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THE INFLUENCE OF AN ENGLISH-AS-A-SECOND-LANGUAGE PROFESSIONAL
DEVELOPMENT PROGRAM ON PERCEPTIONS OF TEACHER EFFICACY FOR
INSTRUCTING ENGLISH LANGUAGE LEARNERS

by

Dinah Scott

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

DOCTOR OF PHILOSOPHY

in

Education

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2019

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ABSTRACT

The Influence of an English-as-a-Second-Language Professional Development Program
on Perceptions of Teacher Efficacy for Instructing English Language Learners

by

Dinah Scott, Doctor of Philosophy

Utah State University, 2019

Major Professor: Kathleen A. J. Mohr, Ph.D.
Department: Education

The English language learner (ELL) population is increasing faster than any other student group. Along with rapid growth, ELLs also experience a persistent achievement gap when compared to their English-speaking peers. Concurrent with these classroom realities is the imposition of federal regulations regarding English language development and academic achievement of ELLs. These factors combine to clearly indicate that teachers must be prepared to address ELLs' specific educational needs. This study examined one local education agency's (LEA) response to ELLs from the perspective of 15 educators who participated in the LEA's English-as-a-second-language (ESL) professional development (PD) program. Participants shared their perceptions regarding the influence of this PD offering on their perceived readiness to teach ELLs. A social cognitive framework and a five-level model of PD evaluation framed the study, which represented the first systematic evaluation of the program since its inception in 2007.

Data sets from the study's mixed methods design included self-efficacy questionnaire results from the 15 PD participants, transcripts from three LEA-level interviews, 25 ESL PD course evaluation summaries, and analyses of six course syllabi. Key findings from data set analyses included generally favorable perceptions of the ESL PD program from its participants and LEA personnel. However, questionnaire respondents' strong efficacy ratings to instruct ELLs did not match their more frequent general education descriptions of their efforts to implement PD curriculum. This contradiction may represent participants' limited grasp of ESL-specific PD content including the need to provide culturally and linguistically responsive instruction to ELLs. PD participants' limited internalization and implementation of ESL PD content may have resulted from a lack of opportunities to instruct ELLs directly. Syllabi analyses revealed that the majority of PD learning activities did not require participants to implement PD content in authentic instructional settings, such as teaching ELLs.

The study exemplified the crucial component of program evaluation in one LEA's efforts to enhance PD participants' ELL-related practices. Study outcomes included 17 implications related to PD program evaluation and the associated PD content implementation. The resultant insights from such evaluations could strengthen PD's influence on participants' instructional effectiveness with its potential to increase student achievement.

PUBLIC ABSTRACT

The Influence of an English-as-a-Second-Language Professional Development Program
on Perceptions of Teacher Efficacy for Instructing English Language Learners

Dinah Scott

English language learners (ELLs) are the fastest growing student group in U.S. public schools. ELLs also consistently lag behind their native-English speaking peers in academic achievement. These facts set the stage for the study that evaluated one school district's program to prepare their teachers to effectively educate ELLs. This program included a year-long series of six professional development courses that covered ELL-specific topics. The study's evaluation tools included an online survey completed by teachers who took the courses, teachers' feedback on course evaluation forms, interviews of district-level officials familiar with the program, and an examination of the homework assignments from each course.

The program evaluation showed that teachers and district officials thought the courses helped prepare the teachers to instruct ELLs. However, the teachers' feedback about the program's influence included some specific references to teaching ELLs, but more examples from general education settings. The evaluation also found that only about 10% of the homework assignments required direct instruction of students. These evaluation results suggest that the program could be strengthened to include more opportunities for teachers to practice instructing ELLs. This additional practice could increase teachers' confidence to serve the needs of ELLs in their classrooms.

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Dinah Scott

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CHAPTER I

INTRODUCTION

According to Title III, Language Instruction for English Learners and Immigrant Students, of the 2015 Every Student Succeeds Act (ESSA, 2015), U.S. public schools are charged with a significant role in meeting the needs of English language learners (ELLs). Under Title III, schools' responsibilities include helping ELLs to attain English proficiency and to achieve high levels of academic achievement in English and in other academic subjects. Title III makes it clear that these efforts should result in every ELL achieving "the same challenging state academic standards that all children are expected to meet" (ESSA, 2015, p. 1954). Prior to the release of the ESSA Title III guidelines and similar ELL-related regulations under the No Child Left Behind Act (NCLB, 2002), the responsibility of public schools to educate ELLs was delineated in federal guidelines including the 1968 Elementary and Secondary Education Act (ESEA) and the 1974 Supreme Court case of *Lau v. Nichols* (Clair, 2011; Tanenbaum et al., 2012). When the ESEA was reauthorized as NCLB in 2001, the Title III guidelines retained the directive to educate ELLs and "substantially strengthened the federal focus on the relationship between English language proficiency (ELP) and academic success" (Tanenbaum et al., 2012, p. xiii). This focus on ELLs' academic success continues with the 2015 ESSA reauthorization of the ESEA.

Although federal policy to address ELLs' educational needs and their linguistic and academic achievement was instituted as early as 1968, its relevance continues given that these students constitute the fastest growing segment of the U.S. public-school

population (Arias & Morillo-Campbell, 2008; Genesee, Lindholm-Leary, Saunders, & Christian, 2005; Goldenberg, 2008; National Council of Teachers of English, 2008). This student group comprises approximately 9% (4.4 million students) of the total public-school enrollment (Kena et al., 2014), which is becoming more culturally and linguistically diverse with “no indication that this trend will change in the near future” (Molle, 2013, p. 206). Given the increasing numbers of English language learners in U.S. public schools, many educators can expect to find ELLs among the students they teach (Capps et al., 2005; de Jong & Harper, 2005; Harper & de Jong, 2004; Walker, Shafer, & Iiams, 2004; Zehler et al., 2008). Will teachers be ready to help their linguistically diverse students achieve challenging academic standards as required by Title III?

Despite the fact that long-standing ESEA mandates—including the Title III directives—have specifically addressed ELLs, a marked achievement gap between this group and their native-English-speaking peers persists (Faulkner-Bond et al., 2012; Fry, 2007; Goldenberg, 2008; Snow & Biancarosa, 2003). One measure of this ELL academic shortfall is generated by the NCLB Title III requirement that the limited English proficient (LEP) subgroup (now termed “English learners” in ESSA, 2015) demonstrate adequate yearly progress (AYP) on established state achievement standards. A 2007 U.S. Department of Education (ED) report (Le Floch et al., 2007), completed to assess state- and district-level implementation of NCLB, revealed that LEP learners, in addition to students with disabilities and African American students, “were the subgroups most likely not to make AYP” (p. xxiii).

An additional measure of the ELL achievement gap references the National

Assessment of Educational Progress (NAEP) scoring levels, *advanced*, *proficient*, *basic*, and *below basic*. Recent NAEP data indicated that 27% of fourth-grade non-ELLs scored below basic in reading (National Center for Education Statistics [NCES], 2015a) and 15% scored below basic in math (NCES, 2015b). In contrast, 68% of ELLs scored below basic in reading (NCES, 2015a) and 43% were below basic in math (NCES, 2015b). Eighth-grade student data revealed that 21% of non-ELLs scored below basic in reading (NCES, 2015c) and 26% were below basic in math (NCES, 2015d). For ELLs, 71% were below basic in reading (NCES, 2015c) and 69% were below basic in math (NCES, 2015d).

Although ELLs continue to demonstrate an achievement gap, a review of NAEP historical scale-score data (NCES, 2013) indicates that ELLs, like their non-ELL counterparts, have made progress in reading and math. For example, the average 2013 reading scale score for fourth-grade ELLs was 187 compared to 174 in 1998. During this same time period, NCES data noted that eighth-grade ELLs' average reading scale score rose from 218 to 225. A comparison of 1996 and 2013 math scale score averages showed an 18-point increase, from 201 to 219, for ELLs in fourth grade. The average math scale score for ELL eighth-grade students improved from 226 in 1996 to 246 in 2013. According to NCES data, these scale-score increases all proved to be statistically significant ($p < .05$). ELLs' positive academic achievement gains juxtaposed with the persistent ELL achievement gap speak to the importance of preparing educators who can foster the academic and linguistic progress of their English learners.

Factors Related to the ELL Achievement Gap

Multiple complex factors contribute to the academic achievement gap that exists between English learners and their native-English-speaking peers. Beyond the impact of limited English proficiency that marks the ELL subgroup (Arias & Morillo-Campbell, 2008; Golden et al., 2014; Goldenberg, 2008), the achievement shortfalls that ELLs experience stem from a variety of influences, examples of which are listed below. The substantial impact that the following factors have on students' academic achievement is well documented in the extant literature (Barton, 2003; Cosentino de Cohen, Deterding, & Clewell, 2005; Garcia, Jensen, & Scribner, 2009; Hemphill & Vanneman, 2011; Ladson-Billings, 2006; Rampey, Dion, & Donahue, 2009; Rivkin, Hanushek, & Kain, 2005; Schneider, Martinez, & Owens, 2006; Snow & Biancarosa, 2003).

- The majority of elementary ELLs attend urban schools that serve at-risk populations including low income, minority, and immigrant students (Cosentino de Cohen et al., 2005).
- Urban schools, in general, have a higher percentage of ELLs (14%) than schools in less urbanized areas (9.1%) and in rural areas (3.6%) (U.S. Department of Education, 2018).
- ELLs are typically enrolled in lower-performing schools that serve larger percentages of minority and low-SES populations (Fry, 2008).
- ELL families are often economically disadvantaged (Cosentino de Cohen et al., 2005; Tanenbaum et al., 2012).
- Parents of ELLs often have limited formal education (Capps et al., 2005; Schneider et al., 2006).

Teacher preparation to effectively instruct ELLs should be considered when factors associated with the ELL achievement gap are explored (Barton, 2003).

“Although...schools and classrooms alone do not account for variations in student

learning” (Garcia et al., 2009, p. 10), the reviewed literature indicated that teacher effectiveness can influence student achievement (Rivkin et al., 2005; Sanders, Wright, & Horn, 1997; Stronge, Ward, & Grant, 2011). In reference to diverse students and their teachers, former U.S. Secretary of Education, Richard W. Riley (1998) stated:

Providing quality education means that we should invest in higher standards for all children, improved curricula, tests to measure student achievement, safe schools, and increased use of technology—but the most critical investment we can make is in well-qualified, caring, and committed teachers. Without good teachers to implement them, no educational reforms will succeed at helping all students learn to their full potential. (p. 18)

The NCLB Title III regulations related to the AYP achievement gap acknowledged the crucial relationship between teachers’ practices and their students’ academic progress. The NCLB Title III stipulation stated that if a local education agency’s (LEA) ELLs failed to make AYP for two consecutive years, the related state education agency (SEA) was charged with providing technical assistance to the LEA. Such assistance was to foster (1) the development and implementation of research-based professional development (PD) strategies and activities, and (2) the incorporation of research-based instructional strategies that would improve the instruction of LEP students (Le Floch et al., 2007). Regrettably, a 2007 ED report (Le Floch et al.) revealed that this assistance was deemed insufficient and “least likely to meet district needs for improving professional development in areas in which schools did not make AYP and in meeting the instructional needs of LEP students” (p. 106).

Although the findings cited above reflect NCLB regulations, they highlight the ongoing challenges federal, state, and local education agencies face in response to the ELL achievement gap and the related professional development needs of all teachers

responsible for ELL instruction. The 2015 ESSA acknowledged these challenges by directing LEAs to provide effective professional development not only for English language development (ELD) teachers, but also for classroom teachers responsible for academic content instruction delivered “in classroom settings that are not the settings of language instruction educational programs” (ESSA, 2015, p. 159). The federal guidelines further specify that this PD should be designed to “substantially increase...teaching skills” including educators’ ability to “understand and implement curricula, assessment practices and measures, and instruction strategies” for ELLs (p. 159). These current Title III PD regulations codify the expectation that ESL PD should result in improved educator knowledge and skills that will facilitate increased ELL language proficiency and academic performance (ESSA, 2015).

Given the crucial relationship between teacher practice and student achievement—including ELLs’ academic progress—paired with the Title III compliance standards regarding effective ELD instruction, it follows that professional development should equip educators of ELLs with the knowledge, skills, and dispositions associated with such instruction. But, what does effective instruction for ELLs entail? Does this student subgroup have specific academic needs that, if left unmet due to unprepared teachers, will contribute to the ongoing ELL achievement gap?

In his discussion of ELLs’ particular needs, Goldenberg (2008) cited two comprehensive reviews of empirically-based research reports that addressed language minority students completed by the National Literacy Panel on Language-Minority Children and Youth (NLP; August & Shanahan, 2006) and the Center for Research on

Education, Diversity, and Excellence (CREDE; Genesee et al., 2006). The NLP review included 300 examples of research completed from approximately 1980-2002 and the CREDE review involved 200 research reports from a similar time span. Goldenberg stated: “These reviews represent the most concerted efforts to date to identify the best knowledge available and set the stage for renewed efforts to find effective approaches to help English learners succeed in school” (p. 11). In his synthesis of these two extensive reports, Goldenberg explained that both NLP and CREDE findings indicated that while ELLs and native-English-speakers learn in similar ways, and that ELLs can benefit from good instruction in general, their teachers “must modify instruction to take into account [ELLs’] language limitations” (p. 14).

For example, regarding literacy instruction specifically, August and Shanahan (2006), editors of the NLP report, explained that teachers can instruct ELLs using the same research-based literacy components shown to be effective with native-English speakers. However, this instruction must be adjusted to include extensive oral academic-English development in order to benefit ELLs. First-language literacy instruction for ELLs is also effective, according to the NLP report, but if schools are not equipped to teach ELLs in their native languages, the report indicated that beginning reading instruction in English can be an effective alternative.

Focusing specifically on adolescent ELLs’ academic literacy, the Carnegie Corporation of New York partnered with the Center for Applied Linguistics (CAL) to convene a panel of researchers, policy makers, and practitioners to address the literacy challenges this ELL subgroup faces (Short & Fitzsimmons, 2007). This project included a

review of relevant literature, school-site visits, and demographic and academic achievement data analysis. The resultant report reflected the NLP and CREDE findings, indicating that although many academic literacy strategies typically used with native-English-speaking students can be applied to ELL instruction, significant differences exist regarding the design and implementation of effective literacy interventions for ELLs. To address these differences, the report recommended the following:

- Improved assessments tailored to gauge adolescent ELLs' native language and English language development plus their content-area knowledge.
- Courses designed to address ELLs' English-language development needs and content area requirements.
- Broad and consistent use of research-based instructional practices that promote ELL literacy development.
- Increased content-area vocabulary instruction, background knowledge development, and integration of language and content-area learning.

Recognizing educators' responsibility to meet ELLs' specific instructional needs, in 2007, ED's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) identified improved professional development for content-area educators of ELLs as a strategic priority. In collaboration with the National Clearinghouse for English Language Acquisition, OELA organized an expert panel to recommend PD improvements for these teachers based on "the most recent and relevant research" (Ballantyne, Sanderman, & Levy, 2008, p. 2), with the goal of narrowing the ELL achievement gap. The panel's report stated that given the expanding ELL population, an increasing number of general education teachers find themselves teaching ELLs. However, the report went on to acknowledge that these mainstream teachers typically are not equipped with the

specialized knowledge and skills to instruct ELLs, a trend corroborated in the literature (Karabenick & Clemens Noda, 2004; Lucas, Villegas, & Freedson-Gonzalez, 2008; Reeves, 2006; Tanenbaum et al., 2012). The OELA report cautioned that it would be difficult for “(e)ven the most committed teachers to provide high quality education” without the requisite knowledge and skills (Ballantyne et al., 2008, p. 7).

Purpose and Framework of the Study

The purpose of the reported study was to contribute to the body of research regarding the need for educators equipped with the requisite knowledge, skills, and dispositions, who can effectively respond to the specific instructional needs of ELLs with the goal of reducing the ongoing achievement gap. Reflecting this identified need, the study was founded on the premise that because “improved education (for ELLs) is key to...narrowing the achievement gap” (Genesee et al., 2005, p. 364), it follows that enhanced teacher quality through effective ELL-specific PD is a critical component in facilitating this much-needed improvement in ELL education. The study also sought to add to the extant literature by responding to calls for additional information and research in these critical areas. It targeted teacher preparation for increasing effective ELL instruction (Coady, Harper, & de Jong, 2011; Faulkner-Bond et al., 2012; Khong & Saito, 2014; Short & Fitzsimmons, 2007). The study also addressed the associated concern Ballantyne et al. (2008) raised that preservice and inservice professional development programs have “not yet caught up with the demographic shift” (Ballantyne et al., p. 10) of a rapidly increasing language-minority student population and the subsequent need for

well-prepared ELL teachers. Finally, the study responded to recommendations proffered by Zehler et al. (2008) and Short and Fitzsimmons (2007) that *now* is the time to prepare for the “changing (ELL) demographics of the coming years” (Short & Fitzsimmons, p. 22).

The study’s purpose described above was facilitated by its specific focus to examine the perceptions of ESL PD participants regarding the influence of this experience on their perceived readiness to effectively teach ELLs. This exploration of participants’ perceptions was shaped by social cognitive theory (Bandura, 1977). This theoretical premise posits that belief in one’s capacity to succeed, or self-efficacy, can enable “a measure of control over...thoughts, feelings, and actions” (Pajares, 2003, p. 139), including those manifested in teachers’ classrooms. The influence of self-efficacy on one’s behavioral, cognitive, and affective choices is firmly established in the extant social-cognitive literature (Bandura, 1977, 1993, 2006; Pajares, 2003; Ross & Bruce, 2007). Reflecting this relationship between self-efficacy and choice, the study proposed that heightened efficacy beliefs regarding ELL instruction, as influenced by participation in the study’s ESL PD example, could increase participants’ confidence to implement PD-related knowledge and skills that could support effective ELL learning. Thus, there was saliency in the study’s purpose to assess ESL PD participants’ perceptions of their efficacy as teachers of ELLs, given the influence an educator’s instructional choices may have on student achievement (Ashton, Webb, & Doda, 1983; Gibson & Dembo, 1984; Midgley, Feldlaufer, & Eccles, 1989). This influence includes the impact ESL teachers with strong self-efficacy could potentially have on closing the achievement gap for their ELLs.

Coupled with its social-cognitive perspective, the study employed a 5-level model of professional development evaluation (Guskey, 2002) that facilitated the exploration of teachers' perceptions regarding the influence of the ESL PD program on their efficacy to teach ELLs. To maintain adherence to the study's purpose, only the first three levels of the model were used, as explained below. As shown in Table 1, each level of the model targets a different aspect of professional development. Building on this 5-level framework, the model uses level-specific data collection instruments to promote the application of data tailored to the varying levels.

Founded on social cognitive principles and framed by the first three levels of Guskey's (2002) model, the study was designed to contribute to the extant literature regarding the relationship between perceptions of teacher efficacy with ELLs and participation in a context-specific PD experience focused on the instructional needs of these students. This examination of efficacy beliefs within the context of teaching ELLs reflected the social-cognitive principle regarding the influence of context on self-efficacy. This principle includes the possible limited transfer of perceived capability to various contexts (Ashton et al., 1983; Bandura, 2006; Dembo & Gibson, 1985; Tschannen-Moran, Hoy, & Hoy, 1998; Zimmerman, 2000).

The study's self-efficacy questionnaire demonstrated efficacy-instrument development by providing an example of a context-specific data collection tool closely aligned to the social cognitive construct of self-efficacy. Although the study concentrated on the perceived influence of ESL PD on teacher efficacy judgments with ELLs, its findings added to the body of knowledge regarding the potential of PD to influence

Table 1

Five Levels of Professional Development Evaluation

Evaluation level	Sample evaluation questions	Assessment instruments	Components assessed	Information application
1. Participant reactions	<ul style="list-style-type: none"> • Did participants like the PD experience? • Was participants' time well spent? • Did PD content make sense? • Will PD content be useful? • Was PD leader knowledgeable and helpful? 	<ul style="list-style-type: none"> • Questionnaires completed by participants at the conclusion of PD 	<ul style="list-style-type: none"> • Initial satisfaction with PD experience 	<ul style="list-style-type: none"> • To improve PD program design and delivery
2. Participant learning	<ul style="list-style-type: none"> • Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> • Tailored instruments beyond a standardized questionnaire • Simulations • Demonstrations • Participant reflections (oral and/or written) • Participant portfolios 	<ul style="list-style-type: none"> • Participants' new knowledge and skills 	<ul style="list-style-type: none"> • To improve PD program content, format, and organization
3. Organizational support and change	<ul style="list-style-type: none"> • Did sponsoring organization advocate and facilitate PD content implementation through overt and public support? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared? • What was the impact on the organization? • Did PD affect the organization's climate and procedures? 	<ul style="list-style-type: none"> • Organization's records • Minutes from PD-related meetings • Questionnaires • Structured interviews with participants and organization's administrators • Participant portfolios 	<ul style="list-style-type: none"> • Sponsoring organization's advocacy, support, accommodation, facilitation, and recognition 	<ul style="list-style-type: none"> • To document and improve organization support • To inform future change efforts

(table continues)

Evaluation level	Sample evaluation questions	Assessment instruments	Components assessed	Information application
4. Participant use of new knowledge and skills	<ul style="list-style-type: none"> • Did participants effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> • Questionnaires • Structured interviews with participants and supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes 	<ul style="list-style-type: none"> • Degree and quality of PD content implementation 	<ul style="list-style-type: none"> • To document and improve the implementation of PD program content
5. Student learning outcomes	<ul style="list-style-type: none"> • What was PD's impact on students? • Did PD affect student performance or achievement? • Are students more confident as learners? • Is the dropout rate decreasing? 	<ul style="list-style-type: none"> • Multiple measures including: • Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios 	<ul style="list-style-type: none"> • Student learning outcomes in the following areas: • Cognitive (performance and achievement) • Affective (attitudes and dispositions) • Psychomotor (skills and behaviors) 	<ul style="list-style-type: none"> • To document and improve the implementation of PD program content

educators' efficacy appraisals more generally. This contribution responded to the need for additional teacher efficacy research (Ashton et al., 1983; Dembo & Gibson, 1985; Gibson & Dembo, 1984; Klassen, Tze, Betts, & Gordon, 2011; Siwatu, 2011).

Research Questions

Guskey's (2002) PD evaluation model and the social cognitive construct of self-efficacy, particularly the power of self-efficacy beliefs to influence choice, shaped the research questions. A multi-strand, mixed methods design informed the study's research question format that included one overarching qualitative question (1), three quantitative sub-questions (1.1-1.3), and two qualitative subquestions (1.4 and 1.5; Teddlie & Tashakkori, 2009, as cited in Collins & O'Cathain, 2009).

1. How do participants perceive the influence of an English-as-a-second-language professional development program on their self-efficacy perceptions in relation to teaching English language learners?
 - 1.1 What is the relationship between the participants' self-efficacy perceptions as teachers of English language learners and selected independent variables including demographic characteristics?
 - 1.2 What is the relationship between the participants' self-efficacy perceptions as teachers of English language learners and specific curricular principles presented through the professional development program's coursework?
 - 1.3 What is the relationship between the participants' self-efficacy perceptions as teachers of English language learners and specific professional development learning experiences used to deliver the professional development program's curriculum?
 - 1.4 How do participants describe and explain the influence of selected aspects of their professional development program experience on their self-efficacy perceptions as teachers of English language learners?
 - 1.5 How do district-level personnel familiar with the English-as-a-second-

language professional development program describe and explain the influence of the program on participants' self-efficacy perceptions as teachers of English language learners?

Social cognitive principles and the PD evaluation model also shaped the data sets, which included (1) participants' questionnaire responses; (2) transcripts from interviews with LEA personnel; and (3) documents including course evaluation summaries, an analysis of course syllabi, and written feedback on data collection instruments from ESL PD experts. These data sets were utilized to assess participants' perceptions of the influence of the ESL PD program on their efficacy to teach ELLs. Data analyses were expected to yield recommendations for enhancing educators' sense of competence to effectively teach ELLs through participation in high quality ESL professional development.

Definition of Terms

U.S. Department of Education (2005) definitions and related concepts, further delineated with information from the LEA represented in the study and from additional references, were used for the following terms.

- English as a second language (ESL): An instructional program that includes strategies, models, and curriculum specifically designed to teach academic English language skills to non-native-English speakers in the domains of listening, speaking, reading, and writing. This program may be implemented in a variety of settings including grade-level classes, content-specific classes, or dedicated ESL classes. The primary language of instruction is English with the use of native language support as needed. Other terms that describe this instruction may include "English language development" and "English to speakers of other languages" (ESOL; Faulkner-Bond et al., 2012, p. x).
- English language learner (ELL): This student group includes children who speak and/or are routinely exposed to a language (or languages) other than English and who are learning English as an additional language. This

heterogeneous population may include students who are eligible for ELD services due to limited English proficiency. ELLs may also include non-native-English-speaking students who were eligible for ELD services in the past, but who no longer qualify for these services given their demonstrated proficiency in English. Although this latter subgroup no longer qualifies for ELD services, these students may still require instructional support in their ongoing development of academic English proficiency (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2005), thus they were also included in the study's definition of ELL. This more inclusive definition applied to the LEA involved in the study given that non-LEP ELLs were typically enrolled in the LEA's general education classes with native-English-speaking peers. In the study, ELLs were also referred to as "English learners," "ESL students," "language minority students," "linguistically diverse students," or "non-native speakers."

- General education teacher: An educator whose primary responsibility is to instruct all students enrolled in elementary-grade classes or content-specific secondary classes. These teachers may or may not have received ELD-specific professional development. General education teachers are also referred to as "content-area teachers," "grade-level teachers," or "mainstream teachers" in study.
- Self-efficacy: This term is defined as a person's judgment of one's "capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p. 391). The concept reflects one's perception of "what one can do with whatever skills one possesses" rather than an assessment of the nature of those skills (p. 391).
- Teacher efficacy: This expression of self-efficacy relative to an educational context reflects "a teacher's expectation that he or she will be able to bring about student learning" (Ross & Bruce, 2007, p. 50). In referencing extant teacher efficacy literature, Tschannen-Moran and Hoy (2001) explained that the strength of one's efficacy as a teacher can influence multiple educational outcomes including one's instructional choices, commitment, enthusiasm, and persistence. These authors also indicated that teacher efficacy can influence student achievement, motivation, and self-efficacy. In this study, the terms "self-efficacy," "teacher efficacy," and "teacher self-efficacy" are used interchangeably.

Assumptions

Certain methodological aspects of the study were based on the following assumptions. (1) Questionnaire and interview participants provided factual and accurate

responses. (2) In order to sufficiently respond to a constructed response questionnaire item, questionnaire participants have attempted at least one instructional activity in their educational settings that was presented during the ESL PD program. Two exceptions would be (1) respondents not enrolled in LEA ESL PD courses or for whom the Family and Community Involvement course was the only one completed, or (2) respondents enrolled in this course at the time the questionnaire was administered and for whom this was the first ESL PD course taken. These exceptions are noted given that the Family and Community Involvement course has no classroom practicum requirement. Questionnaire directions instructed respondents to answer every item to the best of their ability so participants in this situation could indicate that they had yet to complete any practicum activities.

Delimitations

A delimitation of the study was the exclusion of English proficiency and academic achievement data for ELLs enrolled in study participants' classes. Without such data, the ESSA mandate that LEA PD increase ELLs' English proficiency and "have a positive and lasting influence on teachers' classroom performance" (ESSA, 2015, p. 159) could not be fully explored. Therefore, the exclusion of this data set implied that the study's data collection and analysis did not meet Guskey's (2003) standard for PD evaluation that "professional development should strive for demonstrable improvements in student outcomes" as the ultimate measure of effectiveness (p. 15). To meet Guskey's standard would have required a study designed to determine if the LEA's ESL PD

program positively influenced ELL achievement. Because this study targeted the perceived influence of the ESL PD program on participants' efficacy beliefs to teach ELLs, exploring the program's influence on ELL English proficiency and academic achievement was beyond its scope. However, these questions could be addressed in future studies.

Limitations

The study could be restricted in its transferability given its limited potential participant pool ($N = 61$). However, it is important to note that the study has relevance despite this small number given that it was the first attempt made by the LEA to systematically explore the influence of its ESL PD program. Furthermore, the study could serve as the initial phase of a larger review of the targeted PD program. Although the potential participant number was small, as the researcher attended to constructing and maintaining a sound research design, findings gleaned from the available data sets have the potential to contribute to the cumulative knowledge base (Punch, 2003/2007).

Participants' self-report data may not have accurately described their classroom practices due to possible "social desirability bias [SDB] or limited insight and self-reflections" (Debnam, Pas, Bottiani, Cash, & Bradshaw, 2015, p. 535). A "social desirability effect" (Sapsford, 2007/2011, p. 103) may influence participants to respond in socially acceptable ways (Eun & Heining-Boynton, 2007). The study's questionnaire design attended to possible SDB in the following ways. A question foil was included in the questionnaire prior to its administration. The selection of a foil may signal "over-

claiming,” a possible indicator of SDB in a participant’s responses (Paulhus, Harms, Bruce, & Lysy, 2003, p. 890). The questionnaire’s computer-delivered format also may have increased participants’ sense of confidentiality and anonymity, and thus facilitated more accurate self-report data (Goe, Bell, & Little, 2008; King & Bruner, 2000; Lautenschlager & Flaherty, 1990). Furthermore, the mode of delivery did not allow respondents to return to review previously answered items. This standardization of questionnaire item exposure may have decreased social desirability responding in that participants could not reconsider and possibly change their initial responses (Lautenschlager & Flaherty, 1990).

The researcher ameliorated possible self-report limitations for all self-report data sets with well-crafted questions that aligned with the study’s purpose. Also, building rapport and camaraderie with questionnaire participants in particular was attempted to facilitate more accurate self-report data. To this end, the study’s purpose to explore the program’s influence on PD participants (rather than to evaluate participants’ teaching performance, for example) was included in questionnaire information shared with potential respondents.

Summary

With the concomitant realities of an ever-burgeoning ELL population, the persistent ELL achievement gap, and the imposition of strict federal regulations regarding the academic progress of this student population, it is clear that all teachers need effective professional development to respond to these realities. The study was designed to

contribute to the body of effective ESL PD resources with the goal of increasing teachers' efficacy in response to their charge to help ELLs meet the challenging Title III student expectations. Exploring study participants' perceptions of an ESL PD program's influence on their ELL teacher-efficacy judgments provided the means to identify and dispense additional PD resources to the field. There is much to learn from teachers who daily address the changing nature of their classrooms with its attendant realities.

CHAPTER II

REVIEW OF THE LITERATURE

Framed by a social cognitive perspective, the study explored the perceived influence of an English-as-a-second-language professional development program on the program participants' efficacy judgments to instruct English learners. The following review of the literature informed the study by elucidating relevant concepts including preparing all teachers to instruct ELLs, issues regarding unprepared teachers of language minority students, and teacher efficacy with ELLs.

Preparing All Teachers for English Language Learners

With the increasing number of language minority students in U.S. public schools, coupled with their specific learning needs and their persistent academic shortfalls, it follows that general education teachers, along with their ELD colleagues, must be prepared to instruct ELLs. ESSA Title III acknowledges this need by requiring the provision of *effective* [emphasis added] ESL PD for all educators. However, details regarding what constitutes such PD are not specified in the law other than indicating it should be “of sufficient intensity and duration” to positively influence teachers’ classroom performance over a sustained period (ESSA, 2015, p. 159). Likewise, ESSA’s predecessor, NCLB, did not specifically “address...what constitutes high quality professional development” (Borko, 2004, p. 3). However, more detailed guidance regarding professional development for teachers of ELLs is provided in the extant literature, which indicates that preparation to instruct ELLs includes drawing on

established elements of effective instruction traditionally aligned with general education (Ballantyne et al., 2008; Goldenberg, 2008; Short & Fitzsimmons, 2007; Zehler et al., 2008). Ballantyne et al. (2008) recommended that

As teachers move along the continuum of professional development, their pedagogical content knowledge should become broader and deeper, and so the kinds of instructional strategies presented in staff development programs should take into account the prior expertise of the staff involved. (p. 25)

In their respective reviews of general education professional development literature from 1990 forward, Desimone (2009) and Darling-Hammond and Richardson (2009) determined that effective professional development in general education settings includes sustained, active, content-focused learning that engages participants in reflection and collaboration through a coherent curriculum that serves to deepen educators' understanding of the teaching and learning processes.

Effective professional development has been identified as a contributing factor to the development of effective teaching practices (Darling-Hammond & McLaughlin, 1995; Darling-Hammond & Richardson, 2009; Garet, Porter, Desimone, Birman, & Yoon, 2001), which can benefit all students, including ELLs. In an effort to determine what effective teaching practices include, Goe et al. (2008) completed a synthesis of approximately 120 studies on teacher effectiveness. These authors also sought input from experts on teacher quality and effectiveness, after which they formulated a 5-point definition of teacher effectiveness. Although, at times, teacher effectiveness has been narrowly defined in the literature as the level of an educator's influence on measurable student achievement data (such as NAEP), Goe et al. framed their definition more broadly to include "process and behavioral variables" (p. 9) that research has shown can

also influence student learning. Educator actions aligned with the definition of teacher effectiveness crafted by Goe et al. include:

- Maintaining high expectations for all students and helping them learn, as measured via test-based or alternative means;
- Contributing to positive academic, attitudinal, and social outcomes for students;
- Using multiple diverse instructional and assessment resources to facilitate differentiated and engaging learning opportunities;
- Contributing to the development of a classroom and school culture wherein diversity and civic-mindedness are valued; and
- Collaborating with teachers, administrators, parents, and other education personnel to ensure success for all students, particularly those with special needs and those at-risk for school failure. (p. 8)

Along with the attributes of effective educators identified by Goe et al. (2008), additional indicators of teacher effectiveness include possessing deep content knowledge and the requisite skills to make this knowledge accessible and relevant to all students through rigorous instructional practices (American Educational Research Association [AERA], 2005; Darling-Hammond, 1998). Furthermore, effective teaching practices also encompass knowledge of the learning process and human development, curriculum planning and design, and instructional effectiveness, in addition to skills including clear in-class demonstrations, classroom management, and management of student learning (AERA, 2005; Stronge et al., 2011; Wilson & Floden, 2003).

To explore PD's influence on teacher practices, Garet et al. (2001), Ingvarson, Meiers, and Beavis (2005), and Yates (2007) each conducted large-scale studies of PD offerings that featured elements of effective PD noted above. Garet et al. surveyed 1,027 educators who participated in the nation-wide (U.S.) Eisenhower Math and Science PD

program. Questionnaire data revealed that content-focused, active learning, and coherent PD activities had significant positive effects on respondents' knowledge and skills, and changes in their classroom practices. Ingvarson et al. studied the influence of four different government-sponsored (Australia) state-level PD programs on the knowledge, practices, efficacy, and student outcomes of 3,250 PD participants. Similar to Garet et al.'s findings, Ingvarson et al.'s data indicated that "consistent significant direct effects" (p. 1) resulted when PD programs provided a content focus, active learning, ongoing implementation assistance, and fostered professional learning communities among educators.

Yates (2007) surveyed 395 elementary and secondary educators who had completed a variety of PD activities presented as either shorter-duration seminars or workshops, or as extended courses. Yates's data analysis involved two educator demographic variables, including educator gender and grade-level assignment, which had no statistical significance in Yates's results. However, Yates's survey data did indicate that longer duration PD offerings significantly influenced participants' perceptions of the applicability of the PD, school-level collegiality, and their sense of professional renewal.

ELL-Specific Professional Development

High-quality, general education professional development contributes to the establishment of an effective pedagogical schema to which educators may add the specialized knowledge, skills, and dispositions that will prepare them to effectively address ELLs' particular educational needs (Ballantyne et al., 2008). Zehler et al. (2008) stressed that educators and administrators must acquire experience specific to ELLs'

needs beyond the experience gleaned from serving non-ELL students, if language-minority students are to realize academic success. Likewise, Ballantyne et al. indicated that NCLB regulations clearly stated that Title III professional development programs should “prepare educators to improve educational services” for ELLs through PD activities that feature “appropriate and effective instruction and assessment methodologies *specific* [emphasis added] to limited English proficient children” (p. 296). This federal mandate continues in ESSA Title III with its focus on ESL PD designed to facilitate the implementation of ELD curricula and pedagogy by all educators. This need for ELL-specific PD was corroborated by examples from the extant literature noted below that explored the instructional needs of English learners that exceed the scope of general education PD.

In order to build on the foundation of high quality instruction gleaned from general education professional development, extant literature sources recommended several curricular topics specific to ELLs be included in PD programs for pre-service and in-service teachers of language minority students (Baecher, 2012; Ballantyne et al., 2008; Cadiero-Kaplan & Rodríguez, 2008; Calderón, Slavin, & Sánchez, 2011; de Jong & Harper, 2005; Fillmore & Snow, 2000; Harper & de Jong, 2004; Irby, Guerrero, Lara-Alecio, & Tong, 2012; Lucas et al., 2008; McGraner & Saenz, 2009; Téllez & Waxman, 2005; Zehler et al., 2008). Although not all six curriculum topics were cited in every source examined for the literature review, each topic was included at least once in the various descriptions of effective ESL PD.

- Language acquisition and linguistics
- Language and cultural diversity

- Concurrent English language development and content mastery
- Assessment of ELLs
- Family and community involvement
- Application of PD content in practicum settings

As these six topics suggest, preparation to meet ELLs' linguistic, cultural, and academic needs involves much more than developing "just good teaching" (JGT) practices such as activating prior knowledge, and using cooperative learning, graphic organizers, hands-on activities, and process writing (de Jong & Harper, 2005, p. 102). de Jong and Harper clarified that while JGT practices should be included in programs that prepare mainstream teachers to instruct ELLs, the ESL PD content must go beyond JGT to include the systematic development of "additional knowledge and skills related to the domains of language and culture" (p. 103). This specialized training includes understanding the difference between first-language and second-language acquisition, identifying the linguistic and cultural assumptions and demands of JGT practices, and accounting for the array of ELL learner variables (Harper & de Jong, 2004). Like Harper and de Jong, additional authors echoed the need for ELL educators to consider the influence of the second language acquisition process on ELL students (August & Shanahan, 2006; Clair, 1995; Faulkner-Bond et al., 2012; Gándara, Maxwell-Jolly, & Driscoll, 2005; Lee et al., 2008; Lucas et al., 2008; Reeves, 2006).

The extant literature, including primary research studies and comprehensive literature reviews, provided data and discussion from the field that explicated the six recommended ESL PD curricular topics. Although these critical elements have been identified, the literature revealed limitations to our understanding of preparing teachers to meet ELLs' specific instructional needs. Such limitations stem from a lack of available

empirical studies and scant research studies focused on *all* teachers rather than on ESL educators only (Coady et al., 2011; Faulkner-Bond et al., 2012; Gándara et al., 2005; Genesee et al., 2006; Velez-Rendon, 2002). Nevertheless, this literature review provided examples of ESL PD's potential to positively influence educators' knowledge, skills, and perceptions regarding ELLs (Coady et al., 2011; Eun & Heining-Boynton, 2007; Faulkner-Bond et al., 2012; Gándara et al., 2005; He, Prater, & Steed, 2011; Irby et al., 2012; Rodriguez, Manner, & Darcy, 2010).

Gándara et al.'s (2005) survey of approximately 5,300 California educators, 4,000 of whom taught ELLs in general education settings, exemplified the influence of ESL-specific PD on teachers' preparation to educate ELLs. Results were gleaned from a self-reported measure of ability and competence to instruct ELLs in six areas (general pedagogy, ELD, English reading, English writing, primary language reading, and primary language writing). Findings included statistically significant differences in all six areas between the survey responses of teachers with bilingual credentials and responses from their colleagues with no such credentials. Statistically significant differences were also found between teachers with ESL certification and their non-ESL-certified colleagues in all areas except native language reading and writing. Even respondents who did not have ELL-related certification, but who had participated in university-based or district-sponsored ESL PD, rated themselves significantly more capable to teach ELLs in two to six of the identified areas than did respondents who had received no ESL PD.

Despite the positive influence ESL PD seemed to have on teachers' efficacy perceptions in Gándara et al.'s study, the respondents also noted various challenges

related to instructing ELLs. (Note: Although the authors provided a figure displaying the frequencies at which these challenges were identified, they did not include specific frequency percentages. Therefore, some percentages included are estimates based on this figure.) From these identified challenges, both elementary and secondary teachers consistently ranked the same issues among their greatest concerns.

Two most frequently identified issues involved communication with ELLs and their families. Twenty-seven percent of elementary educators identified as their primary challenge limited communication between the school and ELLs' home and community due to teachers' and families' limited bilingual skills. The challenge most frequently cited by secondary teachers (23%) involved language and cultural barriers that impede educator and student dialogue. Secondary teachers described this two-fold challenge as a limited ability to communicate with ELLs regarding (1) the academic content being taught and (2) social and personal issues that could negatively influence student learning.

A third challenge most frequently noted by elementary (19%) and secondary (nearly 20%) participants included varying levels of academic skills, English language proficiency, and background knowledge. Gándara et al. highlighted that such variations within the ELL population were included among the differences teachers already found among fluent non-native speakers and native English-speakers in their classes. Moreover, the authors indicated that the influence of ELL variability may be more pronounced when ELLs were enrolled in mainstream settings with teachers who were neither well prepared with requisite skills nor well supported by administrative policies.

A fourth challenge identified by approximately 15% of both elementary and

secondary teachers was the limited availability of effective ELD instructional and assessment materials. Elementary educators (22%) and their secondary counterparts (10%) further noted that a lack of time to adequately plan for ELD instruction also presented a challenge. Twenty percent of secondary teachers also reported that motivating their ELLs presented a challenge for them, while only 6% of elementary educators cited challenges regarding student motivation.

In addition to these ELL-related challenges, participants in Gándara et al.'s study cited ESL PD curriculum topics most likely to strengthen their ELD instructional skills. Topics mentioned most frequently by respondents with various certifications across the elementary and secondary spectrum included English language development, English language reading and writing, and different types of instructional strategies. Educators also agreed that job-embedded PD activities that promote observation of and collaboration with skilled instructors would also enhance their abilities to teach ELLs. These ESL PD topics and activities cited by teachers in Gándara et al.'s study reflected aspects of the six recommended ESL PD curriculum topics noted above.

Providing ELD Instruction

In the context of ESL PD's influence on ELLs' academic achievement, it is noteworthy that the NLP (August & Shanahan, 2006) and CREDE (Genesee et al., 2006) research reviews indicated that specialized instruction tailored to ELLs' specific educational needs was more likely to meet these needs than was unmodified instruction. Indeed, many experts concurred that instructional strategies had been identified that may facilitate ELLs' academic oral language and literacy development in addition to their

access to mainstream content and materials (Faulkner-Bond et al., 2012; Genesee et al., 2005; Goldenberg, 2008; Loeb, Soland, & Fox, 2014; Reeves, 2006; Zehler, 2008). Faulkner-Bond et al. highlighted PD's influence in establishing such practices when they noted "classroom instruction can only be as strong as the individuals who deliver it; teachers must have the training, support, knowledge and resources to deliver effective instruction to their EL students" (p. 68). Not surprisingly, instructional strategies that can foster ELLs' academic progress, including cooperative learning, quality teacher-student interaction, differentiation to accommodate various learning styles, and technology-infused curriculum, have also been found to contribute to the academic success of non-ELLs (Lindholm-Leary & Borsato, 2006). However, Lindholm-Leary and Borsato noted that research revealed a significant difference between ELLs and non-ELLs in that ELLs required comprehensible content instruction, paired with ELD strategies, if they were to successfully access the content curriculum.

The CREDE literature review revealed that ELLs were more academically successful when they were consistently enrolled in ELD-specific settings, such as ESL and bilingual classes, than in mainstream settings (Lindholm-Leary & Borsato, 2006). Nevertheless, the fact remains that ELLs spend the majority of their school day in mainstream classrooms staffed by teachers who may have received no ELL-specific preparation, as discussed below, or who may have been trained that simply incorporating JGT strategies will meet ELLs' needs (Harper & de Jong, 2004; de Jong & Harper, 2005). Bentley (2004) specified that without well-prepared mainstream educators skilled in accommodating ELLs, these language minority students will struggle to comprehend

mainstream instruction and to demonstrate measurable academic achievement.

Given the persistent ELL-achievement gap, ESL-PD programs play a vital role in providing mainstream teachers with the linguistic and cultural knowledge, skills, and dispositions to adapt their instruction to better meet the academic content and ELD needs of their ELLs. It is this blend of general education and ELL-specific professional development that will provide a research-based response to the need for well-prepared mainstream teachers of ELLs, who spend the majority of their school day in content-area classes with their native-English-speaking peers.

Unprepared Teachers

Karabenick and Clemens Noda's (2004) survey of 729 teachers indicated that the majority expressed high levels of confidence to teach most students; however, these same educators were "significantly less confident in teaching ELL students" (p. 73). This finding is notable given that 74% of the respondents taught ELLs at the time they completed the survey, but only 5% of them had ESL or bilingual credentials or had received training to instruct ELLs. In Gándara et al.'s (2005) study, 43% percent of kindergarten to sixth-grade educators whose classes included at least 50% ELLs, had only participated in one PD opportunity that focused on ELL instruction during the previous five years. The teachers whose student enrollment included 26-49% ELLs had participated in either one ESL-specific PD experience or none at all. The National Council of Teachers of English (2008) reported that "less than 13% of teachers have received professional development on teaching ELLs" (p. 6). Short and Fitzsimmons's

(2007) literature review identified a particular challenge for secondary teachers, borne of their limited capacity to improve ELLs' second-language literacy due, in part, to a lack of training on teaching literacy in general.

A May 2017 NCES report prepared by Rotermund, DeRoche, and Ottem (2017) seemed to indicate that K-12 teachers' participation in ESL PD remains limited. Based on 2011-2012 Schools and Staffing Survey (SASS) data, this report identified PD experiences in which public school educators participated. (The authors noted that only data indicating statistically significant differences [$p < .05$] were included in their report.) Citing Goldring, Gray, and Bitterman's (2013) NCES SASS report, Rotermund et al. explained that of the approximately 51,000 teachers sampled, 99% reported participating in a variety of PD opportunities. Yet of all the PD topics noted, ESL PD was the least prevalent. PD participation percentages and the related PD topics from Rotermund et al.'s report are listed below.

- 85% teachers' content areas
- 67% computers for student instruction
- 57% reading instruction
- 43% classroom management and discipline
- 37% teaching students with disabilities
- 27% teaching LEP students or ELLs

Rotermund et al. (2017) also summarized the number of contact hours that survey respondents spent in the identified PD experiences. To report PD contact hours, Rotermund et al. used three delineations: 8 hours or fewer, 9-32 hours, or 33 or more hours. As shown in Table 2, the majority of teachers participated in PD experiences for 8 hours or fewer in all identified PD topics except for content-area subjects and reading instruction. In the context of preparing educators to instruct ELLs, it should be noted that

other than teachers participating in PD for students with disabilities or classroom management PD, the greatest number of teachers had 8 hours or fewer of ESL PD contact time. This finding, paired with the limited number of teachers participating in ESL PD also reported by Rotermund et al., seemed to indicate that challenges continue to equip educators with the knowledge, skills, and dispositions necessary to meet the needs of linguistically diverse students.

Table 2

Percentage of Teachers Completing Professional Development Contact Hours

PD Topic	Number of contact hours		
	8 or fewer	9-32	33 or more
Content areas	21	53	26
Reading instruction	47	42	10
Computers for instruction	59	34	7
Teaching LEP/ELL students	65	28	7
Teaching students with disabilities	67	26	7
Classroom management	69	26	5

In relation to PD contact-hour data, Rotermund et al. (2017) explained that their literature review did not yield a specific number of required PD hours sustained over a set period of time before PD may begin to affect teacher practice. In fact, in order for PD to produce teacher change, recommendations from the literature explored by the authors ranged between 20 to 100 hours of PD completed over 6-12 months (p. 2). Similarly, the literature reviewed for the present study did not provide a finite number of required hours in order for PD to be considered effective. However, the extant research did indicate that principles of effective PD included a sustained, ongoing, intensive process supported by

modeling and coaching (Darling-Hammond & McLaughlin, 1995; Desimone, 2009; Garet et al., 2001; Ingvarson et al., 2005; Irby et al., 2012; Lara-Alecio, Tong, Irby, & Mathes, 2009; Loucks-Horsley, Stiles, & Hewson, 1996).

A 2012 ED evaluation of SEA and LEA implementation of Title III regulations (Tanenbaum et al., 2012) highlighted specific challenges that states and districts faced in their implementation efforts, including a limited number of teachers equipped with the expertise to address ELLs' instructional needs. Report findings were based on three data sets, including: (1) a survey distributed to 1,528 LEAs (with a 93% completion rate), (2) interviews of education officials from all 50 states and the District of Columbia, and (3) case studies completed in 12 Title III LEAs. Survey results indicated that 73% of LEA officials identified lack of ELL expertise among mainstream teachers as either a moderate or a major challenge they faced. Corroborating case-study data revealed an inconsistent use of ELL instructional strategies in mainstream settings. Tanenbaum et al. reported that data gleaned from all three sets verified that greater awareness of ELLs' needs and better assessment and data management systems were encouraging improvements; however, the ability of SEAs and LEAs to serve ELLs well remained "uneven and still a work in progress" (p. 124).

Differences between urban and non-urban LEAs in their response to linguistically diverse students exemplified this uneven service delivery. As noted earlier, the majority of ELLs attend schools in large urban settings (Cosentino de Cohen et al., 2005). These urban schools face specific challenges such as significant teacher shortages, greater teacher turnover, and a greater dependence on less-qualified teachers compared to non-

urban schools (Cosentino de Cohen et al.). In response to these issues, high-ELL enrollment urban schools typically provide more ESL-focused PD for all educators and more ELL-targeted academic support services than do their non-urban counterparts with lower ELL-enrollments (Cosentino de Cohen, 2005; Gándara et al., 2005; Tanenbaum et al., 2012).

An Institute of Education Sciences report completed by the Appalachia Regional Educational Laboratory (Zehler et al., 2008) provided an example of non-urban LEAs faced with the challenge of limited ELL experience. To complete this report, Zehler et al. interviewed nine LEA administrators from districts with new ELL populations that were quickly increasing. Acknowledging the limited number of interviews, the authors stressed that these data provided a capacity-building lens shaped by actions taken by these LEAs through which other educational entities may view the needs of their own ELLs and their teachers, administrators, and staff. Zehler et al.'s findings were also supported by results from larger-scale studies including Tanenbaum et al. (2012) and Gándara et al. (2005), as explained below.

A particularly salient change regarding teacher preparation to instruct ELLs occurred as administrators in Zehler et al.'s (2008) study gained experience with their ELL population. The LEAs realized that their initial focus of providing professional development for teachers working directly with ELLs needed to shift to include all teachers. The LEAs determined that implementing this broader PD scope would facilitate the inclusion of ELL services in school- and district-wide plans to serve all K-12 students. Although Zehler et al. reported that their literature review verified the critical

importance of well-prepared educators, who were ready to effectively instruct ELLs, their interview data indicated that the reality of providing such a teaching force remained a challenge for the administrators interviewed. This finding is similar to the staffing roadblocks noted in ED's 2012 SEA/LEA evaluation of Title III implementation (Tanenbaum et al., 2012). Ruiz-de-Velasco, Fix, and Clewell (2000) underscored the need to confront this challenge, cautioning that to depend solely on specially-trained staff, such as bilingual education teachers, will not meet the increasing need for well-trained educators posed by a growing ELL population.

Administrators in Zehler et al.'s (2008) report also recognized that their responses to increasing ELL populations changed over time, including an increased capacity to serve these students, as they gained ELL-related experience. Similarly, Gándara et al.'s (2005) findings provided another example of the influence increased experience with ELLs may have on educators. These authors indicated that K-12 educators who had the greatest amount of ELL-specific training were also more likely to identify limitations in ELL services, including (1) the availability of instructional and assessment materials and (2) limitations in LEA, SEA, and federal policies to provide adequate ELL support. These examples from the extant literature highlighted the potential of ELL-related experiences and training, including ESL PD, not only to increase educators' ELD instructional capacity, but also to enhanced teachers' and administrators' awareness of ELLs' needs and effective responses thereto.

ESL Professional Development and Teacher Attitudes

According to Walker et al. (2004), if teachers remain unprepared and unsupported, without effective professional development designed to help them meet the academic and linguistic needs of their ELLs, they may develop negative attitudes regarding these students. Walker et al. cautioned that:

A well-intentioned teacher can easily become frustrated and overwhelmed when they don't have the prerequisite training to be able to effectively help an ELL student achieve academic success. Positive attitudes can quickly downshift to negative ones when teachers are not provided with the training and support they need to be effective, and feel effective, in their working with ELLs. (p. 153)

Walker et al.'s observation regarding the relationship between the level of educator preparedness to teach ELLs and teacher attitudes regarding these students was posited elsewhere in the extant literature (Clair, 1995; Karabenick & Clemens Noda, 2004; Reeves, 2004; 2006). Ballantyne et al. (2008) explained that assessing educator knowledge and dispositions regarding ELLs can serve "as a proxy for preparedness," concluding that without correct information regarding ELLs' cultural, linguistic, and learning characteristics, these uninformed educators "are not well prepared to teach" ELLs (p. 10).

The preceding examples cited research that explored teacher preparedness and attitudes regarding ELL instruction. As a complement, reviewed literature also targeted teacher perceptions regarding ESL PD opportunities meant to prepare educators to instruct ELLs. Walker et al.'s (2004) study indicated that 87% of the 422 participants had received no ESL PD and 82% of Reeves's (2006) 279 respondents stated they did not feel prepared to educate ELLs. Despite these data associated with limited teacher preparation

for ELLs, approximately half of the teachers from each study expressed no interest in participating in any ESL PD. However, in contrast to Walker et al.'s and Reeves's findings, comparable large-scale studies indicated that a majority of educators and administrators express an eagerness to participate in ESL PD to address their limited preparation to meet ELLs' needs (Cervone, 2010; Gándara et al., 2005; Karabenick & Clemens Noda, 2004). These mixed results support the importance of addressing educators' dispositions regarding educating ELLs and related PD opportunities in an effort to provide relevant, effective ESL PD.

Empirical research exploring the impact of teacher attitudes regarding ELLs on student learning outcomes has been scant per the respective literature reviews of August and Shanahan (2006) and Faulkner-Bond et al. (2012). Nevertheless, available qualitative, descriptive research has suggested that educators equipped with knowledge regarding ELL needs, plus a positive attitude toward language-minority students, may enhance their academic progress (Faulkner-Bond, 2012).

Although not specific to ESL PD, Guskey and Sparks (2002) recognized the relationship between PD's potential influence on educators' knowledge and student achievement. Guskey (2000) explained that PD does not directly affect student progress, nor is it the sole influence on this outcome. However, Guskey and Sparks asserted that educator knowledge and skills "are the most immediate and most significant outcomes of any professional development activity;" therefore, "if professional development does not alter teachers' professional knowledge or their classroom practices, little improvement in student learning can be expected" (p. 5). It is through PD's influence on teacher (and

administrator) practices that high-quality professional learning can foster improvements in student achievement (Guskey). Given the influence of preparedness to effectively instruct ELLs on an educator's attitude toward these students and related ESL PD opportunities, it follows that PD curriculum should be designed to foster participants' positive dispositions regarding effective ELL instruction and the students for whom this specialized instruction is designed (Walker et al., 2004).

Social Cognitive Theoretical Framework

The study's evaluation of an ESL PD program was shaped by its social cognitive framework. The fundamental construct of self-efficacy and related theoretical tenets, including context-specific efficacy and sources of efficacy information, framed this evaluation. These principles facilitated the exploration of ESL PD participants' perceptions of the PD's influence on their efficacy as ELD educators.

Social cognitive theory departs from the behaviorist perspective of the unidirectional influence of external factors on one's thoughts, feelings, and actions. Viewed through a social cognitive lens, three interrelated factors: (1) affective, biological, and cognitive; (2) behavioral choices; and (3) environment or social context; each wield a continuous reciprocal influence on the other (Bandura, 1978; Pajares, 2002), as illustrated on Figure 1 (Pajares, 2002, 2003). This interactive process of reciprocal determinism reveals the role that perceived self-efficacy has in shaping affective and behavioral responses to environmental circumstances.

Citing the work of Bandura, Tschannen-Moran and Hoy (2001) described

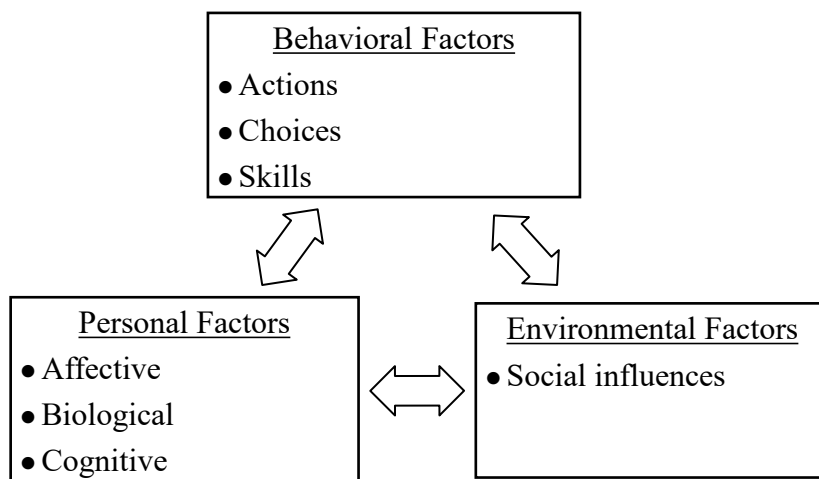


Figure 1. Elements of the reciprocal determinism cycle.

perceived self-efficacy as “a future-oriented belief about the level of competence a person expects he or she will display in a given situation” (p. 787). This self-appraisal of capabilities provides causal contributions to agency, that is, how one *chooses* to think, feel, and act (Bandura, 1977, 1993). “Among the mechanisms of agency, none is more central or pervasive than people’s beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives” (Bandura, 1993, p. 118). Although efficacy appraisals seldom align perfectly with environmental realities, an individual’s engagement with these realities, and the outcomes thereof, are generally better predicted by perceived self-efficacy than by one’s knowledge, skills, or previous attainments (Pajares, 2002). If seemingly successful experiences are not perceived as such because of attribution to external factors rather than personal capabilities, the experiences alone may not strengthen self-efficacy beliefs (Bandura, 1977, 1978).

An example of misattribution might involve a classroom teacher who perceives

his or her efficacy to instruct ELLs as limited. As a result of this low self-efficacy appraisal, the teacher may not attribute the language and/or academic progress demonstrated by ELLs to his or her instructional efforts. Although ELLs may receive the majority of their instruction from the teacher in the mainstream setting, a teacher with low ELL efficacy perceptions may credit ESL-trained colleagues, who provide pull-out ELD services, for any ELL progress. Although the classroom teacher, who provides the majority of the instruction, may have contributed to these ELL gains, the students' progress would not serve to increase the teacher's perceived capabilities to effectively instruct ELLs.

This example reflects Bandura's (1977) explanation of "the problem...of inaccurate ascription of personal competency to situation factors," including those "from fortuitous or special external aids" (p. 201). However, Bandura continued that limited self-efficacy beliefs can be strengthened if successes (such as ELL progress) are perceived to result from one's skill rather than external factors. Effective ESL PD could serve to bolster a classroom teacher's knowledge and skills regarding ELD instruction and thus, enhance the teacher's perceived ELL efficacy if the teacher attributes his or her application of ESL PD curriculum as a contributing factor to ELL gains.

In addition to the influence that an individual's perceived efficacy has on cognitive, affective, and behavioral choices, such choices are also influenced by the expected outcomes or consequences they are likely to produce. Distinct from perceived self-efficacy, outcome expectancy is one's estimate that a certain action will produce

specific positive and/or negative physical, social, and self-evaluative outcomes. Examples of positive outcomes include pleasant sensory experiences (physical), recognition and approval from others (social), and self-satisfaction and pride (self-evaluative; Bandura, 1977, 1997, 2006). Positive outcome expectancy can motivate one to action, whereas its negative counterpart can serve as a disincentive to act. Solely anticipating that an action will lead to a certain desirable outcome, however, will not motivate one to complete the action if doubts exist in one's ability to perform what is required (Bandura, 1977). The strength of efficacy beliefs also influences motivation as manifested in the initiation of effort and ongoing perseverance despite presenting obstacles (Bandura, 1977; Bandura & Adams, 1977). The motivation to persist in the face of challenges is informed by a self-appraisal of the level of difficulty an individual believes he or she can overcome (Bandura, 2006). The application of these social cognitive tenets could be reflected in the practices of an educator with strong ELL efficacy beliefs, who also maintains the positive outcome expectancy that if these students receive quality ELD, they *can* succeed at school. Such an educator would be motivated to persist in his or her ELD instructional efforts even as ELL-related challenges mount. These challenges might include increases in ELL enrollment and teacher accountability for ELL performance on state and national achievement tests.

As noted above, perceived efficacy beliefs influence outcome expectancies, as the strength of self-efficacy informs the outcomes an individual anticipates his or her efforts will produce in a given situation (Bandura, 1986, 2006). Illustrative of the social cognitive tenet of reciprocal determinism, perceived efficacy beliefs and related outcome

expectancies also share a conditional relationship with behavioral and environmental factors. “(E)fficacy and outcome expectations influence how (people) behave, and the environmental effects created by their actions in turn alter their expectations” (Bandura, 1978, p. 346).

Teacher Self-Efficacy

As the concept of perceived self-efficacy is central to the general application of social cognitive theory, perceived teacher efficacy is fundamental when this theoretical framework is applied to educational settings. Tschannen-Moran et al. (1998) noted how Bandura’s concept of self-efficacy is “intertwined” (p. 203) with the concept of teacher efficacy that specifically speaks to an educator’s beliefs regarding his or her capacity to influence student performance or, as Gibson and Dembo (1984) explained, “to bring about positive student change” (p. 570). An educator’s perceived efficacy to motivate students and facilitate their learning influences the nature of the learning environment established by the teacher and by the students’ academic achievement (Bandura, 1993).

Similar to the influence wielded by self-efficacy beliefs in general, teacher efficacy perceptions can serve to motivate an educator to exert effort and to persist, which can shape teacher actions or teaching performance. Following the principle of reciprocal determinism, an educator’s teaching performance, whether perceived as successful or unsuccessful, also serves to inform efficacy perceptions, thus stabilizing and perpetuating this reciprocal cycle (Tschannen-Moran & McMaster, 2009). Teachers reinforce this cycle through the “tendency to build causal explanations” for their beliefs, which may or may not be based on accurate recall of events (Pajares, 1992, p. 317).

In their discussion regarding educator efficacy beliefs, Goddard, Hoy, and Hoy (2004) stressed the distinction between a teacher's perceived efficacy or competence and the notion of "teacher effectiveness" or "successful teaching" (p. 4). An educator's perceived efficacy reflects a teacher's judgment of his or her capability to complete required instructional tasks, whereas, teacher effectiveness speaks to an assessment of an educator's actual teaching performance. "Teacher efficacy is a self-perception, not an objective measure of teaching effectiveness" (Ross & Bruce, 2007, p. 50). Employing this distinction serves to maintain the integrity of social cognitive principles when applied to educational settings. The current study was designed to explore the relationship between research participants' perceptions of their ESL PD experiences and their teacher efficacy beliefs rather than to assess the effectiveness of participants' classroom performances.

From their review of the literature, Ross and Bruce (2007) noted that research exploring PD's influence on teachers' efficacy beliefs "suggests that PD might contribute to higher teacher efficacy" (p. 52). The authors based this assertion on research that explored the influence of PD-related activities on teacher efficacy. The authors explained that PD activities provided sources of efficacy information for study participants, and thus, had the potential to strengthen efficacy perceptions (Bandura, 1997). (Sources of efficacy information are discussed below.) Examples of PD-related activities that Ross and Bruce identified included efforts to enhance participants' instructional skills, the effects of PD curriculum implementation in participants' classrooms, and opportunities for participants to collaborate and to receive encouragement regarding their PD

experiences.

Guskey (1984) cited the commonly held belief regarding PD's potential influence on teachers' perceptions and the subsequent influence of those perceptions on student learning outcomes. Framing this relationship between teachers' perceived efficacy and student outcomes through a social-cognitive lens, Goddard et al. (2004) asserted that with increased educator efficacy can come the likelihood that teachers will persist when obstacles arise and that such resiliency can contribute to teacher innovations and student learning. Moreover, the extant literature supported the reciprocal relationship that the level of perceived teacher efficacy shares with student learning, outcomes, and students' own efficacy beliefs (Ashton et.al., 1983; Gibson & Dembo, 1984; Guskey, 1984, 2000; Midgley et al., 1989).

Ingvarson et al. (2005) explored PD's influence on educator knowledge, practice, and efficacy, and on student outcomes, from the perspective of 3,250 educators who had participated in four different PD programs. (Although this was not specified, from the description of the research, it appeared that each educator participated in only one of the four programs studied.) To gauge the influence of participants' PD experiences, the study design employed PD structure variables, including number of contact hours, time span, sufficient time, and collective participation. The design also included five process variables associated with established features of effective PD identified previously: active learning, collaborative analysis of student work, content focus, feedback, and follow up to facilitate PD implementation. The nature of participants' professional communities served as a mediating variable. The planned data analysis included determining the

strength of the relationships between these variables and the four previously noted impact measures: teacher knowledge, teacher practice, teacher efficacy, and student learning.

Using a common survey, the participants described their PD program's learning processes and provided their perceptions of the programs' influence on the impact measures. The survey included two specific efficacy-related items designed to assess the extent to which the educators agreed or disagreed that their PD experiences had increased (1) their ability to meet students' learning needs and (2) their confidence to teach their content areas.

The findings indicated that across all four programs, participants' perceptions that their PD experiences had positively influenced student-learning outcomes had the strongest statistically significant positive relationships with their reported efficacy beliefs. It should be noted that the authors expressed more confidence in participants' self-report data on the practice measure than on the student-outcome measure. (They do not comment on self-report efficacy data.) However, the authors indicated this limitation may have been ameliorated by the specific nature of the survey. Moreover, they asserted that "there is little reason to think" (p. 18) respondents' self-report data reflected bias (such as a social desirability effect), primarily because they were asked to participate several months after the PD programs had ended.

Similar to the finding noted above, significantly strong positive relationships were also present between teacher efficacy and teacher practices for three of the four programs. When reviewing the impact of all identified variables, the authors reported that the five process variables had the largest influence on the outcome measures. Specific findings

for the impact of the process variables on teacher efficacy indicated that all variables had a statistically significant positive influence for one PD program, except the variable for collaboration to analyze student work. This finding was also true for the mediating variable of professional community. The results indicated that collaboration to analyze student work had a significant negative influence on teacher efficacy for two PD programs. Although the authors did not provide an interpretation for this finding, it could have indicated that input from colleagues regarding their students' work resulted in participants' downward reappraisals of their efficacy beliefs (Bandura, 1993). Perhaps as study participants considered others' assessments of their students' work, particularly if these ratings were lower than the teacher's initial judgments, they may have considered such lower evaluations as negative, or more accurate, assessments of their instructional efficacy. Such social persuasion is an example of a source of efficacy information, as explored below.

Active learning, content focus, feedback, and professional community variables also had a positive influence on teacher efficacy for a second PD program studied by Ingvarson et al. (2005). The influence of active learning on teacher efficacy was also significant in a third program. Ingvarson et al. highlighted the strong relationship between active-learning PD activities and teacher efficacy. The study defined active learning processes as PD experiences that facilitate teacher reflection that leads to the identification of specific aspects of participants' practice that need development. The definition of active learning also included opportunities for PD participants to practice new instructional skills.

The authors interpreted a consistently strong relationship between active learning and teacher efficacy as an indication of this PD feature's positive "influence on factors that increase teachers' confidence and (their) ability to meet student needs" (p. 14). This finding, along with the strong relationships identified between teacher efficacy and both student outcomes and teacher practices, represented PD's potential influence on teacher efficacy beliefs and student outcomes. Furthermore, Ingvarson et al.'s results illustrated the reciprocal determinism cycle as applied to teacher efficacy perceptions. The educators' efficacy appraisals represented interactions among cognitive (active learning reflections, processing colleagues' evaluations of student work), behavioral (implementation of new skills), and environmental (positive student outcomes) factors, afforded them through their PD experiences.

Although Ross and Bruce (2007) acknowledged PD's potential to influence teacher efficacy beliefs, these authors observed that such research is sparse, with a paucity of studies employing treatment and control groups. Furthermore, they cautioned that the available research includes studies with "methodological flaws" (p. 52). Possible research irregularities identified by the authors included failing to account for important differences between treatment and control groups such as prior PD opportunities. Ross and Bruce also questioned research that assessed PD's influence on teacher efficacy based solely on increased efficacy ratings as measured during the PD experiences. The authors considered results of PD-related efficacy measures based on participants' levels of implementation of PD-related practices to be more reliable. The application of PD knowledge and skills over time would signal persistence, a marker of strong efficacy

beliefs.

To enhance the teacher efficacy canon, Ross and Bruce (2007) designed and implemented a 4-month, 4-session mathematics PD experience that included one full-day meeting followed by three 2-hour sessions delivered to the study's treatment group of 57 grade-six teachers. Treatment group participants also applied the PD curriculum in their classroom instruction, collected student work artifacts, and then shared their application experiences in subsequent PD sessions. The potential influence of this PD on treatment group members' efficacy beliefs was measured using the Teachers' Sense of Efficacy Scale (Ross & Bruce, 2007; Tschannen-Moran, n.d.; Tschannen-Moran & Hoy, 2001), adapted to target mathematics instruction. The scale was administered as both a pre- and a posttest to the control group and the treatment group. Study conditions also included controlling for previous mathematics training and for additional content knowledge, and completing univariate analyses, given the small sample size. Efficacy-scale posttest results indicated that participation in the study's math PD was a significant predictor of greater efficacy in mathematics classroom management. Although not statistically significant, efficacy ratings on two additional teacher efficacy indicators (student engagement and instructional strategies) were also higher for treatment group members.

As part of a multifaceted assessment of Stanford (California) University's teacher education program, Darling-Hammond (2006) surveyed 152 graduates to gauge their perceptions regarding the program's influence on their preparedness to teach. In response to extant research that indicated differences can exist between educators' self-reported efficacy perceptions and their actual teaching behaviors and success with students, the

author also interviewed 23 survey participants for a deeper understanding of the perceived influence of Stanford's teacher education program. Furthermore, classroom observation data and employer evaluations were also obtained to augment survey data.

Darling-Hammond (2006) reported confidence in the survey's validity as a measure of "distinct and important dimensions of teaching" (p. 125) based on factor analysis results that indicated survey items loaded onto five factors (listed below) closely related to the California teaching standards:

1. Design curriculum and instruction;
2. Support diverse learners;
3. Use assessment to guide learning and teaching;
4. Create a productive classroom environment; and
5. Develop professionally (p. 136).

Using a 5-point scale, survey participants rated how well they thought the program had prepared them to apply various educator skills encompassed in the five factors. For example, items that loaded on to Factor 2 addressed educator skills related to teaching from diverse perspectives and responding to multicultural influences on student learning.

Item means (*standard deviations*) for responses to the 29 survey questions included in Darling-Hammond's (2006) report ranged from 3.14 (*1.07*) to 4.30 (*.68*). These results suggested that the respondents perceived the Stanford teacher education program to have positively contributed to their preparation to teach. Qualitative analysis of interview data corroborated these quantitative survey results. During their interviews, the program graduates indicated that specific teacher education courses and experiences contributed to increased: (a) effectiveness with students who struggle, (b) curriculum

planning sophistication, (c) appreciation for collaboration and collegial support, (d) opportunities for feedback and reflection on their practice, and (e) development of theoretical frameworks to strengthen skills and perspective.

ELL-Specific Teacher Efficacy

Relative to the present study, it is important to note that only one of the 29 survey items identified in Darling-Hammond's (2006) report specifically addressed ELLs: "How well do you think your teacher preparation prepared you to teach in ways that support new English language learners" (p. 136). Darling-Hammond explained that although 90% of graduates felt "adequately prepared" to teach ELLs, fewer respondents rated themselves "'very well' prepared" regarding this aspect than in other dimensions assessed on the survey (p. 133). Darling-Hammond concluded that this result signals to program evaluators the possible need to strengthen certain aspects related to ELD instruction.

The Stanford University (Darling-Hammond, 2006) study and related research reviewed for the described ESL PD program evaluation indicated that general education PD and pre-service teacher education may strengthen educator efficacy beliefs. The literature review also documented that educators with strong efficacy beliefs otherwise, expressed reservations regarding their perceived efficacy to instruct ELLs. This discrepancy reflects the foundational social cognitive notion that efficacy is context specific (Ashton, Webb, & Doda, 1982; Bandura, 1986, 1997, 2006; Eun & Heining-Boynton, 2007).

The social cognitive tenet regarding context-specific efficacy beliefs does not suggest that skills linked to efficacy in one context, such as teaching native-English-speaking students, cannot be transferred to different circumstances, such as teaching ELLs. Bandura (1986, 2006) and Pajares (1996) described generic subskills and self-regulatory skills that may be applied to varied contexts. For example, a teacher may have developed cognitive and memory subskills and/or self-regulatory skills, such as goal setting or developing alternative plans, which may bolster self-efficacy judgments and positive performance in multiple contexts. However, such skills will not be sufficient when placed in contexts in which “specialized competencies” (Pajares, 1996, p. 564) are required. Bandura (1986) added that “(e)ven the same activity”—such as teaching—“may tap different abilities under different circumstances” (p. 397). Teaching contexts that include ELLs, with their specific learning needs, require educators to possess specialized knowledge, skills, and dispositions that go beyond “just good teaching.”

Results from Ashton et al.’s (1982, 1983) study of 97 middle and high-school teachers supported the notion of context-specific efficacy. The authors designed their study to establish a conceptual framework that would facilitate future teacher-efficacy research. Using questionnaires, classroom observations, and interviews, the authors assessed participants’ perceptions of teaching and of their efficacy as educators. Study conclusions indicated that a teacher’s sense of efficacy was not an internal, fixed character trait, but was context-specific and subject to influence from a myriad of variables. Such contextual variables included interactions with students, parents, peers, and administrators, and the potential for unpredicted and uncontrollable outcomes that

can accompany these exchanges. To mitigate possible negative effects on teachers' sense of efficacy from contextual factors, the authors recommended providing professional learning opportunities in a wide array of contexts. This PD should facilitate teachers' "context-specific self-analysis" (Ashton et al., 1983, p. 35) in order to identify contextual factors that could contribute to perceptions of inefficacy.

The theoretical premise that "behavior is richly contextualized and conditionally manifested" (Bandura, 2006, p. 319) was reflected in Karabenick and Clemens Noda's (2004) study regarding efficacy with ELLs. Although the 729 surveys revealed positive perceptions regarding participants' self-efficacy within the context of teaching non-ELLs, survey data also showed that these same educators perceived their efficacy as ELL teachers to be substantially lower. Furthermore, 95% of these teachers indicated that they had received no specialized ESL training, which could have provided the specialized competencies and the accompanying self-efficacy these teachers seemed to lack.

To address potentially diminished educator efficacy with ELLs, ESL-PD-specific research and literature reviews elucidated the influence these PD offerings may have on teachers' knowledge, skills, and efficacy perceptions within the context of educating ELLs (August & Shanahan, 2006; Ballantyne et al., 2008; Casteel & Ballantyne, 2010; Coady et al., 2011; Eun & Heining-Boynton, 2007; Gándara et al., 2005; He et al., 2011). As noted in Chapter One, of the approximately 5,300 respondents to Gándara et al.'s questionnaire, those with pre-service or in-service ESL PD training rated themselves significantly more confident to teach ELLs than did their colleagues with no ESL PD experience. This study's data also indicated that the number of years participants had

taught ELLs was positively associated with higher levels of perceived ability to educate these students in all areas assessed on the survey except a student's primary language (secondary teachers, $p < .05$; elementary teachers, $p < .001$). For elementary teachers, there was also a positive association between the percentage of ELLs in their classes and their beliefs in their abilities to instruct ELLs in all areas ($p < .05$, $p < .001$).

To explore the influence on ELL teacher efficacy of pre-service training paired with in-service years of experience, Coady et al. (2011) surveyed 85 graduates from a university-based teacher education program that included ELD elements. The program's coursework featured two stand-alone ELD courses and additional ELD content presented in other pre-service courses. The survey assessed participants' perceptions on two factors: (1) their current level of effectiveness as an ELL educator and (2) the degree to which the university pre-service program prepared them to teach ELLs. (In their report, the authors interchanged the terms "effectiveness" and "efficacy.") The study operationalized the efficacy concept with 49 competency statements organized into five domains associated with effective ELD instruction as described in the ESL literature: (1) social and cultural, (2) content area instruction, (3) language and literacy development, (4) curriculum and classroom organization, and (5) assessment. The competency statements targeted respondents' "conceptual, pedagogical, and attitudinal attributes" (p. 228) in the five domains.

The 49 efficacy competency statements included the prompt, "How *effective* do you feel you are/were with your ESOL students?" (p. 229). Participants used a 4-point scale to rate themselves on their perceived level of effectiveness to employ strategies

from the five ELD domains such as graphic organizers, additional wait time, and primary language resources. Gauging participants' perceptions regarding their pre-service preparation included using a 4-point scale with the same 49 domain-specific ELD competency statements paired with the prompt: "How well do you feel (the name of the program) *prepared* you to work with your ESOL students?" (p. 229). The survey also gathered demographic data including years of teaching experience.

In general, survey data showed that participants perceived themselves to be effective teachers of language minority students and well prepared by their pre-service program. Data also indicated that on all but seven competency statements, participants rated their perceived post-graduation efficacy higher than their perceived pre-service preparation. All differences between the mean scores in each domain on the efficacy and preparation factors were statistically significant ($p < .05$). Similar to the Gándara et al. (2005) study, data analysis from Coady et al.'s study examined the relationship between efficacy and preparedness ratings and the participants' years of teaching experience. The respondents were divided into two groups: those with five or fewer years of experience ($n = 33$) and those with more than five years of experience ($n = 39$). On competency statements with statistically significant differences between these two groups (the number of these statements was not given), the teachers with more teaching experience perceived their current efficacy to be higher than their pre-service preparation while the opposite was true for the teachers with less experience. The authors indicated that these findings substantiate the challenges associated with ELD instruction in post-graduation settings, the need for additional PD beyond graduation from pre-service programs, and the

potential benefits of increased connection between pre-service and in-service ESL PD.

Eun and Heining-Boynton (2007) also considered years of experience in their study designed to assess classroom implementation of content from an ESL-specific PD program. Additional variables included efficacy perceptions to teach ELLs and level of organizational support. Unlike the influence of years of experience identified by Gándara et al. (2005) and Coady et al. (2011), Eun and Heining-Boynton reported that this variable was not a reliable predictor of implementation of ESL PD content. However, when data analyses controlled for years of teaching experience, higher levels of perceived ELL teacher efficacy and organizational support were positively correlated with higher levels of ESL PD content implementation.

Although differences exist among the three studies described above, their collective findings support the use of a social cognitive framework in ESL PD evaluation, particularly the principles of context and of reciprocal determinism. Results from Gándara et al. (2005) and Coady et al. (2011) suggested that PD designed to address the context-specific needs of ELLs contributed to increased levels of perceived educator efficacy to teach these students, whereas Eun and Heining-Boynton's (2007) study revealed an inverse relationship between ELL teacher efficacy and the influence of ESL PD. Data analysis from Gándara et al. specifically included ELL teaching experiences and their relationship with increased ELL efficacy beliefs, which provided an example of the reciprocal determinism cycle. Similarly, if the additional years of teaching experience noted in Coady et al.'s research included successful examples of effective ELD instruction, as perceived by the more seasoned educators, such experiences could

increase the teachers' ELL efficacy beliefs. Strengthened efficacy judgments may then serve to motivate these educators to persist in their efforts to teach their language minority students. Eun and Heining-Boynton's findings illustrated a perpetual reciprocal relationship that included strong educator efficacy beliefs to teach ELLs, an educator's need for ongoing ESL PD that contributes to sustained ELD teacher efficacy, and the positive influence of a supportive work environment.

The reciprocal determinism cycle that perpetuates an educator's context-bound efficacy perceptions, such as a limited belief in one's efficacy to teach ELLs, will persist unless it is disrupted with experiences that trigger a reassessment of one's efficacy (Tschannen-Moran & McMaster, 2009). The literature showed that increasing ELL enrollment in general education settings can result in such efficacy reassessments (Ballantyne et al., 2008; Karabenick & Clemens Noda, 2004; Zehler et al., 2008). Although extant research offered examples of ESL PD's power to increase efficacy beliefs in relation to ELD instruction, Bandura (1997) warned that teacher education must provide sufficient contextual specificity in order to address diminished teacher efficacy, including that associated with serving students experiencing limited academic success (such as ELLs). Bandura continued that without such contextual PD precision, even receptive teacher education participants "do not change their practices" (p. 256) given that they are unsure how to correctly implement PD content that is imprecise.

Sources of Efficacy

From a social cognitive perspective, increased teacher-efficacy beliefs, and the

attendant behavioral and affective changes, are rooted in PD curriculum and pedagogy that facilitate the cognitive processing of efficacy information. This information is generated from four principal sources: (1) mastery experiences, (2) vicarious experiences, (3) social persuasion, and (4) physiological and affective states (Bandura, 1977, 1997; Pajares, 2002, 2003; Ross & Bruce, 2007; Schunk, 1991; Tschannen-Moran et al., 1998; Tschannen-Moran & McMaster, 2009). Bandura (1997) referred to these four sources as “modalities of influence” (p. 79) that constitute the primary manner through which efficacy beliefs are altered.

In addition to its explanatory and predictive functions, merits of the social cognitive framework include its power to operationalize theoretical principles, such as the four sources of efficacy information, in order to affect change (Bandura, 2006). Using a social cognitive lens to explore these sources facilitated increased understanding of how they influence efficacy perceptions and the related reciprocal determination cycle. This greater understanding informed the application of the four sources in PD experiences. These sources of efficacy information are explored below within an educational context.

Mastery Experiences

Efficacy beliefs are developed through the cognitive processing of information “conveyed enactively, vicariously, socially, and physiologically” (Bandura, 1997, p. 115). However, enactive mastery experiences involving one’s previous performance in completing a specific activity provide the most influential source of efficacy information because they are the most authentic (Bandura, 1986; Pajares, 2003). Experiences perceived as successful serve to bolster efficacy perceptions, and repeated confirming

experiences help to establish solid efficacy beliefs. Conversely, experiences perceived as unsuccessful can diminish perceptions of efficacy, particularly if efficacy beliefs are still developing. However, once strong efficacy perceptions are well established, the occasional less-than-successful experience will have little impact on one's sense of efficacy (Bandura, 1977, 1997). Examples of mastery experiences from educational contexts include implementing instructional innovations and educational technology; managing social processes such as student behavior, parent involvement, and organizational norms; and participating in pre-service field experiences (Bandura, 1997; Coady et al., 2011; Ingvarson et al., 2005; Ross & Bruce, 2007).

Vicarious Experiences

Vicarious experiences involve observing others modeling tasks and the observers making comparisons between themselves and the models. Although not as powerful as mastery experiences, these observations and the related comparisons can influence one's self-efficacy appraisal (Bandura, 1997; Pajares, 2003). Vicarious experiences are particularly impactful when no absolute standard of adequacy for the modeled task exists, when the observer has a diminished sense of efficacy or limited experience regarding the task, and/or when the model presents an improved way of completing the activity (Bandura, 1997; Pajares, 2002, 2003). These experiences and the accompanying comparisons also have a greater influence on efficacy perceptions when observers perceive similarities between the models and themselves (Bandura 1994, 1997). Vicarious experiences from educational settings include observing others teach, either from the perspective of an educator or a student, in live or electronically transmitted

settings; images of teaching conveyed through PD, collegial exchanges, the media, etc.; and observing recordings of one's own teaching (Bandura, 1997; Ross & Bruce, 2007; Tschannen-Moran et al., 1998)

Social Persuasion

Social persuasion, also labeled “verbal persuasion and allied types of social influences” (Bandura, 1982, p. 126), includes input from others regarding one's capability. Efficacy perceptions may be enhanced by positive social persuasion whereas negative input may result in decreased self-efficacy beliefs and avoidance of challenging tasks (Bandura, 1994; Pajares, 2003). Although building another's sense of efficacy solely with social persuasion is difficult, this source of efficacy information can be more influential if offered by a significant other who provides realistic feedback (Bandura, 1994, 1997). Education examples of social persuasion include feedback from colleagues and supervisors; information promoting implementation of knowledge and skills provided via PD, for example; and social exchanges set in formal (e.g., PD) and less formal (e.g., teachers' lounge) educational settings (Goddard et al., 2004; Ingvarson et al., 2005; Tschannen-Moran & McMaster, 2009).

Physiological and Affective States

Physiological and affective states, including physical and emotional responses to anticipated activities, provide information that may influence one's perceived self-efficacy (Bandura, 1997; Pajares, 2003). Experiencing tension or anxiety, for example, may be interpreted as an indication of limited efficacy and thus, the potential for a poor

performance. Similar to the influence of positive and negative social persuasions, positive and negative mood states may also influence efficacy perceptions, informing beliefs with an energizing force or a debilitating impairment, respectively (Bandura, 1994). Education examples of this efficacy information source include feelings such as incompetence, guilt, or shame due to a perceived inability to motivate students; focused attention and energy on a specific teaching task; and feelings associated with a positive or a negative mindset regarding specific student groups (Ashton et al., 1983; Khong & Saito, 2014; Tschannen-Moran et al., 1998).

Primary research studies and related literature reviews included examples of the four efficacy sources within the broader context of PD's influence on teacher efficacy (Eun & Heining-Boynton, 2007; Gándara et al., 2005; Ingvarson et al., 2005; Ross & Bruce, 2007; Tschannen-Moran & McMaster, 2009). Of the various general education PD programs included in Ingvarson et al.'s (2005) research, those that PD participants perceived to positively influence their practice provided mastery experiences, vicarious experiences, and social persuasion information. Furthermore, the PD programs assessed as least effective had limited opportunities for vicarious experiences such as collaborative analysis of student work. These least effective programs also rarely offered participants social persuasion via feedback on their mastery experiences as they implemented new instructional practices related to their PD participation.

The literature documented sources of efficacy information specifically afforded through ESL PD, such as direct teaching practice in classroom settings, including individual tutoring sessions, small group instruction, and co-teaching with a more skilled

partner. ESL PD also provided efficacy information through collaboration with colleagues and outside experts; in-class demonstrations; classroom observations, including in ELD classes; and personalized coaching (August & Shanahan, 2006; Coady et al., 2011; Gándara et al., 2005). Participants in Coady et al.'s ESL teacher education research corroborated the social cognitive premise that mastery experiences provide the most influential source of efficacy information, by identifying experiences teaching ELLs to be the most powerful.

In a teacher survey conducted to facilitate ESL PD program development, Karabenick and Clemens Noda (2004) noted participants' positive efficacy perceptions regarding ELLs were significantly correlated with their positive affective state regarding this student group. Gonzales and Darling-Hammond's (1997) PD recommendations for educators charged with instructing immigrant ELL youth included opportunities for PD participants to reflect on their attitudes and beliefs regarding these students. The authors added a caution against PD models that view ELD instruction from a deficit or remediation perspective, which could, in turn, restrict ELLs' educational opportunities.

Theoretical Framework Summary

A social cognitive framework, including the principles of context-specific efficacy and sources of efficacy information, operationalized the planned exploration of educators' appraisals regarding ESL PD's influence on their efficacy to teach ELLs. The particular learning needs of ELLs speak to the importance of context-specific PD that affords participants access to rich sources of efficacy information tailored to this student

group, particularly information generated by hands-on mastery experiences with ELLs. As the extant literature showed, ESL PD participants may sense their unpreparedness to effectively instruct linguistically diverse students, similar to the perceptions of many other educators. However, participants' perceptions of their ELD teacher efficacy may be enhanced as the reciprocal determinism cycle is fostered through meaningful, context-specific ESL PD content and pedagogy. Furthermore, thoroughly processing efficacy information through active ESL PD participation may spark changes in a teacher's practice, including the application of ELD practices that go beyond "just good teaching." Nevertheless, such cognitive processing of ESL PD information must be sufficiently robust if it is to enhance or replace existing knowledge, skills, and dispositions.

Literature Review Summary

The factors contributing to the persistent ELL achievement gap are manifold, complex, and often interrelated, which complicates the proposition of determining effective interventions to address this perpetual lag in ELLs' academic progress. However, credible documentation from the preceding literature review confirmed the critical need for ELLs to have well-prepared mainstream classroom teachers equipped with knowledge, skills, and dispositions tailored to address the specific instructional requirements of linguistically diverse students. With no foreseeable change in the increasing number of ELLs entering our public schools, coupled with the Title III mandate to effectively educate these students, high quality ESL PD professional development for all teachers is vital. Unfortunately, if the contributing factor to the

ongoing ELL achievement gap of unprepared teachers is not addressed, such as through the provision of specialized professional development beyond the realm of the general education context, it is safe to say that this chronic gap will persist (Ballantyne et al., 2008; Clair, 2011; Coady et al., 2011; Grant & Wong, 2003; Samson & Collins, 2012).

The preceding literature review supported ESL PD for general education teachers as explained through the social cognitive theoretical principles of efficacy and context. The extant literature indicated that educators who participated in such PD offerings perceived themselves to be more efficacious with ELLs than did their untrained colleagues. This enhanced sense of efficacy in relation to ELLs reflects the context-specific nature of self-efficacy beliefs noted in the literature review.

The proposed program evaluation was designed to contribute to the ESL PD knowledge base by exploring how participants perceived the influence of an ESL PD experience on their efficacy beliefs as ELD teachers. Potential insights regarding the PD program's influence on ELD teacher efficacy responded to the need for additional information on effective ELD instruction (Coady et al., 2011; de Jong & Harper, 2005; Faulkner-Bond et al., 2012; Genesee et al., 2005; Khong & Saito, 2014; Klassen, et al., 2011; Molle, 2013; Short & Fitzsimmons, 2007). The study was also designed to provide information for SEAs and LEAs addressing their current ELL enrollment (Ballantyne et al., 2008) and preparing for possible future increases in this student population (Short & Fitzsimmons, 2007; Zehler et al., 2008). Finally, the planned study responded to the need for examples of teacher efficacy research (Ashton et al., 1983; Dembo & Gibson, 1985; Gibson & Dembo, 1984; Klassen et al., 2011; Siwatu, 2011).

CHAPTER III

METHODOLOGY

The goal of the study's methodology was to yield recommendations for enhancing teacher efficacy to instruct English language learners through more effective ESL professional development. The data collection and analyses were planned to provide the participating LEA with its first systematic, in-depth assessment of the ESL PD program that it has maintained since 2007. Results can augment the nature of the program's contribution to the development of educator competencies related to the Title III PD standard of "substantially increasing" educators' "teaching knowledge...and skills" and enhancing their ability to "understand and implement curricula, assessment practices and measures, and instruction strategies for English learners" (ESSA, 2015, p. 159). From this initial study, the LEA could continue program evaluation efforts to assess additional Title III professional development standards that were beyond the scope of this research.

Research Design

The study employed a multi-strand, mixed methods research design, drawing on the strengths of both quantitative and qualitative data collection and analyses in order to facilitate a deeper understanding of the study's research questions (Creswell, 2002/2008; Johnson & Onwuegbuzie, 2004).

1. How do participants perceive the influence of an English-as-a-second-language professional development program on their self-efficacy perceptions in relation to teaching English language learners?
 - 1.1 What is the relationship between the participants' self-efficacy perceptions as teachers of English language learners and selected

independent variables including demographic characteristics?

- 1.2 What is the relationship between the participants' self-efficacy perceptions as teachers of English language learners and specific curricular principles presented through the professional development program's coursework?
- 1.3 What is the relationship between the participants' self-efficacy perceptions as teachers of English language learners and specific professional development learning experiences used to deliver the professional development program's curriculum?
- 1.4 How do participants describe and explain the influence of selected aspects of their professional development program experience on their self-efficacy perceptions as teachers of English language learners?
- 1.5 How do district-level personnel familiar with the English-as-a-second-language professional development program describe and explain the influence of the program on participants' self-efficacy perceptions as teachers of English language learners?

The mixed methods question format reflected the researcher's objective to provide a thick description of the "contextual and experiential understandings" (Dawson, 2010, p. 943) of the ESL PD program's influence on participants' perceived efficacy with ELLs. This objective was captured in the first, overarching research question. Possible relationships among participants' perceived efficacy, certain independent variables, and ESL PD curriculum and pedagogy were explored through the study's quantitative strand, which included sub-questions 1.1–1.3. Participants' answers to fixed-response items on the study's English-as-a-Second-Language Professional Development Questionnaire (ESLPDQ) (Appendix A) provided these quantitative data. Selected independent variables related to participants' contextual characteristics included the following.

- gender
- grade-level cluster currently taught
- years of teaching and/or administrative experience
- current number of ELLs enrolled in participants' classes

- additional language learning experiences
- ESL PD cohort membership
- level of ESL PD program completion
- additional ESL-specific PD received after ESL PD program enrollment

The expanded narrative data generated by the qualitative strand's sub-question 1.4 also contributed to the thick description of participants' PD experience. Through constructed-response ESLPDQ items, participants described and explained the PD program's influence on their perceived efficacy with ELLs. Data extrapolated from completed PD course evaluation forms (Appendix B) and from the analysis of ESL PD course syllabi (Appendix C), contributed to the description of the ESL PD program's influence on participants' self-efficacy perceptions. Data from sub-question 1.5 provided an LEA-level perspective on the ESL PD program's influence that complemented participant-level data generated by the other research questions.

Note: All internet links embedded in the original versions of the syllabi (Appendix C) were deleted by the researcher to safeguard SEA and LEA confidentiality. Similarly, the LEA document giving the researcher permission to access LEA ESL PD program materials prior to completion of the Institutional Review Board approval process was not included to safeguard LEA confidentiality. Likewise, all identifying information from SEA and LEA references has been deleted.

Study Context

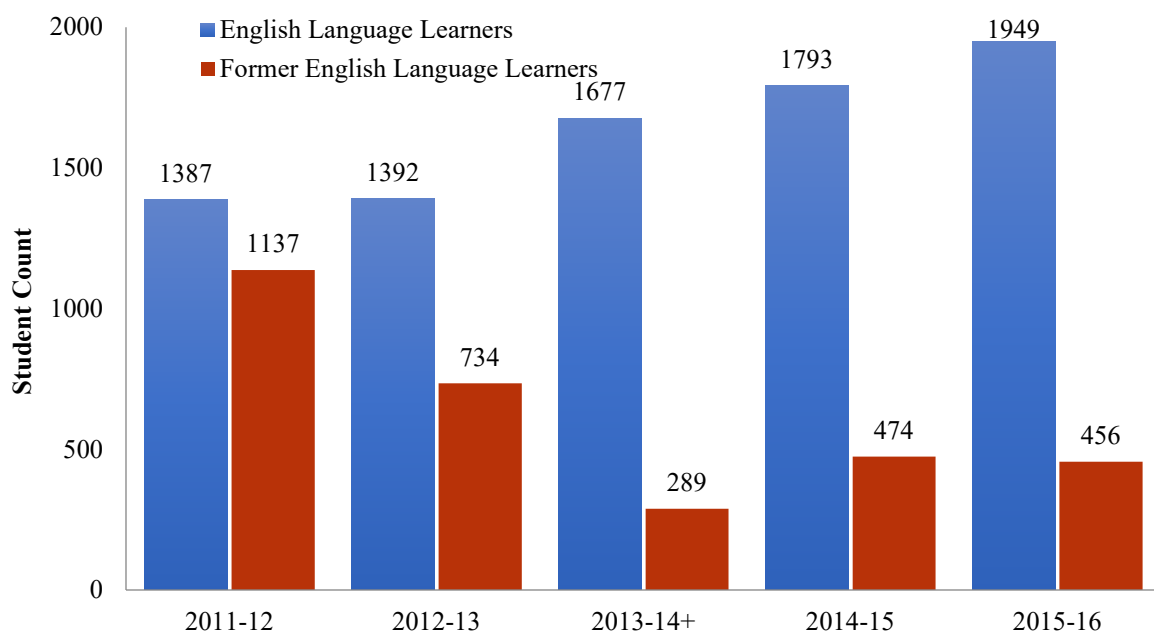
The following information situates the study in the LEA context, which includes the LEA ESL PD program.

District Demographics

The study was set in a kindergarten-grade 12 LEA located in the Intermountain West region of the U.S. According to data from the 2015-2016 academic year, the LEA had a total enrollment of 27,355 students, of whom approximately 7% were identified as English language learners (LEA, n.d.). Students in this subgroup were eligible to receive English language development services and were also assessed on the annual SEA English proficiency assessment during that school year. In addition to these students, 1.7% of the total LEA enrollment in 2015-2016 included former ELLs, who had achieved proficiency on the SEA's ELP assessment prior to 2015-2016, and thus, were no longer eligible for ELD services (LEA, n.d.).

Enrollment data from academic years 2011-2012 to 2015-2016 (see Figure 2) indicated that during this 5-year span, the LEA's ELL population continued to increase while the former ELL population fluctuated (LEA website, n.d.). It should be noted that in 2013-2014, the SEA adopted a new annual English language proficiency assessment that replaced the test given in previous years. The change to this new assessment may have affected the number of former ELLs in 2013-2014, particularly given that following 2013-2014, the former ELL population again increased. Other factors unrelated to the assessment change may have also influenced the ELL and former ELL populations, such as students from these groups leaving the LEA.

As described Chapter I, there are many complex factors that have contributed to the persistent achievement gap that exists between ELLs and their native-English-speaking classmates. These factors include specific school characteristics, including ELL



⁺ Note. The SEA adopted a new ELP assessment.

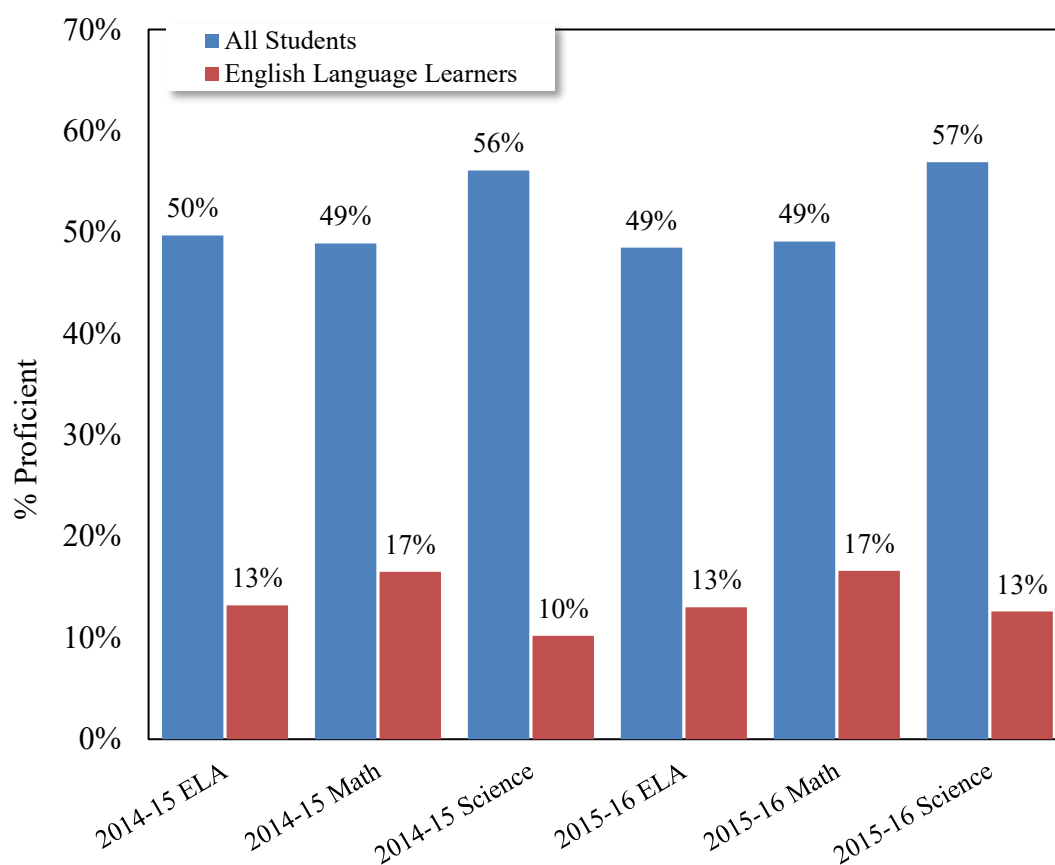
Figure 2. Five-year LEA ELL enrollment trends.

enrollment patterns. The LEA ELL enrollment data in Figure 2 show that the language minority student population was relatively low, which helped define the educational context in which the study participants and their ELLs were situated.

In reporting ELL enrollment data, Cosentino de Cohen et al. (2005) stated that approximately 70% of elementary ELLs were enrolled in just 10% of U.S. schools. The authors termed these “high-LEP” (p. 1) schools, whose ELL population comprised at least 24% of the student body. This designation is in contrast to “low-LEP” schools (p. 1), which have less than 24% ELL enrollment. Using this benchmark, the study’s LEA would be considered low-LEP. However, 10% of the LEA’s schools met the high-LEP school criterion, as shown here with their respective ELL percentages taken from 2015-2016 data (LEA website, n.d.).

- School A: 62%
- School B: 42%
- School C: 27%
- School D: 26%

ELL achievement gap. During the study's time frame, there existed an achievement gap between the LEA's ELLs and general student population, as reflected in Figure 3 (SEA website, n.d.). These data summarized English language arts, mathematics, and science results on the annual SEA achievement assessment administered to students in third through eleventh grades. Using available results that included the study's data collection period, the figure displays the percentage of students



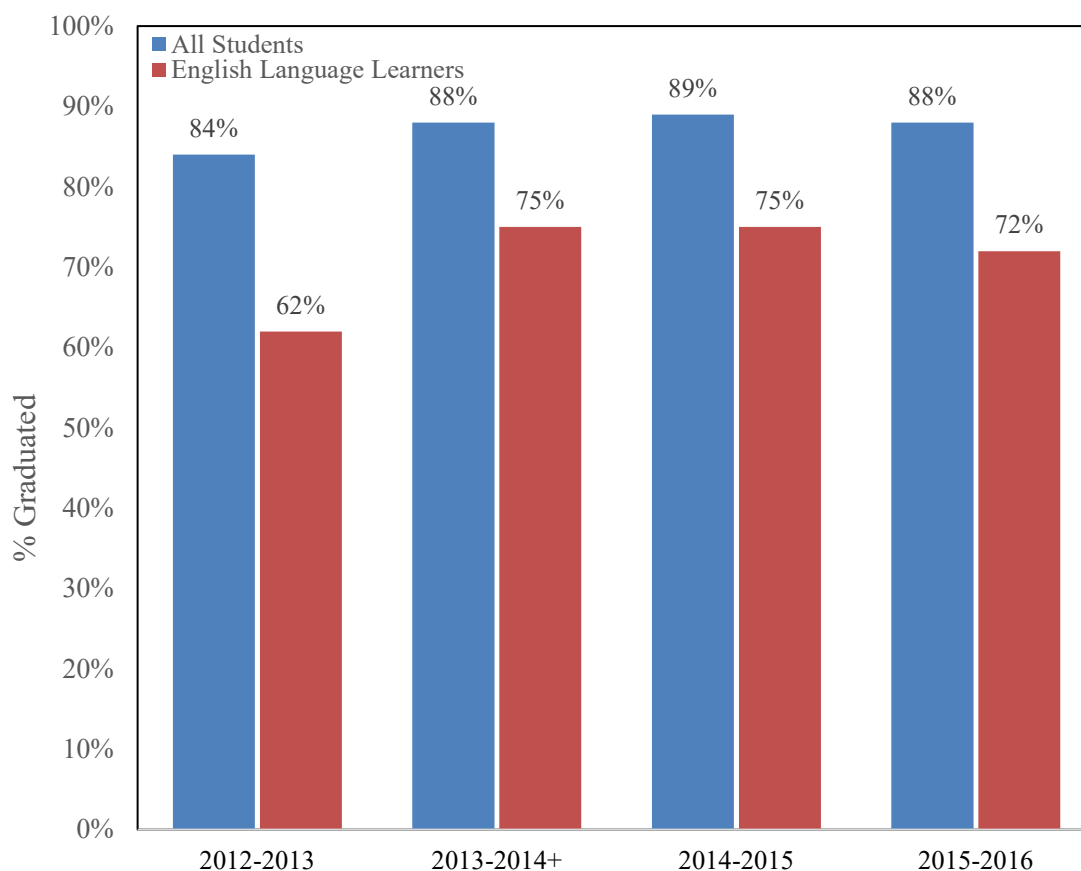
Note. ELA = English Language Arts.

Figure 3. LEA achievement test data.

who scored within the designated proficient range set by the SEA. The achievement gap was evident in results given that the percentages of ELLs in the proficient-range were substantially lower than students in the aggregate (percentage points lower: English: 36-37, mathematics: 32, and science: 44-46). An additional aspect considered when reviewing these data was the composition of the ELL subgroup. For achievement test results, the subgroup included both ELLs who had yet to achieve English proficiency and former ELLs who were reclassified as fluent English proficient within the last two years (SEA representative, personal communication, May 26-27, 2015). Despite the inclusion of these more English-proficient students, the ELL subgroup still faced a sizable gap when its achievement test scores were compared to scores of students in general.

The achievement gap between the LEA's ELLs and other students was corroborated in high-school graduation rate data summarized in Figure 4 (SEA, n.d.). (The data included graduation cohorts that met the U.S. Department of Education's updated, standardized criteria [U.S. Department of Education, 2013]). As with the achievement test data, the ELL subgroup included both current and reclassified ELLs, as described above (SEA representative, personal communication, May 26-27, 2015). Although the ELL graduation rate was trending higher, data from the final year showed a 14 percentage-point gap between the number of ELL high-school graduates and the total number of LEA high-school graduates.

LEA educators. Similar to the LEA's ELL achievement gap information, data regarding LEA educator preparation to instruct ELLs also informed the study's context. During the 2014-2015 academic year, 534 (33%) of the 1,634 LEA educators had the



⁺ Note. The ELL figure is the median of the reported 70%-79%. This range was used to protect the privacy of student groups of 40 or fewer.

Figure 4. LEA graduation rates.

SEA ESL endorsement (LEA representative, personal communication, March 20, 2019).

This figure included educators who were teaching in grade-level classrooms and other certified educators assigned throughout the LEA. It was not known how many of these ESL-endorsed educators instructed ELLs enrolled in LEA schools. The fact that only approximately one-third of LEA educators had earned the SEA ESL endorsement elucidated the study's context. In particular, this relatively low number of ESL-endorsed educators is noteworthy when the need for well-prepared teachers trained to effectively

instruct ELLs, as cited in the literature review, is considered.

ELD service delivery. Preparation of LEA educators to instruct ELLs was connected to the district's English language development service delivery model. The model included the provision of ELD instruction in grade-level or content-area classes where ELLs spent the majority of their day. English learners enrolled in LEA elementary schools were to receive daily ELD instruction. This service model was based on the instructional standard that ELD would be provided by certified, ESL-endorsed teachers, who may be assisted by ESL paraprofessionals. Although the structure for providing ELD services might vary, the district sought to achieve this standard by offering ELD services at every school. The LEA did not make completion of the ESL PD program mandatory for its elementary-level educators; nevertheless, they were encouraged to complete the ESL PD program and earn the SEA ESL endorsement.

Most LEA secondary ELLs were enrolled in English for Speakers of Other Languages (ESOL) courses in addition to other content courses (English language arts, mathematics, science, social studies, etc.) with their native-English-speaking peers. Secondary ESOL teachers must have the SEA ESL endorsement or be enrolled in the LEA's ESL PD program that leads to this endorsement. District content-area teachers who may have ELLs enrolled in their classes were not required to have the SEA ESL endorsement; however, they could earn this endorsement through completion of the LEA's ESL PD program.

ESL professional development program. Central to the study's context was the LEA ESL PD program, as signified by the research questions that addressed the

program's participants, curriculum, and pedagogy. To receive SEA approval, ESL PD programs must include the following curriculum topics. These topics are closely aligned with curricular elements noted in the literature review as hallmarks of effective professional development for teachers of English language learners.

- language
- culture
- instruction
- assessment
- family and community engagement
- instructional practice (SEA website, 2019)

The LEA's ESL PD program was SEA-approved, meaning the SEA verified that the program's curriculum sufficiently addressed these topics. The ESL PD courses, listed below, reflect the identified essential topics. To successfully complete the ESL PD program and receive the SEA ESL endorsement, enrollees must pass these six graduate-level courses. The analysis of the ESL PD course syllabi (described below) explored the nature in which the topics were presented through course curriculum and pedagogy.

- Multicultural Education
- ESL Methods
- Language Acquisition
- Literacy and Linguistics
- Assessment
- Family and Community Involvement

Since the 2012-2013 academic year, the six courses had been taught continually in various LEA locations with a variety of instructors. Program enrollees could transfer from one location or "cohort" to another to complete the six courses with the exception of a cohort established for educators at one specific school. Participants could choose to temporarily suspend their enrollment in the ESL PD program and resume participation

when another course began. Participants also had the option of ending their enrollment in the program at any time, including while a course was underway.

ESL PD curriculum and pedagogy. From 2007-2008 to the conclusion of the 2011-2012 academic year, the LEA used the same ESL PD curriculum. However, beginning in the 2012-2013 academic year, a new ESL PD curriculum was adopted in response to several factors identified by instructors, participants, and LEA administrators regarding the previous curriculum's currency and its delivery structure. Data regarding this curriculum change was collected during the interviews with LEA-level personnel noted below.

Following the Spring 2012 decision to adopt a new ESL PD curriculum, the syllabi were created through a collaborative effort that involved a professor from the participating university and LEA personnel familiar with the ESL PD program. The university provided an outline for each course syllabus that included: (1) course objectives; (2) required readings; (3) course requirements, including homework assignments; (4) grading rubrics for selected course assignments; and (5) a course schedule. For each course, the university provided ideas and resources for potential learning activities, but also granted the LEA personnel the latitude to design learning activities provided that these additions supported the university's course objectives and included the required readings identified by the university. The university also gave the LEA permission to design and incorporate additional in-class content and homework activities to address specific LEA topics and objectives, as needed.

With these guidelines and resources in place, the LEA personnel produced

instructor and student versions of course syllabi for the six ESL PD courses. The instructors' syllabi featured specific learning activities for each class session that instructors were expected to implement in order to promote uniformity of curriculum delivery. The student syllabi included all the elements in the instructor versions except the detailed descriptions of the learning activities. The university professor reviewed and approved the instructor and student versions of each course syllabus before the LEA launched the related course. This professor remained available for consultation as the ESL PD courses were taught. Furthermore, this professor reviewed course evaluations that ESL PD participants completed for each course in which they were enrolled, which were summarized and shared with the ESL PD instructors and LEA personnel. (The instructors' syllabi and the course evaluation summaries were included in the study's data sets described below.) After all six ESL PD courses had been taught using the new curriculum and accompanying syllabi over the course of one academic year, university and LEA personnel met to revise the syllabi, as needed. During this university-LEA collaboration, issues regarding curriculum and program logistics were explored and resolved.

Despite the fundamental change to the district's ESL PD program through the adoption of the new curriculum, no formal evaluation had been completed to explore the influence of this change. In fact, the LEA's current ESL PD program model had never been systematically evaluated since its 2007 inception. Therefore, in addition to contributing to the knowledge base regarding the influence of ESL PD on educators' efficacy perceptions as teachers of ELLs, the study was designed to gather data relative to

the LEA's ESL PD program, including its current curriculum, which helped to fill this evaluation void.

Setting Context Summary

The preceding discussion presented the LEA's ELL demographic and achievement gap data in addition to the LEA's response to the students represented by these data. Information regarding the LEA's response, which included the ELD service delivery model and ESL PD program, provided crucial details that contributed to the contextual foundation for the study. More specifically, describing the LEA's status as a low-LEP school district, with the attendant characteristics of that designation, situated the ESL PD program within the larger context of low-LEP incident schools whose educators may not feel prepared to effectively instruct ELLs. Establishing this specific context followed the study's social cognitive framework, including the theoretical tenet that differing contextual demands, such as ELLs enrolled in a teacher's traditionally low-LEP class, can lessen one's self-efficacy beliefs and subsequent performance (Bandura, 1986; Eun & Heining-Boynton, 2007).

Participants

Study participants included LEA certified educators who had either completed the ESL PD program or who had been enrolled in this program since the adoption of the new curriculum. Because the primary purpose of the study was to explore the concept of teacher efficacy, only participants whose LEA assignment included teaching daily in

classroom settings were considered. These assignments may have included general education or special education classrooms in kindergarten through 5th grade elementary settings or in 6th grade through 12th grade secondary settings. Sixty-one certified LEA educators comprised the pool from which study participants were solicited.

Punch (2003/2007) explained that a research project's sampling strategy to identify participants should reflect "the logic of (a) study..., as expressed in its research questions," given that such purposive sampling contributes to the internal validity of the research (pp. 36-37). Following Punch's recommendation, the study's participant selection was driven by the project's research questions. Accessing the targeted educator subgroup through homogenous sampling (Creswell, 2002/2008) facilitated data collection and analysis regarding the participants' perceptions of the ESL PD program's influence on their efficacy to teach ELLs described in Research Question 1. Punch continued that small-scale survey research, such as this study, typically examines the relationships among variables, which was the focus of Research Questions 1.1-1.3.

In order to "maximiz(e) independent variable variance" (Punch, 2003/2007, p. 62), purposive sampling (rather than random sampling that emphasizes generalizability and representativeness) is recommended. To complement the collective focus of Research Question 1, the influence on self-efficacy perceptions of potential differences among participants was explored through the previously identified independent variables associated with Research Question 1.1.

Including educators who were at various points of program completion and those who had finished the program also facilitated observance of maximum variability as the

relationship between self-efficacy with ELLs and the level of program completion was explored. During the data collection process, some participants had not yet completed the ESL PD program courses while others had finished the program.

Research Question 1.2 facilitated the identification and analysis of potential relationships among participants' self-efficacy perceptions and the various ESL PD curricular concepts. These ESL PD concepts go beyond the general education foundation of just good teaching to include specific instructional needs of English language learners. Because specific ESL PD curricular concepts are embedded in individual ESLPDQ items (as explained in the Questionnaire development section below), it was assumed that the influence these concepts had on respondents' self-efficacy with ELLs could be observed through the instrumentality of Research Question 1.2.

Research Question 1.3 facilitated data collection reflective of purposive sampling and the observance of maximum variability in the relationship between specific ESL PD pedagogical structures and individual participants' perceptions of their efficacy to teach ELLs. As respondents rated their perceived efficacy in various instructional situations with ELLs, they also indicated which of the following ESL PD learning activities influenced their sense of self-efficacy. (School/Classroom Visits by Instructor was the foil noted in Chapter I.)

- Course Readings
- Group Presentations/Projects (completed either in-class or as homework)
- Homework Assignments (completed individually)
- In-Class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- Journals
- Peer Coaching

- Response/Reaction Papers
- School/Classroom Visits by Instructor
- Teaching/Tutoring ELLs

Combining Question 1's broad theoretical context, the more nuanced data from by Questions 1.1-1.3, and additional insights data from Questions 1.4 and 1.5, the study afforded a comprehensive appraisal of the ESL PD program's influence on the sample's efficacy to teach ELLs.

Data Collection Plan

The data collection plan was guided by the study's social cognitive framework and the first three levels of Guskey's (2000, 2002) 5-level professional development evaluation model. Although not all aspects of Guskey's model directly reflect social cognitive theory, Guskey (2000) acknowledged the importance of teacher efficacy as an "affective outcome" (p. 142) of PD and promoted its measurement. However, this specific PD evaluation model, particularly Levels 2 through 5, emphasizes measuring participants' learning of PD content, its subsequent classroom implementation and impact on student achievement. Table 3 provides examples of components from Guskey's Levels 1-3 that contributed to the systematic evaluation of the targeted ESL PD program. These components included recommended evaluation questions, assessment instruments, components to be assessed, and application of evaluation results.

The applied components of Guskey's (2000) model are aligned with two fundamental social cognitive principles: (1) context-specific efficacy and (2) efficacy information sources. For example, Level 1 information focused on participants' initial

Table 3

Components of Professional Development Evaluation Model, Levels 1-3

Evaluation level	Sample evaluation questions	Assessment instruments	Components assessed	Information application
1. Participants' reactions	Did participants like the PD experience? Will the PD content be useful? Was PD leader knowledgeable and helpful?	Questionnaires completed by participants at the conclusion of PD	Initial satisfaction with PD experience	Improve PD program design and delivery
2. Participants' learning	Did participants acquire the intended knowledge and skills?	Tailored questionnaires Participant reflections	Participants' new knowledge and skills	Improve PD program content, format, and organization
3. Organization support and change	Did organization facilitate PD content implementation? What was the impact on the organization?	Organization records Structured interviews with organization administrators	Sponsoring organization's advocacy, support, accommodation, facilitation, and recognition	Document and improve organization support Inform future change efforts

satisfaction with their PD experiences. The study's course evaluation summaries data set (see Data sets below) included examples of ESL PD participants' reactions based on the university's evaluation form questions.

1. One thing I liked about this course was ____ because ____.
2. One thing that I wish you would change about this course is ____ because ____.
3. One thing that I will remember from what I learned in this course is ____ because ____.
4. Other comments

Summaries of participants' Level 1 course evaluation answers provided context-

specific data as they reflected on each individual PD course. Moreover, these data also yielded information regarding efficacy information sources as respondents recounted specific PD experiences such as interviewing an ELL.

Level 2 data documented changes in PD participants' learning, attitudes, and beliefs generated by their PD experiences (Guskey, 2000). Level 2 information also signaled the move to a more specific data collection instrument, the ESLPDQ, which reflected the social cognitive notion of context-specific efficacy. Furthermore, respondents' learning, attitudes, and beliefs expressed through ESLPDQ data helped describe efficacy information sources. Level 3 examined organization support, advocacy, accommodation, facilitation, and recognition provided to PD participants from the sponsoring entity. For example, participants' feedback shared via course evaluation summaries, the ESLPDQ findings, and syllabi analysis indicated efficacy information sources embedded in the PD curriculum and pedagogy designed and sustained by the LEA and the sponsoring university.

Data Sets

Table 4 lists the sources and descriptions of the data sets included in the study's multi-strand, mixed methods design. The initial data collection plan also included a focus-group data set consisting of interviews with ESLPDQ respondents who agreed to participate in this group. The last ESLPDQ item included a request for focus group volunteers. However, no ESLPDQ respondents agreed to participate, thus, the focus group data set was eliminated. Each data set on Table 4 is labeled with the first, second, and/or third level from Guskey's (2000) PD evaluation model, which helped to structure

Table 4

Data Set Sources, Descriptions, and Professional Development Evaluation Levels

Source	Description	Level
English-as-a-Second-Language Professional Development Questionnaire	ESLPDQ participants' responses to fixed- and constructed-response items	1, 2, 3
ESL PD course evaluation summaries	Summaries of participants' anonymous course evaluation data for each completed ESL PD course	1, 2, 3
Interview transcripts and field notes	Responses of LEA-level personnel to semistructured constructed-response interview questions	3
	Researcher's field notes	3
ESL PD course syllabi	Results of course syllabi analysis	3
Experts' feedback on ESLPDQ items	Written feedback on ESLPDQ provided by ESL PD curriculum experts	3

Note. PD evaluation model data levels: (1) Participants' Reaction, (2) Participants' Learning, and (3) Organization Support and Change.

the data collection plan. As indicated on the table, some sets provided information on multiple levels. Because the sets were all specific to the LEA ESL PD program, together they enhanced the study's validity. This shared foundation facilitated the availability of consistent data "tailored to domains of functioning and task demands" (Bandura, 2006, p. 319) of the study's ESL PD context. Additional information regarding each data set follows the table.

Questionnaire Development

According to Creswell (2002/2008), although survey data can be collected through many different instrument types, survey research is typically conducted using questionnaires. The extant literature included examples of questionnaires designed to explore teacher efficacy in general, measure teacher efficacy in relation to ELLs, and/or

assess ELLs' impact on public school educators (e.g., Bandura, 2006; Freeman, 2011; Gibson & Dembo, 1986; Reeves, 2006; Tschannen-Moran & Hoy, 2001; Yough, 2008). Although such instruments had already been created, the researcher developed the English as a Second Language Professional Development Questionnaire, which was based on specific course objectives and corresponding learning activities from the six required courses that constituted the LEA's ESL PD program. This decision reflected the study's foundational premise that self-efficacy is a highly contextualized (Bandura, 2006; Pajares, 1996), domain-specific (Pajares) construct. Development of this program-specific efficacy self-appraisal tool also reflected Guskey's (2000) observation that participant-learning data typically cannot be obtained from a standardized instrument. Rather, such data collection tools, including questionnaires, should correspond with a PD program's specific learning goals.

The structure of the ESLPDQ included fixed- and constructed-response items that asked participants to share their perceptions regarding specific aspects of the ESL PD program noted in Research Questions 1.2-1.4. Guskey (2000) noted that although constructed-response items, in particular, require more time and effort on the part of respondents, data gleaned from these questions can prove to be a valuable additional resource that provides greater detail related to the concepts being measured. The ESLPDQ fixed-response items included two types of rating scale questions that used a 0-100 scale on which respondents rated (1) their perceived efficacy to teach ELLs and (2) their use of instructional strategies featured in the ESL PD curriculum. The researcher chose a 0-100 rating scale given that a larger scale is more sensitive and reliable than are

smaller scales (e.g., with five to seven steps) given a respondent's tendency to avoid extreme scale positions and "shrink to one or two (mid-scale) points" (Bandura, 2006, p. 312). In addition to the 0-100 rating scale, these items also included the descriptors No Confidence, Moderate Confidence, and Complete Confidence, placed at approximately equidistant low, mid, and high points along the scale to guide respondents' ratings.

ESLPDQ began with Section One that presented 23 two-part fixed-response items. In accordance with Guskey's (2000) recommendation, these items were based on ESL PD course objectives and content. Each item described a different skill related to culturally or linguistically responsive instruction for ELLs. In the first part of the item, respondents used the 0-100 scale to rate their perceived level of efficacy (termed "level of confidence" in the ESLPDQ instructions) to enact the skill(s) in ELL-specific contexts. Table 5 shows the courses on which 22 of these items were based. (Item 23 reads: "Because of my participation in the [LEA] ESL endorsement program, I feel confident to willingly agree to have ELLs enrolled in my class(es) because I have an ESL endorsement." This skill was not aligned with a specific course; therefore, item 23 is not included on the table.)

The second part of the fixed-response items directed participants to indicate which of the following ESL PD learning activities influenced their level of efficacy to complete the skill described in the first part.

- Course Readings
- Group Presentations/Projects (completed either in-class or as homework)
- Homework Assignments (completed on your own)

Table 5

English-as-a-Second-Language Professional Development Questionnaire Item and Course Alignment

ESLPDQ item numbers	Number of items per course	Course title
1-4	4	Multicultural Education
5-9	5	ESL Methods
10-12	3	Language Acquisition
13-16	4	Language and Literacy
17-19	3	Assessment
20-22	3	Family and Community

- In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- Peer Coaching
- Response/Reaction Papers
- School/Classroom Visits by Instructor
- Teaching/Tutoring ELLs

Similar to the curricular concepts assessed in the first part of the fixed-response items, these nine learning activities were gleaned from the ESL PD program course syllabi. (School/Classroom Visits by Instructor was the foil.)

The alignment of PD learning activities with respondents' efficacy ratings reflected the social cognitive construct that self-efficacy can be influenced by four efficacy information sources: mastery experiences, vicarious experiences, social persuasion, and physiological and/or affective states, as information from these sources is reflected upon through cognitive processing (Bandura, 1997). The PD learning activities

(plus the foil) represent efficacy information sources as shown on Table 6. Although the potential existed for respondents to receive efficacy information from the physiological and/or affective states source, it was difficult to predict which learning activities stimulated this source. Therefore, this efficacy information source was not included on the table.

Table 6

Learning Activity and Efficacy Information Source Alignment

Learning activities	Efficacy source
Course readings	2
Group presentations/projects	1-3
Homework assignments	1, 2
In-class learning activities	1-3
Interviews	1, 2
Journals	1, 2
Peer coaching	1-3
Response/reaction papers	1, 2
School/classroom instructor visits (foil item)	1-3
Teaching/tutoring ELLs	1, 2

Note. 1 = Mastery Experiences, 2 = Vicarious Experiences, 3 = Social Persuasion.

The two-part design of ESLPDQ items connected the questionnaire to the ESL PD curriculum with items based on course objectives and to the ESL PD pedagogy used to deliver this curriculum through specific learning activities. This combination deepened the substance of the questionnaire, as participants were afforded the opportunity to reflect on the influence of ESL PD pedagogy on their efficacy to implement PD curriculum content.

ESLPDQ Section Two presented one fixed-response item and seven constructed-response items through which respondents provided feedback regarding their

implementation of ESL PD curriculum, program strengths, possible program improvements, and their ESL PD enrollment decisions. The ESLPDQ concluded with nine items in Section Three designed to gather selected participant demographic data in relation to Research Question 1.1.

Other than questions that gathered ESL PD program feedback and demographic data, the remaining the ESLPDQ items were based on the six crucial ESL PD curriculum concepts identified in the literature. The literature explicated that ESL PD programs should include these topics in order to effectively prepare teachers to meet the needs of their ELLs. This preparation to address ELLs' linguistic, cultural, and academic needs involves more than "just good teaching" (de Jong & Harper, 2005, p. 102). The ESLPDQ was enhanced by its specificity situated in the context of instructing ELLs beyond JGT. This context was illustrated through the correspondence of questionnaire items to "criterial tasks" (Pajares, 1996, p. 547) associated with ELD instruction as addressed in the ESL PD curriculum and pedagogy.

Rather than employing a more global, generalized format, the study's context-specific questionnaire was designed to measure respondents' efficacy at the recommended microanalytic level (Bandura, 1978; Pajares, 1996). Bandura (2006) cautioned against the use of a "one measure fits all" (p. 307) instrument when assessing perceived self-efficacy. Such all-purpose, generic measures do not typically yield data specific enough to thoroughly explicate and respond to the "situational demands" (p. 307) of the constructs under investigation. Assessing participants' efficacy with ELLs beyond the scope of JGT reflected the social cognitive premise that there is increased predictive

power when efficacy self-appraisals correspond with domain-specific, criterial tasks (Pajares, 1996), such as those included in ESLPDQ items.

Questionnaire Summary

In their review of teacher efficacy measurement tools, Tschannen-Moran et al. (1998) voiced the need for specificity; however, these authors also indicated that determining the optimum level of specificity may be problematic. To manage this concern, the study's questionnaire reflected Tschannen-Moran et al.'s recommendations to use the purpose of the research as a guide and to include an examination of the effects of context on teacher efficacy given that "teachers feel more or less efficacious under different circumstances" (p. 228). To this end, the ESLPDQ was designed with the contextual, curricular, and pedagogical focus that reflected the study's purpose to examine the influence of the ESL PD on participants' self-efficacy beliefs within the context of teaching ELLs. Findings from this context-specific questionnaire explored PD participants' potential choices and actions (Bandura, 2006; Pajares, 1996) relative to instructing ELLs.

Additional Data Sets

The course evaluation summaries data set was organized through the following typical process. The university liaison compiled course evaluation summaries using data from PD participants' completed course evaluation forms. When each LEA ESL PD course ended, participants completed the anonymous paper-pencil evaluation, as directed by their PD instructors. Without reviewing these evaluations, the instructors delivered

them to an LEA-level official, who read all course evaluations and consulted with individual instructors, as needed, based on evaluation results. At this point, the instructors read the evaluations completed by their PD students. The instructors kept copies of the evaluations and the original documents were sent to the university liaison for review. The liaison completed a written summary of these evaluations. Course evaluation summaries spanning the data collection period from Fall Semester, 2012, through Fall Semester, 2015 were included in this data set.

The LEA-level interview data set includes interview transcripts from three individual interview recordings and the researcher's related field notes. The interviews were individual semi-structured sessions guided by constructed-response questions (see Appendix E). Each participant was interviewed in one session; no follow up sessions were required. The researcher took field notes during the interviews to document nuances not captured through the recording process.

ESL PD course syllabi analysis data set included the instructor's version of the syllabus for each of the six ESL PD courses. The syllabi were updated by the LEA in either 2013 or 2014. These versions were analyzed through the syllabi analysis process explained in the Data Analysis Plan below.

Expert review responses constituted the final data set and was related to the ESLPDQ. The university faculty liaison and two LEA personnel familiar with the ESL PD curriculum were given the ESLPDQ with the request to provide qualitative feedback regarding the validity of this instrument to explore participants' perceptions of the program's influence on their efficacy with ELLs. The experts were provided with a set of

questions to guide their review (see Appendix F.)

Data Analysis Plan

All quantitative data analyses and two qualitative analyses related to the validation of ESLPDQ items are described on Table 7. A discussion of the remaining qualitative data analyses follows the quantitative information. Nonparametric measures included on the table were indicated given the anticipated small sample size (derived from a potential participant pool of $N = 61$) and the nominal and ordinal data sets (Siegel & Castellan, 1956/1988). The parametric counterparts to these tests are shown in parentheses. The initial data analysis plan included a validation study of a select group from the participant pool to establish the validity of ESLPDQ items and focus group questions. However, this study was not completed so as not to reduce the limited number of potential ESLPDQ participants. The data analysis plan also initially included factor analyses and non-parametric tests to establish the reliability of 23 fixed-response items from the ESLPDQ, plus a rating scale item and a rank order item on the questionnaire. However, when the questionnaire distribution yielded a small number of respondents ($N = 15$), the researcher recognized that a factor analyses would not establish item reliability and thus, were no longer indicated.

The data analysis activities outlined on Table 7 began with the university faculty liaison and two LEA personnel familiar with the ESL PD curriculum providing written responses to their expert review of the ESLPDQ. (A fourth expert did not respond to the researcher's request.) This review contributed to determining the validity of these items

Table 7

Data Analysis Plan

Analysis type	Analysis procedure
Establish validity of questionnaire items	<ol style="list-style-type: none"> 1. Expert review of ESLPDQ <ol style="list-style-type: none"> a. University faculty liaison and two LEA personnel familiar with ESL PD curriculum review ESLPDQ to assess for content validity (qualitative data) b. Analyze expert feedback and adapt ESLPDQ, as needed (qualitative analysis)
Descriptive Statistics 1.1-1.4	<ol style="list-style-type: none"> 1. Measures of central tendency and variability 2. Frequency counts for rank order items 3. Frequency counts for coded qualitative data
Compare rating scale means among independent variable groups 1.1	<ol style="list-style-type: none"> 1. Mann-Whitney U (<i>t</i> test for independent samples) 2. Kruskal-Wallis (ANOVA)
Determine if statistically significant differences exist between rating scale medians and learning activity frequencies 1.3	Mann-Whitney U Test (<i>t</i> test for independent samples)
Determine if statistically significant correlations exist among rating scale means for ESL PD courses 1.2	Spearman's Rank Correlation Coefficient (Pearson's Correlation Coefficient)
Determine if statistically significant correlations exist between rating scale means and learning activity frequencies 1.3	Pearson Correlation Coefficient

Note. Numerals 1.1-1.4 in the left column indicate which research question was addressed by the adjacent data analysis procedure.

to explore participants' efficacy perceptions as teachers of ELLs. Quantitative analysis information generated descriptive and inferential statistics for data derived from ESLPDQ items and related independent variables. Results of these quantitative measures are discussed in Chapter IV.

Qualitative Analysis

Quantitative ESLPDQ data provided an initial appraisal of respondents' perceived

efficacy to instruct ELLs as influenced by their ESL PD participation. The study's qualitative analyses extended and explained (Creswell, 2002/2008) these self-efficacy snapshots. The corroborating qualitative data included expanded examples from participants' ESL PD experiences described in the questionnaire's constructed-response items, ESL PD course evaluation summaries, and LEA personnel interviews. These qualitative data sets were analyzed through a priori and inductive coding.

Table 8 includes potential a priori codes, which reflected the ESL PD curricular concepts that are well established in the extant literature. The planned use of these codes was indicated given that the data sets to be coded also incorporated the same curricular concepts. Table 8 shows the alignment of the concepts and the identified a priori codes.

Inductive coding facilitated analyzing qualitative data sets to identify initial codes and related categories specific to the study's context (Creswell, 2002/2008) and the related research questions (Thomas, 2006). Given the study's emphasis on teacher efficacy, on which the six research questions are based, it was anticipated that codes related to this social cognitive theoretical component would emerge. Inductive codes could reflect examples of teacher efficacy such as instructional efficacy, greater effort and persistence, efficacy to encourage parental involvement, and higher motivation (Bandura, 2006; Tschannen-Moran et al., 1998). It was also anticipated that the study's social cognitive framework would generate additional codes that reflected this theoretical perspective.

Syllabi analysis. Qualitative data analyses included an examination of the ESL PD course syllabi. Syllabi components included curricular elements such as course

Table 8

English as a Second Language Professional Development Concepts and A Priori Code Alignment

ESL PD concept	A priori code
Language acquisition and linguistics	Communicative competence First language acquisition Natural Approach hypothesis Second language acquisition
Language and cultural diversity	Bilingual/ESL education Diversity (cultural, language, racial, etc.) Funds of knowledge Multicultural education
Concurrent ELD and content mastery	Content-area instruction ELD models ELD standards Literacy instruction Sheltered instruction observation protocol model
Assessment	Alternative assessment English language proficiency assessment Federal LEP statutes
Family and community involvement	Community involvement Culturally responsive instruction Funds of knowledge
PD content application in practicum settings	Classroom practicum activities Interview experiences Peer coaching

objectives and readings. Pedagogical components were also analyzed including ESL PD learning activities used to deliver the curriculum. The study's social cognitive perspective framed this analysis, particularly the availability of efficacy information sources that could strengthen participants' efficacy to instruct ELLs. On a broader scale, the syllabi analysis was designed to explore the extent to which the ESL PD program aligned with the Title III mandate that school districts provide effective professional development designed to substantially increase participants' knowledge and skills in relation to

instructing ELLs (ESSA, 2015).

Reporting on a content analysis of curricula designed to prepare teachers to effectively instruct ELLs, Baecher (2012) recommended that a “survey...of the teacher education curriculum” (p. 10) be completed prior to introducing any reforms to the program. Baecher’s directive validated the study’s syllabi analysis given that a primary purpose of the research was to determine the influence of the ESL PD program on participants’ self-efficacy to instruct ELLs.

Data analysis triangulation. To ameliorate the limitation of ascribing undue weight to any one data set, validation activities, including data triangulation recommended by Baecher (2012) and Creswell (2002/2008), were included in the data analysis plan. Through triangulation, results from the study’s available data sets obtained through the various collection methods were compared to corroborate the themes, descriptions, and interpretations used to present the study’s findings. Including original documents that served as data sources in appendices also facilitated triangulation. Document examples included the ESLPDQ items and ESL PD course syllabi. The availability of data set sources allowed the researcher’s analyses of these sources to be compared with the original documents.

Following Creswell’s (2002/2008) recommendations regarding additional data validation strategies, the LEA interviewees received summaries of their respective interviews with the request to verify the accuracy of the researcher’s descriptions of this data source. Each interviewee sent written verification to the researcher that the summaries accurately represented the responses given to the interview questions. When

the dissertation defense was completed, the researcher provided the LEA's research liaison with a written executive summary of the study. The researcher and this LEA contact met to discuss the study's findings, including the limitations of the study and identified recommendations for the LEA ESL PD program.

Incorporating these validation activities facilitated a balanced exploration of the research questions, the answers to which contributed to an increased understanding of the perceived influence of ESL PD experiences on educators' self-efficacy perceptions related to teaching ELLs.

CHAPTER IV

RESULTS

This chapter describes the quantitative and qualitative results gleaned from the analyses of the following primary and secondary data sets.

- ESLPDQ responses (primary)
- ESL PD course evaluation summaries (secondary)
- LEA personnel interviews (secondary)
- ESL PD course syllabi analysis (secondary)

The chapter initially presents the results of activities designed to establish (a) the content validity of the ESLPDQ and (b) the reliability of selected ESLPDQ items.

Findings from the data sets constitute the balance of Chapter IV.

ESLPDQ Data Collection Process

After securing Institutional Review Board and LEA approval, the researcher sent an explanatory email message with ESLPDQ completion instructions to 61 potential questionnaire respondents via their LEA email addresses during Spring Semester 2016. This participant pool included certified LEA educators who had completed at least one of the six ESL PD program courses. These courses included those taught in any of the LEA cohorts as delivered through the sponsoring university from Spring Semester 2012 through Fall Semester 2015.

The participants had four weeks to complete the ESLPDQ. However, the completion deadline was extended by another week to solicit more responses. In an effort to facilitate ESLPDQ completion, during the period between the questionnaire's launch

and the extended deadline, participants received three email messages that reminded them to complete the ESLPDQ. Despite these efforts to increase participation, the ESLPDQ response rate remained at 25 %, with 15 completed questionnaires available for analysis.

ESLPDQ Validity

The initial data analysis plan included the collection of written feedback regarding the validity of ESLPDQ items from the three ESL PD experts noted above. The experts reported that the questionnaire seemed clear, reasonable, and thorough, and would serve as a valid instrument to inform the research questions. Based on this feedback, no changes were made to the ESLPDQ items.

Primary Data Set

The primary data set included ESLPDQ fixed and constructed responses from the 15 ESL PD participants regarding their expectations and perceptions of the LEA's ESL PD program.

ESLPDQ Demographic Descriptive Statistics

The ESLPDQ included seven demographic fixed-response items designed to explore Research Question 1.1 regarding the relationship between respondents' efficacy perceptions as teachers of ELLs and the seven demographic variables. Descriptive statistics for these variables are summarized on Table 9. Eighty percent of respondents represented two of the four cohorts. A contributing factor to this finding could be cohort location. The PD courses were offered in the LEA locations of cohorts 1 and 3 for longer

Table 9

English-as-a-Second-Language Professional Development Questionnaire Respondent Demographic Summary

Cohort	Gender	Grade taught	Mean years experience	Mean ELLs enrolled	Language experience	Courses completed
1 60%	F 80%	K-2 7%	10	14	Yes 20%	6/6 80%
2 6%	M 20 %	3-5 40%			No 80%	3/6 13%
3 20%		6-7 20%				2/6 6%
4 13%		8-9 20%				
		10-12 7%				
		Sped K-5 7%				

periods of time than in the locations for cohorts 2 and 4. Respondents included mostly female elementary, secondary, and special educators with varying years of experience in the classroom. Gender data indicating 80% female respondents mirrored the national trend among public-school teachers, approximately 77% of whom were female in 2015-2016 (McFarland et al., 2018). At the time when the ESLPDQ was completed, respondents taught a varying number of ELLs, with a range from 1 student to 50 students. (The Mean ELLs Enrolled statistic was derived from the number of ELLs enrolled in respondents' classes at the time of the questionnaire.) Most respondents had not learned another language. Furthermore, the ESLPDQ did not ask for the native languages of those with language learning experiences. The majority of respondents had completed the six ESL PD courses, but it was not known whether those with unfinished courses were in the process of completing the program when they took the questionnaire.

An additional demographic item presented respondents with 10 factors that may have influenced their decision to enroll in the ESL PD program. Item instructions directed participants to select all applicable factors and to rank them according to the

influence each factor had on enrollment decisions. Six respondents completed this ranking task as directed; eight others selected factors but did not rank them according to item instructions. One participant did not complete this item; therefore, results represent input from 14 respondents. Because of the eight partially completed responses, results displayed on Figure 5 only indicate the percentage of respondents who selected each enrollment factor. The level of influence each factor exerted on participants' enrollment decisions remains unknown.

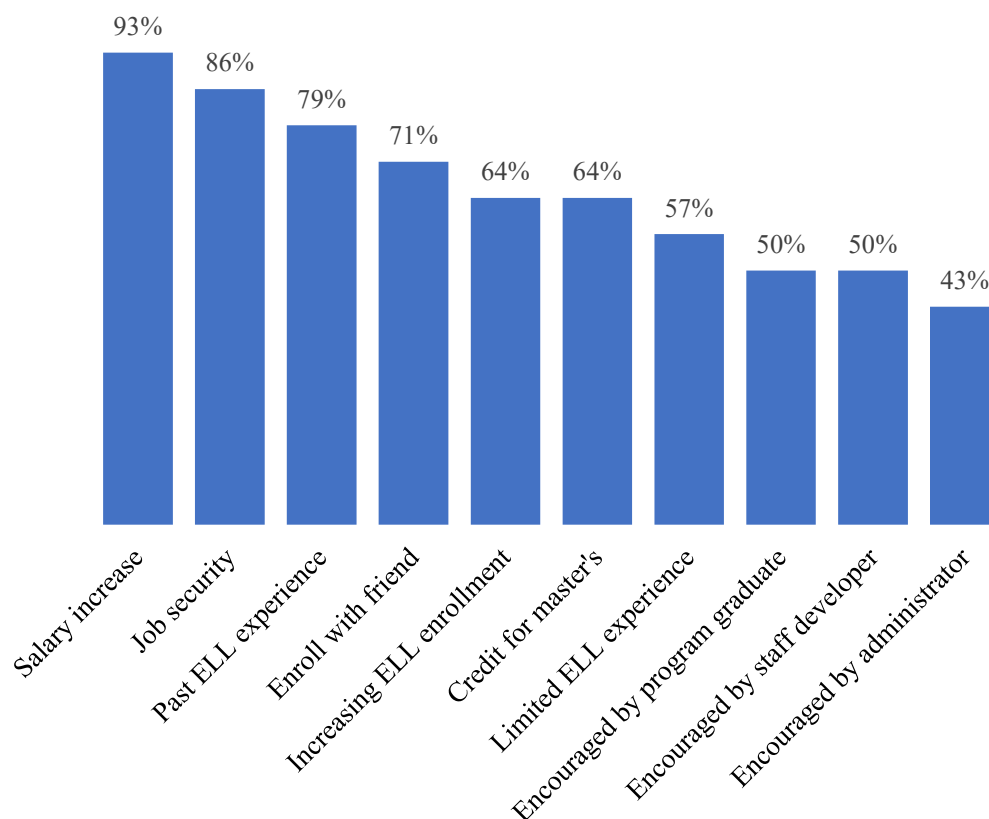


Figure 5. Percentage of participants who selected ESL PD enrollment factors.

Table 10 provides a more detailed analysis of enrollment factor data, displaying each participant's selection choices and the total number of factors individual

Table 10

Frequency Count of Selected Enrollment Factors by Participant

Participant	Program graduate encouraged	Administrator encouraged	Staff developer encouraged	Enroll with friend	Increased ELL enrollment	Job security	Limited ELL experience	Past ELL experience	Salary increase	Master's credit	Participant frequency totals
1						x	x		x		3
2	x			x	x	x	x	x	x	x	8
3		x			x				x		3
4	x			x		x	x		x	x	6
5	x	x	x	x	x	x	x	x	x	x	10
6						x		x		x	3
7	x	x	x	x	x	x	x	x	x	x	10
8											0
9	x	x	x	x	x	x	x	x	x	x	10
10	x	x	x	x	x	x	x	x	x	x	10
11				x	x			x	x		4
12				x	x	x		x	x		5
13	x		x		x	x	x	x	x	x	8
14		x	x	x		x		x	x		6
15			x	x		x		x	x	x	6
Group frequency totals											
	7	6	7	10	9	12	8	11	13	9	

respondents chose. Ten of the 14 respondents (71%) reported that a majority of the factors influenced their PD enrollment decisions. No response from one participant may have signaled that none of the suggested factors played a role in this educator's decision to enroll in the PD program. Four of the 14 respondents (29%) selected every enrollment factor, which may have signaled over-claiming related to social desirability influences (Paulhus et al., 2003). Another possible explanation for the selection of every factor was questionnaire fatigue or participant response fatigue (Bethlehem, 2009; Egleston, Miller, & Meropol, 2011). This effect may have occurred if questionnaire participants felt the items were uninteresting and/or if the survey was lengthy. Without more information regarding why these respondents chose every factor, it was difficult to determine if alternate explanations existed or if all 10 factors influenced their enrollment decisions.

In summary, Figure 4 and Table 10 findings combined to reveal that respondents enrolled in the ESL PD program for a variety of reasons. These results speak to the saliency of compensation for participants' PD efforts, based on the frequent selection of factors related to salary and job security. Participants' own perceptions and experiences regarding their preparation to instruct ELLs and the social persuasion of colleagues and supervisors appeared to also influence ESL PD enrollment but to a lesser degree.

ESLPDQ Demographic Inferential Statistics

Exploration of Research Question 1.1 included the analysis of potential relationships among respondents' demographic variables and their efficacy ratings to instruct ELLs. Mann-Whitney U Test and Kruskal-Wallis Test results indicated that for most demographic groups (cohort, district assignment, ESL PD course completion,

gender, and years of experience), no significant differences were found among group members' efficacy ratings.

Mann-Whitney U Test statistics revealed significant differences in efficacy ratings on two separate items for two demographic groups. The group with their own language learning experiences rated their efficacy "to advocate for greater school community involvement for ELLs and their families," significantly lower ($p = .048$) than did their monolingual counterparts. However, the related ESLPDQ item did not ask respondents to indicate their native language so it was not known if those with lower ratings were native or non-native English speakers. Perhaps non-native English speakers might feel less efficacious to serve as an advocate or spokesperson for ELL families.

The demographic group who taught more ELLs at the time the questionnaire was completed rated their efficacy "to use a variety of scaffolding strategies that make curriculum content more comprehensible for ELLs" significantly higher ($p = .026$) than did the group who taught fewer ELLs. This finding could indicate that teaching more ELLs provided increased mastery experiences for those in this group, which could have increased their efficacy rating to provide comprehensible input for their ELLs. All other efficacy ratings for this group and the language-learner group were non-significant. Thus, inferential demographic data showed statistically significant differences in perceived efficacy to advocate for ELL family involvement in the school community based on language learning experiences. Mann-Whitney U Test results also revealed statistically significant differences in perceived efficacy to provide ELLs with comprehensible content-area instruction based on ELL enrollment in participants' classes.

ESLPDQ Self-Efficacy Ratings Results

The ESLPDQ included 23 fixed-response questionnaire items that yielded respondents' self-efficacy perception data. These data informed the exploration of Research Questions 1.1, 1.2, and 1.3. On each item, respondents rated their efficacy perceptions to instruct ELLs as influenced by their ESL PD participation. Each item described a skill associated with content from one of the ESL PD courses except the final item. On this last question, respondents rated their efficacy to agree to have ELLs enrolled in their classes because they have an ESL endorsement.

ESLPDQ self-efficacy ratings descriptive statistics. Table 11 organizes the 23 efficacy rating items by their related ESL PD course title and displays descriptive statistics for each rating scale item. The mean values on Table 11 ranged from 78 ($SD = 23.66$) to 95 ($SD = 6.89$) on a 100-point scale. The large standard deviation for item 1 ($M = 78$, $SD = 23.66$) and the wide range of scores for item 9 (100) were most likely related to a single rating of 0 on each item by two different respondents. A third participant did not respond to item 3 ($M = 82$, $SD = 12.78$) and was not included in the item's mean calculation.

On the majority of the items (18 of 23) respondents' efficacy ratings ranged from 80 to 89. Three items received mean ratings of 91 or higher. Skills described in these items included the following.

- providing integrated listening, speaking, reading, and writing activities ($M = 91$),
- agreeing to have ELLs enrolled in respondents' classes because they have an ESL endorsement ($M = 95$), and
- interacting with students from other cultures ($M = 95$).

Table 11

*English-as-a-Second-Language Professional Development
Questionnaire Efficacy Ratings*

Course (items)	Item	Mean	SD
Multicultural Ed (1-4)	1	78	23.66
	2	86	9.26
	3	82	12.78
	4	95	6.89
ESL Methods (5-9)	5	85	10.22
	6	91	7.20
	7	87	11.56
	8	88	8.30
	9	79	24.20
Language Acquisition (10-12)	10	81	9.09
	11	84	12.46
	12	89	8.39
Literacy and Linguistics (13-16)	13	83	12.64
	14	81	15.78
	15	85	10.18
	16	80	13.09
Assessment (17-19)	17	84	14.02
	18	84	11.01
	19	86	12.80
Family and Community (20-22)	20	85	16.13
	21	87	9.18
	22	89	9.77
^a	23	95	7.37

^aThis item was not aligned with a specific course.

Skills described in the two lowest-rated items included:

- identifying students' specific cultural beliefs and practices ($M = 78$) and
- maintaining a positive attitude about being observed when teaching ELLs ($M = 79$).

Although the descriptive statistics included varying levels of ratings, in general, respondents' efficacy assessments were within the 80-100 range on the rating scale,

which included the label Complete Confidence. Bandura (2006) explained that “100” on efficacy rating scales signifies “complete assurance” in one’s ability to complete described activities (p. 312). ESLPDQ instructions explained that a rating of 100 on an item would indicate a respondent was “completely confident that I can do (the ELL-related skill).”

The majority of ESLPDQ efficacy ratings indicated that respondents reported relatively high levels of confidence to perform specific instructional skills that foster ELL language development and academic achievement. Respondents appeared most confident to put their ESL PD learning into action by welcoming ELLs into their classrooms and attending to the four domains of ELD (listening, speaking, reading, and writing). Although respondents felt most confident to interact with students from other cultures, they appeared least confident to identify students’ cultural beliefs and practices-an intriguing finding. Respondents also perceived limited confidence to maintain a positive attitude about being observed during ELD instruction, which may convey more concern about being observed than supporting ELLs.

ESLPDQ self-efficacy descriptive statistics and ESL PD curriculum. In addition to informing Research Question 1.1, data from the 23 fixed-response efficacy-rating items also addressed Research Question 1.2. This question explored the relationships among respondents’ efficacy perceptions to complete skills aligned with the six ESL PD courses and specific curricular principles presented through the program’s coursework. To facilitate this analysis, rating data from items aligned with specific ESL PD courses were grouped as course sets. The course set means on Figure 6 summarize the

item means calculated for the six courses as labeled on the figure. These grand means ranged from the highest for the Family and Community course ($M = 87$, $SD = 21.53$) to the lowest for Literacy and Linguistics course ($M = 82$, $SD = 27.20$), all within the 80-100 Complete Confidence range. These results included large standard deviations for the course set means, which reflected a wide range of perceived efficacy ratings among participants for skills related to each PD course. The large standard deviations could also have resulted from the small number of item means (3 to 5 per course) used to calculate the grand course set means. Both with the item means and the course set means, the small sample size ($N=15$) increased the impact of outliers, including unanswered items and items rated at 0. Further exploration of Research Question 1.2 involved data from ESLPDQ items on which respondents rated their use of eight instructional strategies included in the ESL PD curriculum. These items provided a 0-100 rating scale on which respondents indicated the frequency with which they use the identified strategies.

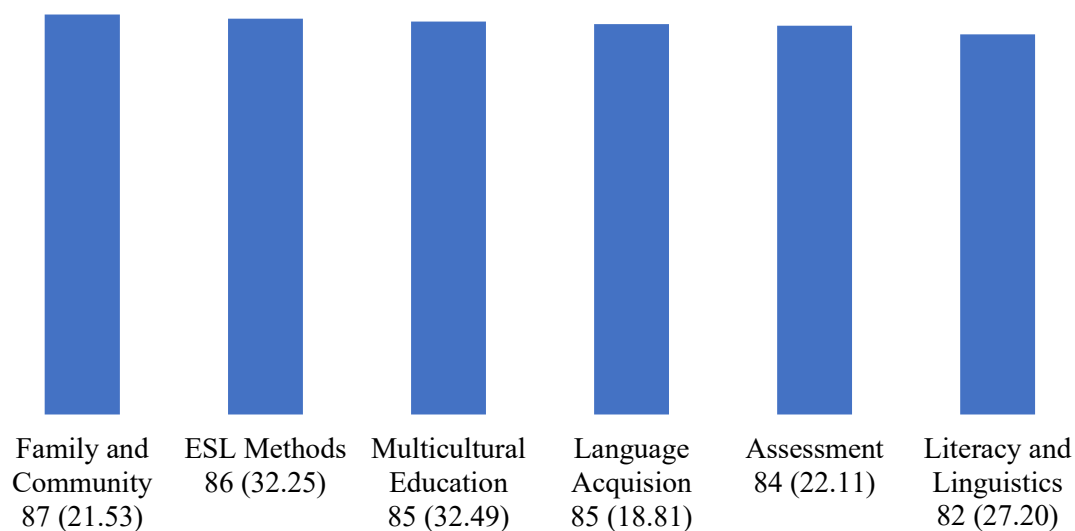


Figure 6. Course set means (*SD*): efficacy ratings averaged for each course.

ESLPDQ items included scale descriptors Not at all, Occasionally, and Consistently at three approximately equidistant points along the 0-100 scale to guide respondents' ratings. The frequency data are listed on Table 12 along with the strategies and additional strategy descriptors as noted on the ESLPDQ. Mean values ranged from 68 ($SD = 28.10$) for Drama to 91 ($SD = 8.40$) for Graphic Organizers. Respondents reported consistent use of graphic organizers, cooperative learning, and visuals. They indicated occasional use of the remaining five strategies listed on the table.

Table 12

Frequency of Instructional Strategy Use

Strategy	Mean	<i>SD</i>	Range
Graphic Organizers (t-charts, Venn Diagrams, etc.)	91	8.40	24
Cooperative Learning	90	7.90	25
Visuals (pictures, realia, video clips, etc.)	90	8.40	30
Music (chants, songs, etc.)	74	14.30	95
Foldables (flap books, flip charts, etc.)	71	18.20	100
Games	68	18.30	62
Total Physical Response	68	23.30	95
Drama (role plays, skits, etc.)	68	28.10	90

ESLPDQ self-efficacy inferential statistics and ESL PD curriculum. To complete the exploration of possible relationships between respondents' efficacy ratings and ESL PD curricular principles (Research Question 1.2), the six course set means were analyzed using the Spearman Rank Order Correlation Test (Spearman's rho correlation coefficient). Spearman's rho statistics revealed 11 of 15 statistically significant, positive, two-tailed correlations among various course set means, as shown in bold font on Table 13. These findings indicated that there were positive associations among respondents'

Table 13

Spearman's Rho Correlations Among English as a Second Language Professional Development Course Set Means

Course	Test	<i>M</i>	<i>SD</i>	Multicultural Education	ESL Methods	Language Acquisition	Literacy and Linguistics	Assessment	Family and Community
Multicultural education	Spearman's rho	85.20	32.49	1.000	.640*	.646**	.496	.440	.408
	Sig. (2-tailed)			.	.010	.009	.060	.101	.131
	<i>N</i>			15	15	15	15	15	15
ESL methods	Spearman's rho	85.84	32.25	.640*	1.000	.871**	.925**	.708**	.513
	Sig. (2-tailed)			.010	.	.000	.000	.003	.050
	<i>N</i>			15	15	15	15	15	15
Language acquisition	Spearman's rho	84.62	18.81	.646**	.871**	1.000	.936**	.884**	.633*
	Sig. (2-tailed)			.009	.000	.	.000	.000	.011
	<i>N</i>			15	15	15	15	15	15
Literacy and linguistics	Spearman's rho	82.42	27.20	.496	.925**	.936**	1.000	.810**	.601*
	Sig. (2-tailed)			.060	.000	.000	.	.000	.018
	<i>N</i>			15	15	15	15	15	15
Assessment	Spearman's rho	84.31	22.11	.440	.708**	.884**	.810**	1.000	.699**
	Sig. (2-tailed)			.101	.003	.000	.000	.	.004
	<i>N</i>			15	15	15	15	15	15
Family and community	Spearman's rho	86.71	21.53	.408	.513	.633*	.601*	.699**	1.000
	Sig. (2-tailed)			.131	.050	.011	.018	.004	.
	<i>N</i>			15	15	15	15	15	15

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

efficacy perceptions to complete skills aligned with the six ESL PD courses. Therefore, respondents who rated their efficacy to perform course-specific skills at a certain level may also have perceived similar levels of efficacy to perform skills from correlated courses. This outcome may stem from the LEA's effort to provide curricular cohesion across the ESL PD courses, and thus afford participants multiple exposures to coherent course content that reinforced best practices for instructing ELLs.

Two additional considerations regarding the Spearman's rho results included the design of the ESLPDQ fixed-response items. (1) Although curricular cohesion existed among courses (see analysis of the course syllabi), an effort was made to describe separate skills in each item in an attempt to represent course-specific content. However, if respondents did not attend to this level of distinction in their efficacy ratings, this could have affected course set means used to identify correlations. (2) Twenty-two of the 23 items were based on content concepts from the ESL PD courses, which were represented by 3 to 5 questionnaire items per course. Although each item was distinct, the number of items per course presented a selected sampling of course content rather than a comprehensive representation of all curricular principles. These design-related factors provided additional perspective when considering Spearman's rho results.

Strong positive relationships were found among four of the six ESL PD courses: Assessment, Language Acquisition, Literacy and Linguistics, and ESL Methods. These relationships may reflect previously noted course cohesion or interrelatedness as manifested in certain ESLPDQ items. For example, one ESL Methods item instructed respondents to rate their efficacy to make grade-level content comprehensible for ELLs

through scaffolding strategies. On a Literacy and Linguistics item, respondents rated their efficacy to use the scaffolding skill of adapting mainstream texts to increase comprehensibility. An additional scaffolding skill was noted in a Language Acquisition item that described adapting activities to allow for primary-language use. Likewise, an Assessment item described adapting tests for ELLs. Questionnaire respondents who rated their perceived efficacy to use scaffolding strategies noted in the ESL Methods item at a certain level may also have perceived a similar level of efficacy to perform the related scaffolding skills described in the Literacy and Linguistics, Language Acquisition, and Assessment items.

The two remaining courses, Family and Community and Multicultural Education, were not strongly correlated to the four courses noted above. However, Family and Community was moderately correlated with Assessment, Language Acquisition, and Literacy and Linguistics; and Multicultural Education was moderately correlated with Language Acquisition and ESL Methods. These more moderate correlations may have reflected differences between Family and Community and Multicultural Education items and items linked to the other four courses. Certain Family and Community and Multicultural Education items described broader ELL educator knowledge and skills, such as advocating for greater ELL family involvement in the school community; whereas items linked to the other courses described more specific, classroom-based skills, as discussed above. These moderate correlations may indicate that respondents did not fully recognize the relationship between effective ELD instructional practices (just good teaching) and culturally-relevant pedagogy informed by students' cultural and

linguistic variables (de Jong & Harper, 2005; Harper & de Jong, 2004; Ladson-Billings, 1995; Short & Fitzsimmons, 2007).

Spearman's rho results found no correlation between the Multicultural Education and Family and Community courses. This finding may reflect differences in the level of cultural awareness assessed by the items aligned with these two courses. Educator skills outlined in the Multicultural Education items described basic educator awareness of ELLs' cultures employed at a classroom level. This awareness included feeling at ease with students from various cultures, adapting instruction to accommodate students' cultures, and recognizing the level of cultural diversity in curriculum materials. The skills described in items aligned with the Family and Community course, however, involve greater educator activity beyond the classroom level. These skills included incorporating families' funds of knowledge into instruction, fostering equitable home-school communication in compliance with federal regulations, and advocating for greater ELL family involvement in the school community.

Perhaps respondents perceived a greater sense of efficacy regarding classroom-level cultural awareness skills than with skills that required action in and beyond the classroom setting. The differences between these item sets may have reflected the developmental continuum that ranges from possessing basic cultural awareness to employing knowledge and skills that mark culturally responsive pedagogy (Lenski, Crumpler, Staliworth, & Crawford, 2005; McGraner & Saenz, 2009; Villegas & Lucas, 2007). Progression along this continuum reflects the social cognitive premise that cognition, including reflecting on one's level of cultural responsiveness, can foster

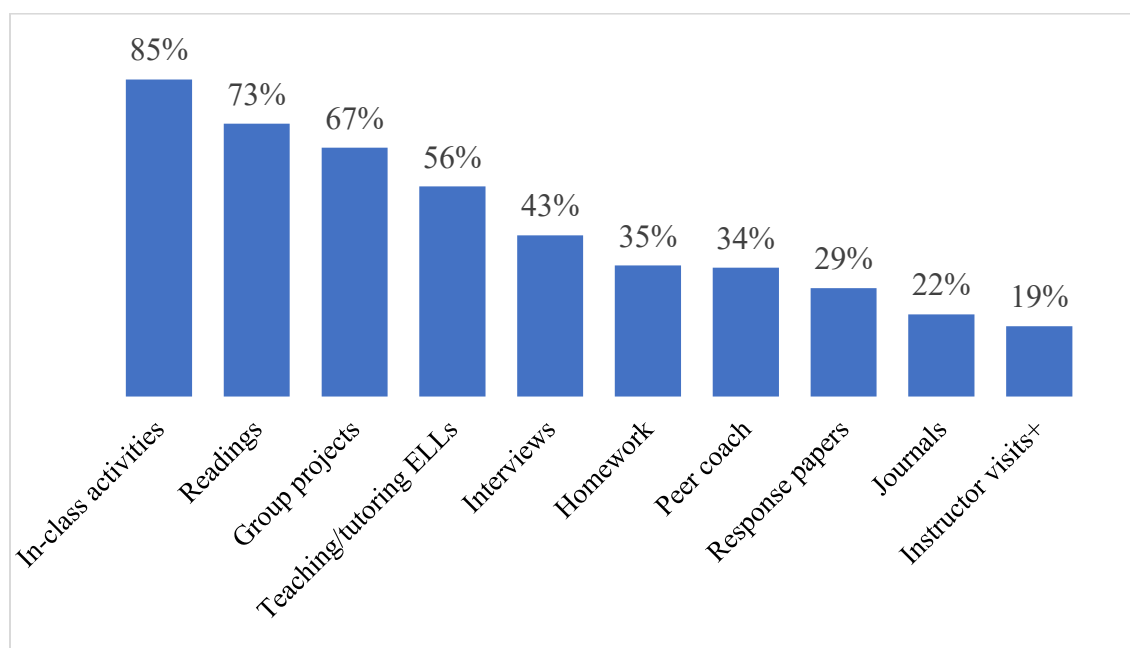
behavioral changes, such as engaging in more culturally responsive educational practices that support ELL families, for example.

ESLPDQ self-efficacy statistics and ESL PD curriculum summary.

Descriptive data informing Research Question 1.2 indicated that respondents perceived their efficacy to complete skills aligned with curricular principles presented through ESL PD coursework to be highest for skills aligned with the Family and Community course and lowest for skills associated with the Literacy and Linguistics course. However, even this lowest rating of 82 fell within the 80-100 range on the 100-point scale. Results also detailed respondents' reported use of specific ELD strategies included in the PD curriculum. Of the eight strategies presented, participants' responses indicated consistent use of three: graphic organizers, cooperative learning, and visuals. Inferential data indicated that 11 moderate-to-strong positive correlations existed among 15 correlations for the six ESL PD courses. These inferential results complemented the descriptive data. Together the findings suggested that, in general, respondents reported a relatively high level of efficacy to execute the ELD skills described in the ESLPDQ items. Nevertheless, results indicated that respondents' perceptions of ESL efficacy may not yet include a strong sense of capacity for providing culturally and linguistically responsive instruction.

ESLPSQ self-efficacy descriptive statistics and ESL PD pedagogy. Research Question 1.3 explored the relationships among respondents' efficacy perceptions to complete skills aligned with the six ESL PD courses and the pedagogy used to deliver PD course content. Included in the analysis of this question were data from 23 fixed-response items regarding certain ESL PD (coursework) learning activities that were paired on the

ESLPDQ with the 23 efficacy-rating items. For the learning-activity items, respondents selected from 10 activities that they perceived had increased their confidence to use the skills described in the accompanying efficacy-rating items. Figure 7 displays the 10 learning activities and the percentage of respondents who selected each learning activity across the 23 efficacy rating items.



⁺ foil item.

Figure 7. Percentage of respondents who selected learning activities perceived to have increased self-efficacy with ELLs.

As noted in Chapter I, the learning activity choices included the foil, School/Classroom Visits by Instructor, to address the potential that participants' responses may reflect a social desirability bias. Eight of the 15 respondents selected the foil for the 23 items that included this option. However, five of the eight respondents only selected the foil on a limited basis as indicated by non-parametric results (Mdn = 2, Range = 1-5).

Three respondents selected the foil 10, 22, and 23 times, respectively. When given the opportunity to select the foil across all 23 items, 19% of the respondents identified the foil as an influential learning activity.

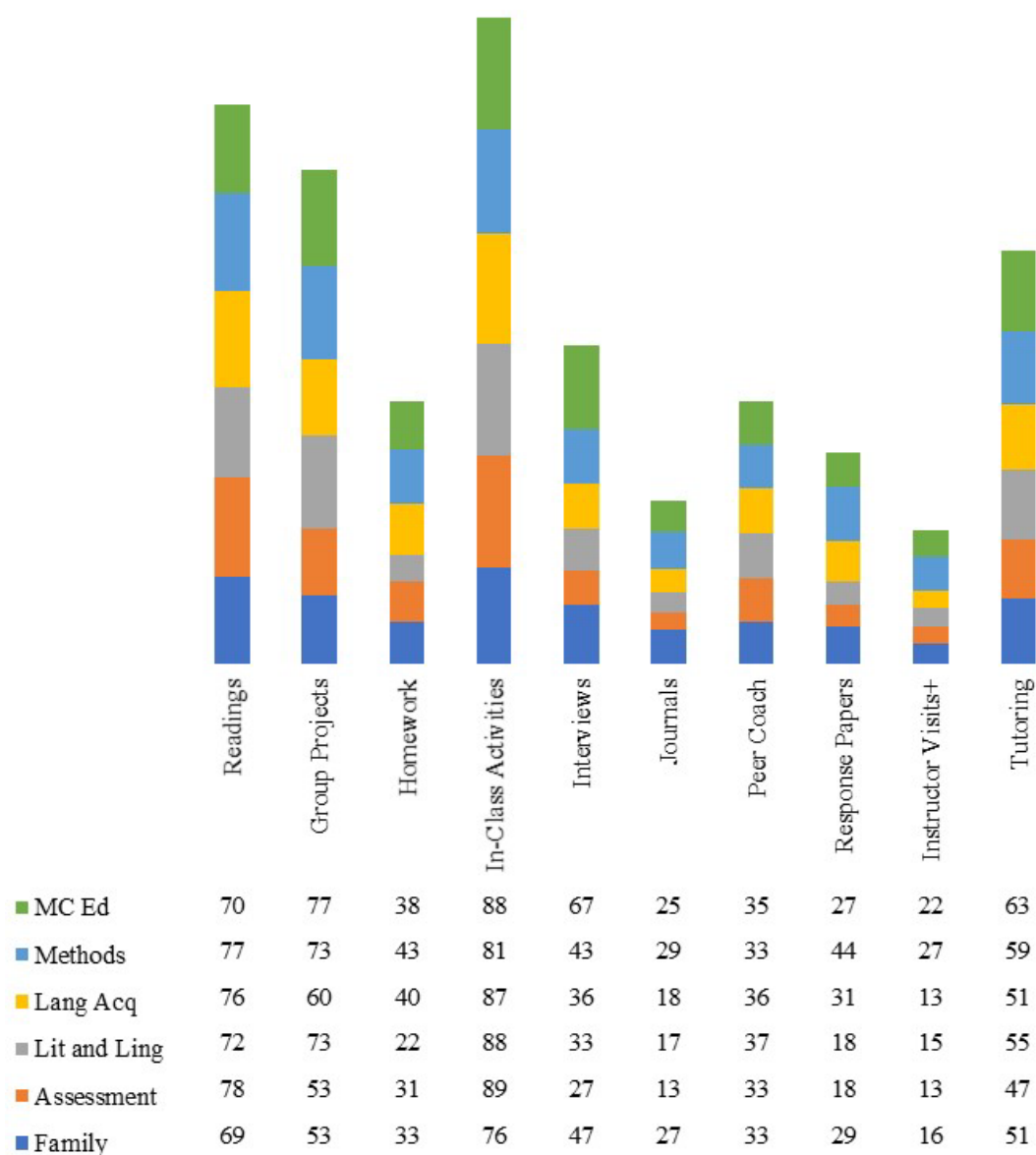
Without more information regarding why respondents selected the foil, it was difficult to determine if SBD was a factor. Respondents may have selected the foil because they conflated it with actual ESL PD learning activities. For example, participants may have mistaken the Instructor's Visits foil for Peer Coaching. Also, the instructor(s) may have visited participants' classes, unbeknownst to the researcher, although instructor visits were not required in any ESL PD course. The selection of the foil item may warrant more caution in interpreting the other responses, but again, its use was limited, except for three respondents. With this discussion of the foil item provided, the section will proceed to discuss the remaining nine learning activities without including foil item data.

The ESL PD learning activity data noted in Figure 7 showed that respondents concluded that each activity increased their perceptions of ELL efficacy to some degree. Furthermore, these data indicated that participants' selections may be influenced by activity elements, such as the time required to complete activities, if they are completed during PD sessions or outside of class, and whether activities involve group work or individual participants working alone. In-class Activities, which included class discussions, guest speakers, instructor presentations, etc., was selected by the highest percentage of respondents (85%). This was the only activity choice that represented tasks completed entirely during PD class time. The next two most frequently selected activities,

Course Readings (73%) and Group Projects and Presentations (67%), were completed either in class or outside of class, depending on the design of the activity. Peer Coaching (34%) was completed during participants' workday, which also may have been an option for completing Teaching/Tutoring ELLs (56%) and Interviews (43%). The remaining activities, Homework (35%), Response/Reflection Papers (29%), and Journals (22%), were all completed outside of PD class by individual participants working alone. These activities (along with Peer Coaching) were selected by the fewest participants—approximately 56 percentage points lower than the most frequently chosen activity, In-class Learning Activities. These frequency data indicated that respondents perceived activities completed entirely or partially during PD class with others to have contributed most to their efficacy with ELLs. Those activities perceived to be least influential required a commitment of non-class time and did not involve collaborating with others.

Figure 8 provides a more nuanced analysis of learning activities that respondents perceived increased their ELL teacher efficacy. Percentages for each learning activity were organized according to the six ESL PD courses and represent the average number of respondents who selected the activities. These data do not include results from the last efficacy-rating item because it was not aligned with a specific course.

Across all six courses, In-class Activities was the most frequently selected learning activity, chosen from between 76% of respondents for the Family and Community course to 88% of respondents for the Assessment course. The second and third most frequently chosen activities for all courses varied between Readings and Group Projects. The learning activity labeled Teaching/Tutoring ELLs on the ESLPDQ



+ foil item.

Figure 8. Percentage of respondents who selected learning activities perceived to have increased their efficacy with ELLs as organized by course.

was selected as the fourth most influential learning activity for all courses except the Multicultural Education course, for which it was selected fifth. The Teaching/Tutoring ELLs activity may have referred to the specific Tutoring Case Study assignment from the ESL Methods course or to other direct instruction of ELLs completed by participants

during their PD enrollment. (See the analysis of ESL PD course syllabi for details regarding the ESL Methods tutoring assignment and other learning activities that may have included teaching ELLs.)

Figure 8 results reflect a possible incongruity regarding the influence of learning activities on respondents' efficacy for course-specific skills. Although respondents rated their efficacy highest for skills related to the Family and Community course ($M = 87$, $SD = 21.53$), they did not consistently rate ESL PD learning activities as particularly influential in relation to this course. This incongruity was illustrated by the finding that the most frequently identified learning activity, In-class Activities, was selected for the other five courses by an average of 87% of the respondents. However, the fewest number of participants (76%) perceived In-class Activities to have increased their efficacy to complete skills emphasized in the Family and Community course. Results show all other learning activities, excluding Interviews, Journals, and Response Papers, were among the least often selected for their influence on Family and Community course skills.

The following factors may have impacted the perceived limited influence of learning activities on respondents' efficacy ratings for Family and Community course skills. Perhaps respondents' past mastery experiences (prior to their ESL PD enrollment) with students' families bolstered their efficacy beliefs for these skills. Such existing efficacy perceptions may have been particularly salient if respondents generalized the ELL-specific skills described in questionnaire items to students in general. For example, they may have generalized the item, "Incorporate the funds of knowledge ELL families possess into classroom instruction," to all students' families. The respondents may also

not have viewed ESL PD learning activities as influential if the activities did not provide them with opportunities to apply PD content when enacting Family and Community course skills.

ESLPDQ self-efficacy inferential statistics and ESL PD pedagogy. The Pearson correlation coefficient test analyzed the relationship between respondents' efficacy ratings and the 10 previously noted ESL PD learning activities (Research Question 1.3). This measure determined the strength of association between respondents' self-efficacy rating means and the frequency at which they selected learning activities perceived to have increased their efficacy. These results revealed no statistically significant correlations between aggregate self-efficacy ratings and learning activity means, which could indicate that no association existed between participants' general level of efficacy and specific PD activities. An alternative explanation for this lack of correlation could be that the small sample size ($N=15$) impacted the statistical outcome. Perhaps analyzing a larger sample size with the Pearson correlation coefficient test would have had a different result. As is, this inferential outcome differed from the descriptive finding that participants perceived certain PD activities had contributed to their ELL-related efficacy. Without corroborating inferential data, it cannot be assumed that use of activities viewed as influential by these respondents would strengthen efficacy perceptions for other PD participants.

The Mann-Whitney U test determined whether there were statistically significant differences between efficacy ratings of two participant sub-groups: those who perceived that selected learning activities increased their efficacy to perform certain skills and those

who did not share this same perception. Participants chose from the 10 learning activities noted earlier. For example, ratings of participants who perceived peer coaching to have increased their efficacy to perform skills described in ESLPDQ items were compared to ratings of those who did not indicate that peer coaching had influenced their efficacy on these same skills. Mann-Whitney U test results are summarized on Table 14. The table displays the skills (grouped under the “ELD Instructional Skill” label) for which

Table 14

Significant Differences in Efficacy Ratings Based on Perceptions of Learning Activities

		Efficacy medians				
		Yes, influential activity		No, not influential		<i>p</i> value *
ELD instructional skill	Learning activities	Median	<i>n</i>	Median	<i>n</i>	
Maintain positive attitude re: teacher observations in ELD settings	• Group Projects	95	9	76	6	0.012
	• In-class Activities	95	9	77	7	0.010
	• Interviews	95	4	80	11	0.048
	• Readings	95	9	76	6	0.012
Adapt activities to allow for L1 use	• Peer Coaching	85	5	80	10	0.011
Write objectives to address linguistic demands of content	• Peer Coaching	95	5	78	10	0.019
Provide effective reading instruction	• Peer Coaching	95	6	71	9	0.010
	• Instructor Visits ⁺	95	3	81	12	0.029
Provide effective writing instruction	• Peer Coaching	95	5	76	10	0.022
Adapt texts to increase comprehensibility	• Peer Coaching	90	6	75	9	0.038
	• Teaching/Tutoring ELLs	90	8	78	7	0.048
Provide feedback based on ELD level	• Peer Coaching	90	7	81	8	0.046

Note. ELD = English Language Development, L1 = primary language.

*Difference is significant at the 0.05 level (2-tailed).

⁺Foil item.

significant differences were found in participants' efficacy ratings, the associated learning activities, and the median efficacy ratings for each sub-group. (Using median values was indicated for the nonparametric Mann-Whitney U test.)

Seven of the 10 available learning activities were deemed influential by the participants with higher efficacy ratings. However, six activities were each selected for only one skill while peer coaching was selected for six of seven skills. This finding suggests that participants consistently perceived peer coaching to be an influential learning activity that increased their efficacy.

ESLPDQ self-efficacy statistics and ESL PD pedagogy summary. Descriptive data informing Research Question 1.3 indicated that respondents perceived certain ESL PD pedagogical elements to have bolstered their efficacy as ELD instructors. The results showed that these elements included learning activities completed entirely or partially during PD sessions. This finding was consistent across the scope of instructional skills associated with the individual PD courses, which suggests that the format of PD activities may have influenced respondents' perceptions regarding the activities' influence on their efficacy.

Descriptive data indicated that only 34% of respondents perceived peer coaching to have strengthened their efficacy with ELLs. Thus, peer coaching was ranked fourth-lowest among the 10 learning activity choices. However, inferential data revealed statistically significant differences between efficacy ratings of respondents who perceived peer coaching as influential and those who did not. Moreover, significant peer coaching results were found for six of the seven ELD skills with significant differences between

respondent groups. These data indicated that respondents who perceived peer coaching to be an influential learning activity did so consistently in relation to specific ELD skills.

It is noteworthy that peer coaching was ranked relatively low among PD learning activities perceived to be influential yet was perceived to be a consistently positive influence on teacher efficacy for approximately one third of respondents (based on Mann-Whitney U test results). Definitive factors contributing to this difference were not discerned by ESLPDQ descriptive or inferential data. Possible explanations may include variations in the respondents' peer coaching experiences such as the skills observed by the coach and the nature of the coach's feedback. Nevertheless, given its structure as a mastery experience and a source of social persuasion from the coach, peer coaching has the potential to influence an educator's efficacy perceptions, as shown by these results.

ESLPDQ Constructed-Response Results

Seven ESLPDQ constructed-response items comprised the primary data source for informing Research Question 1.4. The goal was to elicit participants' description and explanations of the influence of selected aspects of their ESL PD experience on their efficacy as instructors of ELLs. Because the constructed-response items were specifically structured to address this question, it was anticipated that participants' responses would reflect their perceptions of the ESL PD program's influence on their efficacy as ELD educators. With this structure in place, initial open codes were applied to the constructed responses in order to inform three a priori categories: (1) Elements of Teacher Efficacy, (2) ESL PD Curriculum and Pedagogy, and (3) Aspects of Professional Development. Table 15 lists the initial codes per constructed-response item, which were then reanalyzed

Table 15

Initial Codes for Constructed-Response Items

Item	Codes		
1a. ESL PD activity implemented in own classroom	Buddy reading/writing Chants/songs Collaborative/small groups Cooperative learning Drawing pictures	Gallery Walk Numbered Heads Personal vocabulary journal Picture books Preview activity	Round Robin Think-Pair-Share Total Physical Response Vocabulary Loop
1b. Outcome perceptions	Difficult to use Facilitated application, comprehension	Facilitated memorization Facilitated student engagement Limited student use	Non-threatening Supported primary language and/or English development
2. Aspects of effective ELL instruction addressed well in PD program	BICS and CALP Coaching Content and language objectives Cooperative learning theory and practice Culturally sensitive classrooms/cultural awareness	Examples Facilitating use of LSRW in instruction Indirect responses Instructional differentiation/adaptation Just good teaching	Modeling Not sure Reading strategies Structures to teach content Teaching strategies Testing strategies Visuals
3. Aspects of effective ELL instruction needing additional PD coverage	Educator strategies facilitating ELL success Hands-on activities Helping students who struggle	Indirect responses No aspects identified; adequate coverage	Using Total Physical Response Working with parents Writing SIOP lesson plans
4a. Recommended ESL PD program changes	Adequate summer observation options Flexible case study requirements	More course availability and sequence options More in-class work, less homework	No changes
4b. Program concerns identified without recommended changes	Dry textbooks Excessive papers to write	Excessive practicum hours if not teaching ELLs Negative opinion of journal assignments	Onerous to complete PD in 1 year
5. Recommendations to facilitate post-PD implementation	Do not know ELLs in the classroom Monthly strategy reminder	PD already being implemented Platform for sharing implementation efforts	Post-PD instruction Practice
6. ESL-related PD experiences, topics accessed after ESL PD enrollment	Better student involvement Similar GT PD and ESL PD topics	Improve teaching methods M.Ed. with language development concentration	None Summer school teacher

(table continues)

Item	Codes		
7. Reasons for recommending ESL PD program participation	Classroom-applicable content Collaboration opportunities Content applicable to ELLs Content applicable to non-ELLs Cooperative learning information Good, engaging, interesting courses	Improved teaching ability and confidence Increased understanding and awareness of ELLs Instructor modeling Manageable, applicable assignments	One-year completion option Provided background knowledge Provided resource information Quality instructor Review of previous learning Small PD class size

Note. BICS: Basic Interpersonal Communicative Skills; CALP: Cognitive Academic Language Proficiency; GT: Gifted and Talented; LSRW: listening, speaking, reading, writing; SIOP: Sheltered Instruction Observation Protocol

using these a priori categories to understand how the data informed the research question. Results from the initial coding are reported below, as organized by the seven constructed-response items. A summary of the interpretation of these results guided by the a priori categories follows.

The first constructed-response item directed participants to describe an instructional activity they had learned from their ESL PD experience that they had tried in their own classrooms. The item also asked respondents to share their perceptions regarding the outcome of this PD content implementation. The 15 participants provided 28 different examples, 54% of which referenced cooperative learning or specific cooperative learning structures. Identified structures included buddy reading and writing, collaborative or small-group work, gallery walk, numbered heads, round robin, and think-pair-share.

Thirteen participants (87%) described various outcomes of implementing these activities, with 54% noting that their activities aligned with academic goals, such as

application, comprehension, and memorization. Thirty-three percent of respondents mentioned that the use of the PD activities supported ELLs in particular or ELL-specific learning outcomes, including primary and English language development. Forty-seven percent cited positive affective outcomes, describing eager, engaged learners participating in effective, nonthreatening learning opportunities. Responses also described “a safer environment” where students gained confidence to practice “language and speaking skills.” Conversely, one respondent noted difficulty implementing cooperative learning structures and another cited students’ reluctance to participate. Data from this item indicated that a majority of participants expressed confidence to implement cooperative learning activities gleaned from their ESL PD experience. Moreover, most respondents perceived that these activities yielded a variety of positive academic and affective outcomes for their students.

Two complementary items asked participants to identify which aspects of effective instruction for ELLs the ESL PD program addressed well and which aspects could have been covered more thoroughly. An 87% response rate yielded a variety of instructional aspects perceived to have been well-covered. Sixteen codes were applied to these aspects, with “culturally-sensitive classrooms/cultural awareness” being the most frequently applied code with six references (38%). Fifty-five percent of the respondents reported no concerns relative to the program’s coverage of effective aspects of ELD instruction. Aspects perceived to warrant additional coverage were individually varied across respondents, indicating that participant perceptions of needed coverage were quite idiosyncratic.

A related item allowed respondents to suggest changes they perceived would enhance the ESL PD program. More than half (53%) of the participants either did not respond to this item or indicated that no program changes were needed. Three respondents (20%) recommended expanding course and program options while two others (13%) addressed easing course requirements. Five concerns were identified but no recommended solutions were offered. Four involved the ESL PD curriculum and pedagogy (e.g., references to “dry” textbooks and to specific course requirements). A final concern cited difficulty in meeting the one-year program completion requirement although no such requirement existed. Thus, when given the opportunity to provide feedback on the program, those participants who responded appeared largely satisfied, but varied in their perceptions.

When asked about elements that would facilitate implementation of the ESL PD curriculum upon program completion, 73% of participants responded, with 36% indicating they were already applying ESL PD content. However, these respondents did not specify what had facilitated this implementation. Additional participants who responded explored various facilitation strategies, including post-PD contact with instructors and/or participants. Another respondent expressed uncertainty regarding ways to facilitate PD implementation. One participant specifically cited having ELLs in the classroom would facilitate PD content implementation.

One item sought information regarding participation in ESL-related PD following program completion. Thirty-three percent of participants responded with reports of additional PD experiences that included an M. Ed program, PD targeting improved

methods and student involvement, a gifted and talented endorsement program, and an experience teaching summer school. One respondent noted studying “language development” and another indicated that “many of the (gifted and talented PD and ESL PD) topics overlapped,” otherwise, no specific ESL-related PD experiences were shared.

The final constructed response item asked participants if they would recommend the ESL PD program to colleagues and to indicate reasons that informed their responses. Of the 14 participants who responded, 13 (93%) reported they would recommend program participation. The remaining participant responded “perhaps,” if colleagues had the time and the inclination to enroll. Individual responses included a wide variety of reasons why participants would recommend the ESL PD program. The code “classroom-applicable content” was applied to six responses (21%) to describe the most-frequently cited reason for program recommendation.

ESLPDQ Constructed-Response Results Summary

The interpretation of the analyzed constructed responses was informed by three a priori categories: (1) Elements of Teacher Efficacy, (2) ESL PD Curriculum and Pedagogy, and (3) Aspects of Professional Development, as framed by Research Question 1.4: how PD participants describe and explain the influence of certain aspects of the program on their efficacy as ELD instructors.

Elements of teacher efficacy. Results explored through the social cognitive lens of general and context-specific teacher efficacy reflected three recognized sources of efficacy information: mastery experiences, vicarious experiences, and physiological and/or affective states. From the researcher’s perspective, examples of social persuasion,

the fourth source of efficacy information, were not included the constructed-response data.

All 15 participants reported implementing instructional activities taught during their ESL PD enrollment in their own classrooms. These examples of PD content implementation afforded participants mastery experiences, which was the most frequent source of efficacy information they described. Moreover, approximately half of the participants also cited positive academic and/or affective outcomes related to student efficacy as a result of their implementation efforts. Student efficacy is a marker of teacher efficacy (Ashton et al., 1983; Gibson & Dembo, 1984; Guskey, 1984, 2000; Midgley et al., 1989). Because mastery experiences are the most influential source of efficacy information (Bandura, 1986; Pajares, 2003), it follows that participants' ESL PD mastery experiences contributed to their sense of educator efficacy.

Although all constructed-response items referenced the ESL PD program, the majority of participants' mastery experiences described general education outcomes. Nevertheless, approximately one third of respondents cited ELL-specific mastery outcomes. This preponderance of general education examples may indicate that respondents did not distinguish between educating native-English speakers and attending to ELLs' specific instructional needs. This possible conflation between outcomes for these two distinctive student groups reflects the social cognitive tenet of context-specific efficacy. The participants' potentially limited grasp of ELLs' specialized needs may have restricted their identification of ELL-specific outcome examples.

Although respondents described mastery experiences most frequently, these first-

hand opportunities could have been borne of vicarious experiences, another source of efficacy information. For example, participants were exposed to ELD strategies they could implement when their course instructors would model such strategies during the PD courses. Additionally, the majority of respondents perceived that their implementation efforts resulted in positive student outcomes. These positive perceptions reflected participants' affective state, which also influences efficacy appraisals. Thus, it was a challenge to disentangle possible sources for teachers' increased efficacy.

From respondents' efficacy source descriptions, it appeared that their participation in the ESL PD program positively influenced their efficacy perceptions, particularly in general education settings. This interpretation was related to the ELL-specific findings from respondents' ESLPDQ efficacy ratings. These data indicated that participants perceived strong confidence in their efficacy to instruct ELLs with mean ratings from 80 to 89 on 78% of the rating items.

Curriculum and pedagogy. Three additional findings highlighted participants' perceptions of the ESL PD program's curriculum and pedagogy. (1) Based on curriculum topics participants cited most frequently as being well covered, they perceived that the program promoted culturally sensitive classrooms and cultural awareness. (2) Results related to ELD models and related strategies suggested that respondents favored cooperative learning strategies when attempting activities modeled through PD pedagogy in their own classrooms. However, not all participants specified that use of these strategies occurred exclusively in ELD settings. (3) The primary reason a majority of respondents would recommend the program related to the provision of classroom-

applicable content.

Aspects of professional development. Finally, three constructed-response findings aligned with the third level of Guskey's (2000) PD evaluation model, Organizational Support and Change. (1) Participants perceived that there were limited program concerns and over half the respondents did not recommend any program changes. (2) Although approximately one-third of respondents reported that they were implementing PD curriculum, program factors facilitating this implementation remain unknown. (3) Two-thirds of participants did not provide examples of additional (sustained) ESL-related PD following program completion.

Secondary Data Sets

Secondary data sets included (1) ESL PD course evaluation summaries, (2) interviews of three district-level personnel familiar with the ESL PD program, and (3) course syllabi from the six ESL PD courses.

ESL PD Course Evaluation Summaries

The ESL PD course evaluation summaries data set included 25 summaries compiled by the participating university's faculty liaison. Each summary represents data gleaned from the university course evaluation form distributed at the conclusion of ESL PD courses taught during the enrollment period for all potential ESLPDQ respondents (Fall Semester, 2012, through Fall Semester, 2015). However, it was unknown if the course evaluation respondents included any ESLPDQ participants given that the course evaluation and the ESLPDQ were completed anonymously and asynchronously. The

course evaluation form included the following items.

1. One thing I liked about this course was ____ because ____.
2. One thing that I wish you would change about this course is ____ because ____.
3. One thing that I will remember from what I learned in this course is ____ because ____.
4. Other comments

Because the documents provided by the liaison were summaries of responses to these items, the exact number of respondents per summary statement was not always apparent. The possibility that items 1 and 3 may have generated more positive input from respondents is an additional factor relevant to this data set. Conversely, the Other comments item may have prompted both positive program perceptions and program-related concerns.

Analysis of ESL PD course evaluation summaries contributed to the exploration of Research Questions 1.2 and 1.3. These questions targeted the relationship between the ESL PD curriculum (1.2) and pedagogy (1.3) and ESL PD participants' perceived efficacy to instruct ELLs. Unlike the ESLPDQ, the course evaluation form did not include items that specifically addressed ESL PD participants' efficacy perceptions as teachers of ELLs. Nevertheless, data from these evaluations served to explicate participants' perceptions regarding the ESL PD curriculum and pedagogy that could influence their efficacy with ELLs. Therefore, analyzing this secondary data set through the lens of Research Questions 1.2 and 1.3 complemented the primary ESLPDQ data that addressed these research questions directly.

Data from the course evaluation summaries contributed to the aspect of Research

Question 1.4 regarding possible ESL PD program changes. Questions about such changes were posed to ESLPDQ participants and to ESL PD course evaluation respondents.

Results from course evaluation summaries also informed Research Question 1.5 by comparing respondents' perceptions of their ESL PD experience with the interviewees' perceptions of the PD experience for program participants. While the interview questions specifically addressed PD participants' efficacy and the course evaluation items did not, the evaluation data provided an additional perspective of participants' ESL PD experience that complemented the interview data.

Although the majority of course evaluation summary statements were analyzed as described above, not all responses were coded. Uncoded responses included ones that did not directly answer the research questions, such as those related to program logistics including the registration process, the order in which courses are taught, assignment point values, etc.

Table 16 provides a compellation of course evaluation summaries analysis data. The number of evaluation summaries available for analysis ranged from two for the Assessment course to six for the ESL Methods course. This range is reflected in the application frequency data, which indicate the number of times a code was applied to a summary statement. (The exception is the Sources of Efficacy Information code, which includes subcode frequency totals for the four efficacy sources listed under the code heading.) Courses with more evaluations typically had higher instances of code applications. Furthermore, certain codes were more general than others and thus, could be applied to more comments and produce higher frequency counts. As the analysis of the

Table 16

Course Evaluation Summaries Code Frequencies Organized by Course and Category

Category	Course title (# of coded evaluations)						Frequency totals
	Multicultural education (5)	ESL methods (6)	Language acquisition (4)	Literacy and linguistics (5)	Assessment (2)	Family and community (3)	
Perceptions of curricular elements (code frequencies)							
Applicable content	12	17	2	13	6	7	57
Quality of curriculum	26	54	43	43	17	29	212
Perceptions of pedagogical elements (code frequencies)							
Homework	19	11	19	28	1	21	97
Quality of Instruction	22	43	15	22	18	17	137
Elements influencing efficacy with ELLs (code frequencies)							
Culturally and linguistically responsive instruction	12	8	6	12	3	10	51
Sources of efficacy information							
Physiological and/or affective states	16	4	4	3	3	7	37
Vicarious experiences	3	12	1	4	0	1	21
Mastery experiences	3	6	1	2	0	3	15
Social persuasion	1	3	1	1	1	0	7
Unspecified	1			1			2
TOTAL	24	25	7	11	4	11	82
Increased cultural awareness	11	0	0	0	0	0	11
Good teaching for all	0	1	0	1	0	0	2

courses progressed, similar codes were identified. This was to be expected given that the same form was used to evaluate each course. Centering the analysis in the research questions also contributed to the use of similar codes. Analysis of the first course, Multicultural Education, yielded three categories into which the codes were collapsed: (1) Perceptions of Curricular Elements (Research Question 1.2), (2) Perceptions of Pedagogical Elements (Research Question 1.3), and (3) Elements influencing Efficacy with ELLs. As the remaining courses were analyzed, these categories continued to provide an appropriate structure for organizing the applied codes. Codes were grouped on the table according to the category into which they were collapsed.

Findings from course evaluation summaries analysis displayed on Table 16 were further examined according to the three categories into which the applied codes were collapsed. This exploration included corroborating and/or contradictory findings from the study's other data sets.

Perceptions of curricular elements. Course evaluation respondents consistently identified Applicable Content that they could use in their classrooms, including instructional strategies and resources plus family and community involvement ideas. This perception was supported by the finding that no concerns or recommended changes were included in the 57 comments labeled with the Applicable Content code. These results corroborated ESLPDQ data that identified classroom-applicable content as the most-frequently cited reason ESL PD participants would recommend the ESL PD program.

The exception to Applicable Content frequency results was the Language Acquisition course for which this code was applied only twice among the four course evaluation summaries. This finding suggested that respondents may not have recognized

how language acquisition content could be incorporated into their classroom instruction to the same degree as content from other courses. It may be that participants viewed language acquisition content to be more theoretical and less practical. However, the Quality of Curriculum code frequency data broadened the view of respondents' perspectives regarding language acquisition content. These data indicated that respondents expressed positive perceptions regarding certain language acquisition topics, including the language acquisition process and ELD strategies.

Application frequencies for the Quality of Curriculum code revealed that 182 of 212 (86%) applications reflected favorable perceptions of a wide range of ESL PD topics and related curricular materials across the six courses. Examples of topics viewed favorably included general instructional strategies promoting student engagement and differentiated instruction. Respondents also provided positive feedback regarding content-specific strategies, particularly for literacy instruction.

The remaining applications of the Quality of Curriculum code (14%) across the PD courses addressed concerns that certain curricular topics were difficult to understand, redundant, and/or irrelevant. Respondents' perceptions regarding these curricular challenges may reflect a limited understanding that foundational ELD principles undergird all ESL PD courses and thus were applied across course content. Similarly, ESLPDQ correlational data for the six ESL PD courses suggested that the perspective of questionnaire respondents may also have been restricted regarding the application of fundamental cultural and linguistic principles to ELL instruction. The preference for applied course content over theoretical content expressed in course evaluation and by ESLPDQ respondents may indicate limited knowledge of how to apply theoretical

content, such as language acquisition principles, to ELL instruction rather than a resistance to do so. Such limited awareness may also reflect the extent to which this concept was addressed in the ESL PD curriculum.

Data from the course evaluation summaries revealed additional curricular concerns regarding the large number of required readings for the ESL Methods and Multicultural Education courses. This finding contributed to the analysis of ESLPDQ results regarding course readings. Questionnaire results showed that completing readings (for all courses) was the second or third most frequently chosen activity (from among 10 choices) perceived to have influenced respondents' efficacy with ELLs. Unlike course evaluation summaries data, ESLPDQ results did not indicate whether course readings were perceived positively or negatively—only that they were considered influential. Course evaluation respondents also cited concerns with the use of outdated articles for the Family and Community, Language Acquisition, and Multicultural Education courses.

Perceptions of pedagogical elements. Application frequency findings for the Homework code across the courses indicated that 80 of 99 (81%) comments reflected favorable perceptions of the homework assignments. For example, respondents provided positive input regarding the interview assignments and activities that offered choice and involved tasks other than writing papers. Relatedly, ESLPDQ respondents included manageable, applicable assignments as one reason they would recommend ESL PD enrollment. However, when code application data were delineated by course (see Figure 9 later in this chapter), ESL PD homework was identified most frequently for possible changes or concerns for all six courses. The identified homework concerns included a heavy homework load; tedious, redundant, and/or irrelevant assignments; and confusing

assignment instructions. Reinforcing these homework concerns, ESLPDQ respondents cited possible changes including fewer homework assignments, particularly fewer papers to write. ESLPDQ respondents also indicated that activities involving nonclass time, such as homework assignments, were least influential on their efficacy to instruct ELLs. These perceptions, coupled with course evaluation respondents' homework-related concerns, emphasize the potential impact of homework on participants' PD experience.

Code application frequencies for Quality of Instruction revealed that 115 of 137 (84%) applications reflected favorable perceptions of various pedagogical elements used to deliver the ESL PD course content. Examples included instructor and participant presentations plus interaction among participants such as class discussions. ESLPDQ results also provided positive examples of pedagogy including presentations, opportunities for interaction and collaboration with fellow participants, and information regarding community resources. The remaining 16% of Quality of Instruction code applications encompassed a variety of pedagogical concerns including irrelevant in-class presentations plus requests for more in-class interaction and more exposure to community resources. Although these data included favorable perceptions and identified concerns regarding certain pedagogical elements, the findings may not be mutually exclusive. Perhaps recommendations for more in-class presentations and interaction, along with additional resource information, came from participants with favorable perceptions of these elements who perceived the value in their increased use.

Elements influencing efficacy with ELLs. The code Culturally and Linguistically Responsive Instruction was applied to 51 comments that referenced specific ELD strategies or examples of how culture and language influenced ELL

learning. Only one comment identified a concern regarding irrelevant community resources information. These findings suggested that respondents recognized what sets ELD instruction apart from general classroom practices. However, the level at which respondents implement this type of instruction was not identified because the evaluation form did not gather these data. Nevertheless, three related ESLPDQ findings regarding ESL PD content implementation complemented these course evaluation results. The first related finding revealed that all ESLPDQ respondents reported implementing learning activities taught during the ESL PD courses in their own classrooms. Of these respondents, 87% also cited specific outcomes of this implementation. However, only 33% of this latter group cited ELL-specific outcomes.

Relatedly, when participants were asked to cite ways to facilitate PD implementation upon program completion, 36% of the 73% who responded, indicated they were already implementing ESL PD content. Although this item referenced post-PD contexts, a higher percentage of current implementation of PD content may have been expected, particularly given that 80% of respondents had completed the program and were in this post-PD setting. When considering this result, however, it must be noted that the item did not directly ask if PD content was being implemented. A third ESLPDQ finding contradicted these two examples of limited ELL-specific implementation. This result noted that participants perceived the program to promote culturally and linguistically responsive instruction and cultural awareness based on PD topics they cited most frequently as being well covered.

These course evaluation summaries data paired with the related ESLPDQ findings corroborated the connection between acquiring knowledge regarding culturally and

linguistically responsive instruction through ESL PD and implementing this knowledge in the classroom. This link between cognition and behavior reflects the social cognitive principle of reciprocal determinism. Respondents' comments regarding culturally and linguistic instruction reflected cognitive processing of the PD content. According to reciprocal determinism, this processing has the potential to influence behavior such as implementing classroom strategies that provide more culturally and linguistically responsive instruction. However, the data showed that respondents reported limited implementation of such instruction specifically for their ELLs despite a demonstrated awareness of its importance for these students.

Perhaps participants' cognitive processing of the related PD content was generated by less influential efficacy information sources, such as vicarious experiences, rather than by more potent mastery experiences. As explored below, the study's PD syllabi analysis found a limited number of mastery experiences instructing ELLs was available to participants. Such limited behavioral opportunities may have lessened the potential of the reciprocal determinism cycle to move respondents from thinking about implementing culturally and linguistically responsive instruction to providing it. The reciprocal determinism cycle may have also been hampered if PD content regarding culturally and linguistically responsive instruction was presented in broad terms rather than with context-specific examples. Although PD participants may have processed this nebulous information, a lack of accompanying behavioral guidance specific to their instructional contexts may have left them unsure of how to act (Bandura, 1997).

The Sources of Efficacy Information code was applied 82 times to descriptions of PD activities that afforded participants access to the four efficacy information sources:

mastery and vicarious experiences, social persuasion, and physiological and/or affective states. Eighty-five percent of these coded comments reflected effective examples of the sources such as modeling of ELD strategies by ESL PD instructors, collaborating with PD colleagues, meaningful learning activities that generated positive affective states, and a comfortable in-class atmosphere. The remaining 15% identified concerns such as negative affective states related to the workload and to in-class presentations.

Frequency totals for each efficacy source indicated that the Physiological/Affective States sub-code was applied most frequently (37 of 82 times or 45%). Data with this sub-code included statements regarding PD participants' reactions to the courses, such as "I enjoyed the home visit...more than I thought I would" or describing the amount of homework as "too overwhelming." Frequencies of the remaining sub-codes included Vicarious Experiences (26%), Mastery Experiences (18%), and Social Persuasion (9%), such as the efficacy source examples noted above. Two additional comments (2%) that reflected the social cognitive tenet of perseverance (to complete challenging PD courses) were labeled with the Sources of Efficacy Information code although these comments did not include a specific efficacy source.

Similar to course evaluation summaries analysis, ESLPDQ and interview results also included sources of efficacy information examples, although the course evaluation summaries data set was the only one in which all four efficacy sources were mentioned. Furthermore, ESLPDQ and interview findings indicated that Mastery Experiences was the most frequently coded efficacy information source, unlike course evaluation summaries data for which Physiological/Affect States source was mentioned most frequently. These discrepancies may reflect differences between the broad course

evaluation form items that did not include self-efficacy references and the more efficacy-specific ESLPDQ and interview items. The nature of the evaluation-form items that sought favorable aspects and needed changes regarding the PD courses may have also generated more positive and negative comments that were labeled with the Physiological/Affective State subcode.

It is notable that the 11 applications of the Increased Cultural Awareness code only involved Multicultural Education course evaluation summaries data. Although multicultural awareness was a primary focus of this course, the concept was included in the curriculum and pedagogy of the other ESL PD courses with the exception of the Assessment course. The Family and Community course, in particular, included readings and learning activities featuring multicultural content, which may have influenced ESL PD participants' cultural awareness. No additional findings of increased multicultural awareness beyond the Multicultural Education course may indicate that PD participants did not apply concepts taught in this course to the other ESL PD courses.

Similar to the lack of cultural awareness examples beyond the Multicultural Education course, the ESLPDQ analysis found no statistical correlations between this course and the Family and Community, Assessment, and Literacy courses, and only moderate correlations between the Multicultural Education course and the ESL Methods and Language Acquisition courses. These correlational data may indicate that respondents did not fully recognize the differences between effective ELD practices beneficial for all students and culturally and linguistically responsive instruction informed by ELLs' specialized needs.

The final course evaluation summaries code, Good Teaching for All, was applied

once for the ESL Methods course and once for the Literacy and Linguistics course.

Neither comment suggested changes or concerns regarding the ESL PD program. Limited application of this code may indicate that those who did respond recognized that ELLs have specialized instructional needs that go beyond good teaching for all, but instruction that responds to these needs may also meet other students' needs as well. The following respondent feedback provides an example of how the Good Teaching for All code was applied in the course evaluation summaries analysis. "I love what I learn in my ESL classes. The strategies taught are not only beneficial for ESL students, but for special ed and regular students as well." Without additional information, this respondent's level of understanding regarding ELLs' specialized needs cannot be determined beyond his/her perception that PD content provided instructional strategies appropriate for ELLs in addition to other student groups. Contrary to this finding were ESLPDQ results that indicated respondents did not always distinguish between effective instruction for all and the specialized support ELLs require such as when ESLPDQ respondents cited PD implementation examples from general education settings more than examples from ELL-specific instruction.

Differences between course evaluation respondents' limited references to Good Teaching for All and questionnaire participants' references to general education settings more than ELL-specific contexts may have reflected the nature of questions posed to the two groups. Course evaluation summaries included three generic questions regarding what ESL PD enrollees liked, what they would change, and what they would remember about their PD experience. These broad questions did not ask for ESL-specific responses and thus may not have generated specific references to various students' groups included

in the Good Teaching for All code. Conversely, four ESLPDQ constructed-response items sought for more precise, ELD-related answers. Two items specifically referenced the treatment of “effective instruction for ELLs” in the ESL PD program and two items requested feedback regarding implementation of ESL PD content. Analyses of these ESLPDQ data revealed both general education and ESL-specific responses. The request to supply ESL PD content implementation examples may have led ESLPDQ respondents to refer to instructional settings most familiar to them. Such settings probably included general education classrooms given that 93% of them taught in these settings when they completed the questionnaire.

Percentages of course-specific changes and concerns. Table 16 data includes broad code-application data that encompassed the six PD courses. Figure 9 provides code-application frequency data focused on possible ESL PD changes or concerns as organized by course. The second question on the evaluation form invited respondents to suggest program changes and was the primary source for these data. Additional change-related input respondents provided on evaluation forms beyond this question was also included in the code application percentages noted on Figure 9. What follows represents participants’ feedback included in the course evaluation summaries apart from what was provided on the ESLPDQ. However, when considering these data, it is important to remember the ESLPDQ finding that 53% of respondents either indicated no program changes were needed or provided no response.

As noted in the preceding Table 16 narrative, suggested changes or concerns surfaced for the four codes shown on Figure 9. Codes not included on the figure indicate that respondents identified no changes or concerns for program elements related to these

codes. The exception is the Culturally and Linguistically Responsive Instruction code, which was not included on Figure 9 because only one change (for the Family and Community course) was identified. The percentages of comments that cited concerns for the Quality of Curriculum, Efficacy Sources, and Quality of Instruction codes ranged from 5% for Quality of Curriculum to 43% for Efficacy Sources. However, respondents voiced no changes or concerns regarding Efficacy Sources on ESL Methods course evaluation summaries or Quality of Instruction on Language Acquisition evaluation summaries. Respondents' comments included Homework concerns for each course and the percentages of comments noting concerns ranged from 37% to 100%. The 100% figure represents the only concern regarding the Assessment course, which happened to cite a homework issue.

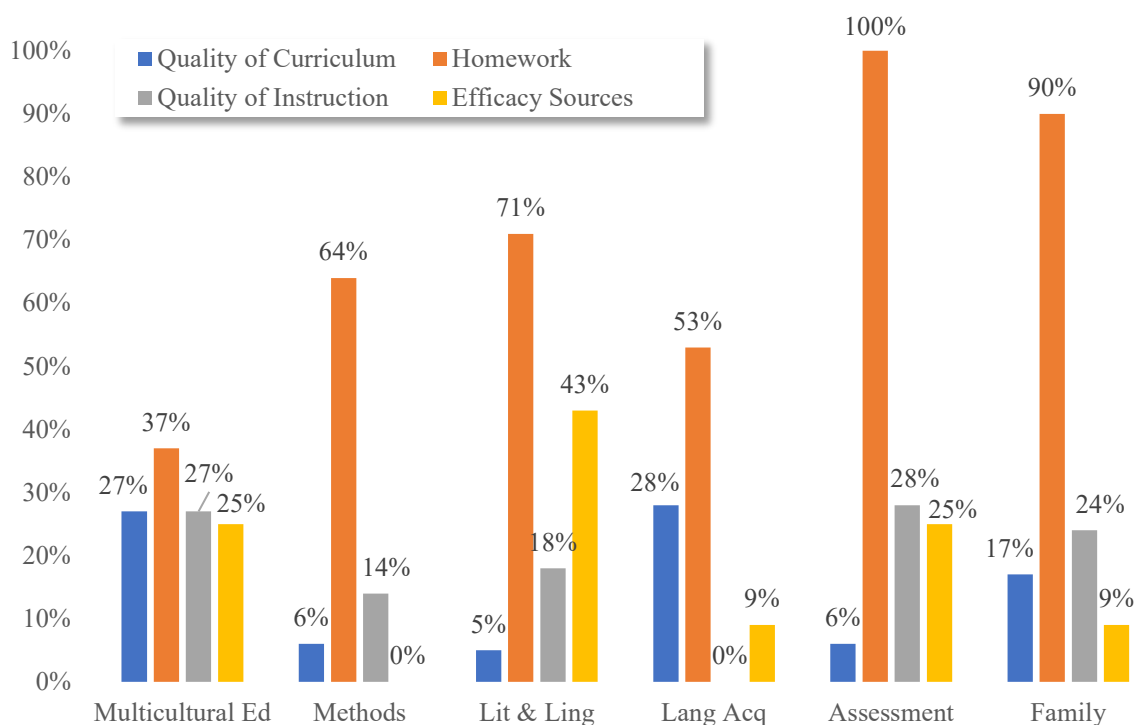


Figure 9. Percentage of code applications citing program concerns as organized by course.

The course-by-course examination of code application percentages on Figure 9 indicated that homework-related comments generated the highest number of concerns or suggestions for change. For all but the Multicultural Course (37%), the majority of comments labeled with the Homework code identified concerns or suggested changes. Based on Figure 9 data, it appears that most course evaluation respondents seemed satisfied with the content and delivery of ESL PD curriculum with the exception of homework assignments. The frequency of homework-related concerns or suggested changes emphasized the saliency of this facet of the PD program for participants.

Summary of Course Evaluations

Results from the 25 course evaluation summaries offered a view of the ESL PD program during a 3-year span. These summaries both corroborated results from the ESLPDQ and the interviews and provided contrasting findings. In general, findings from course evaluation summaries indicated that ESL PD participants' perceptions were primarily positive regarding the program's curriculum and pedagogy. The most prevalent exceptions were the persistent concerns regarding the quantity and content of the program's homework assignments. ESL PD participants reported they preferred learning content that is applicable to their classroom settings. In summary, although the ESL PD curriculum ostensibly includes efficacy-source information and addresses culturally and linguistically responsive instruction for ELLs, course evaluation summaries and ESLPDQ findings indicated that PD participants' implementation of such instruction may be inconsistent.

District-Level Interviews

Results from interviews of three LEA-level personnel familiar with the ESL PD program comprised the principle data source for informing Research Question 1.5. This question sought the perspective of these interviewees regarding the perceived influence of the ESL PD program on PD participants' efficacy to instruct ELLs. The individual interviews were completed at LEA facilities convenient for the participants. Each interview was captured via video recording. Prior to the interview appointments, each participant was given the questions for review and had access to them during the interview (see Appendix E). The numbered questions provided the structure for the interviews. The three interviews varied in length, running approximately 15 minutes, 21 minutes, and 37 minutes, respectively.

In addition to exploring Research Question 1.5, the interview data enhanced the study's purpose by also informing the four other research questions. For example, interview data analysis facilitated a comparison between the LEA-level personnel perspective and that of the ESLPDQ participants (Research Question 1.4) regarding the ESL PD program's influence on teacher efficacy. The interviewees were also asked to share their perceptions of ESL PD participants' demographic data (Research Question 1.1) and specific curricular and pedagogical program elements (Research Questions 1.2 and 1.3) on PD participants' efficacy as ELD instructors.

Guided by parameters established by the interview and research questions, initial open codes were applied to interview data and then collapsed into three a priori categories: (1) Elements of Teacher Efficacy, (2) Effective General Education PD, and (3) Effective ESL-specific PD. Initial codes were reanalyzed using these a priori

categories to understand how the data informed the research questions. To enhance this qualitative analysis, coded data were converted quantitatively as frequency counts and percentages.

Table 17 displays the frequencies of the 23 initial codes applied to interview data. The 23 codes were applied 102 times across the data. The percentage of overall code use for each code was not included on the table because percentages would be nearly equal to the number of times each code was applied. The frequency of initial code application to the interview data varied widely among the codes. Sources of Efficacy Information was the most-frequently applied code, which was to be expected given that five of the nine interview questions addressed teacher efficacy. This code's frequent use may also be attributed to its broad scope, which encompassed four efficacy sources (although only three were represented in the interview data). Similarly, Coherent Curriculum, the second most-frequently applied code, was an expansive concept that included several PD elements. Conversely, less-frequently applied codes were more focused in their definition and scope, such as Program Costs, or represented idiosyncratic responses. See Appendix G for a summary of interview data analysis as organized by the interview questions.

Although code application frequencies vary widely, when the 23 codes were collapsed into the three a priori categories, the distribution was more balanced, as shown on Table 18. Thirteen initial codes (42%) were included in the Elements of Teacher Efficacy category, eight codes (26%) in the Effective General Education PD category, and 10 codes (32%) in the ESL-specific PD category. Together, these three components supported the notion that effective ELD teacher preparation includes elements of effective general education instruction (Ballantyne et al., 2008; Goldenberg, 2008; Short

Table 17

Frequency of Initial Codes Applied to Interview Data

Initial Codes	Application frequency
Sources of Efficacy Information (ME 6, SP 5, VE 4)	15
Coherent Curriculum	11
Deeper Understanding	7
Promote Application	7
Responsive; Open to Feedback and Reflection	7
Empower, Build Confidence	6
Good Teaching for All	5
Beyond Just Good Teaching	4
LEA Academic Freedom	4
Own Language Learning Experiences	4
Previous Experience with ELLs	4
Courses Completed	3
ESL PD Participants as ELL Advocates	3
Grade/Job Assignment	3
Practical content perceived more positively than theoretical content	3
Program Costs	3
Sustained PD	3
ESL PD Participants and Instructor Time Requirements	2
Instructors Model ELD Strategies	2
Reciprocal Determinism	2
Years' Experience	2
ELLs' ELD	1
Minimal Instructional Changes Promote ELD	1
Total Number of Code Applications	102

Note. ELD = English language development, LEA = local education agency, ME = Mastery Experiences, SP = Social Persuasion, VE = Vicarious Experiences.

Table 18

Initial Codes Collapsed into A Priori Categories

Initial Codes	A priori categories		
	Teacher efficacy	Effective Gen Ed PD	Effective ESL PD
Beyond Just Good Teaching			x
Coherent Curriculum		x	
Courses Completed	x		x
Deeper Understanding	x		x
ELLs' ELD	x		
Empower, Build Confidence	x		
ESL PD Participants and Instructor Time Requirements		x	
ESL PD Participants as ELL Advocates			x
Grade/Job Assignment	x		x
Instructors Model ELD Strategies	x		x
Good Teaching for All		x	
LEA Academic Freedom		x	
Minimal Instructional Changes Promote ELD			x
Own Language Learning Experiences	x		
Practical content perceived more positively than theoretical content	x		x
Previous Experience with ELLs	x		
Program Costs		x	
Promote Application	x	x	x
Reciprocal Determinism	x		
Responsive; Open to Feedback and Reflection		x	
Sources of Efficacy Information	x		
Sustained PD		x	
Years' Experience	x		x
Totals	13	8	10

Note. ELD = English language development, LEA = local education agency.

& Fitzsimmons, 2007; Zehler et al., 2008). They also addressed the potential of effective ESL PD to strengthen educator efficacy to instruct ELLs (Coady et al., 2011; Eun & Heining-Boynton, 2007; Faulkner-Bond et al., 2012; Gándara et al., 2005; He, Prater, & Steed, 2011; Irby et al., 2012; Rodriguez, Manner, & Darcy, 2010). A summary of the interview data findings, framed by the three a priori categories, follows the table.

Elements of teacher efficacy. As indicated by the relatively frequent use of the Sources of Efficacy Information code (15 applications), the interviewees identified various ESL PD elements that could enhance PD participants' efficacy perceptions. These elements were summarized on Figure 10 according to the applicable efficacy information source.

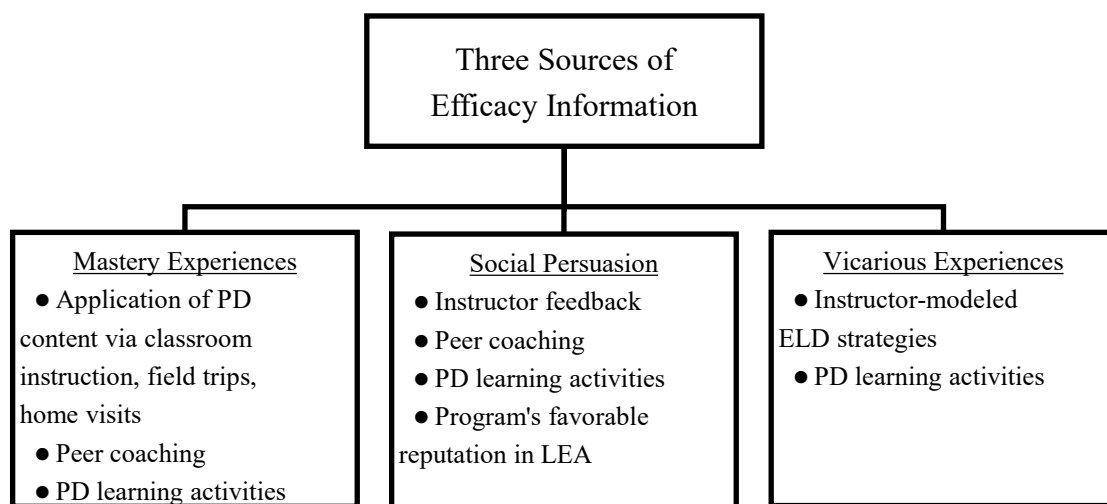


Figure 10. Efficacy sources and related ESL PD elements.

Figure 10 information indicates that, based on the interviewees' remarks, the ESL PD program featured various learning activities that could provide efficacy information through mastery and vicarious experiences, and through social persuasion. As potential sources of efficacy information, exposure to these elements could bolster PD participants'

efficacy perceptions as ELD instructors. One interviewee summarized how mastery experiences could strengthen participants' efficacy appraisals.

Whenever (PD participants) can do actual application,... (then) they can see how that works.... They need to see success in their application and then they're more inclined to continue and do that.... But, if they can see some success, it will influence and build more confidence.

Another interviewee described how the ESL Methods course curriculum could serve as an efficacy information source. ““(A participant may note) I can do something now and I can try these things (learned in the course).’ So...the perception would be, ‘(O)h, that made me a better teacher.’”

Educator demographic variables, such as years of experience, may function as sources of efficacy information; therefore, the demographic variables explored with interviewees were coded individually to complement ESLPDQ respondents' demographic results. As noted earlier, no significant relationships were found between ESLPDQ respondents' efficacy ratings and most demographic variables, including cohort, district assignment, course completion, gender, and years of experience. However, when interviewees were questioned regarding ESL PD participant demographics, they determined that the following demographic variables could influence participants' efficacy perceptions. The number of interviewees who identified each variable as potentially influential is noted in parentheses.

- grade/job assignment (2)
- years of teaching experience (2)
- previous experience with ELLs (2)
- own English language learning experiences (3)

The demographic-data discrepancies between the perceptions of ESLPDQ respondents and interview participants may be a function of comparing two related, but

not identical educator groups. Educators that the interviewees considered may or may not have been included in the group that completed the ESLPDQ. Differences in demographic variable results might also stem from the fact that ESLPDQ respondents simply supplied their demographic information, which was then statistically analyzed, whereas interviewees were asked to explicitly explore the influence these demographic variables may have had on teacher efficacy with ELLs.

LEA personnel determined that the ESL PD program has the potential to strengthen participants' efficacy perceptions as ELL instructors given its elements that can influence these perceptions. Identified elements included effective in-class activities and the practice-based assignments. Interviewees' assessments regarding the program's influence on participant efficacy were corroborated by ESLPDQ respondents' strong efficacy ratings, the majority of which fell within the Complete Confidence range of 80-100.

Interviewees' descriptions of PD participants' opportunities for mastery, vicarious, and social persuasion experiences reflected the reciprocal determinism cycle (Pajares, 2002). The cycle facilitates the processing of efficacy information gleaned from such experiences, which has the potential to strengthen efficacy perceptions. One interviewee's observation exemplified the interplay among cognitive, behavioral, and environmental factors that occurs as a function of the reciprocal determinism cycle.

(Participants) can see (ELD pedagogy) implemented in the class, they can practice it, then they can get feedback...for an immediate response. I think there are things, long-term, that will change...(participants') confidence, as times goes on, when...maybe they understand the why of some of these things. But, that's something that would take some time, practicing, and then having exposure with EL students in their classroom over time. (The elements) become evident in the teacher's practice.

Effective general education professional development. Interviewees' perceptions of the ESL PD program included elements of effective general-education PD, as reflected in the codes applied to interview data. Following Sources of Efficacy, the most-frequently applied code, the next most-frequently referenced codes were: Coherent Curriculum (11 applications), Responsive; Open to Feedback and Reflection (7 applications) and Promote Application (7 applications). These last four codes are all markers of effective general-education PD. One participant noted that the ESL PD's design provides Sustained PD, also a characteristic of effective general education PD. However, this participant acknowledged that the LEA does not provide any post-completion support for those who finish the program.

Interviewees' descriptions of effective general-education-PD elements found in the ESL PD program coincided with data from interview questions regarding program revisions. Interviewees indicated that the 2012 change from the previous ESL PD curriculum to the current program was made to address curricular and administrative concerns including LEA Academic Freedom and Program Costs codes. (Two interviewees indicated they were not directly involved in the decision to make this change.) Two interviewees pointed out that revisions made to the current ESL PD program involved minor curricular and pedagogical adjustments to keep the program "up to date." A related course evaluation finding identified outdated articles for the Family and Community, Language Acquisition, and Multicultural Education courses, which contradicted interviewees' reports of efforts to ensure the currency and relevance of ESL PD curricular materials.

Two interviews anticipated that potential changes to the ESL PD program would

be limited in scope. A majority of ESLPDQ respondents appeared to agree that the program did not need significant revisions. Two-thirds of questionnaire participants indicated that no program changes were needed or provided no response regarding this topic.

Effective ESL-specific professional development. The interviewees indicated that the ESL PD program's content addressed Good Teaching for All (5 code applications). They also described ELL-specific PD elements that go Beyond Just Good Teaching (4 code applications) and potentially foster Deeper Understanding (7 applications) of linguistic and cultural aspects involved in ELD instruction. Furthermore, two interviewees indicated that ESL PD enrollment promotes ESL Participants as ELL Advocates (3 applications).

Interview analysis indicated that Practical Content (was) Perceived More Positively than Theoretical Content by ESL PD participants (3 code applications). This assessment was supported by a limited application of language acquisition content reflected in course evaluation data. Interview data also referenced ESL PD elements designed to promote a deeper understanding of the linguistic and cultural aspects of ELD instruction. The interviewees clearly delineated between ESL PD content that includes "just good teaching for all," and content that specifically promotes culturally and linguistically responsive practices that ELLs need. In contrast, there was an absence of consistent references to cultural awareness in the course evaluation summaries data and ESLPDQ findings. Perhaps this deeper, theoretical understanding of cultural and linguistic factors did not develop in ESL PD participants, particularly if they preferred practical PD content. Without a grasp of theoretical principles provided through the ESL

PD curriculum, it may be harder for PD participants to understand why instruction must go beyond “just good teaching for all” to include culturally and linguistically responsive instruction tailored for ELLs. This potential gap was summarized in one interviewee’s observation of participants’ perspective: “The theory’s great, you’ve done the research, we believe you, now tell us what we’re supposed to do with it.”

Data from the questionnaire, the course evaluation summaries, and the interviews indicated that all three respondent groups recognized the value of applicable content. However, the preceding example from interview data suggests that interviewees may differ from the other two groups in the consideration of which PD curricular concepts lend themselves to classroom application.

ESL PD Course Syllabi

An analysis of selected components from the ESL PD course syllabi contributed to the exploration of Research Questions 1.2 and 1.3. The research questions targeted the relationship between ESL PD participants’ perceived efficacy to instruct ELLs and the ESL PD curriculum (1.2) and pedagogy (1.3). This secondary data set augmented primary data from the ESLPDQ that also addressed these research questions. The syllabi analysis also summarized the design of the ESL PD program curriculum and the pedagogy used to deliver it.

Through the lens of social cognitive theory, results of the syllabi analysis were examined in concert with ESLPDQ results in order to foster a deeper understanding of PD participants’ perceptions of the program’s influence on their efficacy to instruct ELLs. Examining these two data sets together revealed the extent to which the ESL PD

curriculum and pedagogy supported the intended PD goal to increase participants' efficacy to instruct ELLs.

Table 19 summarizes the results of the syllabi analysis. The course titles are listed in the order in which courses were typically taught during the year-long program. The interior column headings identify the syllabi elements selected for analysis. Together, these syllabi elements represent the ESL PD curriculum and pedagogy. The table also indicates the potential sources of efficacy information afforded by learning activities and course assignments as inferred by the researcher. The sources of information were labeled: (1) Mastery Experiences, (2) Vicarious Experiences, and (3) Social Persuasion. Physiological/Affective States, an additional efficacy information source, was not used in the analysis because the analysis format could not assess PD participants' physiological or affective responses to syllabi elements. The table's penultimate row features the in-class learning activities that were used across all courses and their accompanying efficacy information source label. The final row on the table indicates that from among the 36 total assignments, there were 58 examples of potential sources of efficacy information. Certain assignments met the criteria for multiple sources, as indicated by more than one efficacy source label (1, 2, or 3). Discussion of the social cognitive analysis of the syllabi elements, including efficacy source information, follows the table.

Syllabi analysis findings summarized on the table indicate that ESL PD courses had a similar number of course objectives, between four and seven, and a range of five to nine assignments. All but the Family and Community course used a textbook and there was a wide range in the number of course articles, from 2 to 21. No texts or articles were shared among courses. Although each course had specialized content, as indicated by its

Table 19

Syllabi Analysis Summary

Syllabi elements (efficacy source)				
Course	Objectives	Readings (2)	Assignments	Course-specific Activities
Multicultural Education	<ol style="list-style-type: none"> 1. Evaluate race-, privilege-, and power-related issues. 2. Evaluate how personal perspectives and experiences affect practice. 3. Identify various components of multicultural education (ME). 4. Recognize ideologies and paradigms that guide ME. 5. Create ME curricula and practice. 	1 text, 21 articles	<ul style="list-style-type: none"> • Assigned article presentation (1, 2) • Cross-cultural project (autobiography, interview/biography, analysis) (1, 2) • Multicultural book report (2) • Peer coaching (1, 3) • Response paper: ME's impact on my practice (2) • Strategy implementation journal (1, 2) 	<ul style="list-style-type: none"> • Interview person from another culture
ESL Methods	<ol style="list-style-type: none"> 1. Identify, use, and reflect on effective ELL instructional practices. 2. Describe influential factors on public school ESL programs. 3. Identify structure and function of English. 4. Evaluate ELL language assessment approaches used for ESL program participation. 	1 text, 9 articles	<ul style="list-style-type: none"> • Cooperative learning activity (1) • ESL strategy unit (1, 2) • ESL tutoring project (plan, journal, reflection) (1, 2) • Peer coaching (1, 3) • Response paper: language acquisition (LA) issue (2) • Response paper: theoretical or practical aspect of ELD instruction (2) 	<ul style="list-style-type: none"> • ESL tutoring experience
Language Acquisition (LA)	<ol style="list-style-type: none"> 1. Describe multiple factors involved in second language learning. 2. Evaluate second language learning theories. 3. Describe the relationship of first and second LA. 4. Describe and apply knowledge of the impact of second language learners' experiences on their classroom experiences. 	1 text, 14 articles	<ul style="list-style-type: none"> • Interview (1, 2) • LA journal (1, 2) • Peer coaching (1, 3) • Practicum hours log (1) • Response paper: LA presentation outline (2) • Response paper: LA talking points (2) 	<ul style="list-style-type: none"> • Interview adult ELL

(table continues)

Syllabi elements (efficacy source)

Course	Objectives	Readings (2)	Assignments	Course-specific Activities
Literacy and Linguistics	<ol style="list-style-type: none"> 1. Plan standards-based ESL and content-area instruction. 2. Provide standards-based literacy instruction that builds on ELLs' oral English and funds of knowledge. 3. Develop and apply sensitivity and knowledge regarding students' cultures and demographic factors to literacy instruction. 4. Investigate home/school connections and apply knowledge to enhance literacy teaching and to build partnerships with diverse families. 5. Apply knowledge of how cultural identity varies among students and how it impacts literacy learning. 	1 text, 2 assigned articles or book chapters for presentation	<ul style="list-style-type: none"> • Article/chapter presentation (1, 2) • Course text response journal (2) • Final exam: essay questions (2) • Literacy strategies implementation (1, 2) • Midterm exam: essay questions (2) • Peer coaching (1, 3) • Practicum hours log (1) • Strategy sharing (1, 2) • Three English-literacy interviews (1, 2) 	<ul style="list-style-type: none"> • Highest number of assignments
Assessment	<ol style="list-style-type: none"> 1. Survey approaches to evaluating language and communication skills. 2. Distinguish between tests for language proficiency and for learning problems. 3. Identify models of language assessment. 4. Evaluate appropriate use of standardized tests and distinguish between language structure tests and communicative skill tests. 5. Critique second language testing research. 6. Apply assessment knowledge and skills to instruction for your ELLs. 	1 text, 5 articles	<ul style="list-style-type: none"> • Chapter presentation (1, 2) • Final exam: group presentation (1, 2) • Assessment investigation project (progress reports, oral and written reports) (1, 2) • Peer coaching (1, 3) 	

(table continues)

Syllabi elements (efficacy source)

Course	Objectives	Readings (2)	Assignments	Course-specific Activities
Family and Community Involvement	<ol style="list-style-type: none"> 1. Examine connections between culture, family involvement, and education. 2. Connect community and home resources to classroom instruction. 3. Apply knowledge of school, community, and family culture to maximize family role in children's education. 4. Provide community participation strategies in education of under-represented populations. 5. Examine home and community connections for ELL families. 6. Interpret how state and federal laws affect education of under-represented populations 7. Describe community involvement programs for various populations. 	No text, 15 articles	<ul style="list-style-type: none"> • ELL's Biographical Journey (1, 2) • Ethnographic study (1, 2) • Final exam: individual presentation (1, 2) • Paper: My school's family involvement plan (2) • Practicum hours log (1) 	<ul style="list-style-type: none"> • Study of ethnographic group(s) different from participants' group(s) • Two in-class sessions substituted with practicum activities
In-class learning activities				
	<ul style="list-style-type: none"> • class discussions (2) • cooperative learning (1, 2) • group presentations (1, 2) • guest speakers (4/6 courses) (2) • instructor presentations (2) 			
Efficacy information source totals				
	Mastery Experiences	26		
	Vicarious Experiences	27		
	Social Persuasion	5		
	Total	58		

Note. 1 = Mastery Experiences, 2 = Vicarious Experiences, 3 = Social Persuasion.

readings, objectives, and assignments, the researcher identified syllabi elements that included references to culturally and linguistically responsive instruction for ELLs across the courses.

Syllabi analysis from a social cognitive perspective. The syllabi analysis identified 58 examples from among PD course learning activities and assignments of possible efficacy information sources. These sources have the potential to strengthen ESL PD participants' ELL-related efficacy perceptions. Certain assignments were judged to meet the criteria for more than one source, including 17 assignments identified as both potential mastery and/or vicarious experiences. For example, the three-step Strategy Implementation Journal from the Multicultural Education course required participants to first identify an instructional strategy used during a PD session (mastery experience and/or vicarious experience by either participating in or observing the strategy). Next, participants implemented the strategy in a classroom setting (mastery experience). They then shared implementation experiences in a PD session through a cooperative learning activity (mastery and vicarious experiences as they recounted their own experiences and listened to others' experiences).

Five peer-coaching experiences were identified as potential sources of efficacy information through mastery experiences and social persuasion. The social persuasion source was applied because the peer coaching format included receiving feedback from the coach. However, other assignments not identified in this category could also provide informal opportunities for social persuasion. For example, group members could give feedback to each other after they had led a cooperative learning activity in a PD session. Such social persuasion could influence members' efficacy perceptions regarding the use

of the cooperative learning strategy in their own classrooms.

Further analysis indicated that four of the 36 assignments (11%) required PD participants to implement an instructional activity in a classroom setting. The remaining 32 assignments included a variety of tasks such as implementing a classroom practice featured in the PD curriculum, writing a reflection on a course-related issue, or completing a multicultural book report. The four activities that required classroom implementation and their accompanying courses are listed below.

- Strategy implementation journal (Multicultural Education)
- Cooperative learning activity (ESL Methods)
- ESL tutoring and reflection (ESL Methods)
- Peer coaching (included in all courses except Family and Community)

Directions for these four assignments indicated that ESL tutoring was the only one that required implementation with an ELL. Similarly, peer-coaching directions explained that coaching should occur in classes with the highest ELL and/or minority student enrollment, if applicable. Directions for the other assignments described classroom implementation activities but did not specify that ELLs must be included among the students taught.

Four additional assignments listed below provided the option of classroom implementation; however, this was not a requirement. These assignments included other options, such as observing an instructional setting or interviewing an adult ELL. The practicum hours log included participants' day-to-day practice in their own classrooms plus additional practicum experiences that may or may not have involved teaching ELLs.

- Language acquisition classroom journal (Language Acquisition)
- Literacy strategies implementation (Literacy and Linguistics)
- Assessment investigation project (Assessment)

- Practicum hours log (completed throughout the ESL PD program)

Analysis of the 36 PD assignments from a social cognitive perspective showed that these assignments afforded participants (who complete the program) 58 opportunities to access sources of efficacy information. Fifty-five percent of these opportunities provided efficacy information via vicarious experiences or social persuasion while the remaining 45% provided participants with mastery experiences, the most influential efficacy source (Bandura, 1986; Pajares, 2003). However, because there was flexibility within certain assignment requirements, participants may unwittingly have chosen some assignment options that did not offer mastery experiences. For example, the Literacy Strategies Implementation assignment from the Literacy and Linguistics course, allowed participants to choose which literacy strategies they implemented. Strategy choices included vicarious experiences, such as completing a classroom observation to identify ELD instructional issues, or mastery experiences, such as completing a reading assessment with a student (ELL or non-ELL student was not specified).

Without completing mastery experiences, participants may not have strengthened their efficacy to instruct ELLs to the fullest extent possible. The four assignments that required classroom implementation could provide mastery experiences, although only the tutoring assignment required direct instruction of an ELL. When viewed through a social cognitive lens, the fundamental purpose of ESL PD curriculum and pedagogy was to strengthen participants' efficacy perceptions to instruct ELLs. The small number of required implementation assignments provided through the program's pedagogy may have limited the opportunities for participants to bolster their efficacy perceptions through mastery experiences, particularly with the target population.

Comparison of syllabi analysis and ESLPDQ results. Syllabi analysis findings informed ESLPDQ data regarding efficacy information sources, particularly mastery experiences. When asked to identify outcomes of PD-related classroom implementation activities, ESLPDQ respondents most frequently cited first-hand teaching tasks that the researcher coded as mastery experiences. The respondents' focus on their own mastery experiences supports the inclusion of these opportunities in the ESL PD pedagogy, given the power of mastery experiences on educator efficacy. However, it should be noted that respondents' reports primarily described general education outcomes rather than ELL-related results. According to social cognitive theory, these general education mastery experiences may not have strengthened PD participants' context-specific efficacy to instruct ELLs. Relatedly, this general education emphasis may indicate that respondents did not distinguish between the instructional needs of ELLs and of native-English speakers. Respondents' limited ELL-specific perspective may be related to the syllabi analysis results regarding limited assignment requirements to include ELLs in implementation activities. Without opportunities to apply ESL PD content in ELL-specific contexts, respondents' awareness of these students' instructional needs could remain restricted.

ESLPDQ respondents also identified PD learning activities they perceived to have contributed most to their efficacy to complete skills explored through the ESL PD curriculum. (Skills were grouped according to the ESL PD course in which they were emphasized.) Of the 10 PD learning activity examples, the most influential activities identified were those completed entirely or partially during PD sessions, for example: class discussions, guest speakers, instructor and group presentations. These ESLPDQ

findings regarding the perceived influence of ESL PD learning activities may be related to the nature and number of the activities, specifically, the limited number of classroom implementation assignments with the potential to provide mastery experiences. If PD participants completed more in-class activities than implementation assignments, they may have viewed PD session experiences as more influential simply due to greater exposure to the efficacy information afforded through in-class activities. Given the structure of these activities, it was likely that they involved vicarious experiences and social persuasion rather than the more influential mastery experiences of classroom-based assignments. Therefore, completing in-class activities may not have exerted sufficient influence to affect participants' efficacy, cognition, and behavior when they returned to their classrooms. Away from the PD setting, participants may have relied on established cognitive and behavioral patterns they typically accessed when in the general-education-classroom environment, which may or may not reflect ESL PD content.

Syllabi Analysis Summary

Viewing the analysis of ESL PD syllabi within a social cognitive framework indicated that the curriculum included content related to ELD-specific contexts. This was exemplified through course objectives and required readings that addressed culturally and linguistically responsive instruction for ELLs. Furthermore, analysis findings revealed that the planned ESL PD pedagogy included certain learning activities and required assignments that referenced ELD for ELLs. However, despite these ELL-related links, the majority of ESL PD assignments did not require implementation of PD content within ELL-specific contexts. Although ESL PD curriculum and pedagogy included ELL-

specific information, without frequent opportunities for mastery experiences with ELLs, the program may not be fully accessing the strength of these experiences to influence participants' efficacy perceptions as ELD educators.

Summary of Results

ESLPDQ Participants

The ESLPDA respondents rated their confidence to complete instructional skills to facilitate ELLs' ELD and academic achievement within the 80-100 range on the questionnaire's 0-100 scale. The educators who taught more ELLs perceived themselves to be more efficacious to provide ELLs with comprehensible content-area instruction when compared to those who taught fewer ELLs. However, educators who had their own language learning experiences perceived themselves to be less efficacious to advocate for ELL family involvement in the school community.

The majority of ESLPDQ respondents did not recommend any significant changes to the ESL PD program. More specifically, participants cited the ESL PD program's focus on culturally and linguistically responsive instruction and cultural awareness as the topic best addressed by the PD curriculum. Participants also identified the program's strength in providing classroom-applicable content as the primary reason they would recommend ESL PD to their colleagues. However, although participants cited these curricular and pedagogical benefits of PD enrollment, ESLPDQ respondents cited the potential for increased compensation as the main motivating factor when describing their own interest in PD participation.

Questionnaire respondents indicated that they consistently used strategies

promoted in the ESL PD curriculum including graphic organizers, cooperative learning, and visuals. Examples of participants' applications of PD content more often included general education settings rather than ELL-specific settings. As the ESLPDQ results indicated, it appeared the respondents had generally favorable perceptions of the ESL PD program. However, when describing their implementation of PD curriculum and pedagogy, it seemed that participants did not always distinguish between general education applications and ELL-specific contexts, including the scope of providing culturally and linguistically responsive instruction for ELLs.

ESL PD Program

Analyses of LEA interviews and course evaluation summaries indicated that these respondent groups shared ESLPDQ participants' generally favorable perceptions of the ESL PD program. These secondary data results also aligned with ESLPDQ participants' perceptions that no significant changes to the ESL PD program were warranted. Course evaluation summaries corroborated ESLPDQ findings that ESL PD participants preferred content that was applicable to their classroom settings and delivered through in-class activities. Concerns regarding the quality and quantity of PD homework assignments were identified by ESLPDQ and course evaluation respondents, although positive perceptions regarding homework requirements were also cited. LEA personnel added that PD enrollees seemed to prefer practice-based curriculum over theory-based content but did not raise concerns regarding PD homework. LEA personnel also expressed confidence that the ESL PD program could positively influence participants' perceptions regarding their efficacy to instruct ELLs.

The analysis of the ESL PD program syllabi indicated that the program provided relevant curriculum topics pertaining to effective ELD instruction as identified in the extant literature. However, unlike the study's other primary and secondary data sets, the syllabi analysis revealed that opportunities for PD participants to implement these topics in ELL-specific contexts was limited.

The study's data analyses afforded a social cognitive perspective of the ESL PD program's influence on participants' perceptions of their efficacy to instruct ELLs. Chapter Five will explore the implications of these results, particularly the program's potential to develop participants' knowledge and skills that will enable them to persist in the challenge to enhance ELLs' language development and academic achievement.

CHAPTER V

DISCUSSION

The purpose of the reported study was to examine the influence of an LEA-sponsored ESL PD program on participants' perceived readiness to effectively teach ELLs. By completing the ESLPDQ, 15 participants in the program shared perceptions of their efficacy to instruct ELLs in relation to the ESL PD curriculum and the pedagogy used to deliver it. To expand the examination of the program's influence on participants' efficacy perceptions, additional data sets were analyzed including PD course evaluation summaries, interviews with LEA personnel familiar with the program, and an analysis of PD course syllabi.

The study's findings contributed to the knowledge base regarding educators' preparation to instruct ELLs, the fastest-growing student group in U.S. public schools (Arias & Morillo-Campbell, 2008; Genesee et al., 2005; Goldenberg, 2008). Specifically, the study's data analyses provided an example of an LEA's response to ESSA recommendations that regular evaluations be conducted to gauge "the impact (of PD offerings) on increased teacher effectiveness and improved student achievement" (ESSA, 2015, p. 297) and that findings from such evaluations be used to improve the quality of PD. Although the study did not measure gains in educator effectiveness or student achievement specifically, it initiated a formalized PD evaluation process not previously completed by the LEA. This process employed the first three levels of Guskey's (2000) 5-level PD evaluation model: (1) Participant Response, (2) Participant Learning, and (3) Organization Support and Change. Attention to Levels 1-3 laid the groundwork for

possible future evaluation of the program's influence at Level 4, Participant Use of New Knowledge and Skills, and Level 5, Student Learning Outcomes, as prescribed in ESSA.

The chapter includes a discussion framed by the study's social cognitive perspective, captured in the two categories displayed on Figure 11 that reflect this perspective. The first category, Participant Profile and Perceptions, provides insights at the ESL PD participant level, particularly the ESLPDQ respondents' self-efficacy perceptions as informed by their demographic data (Research Questions 1.1) and constructed responses (Research Question 1.4). This discussion of participants' efficacy perceptions also included the influence of the identified efficacy information sources: mastery experiences, vicarious experiences, social persuasion, and physiological and/or affective states. Examination of the Participant Profile was complemented by the exploration of the second category, Program Resources to Influence Efficacy, which addressed Research Questions 1.2, 1.3, and 1.5. As with the Participant Profile

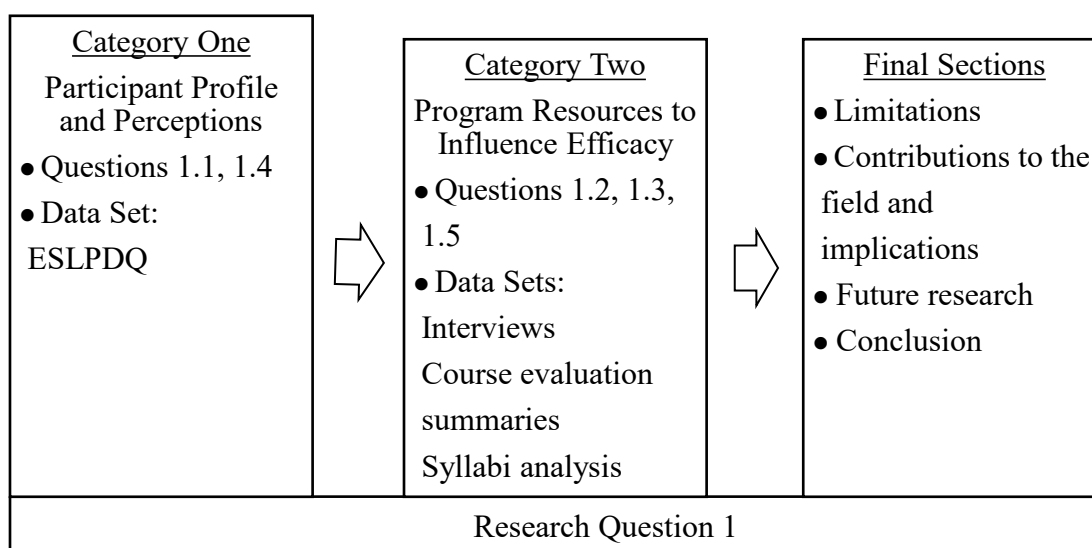


Figure 11. Progression of Chapter V.

discussion, this section also references the four efficacy sources, specifically the extent to which the PD program afforded participants access to these sources. The two categories were aligned with the primary and secondary data sets, respectively, as shown on Figure 11, and were founded on Research Question 1, which generated the other, more nuanced, research questions. The final sections of the chapter include: (1) acknowledgement of the study's limitations, (2) identification of its contributions to the field and related implications, (3) possible topics for future research, and (4) concluding remarks.

Category One: Participant Profile and Perceptions

Participant Profile

The demographic profile of ESLPDQ respondents that emerged from the data informed the discussion of the perceived influence of the ESL PD program on the participants' efficacy to instruct ELLs (Research Questions 1.1 and 1.4). Because 80% of respondents had finished the required PD courses when they completed the questionnaire, their perceptions may have reflected a more comprehensive understanding of the program's influence. Furthermore, elementary and secondary educators were represented equally in the respondent sample (47%) with one additional educator (7%) based in an elementary special education setting. These varied teaching assignments may speak to the program's influence across different instructional settings. On the ESLPDQ self-efficacy items, participants viewed themselves as efficacious with ratings primarily within the 80-100 range on the 0-100 scale.

Two of the eight demographic descriptors reportedly influenced respondents' efficacy ratings: (1) teaching more ELLs correlated with a stronger efficacy to provide

comprehensible content-area instruction, and (2) one's own non-native language learning experiences correlated with a diminished sense of efficacy in the role as ELL advocate. Related results from Coady et al. (2011) found that graduates from a preservice program identified "direct field experiences with ELLs to be the most helpful component" (p. 223) of their ESL training. Also related to ESLPDQ results, these authors found a positive correlation between participants who spoke an additional (non-English) language and their self-assessed preparedness to teach ELLs. The influence of these specific variables on efficacy and preparedness assessments reflects the power of first-hand mastery experiences, either as a language teacher or as a language learner. (Mastery experiences will be further examined below.)

Most demographic variables in this study were not significantly related to ESLPDQ participants' efficacy perceptions; nevertheless, the descriptive demographic data informed the participant profile. Gándara et al. (2005) encouraged ESL PD providers to acknowledge participants' differences, including their "knowledge, expertise, and experience" (p. 18). A broader understanding of the ESL PD participants enhanced the exploration of the program's influence on these enrollees and its possible influence on future participants. With a more informed participant demographic profile in place, the Category One discussion will continue with the examination of ESLPDQ respondents' perceptions of their ESL PD experience.

Participant Perceptions

ESLPDQ respondents' perceptions of the PD program's value included the applicable, practice-based content offered through the PD curriculum. This benefit was

reflected in participants' identification of applicable content as the primary reason they would recommend the PD program. Respondents' perception of this as a program strength could serve to promote ESL PD enrollment throughout the LEA. Sustained PD participation could strengthen the LEA's efforts to prepare more teachers for effective instruction of LEA ELLs, as stated in ESSA's ESL PD guidelines.

Participants' focus on applicable content reinforced the need to balance practice-based content with theoretical content, particularly principles of language acquisition, which set ESL PD apart from general education PD. Participants' awareness and application of this specialized content was a consistent topic throughout the study and will be discussed as the chapter continues. Although ESL PD curriculum may include language acquisition principles, it must be taught using pedagogy that facilitates participants' awareness and application of this potentially challenging content. The ESL PD program should equip teachers "to accept responsibility for the academic content and language development of (their) ELLs" (Harper & de Jong, 2004, p. 160).

Although respondents described applicable classroom content as the primary reason for recommending ESL PD enrollment, their own reasons for enrollment did not include this perceived program strength. However, when evaluating these potentially contradictory findings, it is important to note that "applicable content" was not included in the 10 possible enrollment factors from which participants chose in order to complete the related ESLPDQ item. (Although participants could have listed this additional factor in the "Other" section of this item, as directed.) It is also important to consider that participants may not have been aware of the ESL PD content's applicability when they were making the decision to enroll in the program.

When identifying their own reasons for ESL PD program enrollment from the 10 possible factors, the educators most often selected the need for PD credits for a salary increase (chosen by 93%), to increase job security (86%), and the need for graduate-level credit for a master's degree (64%). These factors reflected compensation and employment issues more than practice-based factors. However, PD enrollment factors went beyond these compensation-related reasons to include those reflective of ELLs' impact on LEAs and SEAs. These factors included participants' prior experience teaching ELLs (79%), increasing numbers of ELLs in participants' classrooms and/or schools (64%), and participants' perceived limited ELL experience (57%). Selected PD enrollment factors linked to the possible influence of others included the prospect of enrolling with a friend (71%); the influence of mentors, such as staff developers (50%) or administrators (43%); and the influence of program graduates (50%).

Respondents' perceptions of factors that influenced their ESL PD enrollment reflect the four sources of self-efficacy information. A sense of greater job security may have contributed to a positive affective state associated with ESL PD enrollment. Anticipating growing numbers of ELLs may have also contributed to respondents' affective states, particularly if these educators felt unprepared to meet the needs of an increasing ELL population. The enrollment data also indicated that the social persuasion and vicarious ESL PD experiences of others had varying degrees of influence on respondents' enrollment decisions. Finally, respondents' past mastery experiences instructing ELLs was perceived to have influenced their choice to participate in the ESL PD program. The two enrollment reasons that informed this specific finding did not describe details regarding the nature of these mastery experiences, only that either limited

ELL experience or previous ELL experience had influenced their decisions to enroll.

The sources of efficacy also informed respondents' perspectives regarding the influence of ESL PD learning experiences on their efficacy to instruct ELLs. Respondents perceived in-class activities to be the most influential. These learning experiences typically provided more opportunities for vicarious experiences and social persuasion than for mastery experiences, the most powerful efficacy information source (Bandura, 1986; Pajares, 2003). Conversely, activities perceived to be less influential, such as ESL Teaching/Tutoring and Peer Coaching, could have provided respondents opportunities for mastery experiences with ELLs and possibly a commensurate increase in ELL-related efficacy perceptions. Therefore, although respondents' mean ESLPDQ self-efficacy ratings fell within the Complete Confidence, or highest range, they did not perceive this strong sense of efficacy to have been influenced primarily by mastery experiences afforded them during ESL PD courses. Perhaps participants perceived non-mastery experiences to be more influential because they had more opportunities to complete these types of learning experiences during their PD coursework, as noted in Chapter Four. Participants may have viewed mastery experiences as more influential if they had completed a greater number of these experiences that resulted in successful outcomes.

Chapter IV also noted that descriptive findings differed from inferential results regarding the influence of PD activities on participants' ELL-related efficacy perceptions. The lack of an inferential correlation between learning activities and participants' self-efficacy ratings may have been the result of the small sample size. Nevertheless, without an established correlation, it cannot be assumed that the learning activities participants

perceived to have contributed to their ELL-related efficacy will strengthen efficacy perceptions of other PD participants. Moreover, participants' perceptions that their strong efficacy ratings were linked to non-mastery experiences should not be interpreted to mean that PD programs should not strive to provide an abundance of mastery experiences with their potential power to strengthen self-efficacy.

The ESLPDQ respondent profile indicated that participants did not consistently distinguish between good teaching for all and the culturally and linguistically responsive instruction recommended for ELLs. On ESLPDQ fixed-response items, participants rated their efficacy to complete ELL-responsive skills (that reflected ESL PD content) within the Complete Confidence range. However, when completing open-ended constructed response items, participants reported their PD content implementation in general education settings more than in ESL-specific contexts. Respondents' limited references to culturally and linguistically instruction for ELLs did not reflect their perceptions that topics thoroughly covered during the PD program included cultural awareness and culturally sensitive classrooms. From a social cognitive perspective, the lack of distinction between general education and ELL-specific instructional settings may reflect respondents' limited cognitive awareness of ELLs' particular needs. This limitation may stem from the lack of opportunity for mastery experiences, particularly with ELLs. Perhaps more first-hand experiences could have sharpened participants' awareness of context-specific factors regarding ELLs.

Category One Summary

The respondent profile and perceptions data revealed an educator group motivated

to pursue the ESL PD enrollment for a variety of reasons, not all of which focused on acquiring additional knowledge and skills specific to ELLs' instructional needs. Respondents perceived their efficacy to instruct ELLs was strong. However, they indicated preferences for in-class learning activities that may not have afforded mastery experiences with the greatest potential to enhance their efficacy. Respondents' strong efficacy ratings to instruct ELLs also did not match their more frequent general education descriptions of their efforts to implement PD curriculum. Participants' tendency to revert to a general education perspective may indicate limited change in their cognition and behavior regarding ELLs' need for culturally and linguistically responsive instruction. The participant profile raises the question: do the participants view the ESL PD program as something to simply complete rather than an opportunity to enhance who they are as educators for a special population of students? The goal of the ESL PD should not be to provide a user-friendly endorsement option, but to provide rigorous instruction that improves teacher skills and efficacy in a substantive way. The discussion of Category Two will examine the ESL PD program's influence on participants' efficacy perceptions.

Category Two: Program Resources to Influence Efficacy

The potential of ESL PD program resources to influence participants' efficacy to instruct ELLs was informed by the analyses of the study's secondary data sets and selected ESLPDQ results. The following discussion of these findings addressed Research Question 1.2, focused on the program's curriculum, and Research Question 1.3, centered on its pedagogy. Inclusion of Research Question 1.5 results deepened the discussion with the examination of Category Two elements from the perspective of LEA personnel.

Professional Development Resources to Influence Efficacy

The study's secondary data set analyses identified program resources that featured effective ELL-context-specific PD. These resources included relevant curriculum topics, as identified in the literature and verified through the study's syllabi analysis.

Furthermore, in-class and homework activities reflected the topics included in this analysis. These curricular and pedagogical resources contributed to the program's potential to influence participants' efficacy perceptions as ELD instructors through exposure to ESL-specific curriculum and related pedagogy. This exposure could contribute to PD participants' knowledge and skills regarding culturally and linguistically responsive instruction.

Framed by the four efficacy information sources, the ESL PD course syllabi analysis examined the delivery of curricular information. Analysis results revealed that a limited number of homework activities required direct instruction of ELLs, which is considered a mastery experience. This finding may be related to PD participants' inconsistent references to ESL-specific implementation of course content. Without sufficient mastery experiences, participants may not have advanced along the PD continuum from implementing general education content to applying ESL-specific knowledge and skills. This inconsistency could perpetuate the gap between the identification and implementation of effective ELD strategies (Garcia et al., 2009; Short & Fitzsimmons, 2007).

The participants' inconsistent references to ELL-specific contexts were in contrast to interviewees' feedback, which clearly identified PD curriculum that addressed the

specific instructional needs of ELLs. LEA officials' familiarity with the PD curriculum and pedagogy likely facilitated their ability to make this distinction. Interview data indicated that district-level personnel perceived ESL PD curriculum and pedagogy to provide what was needed to increase participants' efficacy as teachers of ELLs. Perhaps, the LEA personnel assumed PD participants were developing a deeper level of awareness as they progressed through the program, which may not have been the case.

PD implementation is included in Level 3, Organization Support and Change, of Guskey's (2000) 5-level PD model used to structure this study. Level 3 poses the question to organizations such as LEAs: "Was implementation advocated, facilitated, and supported?" (Guskey, 2000, p. 80). This LEA-level query addresses the limited opportunities ESL PD participants had to implement PD content in ESL-specific contexts. Without sufficient LEA-level support to facilitate PD implementation, participants may not develop sufficient motivation and perseverance to persist in implementing PD learning on their own.

Professional Development Evaluation

Effective PD evaluation is key to an organization's efforts to demonstrate that PD efforts benefit all stakeholders (Guskey, 2000), including PD participants and their students. The sponsoring university's course evaluation form and the study's ESLPDQ facilitated the evaluation of the PD program's potential to influence participants' efficacy to instruct ELLs. Specifically, these instruments gathered feedback from PD participants, who are an invaluable information source for LEAs seeking PD evaluation data. An examination of both instruments informed this discussion regarding the program's

potential to influence participants' efficacy.

When considering the sponsoring university's course evaluation form, it is important to remember that it was not designed for this study and did not necessarily reflect the study's social cognitive framework. Nevertheless, this form provided important corroborating data for the study's other data sets. Furthermore, this course evaluation form was part of the LEA's ESL PD program during data collection and served as a primary source of PD participant feedback. However, the form may be too generic to thoroughly assess participants' efficacy perceptions. As stated in Chapter Four, the structure of the four items on this form may have generated more positive comments from respondents than potential concerns. Despite the generic, broad nature of the evaluation-form items, their constructed-response structure allowed for participants to provide detailed feedback through their written responses.

Unlike the generic course evaluation form, the ESLPDQ fixed-response items may have been too specific, which may have influenced the participants' responses in two particular ways noted below. This interpretation was based on the differences between participants' high ESLPDQ efficacy ratings on the ELL-specific fixed-response items and the preponderance of participants' general education references on the open-ended constructed response items.

1. ESLPDQ fixed-response items provided detailed examples of culturally and linguistically responsive skills on which participants were to rate their efficacy to complete in ELL-related instructional settings. For example, "Write language objectives that help ELLs manage the linguistic demands of my curriculum topics and related learning materials." Six constructed-response items required participants to formulate

their own answers regarding their ESL PD experience. For example, “Please describe a specific example of one particular instructional activity you learned about during the ESL endorsement professional development program that you have tried in your own classroom. Please include your perceptions regarding the outcome of the use of this activity.” Without the structure of the fixed-response items’ verbiage and rating task, perhaps participants did not have sufficient context-specific cognitive and behavioral resources to generate ELL-specific constructed responses. These constructed-response data indicated a more generic understanding and appreciation for user-friendly PD elements and less sophisticated implementation.

2. The fixed-response descriptions of best practices in ELL settings may have influenced respondents ratings on the 0-100 efficacy scale. Perhaps respondents concluded that because of their ESL PD participation, they should feel capable to implement these practices to a high degree. As a result, participants’ efficacy ratings may have reflected over-claiming due to social desirability bias. Balancing fixed-response and constructed-response data would help the LEA avoid misinterpreting high efficacy ratings as a stronger indicator of the PD’s potential to influence participants’ efficacy than may be the case.

The ESLPDQ design attempted to follow the social cognitive notion that measures of context-specific efficacy must be tailored to reflect the domain being evaluated (Bandura, 2006). Guskey’s (2000) PD evaluation model also recommended a tailored questionnaire specific to the PD program under review. Moreover, an efficacy measurement must provide appropriate context specificity so that the instrument maintains practicality and validity (Tschannen-Moran et al., 1998).

PD assessment tools that collect data beyond participants' self-report course evaluations could have provided more thorough PD implementation data. Debnam et al. (2015) cited the importance of educators reflecting on their own beliefs when evaluating culturally responsive practices but stressed the need to "obtain an assessment of actual usage of (culturally responsive) skills" through more objective measures such as classroom observations (p. 545). To this end, these authors paired ratings on self-report cultural responsiveness scales with classroom observations of 142 elementary and middle-school teachers. Selected results showed significant relationships between certain aspects measured on the self-report scales and specific observed strategies. However, in general, descriptive data revealed relatively high scores on teachers' self-report scales that were tempered by classroom observation findings that showed "scores on the use of culturally responsive teaching strategies...within the 0 (never) to 1 (rarely) range" (p. 544). McGraner and Saenz (2009) noted that ESL PD evaluations should include self-report reflections enhanced by observations with the goal of teaching PD participants "how to enact highly effective instruction" (p. 11) geared toward ELLs.

These examples of multiple measures for PD program evaluation is supported by social cognitive theory's reciprocal determinism cycle. Teachers' cognitive processing regarding their perceived capabilities to instruct ELLs may spawn higher efficacy perceptions. However, observations of implementation behaviors in the classroom environment may not substantiate these initial perceptions. Such incongruity could stimulate additional reflection and increased awareness regarding ELLs' instructional needs, including the motivation to improve delivery of ELL-supportive instruction. The result of this cycle could include changes in the environment as ELLs' language

development and academic achievement improve as outcomes of more culturally and linguistically responsive instruction.

The ESL PD program provided curricular and pedagogical resources that could influence participants' efficacy perceptions as ELD instructors. Applying the study's social cognitive framework, including efficacy information sources, provided a more focused examination of the varying degrees of influence the ESL PD program may have on participants. This examination revealed that opportunities for mastery experiences requiring implementation with ELLs were limited.

The two instruments used for program evaluation yielded data reflecting participants' perceptions of their ESL PD experience. However, these tools may not have captured a complete assessment of the program's potential influence on participants and their ELLs. PD evaluation could have been enhanced with the inclusion of more specific input regarding participants' ELL-related implementation actions, particularly mastery experiences with ELLs. Such tailored data could have deepened the analysis of participants' implementation of ESL PD content and its influence on their ELL-specific efficacy. Including such self-efficacy rating items on the course evaluation form could guide LEA efforts to bolster PD participants' ELL-specific efficacy. This feedback could indicate the level of influence ESL PD curriculum and pedagogy have on participants' ELL-specific efficacy perceptions. Finally, PD program evaluation activities could include attention to increased implementation activities during ESL PD participation and after program completion.

Although viewing the ESL PD program through a social cognitive lens identified the concerns noted above, positive program aspects were also noted, including resources

with the potential to positively influence participants' self-efficacy perceptions. For example, the PD curriculum addressed critical aspects of culturally and linguistically responsive instruction for ELLs. The pedagogy included ELL-appropriate instructional strategies for participants to observe and implement. Moreover, assignments, such as reflection papers, could raise participants' awareness regarding ELLs' needs and in turn, strengthen their efficacy with these students. Through the study's findings, program improvement could be realized by:

- strengthening the ELL-specific curricular and pedagogical foundation with increased mastery experiences with ELLs and
- enhancing program evaluation to facilitate ESL PD content implementation.

Limitations

In addition to the anticipated limitations explained in Chapter One, the following limitations were identified as the study proceeded.

Despite the nuanced findings that can inform the described program, it is the limited potential participant pool ($N = 61$) that restricts any interpretation of this study's findings. However, it is important to note that the study has relevance despite this small number given that it was the first attempt made by the LEA to systematically explore the influence of its ESL PD program. Furthermore, the study could serve as the initial phase of a larger evaluation of the targeted PD program. Although the participant number was small, as the researcher attended to constructing and maintaining a sound research design, data gleaned from the available data sets have the potential to contribute to the cumulative knowledge base (Punch, 2003/2007).

As described in Chapter III, the study was to have included a focus group comprised of ESLPDQ respondents, but no questionnaire participants volunteered for this opportunity.

After the questionnaire window had closed and all completed questionnaires had been gathered, the researcher found that one item had been worded incorrectly, which changed the meaning of the item, as shown below.

Adapt mainstream texts to make them context-reduced and more comprehensible for ELLs. (incorrect)

Adapt mainstream texts to make them context-embedded and more comprehensible for ELLs. (correct)

The ESLPDQ item designed to gather respondents' demographic data failed to identify the primary languages of those with non-native language learning experiences. However, the related interview question specified "ELL" language learning experiences when interviewees were asked regarding the influence of PD participants' demographic characteristics on efficacy with ELLs. Additional information on participants' language learning experiences would have informed the analysis of the impact of this demographic factor. Coady et al. (2011) found that having non-English language capabilities was positively associated with self-assessed level of preparedness to teach ELLs. A related limitation was a lack of consistency between the ESLPDQ item regarding language learning experiences and interview item that specifically referenced English language learning experiences. These differences made it difficult to compare data from these items, which hampered identifying possible implications regarding the influence of language learning experiences on efficacy perceptions to teach ELLs.

The ESLPDQ included a two-part item on which respondents were to have

selected which of 10 factors had influenced their decision to enroll in the ESL PD program. The participants were then to have ranked the selected factors according to the weight of influence each factor had on their enrollment decisions. Eight participants completed both parts of the item correctly; six selected from the factors but did not rank them, and one respondent did not complete the item. Complete data regarding enrollment factors would have allowed for analysis beyond the frequency rate at which the factors were selected including which factors were most influential.

When planning the qualitative analyses, the researcher identified a priori codes based on her familiarity with established ESL PD curriculum and pedagogy. The researcher assumed the selected a priori codes would be applicable to qualitative questionnaire and course evaluation summaries data gleaned from ESL PD program participants' input. Throughout the coding process, the researcher did not apply these a priori codes very often. Although the codes reflected terms from the fields of language acquisition, English language development instruction, and federal legislation, for example, the ESL PD participants rarely used these terms when discussing their PD experiences, so a priori codes were augmented with inductive codes. These inductive codes more closely reflected participants' responses to questionnaire and course evaluation items than did the a priori codes. Examples of inductive course evaluation codes are listed on Table 15 and include terms that describe specific learning strategies (e.g., personal dictionaries, hands-on activities) and various program elements (e.g., summer course schedule, textbooks). Augmenting a priori codes with inductive codes when analyzing participants' constructed responses reflected the study's finding related to ESL PD participants' inconsistent references to ELL-specific principles. Perhaps

participants' limited use of language that included a priori codes represented their nascent grasp of these principles and how they can influence ELD instructional practices.

How This Study Contributes to the Field

Because the study's participant pool was small ($N = 15$), any interpretation of data is tentative. Nevertheless, the findings contribute to the field by illustrating ways PD programs can support teacher learning, particularly cognitive and linguistically responsive instruction for ELLs. The following ESL-specific implications, centered in PD program evaluation and content implementation, may also apply to PD programs that address various educational topics.

Implications for Professional Development Program Evaluation

Although study participants provided generally positive feedback about the program, there was insufficient evidence that the program actually changed their instruction of ELLs in identifiable ways. Therefore, it follows that relevant implications from the study would reflect robust program evaluation that could provide additional evidence of the PD's impact. Such an evaluative focus could more clearly determine if ESL PD participation contributes to improved educator knowledge and skills, and increased ELL language proficiency and academic performance, as prescribed in ESSA's (2015) PD guidelines. Without an enhanced PD program evaluation, the LEA will not have sufficient empirical data to identify effective PD elements and those that require improvement. The LEA's first attempt to systematically evaluate its ESL PD program, and the resulting implications, may provide insights for other entities considering PD

program evaluations. Insights derived from this initial review include the following.

1. Establishing a social cognitive theoretical framework for the LEA's program evaluation facilitated data collection and analyses, and the development of the teacher-efficacy questionnaire. Social cognitive theory, particularly the construct of context-specific efficacy, could be applied to evaluations for general education PD programs and those for distinct student populations such as ELLs.
2. Context-specific PD evaluations could assess if participants increased their knowledge and skills beyond the general education setting to include the specialized needs of ELLs or other student sub-groups.
3. Participants' self-reported questionnaire data could be augmented with classroom observation data in order to gauge the extent to which participants' perceptions are reflected in their instructional practices.
4. Social cognitive theory's reciprocal determinism cycle could inform the comparison of questionnaire and observational data by exploring whether PD participants' perceptions influence their teaching behaviors in ways that augment the classroom environment through improved ELL achievement.
5. The LEA could assess its current course evaluation system, including the use of the partner university's course evaluation form. Given this study's findings regarding limited ELL-specific implementation opportunities, this form may need to be revised in order to gather specific, actionable implementation data from participants including their self-efficacy perceptions.
6. Periodic syllabi and related program materials evaluation could assess the efficacy information sources afforded PD participants. Such assessment would promote an appropriate balance among mastery experiences and the other three, less-influential sources of efficacy information.
7. Routine evaluation of PD learning materials would also promote the program's purpose to strengthen teacher efficacy with ELLs. Ongoing materials evaluation would also foster program fidelity, particularly as PD curricular and pedagogic elements evolve.
8. Inclusion of Guskey's (2000) final levels of PD evaluation, Level 4, Participant Use of New Knowledge and Skills, and Level 5, Student Learning Outcomes, could provide the foundation for ongoing assessment of ESL PD's influence on participants' perceptions and practices and their ELLs' achievement.
9. Future program evaluations could gather ESL PD enrollment data, including PD participants' input regarding motivational factors that influenced their

enrollment. This exploration may yield data regarding the influence of salary and job security factors along with those more directly linked to educating ELLs.

10. Gathering LEA administrators' feedback on the ESL PD program may explicate the study's finding that only 43% of questionnaire participants were encouraged by their administrators to enroll in the ESL PD program.

Implications for Professional Development Content Implementation

According to Guskey's (2000) 5-Level PD evaluation model, program evaluation activities culminate in the assessment of participants' implementation of PD content (Level 4) and its impact on student achievement (Level 5). These possible PD outcomes were not directly assessed by the current study although the study's findings provided insights into participants' PD content implementation. Specifically, syllabi analysis verified the inclusion of ELL-specific content in ESL PD curricular and pedagogical elements, yet despite these ELL-specific curricular references, questionnaire respondents described PD content implementation in general education settings more than in English language development contexts. The LEA could facilitate increased ESL PD implementation in ELL-specific contexts through the activities listed below. These actions could be adapted for non-ESL PD programs that address various content topics.

1. The study's data sources consistently indicated that ESL PD was perceived to provide applicable content. PD activity implementation could capitalize on this program strength with more explicit connections made between the activities and their related PD curriculum content. Written activity instructions and PD instructor explanations could provide natural opportunities to highlight these connections.
2. Contextualizing PD learning activities to reflect participants' settings could address interviewees' assessment that practical PD content was perceived more positively than theoretical content. Clearly indicating how implementation activities facilitate the practical application of theoretical

concepts may help participants better understand specific theoretical concepts as they put them into practice. Helping participants make these contextual connections could increase the authenticity of learning activities, which could strengthen their potential as meaningful mastery experiences.

3. PD instructors could ensure that existing mastery experiences, such as direct instruction of ELLs, are sufficiently supported to facilitate their effective completion by participants. An example is peer coaching, which is required in five of the six courses. Coaching assignment requirements could specify that ESL PD instructors participate in coaching PD enrollees rather than allowing the enrollees to coach each other. Direct involvement of the instructors in coaching would contribute to LEA-level support of PD content implementation. In particular, instructors could use their extensive knowledge of ELD principles to help participants apply these principles during the coaching sessions. Additional LEA personnel who have the SEA ESL endorsement and are trained in peer coaching could assist ESL PD instructors with this coaching requirement.
4. LEA and the partner university could explore adding and/or modifying assignments to increase the number that require direct instruction of ELLs. To this end, a course assignment analysis could be completed to determine if ESL PD assignment requirements reflect best practices included in the extant literature. Based on relevant findings, the rigor and intensity of the assignments could be increased, particularly to incorporate additional mastery experiences with ELLs, their families, and their communities.
5. Existing ESL PD homework assignments, such as interviews with ELLs, could be enhanced through more complex, sophisticated assignment requirements. Lenski et al. (2010) provided an example with ethnographic observations made in ELLs' communities by pre-service teachers. The goal of these observations was to move the educators "beyond (cultural) awareness to deeper understandings" of the complex nature of culturally and linguistically responsive instruction (p. 89). Participants completed multicultural observations and related reflection activities through which their "initial awareness of ... cultural issues" (p. 93) evolved to a heightened understanding of the educator's role in these issues. This role included the knowledge and skills to provide curriculum differentiation and to build positive relationships with diverse students and families.
6. ESL PD homework activities could require participants to incorporate ELL-specific PD content concepts, such as the impact of culture and language on ELL academic achievement (de Jong & Harper, 2005). This requirement could provide more opportunities for participants to apply knowledge and skills in authentic instructional settings with ELLs.
7. LEA personnel could collaborate to address potential roadblocks that may

hamper implementation of PD content with ELLs. For example, low-ELL enrollment could limit PD participants' opportunities to complete mastery experiences with these students. LEA-level efforts by PD instructors and other LEA personnel could facilitate participants' increased access to ELLs such as those enrolled in other classes in participants' schools.

Implications Summary

Implications for ESL PD program evaluation and content implementation have currency given the continued growth of ELLs in U.S. public schools and the persistent achievement gap between ELLs and their native-English speaking peers. Moreover, implications from this ESL PD evaluation example are particularly salient given the 2015 ESSA guidelines regarding ELD for ELLs. ESSA calls for SEAs and LEAs to prepare mainstream, grade-level teachers to share the responsibility of providing ELLs with ELD and content-area instruction. The proffered implications include participant-level and LEA-level actions that could strengthen the ESL PD program's influence on participants' efficacy with ELLs. This increased influence could contribute to the linguistic and academic advancement of these students.

Future Research

Professional development elements identified in this study and data from ongoing LEA program evaluations could inform the field by addressing the need for additional research in the following areas, as cited in the extant literature.

1. Measure the effects of interventions designed to strengthen the crucial construct of teacher efficacy with its potential to improve student outcomes (Ross & Bruce, 2007). The ESL PD participants in this study identified in-class activities as the most influential PD learning experience on their efficacy to complete ELL-related skills. This finding may have been influenced by the higher number of in-class activities participants completed when compared to

the limited availability of activities requiring direct instruction of ELLs. Once the number of direct instruction activities is increased, participants could report on which learning activities influenced their efficacy to complete ELD-specific skills. The two data sets could be compared to determine if increased mastery experiences with ELLs were perceived to be more influential than in-class learning activities.

2. Explore the relationships among educator variables and (1) self-efficacy beliefs (Tschannen-Moran & Hoy, 2007; Coady et al., 2011) and (2) preparedness to teach ELLs (Coady et al.). Possible variables from the reported study include PD participants' demographic data, PD enrollment factors, PD pedagogy preferences, and PD content implementation in participants' classrooms. For example, additional data could be collected from members of groups with statistically significant relationships among specific demographic variables and ELL-efficacy ratings. Such a group from this study could include participants with additional language experiences. These educators could be interviewed to explore why this demographic marker was related to a lower efficacy rating to advocate for greater involvement of ELLs and their families in the school community.
3. Examine the measurement of efficacy sources in education-specific contexts (Klassen et al., 2011) to assess the frequency of the four sources afforded by PD programs in order to promote the robust use of mastery experiences. This benchmark measurement could be included in a comprehensive ESL PD program evaluation plan, particularly as curricular and pedagogical elements evolve. Routinely measuring the frequency and quality of efficacy information sources could increase an LEAs' confidence that ESL PD offerings are designed to strengthen participants' ELL-specific efficacy. This measurement could also be applied to other PD program evaluation plans. Consistent use of this metric could contribute to the PD's potential to increase participants' efficacy and the related positive influence on student achievement.
4. Examine PD participants' knowledge and application of principles of second language acquisition (Genesee et al., 2005) using Guskey's (2000) Level 4 to evaluate this and other examples of ELL-specific PD content implementation. Existing PD homework assignments, such as peer coaching, offer authentic opportunities during which the implementation of ELL-specific PD content could be assessed. A recommendation noted earlier included increasing the rigor and intensity of PD course requirements. This could include ensuring that ELL-specific principles, such as those related to language acquisition, are addressed in activities and assignments. From there, participants' performance on these tasks could be assessed by the LEA to gauge the level of implementation of ELL-specific principles.
5. Explore the optimum level of specificity in the measurement of efficacy perceptions (Tschannen-Moran et al., 1998) to provide valid, balanced

program evaluation tools that yield actionable data. Participants' feedback on course evaluation tools would provide crucial data for ongoing PD program evaluation. Seeking participants' input using both fixed- and constructed-response items would provide the LEA with in-depth data from the participants' perspective. Combining these data with additional program evaluation input from classroom observations, ELL language development and achievement data, and course materials analyses, would provide the LEA with rich data sets on which to build a substantive PD program evaluation plan.

Conclusion

This study represented the featured LEA's first attempt to evaluate its ESL PD program. In addition to facilitating this crucial step for the LEA, the study also provided a model of PD evaluation for the field. The program evaluation at the center of the study reflected the importance of cooperation and collaboration among the LEA, the sponsoring university, and the participants (He et al., 2011). In particular, data gathered at the participant level elucidated the program's influence on the educators' efficacy to instruct ELLs. Without the participants' perspective, critical findings regarding their PD experiences may have remained unknown.

The study's findings also identified program-level factors educational agencies may encounter as they help participants move along the continuum from just good teaching to culturally and linguistically responsive instruction designed to meet ELLs' specific needs. An agency's commitment to offer ESL PD that promotes this tailored instruction has currency given the continued growth of ELLs in U.S. public schools and the persistent achievement gap between ELLs and their English-speaking peers. Furthermore, insights from this study's ESL PD program evaluation are particularly relevant given ESSA's directive regarding these PD offerings. The ESSA expectation is

that PD programs will prepare general education teachers to share the responsibility for providing ELD and content-area instruction crucial for the linguistic and academic advancement of ELLs. Sound PD evaluation will facilitate agency compliance with this federal standard.

Employing a social cognitive theoretical framework for the study brought insights regarding educator efficacy and the PD elements that can strengthen this powerful perspective. The framework highlighted the importance of valid program evaluation tools including objective course evaluations and thorough PD materials analyses. These tools can lead to a deep understanding of ESL PD program resources and their potential to influence participants' efficacy to instruct ELLs. Inclusion of social cognitive elements, such as context-specific PD and the sources of efficacy information, can strengthen PD participants' motivation to persist in their efforts to implement best practices consistently in their classrooms (Tschannen-Moran et al., 1998). These efforts can facilitate English learners' mastery of the language and academic skills critical to their educational progress. To realize this goal, PD programs are needed to extend pedagogical expertise in supporting ELLs to more teachers and in deeper, more effectual ways.

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APPENDICES

Appendix A

English as a Second Language Professional Development Questionnaire

English as a Second Language Professional Development Questionnaire

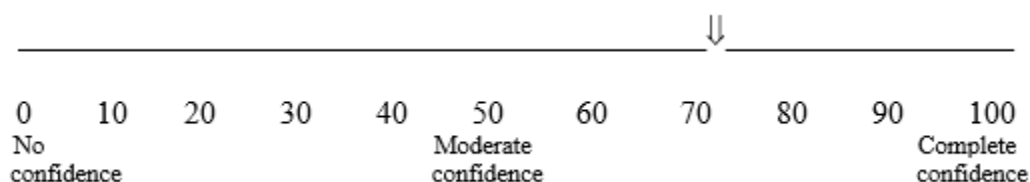
The following questionnaire is part of an evaluation of the [LEA] English as a second language (ESL) endorsement professional development program in its current format, which began in the 2012-2013 school year and continues to the present. Your feedback will provide valuable information regarding the impact of the program on its participants. Your responses will be kept strictly confidential and you will not be identified by name. This questionnaire is for *all* who have participated or who are currently participating in the ESL endorsement program so please complete every item to the best of your ability. Even if you are only beginning the program, your input will be very helpful. However, if you have decided to withdraw from the ESL endorsement program, please do not complete the questionnaire.

If you have any questions or concerns, please contact [the researcher], at [the researcher's work email]. Thank you for your time and your contribution to the [LEA]'s efforts to provide effective professional development.

Section One

Instructions: Each item in Section One requires two responses. To complete the first portion of the item, please read the statement and indicate your level of confidence to use the skill described in the statement in the following settings: (1) a typical day of classroom instruction to students who include English language learners (ELLs) who are not yet identified as proficient and/or (2) other educational settings (faculty meetings, parent-teacher conferences, etc.) wherein teaching ELLs is a factor. Using the button on the slide bar, please indicate your level of confidence from 0 (I have no confidence at all that I can do this.) to 100 (I am completely confident that I can do this).

(Note: An interactive 0-100-point slide bar similar to the example shown below was placed here.)



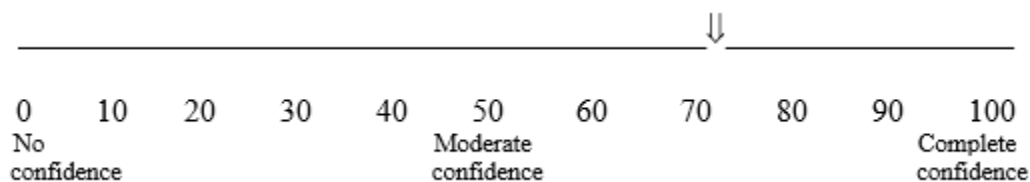
Then, complete the second part of each item by indicating which of the following learning activities used during [LEA]'s ESL endorsement courses you believe increased your confidence level to use the skill described in the statement. For each questionnaire item, please choose all learning activities that apply. The learning activities are not ranked in any order but are simply organized alphabetically.

- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-Class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

Because of my participation in the [LEA] ESL endorsement program, I feel confident to:

1. Identify specific cultural beliefs and practices of my students.

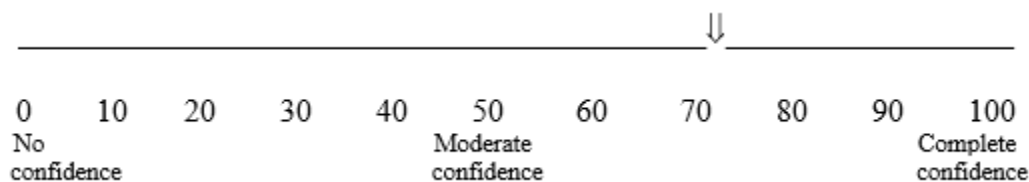
(My level of confidence)



(The learning activities that increased my level of confidence)

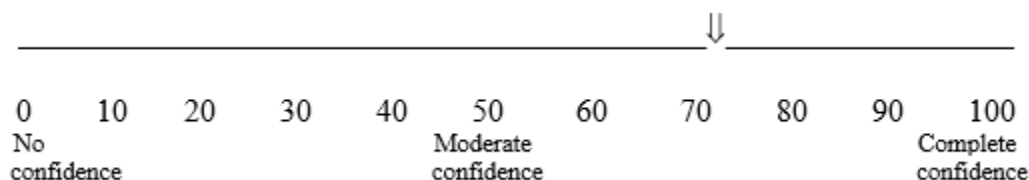
- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

2. Adapt learning activities in ways that allow English language learners to use their cultural beliefs and practices, such as allowing students to demonstrate content mastery in a variety of ways.



- ☐ Course Readings

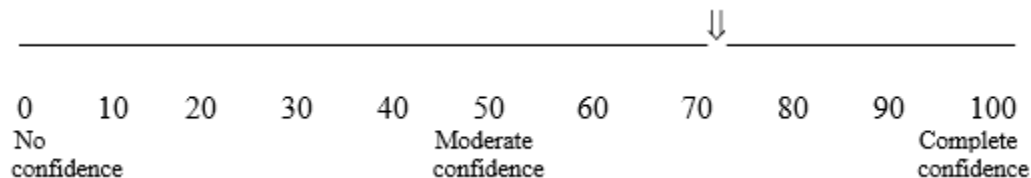
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs
3. Identify when my curriculum topics and related instructional materials use examples from the U.S. majority culture that may be different from the cultures of my students from minority groups.



- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals

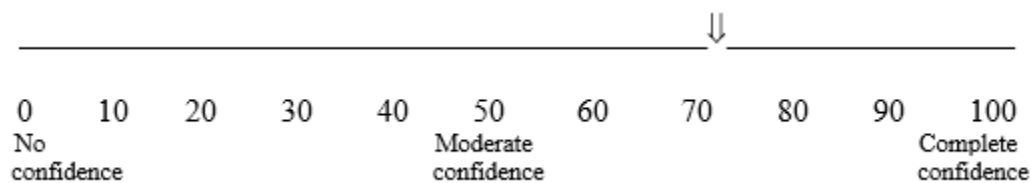
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

4. Interact comfortably with ELLs who are from cultures other than my own.

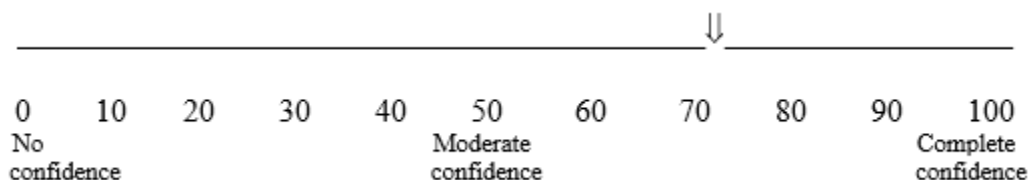


- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

5. Differentiate my classroom instruction based on a student's [SEA ELP assessment] proficiency level.



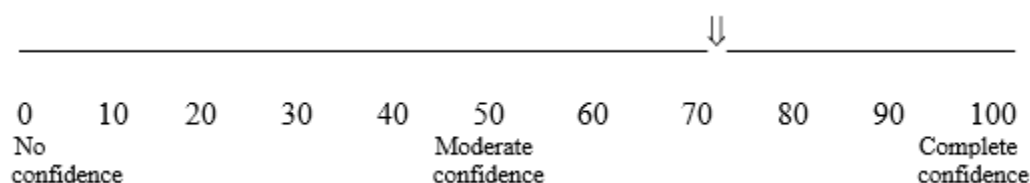
- ☐ Course Readings
 - ☐ Group Presentations/Projects (completed either in-class or as homework)
 - ☐ Homework Assignments (completed on your own)
 - ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
 - ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
 - ☐ Journals
 - ☐ Peer Coaching
 - ☐ Response/Reaction Papers
 - ☐ Teaching/Tutoring ELLs
6. Provide students with learning activities that integrate listening, speaking, reading, and writing.



- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals

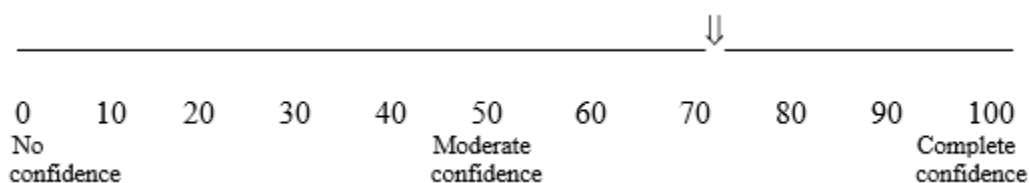
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

7. Use a variety of scaffolding strategies that make my curriculum content more comprehensible for ELLs.



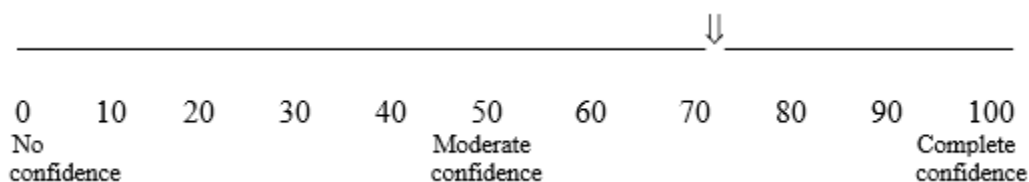
- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

8. Positively persist when ELLs do not understand me despite efforts to make my instruction more comprehensible.



- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

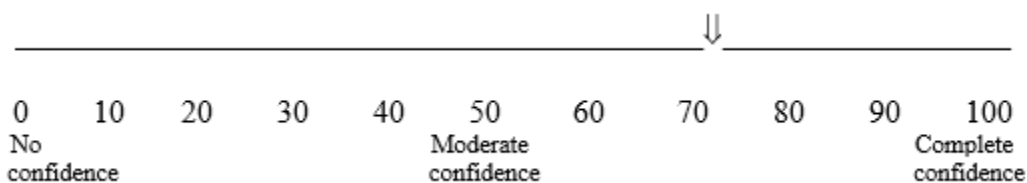
9. Maintain a positive attitude about being observed as I teach ELLs.



- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals

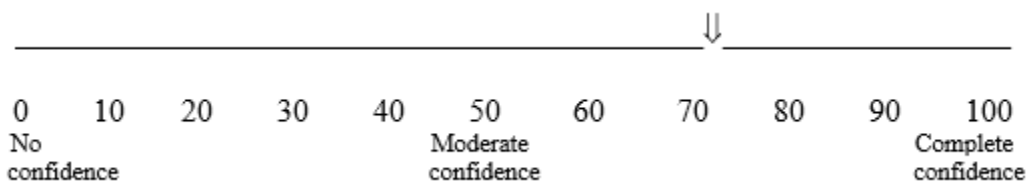
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

10. Adapt learning activities in ways that allow ELLs to use their first language resources.



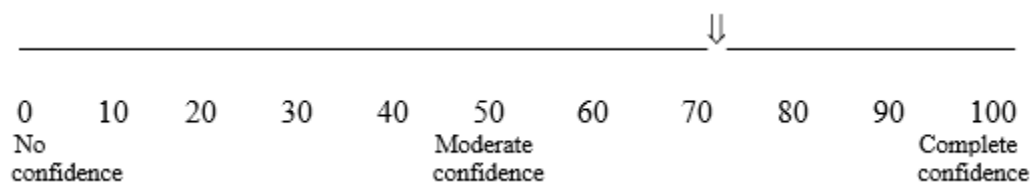
- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

11. Write language objectives that help ELLs manage the linguistic demands of my curriculum topics and related learning materials.



- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

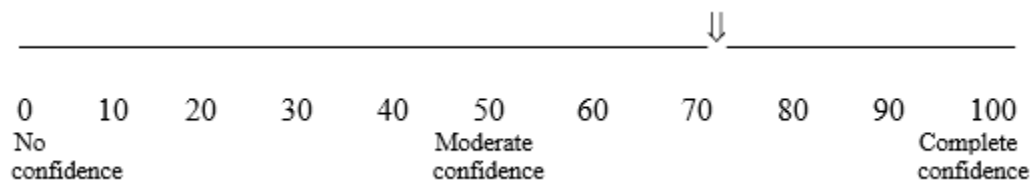
12. Recognize in ELLs indicators that their English language proficiency is increasing.



- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals

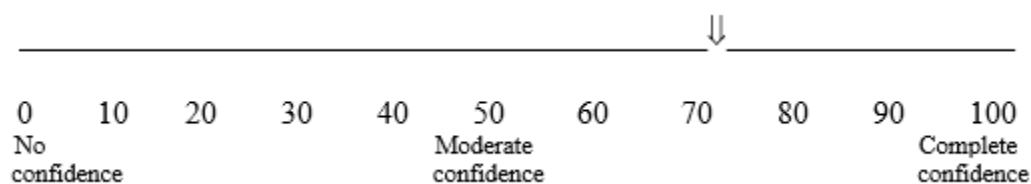
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

13. Provide effective reading instruction to ELLs.



- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

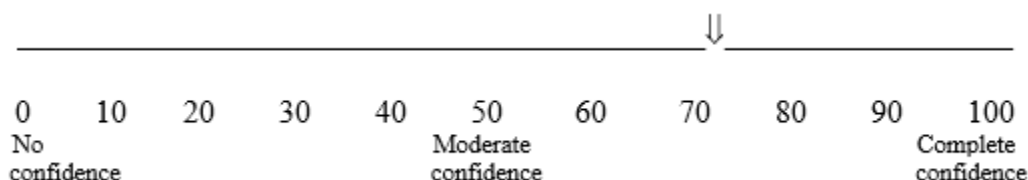
14. Provide effective writing instruction to ELLs.



- ☐ Course Readings

- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

15. Foster ELLs' academic language development with learning activities that are cognitively demanding.

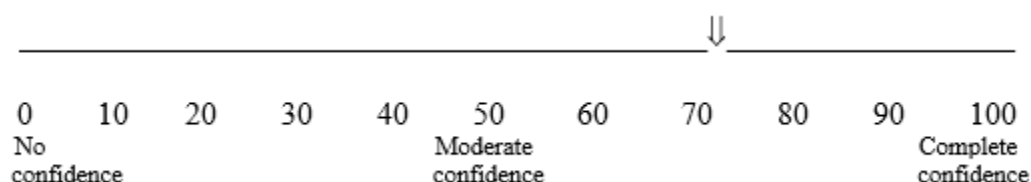


- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching

☐ Response/Reaction Papers

☐ Teaching/Tutoring ELLs

16. Adapt mainstream texts to make them context-reduced and more comprehensible for ELLs.



☐ Course Readings

☐ Group Presentations/Projects (completed either in-class or as homework)

☐ Homework Assignments (completed on your own)

☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)

☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)

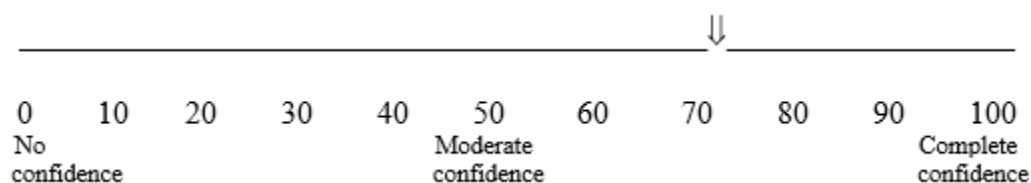
☐ Journals

☐ Peer Coaching

☐ Response/Reaction Papers

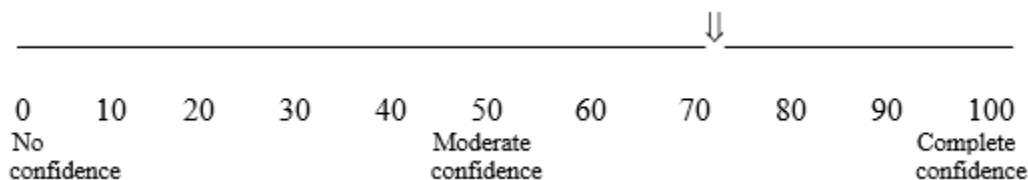
☐ Teaching/Tutoring ELLs

17. Adapt existing assessments to more accurately measure what ELLs know and are able to do.



- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

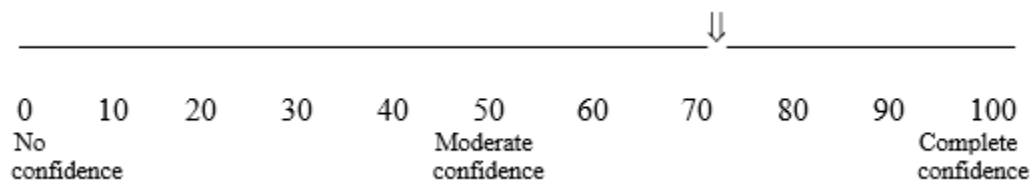
18. Provide oral and written feedback that is based on an ELL's English proficiency level.



- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals

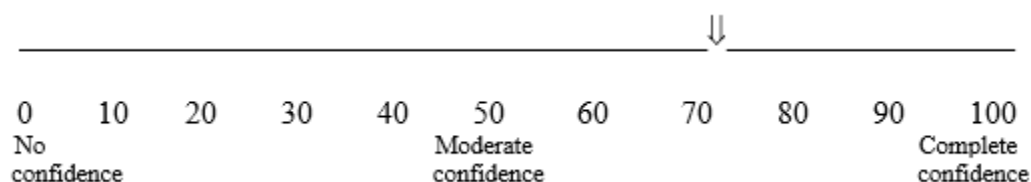
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

19. Use grading practices that are fair and equitable for ELLs.



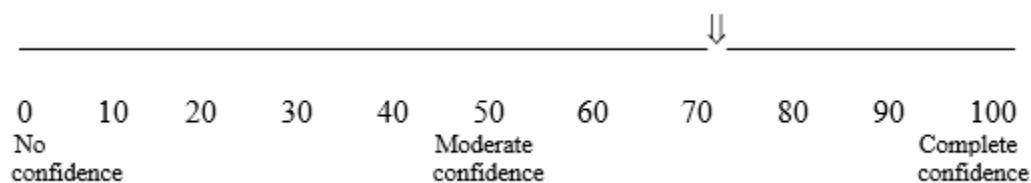
- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

20. Follow the federal regulation to provide ELL families with the same information I share with native-English-speaking families in a language the ELL families can understand.



- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

21. Incorporate the funds of knowledge ELL families possess into classroom instruction.

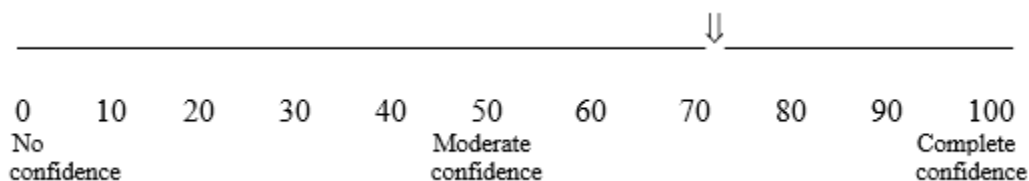


- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching

☐ Response/Reaction Papers

☐ Teaching/Tutoring ELLs

22. Advocate for greater involvement of ELLs and their families in our school community.



☐ Course Readings

☐ Group Presentations/Projects (completed either in-class or as homework)

☐ Homework Assignments (completed on your own)

☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)

☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)

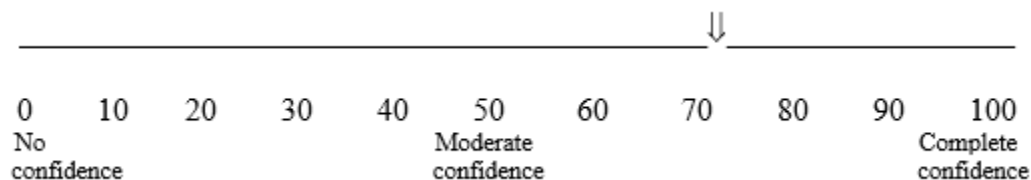
☐ Journals

☐ Peer Coaching

☐ Response/Reaction Papers

☐ Teaching/Tutoring ELLs

23. Willingly agree to have ELLs enrolled in my class(es) because I have an ESL endorsement.



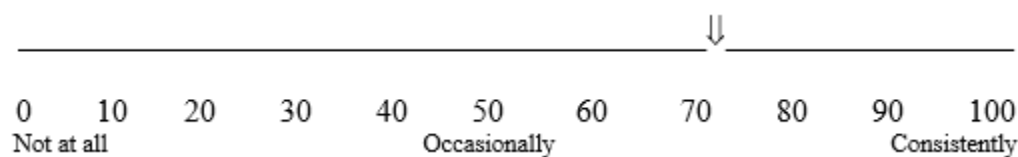
- ☐ Course Readings
- ☐ Group Presentations/Projects (completed either in-class or as homework)
- ☐ Homework Assignments (completed on your own)
- ☐ In-class Learning Activities (class discussions, guest speakers, instructor presentations, etc.)
- ☐ Interviews (with school-age and adult ELLs, parents of ELLs, colleagues, etc.)
- ☐ Journals
- ☐ Peer Coaching
- ☐ Response/Reaction Papers
- ☐ Teaching/Tutoring ELLs

Section Two

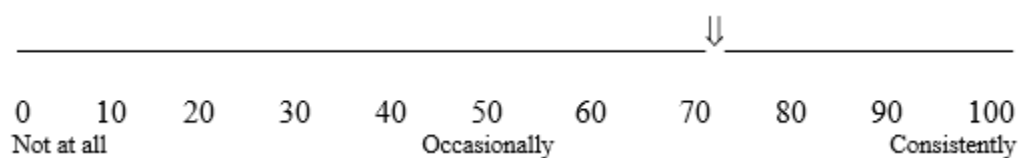
Instructions: Please complete the following items as thoroughly as possible.

- Please indicate the frequency with which you use the following instructional strategies included in the ESL endorsement curriculum.

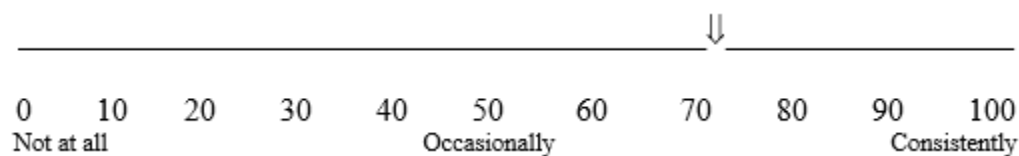
Cooperative Learning Structures



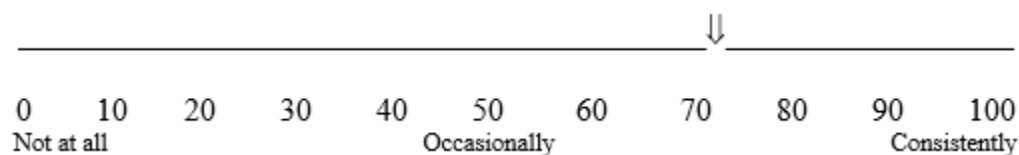
Drama (Role Plays, Skits, etc.)



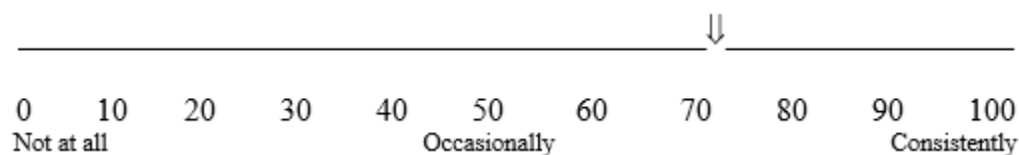
Foldables (Flap Books, Flip Charts, etc.)



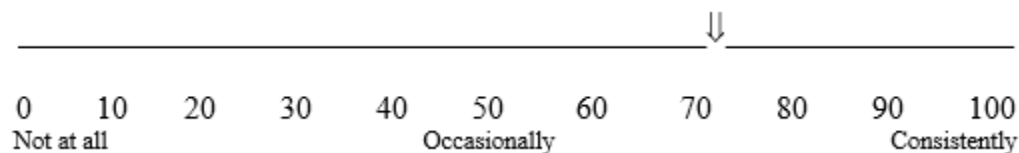
Language Learning Games



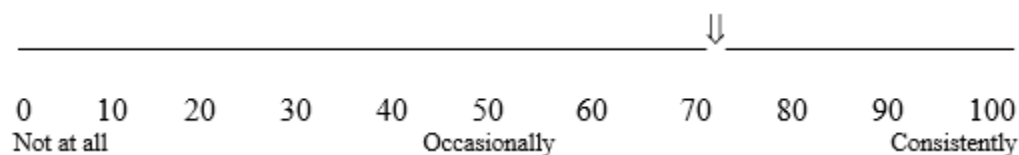
Graphic Organizers (T-Charts, Venn Diagrams, etc.)



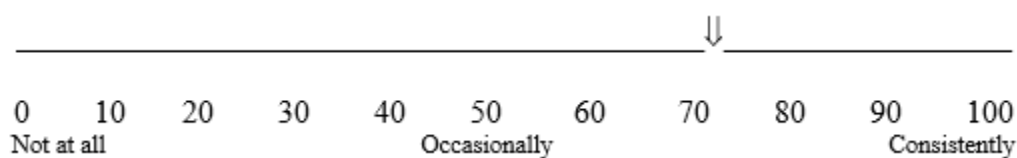
Music (Chants, Songs, etc.)



Total Physical Response



Visuals (Pictures, Realia, Video Clips, etc.)



2. Please describe a specific example of one particular instructional activity you learned about during the ESL endorsement professional development program that you have tried in your own classroom. Please include your perceptions regarding the outcome of the use of this activity.

(Space provided for constructed response)

3. Which aspects of effective instruction for ELLs were addressed well in the ESL endorsement program?

(Space provided for constructed response)

4. Which aspects of effective instruction for ELLs do you feel the ESL endorsement program needed to cover more thoroughly?

(Space provided for constructed response)

5. What do you think would facilitate your implementation of the ESL professional development curriculum upon completion of the program?

(Space provided for constructed response)

6. What influenced your decision to complete the ESL endorsement program?

Item 6 Instructions: Please select all the reasons listed below that influenced your decision and disregard those that don't apply to you. Please rank the reasons you select by putting a "1" in the blank to the left of the most influential reason, "2" next to the second most influential reason, etc., through to the least influential reason of all those that apply to you. If your decision to complete the ESL endorsement program was influenced by reasons not listed, please briefly summarize these reasons in the space marked "Other" and include these reasons when you rank all the reasons you

select.

_____ Encouraged to enroll by someone who already completed the [LEA] ESL endorsement program

_____ Encouraged to enroll by my administrator (principal or vice-principal)

_____ Encouraged to enroll by my staff developer, my district-assigned mentor, etc.

_____ Enrolled because a friend, colleague, etc., either was already enrolled or had agreed to enroll with me

_____ Increased numbers of English language learners in my class and/or in my school

_____ To increase job security

_____ Interested given my limited experience teaching ELLs

_____ Interested because of my prior experience teaching ELLs

_____ Needed professional development credits for a salary lane change

_____ Needed graduate-level credits for my master's degree program

_____ Other:

7. Would you recommend the ESL professional development program to your colleagues? Why or why not?

(Space provided for constructed response)

8. Please describe any other specific changes you feel could be made to improve the [LEA] ESL endorsement program.

(Space provided for constructed response)

Section Three

Please provide the following demographic information.

1. Gender

☐ Female

☐ Male

2. District Assignment

☐ K-2

☐ 3-5

☐ 6-7

☐ 8-9

☐ 10-12

☐ Not listed above If you selected this response, please indicate the grade level(s) of the students assigned to you. _____

3. How many years of experience in education (teaching or administrating) do you have?

4. How many English language learners do you currently teach?

5. Have you experienced being a second language learner?

☐ Yes

☐ No

6. Of which ESL endorsement cohort are/were you a member? Select all cohort locations that apply.

___ [Cohort #1]

___ [Cohort #2]

___ [Cohort #3]

___ [Cohort #4]

7. Please indicate which [LEA] ESL endorsement courses you have already completed.

___ [ESL PD title for Multicultural Education course]

___ [ESL PD title for ESL Methods course]

___ [ESL PD title for Language Acquisition course]

___ [ESL PD title for Literacy and Linguistics course]

___ [ESL PD title for Assessment course]

___ [ESL PD title for Family and Community Involvement course]

8. Please briefly describe additional ESL-specific professional development you have received that took place *after* you enrolled in [LEA]'s ESL endorsement program.

(Space provided for constructed response)

Thank you again for your time and valuable feedback! If you would be willing to participate in a one-time, follow-up focus group to provide additional information about your ESL professional development experience, please include your name and email address below. Whether you have completed the [LEA] ESL endorsement program or are still enrolled, you are welcome to participate in the focus group interview.

(Fields for name and email address included below.)

Appendix B
Course Evaluation Form

STUDENT FEEDBACK FORM

(semester), (year)

(course number): _____

Instructor: _____

Please share your thoughts about this class with us!

1. One thing I liked about this course was

because

2. One thing that I wish you would change about this course is

because

3. One thing that I will remember from what I learned in this course is

because

4. Other comments?

Thank you!

Appendix C
Course Syllabi

COURSE SYLLABI

[course number]

[Multicultural Education course]

(3 semester credits)

Instructor:

Phone:

Email:

Location:

Student-instructor conferences by appointment

Empowering the student through knowledge, preparation, and ethics

The mission of the [partner university] [school of education] endorsement programs at [partner university] is to prepare individuals for further career choices and advancement. Our professional education programs provide innovative courses and experiences to support the demands of professional standards, intellectual rigor, and collaboration among faculty, community, and other professional stakeholders. To accomplish this task we engage candidates in research and standards based instruction in pedagogy, content, and professional ethics, diversity, community experiences, fieldwork and clinical practice, reflection and decision making, and technology opportunities. Participants acquire and develop knowledge, skills, and dispositions to positively impact students, the community, and themselves as they continue on the journey to life-long learning.

REQUIRED TEXTS

Michie, G. (1999). *Holler if you hear me*. New York: Teachers College Press.

Course Readings

[state publication deleted].

Au, K. (1980). Participation structures in a reading lesson with Hawaiian children: Analysis of a culturally appropriate instructional event. *Anthropology & Education Quarterly*, 11(2), 91-115.

Banks, J. (1993). Multicultural education: Historical development, dimensions, and practice. *Review of research in education*, 19, 3-49.

Boske, C. (2011). My name is Michelle : A real-life case to raise consciousness. *Journal of Cases in Educational Leadership* 14(2), 49-60.

Delpit, L. (n.d.). Power and pedagogy, in *New Learning*. Retrieved May 21, 2012 from [website]

Demmert, W. (2005). The influences of culture on learning and assessment among Native American students. *Learning Disabilities Research & Practice*, 20(1), 16-23.

Erickson, F. (2001). Culture in society and in educational practices. In J. Banks & C. Banks (eds.), *Multicultural education: Issues and perspectives* (4th edition), pp. 31-56. New York, NY:

Wiley.

- Freire, P. (1993) *Pedagogy of the oppressed*, chapter 2. New York: Continuum Books.
- Halagao, P.E. (2004). Holding up the mirror: The complexity of seeing your ethnic self in history. *Theory and Research in Social Education*, 32(4), 459-483.
- Iddings, A., Combs, M & Moll. (2012). In the arid zone : Drying out educational resources for English language learners through policy and practice. *Urban Education* 47(2) 495–514.
- Kaʻiʻimipono Kaiwi, M. & Kahumoku, W. (2006). Makawalu: Standards, curriculum, and assessment for literature through an indigenous perspective. *Hūlili: Multidisciplinary Research on Hawaiian Well-Being*, 3(1), 183-206.
- McIntosh, P. (n.d.) White privilege: Unpacking the invisible knapsack. Retrieved May 21, 2012 from [website].
- Moll, L., Amanti, C., Neff, D. & Gonzalez, N. (2001). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31 (2), 132-141.
- Scruggs, A. (2009). Colorblindness: The new racism. *Teaching Tolerance*, 36. Retrieved May 21, 2012 from [website]
- Shannon, S. & Escamilla, K. (1999). Mexican immigrants in U.S. Schools: Targets of symbolic violence. *Educational Policy*, 13, 347-370.
- Valencia, R. & Black, M. (2002). “Mexican Americans don’t value education!” – On the basis of the myth, mythmaking, and debunking. *Journal of Latinos and Education*, 1(2), 81-103.
- Volman, M. & van Eck, E. (2001). Gender equity and information technology in education: The second decade. *Review of Educational Research*, 71, (4), 613-634.
- Waitt, A. “A good story takes awhile”: Appalachian literature in the high school classroom. *Journal of Appalachian Studies*, 12 (1), 79-101.
- Wilcox, S.P. & Wilcox, P. (1997) American deaf culture. In *Learning to see: Teaching American Sign Language as a second language* (2nd edition), pp. 55-75. Washington, DC: Gallaudet University Press.

Highly Recommended Materials

America Psychological Association (6th edition). 2010. *Publication manual of the American Psychological Association*. Washington, DC: Author.

COURSE DESCRIPTION AND COURSE OBJECTIVES

How do teachers realize a democratic education for all children? First, teachers must learn to move away from the view of “difference as deficiencies” which continues to be prevalent in U.S. public schools. As we have become increasingly aware of the value and strength of diversity in our world, we become increasingly aware of the need to be more reflective of our role as educators in the classroom. A growing body of literature and experiences can guide us through this endeavor—but it implies a commitment on our part that is both personally and professionally demanding. The journey ought to be commended and ought to be shared in a safe and honest setting. Thus our goal this semester will be to embrace and analyze an experience of multicultural education and create a community of learners responsible for understanding the world we are committed to changing.

Students completing this course will be able to:

1. Describe and critically evaluate issues of race, privilege, and power

2. Identify the basic curricular, pedagogical, and personal components of multicultural education
3. Recognize the differing ideologies and paradigms that can guide multicultural education
4. Evaluate how personal identities, biases, and position in the curricula and schooling experience affect classroom practice
5. Create multicultural curricula and practice

Thus, this course seeks to introduce teachers to curriculum and pedagogy issues relevant to race, religion, primary language, gender, and socio-economic class differences.

COURSE REQUIREMENTS

Class Participation

You are expected to attend all class sessions; however, excused absences may be granted for mandatory work-related activities or medical emergencies that occur during class time. You must notify the instructor at least 24 hours in advance regarding upcoming work-related activities and as soon as possible if medical emergencies arise; otherwise, an absence will be considered unexcused. Both excused and unexcused absences will result in the assignment of make-up activities with specific due dates, however, participation points for missed sessions will be awarded to those with excused absences only. Unexcused absences will result in a loss of one participation point for any class session missed. Participation points will be assessed according to the Class Participation Agreement.

Discussion Presentation/Questions

In groups of two, you will be assigned one or more class periods during which you two will be responsible for formulating a class discussion and questions based on that particular day's readings. The two of you will come to class prepared to give a brief overview, present discussion questions, and give guidelines as to how the class should be engaged in the discussion. This can be done with overhead transparencies or a short PowerPoint. Your presentation may include activities relevant to the issues discussed. Then, you will post your discussion questions and will be in charge of forming small groups that will explore the discussion questions. You are in charge, so you can form groups however you want. You will then hold a 10-15 minute debriefing section with the whole class after the discussion.

ABC's of Cross-Cultural Understanding Project

This project is based on a model developed by Patricia Schmidt (1998) that is designed to help teachers become culturally sensitive, so that they might begin to think about ways to communicate and connect with students and families of diverse backgrounds. The project consists of three parts (detailed guidelines for which will be given in class). This is one of two key assignments given in this course.

Part 1: Autobiography

The 'A' assignment consists of writing your **autobiography** (approximately 3 pages) of **culture** and **schooling**. Try to include **key life events** related to education, family, religious tradition, recreation, personal victories and accomplishments along with defeats and disappointments. Also show such elements as cultural (family or societal) traditions, ethnic influences, family structure, and socioeconomic status, and show how these

impacted or influenced you.

The purpose of this task is to become more aware of your personal perceptions, beliefs, and attitudes. This also sets the stage for learning about another person's life story. Pay close attention to the ways your schooling and cultural experiences influence the ways you understand the definitions of normal and abnormal behavior in North American society. It is important to be as candid and honest and as descriptive as possible, but you are **not** obligated to divulge aspects of your personal life you are not comfortable sharing. Again, the purpose of this assignment is for you to examine your own life story focusing on issues of ethnic identity, heritage, and schooling.

The paper must include three areas of your life: **ascribed** characteristics, **achieved** characteristics, and **experiential** characteristics. Ascribed characteristics are those you are born with and cannot change. Achieved characteristics are things that are accomplished; things that change over the course of your life. Experiential characteristics are significant events that have helped shape who you are today. (A list of questions is included below that you should consider as you go on this personal adventure.)

Part 2: Biography

The 'B' assignment consists of writing a **biography** (approximately 3 pages) of a person who belongs to a culture you believe to be **different** from your own. Culture can be defined broadly to include gender, ethnicity, sexual orientation, language, social class, etc. Write the biography with information you gained through unstructured interviews with the person. Include **key life events** related to education, family, religious tradition, recreation, personal victories and accomplishments along with defeats and disappointments. Also show such elements as cultural (family or societal) traditions, ethnic influences, family structure, and socioeconomic status, and show how these impacted or influenced this person. It is possible that you will need to interview this person more than once during the semester in order to clarify your thinking, to check facts, and to collect background information about the person's educational experiences and life outcomes. Try to find someone as **culturally different** from you as you can. The greater the contrast the more you will hear rich stories of schooling; stories you can draw on when writing the next paper.

Do not choose a friend or family member. At best, it could be an acquaintance or co-worker, but not someone you know well. Use the same topics you addressed in your autobiography and highlight similar information that you covered in your own life story.

The biography should tell the story of the individual you interview from **their perspective, not yours!** This does not mean you write in the first person; it just means you are **not** to make any interpretation or analysis in this paper. Just as you told your story in the first paper, you will tell their story for them in this one.

Part 3: Cross-Cultural Analysis

The 'C' assignment is a **cross-cultural analysis**. It is a 3-4-page paper that begins with the

creation of a visual/chart of the similarities and differences discovered between your autobiography and the biography. (Staple this chart on the back of your 'C' paper when you submit it.) From the analysis of the chart, you are expected to write an in-depth self-analysis of the cross-cultural differences. The analysis explains **your** thoughts about the similarities and differences between your cultural/schooling and your interviewee's culture/schooling. It is through this analysis that you should begin to construct awareness of your own perceptions regarding race, class, gender, and related social issues. Pay close attention to the ways these differences can be explained through the differences in our educational experiences. Connect your findings in the analysis to the readings for the class. Make sure the 'C' paper is **not** merely a compare and contrast paper between you and the person you interview. It is the **analysis** of the comparison and the contrast that is the crux of the 'C' paper. This portion of the assignment is an analysis of the significance of differences discovered. At the end of the paper, make **connections** to what this all means with regard to you as a member of society and as an educator. This last part is a crucial portion of the paper. Pay close attention to the ways these differences can be explained through the experiences and differences in your educational experiences.

Reflection Questions

These are only a sample; use your creativity in developing your paper.

How would you define your cultural identity? Why do you choose to define yourself this way?

Have there been experiences in your life when your avowed identity was in conflict with an ascribed identity placed on you by others? Explain.

What experiences in life have helped to form your cultural identity?
Briefly describe your family structure.

Describe the community/neighborhood you grew up in.

What cultural celebrations or traditions are particular to your culture? What is the significance of these traditions? Does your family recognize these traditions?

In what ways has your culture been taught to you? Be specific.
How have your life experiences affected your relationships with and understanding of people who are culturally different from you?

How would you define the socioeconomic status of your family? Has it change over the years? What possessions do you have that you cherish?

What was your K-12 schooling experience like? Did you have a choice where you went to school? What kinds of resources were available for you? Were the schools in good condition and learning materials current?

ABC's of Cross-Cultural Understanding Project Rubric

	Below Standard 1-17	Standard Partially Met 18-23	Meets Standard 24-30 points
Assignment requirements	<p>- Your autobiography section does not include key life events, personal accomplishments or disappointments, or it does not include ascribed characteristics, achieved characteristics, and experiential characteristics.</p> <p>- Your biography does not clearly describe a person who belongs to a culture different from your own. You did not describe how key life events, cultural traditions, ethnic influences and socioeconomic status impacted or influenced this person.</p> <p>- Your cross-cultural analysis did not include a visual/chart of the similarities and differences between your biography and autobiography. Your paper is not an in-depth self-analysis of the cross-cultural differences, or you made no connections from your findings to the readings for the class.</p>	<p>- Your autobiography section is a good deal more or less than 3 pages, or it may fail to include key life events, personal accomplishments or disappointments. You may not have included ascribed characteristics, achieved characteristics, and experiential characteristics in your description.</p> <p>- Your biography only briefly describes a person who belongs to a culture different from your own. You may have only superficially described how key life events, cultural traditions, ethnic influences and socioeconomic status impacted or influenced this person.</p> <p>- Your cross-cultural analysis includes a visual/chart of the similarities and differences between your biography and autobiography that may not be well organized. Your paper may not be an in-depth self-analysis of the cross-cultural differences, or you may have failed to connect your findings to the readings for the class.</p>	<p>- Your autobiography section is approximately 3 pages, and includes key life events, personal accomplishments and disappointments. You included ascribed characteristics, achieved characteristics, and experiential characteristics in your description.</p> <p>- Your biography section is approximately 3 pages and clearly describes a person who belongs to a culture different from your own. You've thoughtfully described how key life events, cultural traditions, ethnic influences and socioeconomic status impacted or influenced this person.</p> <p>- Your cross-cultural analysis is a 3-4-page paper, including a well-organized visual/chart of the similarities and differences between your autobiography and the biography and an in-depth self-analysis of the cross-cultural differences. You connected your findings to the readings for the class and analyzed what your findings mean in regard to you as a member of society and as an educator.</p>
Writing	There were many major grammatical errors in the paper and/or your writing was unclear. You did not use any citations and/or references in your writing. You did not follow APA guidelines.	There were few grammatical errors in the paper, but some sentences were unclear. You used few citations or listed only 1 or 2 references. You did not follow APA guidelines consistently.	Your paper was concise and to the point. There were no major grammatical errors in the paper and it was understandable. You also used appropriate citations and included a reference list of at least 3 sources. You followed APA guidelines.
Total score: ____/40			

Reaction Paper (1-3 pages)

The format of this paper will be a one-to-two page report for policy makers at the [SEA].

Assume that you have been asked to write a short report for this group, sharing how the challenges and benefits associated with multicultural education are affecting your classroom. Using the class readings and other sources as background, you should describe your own classroom experience with multicultural education and suggest at least one new or revised policy for their consideration that you feel might help facilitate more effective multicultural education in [SEA] schools.

Begin by describing your experience as a teacher, your current grade or course assignments, and the context of the school in which you work. Write about how your classroom practice may have been/will be affected by multicultural issues. Include any other relevant information about your classroom or teaching situation.

Next, recommend to the state policy makers one specific policy, procedure, or program (or one revision to any current state policy, procedure, or program) that you feel would help teachers more effectively respond to multicultural challenges or more fully embrace the advantages offered in multicultural classrooms. Share concrete examples from the school or classroom that illustrate the need for such your recommendation. Your idea should be clearly explained and supported by evidence from at least three course readings or other sources (including citations).

Don't forget to wrap up with a conclusion. Be clear about what big, important ideas you hope these educators will remember from your report. Include a list of references at the end of your paper. Your paper should be one-two pages long, not including your reference list.

	Below Standard 1	Standard Partially Met 2-3	Meets Standard 4-5 points
Assignment requirements	<ul style="list-style-type: none"> -You addressed few of the assignment requirements. -You did not describe the context for your teaching assignment. - You failed to describe one way in which your classroom practice may have been/will be affected by multicultural issues. - You did not include a recommendation for at least one specific policy, procedure, or program, or your recommendation did not include citations. - You did not explain how this policy will help teachers more effectively respond to multicultural challenges or more fully embrace the advantages 	<ul style="list-style-type: none"> -You addressed most of the assignment requirements. -You described some of the context for your teaching assignment. - Your description of one way in which your classroom practice may have been/will be affected by multicultural issues was unclear or confusing. - You wrote a recommendation for at least one specific policy, procedure, or program but it was unclear or not well supported. You included at least 2 citations. - You did not clearly explain how this policy will help teachers more effectively respond to multicultural 	<ul style="list-style-type: none"> -You addressed all the assignment requirements. -You described the context of your teaching assignment briefly, but clearly. - You clearly described at least one way in which your classroom practice may have been/will be affected by multicultural issues. - You wrote a clear and well-supported recommendation for at least one specific policy, procedure, or program, including at least 3 citations. - You explained how this policy will help teachers more effectively respond

	Below Standard 1	Standard Partially Met 2-3	Meets Standard 4-5 points
	<p>offered in multicultural classrooms.</p> <ul style="list-style-type: none"> - You gave no concrete example illustrating the need for this policy. - You failed to include a reference list for the citations used in your paper. 	<p>challenges or more fully embrace the advantages offered in multicultural classrooms.</p> <ul style="list-style-type: none"> - You gave at least 1 concrete example illustrating the need for this policy. - You included a reference list for the citations used in your paper, but it incomplete or incorrect. 	<p>to multicultural challenges or more fully embrace the advantages offered in multicultural classrooms.</p> <ul style="list-style-type: none"> - You gave at least 2 concrete examples illustrating the need for this policy. - You included a complete reference list for the citations used in your paper.
Writing	<p>There were many major grammatical errors in the paper and/or your writing was unclear. You did not use any citations and/or references in your writing. You did not follow APA guidelines.</p>	<p>There were few grammatical errors in the paper, but some sentences were unclear. You used few citations or listed only 1 or 2 references. You did not follow APA guidelines consistently.</p>	<p>Your paper was concise and to the point. There were no major grammatical errors in the paper and it was understandable. You also used appropriate citations and included a reference list of at least 3 sources. You followed APA guidelines.</p>
Total score: ____/10			

Book Report

Each of you will choose a book to review from a list provided by the instructor OR any other book that is multicultural in nature and is pre-approved by the instructor. Books or book combinations must have at least 100 pages. (More than one book can be used if the pages combine to total 100.) There are two parts to this assignment.

- (1) You will first write a brief synopsis of the book(s), making connections to your multicultural perceptions. Comment on how each book adds to your current knowledge base on the subject and discuss the ways in which what you have learned impact your practice as a teacher.
- (2) You will give a 10-minute oral presentation on your book review for the class. These presentations will occur at the end of the course.

Both written and oral segments are due the day the oral report is presented.

Book Report Response Rubric

Book Report Written Guidelines: Writing fosters a form of analytical and deep learning

Basic Format: Making connections in a narrative style

- A. Write a **BRIEF synopsis** of the book, including central themes, ideas, or points.

1 2 3 4 5 / 5

- B. Briefly make connections to your multicultural perceptions.
- How did the book add to and/or modify your current knowledge base?
 - How is the book's content similar to or different from what you know, believe, or think?
- C. Briefly make links to future teaching practice and teaching in general.
- D. Briefly explain why your classmates should or should not read this book.

1 2 3 4 5 / 5

Book Information Included/Not Included

- Date
- Book title and publisher information
- Well-written responses should range between 2-3 pages.

Book Report Oral Guidelines: Oral presentations allow a synthesis of ideas, provide a teaching opportunity, and introduce and allow discussion on a greater variety of content material.

Basic Format: Making connections with the book and the class

- Present an interesting overview of the book and the accompanying written report, including significant ideas, concepts, and insights.
- Explain why you found (or did not find) the book a significant learning tool.
- The oral component of this assignment should include a 10-minute report on the book, followed by an approximately 5-minute question-and-answer session for a total presentation time of 15 minutes. The question-and-answer component may include both questions on the book class members pose to the presenter and unresolved questions the book puts forward that the presenter poses to and discusses with the class.

1 2 3 4 5 / 5

Total / 15

Comments:

Peer Coaching

Participants can be peer coached by another student in the course, the course instructor, or their staff developers. Secondary teachers should be peer coached during their class that has the highest ELL and/or minority student enrollment. Coaches should watch for teacher behavior related to multicultural education topics such as inclusion strategies,

language use, proxemics, issues of discrimination, etc. Students may select their own focus, but it must be pre-approved by the instructor. Students should submit the Peer Coaching Documentation form by Session 11.

Strategy Journal

Students will note strategies used during each course session using the Strategy Journal Template document (or a journal format of the instructor's choice). Students will then implement one of these strategies in their own classrooms during the upcoming week. When the class reconvenes, students will share their experience of strategy implementation at the beginning of class through a cooperative learning structure of the instructor's choice. Students will include any available work samples produced by their own students as artifacts documenting the implementation of the selected strategy. Student names and other identifying information should be removed from work samples before they are shared with the class.

Summary of grading criteria

Course Requirements	Points	Letter Grades
Class Participation and Professionalism	15	A = 91 - 100
Discussion Presentation/Questions	20	B = 81 - 90
ABC's Project	40	C = 71 - 80
Reaction Paper	10	D = 61 - 70
Book Report	15	
Peer Coaching	Pass/Fail	
Strategy Journal	Pass/Fail	
Total points possible	100	

Paper Guidelines

ALL PAPERS should be written in APA format using Times Roman 12 point font. APA is standard in field of educational research. Part of this includes proper references of citations, correct structuring of the reference page, and numbering each page. Every paper submitted should have appropriate references from the class readings and/or outside readings that help support arguments made in the paper.

Course Policies

Students with Disabilities

If you have any disability that may impair your ability to successfully complete this course, please let me know as soon as possible. You will also need to contact the [university department] ([university location]), the people who will work with us to coordinate services to provide you access to course requirements. Academic accommodations are granted for all students who have qualified, documented disabilities.

Academic Integrity

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and

professionalism. Students are expected to complete course assignments in a manner that is consistent with the ethical standards of the [partner university] and the [school of education]. You are expected to do your own work on assignments and examinations unless they are designed as collaborative efforts. All course assignments and assessments, whether completed individually or collaboratively, should be generated from your own learning. Your work should not be copied from other students, Internet sites, or published materials. If you draw heavily from a particular source of information, that source should be credited and cited in your assignment (using APA style).

IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN ANY FORM OF ACADEMIC MISCONDUCT IN THE COMPLETION OF AN ASSIGNMENT OR ASSESSMENT FOR THIS COURSE, YOU WILL RECEIVE A GRADE OF "0" FOR THAT WORK, AND YOUR FINAL GRADE FOR THE COURSE WILL BE SIGNIFICANTLY AFFECTED. IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN AN ACT OF ACADEMIC MISCONDUCT ON MORE THAN ONE OCCASION, YOU WILL BE DROPPED FROM THE [school of education's] PROFESSIONAL PROGRAM.

The University requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT OR DEFEND YOU, NOR ASSUME ANY RESPONSIBILITY FOR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action.

Evaluation

You are expected to submit completed assignments on the given due dates unless *prior* arrangements for due date extensions have been made with the instructor. All assignments must be submitted by the last day of the course.

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
1	<p>Introductions</p> <p>Syllabus/Assignments Overview</p> <p>Article Discussion Presentations Assignments</p> <p>Introduction to Multicultural Education</p> <ul style="list-style-type: none"> • What is multicultural education? • Why do I need a course in multicultural education? 	<p>Banks, J. (1993). Multicultural education</p> <p>Freire, P. (1993) Pedagogy of the oppressed, chapter 2</p>	<p>Week 1 [4.5 hours]</p> <p>Course Introduction (Select activities as needed, e.g., for new enrollees.) [2 hour & 15 minutes]</p> <ul style="list-style-type: none"> • APA Format Guidelines <ul style="list-style-type: none"> o [website] o Changes in APA 6th edition [website deleted] o 5 minute "APA in Word" resource video (for students' reference; instructors do not need to show during class) [website deleted] • [partner university] Admission, Course Registration, and Fee Payment <ul style="list-style-type: none"> o [partner university] Student Admission process, as needed o Registration Tutorial: [website deleted] • Kagan Disclaimer: <ul style="list-style-type: none"> o Instructor does not work for Kagan. o Course is not sponsored by Kagan nor does it represent the Kagan company. o Kagan resources are one example of many different resources to be provided throughout the course. • Review course syllabus • Review Class Participation Agreement (in Misc Folder on Dropbox). Direct students to date and sign this agreement and return it to the instructor if one is not already on file with the instructor. • Session content and language objectives [See [course number] C&L Objectives document in [course number] Dropbox folder.] • Instructor's choice: Get-to-know-you activity 	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> • Multicultural Moment: <i>No culture can live, if it attempts to be exclusive.</i> Mahatma Gandhi • Review homework including Michie introductions, forwards, and chapter 1 (pp. ix-20) plus any articles listed on syllabus. <p>Note to Instructors</p> <ul style="list-style-type: none"> • On the Google Drive spreadsheet, record names of students who attended this first session and who plan to complete this course. 	
2	<p>Culture</p> <ul style="list-style-type: none"> • What is culture? • What is diversity? • What is prejudice? <p>Discourse Analysis</p> <ul style="list-style-type: none"> • How might teachers use discourse analysis in the classroom to understand students' underlying assumptions about various cultures? <p>Sylogistic Strategies and Logic</p> <p>Classroom Connections:</p>	<p>Erickson, F. (2001). Culture in society and in educational practices.</p> <p>Waitt, A. A good story takes awhile.</p> <p>Wilcox, S.P. & Wilcox, P. (1997) American deaf culture.</p> <p>Valencia, R. & Black, M. (2002). Mexican Americans</p>	<p>Week 2</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives • Strategy Journal Share Out <p>[Start Article Discussion Presentations (DP) this week, including introduction and debriefing.]</p> <p>Erickson Article [50 minutes]</p> <ul style="list-style-type: none"> • DP Introduction for article • "What is Culture?" PowerPoint; students use "What is Culture?" note taking graphic organizer during PowerPoint. (PowerPoint and graphic organizer available in [course number] Dropbox folder.) • "Tibs and Lokes" Cultural Simulation (See instructions on Tibs and Lokes document in [course number] Dropbox folder.) • DP Debrief using the following content questions from the course syllabus as applicable to the article reviewed. Culture: What is culture? What is diversity? What is prejudice? <p>Wilcox Article [40 minutes]</p>	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	<ul style="list-style-type: none"> How might teachers, students, administrators, etc. use faulty syllogistic logic to for cultural stereotypes? What does the language say about cultural assumptions made by teacher and students? 	<p>don't value education!</p> <p>Michie, introductions and forwards, chap. 1 (pp. ix-20)</p>	<ul style="list-style-type: none"> DP Introduction for article Review and discuss "The Hammer" movie clip. [website deleted] Sign Language Demonstration (Instructors arrange for a brief live demonstration or use the following clip.) [website deleted] Practice Manual Alphabet [website deleted] [website deleted] DP Debrief using the following content questions from the course syllabus as applicable to the article reviewed. Culture: What is culture? What is diversity? What is prejudice? <p>Valencia Article [55 minutes]</p> <ul style="list-style-type: none"> Discourse Analysis Introduction: Discuss Seinfeld example, cultural biases exposed in language, etc., including the canned laughter at examples of culturally biased language. [website deleted] Syllogistic Strategies and Logic Introduction: Read a brief introduction to syllogisms at <i>Changing Minds</i> website [website deleted] DP Introduction for article Complete Cultural Myths quiz (completed individually) Think-Pair-Share: Own experience when cultural myth was disproved. Share out in large group most impactful account. DP Debrief including syllabus content questions: <ul style="list-style-type: none"> How might teachers use discourse analysis in the classroom to understand students' underlying assumptions about various cultures? How might teachers, students, administrators, etc. use faulty syllogistic logic to for cultural stereotypes? <p>Waite Article [40 minutes]</p>	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> • DP Introduction for article • Small groups create group poster to summarize big idea(s) from article • DP Debrief including syllabus content questions: <ul style="list-style-type: none"> ◦ How might teachers use discourse analysis in the classroom to understand students' underlying assumptions about various cultures? ◦ How might teachers, students, administrators, etc. use faulty syllogistic logic to for cultural stereotypes? <p>Holler If You Hear Me Introduction [20 minutes]</p> <ul style="list-style-type: none"> • Review <i>Holler</i> PowerPoint for this session's reading only. (Do not show the entire PowerPoint.) • Use discourse analysis to discuss Michie chapter 1, pp. 1-3; 7-11. What does the language say about cultural assumptions made by teacher and students? <p>Ticket Out/Wrap Up [25 minutes]</p> <ul style="list-style-type: none"> • Facts N Five summary game (use graphic organizer in [course number] Dropbox folder) to review Erickson, Wilcox, and Valencia articles • Homework: Michie Chapter 2 plus any articles listed on syllabus; Article DPs 	
3	Discourse Analysis Syllogistic Strategies and Logic Defining Multicultural	Moll, L., Amanti, C., Neff, D. & Gonzalez, N. (2001). Funds of knowledge for teaching: Using a	<p>Week 3</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives • Strategy Journal Share Out <p>Multicultural Education Vocabulary [30 minutes]</p>	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	<p>Education and Related Terminology:</p> <ul style="list-style-type: none"> mainstream culture, centrism majority, minority socioeconomic status, class, sociolinguistics diversity prejudice, bias, bigotry equality, equity ethnicity, race gender, sexual orientation <p>Funds of Knowledge</p> <ul style="list-style-type: none"> What are "funds of knowledge"? What are your funds of knowledge for teaching? What are your students' funds of knowledge? <p>Curriculum and Multicultural Education</p> <ul style="list-style-type: none"> Should issues of cultural diversity 	<p>qualitative approach to connect homes and classrooms.</p> <p>[state publication]</p> <p>Hemphill, F. C., & Vanneman, A. (2011). <i>Achievement Gaps: How Hispanic and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress</i>. [website deleted]</p> <p>Parents for Choice in</p>	<ul style="list-style-type: none"> Review/Preview vocabulary activity of instructor's choice to explore terms related to multicultural education (See "Defining Multicultural Education" definition list in [course number] Dropbox folder.) <ul style="list-style-type: none"> mainstream culture, centrism majority, minority socioeconomic status, class, sociolinguistics diversity prejudice, bias, bigotry equality, equity ethnicity, race gender, sexual orientation <p>Moll, et al. Article [40 minutes]</p> <ul style="list-style-type: none"> DP Introduction for article Review "B" portion of ABC assignment <p>[state publication] [65 minutes]</p> <ul style="list-style-type: none"> DP Introduction for article Review [Latino service learning organization] website [website deleted] Discuss closing educational achievement gaps for [state's] Latina/o students. Review [SEA's] achievement statistics: [website deleted] Review achievement gaps statistics from Hemphill and Vanneman article and Parents for Choice in Education report. Small discussion groups: <i>How have you closed the achievement gap?</i> DP Debrief including syllabus content questions: <ul style="list-style-type: none"> Should issues of cultural diversity (i.e., race, class, ethnicity, gender, etc.) be taught and/or discussed in school? 	

Class Schedule			
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE
	<p>(i.e., race, class, ethnicity, gender, etc.) be taught and/or discussed in school?</p> <p>Power and Pedagogy</p> <ul style="list-style-type: none"> What are "codes of power"? <p>Curriculum and multicultural education</p> <ul style="list-style-type: none"> How is multiculturalism addressed in current curriculum (e.g. Common Core, [SEA] Standards, etc.)? <p>Equity vs. Equality</p> <ul style="list-style-type: none"> What is the difference? How do these affect lesson design and implementation? <p>Issues of Race</p>	<p>Education. (n.d.). <i>Test scores achievement gap</i>. Retrieved from [website deleted]</p> <p>Delpit, L. (n.d.). Power and pedagogy.</p> <p>Michie, chap. 2 (pp.21-42)</p>	<p>Delpit Article [70 minutes]</p> <ul style="list-style-type: none"> Instructor-led introduction to article (similar to student-led DP introduction) [website deleted] Discuss the codes of power in the classrooms shown in the video, <i>The Gering Story</i>. [website deleted] Instructor-led debriefing including syllabus content questions: <ul style="list-style-type: none"> Power and pedagogy: What are "codes of power"? Curriculum and multicultural education: How is multiculturalism addressed in current curriculum (e.g. Common Core, [SEA] Standards, etc.)? Equity vs. Equality: What is the difference? How do these affect lesson design and implementation? Issues of Race: Is education for "minority" students in the U.S. separate <i>and/or</i> equal in 2012? How does the current situation compare to the situation in Brown v. Board of Education of Topeka (1954 Supreme Court decision)? <p>Ticket Out/Wrap Up [25 minutes]</p> <ul style="list-style-type: none"> Michie: Conclude chapter 1 and review chapter 2 (pp.21-42). Discuss classroom connections: What different funds of knowledge are apparent in Michie's book? How might these affect teaching and learning? Complete Venn Diagram to compare/contrast Tavares and Hector. Homework: Michie chapters 3 and 4 plus any articles listed on syllabus; Article DPs
			ASSIGNMENTS DUE

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	<ul style="list-style-type: none"> Is education for "minority" students in the U.S. separate and/or equal in 2012? How does the current situation compare to the situation in Brown v. Board of Education of Topeka (1954 Supreme Court decision)? How have you closed the achievement gap? <p>Classroom Connections:</p> <ul style="list-style-type: none"> What different funds of knowledge are apparent in Michie's book? How might these affect teaching and learning? 			
4	<p>Issues of Race and Ethnicity</p> <ul style="list-style-type: none"> The influences of culture on learning 	<p>Dermert, W. (2005). The influences of culture on</p>	<p>Week 4</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives 	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	<p>and assessment among Native American students.</p> <p>The Myth of Colorblindness</p> <ul style="list-style-type: none"> • What is colorblindness? • What might it look like in the classroom? • What are the issues to consider for a colorblind curriculum? • What are the alternatives? <p>Classroom Connections</p> <ul style="list-style-type: none"> • What codes of power are operating in Michie's teaching experiences? • What codes of power are operating in [state] schools? 	<p>learning and assessment among Native American students.</p> <p>Scruggs, A. (2009).</p> <p>Colorblindness: The new racism.</p> <p>Michie, chap. 3 (pp. 43-59)</p> <p>Michie, chap. 4 (pp. 60-77)</p>	<ul style="list-style-type: none"> • Strategy Journal Share Out <p>Demmert Article [75 minutes]</p> <ul style="list-style-type: none"> • DP Introduction for article • Guest Speaker: [LEA employee] [job title] • Compare/Contrast America Indian and non-Indian cultures with graphic and other information from website. [website deleted] • DP Debrief including syllabus content questions: <ul style="list-style-type: none"> o The influences of culture on learning and assessment among Native American students. <p>Michie Chapter 3 [45 minutes]</p> <ul style="list-style-type: none"> • View read aloud clip of <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>. [website deleted] • Complete compare/contrast character graphic for <i>Alexander</i> and Michie chapter 3. • Class discussion: Armando's story from Michie (pp. 55-59). <ul style="list-style-type: none"> o What codes of power are operating in Michie's teaching experiences? o What codes of power are operating in [state] schools? <p>Scruggs Article [45 minutes]</p> <ul style="list-style-type: none"> • DP Introduction for article • View Urban Entry video, "Should We Be Colorblind?" [website deleted] <ul style="list-style-type: none"> o Class Discussion: The myth of colorblindness; Colorblindness: The new racism o What is colorblindness? What might it look like in the classroom? 	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	<p>Classroom Connections</p> <ul style="list-style-type: none"> How have issues of race and ethnicity affected Michie's students? How are they affecting students in your classroom? 		<ul style="list-style-type: none"> What are the issues to consider for a colorblind curriculum? What are the alternatives? <p>Michie Chapter 4 [55 minutes]</p> <ul style="list-style-type: none"> Students create individual analogy graphic organizers related to chapter 4. Instructor's choice of share out activity for analogies Class discussion: <ul style="list-style-type: none"> How have issues of race and ethnicity affected Michie's students? How are they affecting students in your classroom? If time, repeat analogy graphic in pairs for Nancy in Michie (pp. 72-77). <p>Wrap Up/Multicultural Moment [10 minutes]</p> <ul style="list-style-type: none"> Homework: Read Michie Chapter 5 plus any articles listed on syllabus; review Reaction Paper assignment; Article DPs Multicultural Moment: <i>It's never too late to give up your prejudices</i>. Henry David Thoreau, American author 	
5	<p>Mexican Immigrants in U.S. Schools</p> <ul style="list-style-type: none"> Targets of symbolic violence. Other examples of symbolic violence <p>White Privilege</p> <ul style="list-style-type: none"> How might Whites be privileged in your community? 	<p>Halagao, P.E. (2004). Holding up the mirror: The complexity of seeing your ethnic self in history.</p> <p>McIntosh, P. (n.d.) White privilege: Unpacking the</p>	<p>Week 5</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives Strategy Journal Share Out <p>Share Reaction Papers [35 minutes]</p> <ul style="list-style-type: none"> Share out with Talking Triads (See instructions on Talking Triads document in [course number] Dropbox folder.) <p>Halagao Article [60 minutes]</p> <ul style="list-style-type: none"> DP Introduction for article 	Reaction Paper

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	<p>Classroom Connections</p> <ul style="list-style-type: none"> • What are Michie's students' experiences related to White privilege? • What evidence of White privilege, if any, do you find in your school or district or community? 	<p>invisible knapsack.</p> <p>Shannon, S. & Escamilla, K. (1999). Mexican immigrants in U.S. Schools: Targets of symbolic violence.</p> <p>Michie, chap. 5 (pp. 78-99)</p>	<ul style="list-style-type: none"> • Complete "Save the Last Word for Me" to review article (Use color-coded cards for each section of the article: 459-465; 466-472; 473-479.) • DP Debrief including syllabus content questions: <ul style="list-style-type: none"> ◦ Explore the concepts behind "Holding up the mirror: The complexity of seeing your ethnic self in history." <p>McIntosh Article [50 minutes]</p> <ul style="list-style-type: none"> • DP Introduction for article • Parking Lot: (1) Make list of ways in which Whites may be privileged in students' own community settings. (2) Group sorts Parking Lot responses. • DP Debrief including syllabus content questions: <ul style="list-style-type: none"> ◦ Explore the concepts behind "Holding up the mirror: The complexity of seeing your ethnic self in history." <p>Shannon Article [60 minutes]</p> <ul style="list-style-type: none"> • DP Introduction for article • Groups prepare summary posters then present with "One Stay, Rest Stray." • DP Debrief including syllabus content questions: <ul style="list-style-type: none"> ◦ Mexican immigrants in U.S. Schools: Targets of symbolic violence. ◦ Other examples of symbolic violence <p>Michie Chapter 5 and Wrap Up [25 minutes]</p> <ul style="list-style-type: none"> • Bio poem for Lourdes (See Bio Poem document in [course number] Dropbox folder.) • Ticket Out (Answer Classroom Connections questions on back of bio poem paper) 	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> o What are Michie's students' experiences related to White privilege? o What evidence of White privilege, if any, do you find in your school or district or community? o Homework: Michie chapter 6 plus any articles listed on syllabus; Article DPs; ABC paper Part 1 due in Session Six 	
6	<p>Challenging the Center; Centrist</p> <ul style="list-style-type: none"> • What constitutes a centrist curriculum? • What are the pros and cons of creating and using centrist materials, standards, and instructional strategies? <p>Class Issues and Multicultural Education</p> <ul style="list-style-type: none"> • How do centrist curriculum standards (e.g. Common Core) address the specific needs of your students (academic, social, developmental)? 	<p>Au, K. (1980). Participation structures in a reading lesson with Hawaiian children.</p> <p>Kayimipono Kaiwi, M. & Kahumoku, W. (2006). Makawalu: Standards, curriculum, and assessment for literature through an indigenous perspective.</p> <p>Michie, chap. 6 (pp. 100-118)</p>	<p>Week 6</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives • Strategy Journal Share Out <p>Au Article [45 minutes]</p> <ul style="list-style-type: none"> • DP Introduction for article • Fact or Fib to review Au's nine strategies; In pairs, one partner states two facts and one fib (a fallacy) related to Au's strategies and the other partner guesses which is the fallacy. Switch roles and repeat until all nine strategies have been reviewed. • DP Debrief including syllabus content questions: <ul style="list-style-type: none"> o Challenging the Center: Centrist o Participation structures in a reading lesson with Hawaiian children o What constitutes a centrist curriculum? o What are the pros and cons of creating and using centrist materials, standards, and instructional strategies? <p>Kayimipono Kaiwi Article [55 minutes]</p> <ul style="list-style-type: none"> • DP Introduction for article • View pidgin video clip [website deleted] 	<p>ABC Paper: Part 1 due Session Six; Part 2 and Part 3 due Session Eight</p>

Class Schedule			
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE
	<p>Classroom Connections</p> <ul style="list-style-type: none"> • How are issues of class affecting Michie's students? • How are these issues affecting Michie's teaching practice? 		<ul style="list-style-type: none"> • Quick Write: Examples of students' oral traditions (an example of oral narrative being written); Instructor's choice of activity to share examples • Students share Part 1 section of their ABC paper (an example of written text being shared orally); Instructor's choice of activity to share A sections • DP Debrief including syllabus content questions: <ul style="list-style-type: none"> ◦ Challenging the Center: Centrist ◦ Standards, curriculum, and assessment for literature through an indigenous perspective ◦ What constitutes a centrist curriculum? ◦ What are the pros and cons of creating and using centrist materials, standards, and instructional strategies? <p>Class Issues and Multicultural Education [55 minutes]</p> <ul style="list-style-type: none"> • View [website deleted] • Share and discuss statistics about class and education from the American Psychological Association's fact sheet at [website deleted] • What are the implications of these statistics for the classroom teacher? • Free and Reduced statistics [website deleted] • Class issues and multicultural education: How do centrist curriculum standards (e.g. Common Core) address the specific needs of your students (academic, social, developmental)? <p>Photocopying Guidelines for ASCD Periodicals</p> <p>ASCD permits readers to duplicate the following limited number of copies from each issue free of charge provided that</p> <ol style="list-style-type: none"> 1. Copies are distributed free of charge beyond the cost of duplication, and
			ASSIGNMENTS DUE

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>2. Each copy includes a full citation of the source. Free Use Without Written Permission: <i>Educational Leadership</i>: Up to 50 copies of up to three articles from a single issue. This authorization only applies to articles, illustrations, graphics, or photographs copyrighted by ASCD. Check the citation and copyright notice printed in the issue. Source: [website deleted]</p> <p>Michie Chapter 6 [45 minutes]</p> <ul style="list-style-type: none"> • Complete "5-3-1" activity to create headlines to summarize chapter 6. • Instructor's choice of share out activity for analogies • Class discussion: <ul style="list-style-type: none"> ○ How are issues of class affecting Michie's students? ○ How are these issues affecting Michie's teaching practice? ○ How are issues of class affecting your students? <p>Wrap Up [30 minutes]</p> <ul style="list-style-type: none"> • Review ABC paper • Facts N Five to review articles and other session content [or instructor's choice of review game] • Homework: Michie chapters 7 and 8 plus any readings listed on syllabus; Article DP's • Bring laptops with wireless capabilities to Session Seven (or instructors arrange to have computers with Internet access available) • Multicultural Moment: <i>Why English Is So Hard</i> poem (in [course number] Dropbox folder) 	
7	Sexual Orientation Issues in Schools	Boske, C. (2011). My	<p>Week 7 [Students bring laptops with wireless capabilities or instructors have computers with Internet access available]</p>	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	<ul style="list-style-type: none"> How do issues of sexual identity relate to multicultural education? What are legal considerations concerning students' sexual orientation and gender identity? <p>Classroom Connections</p> <ul style="list-style-type: none"> What are some of the parallels you see between issues raised from students' diverse cultures and classroom considerations of gender and/or sexual identity? <p>Gender Issues in Schools</p> <ul style="list-style-type: none"> How are gender issues related to multicultural education? 	<p>name is Michelle.</p> <p>Volman, M. & van Eck, E. (2001). Gender equity and information technology in education.</p> <p>Michie, chap. 7 (pp. 119-134)</p> <p>Michie, chap. 8 (pp.135-154)</p>	<p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives Strategy Journal Share Out <p>Boske Article [1 hour, 25 minutes]</p> <ul style="list-style-type: none"> DP Introduction for article Instructor-led discussion to review [LEA policy number regarding school clubs] including [policy section number regarding club advertisement] Read aloud preface of National School Board Association (NSBA) website link; jigsaw and share out five sections of NSBA website link [website deleted] Introduce/review Teaching Tolerance website and complete "El Paseo" activity [website deleted] DP Debrief including syllabus content questions: <ul style="list-style-type: none"> What are legal considerations concerning students' sexual orientation and gender identity? (Reference the National School Board Association information.) Classroom Connections: What are some of the parallels you see between issues raised from students' diverse cultures and classroom considerations of gender and/or sexual identity? Sexual orientation issues in schools How do issues of sexual identity relate to multicultural education? <p>Michie Chapter 7 [45 minutes]</p> <ul style="list-style-type: none"> Complete Four Audience Reflection forms. <p>Volman Article [45 minutes]</p>	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	<ul style="list-style-type: none"> How have you observed gender issues affecting your classroom instruction or environment? <p>Classroom Connections</p> <ul style="list-style-type: none"> What gender issues did Michie and his students encounter? In what ways were these issues related to the students' culture? How did they affect student achievement? 		<ul style="list-style-type: none"> DP Introduction for article Complete Stop-Write-Draw template. DP Debrief including syllabus content questions: <ul style="list-style-type: none"> Gender issues in schools How are gender issues related to multicultural education? How have you observed gender issues affecting your classroom instruction or environment? <p>Michie Chapter 8 [45 minutes]</p> <ul style="list-style-type: none"> Complete Consensus Gram (Post-it Poll) related to male stereotypes. Poll items can ask students whether they agree or disagree with the following statements. <ul style="list-style-type: none"> Boys are much more apt than equally-talented girls to go into math-related careers including engineering and the physical sciences. [true] Women are qualitative, men are quantitative. [false] Studies show that boys are traditionally better at math than girls are. [false] Parents have higher expectations for boys in math. [true] The gender of a math or science teacher has little impact on students' perceptions of who "does or doesn't do math." [false] A child's gender has a greater impact on a parent's beliefs about their potential in math, English, and sports than does the child's actual ability. [true] Compare poll results with "Girls Are... Boys Are...: Myths, Stereotypes & Gender Differences" article [website deleted] and "Gender Stereotypes and Parenting" article [website deleted] Review demographics regarding gender and graduation rate. 	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> o Explain that the [SEA] does not disaggregate graduation statistics by gender. o Explore US Census statistics shown on Table 273, "Enrollment Status by Race, Hispanic Origin, and Sex: 2000 and 2009." [website deleted] • Discuss Classroom Connections: <ul style="list-style-type: none"> o What gender issues did Michie and his students encounter? o In what ways were these issues related to the students' culture? o How did they affect student achievement? <p>Wrap Up [10 minutes]</p> <ul style="list-style-type: none"> • Homework: Michie Chapter 9 and 10 plus any readings listed on syllabus; Article DPs; All three parts of ABC paper due in Session Eight (Add Part 2 and Part 3 to already completed Part 1) • Multicultural Moment: Instructor summarizes "Tech Industry Searching for Girls Gone Geek" article [website deleted] 	
8	<p>Bilingual Education vs. English Only</p> <p>Language Issues in Multicultural Education: Do you speak American?</p> <ul style="list-style-type: none"> • What is the role of African American Vernacular English (AAVE) in the classroom? 	<p>Iddings, A., Combs, M & Moll. (2012). In the arid zone: Drying out educational resources for English language learners through policy and practice.</p>	<p>Week 8</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives • Strategy Journal Share Out <p>ABC Paper Share [55 minutes]</p> <ul style="list-style-type: none"> • Instructor's choice of cooperative learning structure to share conclusions from ABC papers • Use T-Chart for partners to compare and contrast their perceptions of home visits made together. • Volunteers share with large group 	ABC Paper: Part 1, Part 2, and Part 3

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	<ul style="list-style-type: none"> • What is the role of mainstream American English? • What should it be their roles? • What should a teacher do to support student learning? <p>Classroom Connections</p> <ul style="list-style-type: none"> • What issues connected to second language acquisition or the use of non-standard English have affected the educational experience of Michie's students? • What language issues did Michie's students face? How did they affect his students' achievement? • What did Michie do to support student learning? 	<p>Michie, chap. 9 (pp. 155-172)</p> <p>Michie, chap. 10 (pp. 173-188)</p>	<p>Iddings Article [60 minutes]</p> <ul style="list-style-type: none"> • DP Introduction for article • Use Give One-Get One to discuss Ramirez' bilingual education: [website deleted] (See Give One-Get One template in [course] Dropbox.) • DP Debrief including syllabus content questions: • Explore issues behind Bilingual Education vs. English Only • What issues connected to second language acquisition including the use of non-standard English have you experienced in your own classroom or have observed? <p>Language Issues in Multicultural Education [40 minutes]</p> <ul style="list-style-type: none"> • Explore issues behind the mindset of "Do you speak American?" • View two video clips on African American English at [website deleted] (Georgia State clip) and African American English in the Classroom [website deleted] videos: <i>Linguistic Discrimination in School</i> [website deleted] and <i>Linguistic Profiling, African American English Origin</i> at [website deleted] (Last two clips may have audio/video synchronization problems.) • Class discussion related to language issues in multicultural education: Do you speak American? <ul style="list-style-type: none"> ◦ What is the role of African American Vernacular English (AAVE) in the classroom? ◦ What is the role of mainstream American English? What should it be their roles? ◦ What should a teacher do to support student learning? • Discuss Classroom Connections with Michie's text: <ul style="list-style-type: none"> ◦ What language issues did Michie's students face? How did they affect his students' achievement? 	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> o What did Michie do to support student learning? o What issues connected to second language acquisition or the use of non-standard English have affected the educational experience of Michie's students? <p>Michie Chapter 9 [30 minutes]</p> <ul style="list-style-type: none"> • "Understanding Stereotypes" poster activity to explore incident involving Reggie as a Black youth, his Latino friends, and the white policeman • Complete "Day 2" lesson (starting with step #7) from [website deleted] <p>Michie Chapter 10 and Wrap Up [45 minutes]</p> <ul style="list-style-type: none"> • Instructor shares examples of incorrect expectations of students. • Student reflections on 3x5 card of their own experiences with teachers' expectations • Stand Up/Hand Up/Share experiences • Homework: Michie Afterwords • Multicultural Moment: Class discussion: experiences with prejudging including times when students have prejudged and/or have been prejudged. 	
9	<p>Multicultural Education in the Classroom</p> <ul style="list-style-type: none"> • What does multicultural education look like in the classroom? • What instructional strategies, 	Michie, Afterwords (pp. 189-215)	<p>Week 9</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives • Strategy Journal Share Out <p>Freedom Writers Gallery Walk [50 minutes]</p>	

Class Schedule			
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE
	<p>methods, or approaches are effective in teaching for multicultural understanding?</p> <ul style="list-style-type: none"> What other aspects (e.g. classroom environment, school facilities, family connections, community resources, etc.) of the educational process are important to facilitating student learning in a multicultural classroom? 		<ul style="list-style-type: none"> Watch "I Am Home" and "We Mattered" video clips [website deleted] from <i>Freedom Writers</i> once to get the general idea from each clip. Watch clips again and direct students to write down an important quote from <i>one</i> of the clips. In small groups, students share quotes and tell why they feel quotes are important. Each group chooses one quotes from their selections, writes it on a poster paper, and posts it for Gallery Walk. Complete Gallery Walk with small groups moving from poster to poster, recording on posters how quotes illustrate how personal identities, biases, and culture may affect classroom practice. Small groups return to own poster, read over comments, and prepare a summary to share with the class. <p>Best Practices [80 minutes]</p> <ul style="list-style-type: none"> Assign a question (from syllabus content questions below) to pairs/small groups who use a favorite strategy (from Strategy Journal, for example) to lead class discussion related to assigned question. <ul style="list-style-type: none"> What does multicultural education look like in the classroom? What instructional strategies, methods, or approaches are effective in teaching for multicultural understanding? What other aspects (e.g. classroom environment, school facilities, family connections, community resources, etc.) of the educational process are important to facilitating student learning in a multicultural classroom? Introduce Steve Martin clip, <i>Learning English Pronunciation</i> [website deleted]
			ASSIGNMENTS DUE

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> What suggestions would you have for the teacher in the video? <p>Michie Afterwords (pp. 189-215) [45 minutes] (Note: "What's the point?" from Michie, pp. 196-200, will be discussed during Session 10.)</p> <ul style="list-style-type: none"> Discussion/Debate on Michie's book <ul style="list-style-type: none"> What did you learn from reading Michie's book, <i>Holler if You Hear Me</i>? What did you question about Michie's teaching? Do you think Michie was an effective teacher? Why or why not? Should Michie be allowed to continue as a classroom teacher? <p>Ticket Out [35 minutes]</p> <ul style="list-style-type: none"> Complete Teaching Tolerance Reflection [website deleted] (activity instructions) [website deleted] (reflection graphic) Pair-Share information from handout <p>Wrap Up [20 minutes]</p> <ul style="list-style-type: none"> Homework: Book Report presentations due Session 10 Finalize Book Report presentation schedule (Each report will be 10 minutes long.) Multicultural Moment: <i>Treat a child as though he already is the person he's capable of becoming.</i> ~Haim Ginott, child psychologist 	
10	Book Report Presentations		<p>Week 10</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives 	Written Book Report and Oral Book

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	Final Exam Preparation		<ul style="list-style-type: none"> • Strategy Journal Share Out <p>Book Reports [Time allotted based on course enrollment. Instructors should adjust time for other activities accordingly.] [10 minutes per person]</p> <p>Final Exam Preparation: "What's the point?" (Michie, pp. 196-200) [60 minutes]</p> <ul style="list-style-type: none"> • Students work alone or with a partner to respond to the following questions. Responses may be in the form of writing, graphic illustrations, video, dramatic representation, etc. Students should be ready to present responses to the class during the last session. Each presentation will be 5-7 minutes long. <ul style="list-style-type: none"> ◦ What new understandings did you come away with from this course? ◦ Did this course challenge any of your previous assumptions about multicultural education? In what ways? ◦ What can you do as a teacher to facilitate learning in a multicultural classroom? <p>Wrap Up [30 minutes]</p> <ul style="list-style-type: none"> • Explain registration process to be completed at next session. • Homework: Peer Coaching Documentation form by Session 11; Final Exam presentations • Multicultural Moment: Tea Party to discuss four quotes regarding the language and culture connection. (Move to Session 11 as needed.) <p>(1) "Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people</p>	Report Presentation

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication." (Samovar, Porter, & Jain, 1981)</p> <p>(2) Dewey (1897) said "It is true that language is a logical instrument, but it is fundamentally and primarily a social instrument." If language is "primarily a social instrument," how can it be divorced from the society that uses it? (Abisamra, 2001)</p> <p>(3) "A language is part of a culture and culture is part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." (Douglas Brown, 1994)</p> <p>(4) The process of becoming a competent member of society is realized through exchanges of language in particular social situations. Every society orchestrates the ways in which children participate in particular situations, and this, in turn, affects the form, the function, and the content of children's utterances. (Buttjes, 1990)</p>	
11	Final Exam: Presentation of Final Exam Responses		<p>Week 11 [4.5 hours]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives • Strategy Journal Share Out <p>Finish Book Reports [Time allotted based on course enrollment. Instructors should adjust time for other activities accordingly.] [10 minutes per person]</p>	<p>Peer Coaching Documentation Form</p> <p>Final Exam Presentations</p>

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>Final Exam Presentations [Time allotted based on course enrollment and number of presenting groups. Instructors should adjust time for other activities accordingly.] [5-7 minutes per presentation]</p> <p>Ticket Out [15 minutes]</p> <ul style="list-style-type: none"> • Should issues of cultural diversity (i.e., race, class, ethnicity, gender, etc.) be taught and/or discussed in school? <p>Wrap Up [45 minutes]</p> <ul style="list-style-type: none"> • Complete course wrap-up, addressing any remaining questions, upcoming course start date, etc. • Collect class sets of texts and any other materials that were loaned to students and store them at your site. • Distribute texts and make reading assignments for the next course, as applicable. • Direct students to complete Student Feedback form ([partner university faculty liaison] informal course evaluation document available in Misc Docs folder on Dropbox). <p>Instructors should not view these evaluations at this time, but should select a class participant to collect the completed forms and seal them in an envelope to be sent to [LEA employee 1] at the district office. Students will receive an email notice regarding [partner university] online course evaluation process.</p> <ul style="list-style-type: none"> • Determine if any students will not be continuing and send their names to [LEA employee], [partner university faculty liaison], and [LEA employee 2]. 	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> • Update the Google Drive spreadsheet with students' final grades and point totals then print and store hard copies of this grading record. • Alert [partner university faculty liaison] when all grades for this course have been submitted on [online grading platform]. • Provide copies of the [partner university] [SEA] ESL endorsement application document (in the Misc Docs folder on Dropbox) to students for whom this is their last ESL endorsement course. Direct these students to complete page one of this form with their applicant information where indicated, check "YES" for each [SEA] ESL standard, print the form, and follow the instructions for (those who have completed [partner university]'s ESL endorsement program) included on the last page. Remind students to sign and date their completed form. <p>NOTE: Students who have taken non-[LEA] ESL endorsement courses through other institutions and/or have taken [LEA] ESL endorsement courses, but received credit from institutions other than [partner university], need to complete a blank application form rather than the example noted above because this example only includes [partner university] ESL endorsement courses. A blank [SEA] ESL endorsement application is in the Misc Docs folder on Dropbox for students with any non-[partner university] ESL endorsement course credit.</p> <p>This process replaces the procedure used in the past when ESL endorsement graduates provided transcripts and checks to the [LEA] ESL department secretary who would send the graduates' names and fees to [SEA].</p>	

[course number]
 [ESL Methods course]
 (3 semester credits)

Instructor:

Phone:

Email:

Location:

Student-instructor conferences by appointment

**Empowering the student through knowledge,
 preparation, and ethics**

The mission of the [partner university] [school of education] endorsement programs at [partner university] is to prepare individuals for further career choices and advancement. Our professional education programs provide innovative courses and experiences to support the demands of professional standards, intellectual rigor, and collaboration among faculty, community, and other professional stakeholders. To accomplish this task we engage candidates in research and standards based instruction in pedagogy, content, and professional ethics, diversity, community experiences, fieldwork and clinical practice, reflection and decision making, and technology opportunities. Participants acquire and develop knowledge, skills, and dispositions to positively impact students, the community, and themselves as they continue on the journey to life-long learning.

REQUIRED TEXTS

Echevarria, J., Vogt, M. & Short, D. (2008). *Making content comprehensible for English language learners: The SIOP Model*. 4th Ed. New York: Longman.

Course Resources

Asher, J. (1969). The total physical response approach to second language learning. *The Modern Language Journal*, 53(1), 3-17.

de Andres, V. (2002). The influence of affective variables on efl/esl learning and teaching. *The Journal of the Imagination in Language Learning and Teaching*, 7. Retrieved April 30, 2012 from [website deleted]

McLaughlin, B. (1992). Myths and misconceptions about second language learning: what every teacher needs to unlearn. *Educational practice report 5*: Office of Educational Research and Improvement (OERI), U.S. Department of Education.

Morales, L. & Gordon, J. (1985). Language experience approach (LEA). Illinois Resource Center. Retrieved April 30, 2012 from [website deleted]

Rieg, S. & Paquette, I. K. (2009). Using drama and movement to enhance English language learners' literacy development. *Journal of Instructional Psychology*, 36 (2), 148-153.

Sanchez Terrell, S. (n.d.) Teacher reboot camp: Challenging ourselves to engage our students. Access online at [website deleted]

Cheers, chants, raps, and poetry. Access online at *Songs for Teaching* website, [website deleted]
 TAPESTRY (ESOL Training for All Preservice Educators Stressing Technology-Based Resources).

(n.d.) The natural approach: Stages of second language development. Retrieved April 30, 2012 from [website deleted]

United States Department of State. Participatory language teaching. Retrieved April 30, 2012, from [website deleted]

Wilson, R. A Summary of Stephen Krashen's "Principles and Practice in Second Language Acquisition."

Highly Recommended Materials

American Psychological Association (6th edition). 2010. *Publication manual of the American Psychological Association*. Washington, DC: Author.

COURSE DESCRIPTION AND COURSE OBJECTIVES

This course is designed to prepare teachers to teach English as a second language (ESL) in U.S. public schools. It includes applied aspects of second language learning and teaching, and provides general and special educators and second language specialists the techniques, activities, strategies, and resources needed to plan instruction for English language learners (ELLs). The course emphasizes the development of teaching skills in oral language development, literacy, and content-area instruction for teaching K-12 students.

Course Objectives

Students in this course will be able to

1. Identify, use, and reflect on effective strategies, methods, and materials for teaching ELLs;
2. describe the political, social, and cultural factors that influence the type and quality of ESL programs available in public schools;
3. identify the structure and function of the English language; and
4. identify, describe, and evaluate approaches for analyzing the language of ELLs for initial placement, redesignation, and planning of instruction.

COURSE REQUIREMENTS

Class Participation

You are expected to attend all class sessions; however, excused absences may be granted for mandatory work-related activities or medical emergencies that occur during class time. You must notify the instructor at least 24 hours in advance regarding upcoming work-related activities and as soon as possible if medical emergencies arise; otherwise, an absence will be considered unexcused. Both excused and unexcused absences will result in the assignment of make-up activities with specific due dates, however, participation points for missed sessions will be awarded to those with excused absences only. Unexcused absences will result in a loss of one participation point for any class session missed. Participation points will be assessed according to the Class Participation Agreement.

Response Papers (2)

These two papers will be constructed responses and each will be two-to-three pages in length. Questions and content for the constructed responses are described below. Constructed response questions are designed to generate responses to an issue discussed in class and/or in

the weekly readings.

Response Paper #1 Assignment

Throughout the past couple of weeks, we have been discussing different theories and issues involved in language acquisition. We have been talking about how these theories and issues affect both learning a *second* language as well as a *foreign* language. We have discussed: *grammatical approach, the classroom as an environment for LA, the role of interaction, and the communicative approach.*

In your response paper, choose one of these language acquisition issues that most interests you or calls your attention in some way. Define it, talk about why it is important in language acquisition, and spend a few paragraphs discussing its relevance to **ESL learners** in your classroom. Discuss how this theory, practice, or idea affects your ESL students and how will you use these ideas to better serve the students.

You should format your paper in the following way.

- Introduction
- Definition of issue (with references)
- Pros of the issue (with references)
- Cons of the issue (with references)
- Your own opinion of the effectiveness of the issue in ESL teaching
- Conclusion
- References

The paper should be two-to-three pages, not including the reference page. Please use Times Roman, 12-point font and have a reference page that is APA formatted.

Response Paper #2 Assignment

For this paper, you may do one of two things.

Option 1: Choose one of the following theories.

- Affective Domain
- Literacy Development

Discuss what this approach is according to the theories. You will want to define it, discuss the pros and cons of the issue, and share your own opinion about it. Also share some thoughts about the implications for you as a teacher knowing about this theory and why it is important. How will this knowledge impact you as a teacher of English language learners (ELLs)?

Option 2: Choose one of the different activities we have addressed in class.

- Chants
- Music
- Role play
- Poetry
- Story-telling
- Drama
- Games, etc.

For this activity, you will define the activities you chose, talk about why it is important in

language acquisition, and spend a few paragraphs discussing its relevance to **English language learners** in your classroom. Discuss how this practice or idea affects your ELLs and how will you use these ideas to better serve the students. Your paper should have references throughout as you discuss the topic. Reference the “definition” section as well as the “pros” and “cons” sections. You need to have AT LEAST three citations in your paper, with at least two that are from different sources. You should also have a reference page that is APA formatted. Your paper should be sectioned as follows.

- Introduction
- Definition of issue (with references)
- Pros of issue (with references)
- Cons of issue (with references)
- Your opinion of effectiveness of issue English language learners
- Conclusion
- References

Your paper should be two-to-three pages, not including the reference page. Please use Times Roman, 12-point font and have a reference page that is APA formatted.

Rubric for Response Papers

	Below Standard 1	Standard Partially Met 2-3	Standard Met 4-5 points
Assignment requirements	-You addressed few of the assignment requirements. - You did not discuss at least one issue in language acquisition or you discussed it very superficially. - You did not include a discussion of the pros and cons of the issue or the discussion was overly biased.	-You addressed most of the assignment requirements. - You chose one issue in language acquisition and discussed it, but not in detail. - You included a brief discussion of the pros and cons of the issue, but it may not have clearly represented both sides of the issue.	-You addressed all the assignment requirements. - You chose one issue in language acquisition and discussed it in detail. - You included a balanced discussion of the pros and cons of the issue.
Connections to research	- You did not discuss how educational theories on language learning connected with your topic. -You did not write about your own views on the issue or your explanation was minimal.	- You discussed, in general terms, how educational theories on language learning connected with your topic. -You explained your own views on the issue.	-You discussed how specific educational theories on language learning connected with your topic. -You explained and defended your own views on the issue.
Writing	There were many major grammatical errors in the paper and/or your writing was unclear. You did not use any citations and/or references in your writing. APA guidelines were not followed.	There were few grammatical errors in the paper, but some sentences were unclear. You used few citations or listed only one or two references. APA guidelines were only partially followed.	Your paper was concise and to the point. There were no major grammatical errors in the paper and it was understandable. You also used appropriate APA citations and included a reference list of at least three sources that followed APA guidelines.
Total score: ____/10			

Tutoring Case Study

This requirement will involve submitting the following four artifacts.

1. Student Profile
2. Tutoring Plan: At least 10 tutoring sessions, ranging from 30 – 45 minutes each session
3. Journal Entries
4. Tutoring Reflection

Identify an English language learner for this tutoring assignment during the first two weeks of class. It is preferable if you are the student's teacher. This student should be someone for whom you can provide instruction *individually* during the school day or after school. You need to be able to work with a student to explore ESL methodology and strategies. You may choose to do any type of work with the student, but it is recommended that you emphasize concepts with which the student has challenges. This experience is not meant to help a student with homework. Document your tutoring work with the identified student through the following four artifacts.

The Student Profile (5 points)

The case study will involve gathering student background information. Your student profile should include

- a summary of the background of the student (e.g. age, length of time in U.S., schooling background in other country, family structure, etc.);
- the development of the primary and other languages;
- any additional cultural background information available and how it may influence the student's learning; and
- formal or informal language assessment ([language proficiency exam example 1], [SEA assessment], [language proficiency exam example 2], etc.) information and any other assessment information.

Tutoring Plan (5 points)

This should be a general statement of the approaches you intend to explore with your tutee based primarily upon his/her stage of second language development, academic achievement, and methods and instructional strategies described in your readings (include citations). In addition, your plan should identify state standards that will be addressed in your sessions. Your tutoring plan should also follow the template provided and include:

- overall goals and session objectives;
- standards ([SEA] and [SEA standards]);
- methods (rationale and description, applicable theories from readings to support methods and materials); and
- materials list.

There will be weekly tutoring plan checks at the end of each session in the form of a Ticket Out graphic.

Journal Entries (5 points)

Your journal entries should include your plan for the specific session, observations of student behavior, and reflections on your instruction. Describe the theories, strategies, and methods you used. While you will meet with your tutee for 10 sessions and are required to submit 10

completed tutoring plan templates, you need only to submit *five* journal entry templates. As part of your journal entries, provide any artifacts such as student work or materials you used that might help the instructor understand the tutoring sessions. In order to protect the privacy of your tutee, please use a pseudonym for him/her.

Reflection Paper (10 points)

At the end of your tutoring experience, you will produce a final paper (three to five pages in length, typed) that reflects on your tutoring experience. The paper should include:

- a summary of the focus of the tutoring sessions;
- the instructional methods and strategies that evolved from your work with the student;
- the theoretical rationale for your instructional decisions (include citations); and
- a profile of the student's language and literacy strengths and limitations in both L1 and L2 (on the template provided), as observed in your tutoring;
- an evaluation of the student's progress on the goal(s) identified for the tutoring sessions; and
- a reflection of what would be done differently in the future and why.

Criteria for overall product evaluation: originality, comprehensiveness, organization of written product and presentation, and degree of analysis

Tutoring Case Study Rubric

	Below Standard 1 point	Standard Partially Met 2-3 points	Standard Met 4-5 points
Student profile	You failed to gather and/or describe relevant background information for the person(s) you engaged in the tutoring project.	You gathered and briefly described the background information for the person(s) you engaged in the tutoring project.	You gathered and described in some detail the background information for the person(s) you engaged in the tutoring project.
Tutoring plan	-Your plan to work with your person was absent, unclear, or disorganized. Your plan did not include a statement of the approaches you intended to explore, and/or the approaches you chose were inappropriate for your tutee's age, his/her stage of second language development, or his/her level of academic achievement. -You did not state the overall goals for your tutoring or you did not make meaningful connections to [state]	-You devised a plan to work with your person. Your plan included a statement of the approaches you intended to explore that were appropriate for your tutee's age, his/her stage of second language development, and his/her level of academic achievement. -You stated the overall goals for your tutoring, but connections to [state] and Common Core standards and any applicable theories of language acquisition were unclear. -You included some	-You devised an organized, workable plan to work with your person. Your plan included a clear statement of the approaches you intended to explore that were appropriate for your tutee's age, his/her stage of second language development, and his/her level of academic achievement. -You stated the overall goals for your tutoring and made connections to [state] and Common Core standards and any applicable theories of language acquisition.

	Below Standard 1 point	Standard Partially Met 2-3 points	Standard Met 4-5 points
	and Common Core standards and/or any applicable theories of language acquisition. -You did not include copies of any materials used in the tutoring process.	copies of materials used in the tutoring process.	-You included copies of any materials to be used in the tutoring process.
Journal entries	You included in your portfolio only one or two journal entries from your visits with your tutee. Your entries did not make meaningful connections between the literature and what you observed with your tutee's language progression.	You included in your portfolio only three or four journal entries from your visits with your tutee. They made some connections between the literature and what you observed with your tutee's language progression.	You included in your portfolio at least five journal entries from your visits with your tutee. They were well written and made meaningful connections between the literature and what you observed with your tutee's language progression.
Score for profile, plan and journal: ____/15			
	Below Standard 1-3 points	Standard Partially Met 4-7 points	Standard Met 8-10 points
Reflection paper	Your reflection paper contained many grammatical errors. APA guidelines were not followed. It covered very few of the following elements or did not cover them thoughtfully. •Summary of the focus of the tutoring sessions •Instructional methods and strategies that evolved from your work with the student •Theoretical rationale for your instructional decisions •Profile of the student's language and literacy strengths and limitations in both L1 and L2 •Evaluation of the student's progress on the goal(s) identified for the tutoring sessions •Reflection of what would be done	Your reflection paper contained a few grammatical errors. It was understandable, but covered only some of the following thoughtfully. APA guidelines were partially followed. •Summary of the focus of the tutoring sessions •Instructional methods and strategies that evolved from your work with the student •Theoretical rationale for your instructional decisions •Profile of the student's language and literacy strengths and limitations in both L1 and L2 •Evaluation of the student's progress on the goal(s) identified for the tutoring sessions •Reflection of what would be done differently in the future	Your reflection paper contained no major grammatical errors. It was understandable and covered all of the following elements. APA guidelines were followed. •Summary of the focus of the tutoring sessions •Instructional methods and strategies that evolved from your work with the student •Theoretical rationale for your instructional decisions •Profile of the student's language and literacy strengths and limitations in both L1 and L2 •Evaluation of the student's progress on the goal(s) identified for the tutoring sessions •Reflection of what would be done differently in the future and why

	Below Standard 1 point	Standard Partially Met 2-3 points	Standard Met 4-5 points
	differently in the future and why	and why	
Score for reflection paper ____/10			
Total score ____/25			

ESL Strategy Unit

For this two-part assignment, you and your partner will create a content-area instructional unit that includes ESL strategies. You may start with an existing unit from either your curriculum or your partner's curriculum and then adapt it for a grade-level class that includes ELLs. The two parts of this assignment are (1) an in-class presentation through which you will put into practice ESL strategies covered during the course and (2) a portfolio of unit lessons.

In-Class Presentation. Your presentation should have two parts, noted below, during which you and your partner will teach a portion of your unit to other class members and then present an overview of the unit to the class.

1. You and your partner will teach one lesson (or part of one lesson) from the unit to the class for 20 minutes. The rest of the class will assume the role of your elementary or secondary students. You and your partner will teach the lesson as if you were teaching it in your own classrooms.
2. You will then provide a three-to-five minute PowerPoint presentation and discussion about your unit, covering the following areas:
 - What is the key concept or topic/theme you taught and your rationale for choosing it?
 - What grade level are you targeting and how are your strategies age appropriate?
 - What are the goals and objectives of the unit?
 - What will the whole unit look like? Explain about the whole unit briefly, even though you only shared 20 minutes of the unit.
 - What are the ESL strategies you used in the unit? (ESL strategies should be used in every lesson in the unit.)
 - How does your unit connect to theories about teaching ESL? Discuss with the class how you incorporated ESL strategies for students with specific language needs and why.

The entire presentation should be approximately 30 minutes in length.

Portfolio of Unit Lessons. Together you and your partner will submit one comprehensive portfolio. The portfolio should be in a folder of some sort (no need to make it a three ring binder – a soft-back folder that holds 3-hole punched paper is fine). Your portfolio will contain two sections that feature the following elements

1. The **introduction** should be a one-page summary (mirroring your PowerPoint described above) of the rationale for the key concept or topic/theme chosen for this ESL unit and how this rationale connects to the theories of learning discussed in this course. This rationale includes a theory-based explanation for the approach (a theoretical position

about the nature of language and language learning) and methods (a prescribed group of activities) selected for the instructional unit and lessons (with at least three citations). Use the introduction to identify the grade level of the unit and to explain how your unit is connected to the grade-level appropriate [SEA] core standards and the [SEA ELP] standards. It is very important that your unit is connected to the grade-level content standards you regularly use for your own classroom lessons and that it incorporates ESL strategies that reflect language objectives (reading, speaking, and/or writing) related to your unit and the applicable [SEA ELP] standards.

2. The ESL strategies unit will follow the introduction and should include **four to six sequential lessons**. This unit should be designed for a content area (language arts, science, math, etc.). Plan the unit according to the following directions.
 - Complete **EACH** lesson on the SIOP lesson plan template discussed in class. Be sure to indicate the grade level targeted.
 - Include the **[SEA] core standards** related to your instructional unit and the **[SEA ESL] standards**.
 - Include lesson **goals and objectives for content and language** (listening, speaking, reading, and writing).
 - Include a list of materials or resources needed and any graphic organizers or other visuals you will use or will have your students use and/or develop.
 - Include a lesson introduction.
 - Include procedures (First, we will do . . . , then . . . , then . . . , etc.), including a description of instructional methods or strategies used.
 - Describe the assessment(s) and the criteria used to evaluate student learning.

Rubric for ESL Strategy Unit

	Below Standard 1-2	Standard Partially Met 3-4	Standard Met 4-5 points
Presentation (5 points)	<ul style="list-style-type: none"> - You do not connect your unit to the [SEA ELP standards], [SEA] core standards. -You fail to explain the rationale for your unit and/or how this rationale ties into the theories of learning discussed in this course. 	<ul style="list-style-type: none"> -You connect your unit to the [SEA ELP standards], [SEA] core standards. - You briefly explain the rationale for your unit and how this rationale ties into the theories of learning discussed in this course. -Your presentation is too long. 	<ul style="list-style-type: none"> -You explain how you connected your unit to the [SEA ELP standards], [SEA] core standards. - You clearly, and in some detail, explain how the unit's rationale ties into the theories of learning discussed in this course.
Portfolio Introduction (5 points)	<ul style="list-style-type: none"> - You do not connect your unit to the [SEA ELP standards], [SEA] core standards. -You fail to explain the rationale for your unit and/or how this rationale ties into the theories of learning discussed in this course. - Your writing contains many major grammatical errors and/or is not 	<ul style="list-style-type: none"> -You connect your unit to the [SEA ELP standards], [SEA] core standards. - You briefly explain the rationale for your unit and how this rationale ties into the theories of learning discussed in this course. -Your writing contains few major grammatical errors and is understandable. 	<ul style="list-style-type: none"> -You explain how you connected your unit to the [SEA ELP standards], [SEA] core standards. - You clearly, and in some detail, explain how the unit's rationale ties into the theories of learning discussed in this course. -Your writing is free of any major grammatical errors and is easily

	Below Standard 1-2	Standard Partially Met 3-4	Standard Met 4-5 points
	understandable.		understood.
Subtotal score ____/10			
	Below Standard 1-17	Standard Partially Met 18-23	Standard Met 24-30 points
Portfolio Unit/Lessons	-[SEA ELP standards], [SEA] core standards and objectives are not included for all lessons in your unit. -Your lesson plans are not well organized or understandable or they do not use the prescribed lesson template. -Your lessons do not present subject matter content in a manner that is consistent with best practices for teaching ESL students. -The lessons in your unit do not build on one another and/or they do not focused on unit/lesson standards and objectives. -Your lessons do not include formative and summative assessments of student learning or these assessments do not measure learning about lesson objectives. -Your writing contains many major grammatical errors. APA guidelines were not followed.	-[SEA ELP standards], [SEA] core standards and objectives are included for all lessons in your unit. -Your lesson plans may not be well organized or easy to understand. -Your lessons present subject matter content in a manner that is not always consistent with best practices for teaching ESL students. -The lessons in your unit do not clearly build on one another to facilitate understanding of the unit standards. -Your lessons do not always include formative and/or summative assessments of student learning about lesson objectives. -Your writing contains few major grammatical errors. APA guidelines were only partially followed.	-Your unit lessons are clearly based on [SEA ELP standards], [SEA] core standards and objectives. -Your lesson plans are well organized and easy to understand. -Your lessons present subject matter content in a manner consistent with best practices for teaching ESL students. -The lessons in your unit build on one another to facilitate understanding of the unit standards. -Your lessons include formative and summative assessments of student learning about lesson objectives. -Your writing is free of any major grammatical errors and is easily understood. APA guidelines were followed, as applicable.
Subtotal score ____/30			
Total score ____/40			

Cooperative Learning Activity

You will choose a cooperative learning activity either demonstrated during the course or one of your own choosing (that must be pre-approved by the instructor) and implement this strategy in your own classroom. Following the cooperative learning strategy experience, you will complete and submit the 3-2-1 Reflection template. (Please write “cooperative learning” in the blank in the last reflection section.)

Peer Coaching

You can be peer coached by another student in the course, the course instructor, or your staff developer. If you are a secondary teacher, you should be peer coached during your class that has the highest ELL and/or minority student enrollment. Coaches should watch for teacher behavior related to one substantial SIOP feature or a combination of several related features from the 30 SIOP features from the SIOP protocol. You may select your own SIOP feature(s) for

your peer coaching experience, but this selection must be pre-approved by the instructor. You and your coach should complete the full peer coaching cycle as reflected on the SIOP [LEA form]. You will document your peer coaching experience by submitting the Peer Coaching Documentation form.

Summary of grading criteria

Course Requirements	Points	Letter Grades
Class participation and professionalism	15	A = 91 - 100
Response Papers (2@10 points each)	20	B = 81 - 90
Tutoring Case Study	25	C = 71 - 80
ESL Strategy Unit Presentation and Introduction	10	D = 61 - 70
ESL Strategy Unit Portfolio	30	
Cooperative Learning Activity	Pass/Fail	
Peer Coaching Experience	Pass/Fail	
Total points possible	100	

Paper Guidelines

ALL PAPERS should be written in APA format using Times Roman 12 point font. APA is standard in field of educational research. Part of this includes proper references of citations, correct structuring of the reference page, and numbering each page. Every paper submitted should have appropriate references from the class readings and/or outside readings that help support arguments made in the paper.

Course Policies

Students with Disabilities

If you have any disability that may impair your ability to successfully complete this course, please let me know as soon as possible. You will also need to contact the [university department] ([university location]), the people who will work with us to coordinate services to provide you access to course requirements. Academic accommodations are granted for all students who have qualified, documented disabilities.

Academic Integrity

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. Students are expected to complete course assignments in a manner that is consistent with the ethical standards of the [partner university] and the [school of education]. You are expected to do your own work on assignments and examinations unless they are designed as collaborative efforts. All course assignments and assessments, whether completed individually or collaboratively, should be generated from your own learning. Your work should not be copied from other students, Internet sites, or published materials. If you draw heavily from a particular source of information, that source should be credited and cited in your assignment (using APA style).

IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN ANY FORM OF ACADEMIC MISCONDUCT IN THE COMPLETION OF AN ASSIGNMENT OR ASSESSMENT FOR THIS COURSE, YOU WILL RECEIVE A GRADE OF "0" FOR THAT WORK, AND YOUR FINAL GRADE FOR THE

COURSE WILL BE SIGNIFICANTLY AFFECTED. IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN AN ACT OF ACADEMIC MISCONDUCT ON MORE THAN ONE OCCASION, YOU WILL BE DROPPED FROM THE [school of education's] PROFESSIONAL PROGRAM.

The University requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT OR DEFEND YOU, NOR ASSUME ANY RESPONSIBILITY FOR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action.

Evaluation

You are expected to submit completed assignments on the given due dates unless *prior* arrangements for due date extensions have been made with the instructor. All assignments must be submitted by the last day of the course.

CLASS SCHEDULE				ASSIGNMENTS DUE
Class	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	
1	<p>Course introduction, assignments and readings overview</p> <p>Introductions and student backgrounds</p> <p>Theoretical Foundations</p> <p>Theoretical Foundations From Grammatical to Communicative Approaches</p> <p>The Classroom as an Environment for Language Acquisition</p> <p>The Role of Interaction</p> <p>Introduction to the SIOP Model</p> <p>Theoretical Foundations</p> <p>Assign Response Paper #1</p>	<p>Echevarria, J., Vogt, M., & Short, D. (2008), ch. 1</p> <p>McLaughlin, B. (1992). Myths and misconceptions about second language learning: What every teacher needs to unlearn</p>	<p>Week 1 [4.5 hours]</p> <p>Course Introduction (Select activities as needed, e.g., for new enrollees.) [1 hour, 15 minutes; plan for extended time when this is the first course taught to a new cohort.]</p> <p>APA Format Guidelines [website deleted]</p> <p>Changes in APA 6th edition [website deleted]</p> <p>[partner university] Admission, Course Registration, and Fee Payment [partner university] Student Admission process, as needed</p> <p>Registration Tutorial: [website deleted]</p> <p>Kagan Disclaimer:</p> <p>Instructor does not work for Kagan.</p> <p>Course is not sponsored by Kagan nor does it represent the Kagan company.</p> <p>Kagan resources are one example of many different resources to be provided throughout the course.</p> <p>Review course syllabus</p> <p>Review Class Participation Agreement (in Misc Folder on Dropbox). Direct students to date and sign this agreement and return it to the instructor if one is not already on file with the instructor.</p> <p>Session content and language objectives [in [course number] Dropbox folder]</p> <p>Instructor's choice: Get-to-know-you activity</p> <p>ESL Myths [1 hour & 15 minutes]</p> <p>Instructor-led Discussion of McLaughlin article</p> <p>Book in an Hour: <i>Myths and Realities</i> text</p> <p>SIOP Chapter One Introduction (3e: pp. 2-21; 4e: 1-23) [45 minutes]</p> <p>SIOP video clip</p> <p>[Pearson SIOP introduction website deleted]</p> <p>Instructor-led discussion: Chapter one content [Also see "About SIOP" (website deleted).]</p> <p>SIOP DVD Introduction clip</p> <p>ESL Methods [45 minutes]</p> <p>ESL Methods History Expert Groups poster presentation on (1) Wilson article pp. 7-10 (start at "Grammar-Translation" on p. 7), (2) "A Brief History of ESL Instruction: Theories, Methodologies, Upheavals." [website deleted] (Scroll down to "A Brief History of ESL Instruction: Theories, Methodologies, Upheavals."), and (3) "A Short History of EFL" [website deleted]</p> <p>NOTE: Terms of Use are unclear for resource #2; instructors should not make multiple copies of this document. [LEA] has permission to copy and distribute resource #3.</p>	

CLASS SCHEDULE				
Class	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>Conclusion [30 minutes] Explain homework: Response Paper #1 (See description and rubric in syllabus.) Students should print one copy of the following pdf and bring it to Session 2 during which they will <u>complete</u> it. [website deleted] Students should complete the online personality type inventory <u>before</u> Session 2 and bring printed results to Session 2. [website deleted] Address students' questions Launch: Explain purpose of Launch and show Simple Truths video "212° The Extra Degree." [website deleted]</p> <p>Note to Instructors On the Google Drive spreadsheet, record names of students who attended this first session and who plan to complete this course.</p> <p>Week 2 [4 hours]</p> <p>Session Content and Language Objectives</p> <p>Cooperative Learning Overview [30 minutes] Instructor chooses cooperative learning strategy to explore two PIES articles: [website deleted] and CAL Digest [website deleted]</p> <p>Participatory Language Teaching (PLT) [60 minutes] Summarize [LEA] high ability website [website deleted] including "Resources" and "Referral Process and Tools" links under the "Teachers" tab. Students take four interest/personality inventories (1) Multiple Intelligences [website deleted] (Instructor provides copies.) (2) Color personality inventory and (3) learning styles inventory [website deleted] (As noted above, students should bring a blank copy of this pdf with them to Session 2.) (4) Personality type inventory [website deleted] (As noted above, students should complete this inventory before coming to Session 2.) Students create own learning profile from inventory results (on 3x5 card) Cooperative groups (form groups based on one inventory from 3x5 card) complete Very Important Point (VIPs) graphic in [course number] Dropbox or at [LEA website] for PLT article Examples of possible VIPs from PLT article: each student views learning process through own lens, teachers and students are equal partners in educational exchange, etc.</p> <p>SIOP Chapter Two Lesson Preparation (3e: pp. 22-51; 4e: 24-62) [90 minutes] Instructor-led Discussion: Chapter overview and SIOP DVD clip</p>	
2	<p>Participatory Language Teaching Empowerment in the Language Classroom What is Participatory Language Teaching? Participatory Practices</p> <p>SIOP Model Lesson Preparation</p> <p>Assign Tutoring Case Study</p>	<p>United States Department of State, Participatory language teaching</p> <p>Echevarria, J., Vogt, M., & Short, D. (2008), ch. 2</p>		

CLASS SCHEDULE			
Class	CONTENT	READINGS DUE	ASSIGNMENTS DUE
			<p>INSTRUCTOR'S OUTLINE</p> <p>Cooperative groups (form new groups based on a different inventory from 3x5 card): Jigsaw groups present portions of SIOP chapter as assigned by instructor.</p> <p>Instructor-led Discussion: Teacher Talk vs. Student Talk information in SIOP book</p> <p>Conclusion [60 minutes]</p> <p>Explain homework: Tutoring Case Study including weekly "(Movie) Ticket Out" reflection on the Tutor Case Study Journal Template in Dropbox/Canvas</p> <p>Download "Vocabulary: The Key to Teaching English Language Learners to Read" for next session [website deleted]</p> <p>NOTE: Instructors should not make multiple copies of either of these articles; each student should download one copy of each article for their personal use.</p> <p>Address students' questions</p> <p>Resources: Additional online inventories: [website deleted]</p> <p>Launch: Simple Truths video "The Power of Teamwork" [website deleted]</p>
3	<p>Communicative Practices</p> <p>The Natural Approach</p> <p>Comprehension</p> <p>Early Speech Production</p> <p>Speech Emergence and Beyond</p> <p>Expansions of the Natural Approach</p> <p>SIOP Model</p> <p>Building Background</p> <p>Assign Cooperative Learning Experience</p>	<p>Willson, R. A. Summary of Stephen Krashen's "Principles and Practice in Second Language Acquisition"</p> <p>TAPESTRY, The natural approach: Stages of second language development</p> <p>Echevarria, J., Vogt, M., & Short, D. (2008), ch. 3</p>	<p>Response Paper #1</p> <p>Session Content and Language Objectives</p> <p>The Natural Approach [1 hour, 45 minutes]</p> <p>Give One Get One 5 Squares graphic for Krashen's five hypotheses in Willson article pp. 1-7 (stop at "Grammar- Translation") [45 minutes]</p> <p>Four cooperative groups organized per four proficiency levels in Tapestry article: Jigsaw groups create visual to present article and [example LEA] Resource Guide pdf pp. 1-2 (include copyright notice with [example LEA] guide) [60 minutes]</p> <p>SIOP Chapter Three Building Background (3e: pp. 52-77; 4e: 63-94) [2 hours]</p> <p>Instructor-led Discussion: Building Background overview and SIOP DVD clip [15 minutes]</p> <p>Cooperative groups teach assigned strategies from Chapter 3; explore application of strategies in students' classrooms [45 minutes]</p> <p>Instructor-led Discussion from (1) "Vocabulary for English Language Learners" ([website deleted]), (2) "Vocabulary: The Key to Teaching English Language Learners to Read" [website deleted], and (3) examples of vocabulary resources from: [LEA website]. [15 minutes]</p> <p>Cooperative groups analyze teaching scenarios in SIOP text [45 minutes]</p> <p>Conclusion [15 minutes]</p> <p>Collect homework due today</p> <p>Assign: Cooperative learning strategy in own classroom and 3-2-1 Reflection template (Students may select cooperative learning strategies to try from in-class examples, SIOP text, etc., or identify their own with instructor approval.)</p>

CLASS SCHEDULE				ASSIGNMENTS DUE
Class	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	
4	<p>The Affective Domain Attitudes Motivation Level of Anxiety Creating a Positive School and Community Environment</p> <p>Affective Activities How Did Affective Activities Come About? What Is the Teacher's Role? When Can Affective Activities Be Used? Getting Ready Preparing the Students</p> <p>SIOP Model Comprehensible Input</p> <p>Assign ESL Strategy Unit</p>	<p>de Andres, V. (2002). The influence of affective variables on eff/esi learning and teaching</p> <p>Echevarria, J., Vogt, M., & Short, D. (2008), ch. 4</p>	<p>Ticket Out: Students provide two Tutoring Case Study Journal entries on designated template. Address students' questions Launch: Simple Truths video "Goals" [website deleted]</p> <p>Week 4 [4 hours]</p> <p>Session Content and Language Objectives</p> <p>de Andres Article [30 minutes] Triads discuss the article including the following points. Share out in a large group discussion. <i>How did affective activities come about? What factors contributed to the consideration of affective issues in language teaching? Cite examples of these factors from your own experience.</i> <i>What is the teacher's role in addressing affective variables?</i> <i>When can affective activities be used? Cite examples of language development activities that would attend to the affective variables and help prepare ELLs for optimal learning.</i></p> <p>SIOP Chapter Four Comprehensible Input (3e: pp. 78-93; 4e: 95-114) [2 hours, 45 minutes] Instructor-led Discussion: Comprehensible Input overview Feature 10: Instructor-led discussion and cooperative groups to explore: Use of cognates [website deleted] and [website deleted]; L1 prefixes and suffixes (Spanish examples) [website deleted] Rate of speech article [website deleted] (Note: Instructors should not copy this article for students.) Feature 11 Instructor-led Discussion: Feature 11 explanation from SIOP text Discuss Procedures/Content graphic Feature 12 Explore context with Clothes Washing text View How to Fold-a-Shirt video clip twice; first with sound only then with video and sound Review Ideas for Creating Context-Embedded Lessons document Think-Pair-Present examples from SIOP pp. 82-84 SIOP DVD clip: Students complete Movie Ticket Out then play "Who's Left Standing" [LEA website]</p> <p>Conclusion [45 minutes] Discuss ESL Strategy Unit homework including SIOP lesson plan format to be used (See Expanded SIOP Lesson Plan document in Dropbox/Canvas.) Jigsaw all documents in the Dropbox [SEA ELP standards] Resources folder (except the five grade-level [SEA ELP standards resource] booklets and the Terms of Use explanation) in preparation for using [SEA ELP standards] standards in Strategy Unit. Students should access</p>	

CLASS SCHEDULE			
Class	CONTENT	READINGS DUE	ASSIGNMENTS DUE
			<p>[SEA ELP standards resource] as they prepare their strategy units, but not take time in Week 4 to review these booklets. The [SEA ELP standards resource] booklets will be reviewed in depth during Week 9.</p> <p>Address students' questions</p> <p>Ticket Out: Students provide two Tutoring Case Study Journal entries on designated template.</p> <p>Launch: (quote from de Andres' article)</p> <p>"Our students are our finest teachers. We can learn from them much more than we can teach and indeed, what we need to remember is that '...every learner requires first and foremost: to be noticed, to be attended to, to be valued, to be affirmed. Out of that attention and affirmation grow the confidence and, yes, the courage to learn: if the teacher dares to teach, that is, to attend to and care for the learners, then the learners in their turn can dare to learn.' (Whitaker, 1995)"</p>
5	<p>Ways to Promote Literacy Development</p> <p>The Language Experience Approach</p> <p>Literature-based Curriculum</p> <p>Writing Workshops</p> <p>Advanced Academic Literacy</p> <p>SIOP Model</p> <p>Strategies</p> <p>ELLs with Disabilities</p>	<p>Morales, L. & Gordon, J. (1985). Language experience approach (LEA)</p> <p>Echevarria, J., Vogt, M., & Short, D. (2008), ch. 5, ch. 10</p>	<p>Week 5 [4 hours]</p> <p>Session Content and Language Objectives</p> <p>SIOP Chapter Ten Reading, RTI, and Special Education (3e: pp. 186-201; 4e: 238-257) [60 minutes]</p> <p>Instructor-led Discussion: Instructor and/or guest speaker present Chapter 10 content</p> <p>Guest Speakers: ELLs with Disabilities in [LEA] (Guest speaker suggestions: [LEA school]: [LEA employee], psychologist, [LEA school]: special ed teacher, [LEA school]: special ed teacher)</p> <p>SIOP Chapter Five Strategies (3e: pp. 94-113; 4e: 115-142) [45 minutes]</p> <p>Instructor-led Discussion: Strategies overview</p> <p>Three groups (form groups from unused inventory on 3x5 card profiles) model and create a visual for assigned SIOP feature (Features 13, 14, or 15)</p> <p>SIOP DVD clip</p> <p>Language Experience Approach (LEA) [25 minutes]</p> <p>Save the Last Word for Me: Morales & Gordon LEA article</p> <p>Shared Writing Demonstration: Instructor writes students' dictation on a common theme.</p> <p>Advanced Academic Literacy [60 minutes]</p> <p>Instructor-led Discussion and Musical Team Party (explanation in Dropbox/Canvas) in cooperative groups:</p> <p>What's Difficult about CALLA document (content-area literacy) [website deleted]. (also available in [course number] Dropbox folder)</p>

CLASS SCHEDULE				ASSIGNMENTS DUE
Class	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	
			<p>BICS and CALP using Contextual Interaction Theory graphic and information plus Cummins's Quadrant graphic and information from Teacher's Guide to Diversity, Volume II: Language pdf, pp. 65-68.</p> <p>Sort BICS and CALP scenarios (from [course number] Cummins's Quadrant Scenarios document in Dropbox [course number] folder) in the correct quadrant using the blank quadrant in scenarios document.</p> <p>Pairs discuss each scenario's level of academic literacy demands in relation to Cummins's quadrant.</p> <p>Literature-based Curriculum [40 minutes]</p> <p>Elementary teacher (from the group) presents [LEA literacy program] information and writing workshop information</p> <p>Secondary English language arts teacher (from the group) presents literature-based curriculum information</p> <p>Group completes writing prompt from [SEA] core curriculum (Sample prompts on p. 31 of [website deleted])</p> <p>Conclusion [10 minutes]</p> <p>Homework: In addition to other Session 6 readings, also read "TPR: After Forty Years, Still a Very Good Idea" [website deleted]. (Permission to copy and distribute this article: [website deleted].)</p> <p>Ticket Out: Students provide two Tutoring Case Study Journal entries on designated template.</p> <p>Address students' questions</p> <p>Launch: Simple Truths video "Heart of a Teacher" [website deleted].</p>	
6	<p>Physical Involvement in the Language Learning Process</p> <p>Total Physical Response</p> <p>Chants, Music, and Poetry</p> <p>SIOP Model</p> <p>Interaction Practice/Application</p> <p>Assign Response Paper #2</p>	<p>See Cheers, chants, raps, and poetry at [website name] [website deleted]</p> <p>Asher, J. (1969). The total physical response approach to second language teaching</p> <p>Echevarria, J., Vogt, M., & Short, D. (2008), ch. 6</p>	<p>Week 6</p> <p>[4 hours]</p> <p>Session Content and Language Objectives</p> <p>Total Physical Response [60 minutes]</p> <p>Jigsaw two TPR articles and create Pyramid Poem poster (See Pyramid Poem template in Dropbox/Canvas) for TPR (For Asher [1969] article, use p. 4, p. 17.)</p> <p>Instructor summarizes the article "Storytelling in the Yup'ik Immersion Classroom" and shows the "Whole Video" clip of TPRS demonstration [website deleted] (Yup'ik TPRS video clip available in [course number] Dropbox folder)</p> <p>Instructor-led TPRS activity (Examples: retelling a familiar fairytale or memorable event, demonstrating a science concept such as Earth's rotation around the Sun, etc.)</p> <p>SIOP Chapter Six Interaction (3e: pp. 114-135; 4e: 143-170) [1 hour, 15 minutes]</p> <p>Instructor-led Discussion:</p> <p>Interaction overview including SIOP DVD clip</p>	<p>3-2-1</p> <p>Cooperative Learning Reflection</p>

CLASS SCHEDULE				
Class	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
		Echevarria, J., Vogt, M., & Short, D. (2008), ch. 7	<p>Discuss [SEA employee] Letter pdf regarding L1 use</p> <p>Instructor's choice of cooperative learning activity to explore "Language, Diversity, and Learning: Lessons for Education in the 21st Century" article [website deleted] (This article may be copied and distributed.)</p> <p>Four groups teach one of four SIOP Interaction features by creating a song, chant, poem, role play, etc., with TPR elements</p> <p>Think-Pair-Share: 3-2-1 Reflection from cooperative learning experience homework</p> <p>SIOP Chapter Seven Practice/Application (3e: pp. 136-151; 4e: 171-190) [1 hour, 15 minutes]</p> <p>Instructor-led Discussion: Instructor teaches Feature 20 content using a variety of foldables [LEA website]</p> <p>Instructor-led Discussion: Features 21 and 22; check students' comprehension with Stop, Write, and Draw [LEA website]</p> <p>Cooperative groups analyze teaching scenarios in SIOP text</p> <p>Conclusion [30 minutes]</p> <p>Explain homework: Response Paper #2 (See description and rubric in syllabus.)</p> <p>This assignment includes completing vocabulary "flap book" foldable for nine assignment choices (<i>affective domain, literacy development, chants/music, role play, poetry, story telling, drama, games, TPR</i>) and one teacher's choice of a vocabulary term. (See [instructor's] Flap Book Foldable in [course number] Dropbox folder.)</p> <p>Address students' questions</p> <p>Ticket Out: Students provide two Tutoring Case Study Journal entries on designated template.</p> <p>Launch: Simple Truths video "Pink Bat" [website deleted]. (Connection to session content: seeing ELLs' L1 as an asset, not a deficit or a problem.)</p>	
7	<p>Storytelling, Role Play, and Drama</p> <p>Games as Teaching Tools</p> <p>Nonverbal</p> <p>Board-Advancing</p> <p>Word Focus</p> <p>Treasure Hunts</p> <p>Guessing Games</p> <p>SIOP Model</p> <p>Lesson Delivery</p>	<p>See activities and video at Sanchez Terrell's [website name]</p> <p>[website deleted]</p> <p>Echevarria, J., Vogt, M., & Short, D. (2008), ch. 8</p>	<p>Week 7</p> <p>[4 hours]</p> <p>Session Content and Language Objectives</p> <p>SIOP Chapter Eight Lesson Delivery (3e: pp. 152-165; 4e: 191-209) [30 minutes]</p> <p>Instructor-led Discussion: Instructor teaches chapter content using a variety of foldables [LEA website]</p> <p>SIOP DVD clip</p> <p>Reboot Camp Share Out [15 minutes]</p> <p>Games as Teaching Tools Stations [2 hours, 30 minutes]</p> <p>Rotating Stations</p> <p>Nonverbal: Charades</p>	

CLASS SCHEDULE				
Class	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	Classroom Connections		<p>Word Focus: People Bingo template pdf Board Advancing: (Instructor's choice of board game) Guessing Game: Pictionary Treasure Hunts: Cooperative groups choose theme and take photos related to theme to create (and share) a photo montage (using PowerPoint, Prezi, etc.) during Session Eight</p> <p>Classroom Connections [15 minutes] Group discussion regarding implementing stations, especially at the secondary level View high school math stations clip [website deleted] and portions of "Read 180" video clips (for examples of rotations) [website deleted] Conclusion [30 minutes] Explain Session Eight's work session (Treasure Hunts photo montages and ESL Strategy Units) Address students' questions Ticket Out: Students provide two Tutoring Case Study Journal entries on designated template. Launch: Simple Truths video "One Choice" [website deleted]</p>	
8	<p>Tools for Teaching Languages Textbooks Computer Programs Videos and Film Assign [SEA ELP standards resource] download</p>	Rieg, S. & Paquette, K. (2009). Using drama and movement to enhance English language learners' literacy development	<p>Week 8 [4 hours] Session Content and Language Objectives Photo Montage and ESL Strategy Unit Work Session [1 hour, 45 minutes] Finish Treasure Hunt photo montages started during Session 7 [30 minutes] Pairs work together on ESL Strategy Unit [1 hour, 15 minutes]</p> <p>Tools for Teaching Languages [2 hours] Drama/Movement continued Inside-Outside Circle review for Rieg & Paquette article (Use Questions for Rieg & Paquette article document; three questions for inside circle, three for outside.) Textbooks Readers' Theater Selected students perform portion of "Tres Cerdos" readers' theater. ([PD instructor] provided instructors copies of this document.) Small groups rewrite ending of "Tres Cerlos" and share out. Text Adaptation Review SIOP Feature 5 from Lesson Preparation Students share out own text adaption techniques. Computer Programs Instructor guides students through instructor-selected quest from "WebQuest Menu" on [website deleted].</p>	Response Paper #2

CLASS SCHEDULE			
Class	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE
			<p>Small groups share photo montages.</p> <p>Videos and Film</p> <p>[LEA] media policy [LEA website]</p> <p>Watch and discuss Reading Rockets video clip (View clip from 5:05 to 9:07.) [website deleted]</p> <p>Summarize Reading Rockets captioned media article ([website deleted]) and students share own experience and ideas re: use of videos and film.</p> <p>Cooperative groups choose familiar movie, television show, etc. and create a movie trailer and/or movie poster explaining how a video clip could be used to teach ELLs a specific content concept. (Actual clips do not need to be shown.)</p> <p>Conclusion [15 minutes]</p> <p>Pair-Share highlights from Response Paper #2</p> <p>Direct students to download and bring to Session 9 one copy of the [SEA ELP standards resource] that aligns with the grade span they teach ([website deleted]).</p> <p>Address students' questions</p> <p>(As needed) Ticket Out: Students provide two Tutoring Case Study Journal entries on designated template.</p> <p>Launch: "I must say, I find television very educational. The minute somebody turns it on, I go to the library and read a good book." ~Groucho Marx</p>
9	<p>Language Assessment and Standards</p> <p>Language Tests</p> <p>Determining Placement</p> <p>Evaluation as an Integral Part of the Classroom Environment [Moved to Session 10]</p> <p>Standards for ESL and Foreign Language Teaching</p> <p>SIOP Model</p> <p>Review and Assessment Best Practices</p> <p>Classroom Connections</p> <p>Assign SIOP Peer Coaching</p>	<p>Echevarria, J., Vogt, M., & Short, D. (2008), ch. 9, ch. 11</p>	<p>Week 9</p> <p>[4 hours]</p> <p>Session Content and Language Objectives</p> <p>Language Tests [45 minutes]</p> <p>Instructor-led Discussion: [LEA] tests including [LEA assessments]</p> <p>Instructor-led Discussion: Summarize [SEA] test accommodations policy for ELLs [SEA website] using the [document title] in the [course number] Dropbox folder.</p> <p>Instructor-led Discussion: Brief explanation of [SEA assessment] using information on the [SEA assessment] web page [SEA website] Instructor and students also explore the [LEA assessment] information, including the latest [LEA assessment] results, found at the [SEA assessment] [website deleted]</p> <p><input type="checkbox"/> [LEA assessment]</p> <p>Instructor provides overview of test including administration procedures.</p> <p>Pairs administer and score two different forms of [LEA assessment section] (not [additional section]), although this test should be discussed). One member of pair takes one form and the other takes a different form.</p> <p>Discuss test ethics, especially not discussing [LEA assessment] test items with colleagues, students, etc. Instructor should gather copies of [LEA assessment] test forms used during class and destroy them.</p>

CLASS SCHEDULE				ASSIGNMENTS DUE
Class	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	
			<p>Folded Value Line Discussion (Instructor chooses "value" to create line.) *How will you use [LEA assessment] and [SEA assessment] results in your class?</p> <p>Determining Placement [15 minutes] Instructor-led Discussion: ALS identification, assessment, and placement procedures (Encourage any [LEA position title] to help lead this discussion.) Refer to [LEA publication].</p> <p>ESL Standards [15 minutes] Tea Party: [SEA document] [website deleted] Instructor-led Discussion: Overview of TESOL/NCATE Standards [website deleted] Discussion should include standards themselves and the graphic on p. 20. (NOTE: This document can be copied once for personal use only—not multiples times for distribution.)</p> <p>Classroom Connections [45 minutes] Student Profile Activity Paraphrase Passport [SEA ELP standards resource]: Pairs summarize the following pages from the [SEA ELP standards resource] they downloaded. (These pages are the same in every grade span booklet.) A's summarize pp. 2-3 and B's summarize pp. 4-5. Form preliminary groups according to the grade spans of the [SEA ELP standards resource] that were downloaded. (E.g.: Group together all students who downloaded a booklet for the PreK-Kindergarten grade span.) If any grade span group is comprised of fewer than two students, combine grade spans. If any groups are larger than five, split them into two groups. Assign each group one of the four [SEA assessment]/[SEA ELP standards resource] proficiency levels (proficiency-level descriptors). Using information in their [SEA ELP standards resource], each group identifies adaptations to two content-area learning activities according to their assigned proficiency level. Adapted activities should include all four learning modalities (listening, speaking, reading, and writing).</p> <p>Assessment and Best Practices [50 minutes per chapter] SIOP Chapter Nine Review and Assessment (3e: pp. 166-185; 4e: 210-237) SIOP DVD clip Mini jigsaws: Features 27, 28 and 29 Expert table groups: Feature 30 (stop at CIMA nine types of assessment adaptations) Whole group discussion: CIMA Adaptations (3e pp. 174-175; 4e pp. 224-225)</p> <p>SIOP Chapter 11 Best Practices: (3e: pp. 202-221-165; 4e: 258-279) SIOP DVD clip Instructor-led Discussion: Chapter overview Students complete SIOP Self-Assessment Review and discuss SIOP peer coaching observation tools</p>	

CLASS SCHEDULE				ASSIGNMENTS DUE
Class	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	
10	<p>Language Assessment and Standards Evaluation as an Integral Part of the Classroom Environment [Moved from Session Nine]</p> <p>In-Class Presentations (of ESL Strategy Units)</p>		<p>Conclusion [20 minutes] Classroom Connections Assign SIOP Peer Coaching (See Peer Coaching description in syllabus above.) Students and coaches should complete the [LEA document] and students should submit the Peer Coaching Documentation form. Address students' questions [As needed] Ticket Out: Students provide two Tutoring Case Study Journal entries on designated template. Launch: "However beautiful the strategy, you should occasionally look at the results." ~Winston Churchill</p> <p>Week 10 [4 hours]</p> <p>Session Content and Language Objectives</p> <p>Evaluation Integral to Classroom Environment [60 minutes] Experts groups (formed from last unused inventory on 3x5 profiles cards): McTighe's and O'Connor's "Seven Practices for Effective Learning" article: [website deleted] (Instructors can copy and distribute this article if the ACSD guidelines shown below are observed.) Think-Pair-Share: Examples of ongoing classroom assessments and PLC collaboration Numbered Heads Together: Table groups summarize pairs' PLC discussions.</p> <p>Photocopying Guidelines for ASCD Periodicals ASCD permits readers to duplicate the following limited number of copies from each issue free of charge provided that Copies are distributed free of charge beyond the cost of duplication, and Each copy includes a full citation of the source. Free Use Without Written Permission: Educational Leadership: Up to 50 copies of up to three articles from a single issue. This authorization only applies to articles, illustrations, graphics, or photographs copyrighted by ASCD. Check the citation and copyright notice printed in the issue. Source: [website deleted].</p> <p>Begin In-Class Presentations of ESL Strategy Units [2 hours, 30 minutes]</p> <p>Conclusion [30 minutes] ESL Acronym List Guessing Game: Thumbs Up/Thumbs Down (or game of instructor's choice) Address students' questions Final homework review as needed (All assignments must be submitted by Session 11.) [As needed] Ticket Out: Students provide two Tutoring Case Study Journal entries on designated template. Launch: Simple Truths video: "Secrets of the World Class" [website deleted]</p>	ESL Strategy Unit

CLASS SCHEDULE			
Class	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE
11	In-Class Presentations (of ESL Strategy Units) Final Reflections Course registration and fee payment		<p>Week 11 [4.5 hours]</p> <p>Session Content and Language Objectives</p> <p>Conclude In-Class Presentations of ESL Strategy Units [3 hours]</p> <p>Final Reflections [45 minutes] Quick Write: Three big ideas (or "take aways") from [ESL methods] course Think-Pair-Share big ideas Selected students volunteer to share out colleagues' big ideas in large group (with colleagues' permission)</p> <p>Instructor-selected "sponge activities" for remaining time For example: Instructor shares additional cooperative learning structures, small groups prepare "informercials" for favorite ELL-friendly activities, students share "a-ha's" from Tutoring Case Study, etc.</p> <p>Conclusion [45 minutes] Submit Tutoring Case Study assignment Launch: Simple Truths video "Finish Strong" (not the "Teen Athlete" version) [website deleted] Complete course wrap-up, addressing any remaining questions, upcoming course start date, etc. Collect class sets of texts and any other materials that were loaned to students and store them at your site. Distribute texts and make reading assignments for the next course, as applicable. Direct students to complete Student Feedback form ([partner university faculty liaison] informal course evaluation document available in Misc Docs folder on Dropbox). Instructors should not view these evaluations at this time, but should select a class participant to collect the completed forms and seal them in an envelope to be sent to [LEA employee 1] at the district office. Students will receive an email notice regarding [partner university] online course evaluation process. Determine if any students will not be continuing and send their names to [LEA employee], [partner university faculty liaison], and [LEA employee 2]. Update the Google Drive spreadsheet with students' final grades and point totals then print and store hard copies of this grading record. Alert [partner university faculty liaison] when all grades for this course have been submitted on [online grading platform]. Provide copies of the [partner university] [SEA] ESL endorsement application document (in the Misc Docs folder on Dropbox) to students for whom this is their last ESL endorsement course. Direct these students to complete page one of this form with their applicant information where</p>
			<p>ASSIGNMENTS DUE</p> <p>Tutoring Case Study</p> <p>SIOP Peer Coaching</p>

CLASS SCHEDULE				
Class	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>indicated, check "YES" for each [SEA] ESL standard, print the form, and follow the instructions for (those who have completed [partner university]'s ESL endorsement program) included on the last page. Remind students to sign and date their completed form.</p> <p>NOTE: Students who have taken non-[LEA] ESL endorsement courses through other institutions and/or have taken [LEA] ESL endorsement courses, but received credit from institutions other than [partner university], need to complete a blank application form rather than the example noted above because this example only includes [partner university] ESL endorsement courses. A blank [SEA] ESL endorsement application is in the Misc Docs folder on Dropbox for students with any non-[partner university] ESL endorsement course credit.</p> <p>This process replaces the procedure used in the past when ESL endorsement graduates provided transcripts and checks to the [LEA] ESL department secretary who would send the graduates' names and fees to [SEA].</p>	

[course number]
[Language Acquisition course]
(3 semester credits)

Instructor:

Phone:

Email:

Location:

Student-Instructor conferences by appointment

**Empowering the student through knowledge,
preparation, and ethics**

The mission of the [partner university] [school of education] endorsement programs at [partner university] is to prepare individuals for further career choices and advancement. Our professional education programs provide innovative courses and experiences to support the demands of professional standards, intellectual rigor, and collaboration among faculty, community, and other professional stakeholders. To accomplish this task we engage candidates in research and standards based instruction in pedagogy, content, and professional ethics, diversity, community experiences, field work and clinical practice, reflection and decision making, and technology opportunities. Participants acquire and develop knowledge, skills, and dispositions to positively impact students, the community, and themselves as they continue on the journey to life-long learning.

REQUIRED TEXTS

Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Boston: Addison Wesley & Longman.

Course Readings

Bialystok, E., Shenfield, T. & Codd, J. (2000). Languages, scripts, and the environment: Factors in developing concepts of print. *Developmental Psychology*, 36(1) 66-76.

Cummins, J. BICS & CALP. Retrieved from [website deleted]

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Valdes, G. (1997). Dual language immersion programs: A cautionary note concerning the education of language minority students. *Harvard Educational Review*, 67 (3), 391-429.

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Highly Recommended Materials

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COURSE DESCRIPTION AND COURSE OBJECTIVES

This course will examine the intricate web of variables that interact in the second language learning process. These variables include linguistic, cognitive, social, cultural, and political factors. Learning a second language is as both an individual and social experience. It includes linguistic, cognitive, psychological, and emotional elements. As such, second language learning involves complex interactions between the individual and the contexts in which s/he interacts. The emphasis in the course will be on examining each of these factors in turn and then attempting to understand how they work together to foster or inhibit successful second language learning and acquisition.

Course Objectives

Students in this course will be able to

1. identify and describe linguistic, cognitive, social, cultural and political factors involved in second language learning;
2. evaluate second language learning theories;
3. describe the relationship of first and second language acquisition;
4. identify, describe, and apply knowledge of factors affecting the experience of second language learners in their classroom experiences.

Course Requirements

Class Participation

You are expected to attend all class sessions; however, excused absences may be granted for mandatory work-related activities or medical emergencies that occur during class time. You must notify the instructor at least 24 hours in advance regarding upcoming work-related activities and as soon as possible if medical emergencies arise; otherwise, an absence will be considered unexcused. Both excused and unexcused absences will result in the assignment of make-up activities with specific due dates, however, participation points for missed sessions will be awarded to those with excused absences only. Unexcused absences will result in a loss of one participation point for any class session missed. Participation points will be assessed according to the Class Participation Agreement.

Assignment Descriptions and Rubrics

Reaction Papers (2)

These two papers will be constructed responses to issues discussed in class and/or in the weekly readings. Each should be two-to-three pages in length. Reaction Paper #1 is an introductory presentation to the basics of language acquisition while Reaction Paper #2 is more narrowly focused on comparing and contrasting methods of acquisition. You may use any research and other related information that you gather for both papers rather than starting the research process anew for Reaction Paper #2. However, the papers should be distinctly different (as described above) rather than the information included in Reaction Paper #2 simply being another presentation of the information from Reaction Paper #1.

Reaction Paper #1. Imagine you have been asked to do a one-hour presentation at your school about language acquisition. Using the class readings and other sources, describe the presentation that you would create for your colleagues.

Begin by describing your audience. In a paragraph or two, write about (a) how many teachers you would probably be addressing, (b) what grades/ages the attendees teach, (c) any assumptions you are making about the teachers' knowledge base in language acquisition, and (d) any other relevant information about the context of your presentation.

Next, construct a list of talking points (no more than 10) about language acquisition that you think are important to include in your presentation. You can focus exclusively on first language acquisition, on second language acquisition, or a combination of both. Each idea should be briefly introduced and defined (including citations), and you should also include at least one concrete example for each point you are trying to make. Don't forget to wrap up with a conclusion. Be clear about what big, important ideas you hope your audience will remember from your presentation.

Be sure to document your statements with appropriate citations and include a list of references at the end of your paper. Your paper should be approximately two pages in length plus any additional pages you need for your reference list.

Reaction Paper #2. You have been increasingly concerned by the statements made by teachers in your school about second language learners. These statements include things like, "The sooner you learn a second language, the better off you are" and "Everyone knows that the best way to learn a second language is through immersion." Write a short fact sheet that would help shed light on these kinds of assumptions. Your fact sheet should include the following.

- 1) An introduction explaining to whom you are writing, why you are writing, and what you are writing about.
- 2) A list of five ways that learning a second language differs and/or is similar from learning a first language. (All points should be supported with citations.) Include classroom or community examples for each of your points.
- 3) Compare and contrast at least five ways that second language acquisition differs for children and adult learners. (Each point should be supported by references from the literature.) Again, don't forget to give examples.
- 4) Finally, write a conclusion that summarizes the important points in your paper. Your

paper should be approximately two pages in length plus any additional pages you need for your reference list.

	Below Standard 1	Standard Partially Met 2-3	Meets Standard 4-5 points
Assignment requirements	-You addressed few of the assignment requirements. -You did not describe the context for your assignment.	-You addressed most of the assignment requirements. -You described some of the context for your assignment.	-You addressed all the assignment requirements. -You described the context for your assignment briefly, but clearly.
	- You did not choose important points about language acquisition from the literature, or your descriptions of these points were inaccurate. - You did not discuss an appropriate number of points about language acquisition.	- You chose some points about language acquisition from class readings to discuss - You defined and discussed at least a few different ideas or approaches to language acquisition.	- You chose important points about language acquisition from the literature to discuss. - You clearly defined and discussed an appropriate number of ideas or approaches to language acquisition.
Writing	-There were many major grammatical errors in the paper and/or your writing was unclear. You did not use any citations and/or references in your writing. -APA guidelines were not followed.	-There were few grammatical errors in the paper, but some sentences were unclear. You used few citations or listed only 1 or 2 references. -APA guidelines were partially followed.	-Your paper was concise and to the point. There were no major grammatical errors in the paper and it was understandable. You also used appropriate citations and included a reference list of at least 3 sources. -APA guidelines were followed, as applicable.
Total score: ____/15			

Classroom Journal Assignment

You will keep a journal (either a hard copy or an electronic document such as a personal blog) of classroom experiences and recollections relevant to issues in second language acquisition. Your journal should include at least ten entries with a minimum of 250 words per entry. Journal entries should connect real classroom experiences with language acquisition issues that have been explored in class or that are of special interest to you. Each entry should also cite at least two research references from class readings or other relevant and reliable research. These entries should primarily be based on first-hand classroom experiences, but may also involve observations of students or of second language programs; interviews with teachers, administrators, or students; experiences attending or observing ESL classes, etc.

	Below Standard 1-19	Standard Partially Met 20-25	Meets Standard 25-30 points
Assignment requirements	-Your journal was not limited to first-hand classroom experiences, events, or recollections relevant to issues in second language acquisition. - Your entries made few or no between issues that have been explored in class to real	-Your journal described first-hand classroom experiences, events, or recollections relevant to issues in second language acquisition. - Your entries made a few between issues that have been explored in class to real classroom experiences.	-Your journal consistently and clearly described first-hand classroom experiences, events, or recollections relevant to issues in second language acquisition. - Your entries made thoughtful connections between issues that have

	classroom experiences. - None of your entries cited any relevant research from class readings or you included references to unreliable sources.	- Each of your entries cited at least one research reference, from class readings or other relevant and reliable research.	been explored in class to real classroom experiences. - Each of your entries cited at least two research references, from class readings or other relevant and reliable research.
Writing	- Your entries not clearly written and/or were poorly focused. There were major grammatical errors that made your writing difficult to read. - You included no citations or reference list.	- Your entries were overly wordy or too brief. There were a few major grammatical errors, but your entries were, for the most part, understandable. - Your citations and reference list were not written in APA style.	- Your entries were concise and to the point. There were no major grammatical errors. - Your citations were written in APA style and you included a reference list with each entry.
Total score: ____/30			

Interview Assignment

For this assignment, a series of questions created in class will be used to interview an adult (rather than a public school student) who is a non-native English speaker currently learning or who has learned English as an additional language. The purpose of this assignment is to compare the results of your interview findings with others in the class in order to examine variables that may affect second language acquisition and bilingualism including, but not limited to language status, language loss, and socialization practices.

Note: Multilingual enrollees in the class may be interviewed for this assignment (one interview per multilingual class member).

Interview Procedure. You will arrange for the interview, record it, and prepare a written transcription of the interview. Note: When you make your arrangements to conduct the interview, alert your interviewee *at that time* that you will be recording the interview from which a written transcript will be made. Assure your interviewee that their name or any other identifying information will not be used in the transcription or in the reporting of the interview.

Plan to spend at least 30 minutes with your interviewee. Ask questions that will help you gain insights regarding their feelings, views, experiences, etc. If you speak your subject's native language, and they are limited in English, you may conduct the interview in his/her native language. Record the conversation **ONLY** if your subject is completely comfortable with this and if it will not inhibit the conversation—otherwise, just take notes during the interview. Either a transcription of your recording or your notes will be submitted as part of this assignment.

Write-Up. This assignment includes a five-page written report (in addition to the transcription pages or your interview notes) that summarizes the results of your interview. Your report should include at least three observations you made regarding how your interviewee views second language acquisition, bilingualism, and her/his own language and culture. Justify your observations with references to observed behaviors you have noted and/or to the interviewee's comments included in your transcript. You should highlight and discuss contradictions between your interviewee's statements and what s/he does in real life regarding language and culture maintenance, views, etc. You should also describe how your subject fits ELL preconceptions that

you might have had and/or the descriptions or profiles of ELLs that we have read about and/or discussed in class. Be specific here and cite class readings and/or research work that describe the characteristics and variables related to individuals acquiring an additional language. You should also write about any surprises in the behavior and/or attitudes exhibited by your interviewee that do NOT fit the expected profile. Using data from this interview and information from our class, conclude your paper by providing examples of experiences (schooling or otherwise) you feel would have helped or could help your subject in his/her development of bilingualism.

Presentation. In addition to the written report described above, you will make a 15-minute in-class presentation that features a summary of the findings from your interview and includes important points related to theories of second language acquisition that were gathered from the interview. Your presentation should also include a visual aid such as a PowerPoint presentation, a digital story, or some other product to summarize the interview experience. Remember, however, to protect your interviewee's confidentiality during your presentation such as no visual images of them, etc. Interviewee confidentiality should also be maintained throughout the written transcript and the written report you will submit.

Sample Interview Questions (Can be modified and additional questions can be included.)

***GENERAL**

Name, age, gender

Do you have friends whose culture/language is different than yours?

What language(s) do you speak?

What is your occupation?

Where do you live?

Describe environment...

What do you do for recreation?

What kind of experiences have you had with people from other cultures?

What kinds of opportunities do you have to learn/practice your second/third language? Do you seek and enjoy these opportunities? Or do you try to avoid them?

***FAMILY HISTORY** (Do not include any questions that are connected with immigration status in any way.)

Tell me about your cultural background.

Tell me about aspects of other cultures that you enjoy, are interested in, admire, etc.

***LANGUAGE / CULTURE ATTITUDES**

Why do you want/need to learn another language?

Why do you want to maintain your first (or second) language (other than English)? What is the hardest thing about learning another language?

Talk about knowing/learning/using two languages – satisfying, difficult?

***OTHER**

Rate your proficiency in your second language for me. (Probe for listening, speaking, reading, and writing.)

Do the same for the native language?

Ask other questions you may be interested in.

	Below Standard 1-14 points	Standard Partially Met 15-19 points	Meets Standard 20-25 points
Interview transcription	You failed to make a complete written transcription of your recorded interview with a second language learner.	You made a complete written transcription of your recorded interview with a second language learner.	You made a clear, complete, and accurate written transcription of your recorded interview with a second language learner.
Observations on interview	You failed to Include in your summary at least one observation about how the interviewee viewed bilingualism and multiculturalism and her/his own language and culture, and you failed to justify your statements with references to observed behaviors or comments from your transcription. You did not highlight any contradictions between your interviewee's statements and what s/he does in real life regarding language and culture maintenance, views, etc.	You Include in your summary at least one observation about how the interviewee viewed bilingualism and multiculturalism and her/his own language and culture, but you failed to justify your statements with references to observed behaviors or comments from your transcription. You did not clearly highlight any contradictions between your interviewee's statements and what s/he does in real life regarding language and culture maintenance, views, etc.	You Include in your summary several observations about how the interviewee viewed bilingualism and multiculturalism and her/his own language and culture. You justified each of your statements with references to observed behaviors or comments from your transcription. You highlighted any contradictions between your interviewee's statements and what s/he does in real life regarding language and culture maintenance, views, etc.
Connections and conclusions	You did not describe how your subject fit (or did not fit) profiles of second language learners presented in course readings. You failed to cite specific class readings to support your comments. Your conclusion did not explain at least one experience that you feel would have helped or could help your subject in her/his development of bilingualism. APA guidelines were not followed.	You briefly described how your subject fit (or did not fit) profiles of second language learners presented in course readings. However, you failed to cite specific class readings to support your comments. Your conclusion failed to clearly explain at least one experience that you feel would have helped or could help your subject in her/his development of bilingualism. APA guidelines were partially followed.	You clearly described how your subject fit profiles of second language learners presented in course readings. You cited several class readings to support your comments. You also included surprises, behaviors, or attitudes exhibited by your subject that did NOT fit the expected profile. You concluded your paper by explaining at least one experience that you feel would have helped or could help your subject in her/his development of bilingualism. APA guidelines were followed, as applicable.
Presentation	Your presentation did not clearly outline what you learned from your interview of a second language learner, and you failed to connect your findings with issues and readings we have addressed in the class.	Your presentation outlined what you learned from your interview of a second language learner, but you failed to connect your findings with issues and readings we have addressed in the class. Your presentation was unclear or not easily understood.	Your presentation gave us a good idea of what you learned from your interview of a second language learner. You connected your findings with issues and readings we have addressed in the class. Your presentation was clear and understandable.
Total score: ____/25			

Peer Coaching

You can be peer coached by another student in the course, the course instructor, or your staff developer. If you are a secondary teacher, you should be peer coached during your class that has the highest ELL and/or minority student enrollment. Coaches should watch for teacher behavior related to language acquisition topics such as first language influence, Natural Approach hypotheses (acquisition versus learning, $i+1$ input, affective filter), native/non-native speaker interaction, use of recast, differentiation strategies, etc. You may select your own SIOP feature(s) for your peer coaching experience, but this selection must be pre-approved by the instructor. You and your coach should complete the full peer coaching cycle as reflected on the [LEA document]. You will document your peer coaching experience by submitting the Peer Coaching Documentation form.

Practicum Hours Documentation

The [SEA] stipulates that any ESL endorsement enrollee who is *not* teaching in a classroom setting during their enrollment in the ESL endorsement courses needs to complete a total of 60 practicum hours. These 15 hours *are in addition* to the required 45 practicum hours that all endorsement enrollees must complete. Those who are in non-classroom settings will accrue the additional 15 hours through the interview assignment for this course. If enrollees complete this assignment in fewer than 15 hours, additional practicum hours (not included in the minimum 45) can be accrued during the other ESL endorsement courses. As with the practicum hours associated with the other courses, the practicum hours aligned with the interview assignment for this course can include all aspects of the assignment that are completed *outside of regular class time*, such as time required to schedule the interview, to complete the interview itself, to complete the accompanying written report, and to prepare the in-class presentation. (The in-class presentation time does not count as part of the 15 practicum hours since it occurs during regular class hours.) You should document the hours used to complete this practicum assignment on the log your instructor will provide. Please submit this log that reflects your [course number] hours to your instructor before the course ends. After reviewing your log, your instructor will return it to you so you can continue to document your practicum hours in the other ESL endorsement courses. Remember that although all enrollees complete the [course number] interview assignment, it is only those who are *not* teaching in classroom settings who need to *document* the hours they spent completing this assignment.

Summary of grading criteria

Course Requirements	Points	Letter Grades
Class Participation and Professionalism	15	A = 91 - 100
Reaction Papers (2@15 points each)	30	B = 81 - 90
Classroom Journal	30	C = 71 - 80
Interview	25	D = 61 - 70
Peer Coaching	P/F	
Practicum Hours Log	P/F	
Total points possible	100	

Paper Guidelines

ALL PAPERS should be written in APA format using Times Roman 12 point font. APA is standard in field of educational research. Part of this includes proper references of citations, correct structuring of the reference page, and numbering each page. Every paper submitted should have appropriate references from the class readings and/or outside readings that help support arguments made in the paper.

COURSE POLICIES

Students with Disabilities

If you have any disability that may impair your ability to successfully complete this course, please let me know as soon as possible. You will also need to contact the [university department] ([university location]), the people who will work with us to coordinate services to provide you access to course requirements. Academic accommodations are granted for all students who have qualified, documented disabilities.

Academic Integrity

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. Students are expected to complete course assignments in a manner that is consistent with the ethical standards of the [partner university] and the [school of education]. You are expected to do your own work on assignments and examinations unless they are designed as collaborative efforts. All course assignments and assessments, whether completed individually or collaboratively, should be generated from your own learning. Your work should not be copied from other students, Internet sites, or published materials. If you draw heavily from a particular source of information, that source should be credited and cited in your assignment (using APA style).

IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN ANY FORM OF ACADEMIC MISCONDUCT IN THE COMPLETION OF AN ASSIGNMENT OR ASSESSMENT FOR THIS COURSE, YOU WILL RECEIVE A GRADE OF "0" FOR THAT WORK, AND YOUR FINAL GRADE FOR THE COURSE WILL BE SIGNIFICANTLY AFFECTED. IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN AN ACT OF ACADEMIC MISCONDUCT ON MORE THAN ONE OCCASION, YOU WILL BE DROPPED FROM THE [school of education's] PROFESSIONAL PROGRAM.

The University requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT OR DEFEND YOU, NOR ASSUME ANY RESPONSIBILITY FOR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action.

Evaluation

You are expected to submit completed assignments on the given due dates unless *prior* arrangements for due date extensions have been made with the instructor. All assignments must be submitted by the last day of the course.

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
	<p>Introductions</p> <p>Course and Assignment Overview</p> <p>Overview of Course Readings</p> <p>Language Learning and Teaching</p> <p>Changing Demographics</p>	<p>[state publication deleted]</p>	<p>Week 1 [4.5 hours]</p> <p>Course Introduction (Select activities as needed, e.g., for new enrollees.) [2 hours, 30 minutes]</p> <ul style="list-style-type: none"> • APA Format Guidelines <ul style="list-style-type: none"> ◦ [website deleted] ◦ Changes in APA 6th edition [website deleted] • [partner university] Admission, Course Registration, and Fee Payment <ul style="list-style-type: none"> ◦ [partner university] Student Admission process, as needed ◦ Registration Tutorial: [website deleted] • Kagan Disclaimer: <ul style="list-style-type: none"> ◦ Instructor does not work for Kagan. ◦ Course is not sponsored by Kagan nor does it represent the Kagan company. ◦ Kagan resources are one example of many different resources to be provided throughout the course. • Review course syllabus • Review Class Participation Agreement (in Misc Folder on Dropbox). Direct students to date and sign this agreement and return it to the instructor if one is not already on file with the instructor. • Explain rationale for session content and language objectives. • Instructor's choice: Get-to-know-you activity <p>Assignment Overview Instructor explains the following assignments as needed given the earlier references to the assignments and accompanying rubrics. Due dates should also be highlighted.</p> <ul style="list-style-type: none"> • Reaction Papers (2) • Classroom Journal • Interview • Peer Coaching [pass/fail] <ul style="list-style-type: none"> ◦ Students should submit the Peer Coaching Documentation form (in [course number] Dropbox folder) by Session 10. Instructor should review form with students during assignment explanation. • Practicum Hours Log [pass/fail] (See "Practicum Hours Documentation" explanation above. Instructors should distribute hard copies and/or send electronic copies of the log to their students. An electronic copy of the "Practicum Hours Log" is in the Dropbox Misc Docs folder. <p>Changing Demographics [45 minutes]</p> <ul style="list-style-type: none"> • Jigsaw [state publication]. 2013 US Census Data to supplement [state publication] demographic information available at: [website deleted] • In addition to graphics in [state publication], jigsaw presentations should include a graphic organizer to summarize information. • Instructor-led discussion regarding the impact of regional dialects: What judgments do we make based on how someone speaks? 	

Class Schedule			
CLASS	CONTENT	READINGS DUE	ASSIGNMENTS DUE
			<p>INSTRUCTOR'S OUTLINE</p> <ul style="list-style-type: none"> To inform the discussion, review the regional dialect myths and realities at [website deleted] (or [website deleted]) View "21 Accents" clip [website deleted] Sample several U.S. regional dialect examples from the George Mason University speech accent archive site [website deleted]. (To access the audio clips, follow these links: home page > browse > atlas/regions > select U.S. map > select flags for various regional dialect samples then select the play button on individual speech samples.) Review the two maps found at "A Dialect Map of American English" website [website deleted]. (Scroll down for maps.) <p>Language Learning and Teaching [30 minutes]</p> <ul style="list-style-type: none"> View "German Coast Guard" clip (in [course number] Dropbox folder) Instructor-led discussion: Why are we concerned about second language acquisition? What does it mean to know a language? Small groups read and discuss Brown chapter 3, "Dispelling Myths" section, pp. 54-56, and share out most important points. Share personal experiences with first and/or second language learning. <p>Homework [15 minutes]</p> <ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> Brown, chapter two Gass and Selinker Mahoney Address students' questions <p>In-class Journal [30 minutes]</p> <ul style="list-style-type: none"> Review Classroom Journal assignment Allow students time to begin journal entry #1 based on session one's discussions and previous coursework. See guidelines in Brown, pp. 22 and 53. <p>Launch: "My Fair Lady" clips related to regional accents (Second clip can be stopped once singing begins.) [website deleted] (Eliza's incorrect "Rain in Spain") [website deleted] (Eliza's correct "Rain in Spain")</p> <p>Note to Instructors On the Google Drive spreadsheet (LEA document) record names of students who attended this first session and who plan to complete this course.</p> <p>Week 2 [4 hours]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives
2	Linguistics and Language Acquisition	Brown, H. D. (2007), chap. 2	

Class Schedule			
CLASS	CONTENT	READINGS DUE	ASSIGNMENTS DUE
First Language Acquisition Theories		Gass and Selinker (2001) Mahoney, N. (2008). Language learning.	<p>Linguistics and Language Acquisition [30 minutes]</p> <ul style="list-style-type: none"> Small groups create Four Square Vocabulary posters (one poster per term) to explore vocabulary terms as explained in the Gass & Selinker article. (Use Four Square Vocab Template in [course number] Dropbox folder as an example for large posters.) <ul style="list-style-type: none"> Phonology Syntax Morphology Semantics Pragmatics <p>First Language Acquisition (FLA) Theories and Issues (How do children acquire language?)</p> <ul style="list-style-type: none"> Three small groups create "infomercials" to "sell" their assigned approach to FLA. Presentations should include pros and cons. (Brown chapter two does not specify any "cons" for the Functional Approach so this group should identify any possible downsides to using this approach to explain first language acquisition. [45 minutes]) <ul style="list-style-type: none"> Behavioral, pp. 26-28 and Figure 2.1 on p. 35 Nativist, pp. 28-32 and Figure 2.1 on p. 35 Functional, pp. 33-35 and Figure 2.1 on p. 35 Tea Party to review content from 10 section headings on Brown pp. 35-48 (<i>competence and performance, comprehension and production, nature or nurture, universals, systematicity and variability, language and thought, imitation, practice and frequency, input, and discourse</i>). Using the information on these pages, students should write summaries of their assigned tea party headings to share with others. [15 minutes] Instructor-led compare and contrast discussion of information from FLA Tea Party and of second language acquisition (SLA) information from Brown chapter three, pp. 75-80. [10 minutes] Instructor-led review of Mahoney article to introduce remaining activities [10 minutes] Twin Babies Video Clip <ul style="list-style-type: none"> View ABC twin babies video [website deleted] Discuss how twins' babbling and related interaction model more developed speech including aspects of the Four Square Vocabulary terms: phonology, syntax, morphology, semantics, and pragmatics. View twins video clip again and assign students to identify aspects/examples of one of the five vocabulary terms noted above exhibited by the twins. After viewing the video, students share their observations. [20 minutes] Adult-Child Interaction Video Clips <ul style="list-style-type: none"> Instructor-led summary of print article shown on ABC site [website deleted] View "The Importance of Baby Talk" video clip on ABC site (second video link on page that starts automatically when first clip [and advertisement] end) and discuss information from clip in

Class Schedule			
CLASS	CONTENT	READINGS DUE	ASSIGNMENTS DUE
			<p>INSTRUCTOR'S OUTLINE</p> <p>relation to the three approaches from Brown chapter two (behavioral, nativist, and functional) and other FLA issues previously discussed.</p> <ul style="list-style-type: none"> o View "The Truth Behind 'Baby Talk'" clip (third video link on page that starts automatically as does second clip) and discuss the issues previously explored in relation to "The Importance of Baby Talk" clip. [25 minutes] <ul style="list-style-type: none"> • Instructor-led Discussion: Order of Acquisition Patterns (slides 1-2 [introduction], 16-29) from "Language Acquisition" PowerPoint (in list of PowerPoints at left of screen) [website deleted] NOTE: Instructors can access this PowerPoint from the [university resource] website shown above, but should not copy and distribute the presentation to students. [20 minutes] • Complete "Inferences About Language Acquisition" activity from <i>Enriching Content Classes for Secondary ESOL Students</i> Trainer's Manual, pp. 114-115, and student Study Guide, pp. 30-31. The instructions for this activity (on p. 30) should be modified such that students do not write in the Study Guide. To facilitate the completion of the chart on pp. 30-31, instructors should project an electronic copy of the answers shown on pp. 114-115 in the Trainer's Manual in a random order with the numbers 1-10 removed from the answers. Students should match these answers with the ten "Statement Summaries" on the partially completed chart in the Study Guide, pp. 30-31. [30 minutes] <p>Classroom Connections to Theories of First Language Acquisition [15 minutes]</p> <ul style="list-style-type: none"> • Numbered Heads Together using "Journal Entry 2" questions on Brown, p. 53. <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> • Download Kagan articles for session three: [websites deleted] • Read: <ul style="list-style-type: none"> o Bialystok, et al. o Brown chapter four o Darling-Hammond
3	Human Learning Classroom Connections to Theories of Human Learning	<p>Bialystok, E., Shenfield, T., & Codd, J. (2000). Languages, scripts, and the environment: Factors in developing concepts of print.</p> <p>Brown, H. D. (2007), chap. 4</p>	<p>Week 3 [4 hours]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives <p>Human Learning Introduction [40 minutes]</p> <ul style="list-style-type: none"> • Table groups complete and share out a Very Important Point graphic (in [course number] Dropbox folder) for each discussion/article. • Instructor-led discussion: Bialystok, et al. article • Instructor-led discussion: Darling-Hammond article <p>Types of Learning (Brown chapter four) [1 hour 30 minutes]</p>

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
		Darling-Hammond, L. (1998). Teacher learning that supports student learning.	<ul style="list-style-type: none"> jigsaw groups: Learning and Training presentations for chapter four topics shown below. Presentations should include role plays that illustrate principles from jigsaw topics. <ul style="list-style-type: none"> Pavlov's classical behaviorism. pp. 87-88. Skinner's operant conditioning, pp. 89-91, and Roger's humanistic psychology, pp. 97-98 Ausubel: meaningful learning, pp. 91-97 Types of learning, pp. 99-102, and transfer, interference, overgeneralization, pp. 102-104 Inductive and deductive reasoning, pp. 104-105, language aptitude, pp. 105-107, intelligence and language and learning, pp. 107-110 <p>Classroom Connections to Theories of Human Learning [1 hour, 25 minutes]</p> <ul style="list-style-type: none"> Three groups jigsaw and present one of the three Kagan brain-based articles students were to have downloaded. Each presentation should include a "brain friendly" activity gleaned from the article being presented that involves all class members. Teachers share their own experiences with brain-based learning. Inside-Outside Circle using Brown's "Classroom Connections" on pp. 89, 95, and 99. Volunteers read aloud "Research Findings" and "Teaching Implications" on pages noted above before each round of Inside-Outside Circle begins. Each round should allow for students to share with several class members regarding one question from chapter four before ending that round and moving to the next question. <p>Homework [15 minutes]</p> <ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> Brown chapter one Brown chapter five: Students should choose three quotes from beginning, middle, and end of chapter for Save the Last Word activity in session four. Quotes should be on color-coded cards—one color per section of the chapter. 	
4	Schools of Thought in Second Language Acquisition Second Language Acquisition Theories (Part I)	Brown, H. D. (2007), chap. 1 Brown, H. D. (2007), chap. 5	<p>Week 4 [4 hours]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>Styles and Strategies [1 hour, 20 minutes]</p> <ul style="list-style-type: none"> Save the Last Word using previously-identified quotes from Brown chapter five One Stay-The Rest Stray to share main ideas from groups' Save the Last Word discussions <ul style="list-style-type: none"> One person from each Save the Last Word group is designated to stay in their original location. When instructor calls "Stray," the rest of the members of each group "stray" to where one of the people who stayed is located in order to form new groups. The person that stayed shares the main ideas from Save the Last Word with members of the newly formed group. This process is repeated until all who strayed have learned from each person who stayed. All students report back to their original groups to discuss the main ideas they were taught when they visited the other groups. 	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>Language Teaching Review [1 hour 30 minutes]</p> <ul style="list-style-type: none"> • Gallery Walk Brown chapter one. ([LEA website] for information regarding Gallery Walk strategy.) <ul style="list-style-type: none"> ◦ Questions about Second Language Acquisition (pp. 1-3) <ul style="list-style-type: none"> ▪ Learner Characteristics ▪ Linguistic Factors ▪ Learning Processes ▪ Age and Acquisition ▪ Instructional Variables ▪ Context ▪ Purpose ◦ Rejoicing in Our Defeats (pp. 3-5) ◦ Language (p. 5-7) ◦ Learning and Teaching (pp. 7-8) ◦ Schools of Thought in Second Language Acquisition (pp. 9-15) <ul style="list-style-type: none"> ▪ Structural Linguistics and Behavioral Psychology ▪ Generative Linguistics cognitive Psychology ▪ Constructivism: A Multidisciplinary Approach ◦ Nineteen Centuries of Language Teaching (pp. 15-17) ◦ Language Teaching in the 20th Century (pp. 17-19) • Gallery Walk Debriefing and Classroom connections/applications • Tea Party to share following sections of Brown chapter three (pp. 57-62) [15 minutes] <ul style="list-style-type: none"> ◦ The Critical Period Hypothesis Introduction ◦ Neurobiological Considerations and Hemispheric Lateralization ◦ Biological Timetables ◦ Right-Hemispheric Participation and Classroom Connections ◦ Anthropological Evidence <p>Relationship Between FLA and SLA [35 minutes]</p> <ul style="list-style-type: none"> • Complete "Implication for the Classroom" activity from <i>Enriching Content Classes for Secondary ESOL Students</i> Trainer's Manual, pp. 117-118, and student Study Guide, p. 36, following the format used in session two to complete Study Guide pp. 30-31. (Instructors have the Trainer's Manual and a class set of the Study Guide.) The instructions for this activity (on p. 36) should be modified such that students do not write in the Study Guide. To facilitate the completion of the chart on p. 36, instructors should project an electronic copy of the answers shown on pp. 117-118 in the Trainer's Manual in a random order with the numbers 1-10 removed from the answers. Students should match these answers with the completed column on Study Guide, p. 36. • Think-Pair-Share relationship/connections noted between FLA and SLA. Share out with large group. 	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> Conclude with an instructor-led discussion of p. 37 in the student Study Guide. NOTE: Instructors should clarify that "Avoid interpreting on a regular basis" does not mean that L1 should never be used for clarification of L2 input. However, use of direct interpretation (as opposed to other appropriate uses of L1) must be done judiciously so ELLs do not become dependent on direct interpretation/translation and wait for such to be provided rather than attempting to understand L2 input without L1 support. <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> Journal Entries 1-5 due Reaction Paper #1 due in session six Read: <ul style="list-style-type: none"> Brown chapter 10 Cummins Genesee Roessingh 	
5	Second Language Acquisition Theories (Part II) Classroom Connections to Theories of Acquisition	Brown, H. D. (2007), chap. 10 Cummins, J. BICS & CALP Genesee, F. (2008). Dual language development in preschool children. Roessingh, H. (Fall, 2004). BICS-CALP: An introduction for some, a review for others . . .	<p>Week 5 [4 hours]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>BICS and CALP [35 minutes]</p> <ul style="list-style-type: none"> Instructor-led discussion regarding BICS and CALP using Roessingh article and the following Internet resources <p>Explore with students the [resource LEA] ESL page including the [website resource] (there is only one file) and [website resource] on this page: [website deleted] Note: The link to "The Silent Period" on this web page is broken. Use the following link as a replacement: [website deleted].</p> <p>Second Language Acquisition Theories (Part II) [1 hour]</p> <ul style="list-style-type: none"> Small group presentations to review SLA Theory Building (Brown, pp. 285-294) using Questions 1 and 2 from pp. 313-314. Instructor-directed Stand Up-Hand Up-Pair Up review of Input and Output Hypotheses (pp. 294-299) Instructor designates individual sections of pp. 284-299 that should be reviewed during each round of Stand Up-Hand Up-Pair Up. Scan Genesee article summary (pp. 22-26) for review then complete Rally Robin in pairs to discuss/summarize Genesee article. Large group share "a-ha's" learned from Genesee article. <p>Second Language Acquisition Theories (Part II) [1 hour, 30 minutes]</p> <ul style="list-style-type: none"> Graffiti Wall for Cognitive and Social Constructivist Models Cognitive Models shown below. (For Graffiti Wall explanation, see [website deleted].) McLaughlin's Attention Processing Model (pp. 299-302) <ul style="list-style-type: none"> Implicit and Explicit Models (pp. 302-304) 	Journal Entries 1-5

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>Social Constructivist Model:</p> <ul style="list-style-type: none"> o Long's Interaction Hypothesis (pp. 304-306) o Horticultural Theory (pp. 306-308) • Theory to Practice (pp. 308-313) <p>Classroom Connections to Theories of Acquisition [35 minutes]</p> <ul style="list-style-type: none"> • Quick Write response to question 10 on Brown p. 315 • Paraphrase Passport in pairs to share quick write responses (For Paraphrase Passport explanation, go to this website then scroll down to find explanation. [website deleted]) • Summarize poll results on large poster to review and discuss students' responses to question 10 <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> • Reaction Paper #1 and in-class sharing due in session six • Download and read Bellini's summary of Schumann's Acculturation Model on pp. 31-34 of Bellini's document found at. • NOTE: Instructors should not copy and distribute this document, however, students may make one copy for their personal use. More information regarding Schumann's Acculturation Model can be found in Schumann's article available at [website deleted]. Students do not need to download Schumann's original article, but they can be given this link if they want to explore his acculturation model further. • Read: <ul style="list-style-type: none"> o Brown chapter six 	
6	<p>Second Language Acquisition Theories (Part III)</p> <p>Classroom Connections to Theories of Acquisition</p> <p>Second Language Acquisition Theories (Part IV)</p> <p>Classroom Connections to Theories of Acquisition</p>	Brown, H. D. (2007), chap. 6	<p>Week 6 [4 hours]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives <p>Second Language Acquisition Theories (Part III) [1 hour, 30 minutes]</p> <ul style="list-style-type: none"> • Small group presentations to review Brown chapter six <ul style="list-style-type: none"> o Presentations should cover the chapter six headings (and accompanying subheadings) including: <i>The Affective Domain</i>, <i>Affective Factors in Second Language Acquisition</i>, <i>Motivation</i>, <i>The Neurobiology of Affect</i>, <i>Personality Types and Language Acquisition</i>, <i>Measuring Affective Factors</i>, and <i>Intrinsic Motivation in the Classroom</i>. (Instructors should tailor the number of presentations to enrollment, making the assigned number of pages to cover in each presentation equitable while at the same time grouping related chapter topics together.) o Small groups should explore presentation ideas from any "Classroom Connections" noted in the chapter and also from the "Topics and Questions for Study and Discussion" on pp. 182-184, and the "Language Learning Experience: Journal Entry 6" ideas on p. 185. o Presentations should include an added element such as TPR or other ideas from the Alternative Products pdf in Misc Docs folder in Dropbox. 	Reaction Paper #1

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>Second Language Acquisition Theories (Part IV) [1 hour, 30 minutes]</p> <ul style="list-style-type: none"> • Jigsaw Brown pp. 65-71 Instructor should form multiple sets of two jigsaw groups as needed, based on enrollment, which will summarize for each other the two sections (<i>Cognitive Considerations</i> and <i>Affective Considerations</i>) of Brown pp. 65-71. • Schumann's Acculturation Model <ul style="list-style-type: none"> ◦ Instructor-led introduction, Schumann's model encompasses cognitive, affective, and linguistic factors of SLA ◦ Simultaneous Round Robin to review Schumann's Acculturation Model (Bellini pp. 31-34). Table group members write their individual responses to Schumann's model for a brief period (3-5 minutes, for example) then all papers are passed to shoulder partners, who respond in writing to information already recorded on papers. Repeat process until all table members have read and responded in writing to information on each paper in their group. ◦ Table groups identify and discuss examples of different aspects of Schumann's model from their own SLA experiences, SLA experiences of ELLs, etc. ◦ Share out in large group to summarize the information generated by the preceding activities. <p>Reaction Paper #1 Share Out [30 minutes; adjust time as needed based on enrollment]</p> <ul style="list-style-type: none"> • Instructor selects cooperative structure to facilitate sharing of reaction papers. <p>Classroom Connections to Theories of Acquisition [10 minutes or in time remaining based on time used for sharing of Reaction Paper #1]</p> <ul style="list-style-type: none"> • Folded Line to share connections from session six content to their own classrooms <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ◦ Brown chapter five and chapter nine ◦ Lyster 	
7	<p>Relationship of L1 and L2</p> <p>Cross-Linguistic Influence and Learner Language</p> <p>Adult Second Language Acquisition</p>	<p>Brown, H. D. (2007), chap. 5</p> <p>Brown, H. D. (2007), chap. 9</p> <p>Lyster, R. (1998) Recasts, repetition, and ambiguity in L2 classroom discourse.</p>	<p>Week 7 [4 hours]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives <p>Relationship of L1 and L2, Cross-Linguistic Influence, and Learner Language [2 hours]</p> <ul style="list-style-type: none"> • Instructor-led introduction of FLA and SLA with review of Brown, pp. 56-57 • Instructor-led discussion and four small group presentations to review Brown chapter nine subheadings (as grouped below) including questions noted below from "Topics and Questions for Study and Discussion" on pp. 281-282. Instructors should adapt questions labeled "I" as needed to fit the group setting. <ul style="list-style-type: none"> ◦ <i>Contrastive Analysis Hypothesis, From The CAH to CLI, and Markedness and Universal Grammar</i> (Explore questions 1 and 2, p. 281, as part of small group presentation.) 	

Class Schedule			
CLASS	CONTENT	READINGS DUE	ASSIGNMENTS DUE
			<p>INSTRUCTOR'S OUTLINE</p> <ul style="list-style-type: none"> o <i>Learner Language</i> (During small presentation, explore question 6, p. 282, based on students' experiences when they learned a non-native language or their observations of others learning additional languages.) and <i>Error Analysis</i> (Explore questions 3 and 4, p. 281, as part of small group presentation.) o <i>Stages of Learner Language Development, Variation in Learner Language, and Fossilization or Stabilization?</i> (Explore question 7, p. 282, as part of small group presentation.) o <i>Errors in the Classroom: A Brief History and Form-Focused Instruction</i> (Explore questions 8 and 9, p. 282, as part of small group presentation.) • Tea Party to review three headings/subheadings in Brown chapter three, pp. 71-75: #1 <i>Linguistic Considerations</i> and <i>Bilingualism</i>, #2 <i>Interference Between First and Second Languages</i>, and #3 <i>Order of Acquisition</i>. Heading #3 should be assigned to two students who will divide the content of this section between themselves and who will mingle throughout the "tea party" together, each sharing their portion of #3. • Instructor-led discussion of order of acquisition charts (in [course number] Dropbox folder): <ul style="list-style-type: none"> o Acquisition of Grammatical Morphemes (in FLA and SLA) o Question and Negation Formation (in SLA) • Table groups predict explanation of U-Shaped Behavior Chart (in [course number] Dropbox folder) as an introduction to instruction-led discussion of this behavior that should include a summary of the following information. <p>"When learners experience significant restructuring in their L2 systems, they sometimes show what has been termed U-shaped behavior. For instance, Lightbown (1983) showed that a group of English language learners moved, over time, from accurate usage of the "-ing" present progressive morpheme, to incorrectly omitting it, and finally, back to correct usage. This is explained by theorizing that learners first acquired the "-ing" form as a chunk, second, lost control of this form as their knowledge system was disrupted by expanding understandings of the tense and aspect systems of English, and third, returned to correct usage upon gaining greater control of these linguistic characteristics and forms. These data provide evidence that learners were initially producing output based on rote memory of individual words containing the present progressive morpheme. However, in the second stage their systems apparently contained the rule that they should use the bare infinitive form to express present action, without a separate rule for the use of "-ing." Finally, their systems did contain such a rule. According to Interlanguage theory, this seeming progression and regression of language learning is an important and positive manifestation of the learner's internal understanding of the grammar of the target language."</p> <p>Source: [website deleted]</p> • Table groups address question five on p. 281 using an audio clip of a non-native English speaker from the [website resource] speech accent archive site [website deleted]. To access the audio clips, follow these links: [links deleted]. Also note the information in the "Biographical Data"

Class Schedule			
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			<p>sidebar for each example. Discuss the impact of the speakers' language background on their English language production as reflected in the samples.</p> <ul style="list-style-type: none"> Review "Key Differences FLA and SLA" document (in [course number] Dropbox folder) to summarize discussion. Document should be copied and distributed to students. <p>Adult Second Language Acquisition [1 hour, 10 minutes]</p> <ul style="list-style-type: none"> Members of table groups complete activity #3 (on their own) then activity #2 (in table groups) from Brown p. 148. Small groups then whole class complete activity #6 from Brown p. 148 Small groups complete activity #4 from Brown p. 148. Using Table 5.4, Brown p. 146, small groups rank the 10 techniques according to the level of use in group members' classrooms. Compile results from each group on a large poster and discuss trends reflected in the results. Students should provide specific examples of how they use the techniques] <p>Lyster article [25 minutes]</p> <ul style="list-style-type: none"> Instructor-led discussion to summarize Lyster article and identify classroom applications based on previous content covered in session seven. <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> Download and bring to session 8 "Year 1 Executive Summary" and "Year 2 Executive Summary" of Thomas and Collier's research from [website deleted] NOTE: Instructors should not copy and distribute these documents, however, students may make one copy for their personal use. Download and bring to session 8 "Why Bilinguals Are Smarter" [website deleted] NOTE: Instructors should not copy and distribute this article, however, students may make one copy for their personal use. Read: <ul style="list-style-type: none"> Grosjean Lee Valdes
8	Bilingualism and Cognitive Development	<p>Grosjean, F. (1989). Neurologists beware! The bilingual is not two monolinguals in one person.</p> <p>Lee, P. (1996) Cognitive</p>	<p>Week 8 [4 hours]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>Bilingualism and Cognitive Development (the Bilingual Brain, Simultaneous v. Sequential Bilingualism, and Childhood Bilingualism – Simultaneous Bilingualism)</p> <ul style="list-style-type: none"> View Goldfish and Cat video clip (to introduce the topic re: importance of learning a second language) [website deleted]

Class Schedule			
CLASS	CONTENT	READINGS DUE	ASSIGNMENTS DUE
		<p>development in bilingual children: a case for bilingual instruction in early childhood education.</p> <p>Valdes, G. (1997). Dual language immersion programs: A cautionary note concerning the education of language minority students.</p>	<p>INSTRUCTOR'S OUTLINE</p> <ul style="list-style-type: none"> • Dual Language Program guest speaker. (LEA employee) [1 hour] Students should prepare questions for question/answer segment after guest speaker's presentation. Instructors should contact (LEA employee) as the course begins to coordinate guest speaker arrangements well in advance of Week 8. • Review the Lee article with Numbered Heads Together using the following questions [25 minutes] <ul style="list-style-type: none"> ◦ Lee reported that in the late 1950s, the science used to study bilingualism shifted from a behavioristic approach to a cognitivist approach, which led to theories focused on "the relationship between thought and language" . . . and "ultimately, to studies demonstrating positive effects of bilingualism on cognitive functioning" (p. 5). What was the impact of this shift as reported by Lee? ◦ How does Lee describe Cummins' threshold hypothesis? What are the criticisms leveled by other researchers of this theory and Cummins' interactionist hypothesis? ◦ Discuss the examples of higher-order cognition described by Lee that can be exhibited by bilingual children. How can these skills benefit students? ◦ What are the main ideas Lee presented related to sociocultural issues such as (1) the impact of L1 status and (2) language loss? • Small groups discuss "Year 1 Executive Summary" and "Year 2 Executive Summary" of Thomas and Collier's dual immersion research and summarize their responses to this research to share with the large group. [30 minutes] [website deleted] • Jigsaw Grosjean and Valdes articles Instructors should form multiple sets of two jigsaw groups as needed, based on enrollment, which will summarize for each other the two articles. [25 minutes] • Individual students read their copies of NY Times article, "Why Bilinguals Are Smarter." Rally Robin for pairs to share new insights from this article. [20 minutes] <p>Bilingualism and Cognitive Development Video Clips [25 minutes]</p> <ul style="list-style-type: none"> • View "Myths about Bilingual Children's Development" [website deleted] • American Sign Language, bilingualism, and cognitive development [website deleted] • Example of Bilingual Child [website deleted] • Follow-up instructor-led discussion and classroom connections of principles highlighted in the video clips. <p>Conclusion [25 minutes]</p> <ul style="list-style-type: none"> • Every Teacher Is A Language Teacher <ul style="list-style-type: none"> ◦ Instructors project and read aloud segment shown below from "Teaching As A Subversive Activity" blog. ("Maths" is correct because this article is written in British English.) NOTE:

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			<p>Instructors should not copy and distribute this article, however, students may make one copy for their personal use.</p> <ul style="list-style-type: none"> o Think-Pair-Share responses to segment then share out in large group. o Think-Pair-Share strategies for helping colleagues adopt the philosophy of "every teacher is a language teacher" then share out in large group. o Inside-Outside Circle for students to share insights and applications from session eight content. <p>To begin with, we are in a position to understand that almost all of what we customarily call 'knowledge' is language. Which means that the key to understanding a subject is to understand its language. In fact, that is a rather awkward way of saying it, since it implies that there is such a thing as a subject, which contains language. It is more accurate to say that what we call a subject is its language. A discipline is a way of knowing, and whatever is known is inseparable from the symbols (mostly words) in which the knowing is codified. What is biology (for example) other than words? If all the words that biologists use were subtracted from the language, that would be a 'new' biology. Unless and until new words were invented, we would have no biology. What is history other than words? Or astronomy? Or physics? If you do not know the meanings of history words or astronomy words, you do not know history or astronomy. This means, of course, that every teacher is a language teacher. We do not mean this in the sense that is implied when a principal reminds his science, maths, and social studies teachers that they are also English teachers. The principal usually means that he wants everyone to check for spelling, punctuation and grammar on the papers that students hand in. We mean that biology, maths and history teachers, quite literally, have little else to teach but a way of talking and therefore seeing the world. The new English, the new maths, the new social studies represent new languages. And a new language inevitably means new possibilities of perception.</p> <p>Source: "Teaching as a Subversive Activity" by Neil Postman and Charles Weingartner</p> <p>Homework [20 minutes]</p> <ul style="list-style-type: none"> • Assign Reaction Paper #2 (due in Session 11) • Peer Coaching due in Session 10 • Download and read Celce-Murcia article "Rethinking the Role of Communicative Competence in Language Teaching" [website deleted] (Students should read pp. 46-57 of this electronic document.) NOTE: Instructors should not copy and distribute this article, however, students may make one copy for their personal use. • Read: <ul style="list-style-type: none"> o Brown chapter eight o Wong Fillmore: Students should choose three quotes from the Discussion section (pp. 341-346) of the article for Save the Last Word activity in Session 9. Quotes should be on color-coded cards—one color per quote. <p>Week 9 [4 hours]</p> <p>Opening [10 minutes]</p>	
9	Social Factors in Acquiring a Second Language	Brown, H. D. (2007), chap. 8		

Class Schedule				ASSIGNMENTS DUE
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	
	Communicative Competence	Wong Fillmore, L. (1991) When learning a second language means losing the first.	<ul style="list-style-type: none"> • Session Content and Language Objectives • Social Factors in Acquiring a Second Language (out-of-the-head factors) [1 hour, 20 minutes*] <ul style="list-style-type: none"> ◦ Complete activity #1 on Brown p. 243 substituting "English-as-a-second-language learning experience" for "foreign language learning experience." ◦ Small groups complete activity #3 on Brown p. 243 and share out with the large group. ◦ Complete activity #6 on Brown p. 244. • Social Factors Demonstrations [40 minutes*] <ul style="list-style-type: none"> ◦ Small groups prepare and present role plays and/or skits to model information provided in <i>Pragmatics, Discourse Styles</i>, and <i>Nonverbal Communication</i> sections (pp. 232-240) of Brown. Instructors should determine which subheadings of these sections should be combined to accommodate the number of small groups needed based on enrollment. Some groups may need to prepare more than one presentation in order that all subheadings are addressed. • Part II: Language loss, language status, and language brokering [1 hour, 20 minutes] <ul style="list-style-type: none"> ◦ Instructor-led discussion regarding language status. Complete Numbered Heads Together using the following questions to structure the discussion. <ul style="list-style-type: none"> ▪ Do some languages have a higher status than others? If so, what languages are considered more desirable? ▪ What factors impact the status of various languages? (Instructor ensures that impact of teachers' perceptions of L1 status is addressed.) ▪ How might language status affect SLA of ELLs? ◦ Review the information regarding language status found at [website deleted] ◦ Save the Last Word using previously-identified quotes from Wong Fillmore article ◦ One Stay-The Rest Stray to share main ideas from groups' Save the Last Word discussions <ul style="list-style-type: none"> ▪ One person from each Save the Last Word group is designated to stay in their original location. When instructor calls "Stray," the rest of the members of each group "stray" to where one of the people who stayed is located in order to form new groups. The person that stayed shares the main ideas from Save the Last Word with members of the newly formed group. This process is repeated until all who strayed have learned from each person who stayed. ▪ All students report back to their original groups to discuss the main ideas they were taught when they visited the other groups. 	
			<p>Communicative Competence (both inside and out-of-head factors) [25 minutes]</p> <ul style="list-style-type: none"> • Instructor-led discussion to review Brown pp. 241-243 as an introduction to Communicative Competence activities • Complete Flip Book foldable to summarize downloaded Celce-Murcia article: "Rethinking the Role of Communicative Competence in Language Teaching." Flip Book should have four pages to allow for review of the four sections from the Celce-Murcia article: 3.1, 3.2 (and related 	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
10	Social Factors in Acquiring a Second Language (Part III) Interview Paper Presentations	Brown, H. D. (2007), chap. 7	<p>subheadings), 3.3 (and related subheadings), and 3.4. Flip Book explanation available at [website deleted]</p> <p>Classroom Connections to Theories of Acquisition [30 minutes]</p> <ul style="list-style-type: none"> • Silent Reading of Brown Chapter 3, pp. 62-65: Table groups complete poster-size Bulls-Eye Reading Comprehension graphic during silent reading and follow-up group discussion. In preparation, the instructor should draw three concentric circles that resemble a bulls-eye target on a poster—one poster for each table group. As students read, they write their own comprehension notes on a section of the largest outside circle. After reading and recording their own notes, each table group discusses the reading selection and a designated scribe records the group's main ideas in the middle circle. The scribe then records the group's final summary of the reading selection in the inner "bulls-eye" circle and shares this summary with the large group. All notes taken should reflect how Brown's information impacts classroom instruction. • View video clip from <i>The Pink Panther</i> at [website deleted]. Listen once to get the general gist of the speech then listen again to find errors (phonological, grammatical, lexical, discourse, etc.). Discuss how the errors affected communication through the lens of Celce-Murcia's information on communicative competence. <p>Homework [15 minutes]</p> <ul style="list-style-type: none"> • Peer Coaching documentation due • Interview and related presentations due • Download and read "Research Hones Focus on ELLs" (pp. 3-5) at [website deleted] NOTE: Instructors should not copy and distribute this document, however, students may make one copy for their personal use. • Read Brown chapter seven and complete squares on "Give One-Get One 6 Squares" template (in [course number] Dropbox folder) in preparation for Give One-Get One activity in session 10. <p>Week 10 [4 hours]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives <p>Social Factors in Acquiring a Second Language, Part III (out-of-the-head factors) [30 minutes]</p> <ul style="list-style-type: none"> • Instructor-led discussion regarding school programs using program model descriptions from [website deleted] (This article can be copied and distributed.) • Watch video on [LEA's dual immersion website] (to enhance/review explanation of dual immersion program model presented during session eight guest speaker activity) [LEA website] • Instructor-led review of "Research Hones Focus on ELLs" article (pp. 3-5) and "Providing Language Instruction" graphic (p. 5) of Education Week pdf [website deleted] <p>Social Factors in Acquiring a Second Language, Part III (continued) [25 minutes]</p> <ul style="list-style-type: none"> • Instructor-led review and discussion of specific sociocultural factors from Schumann's Acculturation Model introduced in session six. 	Peer Coaching Documentation Interview and Presentation

Class Schedule			
CLASS	CONTENT	READINGS DUE	ASSIGNMENTS DUE
			<p>• Table groups complete [partner university]'s document "Factors Affecting SLA Questionnaire" (in [course number] Dropbox folder). Share out results during large group discussion.</p> <p>Sociocultural Factors (Brown Chapter Seven) [1 hour]</p> <ul style="list-style-type: none"> • Six rounds of Give One-Get One (using "Give One-Get One 6 Squares" template in [course number] Dropbox folder) to explore Brown chapter seven subheadings: <ul style="list-style-type: none"> ◦ Stereotypes or Generalizations? and Attitudes (pp. 190-193) ◦ Second Culture Acquisition and Social Distance (pp. 193-199) ◦ Teaching Intercultural Competence (pp. 200-203) ◦ Language Policy and Politics (pp. 203-208) ◦ Language, Thought, and Culture (pp. 208-213) ◦ Culture in the Language Classroom (pp. 213-214) • Review "[LEA ELL enrollment] document (in [course number] Dropbox folder) • Small groups review assigned [SEA resource] using Stick Man graphic (See [SEA resource] and graphic in [course number] Dropbox folder.) <p>Note: Countries represented in Dropbox [SEA resource] folder were chosen based on 2012 [LEA] demographic information. Instructors may use additional [SEA resource], as needed, based on languages and countries of participants' ELLs using other [SEA resource] available at [SEA website].</p> <ul style="list-style-type: none"> • Instructors should also show several examples of [additional SEA resource] found at [SEA website]. • Stand-Up Survey to compare and contrast [SEA resource] information using the following survey questions. (All students start the activity on their feet. As questions are asked, they should sit down or remain standing, based on the answer from their [SEA resource].) Repeat survey activity, as needed, to include all countries studied with [SEA resource]. <ul style="list-style-type: none"> ◦ Sit down if . . . <ul style="list-style-type: none"> ▪ your [SEA resource] is in the Northern Hemisphere. ▪ your country was ever occupied by a foreign power. ▪ there is a dominant religion in your country. ▪ a handshake is included in the typical greeting. ▪ the typical family includes extended family members (beyond parents and children) ▪ the public school system shares characteristics with the U.S. system. ▪ Spanish is the primary language. <p>SLA Metaphors [50 minutes]</p> <ul style="list-style-type: none"> • Instructor-led introduction to metaphors using Marzano's book, <i>Classroom Instruction That Works</i>, and/or additional resources on teaching metaphors available at [website deleted] (interactive site) and [website deleted], and [website deleted]. • Students create metaphors, similes, or analogies for second language acquisition. For example: <ul style="list-style-type: none"> ◦ A roller coaster ride. It is filled with highs and lows, dizzying twists and turns.

Class Schedule			
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE
			<ul style="list-style-type: none"> o Going on a journey: the path is new terrain, filled with surprises. o Swimming in the ocean: one minute you're floating and the next you're overwhelmed by a wave. • As students share their work, discuss how a classroom teacher may help to facilitate learning in the face of these emotions. How might a teacher anticipate these emotions to make learning experiences more accessible? <p>Interview Presentations [55 minutes]</p> <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> • Journal entries 6-10 due • Reaction paper #2 due • Read Samson and Collins <p>Launch: <i>If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.</i> ~Nelson Mandela</p>
11	Interview Paper Presentations Language Learning in Natural and Classroom Settings	Samson, J. & Collins, B. (2012) Preparing all teachers to meet the needs of English Language Learners: Applying research to policy and practice for teacher effectiveness.	<p>Week 11 [4.5 hours]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives <p>Conclude Interview Paper Presentations [as much time as needed based on enrollment and previous sharing completed in session 10]</p> <p>Review of Language Learning Theories [time remaining after interview presentations]</p> <ul style="list-style-type: none"> • In pairs, each person makes own slit book, then dyads work together to complete the following for each theorist noted below, using one slit book page per theorist. <ul style="list-style-type: none"> o Name of theorist o Name of theory or general concept o A sketch that represents theory or concept o Bulleted list with at least three points that summarize theorist's stance • Use Brown pages and other references shown below for slit book information. <p>Theorists</p> <p>Ausubel (pp. 91-97, 99)</p> <p>Chomsky (pp. 28-31)</p> <p>Cummins (p. 219; Cummins, BICS & CALP pdf in [course number] Dropbox folder)</p> <p>Krashen (pp. 79-80, 294-297)</p> <p>Schumann (pp. 196-198; information on Schumann's model in Bellini article from Week 6)</p> <p>Skinner (pp. 26-27, 88-91, 99)</p> <p>Vygotsky (pp. 13-15, 297)</p>
			<p>Journal Entries 6-10</p> <p>Reaction Paper #2</p>

Class Schedule				ASSIGNMENTS DUE
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	
			<p>Language Learning in Natural and Classroom Settings [time remaining after interview presentations are concluded]</p> <ul style="list-style-type: none"> • Samson and Collins article; students select cooperative structure to review document. • Tea Party to share 10 recommendations listed in "What Elementary Teachers Need to Know About Language" article available at [website deleted] (This article can be copied and distributed.) • Small groups list recommendations related to SLA concepts explored during course for colleagues who teach/will be teaching ELLs and share with large group • Myths and Misconceptions: Inside-Outside Circle for students to share SLA myths that were dispelled during course. • Conclude discussion by exploring the following quote: <p>Accommodating (English language learners) is one of the most difficult tasks we face as mainstream teachers. To teach students a new <i>language</i> is to help them know its sounds (<i>phonology</i>), its words (<i>lexicon</i>), and its sentence formation (<i>syntax and semantics</i>). To help students learn <i>content</i> in a new language, we must use clear and concise articulation, make eye contact, use visuals, employ gestures/body movement/pantomime, use shorter and simpler sentences at a slower rate, use high-frequency vocabulary, and eliminate idiomatic expressions. We also have to model, scaffold, access, and activate students' prior knowledge; provide cooperative learning activities; and differentiate instruction. Making such accommodations helps provide better instruction for all of your students [emphasis added]. Source: <i>Classroom Instruction That Works with English Language Learners</i> by Jane D. Hill and Kathleen M. Flynn, 2006, p. 2.</p> <p>Reaction Paper #2 Sharing [if time]</p> <p>Journal Sharing [if time]</p> <p>Wrap Up [45 minutes]</p> <ul style="list-style-type: none"> • Complete course wrap-up, addressing any remaining questions, upcoming course start date, etc. • Collect class sets of texts and any other materials that were loaned to students and store them at your site. • Distribute texts and make reading assignments for the next course, as applicable. • Direct students to complete Student Feedback form ([partner university faculty liaison] informal course evaluation document available in Misc Docs folder on Dropbox). Instructors should not view these evaluations at this time, but should select a class participant to collect the completed forms and seal them in an envelope to be sent to [LEA employee 1] at the district office. Students will receive an email notice regarding [partner university] online course evaluation process. • Determine if any students will not be continuing and send their names to [LEA employee], [partner university faculty liaison], and [LEA employee 2]. • Update the Google Drive spreadsheet with students' final grades and point totals then print and store hard copies of this grading record. 	

Class Schedule				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> Alert [partner university faculty liaison] when all grades for this course have been submitted on [online grading platform]. Provide copies of the [partner university] [SEA] ESL endorsement application document (in the Misc Docs folder on Dropbox) to students for whom this is their last ESL endorsement course. Direct these students to complete page one of this form with their applicant information where indicated, check "YES" for each [SEA] ESL standard, print the form, and follow the instructions for (those who have completed [partner university]'s ESL endorsement program) included on the last page. Remind students to sign and date their completed form. <p>NOTE: Students who have taken non-[LEA] ESL endorsement courses through other institutions and/or have taken [LEA] ESL endorsement courses, but received credit from institutions other than [partner university], need to complete a blank application form rather than the example noted above because this example only includes [partner university] ESL endorsement courses. A blank [SEA] ESL endorsement application is in the Misc Docs folder on Dropbox for students with any non-[partner university] ESL endorsement course credit.</p> <p>This process replaces the procedure used in the past when ESL endorsement graduates provided transcripts and checks to the [LEA] ESL department secretary who would send the graduates' names and fees to [SEA].</p> <p>Launch: View "Doglish" video clip (in [course number] Dropbox folder).</p> <ul style="list-style-type: none"> Despite myths regarding SLA, Critical Age Hypothesis, etc., and despite colleagues' potential resistance to incorporating SLA principles in their teaching, "old dogs" can learn new tricks. 	

[course number]
 [Literacy and Linguistics course]
 (3 semester credits)

Instructor:

Phone:

Email:

Location:

Student-instructor conferences by appointment

**Empowering the student through knowledge,
 preparation, and ethics**

The mission of the [partner university] [school of education] endorsement programs at [partner university] is to prepare individuals for further career choices and advancement. Our professional education programs provide innovative courses and experiences to support the demands of professional standards, intellectual rigor, and collaboration among faculty, community, and other professional stakeholders. To accomplish this task we engage candidates in research and standards based instruction in pedagogy, content, and professional ethics, diversity, community experiences, field work and clinical practice, reflection and decision making, and technology opportunities. Participants acquire and develop knowledge, skills, and dispositions to positively impact students, the community, and themselves as they continue on the journey to life-long learning.

REQUIRED TEXTS

Peregoy, S. E., & Boyle, O.F. (2013). *Reading, writing, and learning in ESL* (6th ed.). Boston, MA: Allyn and Bacon.

Highly Recommended Materials

America Psychological Association. 2010. *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

COURSE DESCRIPTION AND COURSE OBJECTIVES

This course is designed to provide teachers with a theoretical framework for understanding literacy and linguistic development of children and adolescents who are language learners; provide an understanding of the literacy instructional needs of these students; and increase knowledge and skill in instructional practices that support literacy learning.

When you have completed this course you should be able to:

1. plan and organize standards-based ESL and content-area instruction;
2. provide standards-based literacy instruction that builds upon students' oral English and background funds of knowledge;
3. develop sensitivity to and apply knowledge about cultural values and beliefs and the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on literacy learning and teaching;

4. investigate and apply knowledge about home/school connections to enhance language and literacy teaching and build partnerships with the diverse families of our community; and
5. apply knowledge regarding how an individual's cultural identity affects their language and literacy learning, and how levels of cultural identity will vary among students.

Course Requirements

Class Participation and Professionalism (for an accelerated class schedule)

You are expected to attend all class sessions; however, excused absences of no more than one day may be granted for mandatory work-related activities, medical emergencies, or religious observances that occur during class time. You must notify the instructor at least 24 hours in advance regarding mandatory work activities and religious leave, and as soon as possible if medical emergencies arise; otherwise, an absence will be considered unexcused. Unexcused absences are limited to ½ day during the entire course, and will result in a loss of one participation point. Both excused and unexcused absences will result in the assignment of make-up activities with specific due dates, however, participation points for missed class time will be awarded to those with excused absences only. You will be required to make up any work that you miss, whether you miss ½ day or a whole day, for any reason. Participation points will be assessed according to the Class Participation Agreement.

Assignment Descriptions and Rubrics

Reading Response Journal

Reflect on each of the assigned readings from the Peregoy and Boyle text. Choose one idea or concept from each chapter that you feel is particularly important, write about it, and be prepared to discuss it in class. In your journal you should first summarize or quote from the chapter (include the page number where you found the quotation). Then record your own comments, questions, or connections related to that quote (about 250 words). Journals must be submitted two times during the semester. (This submission requirement may be adjusted when the course is taught using an accelerated schedule.) There should be a minimum of 10 entries in your completed journal.

Below is an example entry.

p. 44: "For language acquisition, behaviorists hypothesize that children learn their first language through stimulus, response, and reinforcement." So children simply imitate adults? It seems to me that the behaviorists' ideas on how children acquire language is lacking in some ways. For example, over the holidays we had two of our granddaughters stay with us. One is about three and the other about six months younger. The younger child followed the older child wherever she went. Finally, the older child turned around and said, "Away from me." The syntax was not correct, but she knew exactly what she meant and already had a sense of how to phrase the sentence. This is more than a simple imitation of adult language, which is how the behaviorists believe language is acquired. Something more is going on here. I think... (And so on—your continued comments would go here.)

Reading Response Journal Rubric

	Below Standard 0-11 points	Standard Partially Met 12-16 points	Standard Met 17-20 points
Reflections	<ul style="list-style-type: none"> -You did not consistently reflect on the class readings; you had fewer than 8 entries in your journal. - You failed to include a quote from the readings for each entry and you did not indicate the page number on which it could be found. - You failed to make comments on the quote or you failed to make any connections between the readings and your own experiences in the classroom. - Your entries were usually much shorter than 250 words and did not follow applicable APA guidelines. 	<ul style="list-style-type: none"> -You chose one concept from each of the class readings, but you had only 8 or 9 entries in all. - You failed to include a quote from the readings for each entry, or you did not indicate the page number on which it could be found. - Your comments on the quote were unclear or you failed to make meaningful connections between the readings and your own experiences in the classroom. - Some of your entries were shorter than 250 words partially followed applicable APA guidelines. 	<ul style="list-style-type: none"> -You chose at least one important concept from each of the class readings (at least 10 in all). - You included a quote from the readings for each entry, and indicated the page number on which it could be found. - Your comments on the quote were clear and insightful, and you made meaningful connections between the readings and your own experiences in the classroom. - All of your entries were about 250 words in length and followed APA guidelines as applicable.
Score for reading journal ____/20			

In-Class Professional Journal Article Presentations

Small groups (typically consisting of three students) will be assigned **two** journal articles and/or two professional book chapters that contain fundamental ideas for this course. For *each* assigned article or chapter, groups will prepare a presentation (10-15 minutes) that contains key ideas and important details from the assigned reading. Part of each presentation should be a class discussion where the presenters serve as discussion leaders with prepared questions to elicit class responses. Presenters should also provide a one-page handout for each member of the class that covers the most salient ideas from the article or chapter being shared.

The instructor has a selection of articles for this assignment and s/he will make article assignments to the groups. However, if you have a professional journal article or book chapter you (and those in your group) would like to use, please clear your choice with your instructor prior to completing the assignment. Your selections are not limited to the publications shown below, but must be of the same professional caliber and standards. Articles from print or online newspapers are not acceptable for this assignment.

Journals

Bilingual Research Journal
Record

Educational Researcher
Education

The Journal of Educational Issues of Language Minority Students
The Reading Teacher

Teachers College

Teaching and Teacher

TESOL Quarterly

Books

- Folse, K. (2006). *The art of teaching speaking: research and pedagogy for the ESL/EFL classroom*.
- Freeman, D. & Freeman, Y. (2004). *Essential linguistics: what you need to know to teach reading, ESL, spelling, phonics, and grammar*.
- Hinkel, E. & Fotos, S. (2002). *New perspectives on grammar teaching in second language classrooms*.
- Lems, K., Miller, L. & Soro, T. (2009). *Teaching reading to English language learners: insights from linguistics*.
- Nation, I. & Newton, J. (2008) *Teaching ESL/EFL listening and speaking*.

In-Class Professional Journal Article Presentations Rubric

	Below Standard 0-3 points	Standard Partially Met 4-6 points	Standard Met 8-10 points
Selection of article	- You failed to choose 2 articles, or you chose articles from sources that were clearly neither professional nor expert.	- You chose 2 articles from sources that were not professional journals or from books by authors who were not expert.	- You chose 2 articles from reputable professional journals or from books written by acknowledged experts in the field.
Presentation	- Your presentation of the article was unclear, rambling, or did not conform to the time limits. - Your presentation did not emphasize key ideas or important details from your article or book chapter. - You did not facilitate a class discussion as part of your presentation. -Your handout did not meet the page length requirement (1 page) and did not followed APA guidelines.	- Your presentation of the article was not engaging; it was too long or too short - Your presentation did not clearly emphasize the key ideas and important details from your article or book chapter. - You included a class discussion as part of your presentation, but you were not prepared to facilitate the discussion effectively. -Your handout only partially met the page length requirement (1 page) and only partially followed APA guidelines.	- Your presentation of the article was engaging and well paced (10-15 minutes long). - Your presentation emphasized the key ideas and important details from your article or book chapter. - You facilitated a class discussion as part of your presentation, and you were prepared with interesting and probing questions to stimulate the conversation. -Your handout met the page length requirement (1 page) and followed APA guidelines.
Score for presentation of article 1: ____/5 Score for presentation of article 2: ____/5 Total score: ____/10			

Practicum: Interviews

Selecting from the four options shown below, you and a partner will conduct three structured interviews.

- 1) An English language learner (ELL) of elementary school age
- 2) A parent of an English language learner
- 3) An English language learner who is an adolescent between the ages of 12 and 18
- 4) A teacher who has English language learners in his/her class

Note: Interview options 1, 2, and/or 3 may be completed by one interviewer if the interviews are conducted at a [LEA] facility and if the interviewer and the interviewee are kept within the line-of-sight of another district employee throughout the entire interview. Interview options 1, 2, and/or 3 should be completed in pairs if conducted off-campus (not in a [LEA] facility) such as in a student's home. When conducting interview options 1 and/or 3, parents of the interviewees must sign [LEA student confidentiality parental permission form], as explained by the instructor, *prior* to the interviews taking place. These guidelines directing course participants to obtain signed parental consent for interviews 1 and 3 and to complete the required interviews in pairs with other participants (rather than with other adults not enrolled in the course) are in place to promote a safe experience for all involved and to protect interviewee confidentiality. Regarding interview option #4, the interviewee can be a fellow teacher in this course if s/he currently teaches ELLs and agrees to be interviewed.

You and your partner will conduct each interview using an interview protocol refined in class that is based on course readings and discussions. You and your partner should both take detailed field notes during each interview. These notes will help with the construction of the descriptive paper required for this assignment in which you will summarize your observations about the interviews. This paper should be at least five pages in length and include a brief summary of interviewees' responses from each interview session and references regarding how these responses reflect what you have been reading and discussing in class. Within the five pages, the paper should also include a final reflective section wherein you consider the implications of **what you learned** from the interviews as a teacher of English language learners from the interviews. For interviews conducted in pairs, each member of the pair should complete a separate descriptive paper and concluding reflective section.

The papers should not include the names or any other identifying information for the individuals who were interviewed; please use pseudonyms for the names of individuals, schools, etc. **Because this is a practicum assignment, you and your partner should each keep separate accounts of the hours used to complete it.**

The following questions should be used during interview choices 1, 2, and 3, in addition to questions six through ten generated during session two.

1. How did you learn to read in your native language?
2. How did you learn to read in English?
3. How do you feel about writing in English?
4. What was/is your greatest challenge with English?
5. What classroom activities helped you learn to read and write in English?
6. _____
7. _____
8. _____
9. _____
10. _____

For interview choice 4, the following questions should be used in addition to questions six through ten generated during session two.

1. How did you learn to read and write in English?

2. What was your greatest challenge in developing literacy in English?
3. What classroom activities helped you learn to read and write in English?
4. What are the similarities in your experience developing English language literacy and that of the ELLs you currently teach or have taught?
5. Share your feelings on this statement: *Every teacher is a language teacher.*
6. _____
7. _____
8. _____
9. _____
10. _____

Interviews Rubric

	Below Standard 0-6 points	Standard Partially Met 7 -11 points	Standard Met 12-15 points
Requirements	You conducted fewer than 2 structured interviews, or you did not use the interview protocol developed in class.	You conducted 2 structured interviews, using the interview protocol developed in class.	You conducted 3 structured interviews, using the interview protocol developed in class.
Written Work	<ul style="list-style-type: none"> - Your written summary made no mention of connections you made from the interview responses to what you have been reading and discussing in class. - You failed to end your paper with a section that described the implications of what you learned from your interviews for your own classroom practice. - You used real names or other identifying information for the people you interviewed. -Your paper did not meet the page length requirement (at least 5 pages) and did not follow APA guidelines. 	<ul style="list-style-type: none"> - Your written summary contained a few surface-level descriptions of connections you made from the interview responses to what you have been reading and discussing in class. - You ended your paper with a section that briefly described the implications of what you learned from your interviews for your own classroom practice. - You were not careful to exclude all identifying information for the people you interviewed. -Your paper only partially met the page length requirement (at least 5 pages) and only partially followed APA guidelines. 	<ul style="list-style-type: none"> - Your written summary contained clear, insightful descriptions of connections you made from the interview responses to what you have been reading and discussing in class. - You ended your paper with a reflective section that thoughtfully described the implications of what you learned from your interviews for your own classroom practice. - You did not include any real names or other identifying information for the people you interviewed. -Your paper met the page length requirement (at least 5 pages) and followed APA guidelines.
Total score: ____/15			

Activities/Projects and Presentation

The following are activities/projects that correspond to the information presented in the textbook and in class. Select two of these activities/projects to complete during the course. You will present one of your activities or projects to the class at the end of the course and you will also submit a brief written report of your experiences completing the other activity or project. See information page numbers listed to view the entire description of the project. If you would

like to complete a project other than ones listed, please clear it with the instructor prior to completing the assignment.

Written Description

You will write a brief description (250 words) of your experiences with one of the projects you chose, explaining 1) which activity you chose, 2) where and with whom you completed the activity, and 3) how you connected what happened during the activity to what you have been reading about and discussing in class. Along with your written description, you should also include two or three samples of student work, pictures, or other evidence from this activity.

Oral Presentation

You will present your experiences with the other activity or project that you choose to the rest of the class. Your presentation should be brief (10 minutes), but should explain 1) which activity you chose, 2) where and with whom you completed the activity, and 3) how you connected what happened during the activity to what you have been reading about and discussing in class. You should also share samples of student work, pictures, or other evidence from this activity as part of your presentation.

- **Chapter 3 – Classroom Practices for English Learner Instruction**
 - Critically review and analyze a lesson plan for its comprehensibility to English language learners (p. 129, #4).
 - Try a theme study with a small group of children (p. 129, #5).
- **Chapter 4 – Oral Language Development in Second Language Acquisition**
 - Help intermediate and advanced English learners set up a debate about a topic that particularly concerns them and have them present the debate in front of the class (p. 168, #4).
 - Observe a sheltered content class and identify issues related to teaching ELLs (p. 168, #5).
- **Chapter 5 – Emergent Literacy: English Learners Beginning to Write and Read**
 - Plan an “ideal” emergent literacy environment for children entering school for the first time (pp. 219-20, #2).
 - Tutor an older, preliterate English learner. Try a combination of holistic and skills based strategies with your students (p. 221, #7).
- **Chapter 6 – Words and Meanings: English Learners’ Vocabulary Development**
 - Locate vocabulary lists for beginning ELLs and discuss ways to use these lists with others in the course (p. 252, #2).
 - Create lessons and activities for the first 1,000 words, second 1,000 words, or content area word list (p. 252, #3).
- **Chapter 7 – English Learners and Process Writing**
 - Collect student’s writing over a period of several weeks and compare the student’s writing as it developed over time (pp. 311-312, #1).
 - Collect writing from different grade levels and English language development levels to compare how students’ writing develops over time (p. 312, #5).
- **Chapter 8 – Reading and Literature Instruction for English Learners**
 - Assess a student reading using a reading miscue inventory or running record (p.

- 365, #1).
- Develop and use a readers' theater script for a story in elementary or secondary school (p. 366, #3).
- Develop a series of language experience lessons for a student with limited English proficiency (p. 366, #4).
- **Chapter 9 – Content Reading and Writing: Pre-reading and During Reading**
 - Create a GRI on a chapter you might teach (pp. 400-401, #2).
 - Prepare a U.S. history lesson (or some other content area lesson) for second language learners including developing background knowledge, vocabulary, and approaches to reading a history text (p. 401, #5).
- **Chapter 10 – Content Reading and Writing: Post-reading Strategies for Organizing and Remembering**
 - Develop a lesson in one content area and discuss how you will use the pre-reading, during-reading, and post-reading model to teach the lesson (p. 433, #4).
- **Chapter 11 – Reading Assessment and Instruction**
 - Do a case study of one student using an IRI to discover the student's strengths and weaknesses. Include a plan for future assistance (p. 470, #1).
 - Assess a student and discover one thing that he or she is unable to do in reading. Research methods and suggestions to teach that student the concept. Reflect on experience (p. 470, #2).
 - Look over a few IRIs and develop criteria for teacher section (p. 470, #6).

Activities/Projects and Presentation Rubric

	Below Standard 0-11 points	Standard Partially Met 12-15 points	Standard Met 16-20 points
Requirements	You completed did not complete 2 activities or projects.	You completed 2 activities or projects but you chose alternate activities that were not pre-approved by the instructor.	You completed 2 activities or projects from the list or you chose alternate activities that were pre-approved by the instructor.
Written Description	<ul style="list-style-type: none"> - You failed to submit a brief description of your experiences with one of the projects you chose, or you did not explain 1) what activity you chose, 2) where and with whom you completed the activity, or 3) how you connected what happened during the activity to what you have been reading about or discussing in class. - You included no samples of student work, pictures, or other evidence from this activity with your written description. -Your written description did not follow the guidelines regarding length (250 words) and did not follow APA style. 	<ul style="list-style-type: none"> - You wrote a brief description of your experiences with one of the projects you chose, but you did not clearly explain 1) what activity you chose, 2) where and with whom you completed the activity, 3) how you connected what happened during the activity to what you have been reading about or discussing in class. - You included one or two samples of student work, pictures, or other evidence from this activity with your written description. -Your written description partially followed the guidelines regarding length (250 words) and partially followed APA style. 	<ul style="list-style-type: none"> - You wrote a brief description of your experiences with one of the projects you chose, explaining 1) what activity you chose, 2) where and with whom you completed the activity, 3) how you connected what happened during the activity to what you have been reading about or discussing in class. - You included several samples of student work, pictures, or other evidence from this activity with your written description. -Your written description followed the guidelines regarding length (250 words) and followed APA style.

	Below Standard 0-11 points	Standard Partially Met 12-15 points	Standard Met 16-20 points
Presentation	<ul style="list-style-type: none"> - You did not present your experiences with one of the projects you chose to the class, or you did not explain 1) what activity you chose, 2) where and with whom you completed the activity, and/or 3) how you connected what happened during the activity to what you have been reading about or discussing in class. - You included no samples of student work, pictures, or other evidence from this activity as part of your presentation. 	<ul style="list-style-type: none"> - You presented your experiences with one of the projects you chose to the class, did not completely or clearly explain 1) what activity you chose, 2) where and with whom you completed the activity, 3) how you connected what happened during the activity to what you have been reading about or discussing in class. - You included few samples of student work, pictures, or other evidence from this activity as part of your presentation. 	<ul style="list-style-type: none"> - You presented your experiences with one of the projects you chose to the class, clearly explaining 1) what activity you chose, 2) where and with whom you completed the activity, 3) how you connected what happened during the activity to what you have been reading about or discussing in class. - You included several samples of student work, pictures, or other evidence from this activity as part of your presentation.
Total score: ____/20			

Course Requirements	Points	Letter Grades
Class Participation and Professionalism	15	A = 91 - 100
Reading Response Journal (10 entries @ 2 points each)	20	B = 81 - 90
Presentation of Professional Articles (2 articles @ 5 points each)	10	C = 71 - 80
Interviews (3 interviews @ 5 points each)	15	D = 61 - 70
Activities/Projects Presentation (2 activities @ 10 points each); present one in class	20	
Midterm and Final Exams (2 exams @ 10 points each)	20	
Peer Coaching	P/F	
Strategy Sharing Presentations and Reflections	P/F	
Practicum Hours Log	P/F	
Total points possible	100	

Paper Guidelines

ALL PAPERS should be written in APA format using Times Roman 12 point font. APA is standard in field of educational research. Part of this includes proper references of citations, correct structuring of the reference page, and numbering each page. Every paper submitted should have appropriate references from the class readings and/or outside readings that help support arguments made in the paper.

Course Policies

Students with Disabilities

If you have any disability that may impair your ability to successfully complete this course, please let me know as soon as possible. You will also need to contact the [university department] ([university location]), the people who will work with us to coordinate services to provide you access to course requirements. Academic accommodations are granted for all

students who have qualified, documented disabilities.

Academic Integrity

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. Students are expected to complete course assignments in a manner that is consistent with the ethical standards of the [partner university] and the [school of education]. You are expected to do your own work on assignments and examinations unless they are designed as collaborative efforts. All course assignments and assessments, whether completed individually or collaboratively, should be generated from your own learning. Your work should not be copied from other students, Internet sites, or published materials. If you draw heavily from a particular source of information, that source should be credited and cited in your assignment (using APA style).

IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN ANY FORM OF ACADEMIC MISCONDUCT IN THE COMPLETION OF AN ASSIGNMENT OR ASSESSMENT FOR THIS COURSE, YOU WILL RECEIVE A GRADE OF "0" FOR THAT WORK, AND YOUR FINAL GRADE FOR THE COURSE WILL BE SIGNIFICANTLY AFFECTED. IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN AN ACT OF ACADEMIC MISCONDUCT ON MORE THAN ONE OCCASION, YOU WILL BE DROPPED FROM THE [school of education's] PROFESSIONAL PROGRAM.

The University requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT OR DEFEND YOU, NOR ASSUME ANY RESPONSIBILITY FOR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action.

Evaluation

You are expected to submit completed assignments on the given due dates unless *prior* arrangements for due date extensions have been made with the instructor. All assignments must be submitted by the last day of the course.

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
Summer 1 ([LEA] 1 and [LEA] 2) (Weeks from traditional 11-week schedule)	<p>Introductions</p> <p>Syllabus and assignments overview</p> <p>How cultural differences affect teaching and learning</p> <p>ESL Learners</p> <p>Second Language Acquisition</p> <p>Current Policies</p> <p>Oral Language Development</p> <p>Organizing for Instruction</p> <p>Classroom Connections</p>	<p>Peregoy & Boyle chapter 1 and chapter 2 (from [LEA] Week 1)</p> <p>Peregoy and Boyle chapter 3 and chapter 4 (from [LEA] Week 2)</p> <p>Note: Instructors should assign readings for summer session of [course number] before course begins.]</p>	<p>Session 1 [7 hours] [Week 1]</p> <p>NOTE TO INSTRUCTORS: Homework assignments on this version of the syllabus are the same as those listed on the academic year syllabus unless noted below in the Assignment Overview section. Also, some homework assignments were given in advance and should have been completed before the course started.</p> <p>Course Introduction (Select activities as needed, e.g., for new enrollees.) [2 hours, 15 minutes]</p> <ul style="list-style-type: none"> • APA Format Guidelines <ul style="list-style-type: none"> ◦ [website deleted] ◦ Changes in APA 6th edition [website deleted] • [partner university] Admission, Course Registration, and Fee Payment <ul style="list-style-type: none"> ◦ [partner university] Student Admission process, as needed ◦ Registration Tutorial: [website deleted] • Kagan Disclaimer: <ul style="list-style-type: none"> ◦ Instructor does not work for Kagan. ◦ Course is not sponsored by Kagan nor does it represent the Kagan company. ◦ Kagan resources are one example of many different resources to be provided throughout the course. • Review course syllabus • Review Class Participation Agreement (in Misc Folder on Dropbox). Direct students to date and sign this agreement and return it to the instructor if one is not already on file with the instructor. • Explain rationale for session content and language objectives. • Instructor's choice: Get-to-know-you activity <p>Assignment Overview Instructor explains the following assignments as needed given the earlier references to the majority of the assignments and their accompanying rubrics. Instructor should also explain and distribute the [partner university] Practicum Log [course number] (in Misc Docs folder on Dropbox). Article assignments and presentation dates for the two in-class professional journal articles should be made during this session. These presentations will be given throughout the course.</p> <ul style="list-style-type: none"> • Reading Response Journal • In-Class Professional Article Presentations • Interviews • Activities/Projects Presentation and Reflection <p>Note: During an accelerated course schedule, participants should choose activities that do not require access to students to be completed.</p> <ul style="list-style-type: none"> • Midterm and Final Exams 	<p>Reading Response Journal entries for Peregoy & Boyle chapters 1, 2, 3, and 4 (to be completed in class)</p>

CLASS	CONTENT	READINGS DUE	Class Schedule (Accelerated Summer Session) INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> Peer Coaching: Review Peer Coaching Documentation document in Dropbox [course number] folder. Note: During an accelerated course schedule, participants may be peer coached by another class member and/or the course instructor as they give in-class presentations. <ul style="list-style-type: none"> Coaches should watch for teacher behavior related to literacy and linguistics topics such as first language acquisition influence, components of literacy, literacy instruction, literacy assessment, etc. Students may select their own focus but it must be pre-approved by the instructor. Students should submit the Peer Coaching Documentation form by the final course session. Strategy Sharing [Pass/Fail] Note: During an accelerated course schedule, this activity should be completed in class as explained below. <ul style="list-style-type: none"> Small groups will choose one literacy strategy from suggested Internet resources or propose their own literacy strategy with prior instructor approval and design an infographic to explain and demonstrate the selected strategy during the infographic presentation. <p>Develop Interview Protocol [35 minutes]</p> <ul style="list-style-type: none"> Review [LEA policy document] document and [LEA student confidentiality parental permission form]. (in Misc Info folder on Dropbox) for interview guidelines including the type of interview questions to ask. Present initial protocol (See protocol questions below for interview choices.) Group brainstorm to refine/add to both protocols. <p>Standardized Protocol Questions for Interview Choices 1-3 (Keep interviewee in mind; modify questions to ensure they are age-appropriate. Do not discuss any issues related to immigration status.)</p> <ol style="list-style-type: none"> How did you learn to read in your native language? How did you learn to read in English? How do you feel about writing in English? What was/is your greatest challenge with English? What classroom activities helped you learn to read and write in English? <p>Standardized Protocol Questions for Interview Choice 4</p> <ol style="list-style-type: none"> How did you learn to read and write in English? What was your greatest challenge in developing literacy in English? What classroom activities helped you learn to read and write in English? What are the similarities and differences in your experience developing English language literacy and that of the ELLs you currently teach or have taught? Share your feelings on this statement: <i>Every teacher is a language teacher.</i> 	

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>Perego & Boyle (P & B) Chapter One [30 minutes]</p> <ul style="list-style-type: none"> Review Chapter Jigsaw: "Gimme Five" graphic [Trace own hand then write five main ideas, one on each finger.] Group One, P & B pp. 12-18; Group Two, P & B pp. 19-20, 27-30; Group Three, P & B pp. 21-27 <p>P & B Chapter Two [1 hour, 15 minutes]</p> <ul style="list-style-type: none"> Instructor-led Discussion: "Language, Power, Social Standing, and Identity," P & B pp. 51-57 Group presentations/Venn Diagrams: Group One: pp. 40-51; Group Two: pp. 57-70 Promoting Academic Language: Discuss how to use "Expository Text Structures" pdf. <p>Reading Response Journal (RRJ) [30 minutes]</p> <ul style="list-style-type: none"> Instructor models Save the Last Word with P & B chapters 1 and 2. Instructor should choose at least one quote from pp. 70-78 when modeling. Students pick two quotes for RRJ from P & B chapters 1 and 2 for their own RRJ entries and record journal entries for these two chapters. <p>[Week 2]</p> <p>RRJ Sharing [P & B chapter 3] [45 minutes]</p> <ul style="list-style-type: none"> Students identify quote from P & B chapter 3 and complete RRJ entry for chapter 3. Instructor-led interactive discussion: Language Testing Issues <ul style="list-style-type: none"> Limitations of [SEA ELP assessments]/standardized testing (P & B pp. 122-123) Need for routine, informal assessment (P & B pp. 123-125) Comprehensible input related to SIOP (P & B pp. 125-126) Stand Up-Hand Up-Pair Up: Students share RRJ entries for chapter 3 <p>RRJ Sharing [P & B chapter 4] [30 minutes]</p> <ul style="list-style-type: none"> Students identify quote from P & B chapter 4 and complete RRJ entry for chapter 4. Students complete Save the Last Word using P & B chapter 4 quote and journal entry. Instructors should limit groups to three or four students to allow time to complete Save the Last Word in the time allotted. <p>Oral Language Development (OLD) [20 minutes]</p> <p>NOTE: OLD presentations that accompany this activity will be completed at the beginning of the next session.</p> <ul style="list-style-type: none"> Quick Write: <i>What OLD have I observed in my classroom?</i> Table Share then Group Share quick write responses <p>Homework [20 minutes]</p> <ul style="list-style-type: none"> Bring examples of ABC books and/or big books. (Instructors will need to supply examples if students do not have access to books during the summer.) 	

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
Summer 2 ([LEA] 3 and [LEA] 4)	Emergent Literacy <ul style="list-style-type: none"> • Alphabetic Principle • Phonemic Awareness • LEA and Writing connection Vocabulary Development Classroom Connections	Peregoy and Boyle chapter 5 and 6	<ul style="list-style-type: none"> • Read P & B chapters 5 and 6. • Complete two RRJ entries, one for each assigned chapter. • Make In-Class Professional Article assignments to small groups (no more than three per group) using the articles shown below (two articles per group). Use as many articles as needed according to the number of small groups. Groups should not make their two presentations "back-to-back" on the presentation schedule. ◦ Bunch, Kibler, & Pimentel (ELLs and social studies/history standards) ◦ Folse (teaching and learning myths) ◦ Krashen (vocabulary and spelling development through reading) ◦ Moschkovich (ELLs and math standards) ◦ Nation (teaching vocabulary) ◦ Quinn, Lee, & Valdes (ELLs and science standards) ◦ Wong-Fillmore & Fillmore (text complexity/academic language) ◦ Selected chapters from <i>Essential Linguistics</i> (Freeman & Freeman, 2004), as needed Session 2 [7 hours] [Week 3] Opening [10 minutes] <ul style="list-style-type: none"> • Session Content and Language Objectives OLD Group Presentations [1 hour] <ul style="list-style-type: none"> • Instructor-led introductory discussion on academic OLD (P & B chapter 4) • Group Presentations: Promoting academic OLD using content area materials (to be brought every week) and incorporating OLD concepts already covered. Session One Review Video [30 minutes] <ul style="list-style-type: none"> • YouTube Video "Classroom Applications of Academic English" [Video lasts 15 minutes.] [website deleted] • Students complete 3-2-1 Reflection form (in [course number] Dropbox folder) during video. Students should write in "academic English for ELLs" in the blank in the last section of the reflection form. Share out information from completed reflection forms. • Explore resources on the Reading Rockets website, [website deleted], and the companion website devoted to ELL issues, Colorin Colorado, [website deleted]. P & B Chapter Five [3 hours, 30 minutes] <ul style="list-style-type: none"> • RRJ Chapter 5 Share Out: Stop and Write and Draw template in Dropbox [course number] folder <ul style="list-style-type: none"> ◦ View P & B Chapter Five PowerPoint (in Dropbox [course number] folder) and complete related activities outlined in PPT. ◦ Groups create National Reading Panel Posters for Gallery Walk (Six groups: One group per recommendation noted on P & B pp. 178-179) 	Reading Response Journal entries for chapters 5 & 6

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> Family Literacy Programs (P & B pp.193-196) Testimonials from class members regarding family literacy nights and other family literacy efforts Model Read Aloud (big book read by instructor or volunteer from class and follow-up discussion regarding use of big books including use at the secondary level) Alphabetic Writing (ABC book presentation by instructor or volunteer from class and follow-up discussion regarding use of ABC books with a wide variety of students) Distribute alphabet books list pdf <p>[Week 4]</p> <p>P & B Chapter Six [1 hour, 40 minutes] NOTE: The remaining four activities related to chapter six will be completed during session three.</p> <ul style="list-style-type: none"> Think-Pair-Share RRJ chapter six entry Vocabulary Tea Party [55 minutes] Students are assigned one (or more, as needed) of the 15 words from the Tea Party Vocabulary List shown below. Each student should write a "Tea Party friendly" definition/explanation of their word using the information from the Peregoy and Boyle text, pp. 225-231. (Words are in bold type.) Complete Tea Party activity. Word Lists (Elementary teachers to demonstrate strategies for teaching words from Dolch Words pdf, Second 1,000 Word Families doc, and 2,000 Word Exercises pdf. All lists in Dropbox [course number] folder.) [20 minutes] Generate Own Top Five Vocabulary Words from Individual Content Areas [10 minutes] Instructor-led Discussion: Steps for Teaching New Words (P & B p. 229) [15 minutes] <p><u>Tea Party Vocabulary List</u> (pp. 225-231) receptive oral vocabulary productive oral vocabulary receptive written vocabulary productive written vocabulary high-frequency words form meaning use in context academic content words function words breadth depth word consciousness independent reading content words</p> <p>Homework [10 minutes]</p>	

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
Summer 3 ([LEA] 5)	Phonics Comprehension Midterm Exam Strategy Sharing Classroom Connections	Perego and Boyle chapter 8	<ul style="list-style-type: none"> Bring laptops with Internet capabilities for completing mid-term during session 3 Download Kurjakovic ("Vocabulary Instruction for English Language Learners") for next session [website deleted] NOTE: Instructors should not copy and distribute this document, however, students may make one copy for their personal use. Download Johnson and Johnson ("Why Teach Vocabulary?") for next session unless instructors opt to copy and distribute this article. See copyright information in summer session 3. [website deleted] Read P & B chapter 8 Complete RRJ P & B chapter 8 Reading Response Journal Check for Entries 1-6 Register for next course as needed <p>Session 3 [7 hours] [Week 5]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>P & B Chapter Six [35 minutes]</p> <p>NOTE: The following activities are the conclusion of the chapter six review started during session two.</p> <ul style="list-style-type: none"> Instructor-led Discussion: Cognates Discussion and Handouts [15 minutes] <ul style="list-style-type: none"> NTC's <i>Dictionary of Spanish Cognates</i> [All (LEA position title) should have a copy of this book for instructors to borrow.] Cognate information and list [website deleted]; Spanish-English cognate list: [website deleted] "Friendly" and false cognates (as explained on Colorin Colorado site noted above) Using Dictionaries (P & B pp. 235-237) Reference [LEA resource] that are in each [LEA secondary school]. [10 minutes] Review Vocabulary Blacklines pdf in Dropbox [course number] folder. [10 minutes] <p>Content Vocabulary Teaching [Total time: 1 hour, 10 minutes]</p> <ul style="list-style-type: none"> Read aloud/shared reading of Kurjakovic article then Numbered Heads Together to review enduring understandings from article (Instructor develops Numbered Heads Together questions.) [25 minutes] Jigsaw the Johnson and Johnson article (<i>Why Teach Vocabulary?</i>) with expert groups creating Sketch to Stretch summaries of jigsaw sections to share out [website deleted] [25 minutes] <p>NOTE: [LEA] has permission to copy and distribute the Johnson and Johnson article if the following notice is included on each copy: [noticed deleted]</p>	<p>Reading Response Journal (at least entries 1-6)</p> <p>Reading Response Journal entry for chapter 8</p> <p>Midterm Exam</p>

Class Schedule (Accelerated Summer Session)			
CLASS	CONTENT	READINGS DUE	ASSIGNMENTS DUE
	<p style="text-align: center;">INSTRUCTOR'S OUTLINE</p> <p>A master copy (pdf) of the Johnson and Johnson article is in the [course number] Dropbox folder. If instructors copy and distribute this pdf for their students, the Word document, "Johnson article copyright notice" (also available in the [course number] Dropbox folder), should be copied and distributed with the pdf. Instructors may opt to have students download their own individual copies, but this should be completed <i>before</i> this session begins.</p> <p>Sketch to Stretch Procedure</p> <ol style="list-style-type: none"> After reading their jigsaw portion of the article, expert groups sketch on a poster a summary of the portion they read. Each group shares their sketch during which other groups give their interpretation of the sketch. Once everyone has shared, the group tells their interpretation and provides any other summary information, as needed, regarding their portion of the text. (Adapted from: [website deleted]) <ul style="list-style-type: none"> Small groups demonstrate one new vocabulary strategy learned today using at least two of the "top five" vocabulary from student-generated content-area vocabulary lists identified earlier. [20 minutes] <p>Strategy Sharing [45 minutes]</p> <ul style="list-style-type: none"> Strategy Sharing: One to two students/session depending on enrollment, submit Strategy Sharing template <p>NOTE: This activity has been adapted and will be completed during class as explained below. This activity fulfills the requirement for the Strategy Sharing assignment. Small groups will choose one <i>literacy</i> strategy and design an infomercial to explain and demonstrate it during their infomercial presentation. <ul style="list-style-type: none"> Instructor completes Journal Check for Entries 1-6 during small group infomercial preparation. <p>Peregoy & Boyle Chapter Eight [Total time: 1 hour, 30 minutes]</p> <ul style="list-style-type: none"> Model Read Aloud or Echo Read Susan Jacobs' story on p. 316 <p>Follow-up discussion regarding use of read aloud and echo read with a wide variety of students [15 minutes]</p> <ul style="list-style-type: none"> Literature Circles (using P & B pp. 322-325) Instructor's choice of cooperative learning structures to explore literature circles purposes, literature circle rolls, etc. See Lit Circles Roles Description pdf in Dropbox [course number] folder (from: [website deleted]). Other literature circle downloads to be selected and shared by instructor from website: [website deleted] (also noted above) along with additional literature circle pdfs in the Lit Circle Resources folder on Dropbox [course number] folder. [1 hour] Instructor-led Discussion: Summary of remaining P & B Chapter 8 big ideas and RRJ entries for chapter 8 [15 minutes] </p>		

Class Schedule (Accelerated Summer Session)			
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE
			<p>Mini Article Reads [1 hour, 10 minutes]</p> <ul style="list-style-type: none"> • Jigsaw Articles (Combine shorter articles to equalize page length of jigsaw assignments.) <ul style="list-style-type: none"> ◦ Buchanan & Helman ◦ Coleman & Goldenberg ◦ Cummins ◦ Pompa & Hakuta ◦ Van Lier & Walqui ◦ Walqui & Heritage ◦ Watts-Taffe & Truscott • Jigsaw groups develop their own presentations for assigned article(s) using ELL-friendly strategies such as TPR, etc. <p>Start Midterm [1 hour, 30 minutes]</p> <ul style="list-style-type: none"> • Complete mid-term exam during class • Responses to midterm exam questions should be typed and submitted via [partner university grading platform]. <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> • Professional Journal Article Presentation • Peer Coaching • Bring own content-area texts for Content Strategy Application activities in sessions four and five. • Download for session six: "What Content-Area Teachers Should Know About Adolescent Literacy" from [website deleted] (This is a large document so downloading it and storing it electronically rather than printing it may be easier for students. If students do not print it, they need to bring laptops so they can retrieve their electronic copies during Session Six.)
Summer 4 ([LEA] 6 and [LEA] 7)	Professional Article Presentations Peer Coaching Classroom Connections	Professional Articles	<p>Session 4 [7 hours] [Week 6]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives <p>National Institute for Literacy (NIL): "What Content-Area Teachers Should Know about Adolescent Literacy"[website deleted] [2 hours]</p> <ul style="list-style-type: none"> • Instructor-led brief overview of the NIL document • Instructor's choice of different cooperative learning activities to explore the various parts of the NIL document such as one jigsaw activity to explore introductory sections and the "Key Literacy Components" section, another cooperative/interactive activity for the "Supporting Literacy Development Through Assessment, Writing, and Motivational Strategies" section, and a third cooperative/interactive activity to explore concluding sections including the appendices.
			<p>Article Presentations</p> <p>Peer Coaching Documentation Form</p>

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> Instructors should note that information and strategies in the NIL document apply to struggling readers in elementary settings in addition to those in secondary settings. <p>[Week 7]</p> <p>Professional Article Presentations and Peer Coaching [4 hours, 10 minutes] NOTE: Adjust as needed based on enrollment.</p> <ul style="list-style-type: none"> Small Group In-Class Professional Journal Article Presentations Peer Coaching course requirement will be completed during these presentations. Allotted time includes 40 minutes for peer coaching pairs to hold both the pre-conferences and post-conferences. <p>Content Strategy Application [30 minutes]</p> <ul style="list-style-type: none"> Instructor's choice of an additional activity for students to practice using their own content-area texts <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> Bring own content-area texts for Content Strategy Application activities in session five. Read P & B chapter 7 and chapter 11 Complete RRJ chapter 7 and chapter 11 Students should gather information regarding their schools' RTI plans to share next session. Download Kear, et al. (2000), "Measuring Attitude toward Writing: A New Tool for Teachers" for next session [website deleted] NOTE: Instructors should not make multiple copies of this article; each student should download one copy for their personal use. Download [SEA tutoring manual] for next session [SEA website] NOTE: Instructors should not make multiple copies of this article; each student should download one copy for their personal use. (This is a large document so downloading it and storing it electronically rather than printing it may be easier for students. If students do not print it, they need to bring laptops so they can retrieve their electronic copies during Session Eight.) 	
Summer 5 [LEA] 8 and [LEA] 9)	Assessing Understanding Writing Process Classroom Connections	Peregoy and Boyle chapters 7 and 11	<p>Session 5 [7 hours] [Week 8]</p> <p>Opening [20 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives Inside-Outside Circle to share RRJ entries for P & B chapter 11 <p>P & B Chapter 11 [2 hours]</p> <ul style="list-style-type: none"> Instructor-led Discussion: <ul style="list-style-type: none"> Linking Assessment to Instruction (P & B pp. 438-439) RTI (pp. 439-441) Teachers provide features of their schools' RTI plans. 	Reading Response Journal entries for chapters 7 & 11

Class Schedule (Accelerated Summer Session)			
CLASS	CONTENT	READINGS DUE	ASSIGNMENTS DUE
			<p>INSTRUCTOR'S OUTLINE</p> <ul style="list-style-type: none"> o Reading Assessment Process (pp. 441-443) o Running Records (RR): Arrange for RR demonstration by elementary teachers enrolled in the course. o Thoroughly review Running Records pdf in Dropbox [course number] folder. <p>Informal Reading Inventories [45 minutes]</p> <ul style="list-style-type: none"> • Instructor-led Discussion: <ul style="list-style-type: none"> o Informal Reading Inventories (P & B pp. 449-461) o Review article, "Measuring Attitude toward Writing: A New Tool for Teachers," and complete the accompanying Elementary Writing Attitude Survey (Garfield survey) [website deleted] o Visit "Professor Garfield" home page: [website deleted] <p>Content Strategy Application [45 minutes]</p> <ul style="list-style-type: none"> • [SEA tutoring manual] Demonstration (Instructor as tutor and student as tutee demonstrate tutoring using content-area materials brought by student.) • Pairs practice cross-age tutoring using own content-area materials. Reference P & B pp. 462-466 guided reading section and pp. 32-40 in [SEA tutoring manual]. Explain that this manual is used as a supplement for [LEA service learning course] tutors. [SEA website] • Instructor-led Discussion: Reciprocal Teaching (RT) <ul style="list-style-type: none"> o Distribute and discuss Reciprocal Teaching Resources pdf in Dropbox/Canvas. o Table Share then Group Share: How to use RT with content-area materials o Explore RT Internet resources [websites deleted] <p>[Week 9]</p> <p>P & B Chapter 7 [Total time: 3 hours]</p> <ul style="list-style-type: none"> • Inside-Outside Circle to share RRJ entries for P & B chapter 7 [10 minutes] • Instructor-led Discussion: The Writing Process (pp. 258-263) [50 minutes] <ul style="list-style-type: none"> o Model and do "I Remember" (p. 260). o Blogs and Wikis (p. 263-264) o Peer Response Group versus Peer Editing (pp. 264-271) • Group Presentations: Teaching Writing to Beginning and Intermediate ELLs [1 hour, 15 minutes] <ul style="list-style-type: none"> o Group One: beginning ELLs: p. 273-284; Group Two: intermediate ELLs: p. 284-295 o Each group complete one-half of Venn diagram then compare two ELL groups. o Instructor models Content Strategy Application activity using teachers' content-area materials with ELL-friendly strategies. • Error Correction: Complete Anticipation Guide (in Dropbox [course number] folder) for P & B pp. 303-307 [45 minutes]

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
Summer 6 (ILEA 10)	Content Area Reading and Writing Pre-reading and During Reading Strategies Classroom Connections	Perego and Boyle chapter 9	<p>Homework [10 minutes]</p> <ul style="list-style-type: none"> Bring example of foldable or graphic organizer used for narrative and/or expository writing instruction Foldable websites: Use these sites only to view ideas; do not make copies of any pages. Read Chapter 9 Complete RRJ P & B chapter 9 <p>Session 6 [3.5 hours] [Week 10]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>P & B Chapter 9 [Total time: 1 hour, 50 minutes]</p> <ul style="list-style-type: none"> Stand Up-Hand Up-Pair Up to share RRJ entries for P & B chapter 9 [10 minutes] Graffiti Wall: Six Elements of Content Learning (see pp. 371-372) [40 minutes] <p>NOTE: Display explanation of graffiti wall from this link, but please do not copy and distribute it. [website deleted]</p> <ul style="list-style-type: none"> Metacognition/Self-Monitoring [25 minutes] <ul style="list-style-type: none"> Students read passage at the top of p. 320 then discuss their own metacognition with a partner. Watch and discuss social studies think-aloud explanation and video clip (letter "c" on the site). Also discuss students' own experiences using the think aloud strategy and its connection to metacognition. [website deleted] (If time, watch the following video clip that describes six think-aloud reading strategies or share link with students for their reference: [website deleted]. The clip is about 10 minutes long.) Review Metacognition Resources pdf in Dropbox [course number] folder. [35 minutes] <ul style="list-style-type: none"> Small table discussion and large group share out regarding Metacomprehension Strategy Index on pdf. Students should complete Metacognitive Reading Awareness Inventory and discuss their results with a partner. Large group share out and concluding discussion regarding how to use these resources in the classroom. <p>Foldables and Graphic Organizers Sharing [55 minutes]</p> <ul style="list-style-type: none"> Tea Party: Share foldables or graphic organizers used for narrative and/or expository writing instruction Make models/templates of foldables and graphics shared during Tea Party 	Reading Response Journal entry for chapter 9

Class Schedule (Accelerated Summer Session)			
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE
			<p>Launch: 100 Quotes Game [25 minutes]</p> <ul style="list-style-type: none"> Review 100 Quotes game preparation and instructions on the 100 Quotes Game Cards document in Dropbox [course number] folder. This game is adapted from a Japanese game as described on this website: [website deleted]. Play the game then teams from the game complete a follow-up discussion regarding how game format could be adapted for students' specific content areas. Discussion should include identifying aspects of literacy development that game supports such as use of listening, speaking, and reading skills, etc. Teams share out main points from their discussions. <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> Read Chapter 10 Complete RRJ P & B chapter 10 Bring laptops with internet capabilities for completing final exam during session 7 <p>Session 7 [3.5 hours] Week 10</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>P & B Chapter 10 [Total time: 1 hour, 40 minutes]</p> <ul style="list-style-type: none"> Tea Party to share RRJ entries for P & B chapter 10 Table share then group share experiences with pre-, during, and post-reading comprehension strategies to transition from chapter 9 to chapter 10. Distribute and review the pdfs, Graphics Instructions and Graphics, from Pre-, During, and Post-reading Resources folder in Dropbox/Canvas. Three groups choose a strategy from comprehension strategies resources (noted above) or from chapter 10 to demonstrate for the class. Groups should use content-area materials they bring each week to demonstrate selected strategy. Each presentation should be 10-12 minutes in length. Group Configurations: Group One: pre-reading strategy, Group Two: during reading strategy, and Group Three: post-reading strategy. <p>Start Final [1 hour, 30 minutes]</p> <ul style="list-style-type: none"> Complete final exam during class Responses to final exam questions should be typed and submitted via [partner university grading platform]. <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> Interview Reflection Reading Response Journal entries 7-10
Summer 7 (LEA) 10)	Postreading Strategies Final Exam Classroom Connections	Peregoy and Boyle chapter 10	<p>Reading Response Journal entry for chapter 10</p> <p>Final Exam</p>

Class Schedule (Accelerated Summer Session)			
CLASS	CONTENT	READINGS DUE	ASSIGNMENTS DUE
Summer 8 ([LEA] 11)	Activities/Projects Sharing Final Exam Sharing Classroom Connections Course Conclusion Preparation for next course		<p>• Activities/Projects Presentation</p> <p>• Final Exam Response Sharing</p> <p>Session 8 [3 hours] [Week 11]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>Activities/Projects Presentations [10-15 minutes/presentation; time allotted is based on course enrollment. Instructors should adjust time for other session activities accordingly.]</p> <p>Share Final Exam Responses [This activity and the "Pass the Buck" Review Activity should be completed in the time remaining minus 45 minutes required for Conclusion activities.]</p> <ul style="list-style-type: none"> Instructor's choice of cooperative/interactive learning structure for student sharing of responses from final exam. <p>"Pass the Buck" Review Activity</p> <ul style="list-style-type: none"> One person stands inside a circle created by other students. Inside person closes their eyes while others pass quietly pass a candy bar around the circle. Inside person says "Stop" and the person holding "the buck" (candy) names a letter of the alphabet. Inside person has to name three things learned in the course that start with that letter. Others can prompt the inside person as needed. Inside person gets to keep the candy bar. Person last holding the buck becomes the new inside circle person and the activity is repeated with a different letter of alphabet being chosen for each round. Instructor doesn't need to supply candy bars for this activity. The "buck" can be any appropriate object such as a book, etc., that doesn't need to be given to each person who has a turn inside the circle. <p>Conclusion [45 minutes]</p> <ul style="list-style-type: none"> Complete course conclusion, addressing any remaining questions, upcoming course start date, etc. Collect class sets of texts and any other materials that were loaned to students and store them at your site. Distribute texts and make reading assignments for the next course, as applicable. Direct students to complete Student Feedback form ([partner university faculty liaison] informal course evaluation document available in Misc Docs folder on Dropbox). Instructors should not view these evaluations at this time, but should select a class participant to collect the completed forms and seal them in an envelope to be sent to [LEA employee 1] at the district office. Students will receive an email notice regarding [partner university] online course evaluation process. Determine if any students will not be continuing and send their names to [LEA employee], [partner university faculty liaison], and [LEA employee 2].
			<p>Activities/ Projects Reflection and Presentation</p> <p>Interview Reflection</p> <p>Reading Response Journal (entries 7-10)</p>

Class Schedule (Accelerated Summer Session)			
CLASS	CONTENT	READINGS DUE	ASSIGNMENTS DUE
			<p>INSTRUCTOR'S OUTLINE</p> <ul style="list-style-type: none"> o Update the Google Drive spreadsheet with students' final grades and point totals then print and store hard copies of this grading record. o Alert [partner university faculty liaison] when all grades for this course have been submitted on [online grading platform]. o Provide copies of the [partner university] [SEA] ESL endorsement application document (in the Misc Docs folder on Dropbox) to students for whom this is their last ESL endorsement course. Direct these students to complete page one of this form with their applicant information where indicated, check "YES" for each [SEA] ESL standard, print the form, and follow the instructions for (those who have completed [partner university]'s ESL endorsement program) included on the last page. Remind students to sign and date their completed form. <p>NOTE: Students who have taken non-[LEA] ESL endorsement courses through other institutions and/or have taken [LEA] ESL endorsement courses, but received credit from institutions other than [partner university], need to complete a blank application form rather than the example noted above because this example only includes [partner university] ESL endorsement courses. A blank [SEA] ESL endorsement application is in the Misc Docs folder on Dropbox for students with any non-[partner university] ESL endorsement course credit.</p> <p>This process replaces the procedure used in the past when ESL endorsement graduates provided transcripts and checks to the [LEA] ESL department secretary who would send the graduates' names and fees to [SEA].</p>

[course number]

[Assessment course]

(3 semester credits)

Instructor:

Phone:

Email:

Location:

Student-instructor conferences by appointment.

Empowering the student through knowledge, preparation, and ethics

The mission of the [partner university] [school of education] endorsement programs at [partner university] is to prepare individuals for further career choices and advancement. Our professional education programs provide innovative courses and experiences to support the demands of professional standards, intellectual rigor, and collaboration among faculty, community, and other professional stakeholders. To accomplish this task we engage candidates in research and standards based instruction in pedagogy, content, and professional ethics, diversity, community experiences, fieldwork and clinical practice, reflection and decision making, and technology opportunities. Participants acquire and develop knowledge, skills, and dispositions to positively impact students, the community, and themselves as they continue on the journey to life-long learning.

Required Texts

Gottlieb, M. (2006). *Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement*. Thousand Oaks, CA: Corwin Press.

Course Readings

Educational Testing Service. (2009). Guidelines for the assessment of English language learners. Retrieved May 4, 2012 from [website deleted].

Neill, M. (2005). Assessment of ELL students under NCLB: Problems and solutions. Iowa Department of Education. Retrieved May 4, 2012 from [website deleted].

Perez, A. (n.d.) Legal background governing services to English Language Learners. Cabarrus County Schools, NC. Retrieved May 4, 2012 from [website deleted].

United States Department of Education. (n.d.) Fact sheet: NCLB provisions ensure flexibility and accountability for limited English proficient students. Retrieved May 4, 2012 from [website deleted].

Woolley, G. (2010): Issues in the identification and ongoing assessment of ESL students with reading difficulties for reading intervention, *Australian Journal of Learning Difficulties*, 15(1), 81-98.

Highly Recommended Materials

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Description and Course Objectives

The course gives potential ESL teachers the knowledge of the required methods of identifying, placing, monitoring, and exiting non-English background students. It helps students develop the ability to assess, select, administer, interpret and communicate the results of formal and informal assessment procedures. It gives students an awareness of the importance of using varied data sources to distinguish developmental stages of language acquisition from other special needs.

At the end of the semester you will be able to:

1. Survey varying approaches to evaluating language sub-skills (such as vocabulary, grammar, pronunciation, etc.) and communication skills (speaking, listening, reading, and writing).
2. Distinguish between tests designed for language proficiency from those designed to detect learning problems.
3. Identify models of language assessment.
4. Evaluate standardized tests and their appropriate application, distinguishing between those that assess knowledge of language structure from those that evaluate communicative skill.
5. Critique research being done in the area of testing in a second language.
6. Apply the knowledge and skills of assessment to instruction for your ESL students.

Course Requirements

Class Participation and Professionalism (for an accelerated class schedule)

You are expected to attend all class sessions; however, excused absences of no more than one day may be granted for mandatory work-related activities, medical emergencies, or religious observances that occur during class time. You must notify the instructor at least 24 hours in advance regarding mandatory work activities and religious leave, and as soon as possible if medical emergencies arise; otherwise, an absence will be considered unexcused. Unexcused absences are limited to ½ day during the entire course, and will result in a loss of one participation point. Both excused and unexcused absences will result in the assignment of make-up activities with specific due dates, however, participation points for missed class time will be awarded to those with excused absences only. You will be required to make up any work that you miss, whether you miss ½ day or a whole day, for any reason. Participation points will be assessed according to the Class Participation Agreement.

Assignment Descriptions and Rubrics

Assessment Investigation Assignments

This four-part assignment addresses the course objectives noted above. For each part of this assignment, you will investigate issues associated with the implementation of assessment or testing policies for English language learners (ELLs). You will investigate a test or assessment tool currently being used with ELLs at the district, school, or classroom level. You will evaluate the tool's effectiveness and also redesign it. You will use the results of your investigation to create both written and oral reports.

Part 1: Test Development

You will conduct an investigation on a topic of testing English language learners that is

relevant to your practice or professional interests. You will evaluate the effectiveness, fidelity of implementation, and/or translation for a particular testing instrument currently being used with ELLs. You will discuss administration, scoring, and reporting of results for a test or testing program used by a school or district, or for your own assessment practices (or the practices of other colleagues), in relation to linguistic minority students. You should also consider your evaluation in light of what you are learning from the literature about effective assessment practices for ELLs.

There are two options for this assignment; choose only one.

A. You will choose an existing assessment that is being used to measure ESL students' academic level in your school or district. You will collect data from the test itself and from records of results. You will evaluate its effectiveness in light of what you have learned from this course, including a discussion of the interpretation of an assessment system report card and the consistency of national or state policies and/or legislation concerning the testing of linguistic minorities. Using this reflection, you will then create a revised test or testing procedure that would more accurately measure the academic level for ELLs.

B. You will choose an existing assessment tool for content area comprehension from one unit of classroom instruction. You will implement this assessment as you usually do and you will use the results to evaluate its effectiveness in light of what you have learned from this course. Using this reflection, you will then create a revised assessment that you could use to measure your ESL students' learning about the content of the unit.

For either Option A or Option B, you will discuss your progress in this investigation via your Investigation Progress Reports. (See Part 2 below.) You will also include your revised test as part of the formal paper. (See Part 3 below.)

Part 2: Investigation Progress Reports

Twice during the course you will submit a progress report of how your investigation is progressing. You will do a semi-formal write up, between 2-3 pages in length, where you discuss 1) what tasks you have completed, 2) what you have discovered, including connections to the literature, and 3) what you still have left to complete with regard to your investigation. You should organize your paper according to the three components noted above.

Rubric for Investigation Progress Reports

	Below Standard 0-3 points	Standard Partially Met 4-6 points	Meets Standard 7-10 points
Oral	Your one-on-one discussion with the instructor showed you have made little or no progress towards your investigation report. You showed little or no evidence of your progress and were	Your one-on-one discussion with the instructor showed that you have made some progress towards your investigation report. You were able to show the instructor some evidence of	Your one-on-one discussion with the instructor showed you have made significant progress towards your investigation report. You were able to show evidence of your progress and were

	Below Standard 0-3 points	Standard Partially Met 4-6 points	Meets Standard 7-10 points
	unprepared to discuss: •What you have completed thus far; •What you have found, including connections to the literature; and •What your next steps are.	your progress including: •What you have completed thus far; •What you have found, including connections to the literature; and •What your next steps are.	prepared to discuss: •What you have completed thus far; •What you have found, including connections to the literature; and •What your next steps are.
Written	Your written report failed to adequately address the following topics: •What you have completed thus far; •What you have found, including connections to the literature; and •What your next steps are. Your written report did not follow APA guidelines.	Your written report included the following topics: •What you have completed thus far; •What you have found, including an up-to-date review of relevant literature; and •What your next steps are. Your written report partially followed APA guidelines.	Your written report was well organized and included the following topics: •What you have completed thus far; •What you have found, including an up-to-date review of relevant literature; and •What your next steps are. You presented this information clearly and concisely. Your written report followed APA guidelines.
Total score: ____/10			

Part 3: Formal Paper

Following your investigation into the use of a current assessment tool, you will prepare a formal written report (4 -7 pages, not including your reference list). Your report will be organized into the following sections, with a bolded, left justified (Level 2) heading for each section. Be sure to also include a title page with 1) the title of your paper, 2) your name, 3) the name of the class and your instructor's name, and 4) the month and year.

A. Introduction (one paragraph)

In this section, briefly introduce what you did for your investigation.

B. Literature Review (1-2 pages)

For your literature review, select at least three (3) articles, chapters, or other media that are relevant to your investigation. You may use readings from this course or you may find other research or/and writings that you think are applicable to your work. For each selection, briefly describe the study and its important findings or points and how it relates to the other articles you selected. (Be sure to use correct APA form to cite your sources.) Once this is complete, write about how the articles you selected informed your investigation. How did they help you evaluate the test or assessment you investigated?

C. Methods (½ - 1 page)

For this section, you will first tell about how you chose the existing test or assessment you are investigating. Describe how you obtained copies of the test

and the results of the testing. What is it designed to measure? Where and how is it being used? Is it used for all students or just ELLs? How are the results used? Include a copy of the test in the appendix.

D. Data Analysis (½ -1 page)

Write about what the data showed you about the effectiveness of this test. What did the results of the test or assessment really tell you about the academic level or content understanding of the students? What factors do you think might have affected the students' performance? Connect this discussion to your literature review.

E. Results (1-2 pages)

This section is where you will put in your revised test, assessment, and/or testing procedures. Explain what you changed from the existing test or assessment and why.

F. Conclusion (1 paragraph)

This is a brief summary of your entire investigation.

G. References

List any sources you used for your literature review and for any other citations you may have used in your paper. They should be listed according to APA format.

H. Appendix

Include a copy (if possible) of the original assessment you chose to revise.

Rubric for Formal Paper

	Below Standard 0-8 points	Standard Partially Met 9-16 points	Meets Standard 17-25 points
Introduction Review of the Literature	-Your paper did not clearly introduce the topic of your paper. -Your review of the relevant literature either failed to adequately describe each work or failed to connect findings from all the references. -Your paper did not discuss what the theorists and literature said with regard to your topic.	- Your paper introduced the topic of your paper. -Your review of the relevant literature (at least two sources) described each work, but failed to connect findings from all of the references. -Your paper did not clearly discuss what the theorists and literature said with regard to your topic.	- Your paper introduced the topic of your paper clearly and concisely. -Your review of the relevant literature (at least three sources) clearly described the findings of each work and connects each reference to the others. -Your paper also discussed what the theorists and literature said with regard to your topic.
Methods Data Analysis	- Your paper did not describe how you chose the existing test or assessment you are investigating, and/or it did not explain how you obtained copies of the test and/or the results of the testing. You did not explain what the test was designed to measure or where and how the test and its results	- Your paper described how you chose the existing test or assessment you are investigating, but did not tell how you obtained copies of the test and/or the results of the testing. You did not clearly explain what the test was designed to measure or where and how the test and its results were being used.	- Your paper described how you chose the existing test or assessment you are investigating and provided details about how you obtained copies of the test and the results of the testing. You clearly explained what it was designed to measure and where and how the test and its results were being

	Below Standard 0-8 points	Standard Partially Met 9-16 points	Meets Standard 17-25 points
	were being used. - Your paper did not evaluate the effectiveness of the existing test and/or you did not clearly explain what the results of the test or assessment revealed about student learning. Your paper did not outline at least one factor that might have affected the students' performance. -Your paper did not attempt to connect your analysis to the literature reviewed earlier.	- Your paper did not evaluate the effectiveness of the existing test based on the data collected and/or you did not clearly explain what the results of the test or assessment revealed about student learning. Your paper briefly outlined at least one factor that might have affected the students' performance. -Your paper did not adequately connect your analysis to the literature reviewed earlier.	used. - Your paper used the data gathered to evaluate the effectiveness of the existing test or assessment tool that you selected. This evaluation explained what the results of the test or assessment revealed about student learning and outlined factors that might have affected the students' performance. -Your paper also connected your analysis to the literature reviewed earlier.
Results Conclusion Reference List	-You did not include a revised test or assessment and/or the revisions are not based on your analysis of the existing instrument. You did not explain what you changed from the existing test or assessment and why. -Your conclusion was missing or did not adequately summarize your investigation. - Your reference list contained less than two sources and was not consistent with APA format.	-You included a revised test or assessment, but the revisions are not clearly based on your analysis of the existing instrument. You did not adequately explain what you changed from the existing test or assessment and why. -Your conclusion partially summarized your investigation. - Your reference list contained fewer than three sources or was not consistent with APA format.	-You included a revised test or assessment based on your analysis of the existing instrument. You clearly explained what you changed from the existing test or assessment and why. -Your conclusion briefly summarized the important points in your investigation. - Your reference list contained at least three sources and was written in APA format.
Total score: ____/25			

Part 4: Oral Presentation

The oral presentation assignment will be completed in conjunction with the other investigation assignments noted above. You will give a 5-8 minute PowerPoint (or other multimedia tool) presentation to share the findings and the results of your study/investigation with the rest of the class.

Reading Overviews/Class Presentations

Once during the semester, you and a partner (or partners) will be responsible for leading the class discussion on assigned readings from the course text. In addition to leading this discussion, you and those participating with you will *each* prepare and share with the class an example of an alternative assessment that could be implemented in your teaching. This example can be a version of an assessment you currently use that has been modified to meet your ESL students' needs. You will discuss the related content lesson and the procedures that accompany this assessment. You will also explain how you would assess your students' content comprehension using your alternative assessment example. Your instructor will provide you and your partner(s)

with the “Reading Presentation Checklist” that you should follow as you structure your presentation.

Reading Overviews/Class Presentation Checklist Components

- Provide a one-hour presentation.
- Summarize four or five main points from assigned chapter.
- Use activities that review the graphics (tables, figures, appendices) in assigned chapter.
- Use cooperative learning structures and interactive strategies throughout presentation.
- Provide alternative assessment examples.

Final Exam

You will work with a team of 3-4 class members to choose a sample performance task (and text exemplar[s], if appropriate), from the [common core standards assessment website] [website deleted]. (Note: you will have to scroll down past all the text exemplars for each section before you get to the performance tasks.) Your team will evaluate the performance task according to what you have learned from this course about assessing English language learners.

Evaluate the task according to following guidelines.

- Which core standard is being assessed with this task?
- How effective do you believe this task is assessing ELLs’ learning about the core standard(s)?
- For what level (if any) of English language learner might the task/text be appropriate?
- What struggles do you see for ELLs in completing this task?
- How might the task (and/or the text used) be modified to accommodate ELLs? Be specific. Rewrite the task or select alternate texts, as appropriate.

Your team should be prepared to present your work to the rest of the class.

Rubric for Final Exam

	Below Standard 1-9 points	Standard Partially Met 10-14 points	Meets Standard 12-15 points
Identifying Common Core Standards	-- Your paper did not identify the Common Core standard being assessed.	- Your paper did not clearly identify the Common Core standard being assessed. You did not cut and paste the standard right from the Core Standards website into your exam response..	- Your paper clearly identified the Common Core standard being assessed. You have cut and pasted the standard right from the Core Standards website into your exam response.
Evaluation of task	- Your response did not evaluate the assessment task in terms of how well it assesses ELLs’ learning about the Common Core Standard. - You failed to identify and/or justify the language level (if any)	- Your response briefly evaluates the assessment task in terms of how well it assesses ELLs’ learning about the Common Core Standard. - You identify, but do not clearly justify the language level (if any)	- Your response clearly and thoughtfully evaluates the assessment task in terms of how well it assesses ELLs’ learning about the Common Core Standard. - You identify and justify the

	Below Standard 1-9 points	Standard Partially Met 10-14 points	Meets Standard 12-15 points
	<p>of the ELL for whom the task might be appropriate.</p> <ul style="list-style-type: none"> - You did not identify aspects of the task that might be challenging for the ELL students in the grade level for which the task is intended. - You did not suggest appropriate modifications to the task and/or the text used to accommodate ELLs at the grade level for which the task is intended. - You did not rewrite the task and/or select alternate texts to make the task more appropriate for ELLs at this grade level. 	<p>of the ELL for whom the task might be appropriate.</p> <ul style="list-style-type: none"> - You identify at least one aspect of the task that might be challenging for the ELL students in the grade level for which the task is intended. - You suggest modifications to the task and/or the text used to accommodate ELLs at the grade level for which the task is intended, but the accommodations might not be appropriate. - You did not adequately rewrite the task and/or select alternate texts to make the task more appropriate for ELLs at this grade level. 	<p>language level (if any) of the ELL for whom the task might be appropriate.</p> <ul style="list-style-type: none"> - You clearly identify any aspects of the task that might be challenging for the ELL students in the grade level for which the task is intended. - You suggest appropriate modifications to the task and/or the text used to accommodate ELLs at the grade level for which the task is intended. You rewrote the task and/or selected alternate texts to make the task more appropriate for ELLs at this grade level.
Presentation	-You and your team were not prepared to present your work to the rest of the class. Your presentation was not disorganized, did not communicate important aspects of the assessment, and/or was not engaging.	-You and your team were not well prepared to present your work to the rest of the class. Your presentation was too brief or too long, was not well organized, or was not particularly engaging.	-You and your team were well prepared to present your work to the rest of the class. Your presentation was brief, but clearly organized and engaging.
Total score: ____/15			

Peer Coaching

Because this course is taught when school is not in session, the peer coaching requirement will be completed during one of the course sessions. As appropriate given this alternative setting, coaches should watch for teacher behavior related to assessment topics such as those listed on the Peer Coaching Documentation form. Students may select their own focus, but it must be pre-approved by the instructor. Time will be allotted for students and coaches to complete the full peer coaching cycle. Students will document their peer coaching experience by submitting the Peer Coaching Documentation form.

Summary of Grading Criteria

Course Requirements	Points	Letter Grades
Class Participation and Professionalism	11	A = 91 - 100
Assessment Investigation Formal Paper	25	B = 81 - 90
Investigation Progress Reports (two reports @ 10 points each)	20	C = 71 - 80
Investigation Oral Presentation	9	D = 61 - 70
Reading Overview/Class Presentation	20	
Final Exam	15	
Peer Coaching	P/F	
Total points possible	100	

Paper Guidelines

ALL PAPERS should be written in APA format using Times Roman 12-point font. APA is standard in field of educational research. Part of this includes proper references of citations, correct structuring of the reference page, and numbering each page. Every paper submitted should have appropriate references from the class readings and/or outside readings that help support arguments made in the paper.

Course Policies

Students with Disabilities

If you have any disability that may impair your ability to successfully complete this course, please let me know as soon as possible. You will also need to contact the [university department] ([university location]), the people who will work with us to coordinate services to provide you access to course requirements. Academic accommodations are granted for all students who have qualified, documented disabilities.

Academic Integrity

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. Students are expected to complete course assignments in a manner that is consistent with the ethical standards of the [partner university] and the [school of education]. You are expected to do your own work on assignments and examinations unless they are designed as collaborative efforts. All course assignments and assessments, whether completed individually or collaboratively, should be generated from your own learning. Your work should not be copied from other students, Internet sites, or published materials. If you draw heavily from a particular source of information, that source should be credited and cited in your assignment (using APA style).

IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN ANY FORM OF ACADEMIC MISCONDUCT IN THE COMPLETION OF AN ASSIGNMENT OR ASSESSMENT FOR THIS COURSE, YOU WILL RECEIVE A GRADE OF "0" FOR THAT WORK, AND YOUR FINAL GRADE FOR THE COURSE WILL BE SIGNIFICANTLY AFFECTED. IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN AN ACT OF ACADEMIC MISCONDUCT ON MORE THAN ONE OCCASION, YOU WILL BE DROPPED FROM THE [school of education's] PROFESSIONAL PROGRAM.

The University requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT OR DEFEND YOU, NOR ASSUME ANY RESPONSIBILITY FOR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action.

Evaluation

You are expected to submit completed assignments on the given due dates unless *prior* arrangements for due date extensions have been made with the instructor. All assignments must be submitted by the last day of the course.

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
Summer 1 ([LEA] 1 and [LEA] 2) (Weeks from traditional 11-week schedule)	<p>Introductions Overview of syllabus and assignments</p> <p>Current research in ELL achievement</p> <p>Current issues in ESL assessment</p> <p>Introduction to ESL assessment</p> <p>Assessment of English Language Learners (ELLs): The Bridge to Educational Equity</p>	<p>Neill, M. (2005). Assessment of ELL students under NCLB: Problems and solutions (from [LEA] Week 1)</p> <p>Gottlieb chapter 1 (from [LEA] Week 1)</p> <p>Note: Instructors should assign readings for summer session of [course number] before course begins.</p>	<p>Session 1 [7 hours] [Week 1]</p> <p>NOTE TO INSTRUCTORS: Homework assignments on this version of the syllabus are the same as those listed on the academic year syllabus although some of these assignments were assigned in advance and should have been completed before the course started.</p> <p>Course Introduction (Select activities as needed, e.g., for new enrollees.) [2 hours]</p> <ul style="list-style-type: none"> • APA Format Guidelines <ul style="list-style-type: none"> ◦ [website deleted] ◦ Changes in APA 6th edition [website deleted] • [partner university] Admission, Course Registration, and Fee Payment <ul style="list-style-type: none"> ◦ [partner university] Student Admission process, as needed ◦ Registration Tutorial: [website deleted] • Kagan Disclaimer: <ul style="list-style-type: none"> ◦ Instructor does not work for Kagan. ◦ Course is not sponsored by Kagan nor does it represent the Kagan company. ◦ Kagan resources are one example of many different resources to be provided throughout the course. • Review course syllabus • Review Class Participation Agreement (in Misc Folder on Dropbox). Direct students to date and sign this agreement and return it to the instructor if one is not already on file with the instructor. • Explain rationale for session content and language objectives. • Instructor's choice: Get-to-know-you activity <p>Assignment Overview Instructor explains the following assignments as needed given the earlier references to the assignments and accompanying rubrics. Due dates should also be highlighted.</p> <ul style="list-style-type: none"> • Assessment investigation, formal paper • Oral presentation of investigation • Investigation progress reports • Reading overviews/class presentations: <ul style="list-style-type: none"> Make Reading Overview/Class Presentation assignments for Gottlieb chapters 2-9 and alternative assessment examples. Note: If an assigned Gottlieb chapter does not align with an alternative assessment per se, students may reference another course concept that influenced the alternative assessment they chose to share. • Final Exam • Peer Coaching: Review Peer Coaching Documentation form in Dropbox [course number] folder. 	

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>Note: During an accelerated course schedule, participants may be peer coached by another class member and/or the course instructor as they give in-class presentations.</p> <ul style="list-style-type: none"> Students should submit the Peer Coaching Documentation form by the final course session. <p>Introduction to and Current Issues in ESL Assessment [30 minutes]</p> <ul style="list-style-type: none"> Pairs create lures to teach and summarize assigned sections of Neill article. (See Lunes Handout Poster document in Dropbox [course number] folder.) <p>Educational Equity in Assessment for ELLs [1 hour, 15 minutes]</p> <ul style="list-style-type: none"> Gottlieb chapter 1 <ul style="list-style-type: none"> Instructor presents chapter one information modeling the use of [course number] Reading Presentation Checklist Template in Dropbox [course number] folder as summarized below. Main Points from Chapter One <ol style="list-style-type: none"> Changing U.S. Demographics, pp. 1-3 (Interactive teacher-led discussion using cooperative learning noted below) All Teachers are ELL Teachers, pp. 4-5, and Considerations in ELL Assessment, p. 6 (Interactive teacher-led discussion using cooperative learning noted below) Identification and Placement of ELLs, pp. 6-8 and Appendices 1.1 and 1.2, pp. 15 and 16. Compare with [LEA resource] (on [LEA website]) and [LEA information] (on [LEA document]). Assessment Framework (See Table 1.3, p. 9.) Classroom Measures of Assessment (See Tables 1.5, 1.6, and 1.7, pp. 11, 12, and 13.) Graphics (See above.) Cooperative Learning Structures <ol style="list-style-type: none"> Corners activity to introduce chapter one and first main point noted above. (Gottlieb, pp. 1-5) Instructors create posters with corners prompts/questions related to the first main point. For example: "Move to the corner labeled with the question that intrigues you the most." Concepts/questions related to the first main point could include: <i>How are school demographics changing? Who is an English language learner? Who teaches English language learners? How are the responsibilities for teaching English language learners delegated at my school?</i> (More information regarding Corners structure see: [website deleted]) Think-Pair-Share main point #2 noted above. Compare and contrast activity as described above for main point #3. Instructors choose other cooperative learning structures to complete the exploration of main points 3 and 4 noted above.) Alternative Assessment Example <ol style="list-style-type: none"> Administer "Ch. 1 Traditional Assessment example" in Dropbox [course number] folder to students and discuss implications for ELLs of traditional assessments including the non-English terms in test item #3 to emphasize the importance of vocabulary instruction for ELLs. (English 	

Class Schedule (Accelerated Summer Session)				
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			<p>translations for Marshallese words used on this example: <i>kajin ko</i> "languages" and <i>konono kake</i> "spoken.") Disclose these translations to students <i>after</i> they complete the assessment.</p> <ol style="list-style-type: none"> Instructors demonstrate two examples of alternative assessments: <ul style="list-style-type: none"> Numbered Heads (Instructors create own questions for Numbered Heads review of chapter one content.) Four on the Door (Each student completes Four on the Door graphic in Dropbox [course number] folder and attach it to the door as a ticket out reflection/comprehension check.) 	
	<p>Planning effective instruction</p> <p>Legality and ESL assessment</p> <p>Monitoring student progress</p> <p>Standards and Assessment: The Bridge From Language Proficiency to Academic Achievement</p>	<p>Perez, A. (n.d.) Legal background governing services to English Language Learners. (3 pp.)</p> <p>[resource example LEA]</p> <p>(n.d.) Modification Tips and Techniques for ESL Students [website deleted].</p> <p>Woolley, G. (2010): Issues in the identification and ongoing assessment of ESL students with reading difficulties for reading intervention. (12 pp.)</p>	<p>[Week 2]</p> <p>Planning Effective Instruction [30 minutes]</p> <ul style="list-style-type: none"> [resource example LEA] Article <ul style="list-style-type: none"> Instructors model and teach coding the text. Students code the [resource example LEA] text as they read the article. Coding the Text instructions: [website deleted] Hand Up-Stand Up-Pair Up: Several rounds of "Hand Up" to discuss main points of article according to the various codes used. <p>Legality and ESL Assessment [45 minutes]</p> <ul style="list-style-type: none"> Perez Article <ul style="list-style-type: none"> Use Perez Reading Guide Questions document in Dropbox [course number] folder. Students complete "What I think" column. Distribute Perez article. Students read article and complete remainder of Reading Guide. Pair-Share to compare Reading Guide responses. <p>Monitoring Student Progress [50 minutes]</p> <ul style="list-style-type: none"> Jigsaw and present Woolley Article. <p>Reading Presentation Preparation [55 minutes]</p> <ul style="list-style-type: none"> Pairs/small groups prepare for upcoming reading presentations including meeting requirements on [course number] Reading Presentation Checklist Template in Dropbox [course number] folder as modeled by instructor earlier in the session. Each student in the group should submit a completed Checklist to instructor before their presentation starts. <p>Homework, Conclusion, and Launch [15 minutes]</p> <ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> Gottlieb chapters 2, 3, 4, and 5 Remind student(s) presenting chapter(s) next session to use the Reading Presentation Checklist Template modeled by instructor during session one. 	

Class Schedule (Accelerated Summer Session)				
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			<ul style="list-style-type: none"> Bring for Session 2: <ul style="list-style-type: none"> Laptops for Internet use Hard copies of various common assessments that teachers routinely use such as chapter tests, quizzes, etc., for analysis during session two. Launch: Watch clip of Gottlieb explaining the principle of differentiation in ESL assessment. Start video at the 4:32 point and stop it at 6:32 (rather than watching the entire 6:53 clip). [website deleted]. <p>Note to Instructors</p> <ul style="list-style-type: none"> On the Google Drive spreadsheet, record the names of students who attended this first session and who plan to complete this course. Send [LEA employee] the names of the students noted above so s/he can enroll them in the (PD enrollment) system for this course. 	
Summer 2 ([LEA] 3 and [LEA] 4)	<p>Standards and Assessment: The Bridge From Language Proficiency to Academic Achievement (continued from Session 1)</p> <p>Assessing Oral Language and Literacy Development: The Bridge From Social Language Proficiency to Academic Language Proficiency</p> <p>Assessing Academic Language Proficiency and Academic</p>	<p>Gottlieb chapter 2</p> <p>Gottlieb chapter 3</p> <p>Gottlieb chapter 4</p>	<p>Session 2 [7 hours] [Week 3]</p> <p>Opening [15 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>Language Proficiency to Academic Achievement [1 hour]</p> <ul style="list-style-type: none"> Reading Overview/Class Presentation: Gottlieb Chapter 2 Presentation should follow Reading Presentation Checklist Template in Dropbox [course number] folder. Each student in the group should submit a completed checklist to instructor before their presentation starts. <p>Assessing Oral Language and Literacy Development [1 hour]</p> <ul style="list-style-type: none"> Reading Overview/Class Presentation: Gottlieb Chapter 3 Presentation should follow Reading Presentation Checklist Template in Dropbox [course number] folder. Each student in the group should submit a completed checklist to instructor before their presentation starts. <p>Assessing Academic Language Proficiency and Academic Achievement [1 hour]</p> <ul style="list-style-type: none"> Reading Overview/Class Presentation: Gottlieb Chapter 4 Presentation should follow Reading Presentation Checklist Template in Dropbox [course number] folder. Each student in the group should submit a completed checklist to instructor before their presentation starts. 	

Class Schedule (Accelerated Summer Session)				
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	Achievement: The Bridge to Accountability			
	Classroom Assessment: The Bridge to Education Parity	Gottlieb chapter 5	<p>[Week 4]</p> <p>Assessing Academic Language Proficiency and Academic Achievement [1 hour]</p> <ul style="list-style-type: none"> • Reading Overview/Class Presentation: Gottlieb chapter 5 <p>Presentation should follow Reading Presentation Checklist Template in Dropbox [course number] folder. Each student in the group should submit a completed checklist to instructor before their presentation starts.</p> <p>Effective Item Writing [2 hours total as noted below]</p> <ul style="list-style-type: none"> • Instructor and small group presentations using the test development resource, "Is This A Trick Question?" found at [website deleted], and additional resources shown below [1 hour] <ul style="list-style-type: none"> ◦ Test Construction Overview [pp. 1-12] ◦ Multiple Choice [pp. 13-19] Also see: [website deleted]. ◦ True-False [pp. 20-26] Also see: [website deleted]. ◦ Completion/Short Answer [pp. 34-37] ◦ Essay [pp. 38-44] • Students analyze assessment examples from their own practice using effective item writing principles taught during discussion. [30 minutes] • Rewrite test items from own assessment examples applying effective item writing principles. [30 minutes] <p>Test Taking Strategies [30 minutes]</p> <ul style="list-style-type: none"> • Teacher-led discussion using [website deleted]. <p>This web page has the following two links for resources that should be accessed for the discussion.</p> <ul style="list-style-type: none"> ◦ Test Taking Tips – Help (Your) Child Succeed in School ◦ Test Taking Top 25.pdf <p>(The PowerPoint used in the past from the following link [website deleted] is no longer available.)</p> <ul style="list-style-type: none"> • Tea Party to review four test taking strategies: (1) Mirror Assessment, (2) Test Wiseness (Tips for Answering Multiple Choice Questions), (3) Tips to Prepare Students for Exams, and (4) Teacher Strategies for Test Preparation. Four strategies summarized on Test Taking Strategies document in Dropbox [course number] folder. <p>Conclusion and Homework [15 minutes]</p> <ul style="list-style-type: none"> • For Session 3, bring class set of student work to analyze. Remove names from student work before bringing it to class. 	

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
Summer 3 ([LEA] 5 and [LEA] 6)	Documenting Performance Assessment: The Bridge From Teachers to Classrooms Classroom Connections	Gottlieb chapter 6	<ul style="list-style-type: none"> Progress Report #1 due next session. Interviews will focus on assignment requirements noted in Progress Report assignment description and Rubric for Investigation Progress Reports shown above in syllabus. Read: <ul style="list-style-type: none"> Gottlieb chapters 6 and 7: Remind student(s) presenting chapter(s) next session to use the Reading Presentation Checklist Template modeled by instructor during session one. <p>Session 3 [7 hours] [Week 5]</p> <p>Opening [15 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>Classroom Connections: BICS and CALP [1 hour, 30 minutes]</p> <ul style="list-style-type: none"> Using the [course number] Roessingh article posted in Dropbox [course number] folder, instructor-led review of BICS and CALP 'iceberg metaphor' (see pp. 1-2 in Roessingh) and Cummins' quadrant (see pp. 2-5 in Roessingh). Pairs place scenarios (from Cummins' Quadrant Scenarios document in Dropbox [course number] folder) in the correct quadrant using the blank quadrant in scenarios document. Pair-Share: Each member of pair writes own scenario using instructional activities they use in own classroom. Pairs discuss where scenarios are in relation to Cummins' quadrant. Pairs discuss how to assess scenario students' academic language proficiency using alternative assessment. Share out in large group <p>Documenting Performance Assessment [1 hour]</p> <ul style="list-style-type: none"> Reading Overview/Class Presentation: Gottlieb chapter 6 <p>Presentation should follow Reading Presentation Checklist Template in Dropbox [course number] folder. Each student in the group should submit a completed checklist to instructor before their presentation starts.</p> <p>Analysis of Student Work [2 hours, 30 minutes]</p> <ul style="list-style-type: none"> Instructor- and student-led completion of Analysis of Student Work Packet in Dropbox [course number] folder. To complete activities related to information in the packet, each student will need his/her own copy of the Analysis of Student Work Samples document in Dropbox [course number] folder. [2 hours] Apply analysis of student work principles gleaned from the activity described above to the sets of teachers' own student work samples that they brought to class. [30 minutes] Instructors need to structure completion of these Analysis of Student Work activities such that time will be available during the activities to conduct Progress Report #1 interviews with each student. Options 	Progress Report #1

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CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			include assigning designated students to lead the Analysis of Student Work activities, directing small groups to complete activities together, etc. Progress Report #1 Interviews will focus on assignment requirements noted in Progress Report assignment description and Rubric for Investigation Progress Reports shown above in syllabus.	
	Supports for Student and Classroom: The Bridge to Student Understanding Classroom Connections	Gottlieb chapter 7	<p>[Week 6]</p> <p>Supports for Student and Classroom [1 hour]</p> <ul style="list-style-type: none"> • Reading Overview/Class Presentation: Gottlieb Chapter 7 <p>Presentation should follow Reading Presentation Checklist Template in Dropbox [course number] folder. Each student in the group should submit a completed checklist to instructor before their presentation starts.</p> <p>Classroom Connections: Authentic Assessments [2 hours, 30 minutes]</p> <p>NOTE: The first 30 minutes of this activity will be completed during Session 3 and the remaining two hours will be completed during Session 4. For Session 3, the instructor should complete the discussion and jigsaw groups should begin their presentation preparation.</p> <ul style="list-style-type: none"> • Instructor-led discussion: O'Malley and Pierce chapter one. Use class sets of O'Malley and Pierce text, <i>Authentic Assessment for English Language Learners</i>. [15 minutes] • Jigsaw O'Malley and Pierce chapters two through eight [30 minutes to prepare jigsaw presentations and 15 minutes per presentation for a total of 1 hour, 45 minutes] <p>Before session starts, instructors should prepare a set of O'Malley and Pierce Blacklines, Chps. 2-8, for each student. Blacklines are in Dropbox [course number] folder.</p> <p>Homework and Conclusion [15 minutes]</p> <ul style="list-style-type: none"> • Bring laptops to access the Internet. • Download "Homework and Practice Strategy of the Month, May 2011" for next session. [website deleted] <p>NOTE: Instructors should not make multiple copies of this article; each student should download one copy for their personal use.</p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ◦ Gottlieb chapter 8: Remind student(s) presenting chapter(s) next week to use the Reading Presentation Checklist Template modeled by instructor during week one. ◦ USDOE Fact Sheet 	
Summer 4	Standardized Testing and Reporting: The	Gottlieb chapter 8	Session 4 [7 hours] [Week 7]	

Class Schedule (Accelerated Summer Session)				
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(LEA) 7 and (LEA) 8)	Bridge to Fair and Valid Assessment Supports for Large-Scale Assessment: The Bridge to Student Understanding	US Department of Education, (n.d.) Fact sheet: NCLB provisions ensure flexibility and accountability for limited English proficient students.	<p>Opening [15 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>Classroom Connections: Authentic Assessments [2 hours, 30 minutes]</p> <p>NOTE: The first 30 minutes of this activity were completed during Session 3 and the remaining two hours will be completed during Session 4. For Session 4, jigsaw groups should finish their presentation preparation and then present their jigsaw reports.</p> <ul style="list-style-type: none"> Instructor-led discussion: O'Malley and Pierce chapter one. Use class sets of O'Malley and Pierce text, <i>Authentic Assessment for English Language Learners</i>. [15 minutes] Jigsaw O'Malley and Pierce chapters two through eight [30 minutes to prepare jigsaw presentations and 15 minutes per presentation for a total of 1 hour, 45 minutes] <p>Before session starts, instructors should prepare a set of O'Malley and Pierce Blacklines, Chps. 2-8, for each student. Blacklines are in Dropbox [course number] folder.</p> <p>Standardized Testing and Reporting [1 hour]</p> <ul style="list-style-type: none"> Reading Overview/Class Presentation: Gottlieb chapter 8 <p>Presentation should follow Reading Presentation Checklist Template in Dropbox [course number] folder. Each student in the group should submit a completed checklist to instructor before their presentation starts.</p> <p>Large-Scale Assessments [2 hours, 15 minutes as noted below]</p> <ul style="list-style-type: none"> Expert groups present on three sections of USDOE Fact Sheet [30 minutes] Instructor-led, small group discussions, and individual exploration to complete this three-fold (1) [SEA ELP standards], (2) [SEA ELP assessment], and (3) [SEA ELP assessment] Overview using the following resources [1 hour] <ul style="list-style-type: none"> [SEA ELP standards] [SEA website resources] ([website deleted]) [SEA ELP assessment] [SEA ELP assessment website] and [SEA ELP assessment website] [SEA ELP assessment] [SEA ELP assessment website] View teachers' ELL students' [SEA ELP assessment] level (and 2014 [SEA ELP assessment] level, if available) on [LEA student database] [LEA student database] Remind teachers to maintain student confidentiality when viewing these records. Instructor-led [deleted] discussion and website exploration using (1) [deleted] home page [website deleted], (2) "Test Yourself" link to take sample [deleted] test items, [website deleted], and (3) comparison of [SEA] and [LEA] to [deleted] using [deleted] links found at [website deleted]. Also explore [SEA] [deleted] site: [SEA website] [45 minutes] 	

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	Creating Alternative Assessments		<p>[Week 8]</p> <p>Reading Rockets [1 hour] NOTE: The first 30 minutes of this activity will be completed during Session 4 and the remaining 30 minutes will be completed during Session 5.</p> <ul style="list-style-type: none"> • Watch the <i>Reading Rockets</i> video on Assessment of English Language Learners at [website deleted]. This is a lengthy video so it will be viewed in sections. Stop at appropriate points during the video and use Numbered Heads Together to discuss the comprehension questions below. <ul style="list-style-type: none"> ◦ Discuss ways that assessment can promote learning. ◦ Generate your own definition of "performance-based classroom assessment." ◦ Share strategies you currently use that encourage students to monitor their own learning. ◦ How do a child's native language literacy skills help them acquire literacy skills in a second language? ◦ Is there a system in place at your school to assess native language literacy skills? <p><i>(The Reading Rockets project is funded by the U.S. Department of Education, Office of Special Education Programs. This webcast is made possible from WETA by AFT Teachers, a division of the American Federation of Teachers, as part of a Colorín Colorado partnership between AFT and Reading Rockets.)</i></p> <p>Best Assessment Practices [50 minutes total for "Feedback" and "Homework" activities] [Note to instructors: The following articles used in the past are no longer available. [article name] at [website deleted] and [article name] at [website deleted], thus the revision of this activity shown below.]</p> <ul style="list-style-type: none"> • Jigsaw "Providing Students with Effective Feedback" PowerPoint slides [website deleted] and with selected section of <i>Educational Leadership</i> article "Feedback That Fits" [website deleted]. [Possible Jigsaw sections shown below; reconfigure, as needed.] <p>Feedback Introduction (Slides 1-6); Primary Purposes of Feedback (Slides 8-11); Effective Feedback, Part 1 (Slides 12-18); Effective Feedback Part 2 (Slides 19-23); Feedback Strategies (Slides 24-27); and A Tale of Two Feedback Choices section in "Feedback That Fits" <i>Educational Leadership</i> article [Alternate link for PPT] [website deleted]</p> <ul style="list-style-type: none"> • Rally Robin Round One: Give specific examples of how to implement the strategies featured in PowerPoint and article. <p>Photocopying Guidelines for ASCD Periodicals ASCD permits readers to photocopy a limited number of copies from the below periodicals or make electronic copies available on a secure server or via e-mail attachment to the equivalent number of users or recipients, without securing separate written permission, if the copies</p>	

Class Schedule (Accelerated Summer Session)				
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			<ul style="list-style-type: none"> • Are distributed or displayed free of charge, and • Each copy includes a full citation of the source. <p>Free use without written permission:</p> <p><i>Educational Leadership</i>: Up to 50 copies of up to three articles from a single issue. This authorization only applies to articles, illustrations, graphics, or photographs not owned or controlled by ASCD. Check the citation and copyright notice printed in the issue. Source: [website deleted].</p> <ul style="list-style-type: none"> • Tea Party with all sections of "Homework and Practice Strategy of the Month" document, pp. 1-4, except "Objective" on p. 1 and "How can . . ." sections at the bottom of p. 4. [website deleted] • Rally Robin Round Two: Give specific examples of how to implement the principles covered in the homework document. <p>Note: Permission to copy and distribute "Homework and Practice Strategy of the Month" document has been requested, but not yet received. At present, instructors should not copy and distribute this document, but use the individual copies students were to have downloaded as the text for the Tea Party assignments.</p> <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> • Progress Report #2 due next session. Interviews will focus on assignment requirements noted in Progress Report assignment description and Rubric for Investigation Progress Reports shown above in syllabus. • Read: <ul style="list-style-type: none"> ◦ Gottlieb chapter 9 Remind student(s) presenting chapter(s) next session to use the Reading Presentation Checklist Template modeled by instructor during session one. 	
Summer 5 ([LEA] 9 and activities from previous session)	<p>Creating Alternative Assessments (continued from Session 4)</p> <p>Grading Systems: The Bridge to the Future</p>	Gottlieb chapter 9	<p>Session 5 [7 hours] [Week 9]</p> <p>Opening [15 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives <p>Reading Rockets [1 hour] NOTE: The first 30 minutes of this activity were completed during Session 4 and the remaining 30 minutes will be completed during Session 5.</p> <ul style="list-style-type: none"> • Watch the <i>Reading Rockets</i> video on Assessment of English Language Learners at [website deleted]. This is a lengthy video so it will be viewed in sections. Stop at appropriate points during the video and use Numbered Heads Together to discuss the comprehension questions below. <ul style="list-style-type: none"> ◦ Discuss ways that assessment can promote learning. ◦ Generate your own definition of "performance-based classroom assessment." ◦ Share strategies you currently use that encourage students to monitor their own learning. 	Progress Report #2

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			<p>o How do a child's native language literacy skills help them acquire literacy skills in a second language?</p> <p>o Is there a system in place at your school to assess native language literacy skills?</p> <p><i>(The Reading Rockets project is funded by the U.S. Department of Education, Office of Special Education Programs. This webcast is made possible from WETA by AFT Teachers, a division of the American Federation of Teachers, as part of a Colorín Colorado partnership between AFT and Reading Rockets.)</i></p> <p>Authentic Assessment Toolbox [2 hours, 30 minutes as noted below]</p> <ul style="list-style-type: none"> Jigsaw three headings (<i>What is Authentic Assessment? Why Do It?</i> and <i>How Do You Do It?</i>) from Authentic Assessment Toolbox website home page to introduce site [website deleted]. Instructors may want to assign two students to jigsaw first heading and two students to jigsaw third heading given the large amount of content on these two pages. [1 hour] Small group presentations to explore additional website links: Standards, Tasks, Rubrics, Portfolios, and Constructing Tests (This last link will provide some review of previously-covered content in week four regarding item writing.) <p>Presentations should include additional interactive elements such as graphics, TPR, infomercials, etc., to avoid presenting website information solely via lecture [1 hour, 30 minutes]</p> <ul style="list-style-type: none"> During the Authentic Assessment Toolbox website exploration and presentations, instructors conduct Progress Report #2 interviews with each student. Interviews should follow Progress Report assignment description and Rubric for Investigation Progress Reports shown above in syllabus. <p>Grading Systems [1 hour]</p> <ul style="list-style-type: none"> Reading Overview/Class Presentation: Gottlieb chapter 9 <p>Presentation should follow Reading Presentation Checklist Template in Dropbox [course number] folder. Each student in the group should submit a completed checklist to instructor before their presentation starts.</p> <p>Grading Practices [2 hours, 30 minutes]</p> <p>NOTE: The first two hours of this activity will be completed during Session 5 and the remaining 30 minutes will be completed during Session 6.</p> <ul style="list-style-type: none"> Instructor-led workshop on Ken O'Conner's 15 Fixes for Grading Practices. Students should complete all activities listed on the workshop outline found in the "Fixes for Broken Grades" pdf in Dropbox [course number] folder. All documents required for the workshop are in the folder, including: "Sound Grading Practices Review Presentation" pdf, "Grading Practices Survey" PowerPoint, "Collaborative Assessment Log" document, and "Grading Practices Participant Packet" document. Use the Internet link shown below to access DVDs noted in workshop outline. The video clip entitled "Fix 1: Don't include student behavior in grades," located at the top of the web page can be used for the "Introductory Video Clips" noted in the "Fixes for Broken Grades" pdf. The 	

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			<p>individual clips for each of the 15 fixes are found at the bottom of the web page under the heading: "Ken O'Connor's 15 Fixes – Grading for Learning." [website deleted]</p> <ul style="list-style-type: none"> • Instructors may choose to include a summary of group results from the "Grading Practices Survey" if students are comfortable sharing their survey responses. [2 hours] • At the conclusion of the workshop, use cooperative/interactive strategies to review the "Sound Grading Practices Review Presentation" pdf. (This pdf functions like a PowerPoint presentation.) Include the following pages in this review: 35, 42-44, 50-52, 57-60, 65-67, 71-73, 77-80, 85-87, 90-92, 95-96, and 101 through 141. (For this last group of pages, skip all those that include the text: "Now it's Your Turn!") [30 minutes] <p>Oral Presentation Preparation [30 minutes]</p> <ul style="list-style-type: none"> • Students will continue their preparation of the 5-8 minute PowerPoint (or other multimedia tool) presentation to share findings and results of their assessment investigation project. Presentations will be shared during session six. <p>Homework and Conclusion [15 minutes]</p> <ul style="list-style-type: none"> • Read ETS ELL Testing Guidelines • Investigation project paper and oral presentation due next session <ul style="list-style-type: none"> ◦ Explain Final Exam procedure 	
Summer 6 (LEA) 10)	<p>Standardized Testing and Reporting: The Bridge to Fair and Valid Assessment</p> <p>Investigation Project Oral Presentations</p>	<p>Educational Testing Service. (2009). Guidelines for the assessment of English language learners.</p>	<p>Session 6 [7 hours] [Week 10]</p> <p>Opening [15 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives <p>Standardized Testing and Reporting [30 minutes]</p> <ul style="list-style-type: none"> • Jigsaw ETS ELL Testing Guidelines article <p>Jigsaw groups should prepare presentations that include posters to summarize main ideas from the article.</p> <p>Grading Practices [2 hours, 30 minutes] NOTE: The first two hours of this activity will be completed during Session 5 and the remaining 30 minutes will be completed during Session 6.</p> <ul style="list-style-type: none"> • Instructor-led workshop on Ken O'Connor's 15 Fixes for Grading Practices. Students should complete all activities listed on the workshop outline found in the "Fixes for Broken Grades" pdf in Dropbox [course number] folder. All documents required for the workshop are in the folder, including: "Sound Grading Practices Review Presentation" pdf, "Grading Practices Survey" PowerPoint, "Collaborative 	<p>Assessment investigation project paper and oral presentation</p>

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>Assessment Log" document, and "Grading Practices Participant Packet" document. Use the Internet link shown below to access DVDs noted in workshop outline.</p> <p>The video clip entitled "Fix 1: Don't include student behavior in grades," located at the top of the web page can be used for the "Introductory Video Clips" noted in the "Fixes for Broken Grades" pdf. The individual clips for each of the 15 fixes are found at the bottom of the web page under the heading: "Ken O'Connor's 15 Fixes – Grading for Learning." [website deleted]</p> <ul style="list-style-type: none"> • Instructors may choose to include a summary of group results from the "Grading Practices Survey" if students are comfortable sharing their survey responses. [2 hours] • At the conclusion of the workshop, use cooperative/interactive strategies to review the "Sound Grading Practices Review Presentation" pdf. (This pdf functions like a PowerPoint presentation.) Include the following pages in this review: 35, 42-44, 50-52, 57-60, 65-67, 71-73, 77-80, 85-87, 90-92, 95-96, and 101 through 141. (For this last group of pages, skip all those that include the text: "Now It's Your Turn!") [30 minutes] <p>Investigation Project Oral Presentations [3 hours]</p> <p>Native Language Assessments and Activity Completion Time [1 hour]</p> <ul style="list-style-type: none"> • Use a Shared Reading structure to review the following quote: "(N)ew assessments such as performance based measures and portfolios will change the nature of the teaching/learning process. . . (T)hese new assessments will enable students to more aptly demonstrate what they know and can do. However, even with new assessment technologies, equity is still a concern for LEP students. LEP students, who are instructed in their native language, should be assessed in that language. LEP students, who are better able to demonstrate content knowledge in their native language even though they have not received native language instruction, should also be assessed in their native language." (Source: August, Hakuta & Pompa, For All Students: Limited English Proficient Students and Goals 2000 [FOCUS, No. 10], 1994.) • In small groups, students each pick three most important words or phrases (about 4-6 words) from the quote and share out their selections and why they chose them. • Think-Pair-Share: Why should ELLs who "have not received native language instruction" "be assessed in their native language"? Share out. • Inside-Outside Circle to discuss two questions: <ol style="list-style-type: none"> 1. Identify other uses/settings for native language assessments. (E.g.: Sp Ed testing) 2. Cautions and drawbacks when using native language assessments • Share out in large group response to summary of activity: Use of native language assessments changes the focus from what ELLs <i>can't</i> do, which can lead to viewing ELLs as deficient, to what they can do; what they already know; what they bring to the classroom. 	

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<ul style="list-style-type: none"> Following Native Language Assessments activity, use remaining time to complete any course activities that may have been moved ahead to accommodate other activities that required more than the allotted time on the syllabus. <p>Final Exam Preparation [1 hour, 30 minutes] (Adjust this time, as needed, if more time is required to complete earlier course activities as mentioned above.)</p> <ul style="list-style-type: none"> Small groups begin preparation for Final Exam presentations during next session. Groups should follow instructions from the final exam description in their course syllabus. <p>Homework and Conclusion [15 minutes]</p> <ul style="list-style-type: none"> Peer Coaching and Final Exam due next session 	
Summer 7 (LEA 11)	Final Exam		<p>Session 7 [3 hours] [Week 11]</p> <p>Opening [15 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>Final Exam Presentations [2 hours]</p> <ul style="list-style-type: none"> Groups should follow instructions from the final exam description in their course syllabus. <p>Conclusion [45 minutes]</p> <ul style="list-style-type: none"> Complete course conclusion, addressing any remaining questions, upcoming course start date, etc. Collect class sets of texts and any other materials that were loaned to students and store them at your site. Distribute texts and make reading assignments for the next course, as applicable. Direct students to complete Student Feedback form ([partner university faculty liaison] informal course evaluation document available in Misc Docs folder on Dropbox). Instructors should not view these evaluations at this time, but should select a class participant to collect the completed forms and seal them in an envelope to be sent to [LEA employee 1] at the district office. Students will receive an email notice regarding [partner university] online course evaluation process. Determine if any students will not be continuing and send their names to [LEA employee], [partner university faculty liaison], and [LEA employee 2]. Update the Google Drive spreadsheet with students' final grades and point totals then print and store hard copies of this grading record. Alert [partner university faculty liaison] when all grades for this course have been submitted on [online grading platform]. Provide copies of the [partner university] [SEA] ESL endorsement application document (in the Misc Docs folder on Dropbox) to students for whom this is their last ESL endorsement course. Direct these 	Final Exam Peer Coaching

Class Schedule (Accelerated Summer Session)				
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
			<p>students to complete page one of this form with their applicant information where indicated, check "YES" for each [SEA] ESL standard, print the form, and follow the instructions for (those who have completed [partner university]'s ESL endorsement program) included on the last page. Remind students to sign and date their completed form.</p> <p>NOTE: Students who have taken non-[LEA] ESL endorsement courses through other institutions and/or have taken [LEA] ESL endorsement courses, but received credit from institutions other than [partner university], need to complete a blank application form rather than the example noted above because this example only includes [partner university] ESL endorsement courses. A blank [SEA] ESL endorsement application is in the Misc Docs folder on Dropbox for students with any non-[partner university] ESL endorsement course credit.</p> <p>This process replaces the procedure used in the past when ESL endorsement graduates provided transcripts and checks to the [LEA] ESL department secretary who would send the graduates' names and fees to [SEA].</p>	

[course number]
 [Family and Community Involvement course]
 (3 semester credits)

Instructor:

Phone:

Email:

Location:

Student-instructor conferences by appointment.

**Empowering the student through knowledge,
 preparation, and ethics**

The mission of the [partner university] [school of education] endorsement programs at [partner university] is to prepare individuals for further career choices and advancement. Our professional education programs provide innovative courses and experiences to support the demands of professional standards, intellectual rigor, and collaboration among faculty, community, and other professional stakeholders. To accomplish this task, we engage candidates in research and standards-based instruction in pedagogy, content, and professional ethics, diversity, community experiences, fieldwork and clinical practice, reflection and decision making, and technology opportunities. Participants acquire and develop knowledge, skills, and dispositions to positively impact students, the community, and themselves as they continue on the journey to life-long learning.

REQUIRED TEXTS

No text required. Readings from journals will be assigned throughout the course from the list below.

Course Readings

- Adams, B., Adam, A., & Opbroek, M. (2005). Reversing the academic trend for rural students: The case of Michelle Opbroek. *Journal of American Indian Education*, 44 (3), 55-79.
- Baron, D. (n.d.) The legendary English-only vote of 1795. *From Sea to Shining Sea: Do You Speak American?* Retrieved April 30, 2012 from [website deleted].
- Bell, Y., & Clark, T. (1998). Culturally relevant reading material as related to comprehension and recall in African American children. *Journal of Black Psychology*, 24(4), 455-475.
- Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Professional School Counseling* 8(3), 219-227.
- Buendía, E., Ares, N., Juarez, B., & Peercy, M. (2004). The geographies of difference: The production of the east side, west side, and central city school. *American Educational Research Journal*, 41(4) 833-863.
- Cotrell, S., & Shaughnessy, M. (2005). An interview with Joyce Epstein: About parental involvement. *Education News*. Retrieved April 30, 2012 from [website deleted].
- Duke, N., & Purcell-Gates, V. (2003). Genres at home and at school: Bridging the new to the known. *The Reading Teacher*, 57 (1), 30-37.
- Epstein, T. (1991). Deconstructing differences in African-American and European-American adolescents' perspectives on U.S. history. *Curriculum Inquiry*, 28(4), 397-423.

- Gonzales, M., Plata, O., Garcia, E., Torres, M., & Urrieta, L. (2003). Testimonios inmigrantes: Students educating future teachers. *Journal of Latinos and Education*, 3(4), 233-243.
- Michael, S., Dittus, P., & Epstein, J. (2007). Family and community involvement in schools: Results from the school health policies and programs study. *Journal of School Health*, 77(8), 567-597.
- Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (2001). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31 (2), 132-141.
- Northern Territory Government, Department of Education and Training. (n.d.) Ages and stages of life-long learning. Downloaded from [website deleted].
- Sheldon, S., & Epstein, J. (2002). Improving student behavior and school discipline with family and community involvement. *Education and Urban Society*, 35(1), 4-26.
- Solarzano, D., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, 4 (3), 272-294.
- Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8 (1), 69-91.

Highly Recommended Materials

American Psychological Association. 2010. *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Description and Course Objectives

This course examines the interconnectedness of culture, schools, home, and communities for under-represented populations. A large part of the course will be spent evaluating community programs that foster home and community interaction. Implications for K-12 classroom instruction are discussed and a practicum is required.

Students completing this course will be able to:

1. Examine the connections between culture, family involvement, and education (i.e., language, ethnicity, religion). (What does it mean to be educated in different cultures? What is the role of the family towards formal and informal education?)
2. Connect community and home resources (including language) to classroom instruction. (How might home/community funds of knowledge [cultural wealth] impact classroom instruction?)
3. Apply knowledge of school, community, and family culture toward maximizing the role of family in the instruction of their children. (How do we invite and involve family members to help students learn?)
4. Provide strategies for facilitating community participation in the education of under-represented populations. (How do we invite the community to become involved in the education of all students?)
5. Examine home and community connections for families with English language learners (ELLs). (What programs exist to involve families in the education of their ELLs?)
6. Interpret how state and federal laws affect the education of under-represented populations (i.e., English-only laws, 504 accommodations, SEOP transitions, etc.). (How do state and federal laws affect the education of under-represented populations in various settings?)

7. Identify and describe several community involvement programs for a variety of populations. (What successful programs do we have in our communities that involve communities and schools?)

Thus, this course seeks to introduce teachers to curriculum and pedagogy issues relevant to race, religion, primary language, gender, and socio-economic class differences.

Course Requirements

Class Participation and Professionalism (for an accelerated class schedule)

You are expected to attend all class sessions; however, excused absences of no more than one day may be granted for mandatory work-related activities, medical emergencies, or religious observances that occur during class time. You must notify the instructor at least 24 hours in advance regarding mandatory work activities and religious leave, and as soon as possible if medical emergencies arise; otherwise, an absence will be considered unexcused. Unexcused absences are limited to $\frac{1}{2}$ day during the entire course, and will result in a loss of one participation point. Both excused and unexcused absences will result in the assignment of make-up activities with specific due dates, however, participation points for missed class time will be awarded to those with excused absences only. You will be required to make up any work that you miss, whether you miss $\frac{1}{2}$ day or a whole day, for any reason. Participation points will be assessed according to the Class Participation Agreement.

Assignment Descriptions and Rubrics

Purposes of Schooling Paper

You will write a 3-5 page paper about the resources your school uses to ensure the inclusion of community and family in the school environment. You will include a discussion of what criteria are used (if any) to evaluate the success of these efforts. You should also include your personal thoughts on the strengths and weaknesses of your school's program to involve families and the community, and any suggestions you might have for improvement.

Purposes of Schooling Rubric

	Not Met 0-1 points	Partially Met 2-6 points	Met 7-9 points	Exceeded 10 points
Assignment requirements	<p>You addressed few of the assignment requirements.</p> <p>You discussed fewer than two school/community resources, and/or your discussion was only superficial.</p> <p>You did not include a discussion of the criteria used to evaluate the success of inclusion</p>	<p>You addressed most of the assignment requirements.</p> <p>You chose at least two school/community resources to discuss, but did not do so in detail.</p> <p>You included a short discussion of the criteria used to evaluate the success of inclusion efforts, or the discussion was too brief to be thoughtful.</p>	<p>You addressed all the assignment requirements.</p> <p>You chose more than two school/community resources to discuss, and you did so in detail.</p> <p>You included a thoughtful discussion of the criteria used to evaluate the</p>	<p>Descriptions and explanations are at a level worthy of publication.</p>

	Not Met 0-1 points	Partially Met 2-6 points	Met 7-9 points	Exceeded 10 points
	efforts.		success of inclusion efforts.	
Personal reflections	You did not outline your personal thoughts on the strengths and weaknesses of your school's program to involve families and the community, and/or you did not make any suggestions for improvement.	You briefly outlined your personal thoughts on the strengths and weaknesses of your school's program to involve families and the community, but made only cursory suggestions for improvement.	You clearly outlined your personal thoughts on the strengths and weaknesses of your school's program to involve families and the community, and made thoughtful suggestions for improvement based on your evaluation of the school's efforts in this area.	Descriptions and explanations are at a level worthy of publication.
Writing	There were many major grammatical errors in the paper and/or your writing was unclear. You did not use any citations and/or references in your writing. APA guidelines were not followed.	There were few grammatical errors in the paper, but some sentences were unclear. You used few citations or listed only one or two references. APA guidelines were only partially followed.	Your paper was concise and to the point. There were no major grammatical errors in the paper and it was understandable. You also used appropriate APA citations and included a reference list of at least three sources that followed APA guidelines.	Writing was at a level worthy of publication in APA format.
Score ____/10				

Ethnographic Study

The purpose of this assignment is to help you and a partner discover the *funds of knowledge* (Moll, L., Amanti, C., Neff, D. & Gonzalez, N., 2001) and *cultural wealth* (Yosso, 2006) of a culture **other than your own**. A broad definition of *culture* may be used for this assignment that includes racial, ethnic, linguistic, and religious minorities plus other demographic minorities such as single-parent families, immigrant families, etc. Please alert your instructor of the population you and your partner have selected to study *prior to beginning your work* to ensure it meets the requirements of this project. Because this project will involve observation and interaction with members of the selected culture, many of your practicum hours will be spent in the development of this study. (See "Practicum Hours Documentation" below.)

This assignment may be completed as a narrative paper (3-5 pages in length), a video collage with voice and/or text captions, or a combination of photographs and text. (Photographs of students and families should *not* be included, but photographs of learning environments, stock photographs, etc., may be used if copyright guidelines are followed.) Whatever method you and

your partner use, be sure your project addresses **every standard*** noted on the rubric. Take care to also thoroughly describe the characteristics of your selected culture(s) and clearly identify how these elements might impact educational access and success.

The assignment may be completed by focusing on one specific community or by expanding your vision to multiple communities. (Again, they must be communities different from the home communities of you and your partner, and must be approved by your instructor prior to beginning your work.) Feel free to use your insights from past interviews to complete this assignment—in other words, you do not need to interview another person.

Ethnographic Study Rubric

*Standard Criteria	Not Met 0-17 points	Partially Met 18-19 points	Met 20-23 points	Exceeded 24-25 points
Deliverable shows examples of funds of knowledge associated with Math and/or health/nutrition.	Only one example is clearly demonstrated and explained or no examples were given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.
Deliverable shows evidence of funds of knowledge associated with language arts.	Only one example is clearly demonstrated and explained or no examples were given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.
Deliverable shows evidence of funds of knowledge associated with the sciences.	Only one example is clearly demonstrated and explained or no examples were given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.
Deliverable shows evidence of funds of knowledge associated with the fine arts.	Only one example is clearly demonstrated and explained or no examples were given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.
Deliverable shows evidence of aspirational capital.	Only one example is clearly demonstrated and explained or no examples were given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.
Deliverable shows evidence of resistant capital.	Only one example is clearly demonstrated and explained or no examples were given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.
Deliverable shows evidence of at least one of the following: familial, social, navigational capital.	Only one example is clearly demonstrated and explained or no examples were given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.

Deliverable shows evidence of funds of knowledge or cultural wealth associated with organized religion or faith/spiritual movements.	Only one example is clearly demonstrated and explained or no examples were given. APA format was not followed.	At least two examples are clearly demonstrated and explained. APA format was partially followed as applicable.	At least three examples are clearly demonstrated and explained. APA format was followed as applicable.	Descriptions and explanations are at a level worthy of publication in APA format.
Score ____/25				

Biographical Journey within English Language Learner Communities

For this assignment, you and a partner will describe two families that have (or had) a child who is receiving (or received) English language development services in the public school system. You will write two short biographies (1-2 pages each) of these families based on interviews with parents and children. Each biography should describe the family, outline the parents' perceptions of schools and teachers, and explain the challenges and opportunities these parents identify for their English language learner in the current educational system through various stages of his or her life. Specifically:

- 1) Explain the challenges and opportunities for the child at the:
 - a. Toddler level
 - b. Pre-school level
 - c. Elementary school level
 - d. Secondary school level
 - e. Post-secondary school level
- 2) Explain the challenges and opportunities for the parent (guardian) when their child was at the:
 - a. Toddler level
 - b. Pre-school level
 - c. Elementary school level
 - d. Secondary school level
 - e. Post-secondary school level
- 3) Explain the challenges and opportunities for the extended family/community for children at the:
 - a. Toddler level
 - b. Pre-school level
 - c. Elementary school level
 - d. Secondary school level
 - e. Post-secondary school level
- 4) Explain the challenges and opportunities for the educational system for children at the:
 - a. Toddler level
 - b. Pre-school level
 - c. Elementary school level
 - d. Secondary school level
 - e. Post-secondary school level

Note: For course participants who completed interviews during the following [partner university] ESL endorsement courses: [Methods, Language Acquisition, Multicultural, and/or Literacy and Linguistics], data gathered from these past interviews may be used for ONE of the

[course number] biographies. New data will need to be gathered for the second [course number] biography.

Biographical Journey Rubric

Standard Criteria	Not Met 0-17 points	Partially Met 18-19 points	Met 20-23 points	Exceeded 24-25 points
Child/Student	Three or fewer of the stages for the child are adequately represented.	Only four of the stages are adequately represented with one challenge and one opportunity.	Each of the five stages contains at least one challenge and one opportunity.	The explanation and representation of challenges and opportunities for each of the stages of this level are of publication quality.
Parent (Guardian)	Three or fewer of the stages for the parent(s)/guardian(s) are adequately represented.	Only four of the stages are adequately represented with one challenge and one opportunity.	Each of the five stages contains at least one challenge and one opportunity.	The explanation and representation of challenges and opportunities for each of the stages of this level are of publication quality.
Extended Family/Community	Three or fewer of the stages for the extended family/community are adequately represented.	Only four of the stages are adequately represented with one challenge and one opportunity.	Each of the five stages contains at least one challenge and one opportunity.	The explanation and representation of challenges and opportunities for each of the stages of this level are of publication quality.
Educational System	Three or fewer of the stages for the educational system are adequately represented.	Only four of the stages are adequately represented with one challenge and one opportunity.	Each of the five stages contains at least one challenge and one opportunity.	The explanation and representation of challenges and opportunities for each of the stages of this level are of publication quality.
Writing Organization	The organization and clarity of the writing is not at a collegiate level and APA format was not followed.	The organization and clarity of the writing is at an undergraduate level and APA format was partially followed.	The organization and clarity of the writing is at a graduate level and APA format was followed.	The organization and clarity of the writing deserves distinction and APA format was precisely followed.
Score ___/25				

Final Exam

The final exam will be performance-based. You will be asked to envision yourself as a director of a community-based program either in a [LEA] elementary or secondary school. You have different population groups that are increasing in numbers (e.g., Muslim refugees from Ethiopia, migrant workers, autistic students, populations featured in the ethnographic study assignment, etc.). The teachers under your direction need some basic information regarding community partnerships. To meet this training need, you will create one PowerPoint that addresses each of the essential questions for this course (listed below) for a distinct, under-represented population (e.g., Muslim refugees from Ethiopia, migrant workers, autistic students, populations featured in the ethnographic study assignment, etc.). You will share your work with the class in a 10-15 minute presentation and a follow-up discussion that includes the completion of a graphic

organizer, etc., of your choice by your classmates that assesses their understanding of your presentation and facilitates their engagement during your presentation. These presentations will take place during the last two class sessions of the course.

1. What does it mean to be educated in different cultures?
2. What is the role of the family towards formal and informal education?
3. How might home/community funds of knowledge (cultural wealth) impact classroom instruction?
4. How do we invite and involve family members to help students learn?
5. How do we invite the community to become involved in the education of all students?
6. How do state and federal laws affect the education of under-represented populations in various settings?

Final Exam Rubric

Standard Criteria	Not Met 0-17 points	Partially Met 18-19 points	Met 20-23 points	Exceeded 24-25 points
Explains what it means to be educated in different cultures.	Only one example is clearly demonstrated and explained or no examples are given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.
Explains the role of the family towards formal and informal education.	Only one example is clearly demonstrated and explained or no examples are given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.
Explains how funds of knowledge and/or cultural wealth can impact the classroom.	Only one example is clearly demonstrated and explained or no examples are given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.
Explains how we can invite and involve family members to help students learn.	Only one example is clearly demonstrated and explained or no examples are given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.
Explains how we can invite the community to become involved in the education of its students.	Only one example is clearly demonstrated and explained or no examples are given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.
Explains how federal and state statutes affect the education of under-represented populations.	Only one example is clearly demonstrated and explained or no examples are given.	At least two examples are clearly demonstrated and explained.	At least three examples are clearly demonstrated and explained.	Descriptions and explanations are at a level worthy of publication.

Standard Criteria	Not Met 0-17 points	Partially Met 18-19 points	Met 20-23 points	Exceeded 24-25 points
Visual Representations	The visual representations are not at a collegiate level.	The visual representations are representative of an undergraduate presentation.	The visual representations are representative of a graduate level presentation.	The visual representations are at a level worthy of publication.
Organization	The organization and clarity of the PowerPoint are not at a collegiate level and APA guidelines were not followed.	The organization and clarity of the PowerPoint is at an undergraduate level and APA guidelines were partially followed, as applicable.	The organization and clarity of the PowerPoint is at a graduate level and APA guidelines were followed, as applicable.	The organization and clarity of the PowerPoint deserves distinction and APA guidelines were consistently followed, as applicable.
Score ____/25				

Practicum Hours Documentation

The [SEA] stipulates that any ESL endorsement enrollee who is *not* teaching in a classroom setting during their enrollment in the ESL endorsement courses needs to complete a total of 60 practicum hours. These 15 hours *are in addition* to the required 45 practicum hours that all endorsement enrollees must complete. Those who are in non-classroom settings will accrue the additional 15 hours through the interview assignment in [course number and name]. If enrollees complete(d) the [course number and name] interview assignment in fewer than 15 hours, additional practicum hours (not included in the minimum 45) may be accrued during the other ESL endorsement courses including this course. Your instructor will provide a practicum hours log on which you should document the hours accrued as you complete the [course number] assignments.

It is anticipated that you will accrue approximately 15 practicum hours through the Ethnographic Study assignment as you explore the cultural resources aligned with your selected study population. When you document your practicum hours for this assignment, you should include on your log the location of any observations and brief descriptions of the family/community resources, conversations, and/or events you study. As with practicum hours associated with the other ESL endorsement courses, the practicum hours aligned with the Ethnographic Study may include all aspects of the assignment that are completed *outside of regular class time*. This also applies to the hours accrued for the Biographical Journey assignment including the time required to schedule the interview(s), the time involved to complete the interview(s), and the time required to complete the accompanying written biographies.

Please submit the log of all your [course number] practicum hours to your instructor before the course ends. After reviewing your log, your instructor will return it to you so that you may continue to document your practicum hours in the other ESL endorsement courses. It is recommended that enrollees log *all* practicum hours accrued throughout their ESL endorsement courses in order to assure that the requisite minimum of 45 or 60 practicum hours has been completed and documented.

Summary of grading criteria

Course Requirements	Points	Letter Grades
Class Participation and Professionalism	15	A = 91 - 100
Purposes of Schooling Paper	10	B = 81 - 90
Ethnographic Study	25	C = 71 - 80
Biographical Journey	25	D = 61 - 70
Final Exam	25	
Practicum Hours Log	P/F	
Total points possible	100	

Paper Guidelines

ALL PAPERS should be written in APA format using Times Roman 12-point font. APA is standard in field of educational research. Part of this includes proper references of citations, correct structuring of the reference page, and numbering each page. Every paper submitted should have appropriate references from the class readings and/or outside readings that help support arguments made in the paper.

Course Policies

Students with Disabilities

If you have any disability that may impair your ability to successfully complete this course, please let me know as soon as possible. You will also need to contact the [university department] ([university location]), the people who will work with us to coordinate services to provide you access to course requirements. Academic accommodations are granted for all students who have qualified, documented disabilities.

Academic Integrity

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. Students are expected to complete course assignments in a manner that is consistent with the ethical standards of the [partner university] and the [school of education]. You are expected to do your own work on assignments and examinations unless they are designed as collaborative efforts. All course assignments and assessments, whether completed individually or collaboratively, should be generated from your own learning. Your work should not be copied from other students, Internet sites, or published materials. If you draw heavily from a particular source of information, that source should be credited and cited in your assignment (using APA style).

IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN ANY FORM OF ACADEMIC MISCONDUCT IN THE COMPLETION OF AN ASSIGNMENT OR ASSESSMENT FOR THIS COURSE, YOU WILL RECEIVE A GRADE OF "0" FOR THAT WORK, AND YOUR FINAL GRADE FOR THE COURSE WILL BE SIGNIFICANTLY AFFECTED. IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN AN ACT OF ACADEMIC MISCONDUCT ON MORE THAN ONE OCCASION, YOU WILL BE DROPPED FROM THE [school of education's] PROFESSIONAL PROGRAM.

The University requires all members of the university community to familiarize themselves and

to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT OR DEFEND YOU, NOR ASSUME ANY RESPONSIBILITY FOR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action.

Evaluation

You are expected to submit completed assignments on the given due dates unless *prior* arrangements for due date extensions have been made with the instructor. All assignments must be submitted by the last day of the course.

Class Schedule (Accelerated Summer Session)				INSTRUCTOR'S OUTLINE	ASSIGNMENTS DUE
CLASS	CONTENT	READINGS DUE	Session 1 [8 hours] [Week 1]		
Summer 1 ([LEA] 1 and [LEA] 2) (Weeks from traditional 11- week schedule)	Introductions Syllabus and assignments overview Connections between culture, family involvement, and education <ul style="list-style-type: none">What is the role of the family in formal and informal education? What is culture? <ul style="list-style-type: none">What is the role of the family in formal and informal education? Connecting community and home resources (including language) to classroom instruction <ul style="list-style-type: none">How might home/community funds of knowledge (cultural wealth) impact classroom instruction? Funds of Knowledge Cultural Wealth Classroom Connections	Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Buendía, E., Ares, N., Juarez, B., & Peercy, M. (2004). The geographies of difference: The production of the east side, west side, and central city school. Gonzales, M., Plata, O., Garcia, E., Torres, M., & Urrieta, L. (2003). Testimonios inmigrantes: Students educating future teachers. Note: The following documents should be accessed before this course starts and the Moll, et al. article should be read before course starts. Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (2001). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Students should download an electronic copy of "Tomasito's Mom" found at [website deleted] for use in session one. They may save the file on laptops or print a hard copy, but they	<p>Course Introduction (Select activities as needed, e.g., for new enrollees.) [2 hours, 25 minutes]</p> <ul style="list-style-type: none">APA Format Guidelines<ul style="list-style-type: none">[website deleted]Changes in APA 6th edition [website deleted][partner university] Admission, Course Registration, and Fee Payment<ul style="list-style-type: none">[partner university] Student Admission process, as neededRegistration Tutorial [website deleted]Kagan Disclaimer:<ul style="list-style-type: none">Instructor does not work for Kagan.Course is not sponsored by Kagan nor does it represent the Kagan company.Kagan resources are one example of many different resources to be provided throughout the course.Review course syllabusReview Class Participation Agreement (in Misc Folder on Dropbox). Direct students to date and sign this agreement and return it to the instructor if one is not already on file with the instructor.Explain rationale for session content and language objectives.Instructor's choice: Get-to-know-you activity <p>Assignment Overview Instructor explains the following assignments as needed given the earlier references to the assignments and accompanying rubrics. Due dates should also be highlighted.</p> <ul style="list-style-type: none">Purposes of Schooling paperEthnographic StudyBiographical JourneyFinal ExamPracticum Hours Log <p>Article Review [1 hour, 45 minutes to complete activities for both articles]</p> <ul style="list-style-type: none">Yosso Article<ul style="list-style-type: none">Instructor-led discussion to review first section of articleSilent Sustained Reading (SSR) of six types of capital (pp. 77-81) <p>Individual students complete "Whose culture has capital" graphic in Dropbox [course number] folder as they read pp. 77-81.</p>		

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		will need access to the text in session one.	<ul style="list-style-type: none"> Numbered Heads Together to discuss the completed graphic in small groups and then to share out information from graphics and small group discussions in large group. Buendia, et al. Article <ul style="list-style-type: none"> Instructor provides overview of the study featured in the article (pp. 833-843). Jigsaw groups read and report on information about West (pp. 843-848), East (pp. 848-851), and Central (pp. 851-854) neighborhoods. Instructor summarizes Discussion and Conclusion sections of article (pp. 855-860). Small groups complete Venn diagrams to compare/contrast information in article regarding the [location featured in article] neighborhoods and [LEA]'s different neighborhoods, schools, and municipalities. What are perceptions in [LEA] of the different communities included in [LEA]? Share diagrams on the document camera. As each group presents, identify differences in diagram(s) shared before. <p>[Week 2]</p>
			<p>Migrant Population [2 hours]</p> <ul style="list-style-type: none"> Guest Speaker: [LEA position title], to discuss migrant issues [1 hour] <p>Note: [LEA position title] will speak from the [LEA] location and the other sites will participate in real time using Adobe Connect. Adobe Connect information will be provided in time for all sites to prepare for [LEA position title]'s presentation and for the other guest speakers scheduled for later in the course as noted below.</p> <ul style="list-style-type: none"> Question and Answer Follow-Up Gonzalez Article: Group students in triads and assign one of three "testimonios" (stories) from article to each triad member. Each member should read their assigned story and complete The Big Question graphic in Dropbox [course number] folder to structure their review of the story including making connections with migrant information and own experiences. Each triad member should share their assigned story with other two in the triad. Testimonios: (1) "Betrayed by the System," pp. 235-237; (2) "Immigrant: Also Known As Wetback," pp. 237-239; (3) "The Education of an Immigrant," pp. 239-242 [1 hour]

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			<p>Funds of Knowledge/Cultural Wealth [45 minutes]</p> <ul style="list-style-type: none"> • Writing Roulette for Moll, et al. article <p>Writing Roulette Instructions (This strategy promotes reinforcement of selected vocabulary as students use vocabulary in an engaging way.)</p> <ul style="list-style-type: none"> o Instructor should alert the students that each round of Writing Roulette will last three minutes. o Using the following words from the Moll, et al., article, each student chooses two words and writes a short text (approximately two sentences) to summarize at least one main idea from the article. Vocabulary words from the list should be underlined within the text. o When time is up, students exchange papers, read what was written previously, and continue writing using two different words from the list, underlining the vocabulary words they use. o Repeat the steps to this activity until all the vocabulary words have been used in each written text. • Writing Roulette Vocabulary <ul style="list-style-type: none"> o funds of knowledge o cognitive resources o multi-stranded o encapsulated o reciprocity o active participant(s) o assumptions o participatory pedagogy <p>Classroom Connections [45 minutes]</p> <ul style="list-style-type: none"> • Students share out own "testimonios" related to funds of knowledge and cultural wealth of their students' families. • Shared reading of "Tomasito's Mom" and follow-up discussion including information starting on p. 15. [website deleted] <p>Homework [20 minutes]</p> <ul style="list-style-type: none"> • Bring laptops for Internet access during session two. • Read: <ul style="list-style-type: none"> o Adams, et al. o Bryan: Students should choose two quotes for Save the Last Word activity in session three; one quote from "The Rationale for School-Family Community Partnership," pp. 220-222, and the second quote from "The School Counselor's Roles in Partnership Building in Urban Schools," pp. 222-225. o Coffrell and Shaughnessy o Northern Territory Government Stages of Schooling

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			<ul style="list-style-type: none"> Review practicum requirement, practicum days, and Practicum Log procedures <ul style="list-style-type: none"> Alert students to the availability of the [LEA resource] [LEA location], and for those in the [LEA school] area, the [LEA resource] and [LEA program] summer program, as possible community resources to visit as part of their practicum hours. <p>[LEA resource] 8:30 a.m. – 2:00 p.m. 2 June – 18 July (Closed 30 June – 4 July) [LEA position title] [course number] students may drop by during hours or operation; no appointment necessary</p> <p>Prior to visiting the [LEA resource] or the [LEA program] summer school, enrollees should contact [LEA position title] either when [LEA position title gives] the presentation during this first [course number] session or at [LEA position's LEA email]</p> <ul style="list-style-type: none"> Discuss other ideas, resources, etc., that students may use during the allotted practicum hours in sessions two, three, and five. Such resources could include the [LEA] 2014 summer school programs (about which instructors received an email in May 2014), particularly summer programs for schools with high ELL enrollment. <ul style="list-style-type: none"> Remind students to record hours in their logs. Address students' questions. <p>Note to Instructors</p> <ul style="list-style-type: none"> On the Google Drive spreadsheet, record the names of students who attended this first session and who plan to complete this course. Send [LEA employee] the names of the students noted above so s/he may enroll them in the [SEA] system for this course. <p>Session 2 [7 in-class hours plus 1 practicum hour] [Week 3]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>Role of Family in Students' Instruction [1 hour, 40 minutes, as noted in specific times below]</p> <ul style="list-style-type: none"> Cotrell and Shaughnessy article [30 minutes]
Summer 2 ([LEA] 3, [LEA] 4, & part of [LEA] 6)	<p>Strategies for facilitating community participation in the education of under-represented populations</p> <ul style="list-style-type: none"> How do we invite the community to become involved in the education of all students? 	<p>Cotrell, S. & Shaughnessy, M. (2005). An interview with Joyce Epstein: About parental involvement.</p> <p>Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through school-</p>	

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	<p>Applying knowledge of school, community, and family culture: maximizing the role of family in the instruction of their children</p> <ul style="list-style-type: none"> How do we invite and involve family members to help students learn? 	<p>family-community partnerships.</p> <p>Adams, B., Adam, A., & Opbroek, M. (2005). Reversing the academic trend for rural students: The case of Michelle Opbroek.</p> <p>Duke, N. & Purcell-Gates, V. (2003). Genres at home and at school: Bridging the new to the known.</p>	<p>Review article with Possible Sentences activity described below.</p> <ol style="list-style-type: none"> List key terms from a chapter or reading selection. The words should be defined and clarified for students using the context. (If using this activity with ELLs or other student groups, the words should also be pronounced several times for the students.) Individual students select any words from the list and then write (ELLs, etc., could dictate if necessary) at least five sentences using their selected words. Each selected word can only be used one time in the student-generated sentences. Instructor should set a time limit (such as five minutes). The teacher selects from students' sample sentences and writes several of them on the board exactly as dictated, whether the information is accurate or not. After a number of sentences have been written on the board, the students search through the passage to verify the sentences on the board. (This could be done in pairs.) The possible sentences are corrected on the board. (ELLs and other students should be given time to enter them into their notebooks.) <p>Example of a Possible Sentence: <i>Parents must be made aware of their role as couriers of information between home and school.</i> (Home and school are words from the list.)</p> <p>Revised Sentence: <i>Students must be made aware of their role as couriers of information between home and school.</i> (See Cotrell article, p. 3, for the correct information.)</p> <ol style="list-style-type: none"> Partnership Parenting Communicating Learning Worksheet Journals Children's books Home Culture Theories Experience Decision Classroom Reading Writing
			ASSIGNMENTS DUE

Class Schedule (Accelerated Summer Session)			
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE
			<p>16. Knowledge 17. School 18. Learn 19. Collaborating 20. Oral language 21. Analysis 22. Project 23. Common knowledge 24. Descriptive text 25. Charts 26. Community 27. Evaluate 28. Action plan 29. Homework 30. Progress</p> <ul style="list-style-type: none"> • Instructor-led exploration of PTA National Standards for Family-School Partnerships [website deleted] and the related information found at [website deleted]. Students complete KNQ (Knew, New, Questions) graphic (in Dropbox [course number] folder) in conjunction with the exploration of these web pages. [30 minutes] • Save the Last Word using two previously-identified quotes from the Bryan article [40 minutes] <p>Strategies for Facilitating Community Participation [1 hour, 25 minutes, as noted in specific times below]</p> <ul style="list-style-type: none"> • Small groups complete Very Important Point graphic and related discussions (per groupings shown on graphic) for Adams article. Inside-Outside Circle: Pairs identify connections between very important points and teachers' own classrooms/schools. [25 minutes for both VIP and Inside-Outside Circle] • Duke and Purcell-Gates Article [1 hour] <ul style="list-style-type: none"> ◦ SSR Duke and Purcell-Gates article ◦ While reading, students complete blank Venn diagram, identifying use of their own home/school genres. Instructor should direct students to follow Duke Venn diagram format, Figure 2 on p. 34, but students should not review or refer to Duke's Venn diagram until after they have completed their own. ◦ Students compare and contrast their own Venn diagram with Duke's Venn and highlight genres on Duke's diagram what were included on their own diagrams. ◦ Share Out in large group.

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	<p>Home and community connections for ELL populations</p> <ul style="list-style-type: none"> What developmental factors should also affect teachers' selection of teaching strategies and content for second language students? What programs exist to involve families in the education of students across their schooling years? 	<p>Northern Territory Government, Department of Education and Training. (n.d.) Ages and stages of life-long learning. Downloaded from [website deleted]</p>	<p>[Week 4]</p> <p>Developmental Factors and Related Programs [1 hour]</p> <ul style="list-style-type: none"> Small groups present information from age stages in "Learner Characteristics" column on Northern Territory Government document. Presentation should include role-plays to model various age characteristics. [45 minutes] Pairs complete Feature Analysis graphic (Dropbox [course number] folder) to compare and contrast "The Learning Environment" column information from Northern Territory Government with U.S. programs. Tables share pairs' analysis and then large group shares out. <p>Parental Involvement Across The School Years [1 hour, as noted in specific times below]</p> <ul style="list-style-type: none"> Instructor-led review of "Key Findings and Leading Research and Advocacy Organizations in School, Family, and Community Partnerships" article including completion of "Open Cloze" activity graphic ("Key Findings" and "Open Cloze" docs in Dropbox [course number] folder) [30 minutes] Jigsaw "The Role of Parents in Dropout Prevention" article <p>Note: A pdf of this article is available in the Dropbox [course number] folder ("Role of Parents in Dropout Prevention"). However, instructors should download, print, and distribute copies of this article using the "Printer-Friendly Format" version available at [website deleted] because it shows the permission-to-copy notice. [30 minutes]</p> <p>[LEA] Parent Involvement Policy [15 minutes]</p> <ul style="list-style-type: none"> Instructor-led review of [LEA policy name and number] found at [LEA website] Discuss students' findings on the nature of their schools' plans/activities regarding parental involvement in the context of the students' Purposes of School papers and the [LEA] policy.
	<p>Community involvement programs</p> <ul style="list-style-type: none"> What successful programs do we have in our communities that involve communities and schools? 		<p>[Week 6]</p> <p>Community Involvement Programs [1 hour]</p> <ul style="list-style-type: none"> Guest Speaker: [LEA position title] <p>Note: (See information regarding accessing guest speakers' presentations as noted above in Session 1.)</p> <p>Conclusion [15 minutes]</p> <ul style="list-style-type: none"> Ticket Out: Complete My Top Ten List graphic (in Dropbox [course number] folder) to summarize main points of four articles reviewed

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			<p>(Cotrell, Bryan, Adams [student may use previously-identified VIPs], and Duke)</p> <ul style="list-style-type: none"> • Think-Pair-Share lists <p>Homework [15 minutes]</p> <ul style="list-style-type: none"> • Review use of practicum hours during today's early dismissal and all of sessions three and five; also review the related practicum hours log as needed. • Discuss Purposes of School paper due session four • Bring laptops for session four • For session four, download and read pp. 9-14 from "Are They Really Ready to Work?" found at [website deleted] <p>Note: Instructors should not copy and distribute any portion of this document, however, students may make one copy for their personal use.</p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> o Baron article for session four o Michael, et al., article for session four <p>Practicum Hours: One hour early dismissal</p>
Summer 3			<p>Session 3 No class; complete 6 practicum hours</p>
Summer 4 (Remain-ing portion of [LEA] 6 and all of [LEA] 8)	<p>State and federal laws affecting the education of under-represented populations (i.e., English only laws, 504 accommodations, SEOP transitions)</p> <ul style="list-style-type: none"> • How do state and federal laws affect the education of under-represented populations in various settings? 	<p>Baron, D. (n.d.) The legendary English-only vote of 1795.</p> <p>School district policies for 504 accommodations</p> <p>Information at [parent support agency] online at [website]</p>	<p>Session 4 [8 hours] [Week 6]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> • Session Content and Language Objectives <p>Section 504 Accommodations and Special Education Services [50 minutes]</p> <ul style="list-style-type: none"> • Instructor-led discussion using the "Understanding 504" PowerPoint and the "Parents Guide" document from the Section 504 page [LEA web page] on the [LEA website]. • Tea Party to review Section 504 discussion using headings on the [LEA] document available at the location noted above. • [parent support agency] <ul style="list-style-type: none"> o Students explore resources related to special education at [SEA parent support agency website]. Complete "3-2-1 Student Reflection" (in Dropbox [course number] folder) to guide this exploration. o Small groups share out results of website review. <p>Purposes of Schooling paper</p>

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			<ul style="list-style-type: none"> Watch "Stories from parents (3)" found at [SEA parent support agency website] (Class should only view this story, not the other two "Stories from parents.") Share out students' experiences with Section 504 plans, special education services, etc. Remind students to uphold confidentiality when relating experiences. <p>Under-Represented Populations and State and Federal Laws [1 hour, 45 minutes]</p> <ul style="list-style-type: none"> Instructor-led review/discussion of Baron article to introduce current laws. [Deleted LEA information] Read and discuss [SEA official] ([document name] in Dropbox [course number] folder). [Deleted SEA information] To build background for the small group presentations to follow, review the US Department of Justice "Dear Colleague" letter found at [website deleted]. Small group presentations on legal regulations using resources shown below in addition to the Perez article (in Dropbox [course number] folder) and the [LEA resource] found at [LEA website] <p>Groups should recreate "The Big Question" graphic (in Dropbox [course number] folder) as poster-size charts to use during their presentations in order to summarize their assigned regulations.</p> <ul style="list-style-type: none"> Brown v. Board [website deleted] and [website deleted] Civil Rights Act 1964 [website deleted] the May 25, 1970 Memorandum, [website deleted], and September 27, 1991 Policy Memorandum [website deleted] Information on Title VI and May 25 Memorandum: [website deleted] Lau v. Nichols [website deleted] (listen to "Opinion Announcement"), [website deleted] (printed text of Opinion Announcement), and [website deleted] Plyler v. Doe [website deleted] and [website deleted] (Use the background information, not the learning activities.) Castaneda v. Pickard [website deleted] and [website deleted] Title III of the Elementary and Secondary Schools Act of 2001 (No Child Left Behind) [website deleted (scroll down to Title III) and [website deleted] Conclude with Tea Party using the elementary and secondary versions of [LEA document] located in Dropbox [course number] folder, and the [federal document] section (through to end of

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	<p>Community involvement programs</p> <ul style="list-style-type: none"> What successful programs do we have in our communities that involve communities and schools? 	<p>Michael, S., Dittus, P., & Epstein, J. (2007). Family and community involvement in schools: Results from the school health policies and programs study.</p>	<p>document) of [website deleted]. The [LEA documents] provide an overview of [LEA information deleted].</p> <p>[Week 8]</p> <p>Community Involvement Programs [45 minutes]</p> <ul style="list-style-type: none"> Michael, et al. Article <ul style="list-style-type: none"> Instructor-led discussion using Introduction (pp. 567-568) and Discussion (pp. 577-578) sections from the article Students complete Family and Community Involvement Checklist (in Dropbox [course number] folder) to assess their schools' parental and community involvement efforts. <p>Community Involvement Programs: [SEA resource] [1 hour]</p> <ul style="list-style-type: none"> [SEA resource website] <ul style="list-style-type: none"> Instructor-led Introduction (using [SEA resource] document) Jigsaw Groups present the [SEA resource document information]. Small group presentations should include classroom connections and additional elements such as graphics, TPR, etc. (See Alternative Products document in Misc Docs folder in Dropbox for additional element ideas.) <p>Community Involvement Programs: Life Skills [1 hour, 45 minutes]</p> <ul style="list-style-type: none"> Complete "Planning for Your Future" web quest except Personal Reflection on last page in response document [website deleted] Compare salaries for jobs identified in web quest with "The Education Advantage" slide from [website deleted] (also available as a Word doc in [course number] Dropbox folder), with [Internet resource] [website deleted], and with the four [website information] slides information from [website deleted]. Explore and discuss the following resource: <ul style="list-style-type: none"> Selected Occupational Projections Data [website deleted] Note: Instructors should familiarize themselves with [website resource] prior to class so they can demonstrate its use to students. Small groups review previously downloaded pp. 9-14 of "Are They Really Ready to Work?" [website deleted] Complete personal reflection from web quest. Share summaries of web quest activities first in small groups then in the large group.

			<p>Community Collaborations Best Practices [1 hour, 30 minutes] (Use the following activities as time allows in this and subsequent sessions.)</p> <ul style="list-style-type: none"> Community Collaborations Cued Retell <p>Both members of dyads each read the article "Improving Community Collaborations" on Cued Retell pdf in Dropbox [course number] folder. One member of the dyad "free recalls" as many details from the article without referring to the text as the other member of the dyad checks off what is recalled on the grid to the left of the text. The other dyad member then cues the reteller with hints to jog the reteller's memory and checks off these "cued recall" items.</p> <p>Pairs then switch roles for the second article, "Strategies to Improve Community Collaborations."</p> <ul style="list-style-type: none"> Small groups share own examples of community collaborations. Large group share out following small group discussions. Whip Zip: Students share favorite items from the two articles for a review of community collaboration best practices. Examining Assumptions about Families <ul style="list-style-type: none"> Tea Party with opening paragraph and bullet points on "Examining Assumptions About Families" pdf in Dropbox [course number]; combine first and second bullet points. (This document may be copied and distributed. It can also be found at this web site: [website deleted]) Folded Line to discuss seven points listed at the bottom of this pdf. Explore [website] for additional resources: [website deleted] <p>Homework [15 minutes]</p> <ul style="list-style-type: none"> Discuss Final Exam Presentations due in session six Students will need laptops if instructors plan to use the online library of multicultural books described below in session six. Read Sheldon and Epstein article and write own classroom connection paragraph for Round Robin in session six. Description of Round Robin, along with other cooperative learning structures, available at [website deleted] <p>Note: Copyright terms regarding this document are unclear; therefore, instructors should not copy and distribute it.</p> <ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> Bell and Clark Epstein Solarzano, et al. Sheldo 	
Summer 5			Session 5	

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Summer 6 [LEA] 9 & a portion of [LEA] 10	Curriculum and pedagogy issues relevant to race, religion, primary language, gender, and socio-economic class differences	<p>Bell, Y., & Clark, T. (1998). Culturally relevant reading material as related to comprehension and recall in African American children.</p> <p>Epstein, T. (1991). Deconstructing differences in African-American and European-American adolescents' perspectives on U.S. history.</p> <p>Solarzano, D., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress.</p>	<p>No class; complete 3 practicum hours</p> <p>Session 6 [6 hours] [Week 9]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>Curriculum and Pedagogy Issues</p> <ul style="list-style-type: none"> Bell and Clark article and Epstein article [1 hour, 50 minutes as noted in specific times below] <ul style="list-style-type: none"> Individual students complete a web graphic to summarize Bell and Clark content on "Culturally-Relevant Reading Material." Examples of web and other graphic organizers available at [website deleted] (Note: Prior to copying graphics from this website, instructors should read and follow copyright guidelines at [website deleted].) [15 minutes] Follow Give One-Get One instructions to share information from completed web graphics. [15 minutes] <ol style="list-style-type: none"> Individual students summarize article's main ideas on individual web graphic (noted above) Students mingle to exchange ideas with each other. Give One-Get One! Students should meet and exchange ideas with many other students—there can be only one exchange with each student. <ul style="list-style-type: none"> Build a class web graphic to facilitate large group synthesis of Bell and Clark article. [15 minutes] Instructors provide copies of multicultural books or use websites shown below for instructor-led discussion regarding ways to use books in culturally relevant ways. [20 minutes] <p>Note: Online versions of multicultural children's book are available at the International Children's Digital Library website [website deleted] (home page)</p> <p>Search a list of CDL's multicultural books at [website deleted]</p> <p>Examples from CDL's index include the following cultures and countries.</p> <ul style="list-style-type: none"> [website deleted] (African-American) [website deleted] (Celtic, Maori, Japanese) [website deleted] (Spanish-language cultures) [website deleted] (Israel) Students return to individual web graphics and add content from Epstein article. [15 minutes]
			Final Exam Presentation

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			<ul style="list-style-type: none"> Give One-Get One to share updated individual web graphics [15 minutes] Add to class web graphic to facilitate large group synthesis of Epstein article. [15 minutes] Solarzano, et al. article [2 hours] <ul style="list-style-type: none"> Small group Round Table Consensus discussion and large group share out responding to graphs on p. 278 (2 graphs) and p. 279 in Solarzano article [30 minutes] Description of Round Table Consensus, along with other cooperative learning structures, available at [website deleted] Note: Copyright terms regarding this document are unclear; therefore, instructors should not copy and distribute it. Small groups complete a Stick Man graphic (in Dropbox [course number] folder) to illustrate a selected case study from group members' experiences with minority students who did or did not go on to post-secondary education. Graphics should include reasons why students took the educational paths they did. Groups share out case study graphics. [30 minutes] Note: Remind students to uphold confidentiality guidelines when describing case studies. Guest Speaker: [area university employee] (Have this website available in case [guest speaker] refers to it during [the] presentation. [deleted speaker's website] [50 minutes] Inside-Outside Circle to discuss own family histories regarding post-secondary traditions/expectations [10 minutes] <p>[Week 10]</p> <p>Community Involvement Programs [30 minutes]</p> <ul style="list-style-type: none"> Small groups complete Round Robin referring to their classroom connections paragraphs homework from Sheldon and Epstein article. Numbered Heads Together to share out effective parental involvement strategies regarding student behavior identified during Round Robin. <p>Final Exam Presentations [1 hour, 10 minutes]</p> <ul style="list-style-type: none"> Start presentations; complete in session seven <p>Homework [10 minutes]</p> <ul style="list-style-type: none"> Discuss Practicum Hours Log, Biographical Journey, and Ethnographic Study due next session
	<p>Community involvement programs</p> <ul style="list-style-type: none"> What successful programs do we have in our communities that involve communities and schools? <p>Final Exam Presentations</p>	<p>Sheldon, S. & Epstein, J. (2002). Improving student behavior and school discipline with family and community involvement.</p>	

CLASS	CONTENT	Class Schedule (Accelerated Summer Session)	
		READINGS DUE	INSTRUCTOR'S OUTLINE
Summer 7 Remaining portion of [LEA] 10 & all of [LEA] 11	Final Exam Presentations		<p>Launch: Possible Dream Video Clip [10 minutes]</p> <ul style="list-style-type: none"> View and discuss "College: A Possible Dream" clip. Click "CC" below screen to activate English subtitles. [website deleted] <p>Session 7 [6 hours]</p> <p>[Weeks 10 and 11]</p> <p>Opening [10 minutes]</p> <ul style="list-style-type: none"> Session Content and Language Objectives <p>Final Exam Presentations [4 hours, 55 minutes]</p> <ul style="list-style-type: none"> Complete presentations; session seven <p>Launch: Explore Multicultural Calendar [10 minutes]</p> <ul style="list-style-type: none"> Explore website and calendar at [website deleted] Follow-up discussion regarding use of information from calendar to facilitate parent/community involvement <p>Conclusion [45 minutes]</p> <ul style="list-style-type: none"> Complete course conclusion, addressing any remaining questions, upcoming course start date, etc. Collect class sets of texts and any other materials that were loaned to students and store them at your site. Distribute texts and make reading assignments for the next course, as applicable. Direct students to complete Student Feedback form ([partner university faculty liaison] informal course evaluation document available in Misc Docs folder on Dropbox). Instructors should not view these evaluations at this time, but should select a class participant to collect the completed forms and seal them in an envelope to be sent to [LEA employee 1] at the district office. Students will receive an email notice regarding [partner university] online course evaluation process. Determine if any students will not be continuing and send their names to [LEA employee], [partner university faculty liaison], and [LEA employee 2]. Update the Google Drive spreadsheet with students' final grades and point totals then print and store hard copies of this grading record. Alert [partner university faculty liaison] when all grades for this course have been submitted on [online grading platform]. Provide copies of the [partner university] [SEA] ESL endorsement application document (in the Misc Docs folder on Dropbox) to students for whom this is their last ESL endorsement course. Direct these students to complete page one of this form with their applicant
	Course Conclusion		<p>Practicum Hours Log</p> <p>Biographical Journey</p> <p>Ethnographic Study</p>

Class Schedule (Accelerated Summer Session)			
CLASS	CONTENT	READINGS DUE	INSTRUCTOR'S OUTLINE
			<p>Information where indicated, check "YES" for each [SEA] ESL standard, print the form, and follow the instructions for (those who have completed [partner university]'s ESL endorsement program) included on the last page. Remind students to sign and date their completed form.</p> <p>NOTE: Students who have taken non-[LEA] ESL endorsement courses through other institutions and/or have taken [LEA] ESL endorsement courses, but received credit from institutions other than [partner university], need to complete a blank application form rather than the example noted above because this example only includes [partner university] ESL endorsement courses. A blank [SEA] ESL endorsement application is in the Misc Docs folder on Dropbox for students with any non-[partner university] ESL endorsement course credit.</p> <p>This process replaces the procedure used in the past when ESL endorsement graduates provided transcripts and checks to the [LEA] ESL department secretary who would send the graduates' names and fees to [SEA].</p>
			ASSIGNMENTS DUE

Appendix D

LEA-Level Interview Questions

1. Do you feel the English-as-a-second-language (ESL) professional development (PD) program influences participants' perceived confidence to teach English language learners (ELLs)?
Why or why not?
2. Which, if any, teacher characteristics do you think may influence participants' perceived level of confidence? (Possible characteristics include: gender, years of experience, grade assignment, school assignment, number of PD courses completed, and participants' own English language learner experiences.)
Gender
Years Experience
Grade Assignment
School Assignment
Number of PD Courses completed
Own ELL Experience
3. How is the program designed to address these characteristics or their influence on participants?
4. Why do you think participants' perceived level of confidence might vary across the courses or the program?
5. Which program elements do you think influence participants' level of confidence to teach ELLs?
6. To the best of your recollection, why was the [LEA's] ESL professional development curriculum changed in 2012? Please provide all the reasons that contributed to this decision.
7. Do you anticipate revisions to the ESL endorsement professional development program?
8. (Follow-up to the previous question)
What type of revisions?
Why are these revisions being considered?
9. What do you see as the strength of the program and its influence on teachers?
10. (For LEA administrator only) How does the [LEA] verify for the [SEA] that the ESL professional development program is in compliance with the Every Student Succeeds Act Title III professional development regulations?

Appendix E
ESLPDQ Validity Questions

ESLPDQ Validity Questions

- Are the items and questions clear and easy to understand?
- Do they adequately address the ESL endorsement curriculum objectives?
- Do they answer the study's research questions summarized below?
 - How do the respondents perceive the endorsement's impact on their efficacy to teach English language learners?
 - What is the relationship between their reported efficacy and selected demographic characteristics?
 - What is the relationship between their reported efficacy and the endorsement's curriculum and pedagogy?

Appendix F

Code and Category Use Per Interview Question

Code and Category Use Per Interview Question

Interview Question	Codes	Application Frequency (%)	Categories
1. Does P feel PD program influences PD participants' perceived confidence to teach ELLs? Why or why not?	Empower, Build Confidence Deeper Understanding Promote Application	2 (33%) 1 (14%) 1 (14%)	<ul style="list-style-type: none"> Teacher Efficacy Effective ESL PD
2. Which participant characteristics (i.e., gender, grade taught, own language learning experiences, PD courses completed, school, year's experience) influence confidence?	Own Language Learning Experiences Previous Experience with ELLs Deeper Understanding Year's Experience Grade/Job Assignment ESL PD Courses Completed Empower, Build Confidence ELLs' ELD Minimal Instructional Changes Promote ELD Reciprocal Determinism ESL PD Participants as ELL Advocates Promote Application Sources of Efficacy Information: ME	4 (100%) 3 (75%) 3 (43%) 2 (100%) 2 (67%) 2 (67%) 2 (33%) 1 (100%) 1 (100%) 1 (50%) 1 (33%) 1 (14%) 1 (7%) ME 1 (17%)	<ul style="list-style-type: none"> Teacher Efficacy Effective ESL PD
3. How is program designed to address influence of characteristics?	Responsive; Open to Feedback & Reflection Coherent Curriculum ESL PD Participants as ELL Advocates Empower, Build Confidence Deeper Understanding	2 (29%) 2 (18%) 1 (33%) 1 (17%) 1 (14%)	<ul style="list-style-type: none"> Teacher Efficacy Effective Gen Ed PD Effective ESL PD
4. Why might participants' perceived level of confidence vary across the courses or the program?	Practical content perceived more positively than theoretical content Grade/Job Assignment Courses Completed Previous Experience with ELLs Empower, Build Confidence Promote Application Coherent Curriculum Sources of Efficacy Information: ME	3 (100%) 1 (33%) 1 (33%) 1 (25%) 1 (17%) 1 (14%) 1 (9%) 1 (7%) ME 1 (17%)	<ul style="list-style-type: none"> Teacher Efficacy Effective Gen Ed PD Effective ESL PD
5. Which program elements influence participants' level of confidence to teach ELLs?	Sources of Efficacy Information: VE, SP, ME Instructors Model ELD Strategies Promote Application Responsive; Open to Feedback & Reflection Reciprocal Determinism Beyond Just Good Teaching Good Teaching for All Coherent Curriculum	7 (47%): VE 3 (75%), SP 2 (40%), ME 2 (33%) 2 (100%) 2 (29%) 2 (29%) 1 (50%) 1 (25%) 1 (20%) 1 (9%)	<ul style="list-style-type: none"> Teacher Efficacy Effective Gen Ed PD Effective ESL PD

Interview Question	Codes	Application Frequency (%)	Categories
6. Why did LEA change ESL PD curriculum in 2012? Specify reasons.	Coherent Curriculum Program Costs ESL PD Participant & Instructor Time Requirements LEA Academic Freedom Responsive; Open to Feedback & Reflection	4 (36%) 3 (100%) 2 (100%) 2 (50%) 1 (14%)	• Effective Gen Ed PD
7. Does P anticipate ESL PD revisions?	Coherent Curriculum Sustained PD	2 (18%) 1 (33%)	• Teacher Efficacy • Effective Gen Ed PD
8. What type and why?	LEA Academic Freedom Responsive; Open to Feedback & Reflection Sources of Efficacy Information: VE	1 (25%) 1 (14%) 1 (7%)	• Effective Gen Ed PD
9. What is strength of program & its influence on participants?	Sources of Efficacy Information: SP, ME Good Teaching for All Beyond Just Good Teaching Deeper Understanding Promote Application	5 (33%): SP 3 (60%), ME 2 (33%) 4 (80%) 3 (75%)	• Teacher Efficacy • Effective Gen Ed PD • Effective ESL PD
Final interview comments	ESL PD Participants as ELL Advocates Sustained PD LEA Academic Freedom Responsive; Open to Feedback & Reflection	2 (29%) 2 (29%) 1 (33%) 1 (33%) 1 (25%) 1 (14%)	
10. How LEA verifies for SEA program complies with ESSA TIII. (LEA administrator only)	Sustained PD Coherent Curriculum	1 (33%) 1 (9%)	• Effective Gen Ed PD • Effective ESL PD

Note. P = interview participant, ELD = English language development, LEA = local education agency, ME = Mastery Experiences, VE = Vicarious Experiences, SP = Social Persuasion

CURRICULUM VITAE

DINAH SCOTT

EDUCATION

Bachelor of Science in Special Education, Utah State University, Logan, Utah.
(6/78) GPA in major: 3.94 (4.0 = A) Graduate Magna Cum Laude.

Master of Social Work, Portland State University, Portland, Oregon. (6/86) GPA:
3.89.

Teaching English as a Second Language Graduate Certificate, Brigham Young
University, Provo, Utah. (8/95) GPA: 4.0.

Urban Teacher Certificate, Brigham Young University, Provo, Utah. (4/99) GPA:
3.98.

Doctor of Philosophy in Curriculum and Instruction, Utah State University,
Logan, Utah. (expected 12/19) GPA: 3.98.

PROFESSIONAL EXPERIENCE (paid)

English as a Second Language (ESL) Specialist, Washington County School
District, Saint George, Utah. (10/05 – Present).

Responsibilities: Facilitating the implementation of the District's Alternative
Language Services (ALS) program and related policies; providing guidance
and support to site-based ALS coordinators and paraprofessionals; providing
professional development to ALS coordinators and paraprofessionals.

Mentor, Western Governors University, Salt Lake City, Utah. (6/04 – 10/05).

Responsibilities: Advising undergraduate students in the Teachers College
and graduate students in the English Language Learning program;
collaborating with colleagues to design and implement the English
Language Learning program.

ESL Teacher, Alpine School District, American Fork, Utah. (8/01 – 5/04).

Responsibilities: Instructing English language learners (ELLs),
Kindergarten through Grade Six; assessing oral, reading, and writing
English proficiency levels of ELLs; designing, implementing, and
coordinating ESL instruction; facilitating the inclusion of ELLs in grade-

level settings; serving as a member of multidisciplinary child study teams; supervising and training ESL paraprofessionals.

First Grade Teacher, Alpine School District, American Fork, Utah. (8/99 – 5/01).

Responsibilities: Instructing first-grade students in a Title I school; implementing and coordinating first grade level curriculum and instruction; assessing students' educational progress and adjusting the curriculum and instruction to meet individual needs; facilitating parental involvement in student instruction; collaborating with colleagues to facilitate implementation of the curriculum and other school policies and procedures.

ESL Test Coordinator, Alpine School District, American Fork, Utah. (8/97 – 7/99).

Responsibilities: Coordinating district-wide English language proficiency testing; assessing oral, reading, and writing English proficiency levels of ELLs; participating in assessment and placement of ELLs in special education services; training ESL paraprofessionals.

Counselor, American Language and Culture Institute, Provo, Utah. (9/97 – 4/98).

Responsibilities: Providing academic advisement, guidance, and support to post-secondary international students enrolled in an English language school; facilitating students' cultural adjustment and program completion; collaborating with colleagues to advocate for students.

ESL Teacher, Granite School District, Salt Lake City, Utah. (8/96 – 6/97).

Responsibilities: Instructing ELLs, Kindergarten through Grade Three; assessing oral, reading, and writing English proficiency levels of ELLs; designing, implementing, and coordinating ESL instruction; facilitating the inclusion of ELLs in grade-level settings; supervising and training an ESL paraprofessional.

ESL Teacher, Bullhead City School District #15, Bullhead City, Arizona. (8/95 – 5/96).

Responsibilities: Instructing ELLs in Grades One, Two, Seven, and Eight; assessing oral, reading, and writing English proficiency levels of ELLs; designing, implementing, and coordinating ESL instruction at two elementary schools and one junior high school; facilitating the inclusion of ELLs in grade-level settings; supervising and training ESL paraprofessionals.

Social Worker, Creekside Home Health Care, Provo, Utah. (9/93 – 8/94).

Responsibilities: Providing counseling services to homebound patients and their families; accessing and coordinating services related to patients' in-home care; instructing in the Creekside Home Health Care employee and volunteer training programs.

Award: Employee of the Quarter, chosen by agency employees and supervisors in recognition of professional excellence (5/94).

Social Worker, Hospice of Northern Virginia, Falls Church, Virginia. (5/91 – 8/93).

Responsibilities: Providing counseling services to patients with terminal illnesses and their families; accessing and coordinating services related to patients' in-home care; leading bereavement support groups; instructing in the Hospice of Northern Virginia nursing orientation program and volunteer training program.

Social Worker, Southwest Washington Medical Center, Vancouver, Washington. (6/86 – 6/89).

Responsibilities: Providing counseling services to medical center patients and their families in inpatient and outpatient settings; accessing and coordinating services related to discharge planning; leading support groups for patients and families; instructing in the Southwest Washington Medical Center Cancer Education series and the Cancer Program volunteer training; serving as Lead Oncology Social Worker (1988 – 1989).

Special Education Teacher, Jordan School District, Sandy, Utah. (8/78 – 5/84).

Responsibilities: Instructing students with intellectual disabilities, learning disabilities, and behavioral disabilities; assessing students' educational levels and designing individual education plans to meet students' needs; implementing and coordinating individual education plans for students in a self-contained program and in a resource program; facilitating parental involvement in students' individual education plans; facilitating the inclusion of students with disabilities in grade-level settings; supervising and training special education paraprofessionals; serving as Special Education Team Leader (1982 – 1984).

Award: Teacher of the Month, chosen by colleague teachers in recognition of teaching excellence and professional dedication (4/82).

PROFESSIONAL EXPERIENCE (volunteer)

Board Member, Intermountain Teachers of English to Speakers of Other Languages (ITESOL). (10/05 – 10/07).

Responsibilities: Participating in the governance of the ITESOL professional organization including the planning of ITESOL professional development conferences; providing presentations at ITESOL conferences; serving as vice chair (2005-2006) and chair (2006-2007) of the ITESOL K-12 Interest Section.

Teacher's Assistant, Provo School District, Provo, Utah. (2/94 – 8/94).

Responsibilities: Coordinating with a district ESL instructor to assess the educational needs of adult ELLs; providing integrated skills instruction to adult ELLs.

Program Director, Philippines Refugee Processing Center, Morong, Bataan, Philippines. (7/89 – 2/91).

Responsibilities: Directing a volunteer agency in the provision of English language instruction, cultural orientation, and special education for Southeast Asian students living in a United Nations-sponsored refugee camp; collaborating with camp administration and other camp agencies; supervising and training the agency staff.

PROFESSIONAL PRESENTATIONS

Yost, B., & Scott, D. (2012, October). *Measured Growth of South Korean Student Teachers During a Two-Month USA Internship*. Intermountain Teachers of English to Speakers of Other Languages Conference, Orem, UT.

Scott, D., & Yost, B. (2011, October). *Bridging the Digital Divide for English Language Learners*. Intermountain Teachers of English to Speakers of Other Languages Conference, Taylorsville, UT.

Scott, D., & Yost, B. (2011, October). *Bridging the Digital Divide for English Language Learners*. Southern Utah Education Conference, Saint George, UT.

PROFESSIONAL CERTIFICATION

Utah Standard Teaching Certificate: Special Education Grades K – 12+. (4/96 – Present).

Utah Standard Teaching Certificate: Elementary Education Grades 1 – 8. (5/23 – Present).

Utah Teaching Endorsements: English as a Second Language; Mild/Moderate Disabilities; Severe Disabilities.

Utah Professional License: Certified Social Worker. (12/93 – Present).

Member, Academy of Certified Social Workers. (10/88 – Present).

PROFESSIONAL MEMBERSHIPS

Member, American Educational Research Association. (1/11 – Present).

Member, Association for Supervision and Curriculum Development. (5/06 – Present).

Member, Intermountain Teachers of English to Speakers of Other Languages. (10/03 – 10/09).

Member, National Association of Social Workers. (9/84 – Present).

Member, Teachers of English to Speakers of Other Languages. (11/94 – Present).