(2), 223-239
- Collins, L. J., & Liang, X. (2015). Examining high quality online teacher professional development: teachers' voices. *International Journal of Teacher Leadership*, 6(1), 18-34.
- Cota Grijalva, S. D., & Ruiz-Esparza Barajas, E. (2013). Pre-service teachers' beliefs about language teaching and learning: a longitudinal study (creencias de profesores principiantes acerca de la enseñanza y aprendizaje de lengua: un estudio longitudinal). *PROFILE: Issues in Teachers' Professional Development*, 15(1), 81-95
- Chung, S. F. (2012). Research-based vocabulary instruction for english language learners. *Reading Matrix: An International Online Journal*, 12(2), 105-120.
- Clark-Goff, K., & Eslami, Z. (2016). Exploring Change in Preservice Teachers' Beliefs about English Language Learning and Teaching. *Iranian Journal of Language Teaching Research*, 4(3), 21-36.
- Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education
- Christoun, L., & Wang, J. (2018). Misconceptions About ELLs: Culturally Responsive Practices for General Education Teachers. In *Optimizing Elementary Education for English Language Learners* (pp. 1-19). IGI Global.

- Crawford, L., Schmeister, M., & Biggs, A. (2008). Impact of intensive professional development on teachers' use of sheltered instruction with students who are English language learners. *Journal of In-Service Education, 34*(3), 327-342. doi:10.1080/13674580801950816
- de Jong, E. (2014). Preparing mainstream teachers for multilingual classrooms. *Association of Mexican American Educators Journal, 7*(2).
- de Jong, E. J., Harper, C. A., & Coady, M. R. (2013). Enhanced Knowledge and Skills for Elementary Mainstream Teachers of English Language Learners. *Theory Into Practice, 52*(2), 89-97.
- Desimone, L. M., & Garet, M. S. (2015). Best practices in teachers' professional development in the United States. *Psychology, Society and Education, 7*(3), 252-263
- Diaz, A., Cochran, K., & Karlin, N. (2016). The Influence of Teacher Power on English Language Learners' Self-Perceptions of Learner Empowerment. *College Teaching, 64*(4), 158-167
- Díaz-Rico, L. T. (2017). *The crosscultural, language, and academic development handbook: A complete K-12 reference guide* (6th ed.). Boston: Pearson.
- Dixon, F. A., Yssel, N., McConnell, J. M., & Hardin, T. (2014). Differentiated Instruction, Professional Development, and Teacher Efficacy. *Journal For The Education of the Gifted, 37*(2), 111-127. doi:10.1177/0162353214529042
- Egbert, J., & Ernst-Slavit, G. (2010). *Access to academics: Planning instruction for K-12 classrooms with ELLs*. Boston: Pearson.

- Francis, R. W. (2015). Demonstrating pre-service teacher learning through engagement in global field experiences. *Universal Journal of Educational Research*, 3 (11), 787 - 792. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1081510.pdf>
- Franco-Fuenmayor, S. E., Padrón, Y. N., & Waxman, H.C. (2015). Investigating bilingual/ESL teachers' knowledge and professional development opportunities in a large suburban school district in Texas. *Bilingual Research Journal*, 38(3). doi:10.1080/15235882.2015.1091049
- Gándara, P., & Santibañez, L. (2016). The teachers our English language learners need. *Educational Leadership*, 73(5), 32-37.
- Gilakjani, A. P., & Sabouri, N. B. (2017). Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature. *English Language Teaching*, 10(4), 78-86
- Girgin, D. (2017). The Relationship between Pre-Service Music Teachers' Self-Efficacy Belief in Musical Instrument Performance and Personality Traits. *Eurasian Journal of Educational Research*, (67), 107-123.
- Goldenberg, C. (2013). Unlocking the research on English learners: What we know—and don't yet know—about effective instruction. *American Educator*, 27(2), 4–13.
- Goldenberg, B. M. (2014). White Teachers in Urban Classrooms: Embracing Non-White Students' Cultural Capital for Better Teaching and Learning. *Urban Education*, 49(1), 111-144.

- Goodnough, K. K., Pelech, S. S., & Stordy, M. M. (2014). Effective Professional Development in STEM Education: The Perceptions of Primary/Elementary Teachers. *Teacher Education & Practice*, 27(2/3), 402-423.
- Heineke, A., Papola-Ellis, A., Cohen, S., & Davin, K. (2018). Linguistically Responsive Professional Development: An Apprenticeship Model. *Improving Schools*, 21(1), 32-47.
- Holzberger, D., Philipp, A., & Kunter, M. (2013). How Teachers' Self-Efficacy Is Related to Instructional Quality: A Longitudinal Analysis. *Journal of Educational Psychology*, 105(3), 774-786.
- Horsford, S. D., & Sampson, C. (2013). High-ELL-Growth States: Expanding Funding Equity and Opportunity for English Language Learners. *Voices in Urban Education*, 37, 47-54.
- Howard, E. R., Páez, M. M., August, D. L., Barr, C. D., Kenyon, D., & Malabonga, V. (2014). The Importance of SES, Home and School Language and Literacy Practices, and Oral Vocabulary in Bilingual Children's English Reading Development. *Bilingual Research Journal*, 37(2), 120-141.
- Jackson, J., Tripp, S., & Cox, K. (2011). Interactive Word Walls: Transforming Content Vocabulary Instruction. *Science Scope*, 35(3), 45-49
- Katz, Y. (1997). Effective Collaboration between Teachers and Parents in Israel: A Strategy for Improvement of the Educational Process. *Pastoral Care In Education*, 15(4), 14. doi:10.1111/1468-0122.00069

- Kibler, A. a., & Roman, D. (2013). Insights into Professional Development for Teachers of English Language Learners: A Focus on Using Students' Native Languages in the Classroom. *Bilingual Research Journal*, 36(2), 187-207.
doi:10.1080/15235882.2013.820226
- Killion, J., & Roy, P. (2009). *Becoming a learning school*. Oxford, OH: National Staff Development Council.
- Kolano, L. Q., & King, E. T. (2015). Preservice teachers' perceived beliefs towards English language learners: can a single course change attitudes?. *issues in teacher education*, 24(2), 3-21.
- Knowles, M. S., Holton, E. F., III, & Swanson, E. A. (2005). *The adult learner: The definitive classic on adult education and human resource development* (6th ed.). Oxford, UK: Elsevier.
- Konakll, T. (2015). Effects of Self-Efficacy on Social Entrepreneurship in Education: A Correlational Research. *Research In Education*, 94(1), 30-43.
- Klibthong, S., & Agbenyega, J. S. (2018). Exploring Professional Knowing, Being and Becoming through Inclusive Pedagogical Approach in Action (IPAA) Framework. *Australian Journal of Teacher Education*, 43(3), 109-12
- Khong, T. D. H., & Saito, E. (2014). Challenges confronting teachers of English language learners. *Educational Review*, 66(2), 210-225.
- Küçüktepe, S. E., Akbag, M., & Özmercan, E. E. (2017). An Investigation Regarding the Preservice Teachers' Emotional Literacy Levels and Self-Efficacy Beliefs. *Journal of Education and Learning*, 6(4), 267-275.

- Lee, O., & Buxton, C. A. (2013). Teacher professional development to improve science and literacy achievement of English language learners. *Theory Into Practice*, (2), 110.
- Liao, H., & Wang, Y. (2015). Creating a positive learning environment for students with English classroom anxiety. *Psychological Reports*, (2), 631.
doi:10.2466/H.PR0.116k21w8
- Li, N., & Peters, A. W. (2016). Preparing K-12 Teachers for ELLs Improving Teachers' L2 Knowledge and Strategies Through Innovative Professional Development. *Urban Education*, 0042085916656902.
- Lodico, M., Spaulding, D., & Voegtle, K. (2010). *Methods in educational research: From theory to practice* (Laureate Education, Inc., custom ed). San Francisco, CA: John Wiley & Sons.
- López, F., Scanlan, M., & Gundrum, B. (2013). Preparing teachers of English language learners: Empirical evidence and policy implications. *education policy analysis archives*, 21, 20.
- Lucas, T., Villegas, A. M., & Martin, A. D. (2015). Teachers' beliefs about English language learners. *International Handbook of Research on Teachers' Beliefs*, 453-474.
- Lucero, A. (2014). Teachers' Use of Linguistic Scaffolding to Support the Academic Language Development of First-Grade Emergent Bilingual Students. *Journal of Early Childhood Literacy*, 14(4), 534-561.

- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons.
- Migration Policy Institute. (2015). *ELL fact sheet no. 5: States and districts with the highest number of English learners*. Washington, DC: Author.
- Mohammadi, M., & Moradi, K. (2017). Exploring Change in EFL Teachers' Perceptions of Professional Development. *Journal of Teacher Education for Sustainability, 19*(1), 22-42.
- Mohan, P. P., Lingam, G. I., & Chand, D. D. (2017). Teachers' Perceptions of the Impact of Professional Development on Learning and Teaching in a Developing Nation. *Australian Journal of Teacher Education, 42*(11), 18-33.
- Niño Santisteban, L. (2014). The Effects of Differentiated Instruction on the Literacy Process of Learners with Interrupted Schooling. *GIST Education and Learning Research Journal, 9*(9), 31-49.
- Pacheco, M., Daniel, S., & Pray, L. I. (2017). Scaffolding Practice: Supporting Emerging Bilinguals' Academic Language Use in Two Classroom Communities. *Language Arts, 95*(2), 63-76.
- Pettit, S. K. (2011). Teachers' beliefs about English language learners in the mainstream classroom: A review of the literature. *International Multilingual Research Journal, 5*(2), 123-147.
- Peebles, J. L., & Mendaglio, S. (2014). The Influence of Direct Experience on Preservice Teachers' Self-Efficacy for Teaching in Inclusive Classrooms. *International Journal Of Inclusive Education, 18*(12), 1321-1336.

- Razak, R. A., Kaur, D., Halili, S. H., & Ramlan, Z. (2016). Flipped ESL Teacher Professional Development: Embracing Change to Remain Relevant. *Teaching English With Technology*, 16(3), 85-102.
- Roy-Campbell, Z. M. (2013). Who Educates Teacher Educators About English Language Learners?. *Reading Horizons*, 52(3), 255.
- Rossetti, Z., Redash, A., Sauer, J. S., Bui, O., Wen, Y., & Regensburger, D. (2018). Access, accountability, and advocacy: Culturally and linguistically diverse families' participation in iep meetings. *Exceptionality*, doi:10.1080/09362835.2018.1480948
- Ross, K. L. (2014). Professional Development for Practicing Mathematics Teachers: A Critical Connection to English Language Learner Students in Mainstream USA Classrooms. *Journal of Mathematics Teacher Education*, 17 (1). 85-100.
- Ruiz Soto, A G., Sarah Hooker., & Jeanne Batalove. (2015). *States and Districts with the Highest Number and Share of English Language Learners*. Washington, DC. Migration Policy Institute.
- Salerno, A. S., & Kibler, A.K. (2013). Before They Teach: How Pre-Service Teachers Plan for Linguistically Diverse Students. *Teacher Education Quarterly*, 40 (4), 5- 26. Retrieved from <http://eric.ed.gov/?id=EJ1072105>
- Sato, T., & Hodge, S. R. (2016). Elementary physical education teachers' experiences in teaching English language learners. *Education and Urban Society*, 48(3), 262-287.
- Somé-Guiébré, E. (2016). Mainstreaming English Language Learners: Does It Promote

- or Hidender Literacy Development? *English Language Teaching*, 9(1), 33-40.
- Shanks, J., Miller, L., & Rosendale, S. (2012). Action Research in a Professional Development School Setting to Support Teacher Candidate Self- Efficacy. *SRATE Journal*, 21(2), 25- 31.
- Shim, J. M. (2014). A Bourdieuan Analysis: Teachers' Beliefs about English Language Learners' Academic Challenges. *International Journal of Multicultural Education*, 16(1), 40-55.
- Short, D. (2013). Training and Sustaining Effective Teachers of Sheltered Instruction. *Theory Into Practice*, 52(2), 118-127.
- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher Self-Efficacy and Teacher Burnout: A Study of Relations. *Teaching and Teacher Education: An International Journal Of Research And Studies*, 26(4), 1059-1069
- Smets, W. (2017). High Quality Differentiated Instruction--A Checklist for Teacher Professional Development on Handling Differences in the General Education Classroom. *Universal Journal of Educational Research*, 5(11), 2074-2080.
- Smit, N., van de Grift, W., de Bot, K., & Jansen, E. (2017). A classroom observation tool for scaffolding reading comprehension. *System*, 65, 117-129.
doi:10.1016/j.system.2016.12.014
- Snyder, E., Witmer, S. E., & Schmitt, H. (2017). English Language Learners and Reading Instruction: A Review of the Literature. *Preventing School Failure*, 61(2), 136-145.

- Stephens, C., & Johnson, D. C. (2015). "Good Teaching for All Students?": Sheltered Instruction Programming in Washington State Language Policy. *Language and Education*, 29(1), 31-45.
- Swafford, M., Bailey, S., & Beasley, K. (2014). Positive learning environments enhance student achievement. *Techniques*, (5), 32.
- Taylor, B. K. (2015). Content, Process, and Product: Modeling Differentiated Instruction. *Kappa Delta Pi Record*, 51(1), 13-17.
- Téllez, K., & Manthey, G. (2015). Teachers' perceptions of effective school-wide programs and strategies for English language learners. *Learning Environments Research*, 18(1), 111-127. <http://dx.doi.org/10.1007/s10984-015-9173-6>
- Tellez, K., & Varghese, M. (2013). Teachers as intellectuals and advocates: professional development for bilingual education teachers. *Theory Into Practice*, 52(2), 128-138. doi: 10.1080/00405841.2013.770330
- Texas Academic Performance Report. (2016). Retrieved from <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/srch.html?srch=C>
- Türkoglu, M. E., Cansoy, R., & Parlar, H. (2017). Examining Relationship between Teachers' Self-Efficacy and Job Satisfaction. *Universal Journal of Educational Research*, 5(5), 765-772.
- Tunkler, V., Ercan, A. N., Beskirli, M., & Sahin, I. (2016). Relationship between Preservice Teachers' Course Attitudes and Professional Self-Efficacy Beliefs. *International Journal of Research In Education And Science*, 2(1), 212-222.

- Wilcox, K. C., Lawson, H. A., & Angelis, J. (2015). Classroom, school, and district impacts on diverse student literacy achievement. *Teachers College Record, 117*(9),
- Whitacre, M., Díaz, Z., & Esquierdo, J (2013). Pre-service teachers: an analysis of reading instruction in high needs districts dual language classrooms: *Online Submission*. Retrieved from <http://files.eric.ed.gov/fulltext/ED539839.pdf>
- Uzum, B., Petrón, M., & Berg, H. (2014). Pre-service teachers' first foray into the ESL classroom: reflective practice in a service learning project. *Test-Ei, 18*(3). Retrieved from <http://files.eric.ed.gov/fulltext/EJ1048624.pdf>
- Yin, R. (2014). *Case Study Research: Design and Methods* (5th ed.). Los Angeles: Sage.
- Yoo, J. (2016). The Effect of Professional Development on Teacher Efficacy and Teachers' Self-Analysis of Their Efficacy Change. *Journal of Teacher Education for Sustainability, 18*(1), pp. 84-94. Retrieved 21 Oct. 2017, from doi:10.1515/jtes-2016-0007
- Young, J. E., Williamson, M. I., & Egan, T. G. (2016). Students' reflections on the relationships between safe learning environments, learning challenge and positive experiences of learning in a simulated GP clinic. *Advances In Health Sciences Education, 21*(1), 63-77. doi:10.1007/s10459-015-9611-3
- Szymanski, A., Croft, L., & Godor, B. (2018). Determining Attitudes toward Ability: A New Tool for New Understanding. *Journal of Advanced Academics, 29*(1), 29-55.

Zaragoza, J. M., & Fraser, B. J. (2017). Field-study science classrooms as positive and enjoyable learning environments. *Learning Environments Research*, 20(1), 1-20.
doi:10.1007/s10984-016-9219-4

Appendix A: The Project

The project presented in this appendix was developed based on the results of my doctoral study regarding general education teachers' perceptions of supporting English language learners (ELLs) in regular education. The results of this doctoral study demonstrated that there was a need for a more specialized professional development (PD) that focused on ELLs to provide general education teachers with the necessary knowledge and skills to increase ELLs' academic progress. According to Killion and Roy (2009), school leaders are responsible for preparing teachers to work effectively with all students. Teachers need differentiated professional development that meet their unique professional needs.

In this professional development, general education teachers will learn about second language acquisition, the English language proficiency standards, and effective instructional strategies that promote the academic needs of English language learners (ELLs) in regular education. The professional development plan for general education teachers can be given to teachers at the beginning of the school year to prepare to work with all ELLs by providing them with the knowledge and skills they need to successfully meet the needs of each student in regular education.

This professional development will be given in three days:

- Day 1: Second Language Acquisition (SLA)
- Day 2: English Language Proficiency Standards (ELPS)
- Day 3: Instructional strategies for English Language Learners (ELLs)

Professional Development Plan for General Education Teachers

Time	Activity - Day 1
8:30 – 9:00 am	<p align="center">Day 1: Second Language Acquisition (SLA)</p> <p>Meet and Greet</p> <ul style="list-style-type: none"> ○ Introduction of presenters ○ Review the objectives/goals and purpose for today’s session ○ Review Professional Development Norms and Expectations for today’s session <ul style="list-style-type: none"> ✓ Be actively present and participate in today’s session ✓ Tamed your technology ✓ Be respectful to one another ✓ Have a growth mindset
9:00 – 10:30 am	<p>Purpose of today’s session:</p> <ul style="list-style-type: none"> ● To develop an understanding of the second language acquisition (SLA) process and how it is related to core subject instruction. ● To identify factors that may affect language acquisition. <p>Group Discussion: How Do English Language Learners Acquire a Second Language (SLA)?</p> <ul style="list-style-type: none"> ● Teachers will have an opportunity to speak with their colleagues to discuss what they know about SLA and why is important to learn about SLA. ● Teachers will create an anchor chart as to how they believe ELLs acquire a second language and how it benefits teachers to know about SLA. ● What are the benefits of knowing SLA and how it can improve lesson planning/activities? <ul style="list-style-type: none"> ● <u>Three Areas in Understanding SLA</u> – <i>PowerPoint presentation</i> Oral language development, primary language development, and second language acquisition. ● How will learning about these three areas can help you become a highly-effective teacher? <ul style="list-style-type: none"> ● <u>What is Second Language Acquisition?</u> <i>PowerPoint</i> <p>Session Objectives:</p> <ul style="list-style-type: none"> ● Teachers will understand the different stages of the second language acquisition. ● Teachers will understand how second language is aligned with the English

	<p>Language Descriptors Standards (ELPS).</p> <p>Procedure: In this session, the presenters will continue:</p> <ul style="list-style-type: none"> • Explaining how second language is acquired. • Explaining the benefits of knowing about second language acquisition and how it increases students' reading comprehension and class participation. • Asking participants to develop a concept map to show what they know about SLA and how it can help them plan developmentally and appropriate activities for their ELLs. • Explaining the benefits of knowing and learning about SLA. • Presenter will share his experiences as a second language learner
10:30 -10:45 am	Break
10:45 – 12:00 pm	<p><u>Krashen's Five Hypothesis</u></p> <ul style="list-style-type: none"> ○ How will Krashen's Five Hypothesis help me understand my ELLs? ○ How are Krashen's Five Hypothesis connected to the English development of your students?
12:00 – 1:00 pm	Lunch on Your Own
1:00 – 3:30 pm	<p><u>Why SLA Matters:</u></p> <ul style="list-style-type: none"> • Participants will learn the importance of learning of SLA and how SLA can help teachers prepare meaningful and effective lessons and activities for their ELLs. <p>Teachers will discuss among themselves about what they learned from today's session. Participants will present and explain how they will apply SLA in their classroom.</p> <p>Guided Questions:</p> <ol style="list-style-type: none"> 1. How is SLA connected with ELPS? 2. How will you promote your students SLA in your classroom? 3. How will you pre-assess your students' English language skills? 4. How will you help your ELL students increase their linguistic skills? <p>Teachers will present what learned based on today's sessions.</p>

Resources needed:

District curriculum, SLA hand-outs powerpoints, laptops, anchor chart paper, markers, smartboard, speakers, microphone, and sign -in sheets.

SECOND LANGUAGE ACQUISITION (SLA)
PRESENTED BY: JOSÉ LÓPEZ

Slide 1

OBJECTIVES:

- To develop an understanding of the second language acquisition (SLA) process and how it is related to core subject instruction.
- To identify factors that may affect language acquisition.

Slide 2

GROUP PRESENTATIONS

How Do English Language
Learners Acquire A Second
Language?



Slide 3



• **ORAL LANGUAGE DEVELOPMENT**

From birth to about age five, children develop oral language skills. The method in which oral language is developed is universal and typically ends when formal schooling begins.

• **PRIMARY LANGUAGE DEVELOPMENT**

Children learn their first (primary) language (L1), the foundation of communication skills, at a very young age. Primary language development occurs without formal instruction through imitation, practice, and interaction.

Slide 4



SECOND LANGUAGE ACQUISITION

Second language acquisition is the process involved when learning a new language in addition to the primary language (L1). The second language (L2) can also be referred to as the target language.

Slide 5

SECOND LANGUAGE ACQUISITION

Second language acquisition is the process involved when learning a new language in addition to the primary language (L1). The second language (L2) can also be referred to as the target language.

It is important to note that students' current levels of language proficiency are comprised not only of their linguistic competence, but of their background knowledge as well.

Slide 6

WHAT IS SECOND LANGUAGE ACQUISITION?

- Krashen (1982) noted that ELL students learn a second language by giving meaningful and appropriate learning activities where the language is being used spontaneously.
- He explained that the process of acquiring a second language occurs in a predictable manner.
- It is important that general education teachers understand how ell students learn a second language because it will not only help students increase their language proficiency skills, but also help teachers to develop meaningful and developmentally appropriate lesson plans and learning activities.

Slide 7

- Krashen (1982) believed that there is a pattern in which the learner learns a new language. The ELL student learns the language in a natural order.
- Before the learner can learn anything else, he or she learns the sounds first just like they are learned in the first language.
- The learning begins understanding the grammatical structure of the language as well as its sounds.

Slide 8

- Why is it critical to know about these five hypothesis?
- It helps teachers understand students' linguistic needs.
- Teachers can prepare meaningful activities.
- Students will show more academic growth.

Slide 9

GROUP DISCUSSION



Slide 10

How Do You Meet The Linguistic Needs Of Your Ells In Your Classroom?

- By using differentiated instruction?
- By using graphic organizers?
- By using visual aids?
- By using their native language?
- By adjusting the language?

Slide 11

Krashen's Five Hypotheses

Slide 12

The Acquisition – Learning Hypothesis

- The acquisition-learning hypothesis is the formal knowledge about grammatical rules in the language.
- During this stage, the ELL student becomes aware of grammatical errors they make. This language acquisition is similar to the manner in which the ELL student develops his or her first language.

Slide 13

Natural Order Hypothesis

- The second stage is the natural order hypothesis. Krashen (1982) believed that there is a pattern in which the learner learns a new language.
- The ELL student learns the language in a natural order. Before the learner can learn anything else, he or she learns the sounds first just like they are learned in the first language.

Slide 14

Comprehensible input hypothesis

Contents that more comprehensible input results in more acquisition.

Teachers use different instructional strategies to make the content more accessible to the students.

Slide 15

The Input Hypothesis

- Input hypothesis relates to acquisition, not learning
- Focus not on structure but on *understanding* the message
- Production ability emerges. It's not taught directly

Slide 16

The affective filter hypothesis

claims that affective variables do not impact language acquisition directly, but can prevent input from reaching what Chomsky called the language acquisition device.

If students are overcorrected when speaking English, they will develop a low self-esteem which will influence their English development.

Slide 17


If students feel uncomfortable speaking, listening, reading, and writing the English language, it will negatively influence learning a second language.

During this stage, students will have anxiety, lack of motivation, and confidence.

Slide 18

- BREAK TIME!

TAKE A 10
MINUTES BREAK



Slide 19

WHY SLA MATTERS

- General education teachers can help english language learners become fluent english speakers by providing them with meaningful and developmentally appropriate learning activities.
- Sla is learned through comprehensible input in english where the teacher can design learning activities to interact with peers.
- General education teachers need to pre-asses their students to determine what learning activities will promote their linguistic needs.

Slide 20

WHY SLA MATTERS (CONT.)

- General education teachers who have a strong background knowledge in second language acquisition are better prepared to meet the linguistic needs of ELL students in regular education because they can target specific linguistic skills such as listening, speaking, reading, and writing.
- If ell students develop anxiety and low self-esteem, it can affect their English language acquisition process. Teachers need to develop

Slide 21

GROUP DISCUSSION



Slide 22

Examples of Instructional Strategies

- **Silent Period**
- Use of visual aids to help with comprehension
- Use short phrase
- Encourage speaking but do not force it
- Use anchor charts
- Use manipulatives to get students engaged
- Use total physical response (TPR) techniques

Slide 23

Examples of instructional strategies

- **Early Production**
- Engage students in linguistic games
- Do role-playing activities
- Ask open-ended questions
- Use manipulatives
- Use visual aids
- Encourage informal conversations

Slide 24

Examples of instructional strategies

- **Speech Emergence**
- Encourage group discussions/debates
- Have student fill out forms and applications
- Daily written assignments/prompts
- Have students write descriptions of visuals and props
- Show filmstrips and videos with cooperative groups scripting the visuals
- Encourage solo readings with interactive comprehension checks

Slide 25

LUNCH TIME
12:00 – 1:00

Slide 26

Cummin's Second Language Framework

Cummins makes a distinction between social language and Academic language.

Social language refers to the everyday conversational language which is supported by the use of illustrations, realia, demonstrations, etc. This is the language students need to survive in the hallways, playground, cafeteria, and etcetera. This type of language is acquire faster.

Academic language is the language of school tasks which is more abstract and decontextualized. This is the type of language students need to read and to survive academically. This type of language can take from five to eight years to acquire.

Slide 27

Cummin's Second Language Framework

Cummins makes a distinction between social language and Academic language.

Social language refers to the everyday conversational language which is supported by the use of illustrations, realia, demonstrations, etc. This is the language students need to survive in the hallways, playground, cafeteria, and etcetera. This type of language is acquire faster.

Academic language is the language of school tasks which is more abstract and decontextualized. This is the type of language students need to read and to survive academically. This type of language can take from five to eight years to acquire.

Slide 28

HELPING ELLS IN REGULAR EDUCATION

- It is important that general education teachers understand how ELL students learn a second language because it will not only help students increase their language proficiency skills, but also help teachers to develop meaningful and developmentally appropriate lesson plans and learning activities.
- Diaz-rico (2018) explained that second language acquisition is the study of ell students learn a second language. If ELL students are given meaningful and appropriate learning opportunities, they will learn the english language in a natural manner.

Slide 29

HELPING ELLS IN REGULAR EDUCATION

If ELL students are given meaningful and appropriate learning opportunities, they will learn the English language in a natural manner.

Ells learn the English language when they are provided with learning opportunities that match their linguistic needs.

Krashen (1982) noted that second language acquisition is a complex process where the learner follows a predictable pattern in learning a second language.

Slide 30

GROUP
PRESENTATIONS



Slide 31

Day 1 Evaluation: Second Language Acquisition (SLA)

Presenter: _____ Date: _____

Please provide an answer to each question below as thoroughly as possible. Your feedback is confidential and important to me.

Based on today's session, please define Second Language Acquisition in your own words:

1. Why is it important to know and understand about SLA?
2. After this session, I understand the second language acquisition process.
3. Please explain how this session has helped you planning instruction for your ELLs?
4. Would you recommend this professional development? Please explain your answer.

On a scale 1 to 5, how will you rate this session?

Not helpful 1 2 3 4 5 Extremely helpful

Time	Activity - Day 2
8:30 – 9:00 am	<p style="text-align: center;">Day 2: English Language Proficiency Descriptors (ELPS)</p> <p>Meet and Greet</p> <ul style="list-style-type: none"> ○ Introduction of presenters ○ Review the objectives/goals and purpose ○ Review Professional Development Norms and Expectations <ul style="list-style-type: none"> ✓ Be actively present and participate in today’s session ✓ Tamed your technology ✓ Be respectful to one another ✓ Have a growth mindset ✓ Kahoot Game about ELPS <p>Purpose:</p> <p>The purpose of this session is to provide general education Teachers with the foundational knowledge of the English language proficiency descriptors (ELPS) and how it is connected with TELPAS.</p> <p>Group Discussion: Why is it important to know the English level of your ELLs?</p> <p>Teachers will create an anchor chart as to why they believe it is important to know their students’ English level and how it will benefit their students.</p> <p>Session Objectives:</p> <ul style="list-style-type: none"> • Teachers will understand the different TELPAS descriptors. • Teachers integrating ELPS cross-curricular student expectations into content area instruction and aligning instruction for ELLs to the students' language proficiency levels (adapted from TEA, 2016). <p>Procedure: In this session, the presenters will:</p> <ol style="list-style-type: none"> 1. Explain the four linguistic domains: speaking, listening, reading, and writing. 2. Teachers will look at the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). 3. Teachers will create anchor charts for the different English level for each domain listening, speaking, reading, and writing (beginning, intermediate, advanced, and advanced high). 4. The presenter will provide with different strategies to assess students informally and formally to plan activities that will promote the four linguistic domains. 5. Ask teachers to explore the ELPS by grouping their students in their linguistic levels (beginner, intermediate, advanced, and advanced high)

<p>9:00 – 10:00 am</p>	<p><u>What are ELPS?</u></p> <p>Why Do We Need to Know our ELLs’ English Proficiency?</p> <ul style="list-style-type: none"> ○ Participants will discuss the importance of knowing their ELLs’ English proficiency. ○ Participants will look at the four English language proficiency descriptors (ELPS) which are beginner, intermediate, advanced, and advanced high. <p>What are the English Language Proficiency Descriptor?</p> <ul style="list-style-type: none"> ○ Participants will learn to rate students English speaking skills based on the ELPS criteria. ○ Presenter will show an online video to participants to see what the state is looking for. ○ Role – play: as a group activity, teachers will have a scenario where they will role play it to rate the student’s English level. <p>Steps for Using ELPS in the Classroom</p> <ul style="list-style-type: none"> ○ Participants will analyze their students’ data and group students based on their speaking abilities. ○ Participants will look at the Texas’s standards for ELLs to see what is expected from each English level. <p>Guided Questions:</p> <ol style="list-style-type: none"> 1. How is SLA connected with ELPS? 2. How will you promote your students’ English skills in your classroom? 3. How will you pre-assess your students’ English language skills? 4. How will you help students increase their linguistic skills?
<p>10:30 -10:45 am</p>	<p style="text-align: center;">Break</p>
<p>10:45 – 12:00 pm</p>	<p>What are the components of the ELPS Standards?</p> <ul style="list-style-type: none"> ○ Listening ○ Speaking ○ Reading ○ Writing <p>How often should teachers monitor ELLs’ English development?</p>

12:00 – 1:00 pm	Lunch on Your Own
1:00 – 3:30 pm	<ul style="list-style-type: none"> ○ Teachers will log into their teacher’s dashboard to analyze data. ○ A folder will be provided where teachers write on one side beginner and intermediate, and on the other side of the folder teachers will write advanced, and advanced high. ○ Teachers will write students name on a sticky note to place the students under the correct English level. ○ Teachers will group students based on their English development (beginner, intermediate, advanced, and advanced high).
	<p>Resources needed:</p> <p>District curriculum, SLA hand-outs powerpoints, laptops, anchor chart paper, markers, smartboard, speakers, microphone, and sign -in sheets.</p>



Slide 1

Kahoot Game

- <https://kahoot.it/>

Slide 2

The purpose of this session:

- The purpose of this session is to provide general education Teachers with the foundational knowledge of the English language proficiency descriptors (ELPS) and how it is connected with TELPAS.

Slide 3

What are ELPS?

English Language Proficiency Standards developed by the Texas Education Agency.

ELPS are a set of standards that all ELL (LEP) students should master as they acquire English proficiency by the end of each school year.

Slide 4

Steps for Using ELPS:

- Pre- assess your ELL students to determine their English level.
- Plan lessons that will increase your ELLs' English language.
- Document ELPS objectives in your lesson plans.

Slide 5

Group Discussion

Slide 6

ELPS CONT.

- The state of Texas has developed the ELPS (2008) which provides an outline as to what is expected from English language learners to learn in each linguistic area.
- According to the TEA (2008), school districts are responsible for implementing ELPS along with the Texas Essential Knowledge and Skills (TEKS).

Slide 7

ELPS CONT.

- Teachers who work with ELLs need to become familiar the ELPs because ELPs need to be integrated with core subjects to promote ELL students' English skills as well as core subjects.
- It is important that teachers understand that ELL students acquire two different languages which are social and academic language.

Slide 8

What are the English Proficiency Level Descriptors (ELPS)?

- Teachers need to use the ELPS to determine the linguistic needs of each student to plan their lessons.
- PLDs describe the characteristics of each proficiency level (beginning, intermediate, advanced, and advanced high).

Slide 9



Slide 10

What are the English Proficiency Level Descriptors (ELPS)?

- ELL students are expected take a language proficiency assessment at the end of the school year in which they are expected to show mastery/growth of the English language.
- Teachers need to ensure that they follow the ELPS, so students can show mastery in TELPAS Assessment. Additionally, the state of Texas provides teachers with instructional strategies that they can use with their ELL students. The data revealed that teachers needed PD in implementing the ELPS, so they can target specific language goals.

Slide 11

What are the English Proficiency Level Descriptors (ELPS)?

- The state of Texas has developed the ELPS to guide teachers who work with ELL students with the purpose to help teachers address the linguistic needs of ELL students.
- Some teachers were aware of the ELPS, but they did not use them. The state requires that teachers who work with ELLs, implement ELPS to target specific language skills.

Slide 12

Lunch Time
12:00 – 1:00

Slide 13

What are the components of the ELPS Standards?

- There are four linguistic domains in the ELPS:
 1. Listening
 2. Speaking
 3. Reading
 4. Writing
- English language learners are assessed each year in all of these domains to monitor their English development.

Slide 14

Analyzing Students' Data

- Teachers will log into their teacher's dashboard to analyze data.
- Teachers will group students based on their English development (beginner, intermediate, advanced, and advanced high).

Slide 15

Group Presentations

- How does learning about each ELL student help teachers with planning instruction?
- What kind of activities do we need to plan to help our ELLs with their English language development?
- How often should we assess our ELLs?

Slide 16

Day 2 Evaluation: English Language Proficiency Standards (ELPS)

Presenter: _____ Date: _____

Please provide an answer to each question below as thoroughly as possible. Your feedback is confidential and important to me.

Based on today's session, please define English Language Proficiency Standards in your own words:

5. What is the purpose of the ELPS?

6. After this session, I understand how ELPS is aligned with TELPAS?

7. Please explain how this session has helped you planning instruction for your ELLs?

8. Would you recommend this professional development? Please explain your answer.

On a scale 1 to 5, how will you rate this session?

Not helpful 1 2 3 4 5 Extremely helpful

Time	Activity - Day 3
8:30 – 9:00 am	<p>Day 3: Instructional Strategies for English Language Learners (ELLs)</p> <p>Meet and Greet</p> <ul style="list-style-type: none"> ○ Introduction of presenters ○ Review the objectives/goals and purpose for today’s session ○ Review Professional Development Norms and Expectations for today’s session <ul style="list-style-type: none"> ✓ Be actively present and participate in today’s session ✓ Tamed your technology ✓ Be respectful to one another ✓ Have a growth mindset
9:00 – 10:30 am	<p>Purpose:</p> <p>The purpose of this session is to increase general education teachers’ knowledge and skills in the implementation of effective instructional strategies to meet the academic needs of ELLs.</p> <p>Discussion: What instructional strategies do you implement to support the academic needs of your ELLs in your classroom?</p> <ul style="list-style-type: none"> • Teachers will talk among themselves to discuss what strategies they implement in their classroom. • Teachers will create an anchor chart and present it. <p><u>Effective Instructional Strategies for ELLs</u> -PowerPoint by José López</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Teachers will learn about different instructional strategies they can use in the classroom to meet the academic needs of ELLs: <ol style="list-style-type: none"> 1. Differentiated Instruction 2. How to Build Academic Vocabulary 3. Scaffolding 4. Sheltered Instruction 5. Cooperative Learning Groups 6. Anchor Charts/ Graphic Organizers <p>Group Discussion: What are some instructional strategies that you are implementing already to support the academic needs of your ELLs in your classroom.</p>

10:30 -10:45 am	Break
10:45 – 12:00 pm	<p data-bbox="451 306 837 338"><u>Activating Prior Knowledge</u></p> <ul data-bbox="505 380 1511 558" style="list-style-type: none"> ○ How does activating prior knowledge can help ELLs with better comprehension? ○ What do we do if there is not any prior knowledge when teaching a lesson? ○ Group Activity: teachers will develop an anchor chart and explain how activating prior knowledge can help their ELLs in their classrooms. <p data-bbox="451 674 1005 705"><u>Building Social and Academic Language</u></p> <ul data-bbox="505 747 1471 1031" style="list-style-type: none"> ○ What is social language? ○ Why is social language as important as academic language? ○ When do students speak social language? ○ What is academic language? ○ Why is academic language so crucial in the classroom? ○ What is the difference between social and academic language? ○ Group Activity: teachers will develop an anchor chart and explain how social and academic language can help their ELLs in their classrooms. <p data-bbox="451 1146 805 1178"><u>Differentiated Instruction</u></p> <ul data-bbox="505 1220 1511 1472" style="list-style-type: none"> ○ What is differentiated instruction? ○ Is it a teaching philosophy or an instructional strategy? ○ How does differentiated instruction can help our ELLs grow academically? ○ What are the components of differentiated instruction? ○ What does differentiated instruction look like in your classroom? ○ Group Activity: teachers will develop an anchor chart and explain how differentiated instruction can help their ELLs in their classrooms.
12:00 – 1:00 pm	Lunch on Your Own

<p>1:00 – 3:30 pm</p>	<p><u>Sheltered Instruction:</u></p> <ul style="list-style-type: none"> ○ What is sheltered instruction? ○ How does sheltered instruction help ELLs in regular education? ○ What are the components of Sheltered Instruction? ○ Group Activity: teachers will develop an anchor chart and explain how sheltered instruction can help their ELLs in their classrooms. <p><u>Scaffolding</u></p> <ul style="list-style-type: none"> ○ What is scaffolding? ○ How often do we scaffold our students? ○ Do we differentiate scaffolding (up vs down)? ○ Group Activity: teachers will develop an anchor chart and explain how scaffolding can help their ELLs in their classrooms. <p><u>Instructional Strategies that Work</u></p> <ul style="list-style-type: none"> ○ What are some instructional strategies that you will implement in your classroom because of this PD? ○ What were some aha moments from today's PD? ○ How will you change your teaching practice after today's PD? ○ Group Activity: teachers will develop an anchor chart and explain how today's PD helped them become better teachers. ○ Teachers will do a gallery walk to read the anchor charts around the room.
	<p>Resources needed:</p> <p>District curriculum, powerpoints, laptops, anchor chart paper, markers, smartboard, speakers, microphone, and sign -in sheets.</p>



Instructional Strategies for English Language Learners

Presented by:
Jose Lopez

Slide 1

Kahoot Game

- <https://kahoot.it/>

Slide 2

The purpose of this session:

The purpose of this session is to increase general education teachers' knowledge and skills in the implementation of effective instructional strategies to meet the academic needs of ELLs.

Slide 3

Instructional Strategies for ELLs - Background

- ELLs come to public schools with different academic and linguistic backgrounds such as speaking, listening, reading, writing, and vocabulary than non-ELL students; therefore, general education teachers need to have ESL training/knowledge to implement appropriate instructional strategies to teach not only the content, but also English language development skills.

Slide 4

Instructional Strategies for ELLs - Background

- ELL students often know very little to no English; therefore, teachers need to know how to increase their weak speaking, listening, reading, and writing skills.
- By targeting specific weak linguistic skills, teachers can increase ELL students' speaking and listening abilities as well as class participation that will lead to better students' academic performance.

Slide 5

Group Discussion
What instructional strategies do you currently implement with your ELLs?



Slide 6

What Instructional Strategies work for ELLs?

- Activating Prior Knowledge
- Building Social and Academic Language
- Differentiated Instruction
- Sheltered Instruction
- Scaffolding

Slide 7

Activating Prior Knowledge

- Activating prior knowledge in ELL students can increase students' engagement and students' comprehension of the lesson because students make a connection between the lesson and their previous personal experiences (Goldenberg, 2013; Short 2013).
- ELL students become engaged in the lesson because their interests have been triggered.

Slide 8

Activating Prior Knowledge Cont.

- Additionally, ELL students' previous personal experiences serve as a bridge to build upon the lesson in which the ELL student develops a better understanding in what he or she is about to learn.
- When ELL students are taught meaningful lessons where they can make a personal connection; they will learn the concept at much a deeper level. General education teachers can activate prior knowledge by asking differentiated questions to their ELL students depending upon their English proficiency levels. In the state of Texas there are four levels of English (beginner, intermediate, advanced, and advanced high).

Slide 9

Building Social Language

- It is important that ELL students have strong oral language skills because their oral language skills will allow them to articulate what they want, need, or feel in their educational and social settings.
- According to Cummings (1979), Basic Interpersonal Communication Skills (BISCS) is the social language that ELLs need to have in social settings that enables them to have informal conversations with their non-ELL peers at the playground, cafeteria, and hallways.
- This language (BICS) can be acquired within two years of schooling.

Slide 10

Building Academic Language

- Cognitive Academic Language Proficiency [CALP]) which enables the ELL student to understand core subjects such as reading, social studies, science, and math.
- This language can take from five to seven years to be acquired because CALP is the formal language that allows the ELL students write English compositions, look for context clues and ask comprehension questions while reading independently.

Slide 11

Building Academic Language Cont.

- CALP is the language that helps students understand what is being taught in a core subject lesson. CALP enables ELL student to become successful scholars by performing specific academic tasks in their core subjects such as reading.
- CALP is an important component of an ELL student's success because it helps ELL students grasp the vocabulary, grammar and syntax in English.

Slide 12

Differentiated Instruction

148

- Tomlinson (2000) noted that differentiated instruction is a teaching philosophy where teachers meet the students where they are academically to improve students' learning.
- First, teachers need to know where students are academically to develop differentiated instructional activities to meet the unique academic needs of each student such as the content the “what”, process the “how”, and product the “evidence of learning” (Tomlinson, 2000).

Slide 13

Differentiated Instruction Cont.

- Differentiated instruction is an instructional approach that supports the needs of all learners regardless of their educational background.
- This instructional approach has been proven to be effective in helping struggling students because teachers can increase students' knowledge and skills.
- Tomlinson (2000) noted that differentiated instruction is effective in closing the achievement gap because it provides students with multiple options for taking academic information.

Slide 14



Slide 15

Sheltered Instruction

- Sheltered Instruction can be implemented in ESL classrooms, general education classrooms, or mixed (ELLs and non-ELLs) classrooms (Echevarria et al., 2010; Stephens & Johnson., 2014). In SI, ELLs are being instructed in authentic ways to help them develop grade level content-knowledge and to increase language development (Echevarria et al., 2010).
- According to Díaz – Rico (2017), teachers who implement SI effectively have great benefits for students because grade-level content is accessible and more comprehensible. The purpose of SI is to develop the English language while providing access to grade-level content knowledge.

149

Slide 16

Sheltered Instruction Cont.

- According to Díaz – Rico (2017), teachers who implement SI effectively have great benefits for students because grade-level content is accessible and more comprehensible.
- The purpose of SI is to develop the English language while providing access to grade-level content knowledge.

Slide 17

Lunch Time
12:00 – 1:00

Slide 18

Scaffolding

- ELL students often lack academic, linguistic, and social language skills to actively participate in classrooms' lessons; therefore, they need additional instructional support/strategies to understand what is being taught.
- General education teachers can help ELLs increase their content-knowledge understanding by providing scaffolding support. Scaffolding is an approach that helps students understand the concept or skill(s) being taught during a lesson or activity.

Slide 19

Scaffolding Cont.

During scaffolding, the teacher changes the level of support to meet the unique learning needs of the student in a particular task.

The teacher activates prior knowledge to grab the student's attention, so the student can become engaged. Once the student is engaged in a task, the task can be broken down into chunks to enhance learning/comprehension.

Slide 20

Group Discussion



Slide 21

Instructional Strategies that Work

- Educators need to implement different instructional strategies to support the academic and language needs of the students.
- The teacher incorporates a variety of activities such as prior knowledge, scaffolding, increases academic vocabulary, provides hands-on activities, and provides rich and meaningful experiences for students to master the content and the language objectives being taught in such a particular lesson.

Slide 22

Group Presentations

Slide 23

Day 3 Evaluation: Instructional Strategies for English Language Learners (ELLs)

Presenter: _____ Date: _____

Please provide an answer to each question below as thoroughly as possible. Your feedback is confidential and important to me.

Based on today's session, I can implement different instructional strategies to support the academic needs of my ELLs.

9. After this session, I feel much confident about working with ELLs.

10. Please explain how this session has helped you planning instruction for your ELLs?

11. Would you recommend this professional development? Please explain your answer.

On a scale 1 to 5, how will you rate this session?

Not helpful 1 2 3 4 5 Extremely helpful

Professional Development - Formative Evaluation

Presenter: _____ Date: _____

Please provide an answer to each question below as thoroughly as possible. Your feedback is confidential and important to me.

1. I feel very knowledgeable/confident about teaching English language learners.

2. I am very knowledgeable about the second language acquisition process.

3. I implement different instructional strategies to support the academic needs of my ELLs. Please explain.

4. I know how to incorporate the ELPS with my TEKS in my core subjects.

5. How many hours of ESL PD do you attend yearly. Please explain your answer.

Professional Development Summative Evaluation

Participants: your feedback matters to me. Please use the survey below to share your feedback for today's session.

THE PRESENTER	Poor	Fair	Good	Very good	Excellent
The presenter delivered the material in a clear and structured manner.	1	2	3	4	5
The presenter was knowledgeable about the topic and any related issues/questions.	1	2	3	4	5
The presenter maintained my interest during the entire presentation.	1	2	3	4	5
The presenter answered questions effectively and was enthusiastic about the topic.	1	2	3	4	5
The presenter was well-organized and prepared.	1	2	3	4	5
THE PRESENTATION:					
The presentation provided me with new information that I can use in my classroom.	1	2	3	4	5
The presentation contained practical examples and useful techniques that applied to current or future work.	1	2	3	4	5
After this professional development, I feel more confident about working with my students.	1	2	3	4	5
The visual aids were effective and helped me understand the concept.	1	2	3	4	5
This presentation provided me with different instructional strategies that I can implement in my classroom right away.	1	2	3	4	5
Overall, I would rate this presentation as:	1	2	3	4	5

Comments:

Appendix B: INTERVIEW GUIDE

Participant Number: _____ Grade: _____ Date: _____

Number of ELLs: _____ Subject: _____ Gender: _____

Number of Years Working with ELLs: _____ ESL Cert : YES NO

- 1) What are your perspectives about ensuring the academic success of ELLs in your classroom?
- 2) How do you feel about your ability to teach ELLs in the regular education classroom? Please explain.
- 3) Name some of the academic needs you see in your ELL students.
- 4) What instructional strategies do you implement to support the academic needs of ELLs?
- 5) Explain or share some modifications you have made in your teaching in order to provide ELLs with the same learning opportunities as your non-ELL students?
- 6) How do you adjust your teaching instruction to make sure your ELLs are understanding your lesson?
- 7) What challenges do you face when trying to support ELLs in the classroom?
- 8) When it comes to your ELLs, how do you overcome your challenges in your classroom?

Appendix C: OBSERVATION PROTOCOL

Participant: _____ Date: _____

Grade: _____ Subject: _____ # of ELLs: _____

PREPARATION	Highly Evident		Somewhat Evident		Not Evident	N/A
	5	4	3	2	1	
1. <i>Content objectives</i> defined, displayed, and reviewed.						
2. <i>Language objectives</i> defined, displayed, and reviewed.						
3. <i>Meaningful activities</i> integrated into lesson with language practice opportunities for <i>reading, writing, listening, and speaking</i> .						
BUILDING BACKGROUND						
4. <i>Concepts explicitly linked</i> to students' background experiences						
5. <i>Concepts explicitly linked</i> to past learning.						
COMPREHENSIBLE INPUT						
6. <i>Speech in classroom</i> is appropriate for students' proficiency levels.						
7. <i>Clear explanations of academic tasks</i> provided.						
8. <i>Variety of techniques</i> used to make content concepts clear.						
STRATEGIES						
9. <i>Scaffolding techniques</i> consistently used throughout lesson						
10. <i>Uses anchor charts and visual aids</i> to enhance students' understanding.						
INTERACTION						
11. Frequent opportunities planned for <i>interaction and discussion</i> among students and between teacher and students.						
12. <i>Grouping configurations</i> support language & content objectives of lesson.						
13. Sufficient <i>wait time</i> provided for student responses.						
14. Ample opportunities provided for students to <i>clarify key concepts in their first language (L1)</i> as needed.						
PRACTICE AND LESSON DELIVERY						
15. Teacher seems to be confident in her/his ability to instruct ELLs.						
16. Teacher is knowledgeable about the ELLs' English level.						
17. Activities planned that integrate <i>language skills: reading, writing, listening, and speaking</i>						
18. <i>Teacher checks for understanding periodically</i> .						