

CULTURALLY AND LINGUISTICALLY COMPLEX CLASSROOMS, IN-SERVICE
PROFESSIONAL DEVELOPMENT, AND THE MEDIATION OF MAINSTREAM
ELEMENTARY SCHOOL TEACHERS' PROFESSIONAL SUBJECTIVITIES IN THE
NORTH CAROLINA PIEDMONT

by

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ABSTRACT

BARBARA BLACKWOOD SIEFERT. Culturally and linguistically complex classrooms, in-service professional development, and the mediation of mainstream elementary school teachers' professional subjectivities in the North Carolina piedmont. (Under the direction of DR. SPENCER SALAS)

This dissertation study employed participatory methods of qualitative inquiry to understand how, in the setting of the North Carolina piedmont, a district-initiated multi-tiered professional development program mediated mainstream elementary school teachers' professional subjectivities in relation to culturally and linguistically complex classrooms. Bringing a Vygotskian framework for understanding the cultural nature of human development (Portes & Salas, 2011) to participatory fieldwork (Emerson, Fretz, & Shaw, 1995; Wolcott, 2009), the study sought to understand what a cohort of elementary educators took away from a multicultural in-service teacher education program sponsored by a local university and how, five years later, the experience of that in-service learning mediated their current professional subjectivities with linguistically diverse classrooms. Findings included the potential need for in-service training models aimed at fostering teacher capacity with student diversity to reexamine its assumptions about the "funds of knowledge" teachers potentially bring to staff development. Likewise, the study suggested that in-service teacher learning is mediated by the lived experiences of the participants as well as the local contexts and circumstances of schools and schooling.

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CHAPTER 1: INTRODUCTION

This dissertation study employed participatory methods of qualitative inquiry (Emerson et al., 1995; Wolcott, 2009) to understand how a district-initiated multi-tiered professional development program in a small North Carolina piedmont town mediated mainstream elementary teachers' professional subjectivities about their work with English Language Learners¹. Bringing a Vygotskian framework for understanding the cultural nature of human development (Portes & Salas, 2011) to participatory fieldwork (Emerson et al., 1995; Wolcott, 2009), the inquiry aimed to understand what a cohort of three elementary educators took away from an university-sponsored in-service teacher education program and how the experience of that in-service learning interacted with their professional subjectivities about diversity in the classroom.

Statement of the Problem: Teaching and “Other Peoples’ Children”

Fine (1991) charged, “If educational pedagogies and curricula are to speak to the lives of students themselves and address diversity across the disciplines, educators need pre-professional training as well as staff development on the politics of diversity” (p. 219). This is especially true for teachers working with recent immigrants learning English

¹ My use of “English Language Learner” / “English Learner” / ELL in this study is aligned with the category employed by Edenfield Public Schools during the period of data collection and, more broadly, by the North Carolina Department of Public Instruction. That is, a district-initiated “Home Language Survey” administered upon student enrollment combined with scores on a WIDA-ACCESS Placement Test (W-APT™) served to determine a student’s designation as such. The various labels as used by Edenfield teachers seemed to be synonymous with “immigrant” and/or “child of immigration”—often of Central or South American origins.

in addition to their home languages (Cahnmann-Taylor & Souto-Manning, 2010; Collier & Thomas, 2002; Souto-Manning, 2010). Working with children of immigration requires that educators be prepared to understand and use students' cultural and linguistic backgrounds to mediate instruction and foster academic learning instead of being "baffled" by the diversity immigrant students bring (see, González, 2005; González, Moll, & Amanti, 2005; Valdés, 1996, 2001). Indeed, teachers' sociocultural knowledge and dispositions influence how their students function (Moll & Arnot-Hopffer, 2005).

Even by conservative measures, Black, Hispanic, Asian, and Native American students made up nearly one third of school age children, and diverse cultures will contend with the traditional dominant group for majority status in the near future (Tienda & Alon, 2007). According to the National Center of Education Statistics (2005), minority students constituted one third of school age learners; however, the teaching force remains overwhelmingly White and female and underprepared to work with diversity (see, e.g., Landsman & Lewis, 2011).

Minaya-Rowe (2002) found that 56% of teachers reported teaching English Language Learners; yet, only 20% of the them had licensure or specific training to work with these students. She also reported that 57% of teachers responded they needed additional training to help English Language Learners succeed in school. The cultural mismatch inherent in classrooms across the country is not likely to change in the near future. This demographic shift persists and is a dramatic departure from traditional trends in United States schools—and Latino population growth has been particularly visible (C. Suárez-Orozco & Suárez-Orozco, 2008; M. M. Suárez-Orozco & Páez, 2002).

National and regional population shifts have given way to increasingly complex classrooms. The longstanding academic under-achievement of linguistically diverse students in the United States underscores the challenges teachers face in creating access and equity in their instruction (Murillo et al., 2010; Portes, 2005; Portes & Salas, 2011). It follows, then, multicultural preparation is increasingly urgent for mainstream teachers. Or, as Kaufman (2004) argued, “The recent dramatic growth in the ethnic and linguistic diversity in schools has underscored the need for reconceptualizing teacher education and for placing a greater emphasis on the centrality of sociocultural processes in preparing professionals” (p. 309). Problematically, however, understandings of how in-service development interacts with professionals’ subjectivities have been somewhat limited. This is especially true in areas of the country such as the “New South” where unprecedented immigrant settlement has created new challenges for teachers committed to student achievement (see, e.g., Gill, 2010; Wortham, Murillo, & Hamann, 2002).

Scholarship has pointed to the potential of multicultural education to foster teachers’ development and professional subjectivities for culturally and linguistically complex classrooms. Nieto (2009) argued that both novice and experienced teachers can develop sociocultural knowledge to support achievement among linguistically diverse students in teacher education programs.

Also, results of a 50-state survey conducted by Blank and Toyne (2007) underscored the problem addressed in this research study. It revealed that no state had a multicultural provision in terms of Continuing Education Units or professional development for teachers to remain certified. In fact, North Carolina was one of the few states that addressed teacher re-certification with curricular specificity. It included a

requirement for at least three hours of in-service training or professional development in reading methods for K-8 teachers. Although a step in the right direction, it was limited in scope. Arguably, the opportunity English Language Learners have in schools has been mitigated by their teachers' cultural and linguistic knowledge base.

Fry (2008) reported that immigrant students lagged behind their White, monolingual peers in both reading and math in fourth grade and that those trends widened by eighth grade. Other literature reiterated the unique academic needs of young English Language Learners in U.S. schools and teachers' challenges to meet these learners on an "even playing field" in the mainstream classroom (Combs, Evans, Fletcher, Parra, & Jimenez, 2005; Garcia, Jensen, & Cuéllar, 2006). Indeed, the ability of elementary school teachers to work successfully with children of immigration is fundamental to their schooling.

Additionally, for Kozol (2005) and many others, students from non-dominant communities are much more than numbers which typically represent them in schools' achievement reports. Data may influence mainstream teachers to have lower expectations for these students because "Too often this information focuses on what the child can't do" (Fay & Whaley, 2004, p. 56) . However, teachers can leverage students' funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992) and draw on native languages to support student achievement in ways that "sustain" their cultural and ethnic identities (see, Django Paris, 2012) and to support academic attainment. Similarly, Colombo (2007) urged teachers of young children to tap the mother tongue to foster literacy learning.

Research Questions

This qualitative inquiry was located in a body of literature focusing on the role of multiculturalism in teacher education (Banks & Banks, 2005; Delpit, 2006; Gay, 2000, 2001; Haberman, 1995; Ladson-Billings, 2009). Participatory data generation and analysis described and theorized how a cohort of three non-ESL specialist elementary school teachers in a small North Carolina school district—all alumni of an in-service teacher development program, ADVANCE—constructed their professional subjectivities about English Language Learners in their mainstream classrooms. Data generation included an examination of the ADVANCE program—document analysis of the in-service proposal and curricula, supplemented by interviews with the project director, Dr. Hannah Wood.

Data generation included understanding the ADVANCE director's intentions in designing the program and teacher participants' processing of their in-service learning. Data included individual interviews with the ADVANCE director; and, interviews, site visits, and participant observation with a cohort of elementary school teachers currently working in the same institution in Edenfield Public Schools. The schedule of semi-structured interviews with accompanying rounds of participant observation over the course of an academic quarter aimed to understand how the three participants interacted with ADVANCE in terms of their dispositions toward transnational students.

The questions framing the study were as follows:

1. As designed and delivered by its sponsors, what was the intent of ADVANCE in terms of developing proactive dispositions for non-ESL specialists working with

- cultural and linguistic diversity and how was that intent realized in curricula and coursework?
2. How did the teacher participants understand that original intent—and to what extent and in what ways did their learning in the in-service project interact with their professional subjectivities as teachers of transnational children of immigration?
 3. What additional context and circumstances mediate these same teachers' subjectivities?

Outline of the Dissertation

Chapter 2, a review of the literature, begins with a historical perspective of multicultural education for teacher educators and an overview of scholarship suggesting the potential of culturally responsive pedagogy for raising student achievement in U.S. schools. Identifying “teacher dispositions” as a critical component of culturally responsive teaching, the review considers conceptualizations of how educators’ cultural constructions potentially enable “thoughtfully adaptive teaching” (Fairbanks et al., 2010). Special attention is paid to what has been characterized as North Carolina’s “unique response” to English Language Learners in terms of professional development initiatives for in-service teachers. I conclude with the argument for more nuanced understandings of the interaction of professional development with teachers’ professional subjectivities in local contexts.

In Chapter 3, I explain the theoretical perspectives that guided my inquiry; and, I articulate my decisions about data generation and analysis.

Chapters 4, 5, and 6 comprise the findings of this study as they relate to my research questions.

In Chapter 4, I explain the ADVANCE program as it was conceptualized in 2001. I detail the coursework as designed by the program leadership in the various tiers and articulate what the director hoped ADVANCE would achieve. At the same time, I tell about the successes and challenges of both the program and its participants as experienced by Dr. Hannah Wood, ADVANCE program director.

In Chapter 5, I discuss thereon-ESL specialist elementary school teachers who participated in the qualitative inquiry. I examine their experiences to argue that they shared some attitudinal qualities because of their participation in ADVANCE and that there were certain disconnects on how these participants experienced the in-service professional development. Namely, I argue that Washington, an African-American, had certain background experiences that mediated her disposition counter to that of her White colleagues. In addition, I posit that, collectively, the participants raise legitimate issues around the political nature of ESL programming.

In Chapter 6, I describe, in detail, the experiences of Washington. I discuss how she perceived her African-American background as preparing her to work with cultural diversity in ways that her White counterparts at Edenfield Elementary School could not.

Chapter 7 presents a conclusion to my study with implications and suggestions for future study and practice.

Conclusion: ADVANCEing “Thoughtfully Adaptive Teachers”

Questions about what constitutes effective, sustained, and transformative in-service learning for teachers has accounted for an important body of scholarship. Gusky (2002) proposed a model for effective in-service learning built around the dimension of teachers’ classroom practice, student achievement, and teacher dispositions. While Gusky

and others emphasized the role of professional development for teachers, understandings of how teachers experience in-service learning is somewhat limited, especially as it relates to the development of teacher dispositions for diverse classrooms.

In conclusion, the significance of this study was grounded in the notion that the development of “thoughtfully adaptive teachers” (Fairbanks et al., 2010) is the goal of teacher education programming. Longstanding achievement patterns indicated that public school teachers in the United States are not “thoughtfully adaptive,” at least not in a large-scale way. Unfortunately, this appears to be especially true for English Language Learners of Latino heritages (Valencia, 1997, 2002; Valencia & Suzuki, 2001; Valenzuela, 1999, 2000, 2002, 2004). Scholarship has pointed to the lack of sufficient multicultural education and “cariño” or caring on the part of teachers (Rolón-Dow, 2005). To that end, the dissertation that follows examines how professional development potentially mediated three professional educators’ subjectivities about their work for and with the immigrant children in their respective classrooms.

CHAPTER 2: REVIEW OF THE LITERATURE

As I explained in the previous chapter, discussions about what constitutes effective, sustained, and transformative in-service learning for teachers has accounted for an important body of scholarship. These discussions have grown more complex over the last 50 years as the schoolchildren in U.S. classrooms have come to be more diverse in terms of language, culture, and literacy. The goal of developing “thoughtfully adaptive teachers” (Fairbanks et al., 2010) is central to teacher education programming. Disparate achievement gaps continue to suggest that public school teachers in the United States are not “thoughtfully adaptive,” at least not in a large-scale way. Multiple strands of literature informed this study of how a district-initiated multi-tiered professional development program in a small North Carolina town interacted with mainstream Elementary teachers’ professional subjectivities in relation to culturally and linguistically complex classrooms.

In this chapter, I begin with a brief historical contextualization of multicultural education for teacher educators. I continue with an overview of a robust body of scholarship suggesting the potential of culturally responsive pedagogy for raising student achievement in U.S. schools. Identifying “teacher dispositions” as a critical component of culturally responsive teaching, I examine conceptualizations of how educators’ cultural constructions potentially enable “thoughtfully adaptive teaching” (Fairbanks et al., 2010). I review North Carolina’s response to English Language Learners as it specifically relates

to professional development initiatives for in-service teachers. I conclude with the argument for more nuanced understandings of the interaction of professional development with teachers' professional subjectivities in local contexts.

Multiculturalism in the Mainstream

With the dismantling of state-endorsed racial segregation in the mid-century, increased consciousness of group-based inequality took the form of President Lyndon B. Johnson's Great Society. Embedded in the war against poverty was a rising awareness of the deficit paradigms whereby children from non-dominant communities were framed—especially in terms of language, culture, and literacy (Cazden, 1988; Heath, 1983; Scribner & Cole, 1981). Or as Portes and Salas (2007) explain,

Inspired by the 1960's Civil Rights Movement and disillusioned by discriminatory schooling practices and racist research, scholarship responded with the two-factor conjecture that (1) the standardized tests used to categorize minority students as underachieving were biased; and (2), teachers routinely held lower expectations for minority students. p. 366

Today, proponents of multicultural education continue to be alarmed at the under-preparation of the nation's teachers in terms of their capacities to address diversity in non-deficit ways. For example, Kaufman (2004) argued that teacher education, as it is currently configured, is problematic for an increasingly diverse population. Kaufman explained, "The recent dramatic growth in the ethnic and linguistic diversity in schools has underscored the need for reconceptualizing teacher education and for placing a greater emphasis on the centrality of sociocultural processes in preparing professionals" (p. 309).

Kaufman's call resonated with a robust chorus of literature arguing that linguistically diverse students were at an educational disadvantage in traditional educational contexts—and that such difficulty can potentially be mediated by teacher preparation and dispositions (Abbate-Vaughn, 2007; Gutiérrez & Rogoff, 2003; Heath, 1983; Irizarry, 2007, 2011; Django Paris, 2012)

Unfortunately, as Nieto (1999) argued, teachers' dispositions are often shaped by their interaction with privilege. She explains,

An insidious undercurrent of power and privilege lies behind the immense differences in educational achievement among students of diverse backgrounds. That is, power and privilege rather than intelligence or ability are at the heart of inequality (p. 46).

However, armed with significant cultural knowledge, teachers are empowered to become “pathways of privilege and power” (Stanton-Salazar, 1997, 2011) to help learners from non-dominant communities experience academic success at levels commensurate with their White, monolingual counterparts.

Negotiating Subjectivities about Diversity

Demographic trends in the United States make the preparation of educators to work with diverse learners imperative. Professional development is one institutionalized tool for engaging teachers' dispositions about student diversity. That said, such professional development is often met with teacher resistance grounded in a cultural disconnect between teachers and learners.

According to Banks (1997), “Most teachers in the classroom or in teacher educational programs are likely to have students from diverse ethnic, cultural, and racial

groups in the classrooms during their careers” (p. 5). However, a walk through a publicly funded state college of education in North Carolina, for example, would reveal that the majority of teacher candidates in the New South are White and female.

With national and regional movements for the quick mainstreaming of English Language Learners, a paradox has become more apparent. That is, the mainstream teachers to which English Language Learners are directed—often within months of their entry into schools—often lack specific training for working with immigrant English Language Learners. Or, as Echevarria, Vogt, and Short (2000) explain, “Many ELLs receive much of their instruction from content area teachers or aides who have not had appropriate professional development to address their second language development needs” (p. 4). To that end, this qualitative research study was also located in a body of scholarship concerned with the preparedness of an overwhelmingly White, middle class, female teaching force to interact in dynamic and effective ways with children of non-dominant communities (Morrow, Rueda, & Lapp, 2009; Murillo et al., 2010). Gay (2001) posited, “These inadequacies can be corrected by teachers’ acquiring more knowledge about the contributions of different ethnic groups to a wide variety of disciplines and a deeper understanding of multicultural education theory, research, and scholarship” (p. 107). Extending discussions of what shapes teachers’ ability to adapt to diverse classrooms (Fairbanks et al., 2010), in this study, I sought to understand how teachers constructed professional knowledge that informed their attitudes and beliefs for working with culturally and linguistically diverse students.

Nationally, English Language Learners underperform in schools (Fry, 2008). Achievement trends begin in elementary school, persist, and widen through the middle

and secondary grades and even more in postsecondary education (Portes, 2005). Thus, professional development for teachers across grade levels is an ethical issue—if not one of national, sustainable policy. Hegemonic influences have traditionally perpetuated a status quo of oppression (Spring, 2004). Static, narrow, and irrelevant curricula are likely a cultural mismatch for diverse learners. Traditional Eurocentric curricula, pervasive in schooling, favor White middle class students and are potentially problematic for diverse learners as evidenced in reports on the following: hopes and aspirations, achievement gaps, graduation rates, and school attendance (Aud et al., 2012). To this end, educators potentially benefit from culturally responsive pedagogy to connect with diverse learners. Otherwise, traditional attitudes and beliefs, which legitimate vast inequalities, perpetuate educational reproduction (Apple, 2004; Freire, 2007; Lipman, 2004).

Teachers need to be qualified in their content and/or grade level areas. They need also to be capable of engaging students, including those who are culturally and linguistically diverse. Such educators foster a dynamic educational environment, which confronts dominant culture hegemony and transcends power and privilege. In-service professional development is one way teachers can cultivate cultural knowledge bases to work successfully with children of immigration, especially those of Latino heritage who are caught in the achievement gap.

Caring and Teaching

Scholarship for multicultural education has demonstrated that professional development for “content area teachers” is a crucial need. Ardesheva and Brown (2011) noted a hesitancy among content area teachers to work with linguistically diverse students because they had a “perceived lack of formal ELL pedagogy knowledge” (p.

13). Indeed, teachers who have no formal preparation for working with immigrant schoolchildren are often left to their own devices. Moreover, the decisions such teachers make about English Learners are often informed and sometimes misinformed by popular folklore about second language learning and new nativist “English Only” rhetoric (Portes & Salas, 2010). Hegemonic influences in United States schools perpetuate a business as usual approach to teaching minorities (Delpit, 2006). Likewise, scripted, commercial curricula are likely to fall short of leveraging the funds of knowledge that schoolchildren bring to the classroom (Moll & Arnot-Hopffer, 2005).

Critical, culturally responsive practices have been advocated for inclusion in professional development venues to improve the school experiences of immigrant children in the mainstream (Cahnmann-Taylor & Souto-Manning, 2010; Gay, 2000; Souto-Manning, 2010). The challenge remains for all teachers to be highly qualified in their respective content areas and to possess the dispositions culturally responsive perspectives that help them make learning significant, relevant, and accessible for more students. Central to transformational education is the concept of “caring.” Or as Haberman (1995) argues, “If no one sees viable options it seems useless to expand effort” (p. 87). On the one hand, teachers who are without sufficient cultural background knowledge or understanding are inclined to view culturally and linguistically diverse students through negative perspectives—and to be perceived as “not caring.” On the other hand, through caring, high expectations, and a willingness to help students, teachers can foster success with diverse learner (Chenworth, 2008). However, there is evidence that the present teaching force does not intuitively connect with students who do not look like them. That is, teachers too-often see student difference through a “deficit lens” and

make assumptions that mitigate their school success in negative ways (Heath, 1983; D. Paris, 2011; Valdés, 1996)

Thinking about why children from non-dominant communities often do not succeed, Kunjufu (2002) argued that these students were disenchanted with traditional Eurocentric curricula irrelevant to their lived experiences. Likewise, Delpit (2006) warned, “It is a deadly fog formed when the cold mist of bias and ignorance meets the warm vital reality of children of color in many of our schools” (p. xxiii). However, universities and school districts can develop teachers who appreciate diversity and learn unique skill sets to work effectively with cultural complexity. Research findings by Fairbanks and LaGrone (2006) demonstrated that teachers constructed knowledge by working regularly with significant others when they engaged with cultural knowledge “to expand and enlarge their understandings of teaching and learning” (p. 23). That is to say, teachers who construct cultural knowledge appreciate and accommodate diversity in dynamic ways that promote achievement.

Teachers who are not equipped with sufficient cultural background knowledge and understanding are more inclined to view culturally and linguistically diverse students through a “deficit lens” (Delpit, 2006; Kozol, 2005; Ladson-Billings, 2009). On the other hand, teachers who foster success with diverse learners hold high expectations for them and are willing to help students realize their academic potential.

More educators can develop cultural competence to improve the academic standing of students who, traditionally, have underachieved in school. For Nieto (2009), teachers must understand that diverse students thrive in an educational environment that empowers them. Thus, teachers should learn to create inclusive classrooms where diverse

learners feel validated, connected, and are willing to take risks. Meier (1995) likened optimal teacher dispositions to those of a kindergarten classroom whose teachers were many things to many students: “Teachers in kindergartens are editors, critics, cheerleaders, and caretakers, not just lecturers or deliverers of instruction” (p. 148).

Beyond their feelings about diversity, teachers also possibly grapple with pedagogical knowledge and methodological skills to work effectively with language minority students (Echevarria et al., 2000). Accordingly, for Dong (2004) “As a result of this frustration, they unwittingly reduce these learners’ opportunities by diluting the course content, providing few modifications to the way they speak, and ignoring or excluding these students from class discussions and learning” (p. 1).

In-service Professional Development and Dispositions

With an increasingly diverse student population in public school settings across the country, “teacher quality” has emerged as a focal point in discussions about systemic change. Darling-Hammond (2000) argued teacher quality as the single most influential factor in student achievement. Moreover, the quality of educators is the linchpin for increasing the achievement of minorities. Thus, Darling-Hammond posited, “Some studies have found that teachers’ knowledge and skills influence student achievement at least as much as student characteristics such as income, race, language, background, and parent education” (p. 2) . In short, teachers matter—their preparation for understanding and working with culturally and linguistically diverse students is important.

No Child Left Behind [NCLB] required that all teachers be “highly qualified.” In terms of NCLB (2002), “highly qualified” signified an individual with a bachelor’s degree, full state certification, and the ability to demonstrate competency. Highly

qualified in an NCLB (2002) lexicon is highly ambiguous. Current widespread certification requirements continue to reproduce teachers who work successfully with students of privilege (Flores-Gonzalez, 2002). Haberman (1995) posited that while the teacher workforce helps White middle-class students achieve academically, they somehow fail to connect diverse learners with school success on a national scale. Without sufficient, focused, and comprehensive teacher education about effective instruction for culturally and linguistically diverse students, teacher education undermines the potential of immigrant children. To that end, Delpit (2006) questioned, “How can we lessen the “modern prejudice” that pervades our society, alienating and disempowering large segments of our population?” (p. 124).

Generally, professions require that practitioners participate in continuing educational programs to remain current in the field and abreast of best practices based in timely research (Boud & Hager, 2012). In the course of such in-service learning, individuals engage with pedagogy and methodology to improve professional practices and collaborate with others in the field to process new information and to consider how innovative ideas and methods will inform existing understandings to augment practices (Baldon, 2008). Professional development, also referred to as in-service learning, takes on a variety of forms and may range from an hour-long session on a particular topic of study to a more extensive study around a topic of interest (Raider-Roth, Stieha, & Hensley, 2012). Additionally, critical knowledge about culturally responsive practices has been developed in professional development venues to influence in transformative ways the school experiences of immigrant children in the mainstream. Such proactive attention to an individual’s knowledge base, attitude, and professional skills not only

strengthens individuals' abilities to enhance performance, but also influences the ability of the organization to achieve proposed goals and missions (Lam, 2005; Lucas, 2012; Milner, Gusic, & Thorndyke, 2011).

Shulman (2004) argued that teaching is "perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented" (p. 504). Accordingly, a large body of scholarship has addressed the need for educators to engage evolving pedagogy, methodology, and attitudinal dispositions to keep pace with the 21st century classroom (Avalos, 2011; Ben-Peretz, 2001; Clandinin, Downey, & Huber, 2009; Duffy, 2002; Hayes & Chang, 2012). For these and other reasons, state departments of public instruction have increased efforts to engage teachers in in-service training about diversity. In the section that follows, I continue with a review of North Carolina's response to English Language Learners.

English Learners and North Carolina at the State Level: "A Unique Response"

Lachance and Marino (2012) recently reviewed North Carolina's "unique response" to English learners. I summarize their report in the paragraphs that follow:

SIOP in North Carolina

According to Lachance and Marino (2012), in-service professional development aimed at promoting ESL and non-ESL specialists' abilities to teach English Learners core content came in the form of a large-scale "Sheltered Instruction Observation Protocol" (SIOP) initiative in various school districts across the state in 2003. This SIOP state initiative evolved in 2005 to include collaboration between North Carolina Department of Public Instruction ESL (NCDPI ESL) team, Pearson Publishing, and the SIOP model authors. In a "train the trainer" model, an initial ESL teacher-leader cohort took the SIOP

training to NC school districts. This group of trainers continued to grow NC's focus on SIOP as a means to enhance capacities for language development/content proficiency in mainstream classrooms across the state.

Lachance and Marino (2012) explained that the NCDPI ESL team supported SIOP initiative in a variety of ways. First, the team identified a second cohort of ESL teachers charged to develop a follow-up plan that considered and addressed the unique needs of participating systems. At the same time, other SIOP oversights were in place to support the model's success in helping content and ESL teachers meet the language development needs of English learners in the mainstream. Furthermore, NCDPI partnered with Appalachia Regional Comprehensive Center (ARCC) to further SIOP professional development. This collaboration allowed the state to target administrators by offering a variety of archived webinars to increase the scope of SIOP's influence beyond the classroom. Additionally, the state served the SIOP support team with an electronic web site that housed SIOP resources and fostered collaboration among participating school districts.

From SIOP to ExC-ELL

Several years into SIOP, NCDPIESL conceptualized and enacted a complementary professional development initiative around the work of Margarita Calderon's ExC-ELL model. Similar to SIOP, this model also promoted language acceleration in the content areas with English Language Learners. ExC-ELL targeted teachers from more than 25 NC school districts and was funded by the Carnegie Corporation in conjunction with the U.S. Department of Education during 2009-2011.

The training provided initial instruction with follow-up on the use of the ExC-ELL model and the observation protocol.

In 2011, the state team extended the initiative by facilitating and working “in the trenches” (Lachance & Marino, 2012) with elementary and secondary teachers to provide feedback and additional support as needed. In order to provide an additional layer of support to sustain ExC-ELL implementation in NC classrooms, electronic resources were provided to foster virtual collaboration among teachers who had grown close working relationships in the ExC-ELL initiative.

LinguaFolio and WIDA

Lachance and Marino (2012) furthermore explained how NC responded to the need for English learners to engage in balanced, authentic assessment with the implementation of LinguaFolio, an assessment that gauges language development with formative assessments. To this end, teachers were trained to include student-based assessments to augment annual state summative assessments. The professional development was conducted via the NCDPI ESL website. At the time of this dissertation study write-up, LinguaFolio was still available for teachers and administrators to complete it individually or in a combination of electronic and face-to face settings.

The North Carolina response also focused efforts to support content area teachers to address the World Class Instructional Design and Assessment (WIDA) English language development standards in mainstream lesson delivery. The state provided a variety of electronic links to help teachers understand the WIDA standards in response to content area educators’ concerns that they were underprepared to be language as well as content specialists. Moreover, the state ESL team “took the show on the road” and

provided presentations around the English language development standards about the North Carolina Essential Standards to help content teachers around the state understand their role in language development (Lachance & Marino, 2012).

Continued Outreach

More than simply targeting teachers, the NCPDI ESL team offered professional development via webinars to other stakeholders such as school counselors who potentially influence the success of English learners. The in-service training modules addressed a variety of topics including understanding international transcripts, college and career readiness, translation services, and community resources. The initiative was grounded in the notion that the “whole child” must be considered to ensure that English learners have a wide range of instructional opportunities and support services to help them succeed in school.

Finally, in their review of North Carolina’s response to English Language Learners, Lachance and Marino underscored that the state team engaged teachers statewide in professional development via book studies in an on-line format. For example, teachers participated in book clubs around the ExC-ELL model in an “electronic hub” to submit monthly questions with Calderon. Additionally, NC provided the book study venue for teachers to read and collaborate on *Fifty Strategies for Teaching English Language Learners*. The state provided books and a framework for virtual collaboration that included an assigned reading and summary and the sharing of ideas about how the strategies could be used in class.

Conclusion: ADVANCEing “Thoughtfully Adaptive Teachers”

In conclusion, multiple strands of literature informed this study of how a district-initiated multi-tiered professional development program in a small North Carolina town interacted with mainstream Elementary teachers’ professional subjectivities in relation to culturally and linguistically complex classrooms. In this chapter, I began with a brief historical contextualization of multicultural education for teachers. I continued with a review of scholarship suggesting the potential of culturally responsive pedagogy for raising student achievement in U.S. schools. Identifying “teacher dispositions” as a critical component of culturally responsive teaching, I examined conceptualizations of how educators’ cultural constructions potentially enable “thoughtfully adaptive teaching” (Fairbanks et al., 2010). Finally, I reviewed a recent overview of North Carolina’s “unique response” to English Language Learners as it has related to professional development initiatives for in-service teachers.

By any measure, the state of North Carolina has devoted considerable human and financial resources in response to its growing numbers of English Language Learners (Lachance & Marino, 2012). ADVANCE, as I will discuss in the data chapters that follow, was a local, peripheral response to the same demographic changes that had been engaged with at the state level.

While scholarship has emphasized the role of carefully orchestrated and thoughtful staff development for teachers as a means of promoting systemic change (Morrow, Casey, & Haworth, 2003), understandings of how teachers experience in-service learning is somewhat limited, especially as it relates to the development of teacher dispositions for diverse classrooms. Thinking about why professional

development is not more successful, Morrow, Casey, and Haworth (2003) have argued, “A teachers’ reluctance to change may be part of the explanation, but it’s not the only one” (p. 3). To that end, the significance of this study was grounded in the notion that the reconceptualization of in-service professional development and teacher education requires understandings of how multicultural teacher education, such as the professional development examined in this qualitative study, interacts with educators’ professional subjectivities and local contexts and circumstances. In the chapters that follow, I turn to ADVANCE as it was originally conceived by its author and to the experiences of three elementary school teachers who participated in the program.

CHAPTER 3: METHOD

This dissertation study employed participatory methods of qualitative inquiry to examine and theorize how a district-initiated, multi-tiered, professional development program in a small North Carolina town mediated mainstream Elementary teachers' professional subjectivities about their work with immigrant schoolchildren. Specifically, the study sought to understand what a cohort of elementary teachers working in the North Carolina elementary school took away from a multicultural in-service teacher education program sponsored by a local university and how the experience of that in-service learning interacted with their professional thinking through the following questions:

1. As designed and delivered by its sponsors, what was the intent of ADVANCE in terms of developing proactive dispositions for non-ESL specialists working with cultural and linguistic diversity, and how was that intent realized in curricula and coursework?
2. How did the teacher participants understand that original intent, and to what extent and in what ways did their learning in the in-service project interact with their professional subjectivities as teachers of transnational children of immigration?
3. What additional context and circumstances mediated those same teachers' dispositions? I analyzed the participants' subjectivities and interactions with curricula and classroom decisions to understand how this professional

4. development influenced them. I constructed meaning from the participants' perceptions and experiences by engaging the data, navigating, and analyzing it to determine themes, patterns, and meanings.

In this chapter, I describe my method for data collection and analysis. I begin with an outline of the sociocultural theoretical framework that informed this dissertation research and a rationale for the qualitative methodology employed. I follow with a description and timeline of data generation and analytic procedures

Teachers' Minds in Society

This study was informed by contemporary Vygotskian or “sociocultural” theory—a lens that had become increasingly common in studies of teacher-thinking in literacy classrooms (Smagorinsky, 2011). As Portes and Salas (2011) explained, sociocultural lenses for understanding human development are associated with the translated works of Vygotsky and resonated with iterations by American translators and scholars. Vygotskian frameworks for understanding the complexity of teacher thinking and contextualized action have become increasingly common in theoretical discourse surrounding teacher development and empirical investigations of that development across various contexts (Fairbanks et al., 2010; Fairbanks & LaGrone, 2006; Golombek & Johnson, 2004, 2011; Salas, 2008; Smagorinsky, 2007; Smagorinsky, Lakly, & Johnson, 2002).

For Vygotsky, higher mental functions are products of social interaction—relations between individuals. As such, development appeared first between people and then inside an individual. Thus, in-service teachers internalize ways of thinking through social interactions with partners that are more skilled or, for example, in a professional

development setting, in a zone of proximal development, and through an apprenticeship into the use of material tools and symbolic artifacts to mediate thinking. Thus, human thought is distributed across the material tools and social and cultural psychological devices that women and men have shaped over time and that have, in turn, shaped them (Portes & Salas, 2011; Wertsch, 1985).

Edenfield Elementary School

The setting for this qualitative inquiry was a small town North Carolina elementary school. Edenfield was a quaint small town nestled in the foothills of the North Carolina Piedmont. Culturally and linguistically diverse populations represented about 12% of the city's 40,000 residents. At 8%, Latinos represented the largest minority group, while Asians constituted about 4%. The town's diversity was evidenced in the day-to-day events of churches, sports and civic events, and, notably, school.

Saturdays in Edenfield were marked by organized and impromptu soccer and volley ball games. The city's young Latino and Asian residents visibly enjoyed these events. Families with small children chatted away in their native languages while strolling the streets. Churches recruited congregations in Spanish and English. The local, private university hosted various festivals for local citizens—celebrating, among other things, its growing global orientation.

Edenfield Elementary School was characterized as having the highest number of socio-economically disadvantaged students in the Edenfield Public School system. The overall school population was approximately 300 and had high numbers of students with exceptionalities, minority students, and those who were Limited English Proficient. Specifically, the school demographics were 33% Hispanic, 10% Asian, 30% White, 20%

African American, 9% EC, and 30% Limited English Proficient. There were 40 classroom teachers, and the grades ranged from kindergarten to fifth grade. The school had limited parental involvement but benefited from substantial community support. The Parent Teacher Association was comprised primarily of concerned local citizens. This was a Title I school since 93% of the students were classified as socioeconomically disadvantaged because they received either free or reduced lunch. Because of this federal funding, the school was well equipped with instructional materials. The kindergarten and first grade classes in the study had a part-time instructional assistant, and the third grade class had an instructional assistant for one hour each day. The paraprofessionals worked with students during literacy instruction. The school also had a full-time instructional coach who helped teachers with data-driven instructional decisions. Each grade level in the school had weekly grade-level meetings and weekly meetings with the instructional coach.

While immigrants only represented 12% of the total population in Edenfield, the number was much larger in terms of immigrant children attending local schools; 30% of school-age children were transnational. The ADVANCE Program, initiated by Edenfield University, was conceived as in-service professional development in Teaching English as a Second Language for mainstream teachers. The program offered multicultural professional development to educators working with English Language Learners and provided North Carolina ESL tag-on licensure. This 21-hour program was free to participants, all books were free of charge, and teachers who successfully completed the licensure program earned a \$1,200 stipend. Courses included Second Language Acquisition, Linguistics, Multiculturalism, Assessment for English Language Learners,

Issues in English as a Second Language, Methods in Teaching English as a Second Language, Seminar in English as a Second Language, and Special Topics in English as a Second Language.

A 9-hour multicultural professional development included Second Language Acquisition, Linguistics, and Special Topics. Participants at the less-intensive tier received free books and a \$400 stipend upon completion. The program was funded for a 5-year period—2002-2007. I had the unique perspective of being both student and adjunct instructor in ADVANCE.

Edenfield Elementary School had the largest culturally and linguistically diverse student population in Edenfield Public Schools, and three teachers in the school completed the professional development examined in this research. I had easy accessibility to the school because I was an employee of this school system and knew these teachers personally. Since I attended these professional development classes as a colleague or taught the participants in the study, rapport and trust were already established. This relationship enabled me to enter the classrooms and quickly assimilate myself as a participant observer to understand how students' experienced school and how their teachers' subjectivities were thoughtfully adaptive in terms of classroom community and curricula (Merriam, 1997; Patton, 2002) .

Since I had established positive rapport with the teachers in this research study, I made a personal visit with each of them to solicit their participation. After acquiring their cooperation, I contacted them by e-mail to complete a schedule of interviews and observations. I also requested that the teachers send a letter home to the parents of the

students explaining my involvement in their child's classroom. The classrooms examined were kindergarten, first grade, and third grade.

The Participants

As a preface to the description of the participants of this study, I (Siefert) note that I too was part of ADVANCE and, at various levels, a participant in the study. That is to say, the subject for this dissertation emerged from my own lived experiences as a first-grade teacher in Edenfield Public Schools. My teaching career began in 1981 in South Carolina. Recently married, I relocated to Edenfield and joined its school system first as a teacher and later as a curriculum specialist. In my own childhood growing up in the rural, segregated South as a daughter of blue-collar white workers with Cherokee lineage—I had come to know the world in Black and White. As the region's Latino population grew exponentially in the 1990s, the Black/White thinking that had historically characterized Edenfield began to change. I vividly remember the first non-English speaking student to enter my classroom. Juan had just moved to Edenfield from Mexico. Because of Juan and the young Latinos that followed him, I became interested in learning Spanish. Even more, I wanted to be a better teacher for the increasing numbers of English Language Learners in my district. In 2003, ADVANCE represented a fast-track opportunity for K-12 ESL licensure. I completed the 21-hour program two years later. Shortly thereafter, I migrated to the local high school as an ESL provider where I remained until I was recruited as a Curriculum Specialist for the district. Joining the high school, I was simultaneously recruited by the ADVANCE leadership to re-join the in-service licensure initiative as an adjunct instructor—teaching Second Language Acquisition and Practicum in Literacy for English Language Learners. I was, thus, part of ADVANCE, first as an in-service teacher

and then as an adjunct instructor for the program. Once ADVANCE ended, I was recruited to the central office as a K-12 curriculum specialist and, simultaneously, began the doctoral studies that culminated in the inquiry represented here. This inquiry, was, therefore, grounded in both my participation in ADVANCE and in the personal relationships I had forged with its participants. Hannah Woods, Ellie Washington, Addy Walker, and Betsy McClelland were my colleagues; they were also my friends.

Addy Walker, a Caucasian, had been teaching for ten years and completed this professional development program with me to obtain English as a Second Language add-on licensure. She began her career as a first grade teacher and had taught kindergarten for the last five years. Walker held a Bachelor of Arts in Elementary Education and a Masters of Education in Reading. She had taught at this elementary school since she graduated from college. I taught first grade with Walker from 2001-2003.

Ellie Washington, an African American first-grade teacher, began her school career as a teacher assistant. She had worked in the public school system for 20 years and, at the time of my study, had been a certified teacher for five years. Washington held a Bachelor of Arts in Elementary Education and attended this professional development from 2005-2006. During the time, I instructed her in Second Language Acquisition and Reading for English Language Learners.

Betsy McClelland, a Caucasian, was a veteran teacher who had taught for nearly 14 years. She held a Bachelor of Arts in Elementary Education and a Masters of Education in Elementary Education. McClelland obtained English as a Second Language local endorsement in the professional development program as one of my students in 2006.

Data Collection Methods and Procedures

Data generation and analytic procedures for this study of teachers' enactment of their learning was informed by a qualitative tradition aligned with an interpretive anthropology and a semiotic concept of culture (Emerson et al., 1995; Geertz, 1973; Wolcott, 2009). As a preface, I note that I participated in ADVANCE as both a student and as an adjunct instructor in the program. I began the program at its inception and completed the 21-hour add-on licensure in May 2005. Upon my completion of the program, Dr. Hannah Wood retired as the program director and recruited students to assume her ADVANCE instructional duties. I was employed by Edenfield University beginning the summer session in June 2005 and began teaching Second Language Acquisition and Practicum in Literacy for English Language Learners. I continued teaching at the university for the remaining years of the program's funding.

For the purposes of this research, I listened carefully to my participants responses. I was cognizant not to let my experiences as a student or as an instructor influence by questioning or my analysis of the data. Rather, I used the "fly on the wall" approach and put forth what the participants experienced and voiced in an effort to understand what ADVANCE has signified for the teachers.

The data collection included interviews with teachers about how their cultural knowledge evolved in the professional development and how the learning interacted with their subjectivities about diverse learners in mainstream classrooms. According to Glesne, the main goal of the participant-observer method is "To understand the research setting, its participants, and their behavior" (p. 51). I was mindful that my role in the field was that of a learner, not evaluator. From this vantage point, I remained cognizant not to

judge or evaluate but to be flexible and open-minded to understand how the participants constructed and used the knowledge they learned in the professional development program.

Role of the Researcher

Currently a Curriculum Specialist, I taught elementary school for 20 years and high school English as a Second Language for ten years and earned National Board Certification as an Early Childhood Generalist in 2000 and 2010. I am an employee in the same school district as the participants, so I had easy access to the teachers and classrooms in this study. Moreover, as the researcher, I had the unique, dual role of being both a student and an adjunct instructor in the professional development under examination. To achieve the goals of the inquiry, I scheduled a cycle of semi-structured interviews coupled with participant observations with each teacher-participant to understand their perceptions and experiences in in-service learning and the interaction of that experience with the contexts and circumstances of working with diverse learners in their specific school community.

I had no direct contact or interaction with the students in the primary participant's classroom during the weekly observations. Rather, the "fly on the wall" fieldnote record included written notes about the site, classroom instruction, the participant's interaction with students, and professional and personal conversations with primary participants. The fieldnote record employed pseudonyms to ensure anonymity both of the participating teachers and her students who were not identified in the fieldnote record. I also collected and/or examined teacher or institutional classroom artifacts such as textbooks, teacher-generated assignments, rubrics, curriculum, school policies, and visual displays. At the

end of every week of participant observation, I conducted a 20-45 minute audio-recorded interview with the primary participating teachers. The interview questions were generated through ongoing analysis of field notes. The questions asked the teacher to explain her perception of something that happened in the classroom or, perhaps, a decision she had made and the process that informed that decision-making. In addition, the questions asked the teacher: To examine a tension she had encountered; How she navigated that tension; and/or, An aspect of her professional identity or activity.

As necessary, 20-30 minute audio-taped follow-up interviews (1-3) were conducted during the fall of 2012 with the primary participants to clarify data collected during the previous school year. Thus, the final data set consisted of approximately 12 hours of interview data and approximately 30 hours of participant observation at the school.

Phase I, Planning, began in January 2012 when I met with my dissertation chair to explain my interest in examining how a certain professional development influenced teachers' dispositions with linguistically diverse students in a local elementary school. After I received his approval of my topic, I began reading related literature in the field and thinking through my research questions and dissertation proposal. In order to submit a study application to the Institutional Review Board, I sought permission from the school system superintendent and the school principal. With their approval, I visited each of the teachers to acquire their cooperation to schedule a range of four to six semi-structured interviews coupled with a series of observations (three hours) weekly, including three all-day shadowing experiences (one per participant).

During Phase II, Data Collection, I used specific data collection procedures because they allowed me to enter the natural setting to engage with all players to gain insight about how the participants constructed cultural knowledge in the professional development program and how the program influenced professional dispositions. Schedules were set with individual teachers. This research employed the following data collection methods: semi-structured interviews, observations, and fieldwork (see Figure 1, Data Collection Spring 2012)

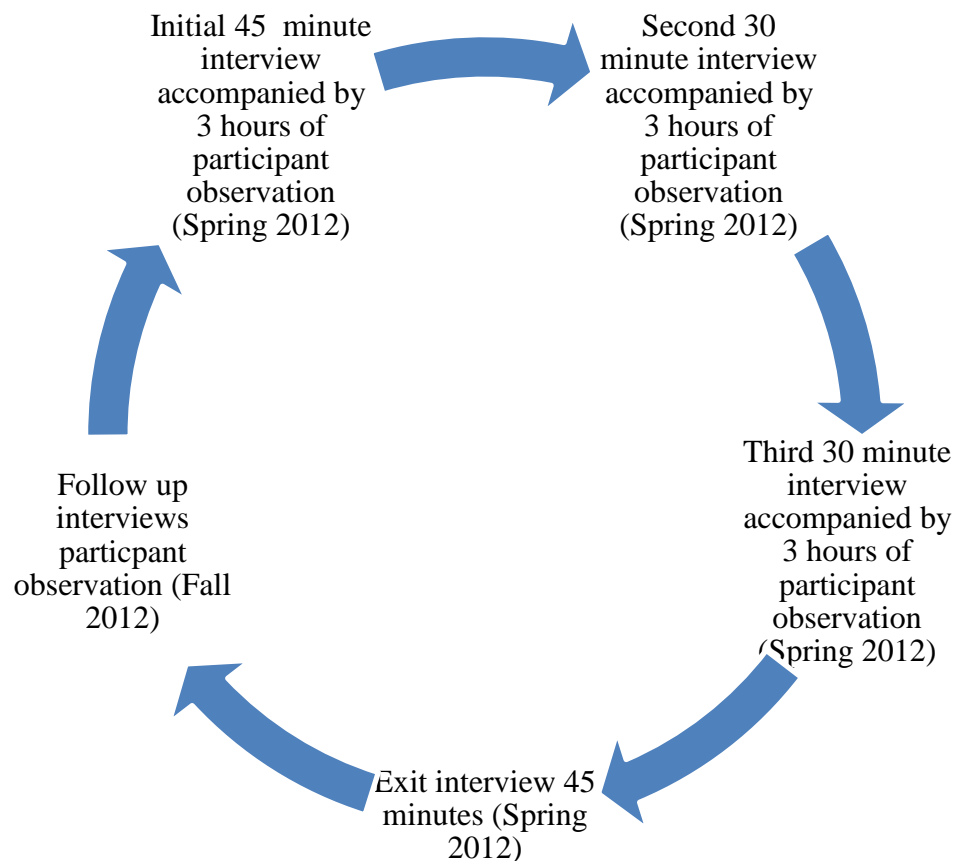


Figure 1: Data Collection Spring 2012

The initial interview protocol was designed to uncover both implicit and explicit evidence of how teachers' learning in the in-service training interacted with their professional subjectivities and affected instructional decisions. Specifically, it examined dispositions. The interviews were constructed to range from 20-45 minutes; however, the semi-structured nature of the interviews determined the actual length. The interviews varied from 30 minutes to one hour in length. I transcribed the interviews myself in order to become more intimate with the data. Transcriptions took place as soon as possible after each interview to ensure accuracy of the data. In addition, I used a digital recorder for each interview and tested the device prior to the interview to make ensure it worked properly.

The schedule of interviews accompanied classroom observations with the three participating teachers. I scheduled to visit each classroom four times. The initial visit was to "shadow" the teacher to get a close understanding of her teaching context. Subsequently, I visited three times (three hours) weekly for the course of the study. As a participant observer, I observed in the classroom to understand *if* and *how* the professional development program affected the teachers' professional subjectivities with diverse learners.

During the fieldwork, I remained sensitive to the surroundings as well as to the data collected. I constantly reflected on what happened and remained aware of what that suggested about the teachers' cultural knowledge base and how it affected dispositions with linguistically diverse learners. I was keen about the degree to which the educational context under observation reflected the reality of the classroom and was aware of overt and covert agendas as well as non-verbal communications (Merriam, 1997). Since I was

inundated with information during fieldwork, it was critical that I maintained a detailed written record of what happened during my time in the field. To protect the integrity of the data, I made fieldnotes about these emergent understandings. I kept a field notebook to record and highlight key events, relevant information, quotations, analytical notes, and reflections. My research journal was also used to plan, record comments, document sources, and to write thoughts and interpretations. I used fieldnotes to capture the setting, participant conversations, and classroom events. In addition, I recorded my personal reactions, reflections, analysis, and questions to engage in my own critical conversations with the data.

Data collection procedures also included investigating the professional development as it was designed and implemented by the ADVANCE director, Dr. Hannah Wood. To achieve this goal, I analyzed archival documents and interviewed the program director. The following flowchart represents data collection with the ADVANCE director for spring 2012/Fall 2012:

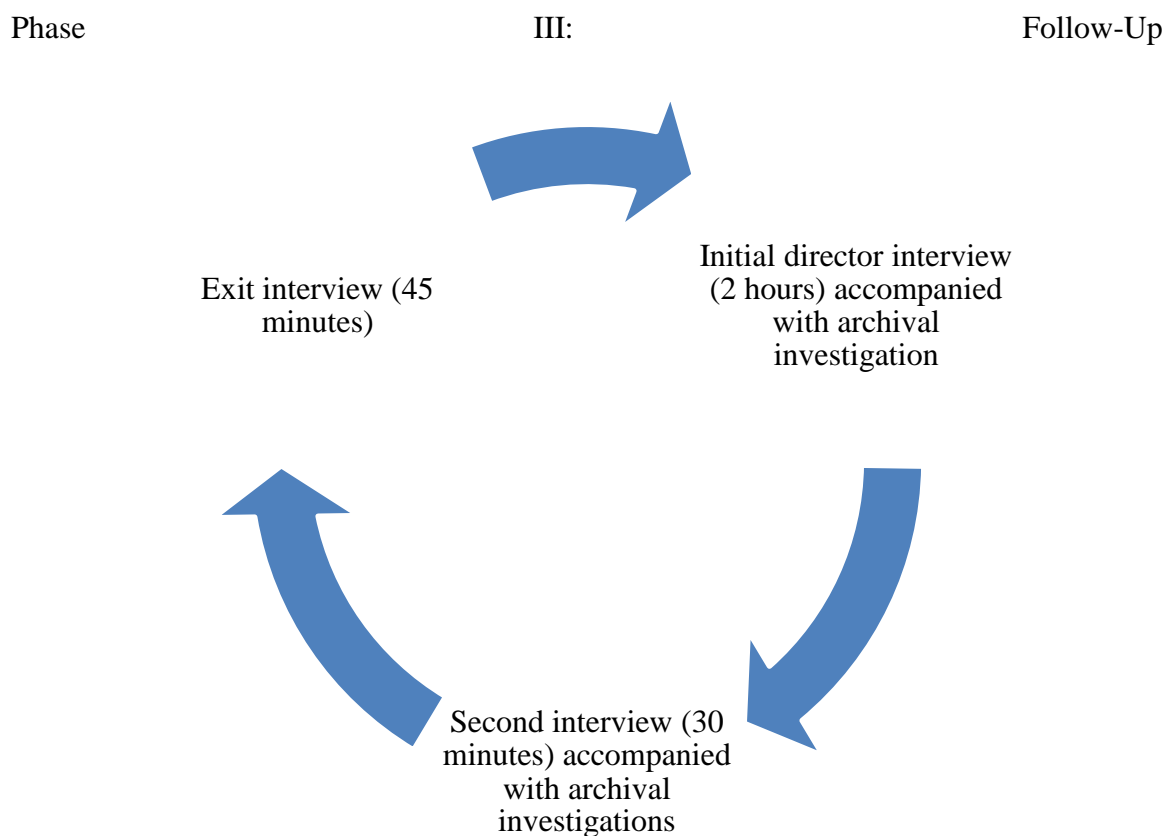


Figure 2: ADVANCE Spring 2012/Fall 2012

During the follow-up phase, I conducted Exit Interviews in which I interviewed the participants again to solicit their additional insights on working with linguistically and culturally diverse students. Here, I probed for their thoughts on what empowered or constrained them to work successfully in a culturally complex classroom. I sought their ideas on what kinds of in-service training they believed would further their cultural knowledge and what additional supports they needed to help English Language Learners with schooling.

According to Ezzy (2002) , transcribing is a preliminary step in data analysis, and I transcribed each interview prior to completing the others—becoming intimately familiar with the words of each participant. Such attentive work with data also allowed me to grasp what the participants said and to infer what the pauses and d punctuated sentences meant. Merriam (1997) argued, “ ‘Hearing’ what is not explicitly stated but only implied, as well as noting the silences, whether in interviews, observations or documents, is an important component of being a good listener” (p. 23) . During the transcribing process, I wrote notes and ideas about themes, theories, and patterns that emerged from the interview. Ezzy (2002) posited, “Understandings, interpretations and theories do not emerge from data through some mechanical process. They are a product of researchers thinking and talking about their research” (p. 71).

Data analysis was the vehicle through which categories, patterns, or themes emerged to make sense of what I heard in the data. Analysis provided a more orderly process to the unruly nature of data gathered in the field. Data analysis continued the process of organizing and interpreting data. Geertz (1973) suggested that analysis “is sorting out the structures of signification” (p. 8) . For Glense (2006), “Coding is a progressive process of sorting and defining and defining and sorting those scraps of collected data (i.e. observation notes, interview transcripts, memos, documents, and notes from relevant literature) that are applicable. . . ” (p. 152). Thus, as is typical in participatory approaches to qualitative research, data analysis was an inductive, recursive, and ongoing process that accompanied data generation and continued afterward in a transformative interplay of description, analysis, and interpretation (Wolcott, 2009).

Specific procedures or methods for compressing, fashioning, and reading the collected data followed Emerson, Fretz, and Shaw's (1995) practical considerations of the processes of qualitative fieldwork. Reading and re-writing the data included coding as well as in-process analytic writing, initial and integrative memo writing, and content analysis of ADVANCE-related documents. I did not assign a strict set of a priori codes. Rather, after multiple readings of the complete data set, I first identified "quotations"—bracketed segments of the data record through initial line-by-line open coding of data with the comment function in Microsoft Word. These bracketed segments or "quotations" were then grouped into the themes. After assigning quotations various codes, the next step was for me to interpret what the data were revealing about the research questions. This required that I used creative and divergent thinking skills and considered how the data might best fit together and what these connections perhaps implied. I analyzed what the data were saying with thoughtful, reflective interpretations. In the chapters that follow, I narrate the sense I made with the three elementary school teachers who participated in this study and the university faculty member who had authored ADVANCE.

CHAPTER 4: ADVANCING DISPOSITIONS

Since the Johnson White House, sustained concerns about the achievement gap between White students and those of color have driven differing models of school reform. Various types of professional development have addressed the need to foster teachers' abilities to work with English Language Learners. Indeed, these initiatives demonstrated an increasing emphasis in acknowledging each state's obligation to support English language proficiency among English Language Learners and teachers' responsibilities for these same students' achievement both in areas of content knowledge and language skills. In North Carolina, for example, English Language Professional Development has been advocated at the Department of Public Instruction. These offerings included both English as a Second Language add-on licensure and methodology in Teaching Speakers of Other Languages for mainstream teachers. For example, programs like Content and Language Integration as a Means of Content Success and Sheltered Instruction Observation Protocol have been offered to assist teachers with integrating language and content to support immigrant students toward English language proficiency. Literature in the field suggests that TESOL focused largely on methods and strategies.

As mentioned in Chapter 2, I addressed the likely connections between "teacher quality" and a culturally responsive pedagogical lens (Darling-Hammond, 2000, 2006; Darling-Hammond & Bransford, 2005) to highlight the significance of in-service professional development as a means to foster dispositions among mainstream teachers in

order that they may work more successfully in culturally complex classrooms. I referenced a vast body of scholarship concerned with the classroom interactions between learners of non-dominant communities with a teaching force characterized by the following traits: monolingual, White, middle class, Euro-American values, and ethnocentric frames of reference. Likewise, I discussed the potential relationship between those interactions and student achievement in order to posit that mainstream teachers need focused and extensive professional preparation to meet the unique needs of immigrant children they are charged to teach.

The literature referenced earlier pointed to the notion that the success English Language Learners experience in school is influenced by teachers' "cultural diversity knowledge base" (Gay, 2001) which shapes mainstream educators' success with English Language Learners. To this end, I examined ADVANCE an in-service professional development program- a model that sought to develop mainstream teachers who could work successfully across cultural and linguistic boundaries.

In response to my first research question, "As designed and delivered by its sponsors, what was the intent of ADVANCE in terms of developing proactive dispositions for non-ESL specialists working with cultural and linguistic diversity and how was that intent realized in curricula and coursework?" I begin the following series of data chapters with a description and analysis of the ADVANCE project. I draw from the original ADVANCE grant documents to describe its articulated purpose and planned structures via an inventory of ADVANCE coursework and curricula. The examination I present was informed by close reading of program documents and complemented by a series of two audio-taped interview sessions with the ADVANCE director and grant

author, Dr. Hannah Wood. In this chapter, I contextualize the ADVANCE program in the evolving demographic dynamic of Edenfield and the local university's commitment to the town's multi-ethnic community. Analysis of the original ADVANCE grant proposal documents and interviews with the program director indicated that ADVANCE was intended as a proactive response to way to the region's growing immigrant community. Interview data with Wood revealed additional motivations not explicitly mentioned in the program's documents. Specifically, this chapter discusses Wood's conceptualization of ADVANCE as an institutional tool for re-mediating low-functioning professionals. Furthermore, the chapter examines Wood's perception of ADVANCE teacher participants' "asymmetrical attitudes" about diversity. For Wood, then, ADVANCE's intent—beyond providing ESL in-service professional development and a potential path to add-on ESL licensure—was, for Wood, to change Edenfield teachers' "mindsets" about working with the diversity that transnational immigration had brought to the district.

ADVANCE and Edenfield

Edenfield, like much of North Carolina, experienced a dynamic demographic shift during the late 1990s, and the trend continued during the course of this inquiry. At the time of this study, Edenfield was ranked the 20th largest city in North Carolina, with a growing Latino presence. From 1990 to 2000, Edenfield's Latino population grew by 32% and increased an additional 9% in 2008 (see Table 1).

Table 1: Edenfield's Demographics

Year	1990	2000	2010
Total Population	28,301	37,000	40,000
White	22,917	27,245	27,750
Hispanic	221	2,863	4,544
Asian	286	1,474	1,277

Latinos were the largest and fastest growing minority group in Edenfield in 1990, and this demographic increase paralleled the state trend, an estimated 355% increase of Hispanics between 1990 and 2000. In Edenfield, this population grew exponentially as well from 221 in 1990 to 4,544 in 2010.

The changes in the local population that took place between 1990 and 2000 affected the school-aged demographics in Edenfield Public Schools and created culturally complex classrooms in this local school district.

The highest numbers of culturally and linguistically diverse students in Edenfield Public Schools were concentrated in Edenfield Elementary School (See Table 2).

Table 2: Edenfield Elementary School Demographics

Year	1990	2002	2012
Total Teachers	18	25	26
Total Students	350	454	387
Free/Reduced Lunch	58.3%	73.3%	91.7%
White	235	158	109
African American	99	151	101
Hispanic	0	54	124
Asian	0	71	27
Other	0	0	0

In 2002, the School of Education at Edenfield University responded to the issues prompted by the population shift that defined the new and evolving dynamics in schools

and classrooms throughout the Edenfield Public School system. Given that the teachers at Edenfield Elementary were primarily long-term residents with Euro-American roots, the university's educational leadership suspected that the town's population shift had created a mismatch between Edenfield's teachers and the children of immigration whom they were charged to teach. Consequently, Wood, along with the Dean of Academic Affairs at Edenfield University, applied for a federal grant to secure funding to provide in-service professional development for Edenfield's teachers and paraprofessionals.

The grant report generated at the close of the funding described the intent of the program as to "Improve proficiency levels of all Limited English Proficient students through improved professional practice." In short, ADVANCE was conceived as a capacity-building project with three main goals: (1) To increase numbers of licensed English as Second Language Teachers, (2) To provide English as a Second Language endorsement for mainstream teachers, and (3) To enhance skills of paraprofessionals working with LEP students. The program documents described the following outcomes:

Increase numbers of licensed English as Second Language teachers through the completion of the add-on licensure program at Edenfield University. Five candidates (a combination of pre-and in-service), in each of years two through five, will become licensed in English as a Second Language to supply the high-need and growing need Limited English Proficiency population schools.

In respect to goal two, ADVANCE would target k-12 mainstream teachers and would seek to "Increase the numbers of regular classroom teachers with skills to work more effectively with Limited English Proficiency." In total, ADVANCE promised that 90 candidates (including both pre-service and in-service) would complete a nine hour Local

Endorsement developed by the university in collaboration with the North Carolina State Department of Public Instruction. ADVANCE was, furthermore, aligned with the ESL Standard Course of Study. Its ultimate goal was to increase the number of mainstream teachers with skills to work more competently with Limited English Proficient students.

Goal three of the proposal sought to “increase the numbers of paraprofessionals with enhanced skills in working with Limited English Proficient students.” Over years 2-4, 108 paraprofessionals would complete a 48-hour academic program of coursework at the community college level. At the conclusion of the course sequence, paraprofessionals would obtain ESL Enhanced Teacher Associate Program (EETAP) certification.

ADVANCE represented, as I have explained, partnership among Edenfield University, Edenfield Community College, and four local school systems. With the grant awarded, Wood designed courses of study for the following levels: English as a Second Language add-on licensure, Local Endorsement for non-English as a Second Language specialists, and Enhanced Teacher Associate Program for paraprofessionals.

English as a Second Language Add-On Licensure

Notably, the Edenfield University ADVANCE course sequence for licensure exceeded the state’s English as Second Language licensure requirements by three credits at 21 hours, providing a more intense sequence of coursework and practica than had been realized in the ESL licensure program from its inception (1996). The add-on licensure courses at Edenfield University included a combination of theory and practice as illustrated in Table 3.

Table 3: Course Sequence for ADVANCE ESL Add-On Licensure

Course	Number	Course Title	Credit Hours
EDU	210	Theories and Principles of Second Language Acquisition	3
EDU	211	Introduction to Approaches and Methods in TESL (K-12)	3
EDU	212	Linguistics for TESL	3
EDU	309	Advanced Methods in TESL	3
EDU	313	Issues in TESL	2
EDU	314	Evaluation and Testing in TESL	2
EDU	319	Practicum in ELL Literacy Development	1
EDU	325	Practicum in Sheltered Instruction Observation Protocol	1
EDU	332	Special Topics in TESL	1
EDU	480	Reflective Teaching and Research in TESL	1

ADVANCE and Non-English as a Second Language Specialists Local Endorsement Certificate in TESL

While add-on licensure was an option for all participating teachers, the primary intent of ADVANCE was to recruit and to provide in-service professional development of mainstream k-12 teachers who worked with the increasing numbers of English Language Learners in their classrooms. ADVANCE sponsors recruited teachers across grades and subjects to participate in the 9-hour Local Endorsement Certification program. Requirements for the non-English as a Second Language Specialists included the course sequence as reflected in Table 4.

Table 4: Course Sequence for Local Endorsement Certificate

Course	Number	Course Title	Credit Hours
EDU	210	Theories and Principles of Second Language Acquisition	3
EDU	211	Introduction to Approaches and Methods in TESL	3
EDU	319	Practicum in ELL Literacy	1
EDU	325	Practicum in Sheltered Instruction Observation Protocol	1
EDU	332	Special Topics in TESL	1

ADVANCE and Paraprofessional Development

A final and significant objective of ADVANCE was to address, as well, the training of paraprofessionals to work more effectively with children of immigration. Generally, the paraprofessionals served students as instructional supports. The coursework requirements for paraprofessionals differed from the previous groups since Edenfield Community College delivered the majority of the coursework as illustrated in Table 5. Edenfield University delivered the 9-hour TESL component as evidenced in Table 5.

Table 5: Course Sequence for Enhanced Teacher Associate Program

Course	Number	Course Title	Credit Hours
ENG	111	Expository Writing	3
EDU	113	Literature Based Research	3
EDU	131	Child, Family, and Community	3
EDU	144	Child Development I	3
EDU	145	Child Development II	3
EDU	146	Teacher Associate Practices and Principles	3
COE	118	Co-op Work Experience I	1
EDU	153	Health, Safety, and Nutrition	3
EDU	172	Education Tools	3
EDU	186	Reading and Writing Methods	3
EDU	251	Exploration Activities	3
EDU	285	Internship Experiences School- Age	1
EDU	221	Children with Special Needs	3
COE	121	Co-op Experience II	1

Edenfield University

Course	Number	Course Title	Hours
EDU	210	Theories and Principles of Second Language Acquisition	3
EDU	211	Introduction and Methods in TESL	3

Edenfield University's Commitment: Early Beginnings

Project ADVANCE was the brainchild of collaboration between the university's administration and the School of Education. University leadership including Wood, who ultimately became the Project Director, wrote and submitted the grant in late spring 2002.

The university received notification that the grant was awarded beginning fall 2002 through spring 2007. Eligibility was defined as Institutions of Higher Education in consortia with local education agencies or state education agencies. The Discretionary and Competitive Grant was funded through the Elementary and Secondary Education Act, as amended, Title III, Sec. 3131, 20 U.S.C. 6861. According to the document review, The National Professional Development Program anticipated awarding 52 grants with an estimated range of awards from 275,000-400,000 and an average award of 337,000 granted to applicants. The grant was awarded for a period of 60 months and bound by federal regulations: EDGAR: 34 CFR 74, 75, 79, 80, 81, 82, 85, 86, 97, 98, and 99. National Professional Development Program documents reiterated the goals of ADVANCE's award:

This program provides professional development activities intended to improve instruction for students with limited English proficiency and assists education personnel working with such children to meet high professional standards.

It further reflected the Program Design:

Grantees have flexibility in designing programs to meet local needs for educators prepared to serve LEP students. Program activities may address, for example, high quality professional development for content teachers and administrators; induction programs for new teachers; faculty development for higher education faculty; career ladder programs for paraprofessionals; certification-oriented coursework for English language development specialists; career ladder programs for paraprofessionals; professional development for other educational personnel such as administrators, school counselors, and school psychologists.

Delighted to have received the federal funds, university leadership and its partners saw the grant as an opportunity to enact sustainable change in Edenfield Public Schools.

Although grant parameters included other targeted areas such as school administrators, guidance counselors, and school psychologists, review and analysis of program materials revealed that ADVANCE focused in-service efforts on those most closely related to classroom instruction with English Language Learners. As I have explained, certifications emanating through ADVANCE were designed for English as a Second Language add-on licensure, English as a Second Language endorsement for non-ESL specialists working in mainstream classrooms, and Enhanced preparation for paraprofessionals. Wood spoke of attempts to include other stakeholders such as principals, assistant principals, and school staff such as secretaries, custodians, and cafeteria workers; however, she conceded that those efforts were largely unsuccessful. No specific course design targeted areas outside classroom settings such as the public library system or after school programming. ADVANCE targeted Edenfield's culturally and linguistically diverse K-12 classrooms.

Interviews with program director, Wood revealed that ADVANCE was positioned as part of a larger institutional mission geared to generate open-minded, liberated thinking among students who attended Edenfield University. In contrast to the predominately White, middle and upper class students it currently served, Edenfield University was attempting to target a new base of potential students from the regions longstanding minorities and newcomers. Wood explained that she and the Dean of Academic Affairs both members of the ADVANCE leadership team, wrote the grant in reaction to the population shift that Edenfield experienced during the three decades prior.

She reiterated that the primary purpose of the in-service project was to improve the professional practices of teachers who worked with children of immigration.

“They Are Their Own Problems”

Wood positioned ADVANCE’s coursework and curricula in the University’s larger institutional message. To this end, she discussed the program’s original intent to “Improve proficiency levels of all Limited English Proficient students through improved professional practice in working with all students.” Wood voiced that she was concerned with the ADVANCE participants’ intuitive dispositions for working with children of immigration; drawing from Zen language, Wood used the metaphor of a “box” to describe the limitations of K-12 teachers who were “locked in” their own cultural boundaries.

To illustrate, she recalled a sketch from a Buddhist guidebook: “We see a very simple outline of the round shaved head of a man. His shoulders are hunched, and he is staring at the moon through a window. It is a barred window.” The meaning of the sketch, she explained is similar to a Zen Buddhist’s anecdote where a monk said to a Zen Master, “I’m a prisoner. If only I could be free.” The master asks, “Who is making you a prisoner?” Wood likened this Zen exchange to the situation of the ADVANCE in-service teachers who enrolled in the program. She commended the participants for enrolling, even though most of them did not realize that they were “locked in.” She posited:

Well, the bottom line here is that for all the years I’ve been teaching especially older students, what I find is they, they’re in boxes. It may be their third box or the eighth but, they’re *still* in a box. And, they can’t find their way free. They’re trapped. . . stuck.

Wood explained much of the work that the ADVANCE leadership tried to do was attitudinal. She articulated her perception that Edenfield Public School in-service teachers were trapped in their many years of working in monocultural classrooms and that they were mired in that same educational context. Or, as she explained, “They’re stuck, and they can’t get out of the mud, or beyond the, the bars.” The ADVANCE response, she believed, was “To provide keys so they that they could open the locks and see that they did have potential; and, they did have resources and options that they just hadn’t discovered yet.” Repeatedly, she referenced the program’s intent to develop proactive dispositions among those working with Limited English Proficient students in the Edenfield Public School System:

So a lot of the work we did was attitudinal. An, and it’s like saying, O.K. you, you may not like this approach but let’s try to breathe fresh air for a while and let’s see if it would work.

Wood elaborated on ADVANCE’s intent and explained that she believed the program participants, themselves, were barriers to their own cultural progress: “They can’t figure out their problems. The problem is them!” I heard Wood say that she thought ADVANCE was realized in terms of helping participants recognize they did not have to continue with a “business as usual” approach to teaching and learning in culturally complex classrooms. In short, the program director maintained the focus of the ADVANCE work was enhancing mainstream teachers’ dispositions to work successfully with children of immigration.

Over the course of our formal and informal conversations, Wood explained that the course texts were chosen to develop cultural knowledge and cross-cultural

competencies. She emphasized that, in their ensemble, the ADVANCE readings took on “race, culture, and the politics of school success and responded to the White power and privilege commonly perpetuated in classrooms.”

Wood described one of the texts, *Closing the Achievement Gap*, as fundamental to any change cycle experienced by the participants. She voiced her belief that the notions and ideas this text developed among the participants interacted productively with their asymmetrical, but evolving, subjectivities. Wood explained that *Closing the Achievement Gap* was used with all three ADVANCE certification levels: add-on licensure, Local Endorsement, and Enhanced Preparation for Paraprofessionals. She contended that the text and coursework assignments illuminated the persistent achievement gap between “insiders and outsiders. That is to say, it uncovered and confronted students’ existing attitudes, and was a real eye opener for them!”

Challenging Cultural Comfort Zones

Wood explained that course readings were only one mediated tool that ADVANCE employed. Additionally, ADVANCE participants experienced frequent fieldwork in the form of action research designed to disrupt and challenge participants’ “cultural comfort zones.” Specifically, action research that focused on learning more about Edenfield’s immigrant communities was included to help participants develop understanding and empathy that, she believed, could shift “from preconceived perceptions into experiential realities.” For example, she described the Funds of Knowledge project, which ADVANCE participants were required to complete, in the following conversation:

Dr. Wood: We did ethnographic studies, and we would tell them, the teachers, that they would have to go out. The ADVANCE participants needed to pick a family or preferably families from differing cultural backgrounds. They then got interviews to understand what the family dynamics were and what the goals were for their students. We tried to get them out of their cultural comfort zones for sure by having them work in detail on all kinds of fieldwork activities.

Siefert: I remember doing that in your class!

Dr. Wood: Yeah, yes! You enrolled at the beginning, and the program evolved greatly after your time in the program.

Shadowing a Limited English Proficient student in school and at home was, she explained, a way to “Get them out of their cultural comfort zones.” Repeatedly during the course of our conversations, she visited the notion of cross-cultural competence and how class fieldwork affected these teachers’ attitudes and dispositions by confronting, pushing, and extending participants’ “cultural boundaries.” She emphasized that ADVANCE helped participants to have multiple frames of reference so that they could better understand their students’ needs.

Wood saw ADVANCE as a means of cultivating reflection among program participants about classroom dynamics—especially power and privilege, and how they shaped teaching and learning experiences for English Language Learners:

It was everything from how many and where are the diverse students sitting? LEP and native speakers. Are they clustered? When and what assignments are going

on? How, how do they mesh? What's the attitude of the teacher toward groups that stay together speaking the same language on assignments? How long does the teacher give a student to respond...is there differentiation between those who are native English speakers and those who are not in relation to that?

To this end, Wood said that ADVANCE students participated in such assignments regularly and examined what was going on with immigrant students in the schools. She explained that the program participants observed and analyzed a variety of classrooms.

ADVANCEing beyond the University Classroom

Speaking to the aforementioned institutional mission of Edenfield University, Wood talked about the university's stated goal to build a sense of institutional community and collaboration. She contrasted how secondary and elementary schoolteachers experienced models of community and collaboration very different from each other: Specifically, she related:

We wanted to build a sense of community with ADVANCE that crossed grade levels, subject areas, and even schools. It was a great revelation to me, teaching in university, especially, that professors seldom crossed academic lines to share instructional strategies. . . in other words, what works for them and what doesn't. I found that many pre-service teacher ed students, at the middle and secondary levels, were also reluctant to form sharing communities. Elementary candidates, on the whole, were much more open. With ADVANCE classes, I was struck by how friendly, helpful, and supportive the elementary teachers were with each other and how easily they shared ideas, techniques, strategies. And, then, in those same classes were teachers from secondary, or perhaps, middle schools who were

more reluctant to share. They were experienced teaching professionals in stark contrast to those elementary teachers. I mean, that the secondary teachers appeared to be inexperienced in the practice of sharing, of talking about what confused them or didn't work with the class of the student or the topic. I believe that disposition was developed at the pre-service level.

Here, Wood drew on her lived experience as a high school teacher and a college professor that she characterized as “lonely” and departmental meetings as a “waste of time”:

It's a once a month meeting and afterwards, you still know you're still on your own. I found in my own teaching experiences that there was little encouragement to learn from each other, to demonstrate different practices, to improve the art of teaching or even to discuss it. And, if there was a group of like-minded that wanted to refine instructional approaches—a teaching community—you usually discovered it by accident or you founded it yourself. And, so I really saw the ADVANCE program as a special opportunity to break down some walls...the boxes again.

She tapped her own background to inform what she believed the ADVANCE participants needed to confront, the isolation she saw as problematic especially for middle and secondary teachers.

Wood discussed the possible pool of participants for ADVANCE and shared the leadership's belief that the in-service program would attract a significant number of middle and high school teachers, because school systems saw a big need there. Furthermore, she suggested that the elementary school participants would be a positive

collegial influence on their upper-grade counterparts. This professor articulated that fostering a community of learners across school levels was one of the major aims in the coursework:

I was very much hoping that ADVANCE teachers would learn from the each other and that they would pick up some practice, Vygotskian . . . at the same time, we thought it would be wonderful to have this classroom mix of pre-service candidates, the paraprofessionals, and k-12 teachers because they could all talk together at one time.

She went on to say that the course design that required that students meet twice weekly would foster such collegiality and develop cultural capital framed in a Vygotskian theme of collaborative learning.

Wood argued that the classes the participants took at Edenfield University were safe spaces that fostered crucial conversations about the social and academic “pushes and pulls, barriers, challenges, and frustrations” that English Language Learners faced in Edenfield Public Schools. Here, students were afforded a constructivist model of professional development in which they could engage coursework, discussions, and field experiences to bend and break the “bars that locked them in.” The Vygotskian lens to which she adhered posited that individuals mediate learning on two levels, collaborative and internal. Wood explained that the students collaborated for a majority of class assignments and engaged their individual subjectivities via the individual and reflective assignments. She believed and hoped this would serve as a forum for discussions about what was “really going on in classroom instruction.” She viewed the in-service participants as “human capital” or resources for one other and thought that collaboration

would happen in the ADVANCE classes in ways it did not in grade levels and departmental meetings in schools.

They Have to Walk the Walk

Talking about ADVANCE and its intent, Wood drew from another piece of the institutional message at Edenfield University “to promote responsible leadership.” For Wood, ADVANCE meant to foster teacher leadership that might affect the larger school context. She explained that she had hoped that any dispositional changes the program cultivated among participants would carry over to their colleagues back at their respective schools as well. Furthermore, she explained that a goal of ADVANCE was to develop the participants who were not only “talking the talk, they have to walk the walk.” She elaborated:

We saw the ADVANCE program as creating responsible individuals who all would share insights from the classroom. For example, Mrs. Jones is in ADVANCE and Mrs. Phillips is also having ADVANCE. They are not only working together to make sure...they're *both* going to make sure they are both moving their students most effectively and efficiently. But, what they were then having to realize is, it's not just about *talking the talk*. They have to be able to walk it, because they're going to have to be models for the rest of the personnel.

Wood extended the anticipated influence of these same participants to other stakeholders outside the confines of the classroom. She charged that the dispositions ADVANCE aimed to develop in the participants were geared to influence others within the school setting including principals, assistant principals, clerical staff, and peripheral support personnel at the community and district levels. According to her,

We saw ADVANCE from word one, we were all committed to the task to be able to talk it, to do it, but we also... we saw it as duplicating. Not only in the schools that were involved in the initial LEAs, but we saw it as duplicating to other areas, other systems. We were hoping it would be such a good model for teacher education programs that other schools would use it.

Indeed, Wood extended the scope of the program's mission to include, potentially, a much larger audience outside the group of the teachers who participated in the program. In short, she talked about its promise for proliferation. As such, she believed that ADVANCE had the potential to become an in-service model for culturally and linguistically responsive professional development.

Putting Real Faces on the Issue of Immigration

Remembering the program, Wood highlighted the culturally and linguistically diverse resource speakers who came to talk about their own immigrant experiences. Wood argued that these individuals could speak directly, intimately, and "bluntly" to the teacher participants in a voice that neither their own students back in the classrooms nor their college professors could. She maintained, moreover, these resource speakers influenced program participants in ways that college texts failed to do. She related the story of young Hmong woman who spoke to her class:

I can remember one in particular... a Hmong young woman, and she did a very good presentation on coming here, to the U.S., and her family's coming here. And, she made a very strong point by saying "We *can't* go back home. And, there's no way we can go back home. So, we don't have a choice. We're going to make it here." And, I believe it's one of the first times the longtime resident,

monolingual, ethnocentric White lady-teachers who were sitting in my classroom understood the issues...they really...had not had it put to them so bluntly.

Wood voiced frustration that ADVANCE leadership was limited in terms of diversity. All professors were middle-aged, White women. Although she herself was an immigrant (Canada), the ADVANCE program needed diversity in terms of staff. As a result, she brought in several resource speakers including Chilean, Colombian, and South African k-12 teachers, a Moldovan accountant, an Irish poet, and a Russian executive. She described the selection of the Irish poet and explained how he was invited to speak to the class because she saw him as “testing attitudes.” Wood explained:

We didn't even have male representation in the program. So Aaron Rice was a real advantage to us...you know? He's an Irishman, and he comes from working class background...rough, hard life. He provided workshops for us every year. He's a poet. Well-published in the U.S. and Europe. Well-traveled. Respected. So, he and we...liked it for that “look” of somebody who looks like a beefy, rugby player, which he is, but, he's, also a poet. So, it tests attitudes...you see? And, the African teacher of mixed racial background who lived in South Africa during Apartheid times...well, he, he was very, very cognizant of power politics, and I know he gave a couple of sessions to a couple of my classes on seeing...seeing the political power in the classroom.

She used these examples and demonstrated how the program confronted perceptions and reality and how reflective assignments fostered new cultural realities among participants.

Wood explained that the texts used in classes developed notions around language and society to help students think about prejudices and differences. She believed that the

combination of cultural authenticity represented by the resource speakers coupled with what she called “carefully crafted textbooks” and class activities challenged her students’ cultural assumptions and aimed to cultivate positive teacher-attitudes. In one discussion, Wood cited the pre- and post- attitudinal surveys that were administered to ADVANCE students and explained that annually the program realized about a 70% success rate with participating teachers.

“They Can’t Deal”

For Wood, ADVANCE was intended to foster disequilibria among participants. The ADVANCE leadership, she said, recognized the participants had limited foreign language backgrounds. Entrance surveys for all applicants revealed that most students had the token foreign language experience in high school or college, and only a few of them had studied abroad. She spoke about the limitations of an English-only background and argued that even though some of the ADVANCE participants might remember how to “conjugate a verb, they were illiterate in a foreign language. *They couldn’t deal.*”

During our conversations, Wood hypothesized that ADVANCE students did not understand language learning since they, themselves, were too far removed from being language learners. Moreover, she did not believe that university teacher education prepared them for linguistically diverse classrooms:

And, then we have some pre-service candidates who have to take very little pedagogy. The emphasis is on content. Mostly, their academic content. And for those who are going to teach in high school? There’s even less in pedagogy so, they don’t know damn all about methods. And, then university...where these university instructors who are teaching kindergarten, middle, and secondary

education students have seldom had one methods course themselves...let alone a speech course. Kindly speaking, I believe that most teachers in university don't know how to teach. They do know how to lecture. So Freire is right. It becomes banking.

Wood used this example to segue into her belief that universities did not address the pedagogy needed to help teachers navigate successfully in both content and language development to support English Language Learners. She insisted that although the ADVANCE participants teaching at the middle and secondary levels knew about their academic content and grade-level methodology such as teaching reading, for example, they did not know how to “marry this with language development.” Or, as she explained, “We were challenging assumptions and mindsets about teachers, about themselves, about what they should be, o.k.? And, how they then translated that into point of view. So, what we were doing was constantly stimulating flexibility. . .”

Wood visited the notion that ADVANCE leadership wanted participants to shift cultural paradigms, “We wanted teachers...this is one of the getting out of the box things...o.k.? With the little prison they put themselves in, to understand what it was like to operate in another language.” In order to foster this attitudinal change, she explained that participants were involved in readings, discussions, and class activities that fostered displacement and incongruence, so they could realize how their own students experienced working in asymmetrical cultural contexts.

Taking on Cultural Teaching Styles

Notably, in our interviews, Wood also discussed the use of a teaching and learning styles inventory designed to help ADVANCE students analyze which teaching

styles they used and how these teaching practices matched the students' learning styles. Wood characterized the inventory as "a real eye opener" for ADVANCE participants. She described how she augmented the exercise so that her students looked at "cultural teaching styles." Wood wanted her students to *understand* that their own cultural orientation framed the learning for children of immigration. To that end, she created ADVANCE, in part, as a space for in-service educators to think about how their respective cultures were more in line with some of the mono-cultural students they taught than with others. As a result, Wood contended that the ADVANCE participants came to understand that they were inherently a part of the cultural conundrum they faced in classrooms:

Even in a mono-cultural classroom, the teacher's style is more in accordance with some students than with others. Flexibility, which is what I told you went on . . . flexibility becomes a key in reaching more students in multicultural classrooms. It's more crucial.

Or, as she explained repeatedly, the ADVANCE content and curricula informed the program's participants about the importance of their cultural orientation, teaching styles, and flexibility in bridging cultural gaps to foster language and academic proficiency among Limited English Proficient students.

It's About Changing Mindsets

Wood put forth that teachers' dispositions to be "flexible" and their inclinations to work thoughtfully with children of immigration are more important than teaching strategies they employ.

In repeated conversations, Wood spoke to disposition. She maintained that the role of ADVANCE was to change participants' mindsets from the local to the international. She quoted from the university's mission statement, "This commitment must include the awareness, understanding, and support of the needs of a multi-ethnic community." She stated, emphatically, that it was not to equip teachers with the newest instructional strategies. She even spoke about this with her students:

I know you want me to give you a little tool kit of strategies. But we said, the tool kit itself only works if you, yourself, do the homework first. And, that part of the homework is finding out about your students and about yourself.

The advantages of ADVANCE, she believed, were that it continued and sustained professional learning, embedded cultural practices in daily classroom work, engaged participants in reflecting and investigating professional practices, and advocated for supportive coaching and mentoring between participants and with colleagues in their schools.

At the same time, she expressed concerns about challenges she experienced with the ADVANCE model. Wood feared there was a disconnect between the program design and delivery and teachers' professionalism and commitment to the program. In short, she said, "Teachers need to behave and work as professionals." Through the course of our conversations, I heard her voice frustration about how teacher participants behaved in the ADVANCE classes.

High expectations? I assume if you're going to be in a classroom, and you're a professional that you want to be there, right? And, it always came as a shock to me that when it comes to assignments being due, then that 40-year-old sounds like

an 18 year old or a 16 year old. They've *got problems.... And a relative's not well and there's an awful lot at work at the school....* I was shocked to hear this because I know they don't accept it in their own rooms. But I will give everybody a doubt until you do me in two or three times. You know? Another type of box perhaps?

Wood also pointed to school administration's role in seeing that professional development was realized in classrooms. She said that principals and district office personnel needed to tie teacher evaluations to what actually happens in the classroom because of the professional development. When she discussed the nature of professional development, Wood placed ADVANCE in the context of No Child Left Behind and its mandate for Highly Qualified teachers: "This is 2005! So, consequently, I think, that, well, we talked about highly qualified. We really needed to look at these people who are instructing and know how to instruct all these things you're asking me about, and they *don't*. And, nobody can force them."

Wood related her belief that ADVANCE had transformative potential since it focused on cultivating cultural flexibility rather than strategies. She contrasted this with what she saw as problematic with some professional development models. Wood stated her belief that it depended on the nature and structure of the model and that 1- or 2-day sessions are largely ineffective. She reiterated her view that ADVANCE was successful because it worked from a cohort model and teachers could collaborate about the topics under study in classes since they were meeting together regularly over a 2-year period. She said, "It depends...it doesn't usually if it's a one day workshop or a two hour mini-course. It can...*if* it's sustained, intensive, and its classroom and learner

focused...meaning that...there things that ADVANCE made you do well. We worked in a team and in an integrated fashion.” Wood asserted again her belief that having a team or cohort model where teachers can collaborate is fundamental to successful professional development.

Conclusion: “No Quick Fixes”

I began this chapter with an overview of the ADVANCE program—inventorying the program’s broad curriculum and its intent to create the possibility of add-on ESL licensure among non-ESL specialists was realized in content and curricula. Drawing from the original ADVANCE grant documents and audio-taped interview sessions with the ADVANCE director and grant author, Wood, I contextualized the ADVANCE program in the evolving demographic dynamic of Edenfield and the local university’s commitment to the town’s multi-ethnic community. As I have explained, ADVANCE originated as a proactive response to the region’s growing immigrant community and its growing presence in Edenfield schools. The ADVANCE program was situated in the evolving demographic dynamic in the town of Edenfield, and the local university’s commitment to the town’s multi-ethnic community framed the need to design and deliver a program like ADVANCE to respond to the new, diverse populous. Conversations with Wood revealed her perception of teachers’ asymmetrical attitudes. That is, teachers talked about their commitment to diversity. However, that commitment, she suspected, was not readily apparent in Edenfield classroom practice. They “talked the talk”; but, she maintained, they need a praxis that supported their words. Thus, for Wood ADVANCE was fundamentally about changing teachers’ “mindsets.” Wood wanted teacher participants to develop cultural capacity for working with English Language Learners.

What was not readily apparent in the broad curricular outline of ADVANCE was that Wood's intent was to shift teachers' subjectivities. In her view, there were no "quick fixes" or "little pills" for the teachers to take—especially given what she perceived as the profession's tendency to recruit low-functioning individuals. The changes required were developmental. Something needed to change within Edenfield's teaching force—something inside of the teachers. More than methods of teaching ESL, or theories of second language acquisition, Wood believed that Edenfield teachers needed to break free of the "bars that locked them" into the teaching and teachers they had become.

CHAPTER 5: UNDERSTANDING AND ENACTING PROFESSIONAL DEVELOPMENT: THREE TEACHERS' PERSPECTIVES ABOUT ADVANCE

During School Years 2003/2004 and 2004/2005, the three teachers of this dissertation study, Betsy McClelland, Addy Walker, and Ellie Washington all participated in the ADVANCE program. By spring 2012, the three women were colleagues still at Edenfield Elementary. All three were traditional “mainstream” teachers as defined by their professional service at the school. That is to say, they taught their respective grade levels in an inclusive manner—navigating the diversity that each school year brought. However, mediating their interactions with English Language Learners was the shared experience of the professional development initiative of which they had been a part. As previously mentioned, I too had been a part of ADVANCE. McClelland, Walker, and Washington were my colleagues.

In this data chapter, I detail how, through the course of our interviews and conversations in spring 2012, the three teachers looked back at their experiences in ADVANCE. I present their understandings generated through audio-taped interviews and informal conversations punctuating classroom observations of what they believed they had learned through ADVANCE, and how they perceived such in-service learning as interacting with their dispositions and beliefs about effective instruction for transnational children of immigration. Indeed, analysis of interview data suggested that the women shared the common understanding that ADVANCE had reshaped their professional roles as advocates for immigrant children and their dispositions for working in culturally

complex classroom. Furthermore, the program had appeared to raise the women's awareness of the systemic and structural barriers inherent in their particular public school system—and the potential challenges such barriers created for English Language Learners they taught. Those challenges, they believed, were especially acute for the Latino immigrant children who comprised the bulk of the English Language Learners at the school and the larger county.

“If You Don't Want to Teach ESL, Then This Wouldn't be the Place for You”

In separate interviews, McClelland, Walker, and Washington each explained their belief that the role of ADVANCE had been to help them respond to the changing demographics at Edenfield Elementary School—and specifically to the growing numbers of Latino immigrants—both newcomers and first and second generations. As I have discussed in previous chapters, a significant and exponentially growing student body of linguistically diverse children who constituted a new and diverse educational context in which these participants found themselves teaching characterized the changing population in Edenfield Public Schools and Edenfield Elementary. The teachers spoke about the changing faces of their elementary school classrooms and their individual commitments to remain relevant and current as educators. As Walker explained, “I mean like this school is 38% ESL, so if you don't want to teach ESL students, then this wouldn't be the place for you.” During our conversations, Walker further articulated that during her ten years teaching at Edenfield one-half of her class had always been English Language Learners. To that end, she sought any opportunity for professional growth for teaching ELLs such as the opportunity ADVANCE had represented. Explaining her enrollment in ADVANCE, Walker argued:

And then where I heard of the opportunity I thought, number 1, how could you pass up, you know another part of your education for that. You know I needed some new things to help my kids and what better than to get the theories and things like that in the classes. So I remember there was a group of us, we all stood in the middle of the hallway thinking...we've got to do this!

Walker spoke repeatedly about the large numbers of English Language Learners she taught. She believed that ADVANCE would extend her pedagogical and methodological knowledge for working more aptly with immigrant children and their families—and she was certain that it had.

In a similar manner, McClelland explained that her enrollment in ADVANCE had been motivated in large part by her desire to “bridge the gap”—teach the growing numbers of English Language Learners in her classroom more effectively. That is, since there were large numbers of English Language Learners at Edenfield, she saw ADVANCE as a program to help her improve mainstream instruction for her students with specific linguistic needs. McClelland was confident that she knew her content. Thus, her motivation to complete ADVANCE training had been motivated by her own suspicion that she needed to adjust her instruction for her students who “struggled with English language development in the central part of the classroom.” ADVANCE had been particularly attractive she explained, because of the often-financial constraints that prevented teachers from enrolling in formal postsecondary learning. She talked about how ADVANCE provided free course work, books, and paid a stipend for teachers to attend and argued, “The fact that it was paid for, you didn’t really have that barrier and

couldn't use that excuse. If you really wanted to help the kids, this was something you could do positively.”

Washington also saw ADVANCE as an avenue to grow her professional expertise for working with children of immigration: “Well, it's just that we had large numbers of English Language Learners, and I wanted to know some other ways, some other interventions if there was something out there that could help me help the children here.” In contrast with the other two participants, Washington acknowledged her own instructional skill set first; she framed ADVANCE as a way of enhancing what she already did very well. She spoke of the in-service learning in terms of interventions and additional “tools for her toolkit.” She had wanted to do what she already did very well even better. That was why she had enrolled in ADVANCE—and that was her expectation of the program.

In short, the three women had been motivated to enroll in ADVANCE for a variety of reasons—first of which was the numbers of immigrant children who had come to be an integral part of Edenfield Elementary School and promised to continue to be so. They consequently spoke about ADVANCE as a proactive response to the changing enrollment of Edenfield Elementary. Moreover, as I shall discuss in the sections that follow, the program of in-service learning interacted with their professional subjectivities in a variety of ways. First, all three teachers saw themselves as advocates for their English Language Learners and saw ADVANCE as an affirmation of their desire to meet the needs of their linguistically diverse students both in and out of the classroom. Second, they viewed the ADVANCE pedagogy and methodology as shaping their understanding of second language acquisition and its import for classroom practice. Third, McClelland,

Walker, and Washington expressed their belief that the coursework in this professional development in-service learning shaped their understanding of the complexity of academic language. Finally, the women believed that because of their participation in ADVANCE they understood, questioned, and circumvented certain systemic and structural barriers English Language Learners experience in public schools.

Actions Speak Louder than Words

As I mentioned, the three women spoke of ADVANCE as reshaping their role as advocates for the transnational children of immigration and their families who constituted a major portion of Edenfield's population base. As teachers, they saw part of their professional charge as advocating at the school level and beyond improving both academic experiences and the personal lives of their English Language Learners. Over the course of data collection, all three participants discussed their roles as advocates for English Language Learners, and in particular, Latino English Language Learners, on different levels and in a variety of ways.

Walker discussed how she worked for English Language Learners in both her classroom and the school by encouraging the young children to be proud of their mother tongue and to use it in and outside school. Moreover, Walker argued that she advocated for her children of immigration by including classroom-reading materials in Spanish and sent Spanish language resources for parents to help their children. Such differentiation constituted, she believed, the sort of "instructional advocacy" that had been a large part of the ADVANCE curriculum. Walker told, further, that if the same students needed help and resources beyond what she provided in the classroom, she sought the help of the

school principal, guidance counselor, English as a Second Language teachers, and the Literacy Coach:

And, um mostly I'll, mostly I'm the kind of person that like, I can figure out like who or what! You know, so like a lot of times if I know it's somebody that needs it, I'll just go and get whatever.

She expressed her belief that role of the school was to “even the playing field” and that English Language Learners were entitled to the same education as everyone else.

Moreover, Walker discussed her advocacy in the broader community context:

I just usually go to Centro International or I'll talk to different people. But, if there's something really specific, I'll try to find out what it is and then . . . either put them in contact with the right people or if it's like academic for tutoring, let's try Centro International or let's like, like I have a student who needs private speech right now so let's look at you know, kind of step like putting it out. . .but, ah, it just depends on what the need is. But, yeah, I'll specifically look at it because it depends on what it is. And, if it's something I can help out with, like that I feel I am within reason to help without school, and then I will. I just look at who I need to talk to.

Additionally, Walker described her advocacy as leading by example whereby her actions spoke “louder than words.” She explained how she had a research knowledge base to challenge her colleagues who perceived English Language Learners via a deficit lens. She elaborated that it was part of her teaching philosophy to explicitly take on colleagues who spoke negatively about Latino immigrant children, their rightful place in the school, and their instructional charge to teach them most effectively.

Likewise, Both McClelland and Washington described their advocacy for the instructional needs of their linguistically diverse students in the classroom and said that they sought outside help and support as needed from other stakeholders in the school. McClelland spoke about seeking assistance beyond the classroom as well and explained about examples in which she sought medical and housing care for her students via public assistance. In contrast to the other two participants, Washington did not speak about advocacy beyond the classroom and school. Rather, her activism was grounded in her classroom practice and her interactions with her colleagues at Edenfield.

“They Can Either Go This Way or That Way with Their Language”

McClelland, Walker, and Washington articulated their understandings that English Language Learners’ native language affected English language development, supported native language proficiency with their students, and advocated for it with their parents. Walker attributed these ideas directly to ADVANCE, and, indeed, Second Language Acquisition had been central to the professional development curriculum:

One, one of the things in ADVANCE we learned the language acquisition stuff. And so we learned that they could either go this way or that way with their language so that they’re, they’re, you know by the time they get to us they are still like open...big open here so they can use Spanish and English. And, so I think I learned you know that can go too, they can, like their role in Spanish which is part of their heritage and part of they’re . . . what they’ve been brought up with so it’s very important to somehow incorporate that in the classroom. It’s important for me to let them know I’m not squashing that . . . like it’s o.k. to do that. You can talk to me in Spanish. I may not know what you’re saying, but you know, I’ll get

a translator. So, their role is very important because it's their way of communicating.”

Similarly, both Washington and McClelland talked specifically about how the ADVANCE course in Second Language Acquisition informed their understanding of native language proficiency on the English language development of their immigrant children. McClelland and Washington recognized that the more proficient an English learner was in his or her native language, the more quickly they grasped the English concepts and vocabulary that were being taught. All three participants explained that they understood the need to foster native language proficiency especially in an English only model characteristic of Edenfield Elementary, Edenfield Public Schools, and across North Carolina. These participants explained that they used Spanish in their classrooms to promote Spanish language proficiency among their Latino students in a variety of ways including labeling vocabulary word and learning centers and asking Spanish speaking students to augment English language delivery throughout the course of the day.

To be sure, participant observation in all three classrooms revealed the integration of Spanish into the classroom community. McClelland, Walker, and Washington also described using bilingual reading materials with their transnational children and talked about sending these materials home for parents to help their children with reading in Spanish. Washington voiced that she suspected that her English Language Learners scored higher than usual on her literacy data because they could relate English to their native language. She too elaborated about native language proficiency and role of families in fostering it:

Families, too 'cause they're wanting to learn. What we do as teachers is try to send home materials in English and Spanish where the children can help them and in turn they can help them keep their native language. We have a huge amount of section of Hispanic books that go along with our English books in our library and that's something I just love. They are able to check those out, and, and we can get them enough books...the English copy to take home for their parents to read with them and to help them. You know this is your language and you take pride in that and let them know...having two languages is going to be amazing for you. You know you, we want you know education for them 'cause they know it's gonna be important for them to know both languages. It all comes together...

Furthermore, these ADVANCE participants spoke about their desire to cultivate both Spanish and English language development to foster bilingualism that they described as a competitive advantage for English Language Learners. In fact, Washington connected bilingualism to being a "global citizen and 21st Century Learner." Also, Walker talked about how she challenged the mindsets of her immigrant students' parents who frequently expressed their desires that their children only work in English. She argued:

No, we want them to read in Spanish! And English! We tell them to be bilingual- it is good for them...and kind of work with them. Because they want them to fit in to be part of you know the American culture so they don't want to stand out. But, a lot of times, it's me going back and saying we want them to be bilingual. It's a good skill for them in the future, you know to have both Spanish and English and they can read and write in both languages then you know they're at an advantage

already. That trying to have them understand that that's o.k. and we encourage that, you know, for children.

McClelland, Washington, and Walker talked about how the coursework around Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency informed their understandings about the connections between the two. All three participants described their knowledge about immigrant students' social language to contend that social language alone was not indicative of proficiency in concepts they were charged to teach.

Walker described how she believed that some students struggled with the social aspects of language while others were challenged with academic proficiency and that her role was to bring the social and academic languages together for her students. Moreover, she expressed that in her experience, students could grapple with language on either of the levels, and that is was not necessarily a linear process. "It could be either way. They were either struggling with their academics and they were kind of struggling with their English and they were understanding what was going on but they weren't able to get it out or they was just struggling with all of it." In short, ADVANCE had helped her to address the challenges English Language Learners experienced with social and academic language.

Moreover, McClelland explained that while she learned about the intersections between social and academic language in the ADVANCE coursework, she was concerned about her colleagues who lacked this understanding. She elaborated about the problematic nature of teachers who were uninformed about the relationship between the two and argued that often her colleagues assumed that if a student spoke English fluently

he or she would learn readily learn academics. McClelland pointed to the ADVANCE coursework for developing her professional knowledge about how to help her immigrant children navigate between social and academic language proficiencies. She spoke about one of her 5th grade students who was intellectually gifted but continued to score low on standardized tests. McClelland voiced frustration that she was unable to secure advanced placement for him. McClelland elaborated, “And, we couldn’t get him in Advanced and Gifted classes because his test scores were so low. And, that was because of the content language, and I didn’t realize that until the ADVANCE classes because he was so fluent and everything.”

In contrast, Washington did not speak explicitly about the relationships between social and academic languages. Rather, her conversations about language revolved around the empathy she felt for English Language Learners. She voiced that she felt her language experiences as a minority teacher paralleled those of other language learners and that Black students faced the same language obstacles in school as her immigrant students. She credited ADVANCE with informing participants on language barriers and how to break them down.

I think ADVANCE was very important to me and to other people is how you can break down the language barrier because I think in itself, African Americans have their own languages as well, and Americans and English, you know they have broken English. And, so I think Hispanics come in the same way.

Thus, of the various aspects of ADVANCE, the women’s exposure to theory and research about Second Language Acquisition had stayed with them—bringing a knowledge base to the classroom advocacy in which they participated

“Our Job is to Educate Them”

As I have described here, ADVANCE coursework interacted with the three participants’ subjectivities explicitly and surfaced in the professionals’ performance of instructional and personal advocacy. Moreover, my interviews with McClelland, Walker, and Washington demonstrated that the coursework manifested in ways beyond the program’s explicit curriculum. Namely, ADVANCE seemed to inform the three teachers with a knowledge base to expose (at least for the participants) and to challenge systemic and structural barriers that they perceived impeded the schooling successes of their English Language Learners.

McClelland, a middle-aged White woman who had taught for 14 years discussed the prejudices that immigrant students faced in the United States. Although she explained that her husband was generally supportive of her endeavors to help her English Language Learners, she confided that even some of her siblings were somewhat bigoted. They were intractable about Latino immigrants in particular and challenged her during family get-togethers as to why (illegal) immigrants were allowed into the public school system. McClelland, from their perspective, was guilty by association. The teacher’s brothers and sisters were largely suspicious if not somewhat hostile to her commitment to teach them. She elaborated:

I think it’s like the population as a whole perceives immigrants. I have, I come from a large family. I grew up with 11 brothers and sisters, and it is amazing there are only four of us that have actually, um, I don’t know how even to say this...that turned out to be as liberally minded as I am. Four of the twelve, so that was like a third. And then the others, some of them didn’t seem to have thoughts

about anything politically. You know, they were just completely oblivious to anything outside themselves. And, then the other ones were very much against like the immigration and what's going on...ah, and I see that I, I've had experiences with teachers here in the seven years I've been here that, that I've had the same kind of dealing with you know? They would make some comment, and I would say that's not our job, that's not our job to let someone know that they're here illegally. That is not our job. Our job is to educate them.

Besides the pressure she received from her siblings, there were additional impediments for McClelland to do her job most effectively at Edenfield. She described how the language barrier between the families and the school staff were problematic.

McClelland explained that Edenfield did not routinely offer all documents to the Hispanic families in Spanish. Thus, she believed the Spanish-speaking families were at a disadvantage in parenting and in leveraging school resources for their children. Likewise, Walker voiced frustration about the lack of native language supports provided by the school district to keep culturally and linguistically diverse families on an even playing field with their monolingual counterparts. Walker explained that there was only one interpreter for the entire school system. If the interpreter were unavailable to meet a parent conference or make a call home due to scheduling conflicts, there was an obvious disconnect between what she needed and wanted to do and what, in large part, she could do absent of an interpreter. In short, Walker admitted that there were times that parents could not receive the information she desperately wanted to communicate to them:

Sometimes the language is hard if I'm trying to get something important across, that someone's struggling you know, and I need to find the right words, I need a

translator you know? I mean you always have to. If you have a really, really important conference, find a translator, and they understand that.

McClelland explained how she not only wanted to have a translator for conferences simply because federal law required it. She voiced the need for open and accessible dialogue between mainstream teachers with their immigrant parents.

Edenfield Elementary and Cultural and Linguistic Disconnects

During the course of our formal and informal discussions, these participants spoke about how they wanted to accommodate the learning needs of their English Language Learners and how they wanted to seek all supports to help these same students achieve academically. Additionally, McClelland, Walker, and Washington explained that they believed they could advocate for immigrant students in the public school bureaucracy in ways that their parents could not. Walker raised concerns with an “English-Only” message that was perpetuated nationally. Such as the message was, she explained, it was particularly troublesome given the overwhelming absence of Dual-Language programs available to immigrant children. She spoke passionately about her concern that parents viewed the English Only approach to education at Edenfield as a message that English is the only language valued and encouraged. On the contrary, ADVANCE had emphasized, she explained, the role of native language in second language development. Walker, a monolingual, White Woman, was especially concerned about sending these parents the wrong message about the path to English proficiency. She wanted that Edenfield be more emphatic about the importance of maintaining heritage languages while learning in English at the elementary school. She had learned these sorts of things, she explained, in

ADVANCE. The fact that the school and the school system seemed so misinformed, she explained, was a worry.

McClelland also talked about another institutional message the school sent in terms of adhering to rigid schedules. She explained that when scheduling parent conferences, she found it difficult to meet the parents' needs for flexibility. She emphasized with their frequent inability to adhere to scheduled appointments. She explained:

Ah, time is not the same. It does not have the same perspective in Native American culture that it does, you know, in European culture and I'm wondering if maybe the Spanish culture is that way to? That may be like you know it's o.k. I'll get there. I'm on the way. Ah, it's a lack of understanding of the culture. I think 4:00 doesn't necessarily mean 4:00 and I'm o.k. with that but our translator can't be available. So, you end up making several appointments that are never kept, and I think that's the biggest thing.

Despite the frustration that a late parent might cause, McClelland defended the parents of her English Language Learners. She cited their desire to attend a parent conference as demonstration of parental care and concern for their children's academic welfare. She discussed her struggle with telling a parent that she could not meet if they came for the meeting late due to another scheduled conference. She described how those same parents felt embarrassed and awkward about the situation; yet, they had their own personal dilemmas with which to contend such as work and childcare. Both Walker and McClelland voiced that they took ownership in the problems the families faced and were

empathetic to all they must manage to negotiate home, school, and living two cultural lives.

Walker, McClelland, and Washington talked about how Edenfield Elementary responded to its diverse student body. Walker explained:

Um, well, let's see . . . we've done, in the past we've done like specific family nights for Hispanic students' families you know? So, we've come and we've, um, let like we've had the translators here from the Centro International, and um, we've done that different reading things and like math things. It's all been translated so the parents can see what's going on . . . and if they have any questions or whatever. . . We've done that recently for kindergarten. We had our Starters Day for new kindergarteners so we asked the Hmong translator, the Spanish translator to come and be there . . . and walk around . . . and help Hispanic families. It's like a lot of times it's involving it's not like we're setting aside to do something different, it's like we want them to know the same things that we're doing for everybody!

Walker explained that the parents of her immigrant children needed certain knowledge to navigate the school system in order that their children have better opportunities. She described how she made sure parents received what they needed and told how she went into the community to hold the same meetings for those parents who were unable to come on a certain parent night arranged by the school. Walker described how she volunteered to hold the school-based meetings at an alternate time in the community at the Centro International Center in an effort to serve the families. She spoke about going into the community to hold parent meetings:

Yeah, that's like our biggest night! We have the Hispanic nights, they would, cause they want to be involved, so it's a pretty good involvement. Even when I do it at Centro International, I mean it's a little bit smaller because I think parents are working. I mean we still have about 40 people that come to those. So, we're still, still getting, like last year we did it for literacy, right to introduce literacy to parents, and they came and we did like a word sort with them . . . for the younger kids and the kids in the upper grades, the . . . I think it was like reading comprehension, so they, they got it in Spanish.

With Walker, the other two participants shared their beliefs that English Language Learners were at a disadvantage when teachers wanted to refer them for testing to determine if they needed services from the Exceptional Children's Program.

McClelland, Walker, and Washington told about students they had taught who, in their professional opinions, would benefit from more direct and focused services such as those offered by the Exceptional Children's program. Also, they all described how the English as Second Language program discouraged teachers from pursuing special testing due to the language status of Limited English Proficient students they taught.

McClelland, Walker, and Washington concurred that this structural barrier prohibited their immigrant students from receiving all the services that could positively affect their academic performance in mainstream classroom. In fact, Walker thought the inability of English Language Learners to receive special services was one of the biggest challenges she faced teaching them:

Well, I mean, just, just like the ones that I knew needed extra help and trying to figure out why the laws were the way they were. I think that frustrated me the

most 'cause like you know I had several language learners that needed EC services and it was just harder to test them. That was always a concern. . . um, they always felt like, I felt like I was doing stuff for them, but I felt like more could be done.

McClelland spoke about advocating for her English Language Learners to be tested for Exceptional Children's services and described how getting a child from another language background evaluated for services is "nearly impossible" in spite of a teacher's professional judgment. As an example, she shared an incident where she advocated for two years for a student she had taught to be evaluated. To this end, McClelland shared that the student was finally evaluated and received services, "And, I've had students who I knew had more going on than just language, and you have to stay on top of it. There was this one student I worked on for two years, and finally before the testing last year, he got modifications."

ADVANCE and the People Who Surround Us

To recapitulate, ADVANCE interacted with the professional subjectivities of all three participants in a variety of ways. While McClelland, Walker, and Washington shared an intuitive disposition for attending to the social, emotional, and academic needs of English Language Learners in their classrooms, they perceived ADVANCE as extending their understanding and making them more capable as teachers and advocates for both immigrant children and families in classroom and community contexts. Moreover, they saw ADVANCE coursework as influential in grounding their understanding of second language acquisition. Accordingly, all 3 participants articulated that they were intentional about integrating heritage language into instructional practices

to support the English language development of immigrant children. Washington did not speak specifically about advocating for maintaining the mother tongue with the parents of her transnational children. However, Walker and McClelland spoke about how ADVANCE furthered their understanding of heritage language in English language development and advocated for its significance with parents of their English Language Learners. McClelland, Walker, and Washington voiced that pedagogy and methodology in the ADVANCE coursework fostered their knowledge about issues around social and academic language.

Thinking about cultural historical theory its implications for K-8 Language Arts teachers, Smagorinsky (2013) underscored Vygotsky's conceptualization of the social origins of thinking—"We learn not only words, but ways of thinking through our engagement with the people who surround us" (p. 197). Analysis of the three teacher participants' understanding of ADVANCE's original intent indicated that they had seen the program as designed to help them become even better teachers with no financial imposition. All three teachers considered themselves competent if not highly competent. They saw ADVANCE as helping them to do what they already could do—even better. Looking back at the program, the teachers also talked about ADVANCE as providing theory behind what they already did. ADVANCE was, at some levels, an affirmation of their professional identities as life-long learners. It was, furthermore, purposeful in that the program furthered their skill-set and dispositions for working with English Language Learners. Ultimately, licensure or local endorsement provided an official validation of their learning to work with English Language Learners.

Moreover, ADVANCE as a formal program created a community of practice where the three teachers could reposition themselves as culturally responsive advocates versed in theories of second language acquisition, methodologies for teaching English as a Second Language, and more. However, the space ADVANCE created was temporary—one to two years. What was more permanent was the specific context of their Edenfield Elementary School classrooms in the specific contexts of Edenfield Public Schools in the Northern Piedmont. These participants raised important questions about the opportunities for English Language Learners, specifically, in Edenfield Elementary. Spanish speakers of Latino heritage were due to receive the appropriate educational opportunities to which they were entitled. Whatever they took from ADVANCE, the women nevertheless voiced an understanding of myriad barriers, both systemic and structural, that challenged the linguistically diverse children they taught and their families.

CHAPTER 6: “I UNDERSTAND THE STRUGGLE”: WHAT LIFE HAD TAUGHT ELLIE WASHINGTON ABOUT TEACHING YOUNG IMMIGRANT SCHOOLCHILDREN IN THE RURAL PIEDMONT

The Wednesday morning weather broadcast had predicted severe spring thunderstorms, and by 9:00 am they had already made their way to the windows of Ellie Washington’s Edenfield Elementary School first- grade classroom. Washington began her Whole Group lesson, but her 17 students seemed more interested in what was going on outside. The sky grew darker and the 17 children more nervous—glancing distractedly to the six windows framing the wall of Room 102. Washington in her happiest teacher voice called out, “Today we’re going to be scientists!”

Magdalena: “Is the plant like a life cycle?”

Washington: “Kiss your brain!”

In the previous data chapters, I examined understandings of the ADVANCE program and its intent as designed and delivered by its sponsors. As I discussed, the professional development sequence for add-on licensure in English as a Second Language was framed as a response to the growing linguistic complexity of Edenfield City classrooms and, in particular, to the school district’s increasingly visible Latino schoolchildren whose numbers had grown substantially both in Edenfield and the region.

I also examined how the three Edenfield teachers looked back at their experiences in ADVANCE—what they believed they had learned, and how they perceived such in-

service learning as interacting with their dispositions and beliefs about effective instruction for transnational children of immigration.

I conclude the data chapters with a focused analysis of what an in-service learning sequence for building proactive dispositions and professional knowledge about effective instruction for English Language Learners had signified for Washington, an African American first-grade teacher in Edenfield City Elementary School, North Carolina. As preface, I locate this narrative of Washington and her experiences in culturally and linguistically classrooms in a body of scholarship that advocated for “culturally sustaining pedagogy” across grade levels and curricular contexts (D. Paris, 2011; Django Paris, 2012) . Notably, for the most part, such literature has been implicitly directed to White females of middle class social and economic capital. Indeed, while there have been longstanding discussions in general teacher education and TESOL about the belief systems that teachers bring to their professional subjectivities and how “personal practical knowledge” (Golombek & Johnson, 2004) shapes classroom practices, few have attempted to capture the perspectives of African American educators working with English Language Learners in U.S. primary school contexts. More broadly, the field of TESOL has produced relatively little scholarship examining African American teachers’ professional subjectivities in regards to working with English Language Learners. My intent in narrating story is, therefore, to theorize how her lived experiences as 1. An African American woman in rural North Carolina; and, 2. As A mid-career elementary school teacher shaped or, to borrow from a Vygotskian lexicon, “mediated” her interactions with the ADVANCE program.

I began this chapter with Washington's personal journey as an elementary school teacher. I continue with an examination of her interactions with ADVANCE in terms of her personal disposition and professional orientation for working in a culturally complex classroom. I conclude with a theorization of her interaction with ADVANCE through a Vygotskian lens for understanding the mediation of professional subjectivities.

Washington's "history in person" (Holland & Lave, 2001) was, I argue in this chapter, a point of reference for her interactions with the immigrant schoolchildren in her first grade classroom; her lived experiences were the lens through which she understood her professional subjectivities as an engaged teacher working on their behalf. That is to say, Washington's "funds of knowledge" combined with ADVANCE to validate her own insider knowledge about poverty and oppression. However, despite her commitment to English Language Learners, data analysis revealed a somewhat conflicted understandings of the advocacy that English as a Second Language (ESL) programming represented.

Poor, Black, and Southern

To return to the vignette with which I began this chapter, Washington's classroom was one of the school's three sections of first grade. As I have explained, Edenfield Elementary School was a small community institution that stood in a wooded area not far from the downtown for which it was named. The small town of Edenfield was established in the 1850s and boasted a series of North Carolina "firsts." It was the state's first town to install a council-manager government, electric lights, a complete sewer system—and home to Edenfield University founded in 1891 by four Lutheran pastors and 12 initial students. The town's orientation toward family, its resolve to serve its citizens, and its

commitment to respond to local issues had earned it the title of an “All American City” and one of the “Best Places to Live” in the U.S.

In the foothills of the Appalachian Mountains, Edenfield had been once known for its furniture industry that slowly declined in the 2000’s. Other leading but somewhat diminished industries included textiles and fiber options. At the time of data collection, unemployment rate in Edenfield generally hovered around 10%.

Washington’s first grade class’s demographics mirrored those of Edenfield and, more generally, the state of North Carolina where a strong Latino presence had developed during the 1990s (Gill, 2010). The nine boys and eight girls learning about the life of plants that dark Wednesday morning included nine officially designated “speakers of other languages”; of which, seven were “Limited English Proficient (LEP).” All the children had all been identified and approved for free and reduced lunch status.

Working with diversity, Washington maintained, was something that came easily to her. Or, as she explained in our first interview, English Language Learners were the same as any others. That said, she believed that because of who she was and where and how she had been raised, she connected to them and they to her. One of seven children, Washington was born on May 19, 1960 in the North Carolina Piedmont. Her father, she explained, had been physically disabled as a young husband. Thus, Washington’s mother worked hard to supplement the government assistance the family received.

Not being born into privilege, Washington explained, made it easier for her to identify with the struggles her immigrant students faced in Edenfield and at the Edenfield School. She could “relate to” the immigrant children she taught. She had not been an immigrant, but she had known what it was to be poor and marginalized:

I didn't come from, um, a silver spoon in my mouth per se. I come from . . . food stamp family living off my dad's SSI, the nine of us. And, I understand the struggle so I, I learn how to communicate with them more and I feel like I have a more, more a heads up with some of the ESL children and other minorities.

In the course of the interviews, Washington returned repeatedly to her own lived experiences and how those memories empowered her teaching in ways that her White colleagues could never completely understand. She believed her own interactions with race and privilege raised her consciousness of just how much more effort her immigrant students would need to put forth to catch up with their monolingual peers:

I think, um, I thought me, myself as an African American woman too, took ADVANCE to show other teachers what, the negatives and the positives, what it is to be like an African American and trying to be better than the next . . . better than my peers just to have the same opportunities.”

Despite all that she hadn't grown up with, Washington remembered her childhood fondly—rich in African American Christian family values. Her deeply religious extended family supported each other, and valued, above all things, education.

After graduating from high school, Washington attended Marion University with her sister. There she earned her Bachelor's of Elementary Education degree. Her entry into the classroom first as a teacher assistant and, by the time of data collection, she had taught as a classroom teacher for 13 years. Although she graduated college nearly 25 years previous, Washington began her career as a teaching assistant. At the time of data collection, she had been a teacher for 13 years.

An African American educator in a predominately-White field, Washington's personal and professional stories detailed how she lived the same contradictions and contrasts that her immigrant students faced in the context of traditional schooling in the United States. Washington explained that her journey to teaching had been inspired by her own second grade teacher who convinced her that she too could become an educator. In fact, being a teacher is all Washington recalled ever wanting to do. Or, as she explained in an audio-taped interview:

I, I, ah I always wanted to be a teacher, and I knew that an early age. I, ah, always played school, and I always had to be the teacher. And if I wasn't the teacher, then nobody plays! And, it was because of a second grade teacher that I had and I just wanted to be like her!

Surrounded by White teachers, Washington confided that she had thought that all teachers were White and had to be so—with long hair:

And it's that I had an identity crisis . . . I thought you had to have long hair and you had to be White to be a teacher and then she made me realize that, that you didn't have to do that. Because I would, I had to put my "hair" on, put a white sweater on . . . on. . . have my hair.

Washington used the metaphor of chameleon to describe how necessity had taught her to adapt in contexts where the norm was markedly different from her community. She explained that she had learned to be different things to different people depending what she gauged as appropriate, "I can be home and be ghetto Ellie and come to school and be professional teacher."

Washington could “relate to” the immigrant children she taught—not because she had been an immigrant, but because she had known what it was to be poor and marginalized:

But, I relate to them. I know the environment and I can change and be versatile as a chameleon like them and not just um, the Mexicans but the Latinos ‘cause seem like we all have the common thread thing with each other as they, the Caucasians don’t.

Thus, Washington believed her own interactions with race and privilege raised her consciousness of just how much more effort her immigrant students would need to put forth to catch up with their monolingual peers:

I think, um, I thought me, myself as an African American woman too, took ADVANCE to show other teachers what, the negatives and the positives, what it is to be like an African American and trying to be better than the next...better than my peers just to have the same opportunities.

“We’re Still Working On Our Language”

When the ADVANCE program advertised for participants in Spring 2006, Washington readily volunteered to enroll. She systematically completed the program sequence; and, she received a Local Endorsement as an English as a Second Language teacher one year later. Washington explained that she always welcomed the opportunity for professional development and was more than eager to learn additional strategies, interventions, and new teaching tools to make her an even more effective teacher for English Language Learners. Moreover, she confided, she also considered herself a language learner.

Analysis of Washington's interviews also revealed that she believed that the African American English² (AAE) she had grown up speaking provided yet another insight about the language learners she taught. She explained:

I feel I know what they need. I, as an African American we are still working on our language instead of talking, you know having a formal language instead of that informal where you go all the way 'round the world to make just one point.

Washington explained that she reserved a professional register for colleagues and typically glided in and out of AAE when teaching. In other words, Washington purposefully codeswitched. At times, she explained, it was necessary and appropriate to model Standard English for instructional delivery. When walking students casually to lunch or to special classes and recess she reverted to “ghetto Ellie [sic]” —believing that students identified with her even more in her mother tongue. In terms of communicating with parents, Washington considered that formal English was often imposing for the families of linguistically diverse students. She explained that she typically spoke AAE to put African American parents at ease. The familiarity of their shared language signaled trust and intimacy. She was one of them—they heard it in her language. Washington wished she could do the same with Spanish-speaking families. She wished she knew their language, “If I just could speak Spanish, oh my lord! Language was a barrier. It just hurt me that they didn't understand, so I try to talk to them so they could.”

Washington voiced concern that linguistically diverse families often failed to receive important school materials and announcements in their native languages and that

² I note that “AAE” was my designation and not Washington's. Although the category “African American English” means different things to different individuals and communities, my use of the category here is to underscore Washington's distinction between her home language and the English of oral and written academic communication valued by Edenfield's public schools and public school teachers.

general meetings like Parent Teacher Association (PTA) meetings were held in English only. Washington also stated that she wished she had a command of conversational Spanish, so she could both work with her students more directly in their native language and talk to parents without an intermediary. She explained that scheduling an appointment with the system-wide translator was often problematic since there was only one interpreter to serve the entire school system. Furthermore, speaking through an interpreter inhibited her ability to forge close connections with parents. Specifically, she mentioned that parents tended to look more directly at the interpreter and connected with her more so than with Washington—leaving Washington in the margins.

Washington did not use AAE around certain professional colleagues—her principal, the ESL teacher, the Exceptional Children’s (EC) teacher or other system administrators—thinking that AAE would, from their point of view, compromise her professional integrity. Washington empathized with her English Language Learners because she, likewise, lived in two worlds—even at school and as a teacher:

And, I think some of those kids I can relate to those children, and I can relate to the culture. I understand the struggle, so I, I learn how to communicate with them more and I feel like I have a more, more a heads up with some of the ESL children and other minorities.

Thus, Washington’s profound empathy for the immigrant children in her classroom was grounded in her lived experience that ethnic minorities—herself included—needed language awareness:

If they are not taught from teachers who have been there and know that not only the ESL or ELL, whatever you call it -but I call all of ‘em my children. I don’t

kind of label them but I just say to that to the, to the...all the cultures in the race, it's like learning a new language. You have White children here still learning, it's learning a new language. And, so the non-English speaking students, we can teach them the same way we teach students who are born here speaking English, using what I learned in ADVANCE.

Explaining her enrollment in ADVANCE, Washington shared, "Well, just that we had a high percentage of ELLs here and I wanted to know some other ways, some other interventions if there was something new out there...that could help me with the children here." Notably, she believed that benefits of the ADVANCE coursework she had taken had extended beyond immigrant children. From Washington's point of view, ADVANCE had better equipped her to work more effectively with all students.

"They Can't Speak English, So They Must Not Be Intelligent"

Washington was intentional in addressing the language needs of the English Language Learners in her classroom. She consistently spoke about the importance of native language support. Moreover, classroom visits revealed that Washington integrated Spanish, to the extent that she was able, in her physical classroom décor, i.e., word walls, learning centers paraphernalia, and diverse folders were labeled in both English and Spanish. Additionally, Washington tapped the Spanish speakers as instructional resources to augment the learning experiences for her monolingual students who would "speak" for her from time to time. In contrast to the English Only model of education prevalent in Edenfield, Washington provided some first language instruction for her first grade students via the Spanish speakers she taught. She augmented her curricula to extend the

learning for her monolingual students in another language; and, she highlighted the cultural and linguistic knowledge that her Latinos brought into the class.

Washington explained her experiences in ADVANCE helped her understand the importance of integrating all students into the classroom environment. She spoke repeatedly about the importance of native language ability of the English Language Learners in her classroom; she believed these same students should maintain their native language fluency and teach that language to her monolingual students.

The ADVANCE sequence had included a class geared toward Second Language Acquisition; and, Washington profoundly understood the import of native language proficiency in English language development. Thinking about the diversity of L1 literacy in her classroom, Washington was sure that those students who had more developed literacy in Spanish learned English more quickly. Her classroom data was a confirmation of that notion: “I think that’s why they’re high on our data because they can relate to their first language but the rest of them, no-no they can speak it but not read it.” Likewise, she recognized through ADVANCE that the immigrant children who came to her classroom with less literacy in their native languages needed more instructional support and time to develop English language skills.

Washington’s advocacy for her students extended to the families of which they were a part. She challenged teachers who viewed linguistically diverse learners and their families through a deficit lens. The parents of her linguistically diverse students were eager for their children to succeed in school:

What we do as teachers is try to send home materials in English and Spanish where children can help them and, in turn, they help their children keep up their

native language...so we, we have a huge section of Spanish books that go along with our English books in the library. That's something I just love.

Washington wanted her first graders to be bilingual and encouraged them and their families to sustain and cultivate their native language abilities while learning English. Spanish/English bilingualism was, for Washington, an invaluable 21st Century Skill: "It's amazing...that turns into 21st Century skills...you know, knowing one then two languages."

She argued that her colleagues often looked at English Language Learners as unintelligent due to their lack of English language proficiency, "And, the concept is they come in and they don't know anything. They're not as bright." Washington worked to do her best to understand her students and expected her coworkers to do the same. She said that they should recognize that like monolingual English Language Learners, children of immigration also bring substantial background experiences and cultural knowledge that equip them to navigate culturally complex classrooms well –if all appropriate modifications and accommodations were in place and if the teacher had the training and the will.

"It's a Must-have"

Interview data established that Washington thought all educators, even veterans, needed to learn how to work with Edenfield's culturally diverse student population. Of 26 educators who worked at Edenfield, three had a Master's Degree in Education with 1 Master's Degree in the area of Reading and an additional two teachers with a Master's Degree in Elementary Education.

Although Washington's colleagues were all fully licensed and for the most part veterans, she insisted that for educators to work effectively with all students, they needed specific professional development similar to ADVANCE to hone the skills needed to teach effectively across culture, race, and language:

Even veteran teachers need to go through that as it should be for us now. It should be staff development but not for incoming teachers, I think it is a must have . . . them going to the classroom have. I truly believe that and any other teacher that went through ADVANCE—they would most probably, I guarantee 100% that would tell you the same thing that they would need that staff development in working with students here.

Washington cited her colleagues' unwillingness to attend programs such as ADVANCE as further evidence of the difference between herself and her colleagues. The relative privilege they had known all their lives had created a divide between them and the minority students who comprised the majority of Edenfield's student body. Unlike Washington, her White counterparts—however lovely—were less inclined to embrace diversity. Moreover, she felt they had little understanding of the constant challenges faced by children of color. They had chosen not to attend ADVANCE despite the school's growing numbers of immigrant children.

When her colleagues did seek out professional development, Washington believed their motivation was to learn about catchy instructional strategies. Deeper systemic and structural issues surrounding immigrant students' access to the curricula were harder for them to conceptualize and/or accept as relevant to their professional development, she argued.

Whether Washington was reading one on one with a child learning to sound out an unfamiliar blend or facilitating group work, she believed that English Language Learners needed to be integrated into the routine of the classroom. She felt strongly that ADVANCE had grown her professional repertoire for working with diversity of all sorts:

When I was reading about ADVANCE I wanted to take it. I was seeing how each child was different and that was gonna help me; give me tools to come into the classroom here to help all children, not just the EL. But, it was gonna help the minorities as well as, um...the low economic because everybody in this school was the... White, the Hispanics, the Blacks, Latinos, the Asians, they all needed a part of the ADVANCE for me to bring something back to help each one of them because of culture, and about the identity.

Washington spoke at length about what she perceived she had taken away from ADVANCE, how it helped her, and how it influenced her classroom practice. She felt that coursework in Second Language Acquisition had been informative in a theoretical sense. The methodology classes fostered her confidence to engage children of immigration:

I learned about bringing things in, real things. And, to build background knowledge to use pictures and things. And that role playing and language activities help children understand more and adapt more to what we're talking about and builds background knowledge, that prior knowledge, knowledge to...Even showing them through role play or bringing in the materials needed to get that Aha! You know?!

Some five years after ADVANCE, Washington spoke confidently about building background knowledge, activating prior knowledge, facilitating experiential learning activities whereby English Language Learners might find opportunities to construct meaning through social interaction.

What Life Had Taught Ellie Washington about Teaching Immigrant Schoolchildren

At the onset of this dissertation, I located my study of ADVANCE within a robust body of literature arguing the need for what Paris (2012) has called “Culturally Sustaining Teaching.” Federal legislation such as No Child Left Behind [NCLB] has argued for “highly qualified” teachers. Beyond having a bachelor’s degree, full state certification, and the ability to demonstrate competency in classroom instruction, highly qualified teaching in the context of Edenfield Public Schools also implied teachers’ commitment to working with students from non-dominant communities in additive and culturally sustaining ways. What Washington brought to ADVANCE and, more generally, her teaching were certain lived experiences that intimately prepared her to empathize and understand the academic challenges that linguistically diverse students faced. Washington voiced that her ways of thinking were markedly different from those of her White peers. As I have explained, she had grown up as a Black woman in rural North Carolina in a family of poverty. The sum of her lived experiences mediated her understandings of ADVANCE. Even more those experiences mediated how she enacted ADVANCE in her classroom practice.

Individuals such as Washington bring unique cultural histories and interactions with power and privilege that interact with professional development and their subjectivities. In her now landmark text, Delpit (2006) charged that the “teaching force”

grappled with educating “other people’s children.” However, the interviews I conducted with this Washington underscored that the teaching force is potentially diverse, and that about diversity. If Washington was successful with her first grade English Language Learners, it was because she “had been where they are.” They were different but shared a common experience of marginalization and oppression. Washington reiterated that English Language Learners and others she taught were “all my children.”

Washington frequently returned to the notion that she, not the ESL teacher shouldered the responsibility for her English Language Learners’ language. In fact, she even challenged the worthiness of the ESL program, itself, and argued that its development only served to further the divisiveness inherent in culturally complex classrooms. Washington addressed ESL services:

I hated that because my ELL were here and then you had the other students here, and here, and here. And we had separated them, and I didn’t like that. You know what I’m saying? You feel me? It’s like they’re always pulled out of the classroom. They were always, you remember, we complained well we have to teach them this at this time and then they’re pulled out. And, we’re thinking they’re not getting all that needs to be fed them so they can be successful by the end of the year. The ESL teachers, I don’t think we need really need them. We don’t really need the ESL teachers. I guess for that support because we’re doing *it all!* We’re teaching all they need to know. We’re teaching the reading, the writing, the listening, and the speaking.

Washington had hesitations about the ESL services afforded exclusively to English Language Learners. She did not understand why immigrant children were given services

for their language development when other students in her class could also benefit from such services. Furthermore, she saw this as counterintuitive to fostering positive relationship among diverse cultures. Returning to the asymmetrical nature of ESL programming and services, she further challenged:

It's amazing how we have classes for the ESL students or the EL, I said every child in this school needs those strategies, those interventions, those tools you use with ELL students...all students could be successful using those, those...um, some of those components. They should all work together. That would help diversity, I believe.

Washington's lived experiences as an African American woman who had grown up in the rural Piedmont helped her understand the barriers her linguistically diverse students faced in traditional schooling. Washington had also known racial and linguistic oppression. She maintained that non-immigrant minority students would also benefit from additional institutional services and support to help close the gaps between them and their middle class.

Finally, Washington posited that although ADVANCE had been conceived exclusively for English Language Learners, it did not have to be so. Or, as she repeatedly voiced, ADVANCE was something that everyone deserved and needed—in the same way that “kissing brains” was not something she reserved for the few. Rather, brain kissing was something that she wanted to encourage every child to do in her classroom daily.

CHAPTER SEVEN: CONCLUSION

As I explained in the literature review framing the study presented here, in the period preceding data collection, North Carolina's "unique response" (Lachance and Marino, 2012) to the growing numbers of English Learners in its K-12 classrooms was multilayered, intense, and characterized by waves of in-service professional development. Such efforts included, but were not limited to, large-scale teacher-initiation to "Sheltered Instruction Observation Protocol" (SIOP), Margarita Calerdon's ExC-ELL model, *LinguaFolio*, and World Class Instructional Design and Assessment (WIDA) English language development standards in mainstream lesson delivery. These various efforts, Lachance and Marino explained, were further buttressed by ongoing NCPDI ESL professional development across a range of media for a spectrum of stakeholders.

Indeed, the ADVANCE program was a local manifestation of a larger statewide consciousness of the need to support teachers working to create access, equity, and excellence for English Learners. However, as Fairbanks et al. (2010) argued, "thoughtfully adaptive teaching" potentially involves more than the transmission of the pre-packaged tool-kits that commonly characterize pre-service and in-service university-based teacher development. Rather, as Fairbanks et al. have argued, thoughtfully adaptive teaching is a nexus of teachers' beliefs and personal practice theories, vision, sense of belonging, identity, and more. Or as the National Council for the Accreditation of

Teacher Education (2010-2012) has argued, teachers' values, commitments, and professional ethics matter tremendously. Professional dispositions matter.

This dissertation study was not a program evaluation of ADVANCE. Neither did I seek to measure in some sort of quantifiable way the program's impact on student achievement. What I did hope to explore was to what extent ADVANCE had been initially conceptualized as a mediating tool for teachers' dispositions about diversity, how teachers' who had participated had understood the programs intent, and, finally, how ADVANCE interacted with the professional subjectivities about transnational children of immigration. Thus, thinking about ADVANCE through a Vygotskian theoretical lens, I employed participatory qualitative methods to examine the following research questions:

1. As designed and delivered by its sponsors, what was the intent of "ADVANCE" in terms of developing proactive dispositions for non-ESL specialists working with cultural and linguistic diversity and how was that intent realized in curricula and coursework?
2. How did the teacher participants understand that original intent—and to what extent and in what ways did their learning in the in-service project interact with their professional subjectivities as teachers of transnational children of immigration?
3. What additional context and circumstances mediated those same teachers' subjectivities?

I began the presentation of my findings with a description of ADVANCE professional development. I described, through analysis of interview data and program documents, what the author and director of ADVANCE intended the program to be—

implicitly and explicitly. As I explained, dynamic and growing immigrant settlement to Edenfield mediated Dr. Hannah Wood's enactment of the initial ADVANCE grant proposal and its subsequent realization as Edenfield University in-service professional development. I located ADVANCE in the context of other contemporary movements aimed at addressing teacher competence for working with diversity. Wood discussed the limitations of teacher education. She believed more could be done at the pre-service level to foster collaboration among teacher candidates in the Vygotskian tradition of socially-mediated learning. Candidates needed to internalize ADVANCE within their professional subjectivities. Her hope was that teacher candidates would draw on such experiences to grow collaborative capacity for working with potential colleagues. Notably, the director's desire to cultivate proactive dispositions among non-ESL specialists was grounded in her perception of mainstream Edenfield teachers as under-prepared to work with diversity given their Eurocentric roots. These same teachers were, in her estimation, under-functioning in the town's culturally complex classrooms. Wood voiced concern about these same teachers' "asymmetrical" dispositions. Furthermore, she questioned the ability of university programs to prepare teachers in both areas of content and language development. Wood contended that educators may lack an intuitive skill set for language development given they did not have authentic foreign language experiences from which to draw. ADVANCE, she argued, was a potential tool for re-shaping in-service teachers. That said, the director acknowledged that, in the context of Edenfield, there were no "quick fixes" to foster attitudinal dispositions for homegrown teachers working with immigrant schoolchildren.

In the second findings chapter, I examined how in the context of Edenfield Elementary School, three mainstream teachers understood the significance of ADVANCE. I argued that the participants experienced working in culturally complex classrooms in similar ways. However, despite the advocacy that ADVANCE had imparted to their practice, the three participants shared certain understandings of local and regional systemic and structural barriers inherent in the public school system that were potentially obstacles for English learners they taught. Both the overall school mission and the particular classroom agendas could be more meaningful and influential for immigrant families and their children in public schools if they had access to the full range of information in Spanish that was available to all students in the school. Furthermore, the results of the research suggested that school systems should also attend to the translation services available for immigrant families when teachers need to discuss the wide variety of issues that inform parents of their children's academic progress and social and emotion well-being. The participants all felt that their professional duties to communicate regularly with the parents of immigrant children were hampered due to limited access to an interpreter at parent conferences.

The Vygotskian framework that informed this study would suggest that immigrant parents could indeed benefit from socially-mediated interactions with teachers to help them stay abreast of their children's academic progress and navigate the complexities of the institutions they attended. As such, they would have the same opportunities as monolingual parents the school served. Moreover, these mainstream teachers saw the English Only approach to schooling as a systemic barrier that sent political messages to immigrant families about how their involvement and engagement in their children's

education was received. The asymmetrical nature of language delivery put immigrant parents who wanted to support their children with school initiatives on an uneven playing field with their monolingual counterparts. The teachers of the study voiced concern, for example, that the school system could do more to support the academic success of the English learners they taught if teachers had more latitude to use professional judgment to determine when additional supports and resources were warranted.

In the final findings chapter, I examined what ADVANCE had meant for an African American first-grade teacher, Ellie Washington. Washington's memories of ADVANCE and the advocacy with which she approached her work with young immigrant children was in large part shaped by her lived experiences as a Black, Southern, woman who had grown up in poverty and segregation. Locating the Washington narrative in a body of scholarship advocating for culturally responsive teaching, I argued that Washington's "history in person" (Holland & Lave, 2001) profoundly shaped her personal and professional understandings of and enactment of advocacy for immigrant children. At the same time, while Washington empathized with English learners she simultaneously questioned the exclusivity of the services provided to immigrant children. Further, Washington challenged that contradictory nature of ESL programming services. She contended that they were inherently divisive since they segregated the immigrant students for targeted services. Drawing on the Vygotskian perspectives of socially-situated learning, Washington's views suggest that ESL students should work side-by-side with English monolingual students rather than in "pull-out" models. Such collaboration between individuals and communities might foster understandings across the cultural histories represented in classrooms. Theorizing

Washington's positionality, I argued that the current literature for culturally responsive teaching has as its implicit audience: White teachers.

Implications for Practice and Research

Introducing this study, I began with Delpit's (2006) charge that educators "teaching other people's children" need to develop proactive dispositions for working in culturally complex classrooms. Being a non-ESL specialist charged to teach linguistically diverse students is a challenging task by all measures. This is especially true in the rural Piedmont where large numbers of Latino-transnational English Language Learners in early elementary school classrooms are recent phenomena. In a context such as Edenfield Elementary School and its umbrella system, there are cultural and linguistic issues to be readdressed as well as the demanding scope of curricula to which these teachers must attend—and these in the context of a region whose cultural historical patterns have for centuries been a Black/White binary.

Rethinking Deficit Models of Professional Development

Scholarship has literature has posited that teachers feel under-prepared to work effectively across cultural and linguistic boundaries (Minaya-Rowe, 2002) . Indeed, teacher participants in this study voiced the idea that all teachers at Edenfield Elementary School would have benefited from ADVANCE professional development. From their points of view, there was a need for specific and comprehensive training for mainstream educators to experience pedagogy and methodology that fosters attitudinal dispositions to teach English learners with high levels of efficacy.

At the same time, analysis of the data indicated that from the ADVANCE director's point of view, mainstream teachers in Edenfield and the region were simply

“lowfunctioning” professionals. Indeed, the director’s position is one echoed in a vast body of literature challenging the ability of traditional mainstream teachers to navigate successfully in culturally complex classroom to accommodate diversity. At the same time, teachers are not teachers are not teachers. Washington, for example, used her distinct lived experience to meditate her advocacy with immigrant children. ADVANCE served, from her point of view, to affirm the best practice/disposition she had long cultivated.

I suggest that future research and practice might carefully reconsider the assumptions inherent in much literature aimed at “fixing” teachers. Moll, Amanti, Niff, & Gonzalez (1992) demonstrated that teachers were better equipped to integrate linguistically diverse students into the classroom community as integral stakeholders when they understood that these same students entered their classrooms with a wealth of background experiences upon which to build. I argue that in-service training to foster teacher capacity with student diversity needs to reexamine its assumptions about the “funds of knowledge” teachers such as Washington potentially bring to instruction.

Contextualizing Diversity

As I discussed in Chapter Two, culturally responsive teaching has become a hallmark of progressive teacher education committed to equipping professions with the cultural background knowledge and pedagogical savvy to engage linguistically and culturally diverse students in the classroom (Delpit, 2006; Kozol, 2005; Ladson-Billings, 2009). Importantly, such scholarship has focused on the expectations that teachers bring to their work and their classrooms. More educators can develop cultural competence to improve the academic standing of students who, traditionally, have underachieved in

school. That said, in addition to lacking positive dispositions about diversity, teachers possibly lack the pedagogical knowledge and methodological skills to work effectively with difference. Accordingly, for Dong (2004) “As a result of this frustration, they unwittingly reduce these learners’ opportunities by diluting the course content, providing few modifications to the way they speak, and ignoring or excluding these students from class discussions and learning” (p. 1) . Yet, Washington’s narrative told a very different story. She contended that the services language learners received were divisive and actually promoted segregation between races, cultures, and languages. Washington’s story suggests the potential importance of future research about how general educators from minority communities view language services offered to immigrant children.

Latinos in New South Contexts

As I discussed in the review of the literature, Shulman, (2004) characterized the profession of teaching as “perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented”(p. 504). There is a need for educators to engage evolving pedagogy, methodology, and attitudinal dispositions to respond to the 21st century classroom (Avalos, 2011; Ben-Peretz, 2001; Clandinin et al., 2009; Duffy, 2002; Hayes & Chang, 2012). The three teachers of this study took great strides to meet the needs of their culturally and linguistically diverse students. In the context of Edenfield, the 21st Century Classroom was notably full of immigrant Latino schoolchildren. The English Language Learners that ADVANCE would ultimately serve were, by a vast majority, Latino immigrants/children of Latino immigrants. The ADVANCE program itself never specifically addressed Latinos as a population. However, in the discussions with teachers,

“Spanish speakers’ was synonymous with “English Learners.” I posit that these teachers volunteered to participant in ADVANCE to work more effectively with Latino immigrant children. Models of in-service professional development such as ADVANCE might embrace the specificity of a context such as Edenfield and tailor itself to the circumstances of diversity in specific institutions and classrooms. ADVANCE was never specifically about Latinos. However, through the lenses of the three teachers—English Learners were Spanish Speakers.

The Contexts and Circumstances of Professional Development

In conclusion, educators committed to the development of “culturally sustaining pedagogy” (Django Paris, 2012) that embraces multilingualism and multiculturalism in institutions in ways that perpetuate, foster, and sustain “linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (p. 95) have focused on the role of teachers’ professional subjectivities—or in NCATE parlance, “dispositions.” Or as Kaufman (2004) explained, “The recent dramatic growth in the ethnic and linguistic diversity in schools has underscored the need for reconceptualizing teacher education and for placing a greater emphasis on the centrality of sociocultural processes in preparing professionals” (p. 309). With national and regional movements for the quick mainstreaming of English Language Learners, more work is needed at the pre-service level to create spaces for teacher candidates to re-conceptualize the diversity that transnational children bring to K-12 institutions. In-service learning for culturally sustaining pedagogy should not be an afterthought or a Band-aid or optional.

Certainly, teachers’ professional dispositions potentially frame transnational children of immigration in deficit ways that underscore “an insidious undercurrent of

power and privilege” (Nieto, 1999, p. 46). However, thinking from a Vygotskian perspective, teachers’ dispositions are not necessarily static. Rather, their professional subjectivities are in a constant state of flux mediated by their cultural histories, lived experiences or “vivencias”—and the “in media res” or immediacy of their day-to-day social interactions (Portes & Salas, 2011).

Multicultural in-service professional development is an institutionalized tool for in-service teacher learning. Importantly, what this study underscored was the highly contextualized nature of in-service teacher learning especially as it relates to teachers’ professional subjectivities about culturally and linguistically complex classrooms. Notably, ADVANCE was taken up by teachers in highly localized ways that interacted with and were distributed across the contexts and circumstances of teaching in Edenfield Public Schools, North Carolina. Scholarship has emphasized the role of carefully orchestrated and thoughtful staff development for teachers as a means of promoting systemic change (Morrow et al., 2003). This dissertation study indicated that future research and praxis for in-service teacher development needs to recognize the local and specific ways educators take up and potentially “improvise” (Holland, Lachicotte Jr., Skinner, & Cain, 1998) in-service learning—and how such learning is contextualized and distributed across the professional subjectivities of individuals within local communities of practice.

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APPENDIX A: TEACHER INTERVIEW PROTOCOL

Institutional Mission

How did you understand the mission of ADVANCE in relation to your professional activity?

Why did you decide to participate in the program?

Evolution of Multicultural Teacher Education

Was there a critical incident teaching English Language Learners that prompted your interest in multicultural professional development?

Talk to me about the challenges of differentiated instruction?

How do you adapt instruction for ELL?

Dispositions/Perceptions of Students' Backgrounds

What are some challenges you face working with English Language Learners and their families?

What do you know about ELL and the role of their language?

Tell me about a positive experience you had working with an ELL? One with their family?

What about a negative experience with an ELL? What about one with a family of an ELL?

APPENDIX B: ADVANCE LEADERSHIP PROTOCOL

Institutional Mission

How did you understand the intent of ADVANCE in relation to the institutional mission?

Specifically, how did ADVANCE foster dispositions of teachers who work in culturally complex classrooms?

Multicultural Professional Development

What did ADVANCE hope to achieve in mainstream classrooms?

How did the program support differentiated instruction with ELL?

Unresolved Challenges

What do you see as the greatest challenge for in-service professional development in Edenfield?

What can you tell me about diversity in Edenfield and how ADVANCE responded to that diversity?

APPENDIX C: FIELDNOTES OF CLASSROOM OBSERVATION 4 MARCH 2012

4/26 8:30 a.m. – 2:30 p.m. Washington (W)

Students begin school day with MIRP, student pairs talking about the book they've read.

Washington, "Turn to your partners and tell them the title and setting of your book.

Student pairs: HF,AAM, CM; HF, CF; HM,CF; HM, AAF; HM, CF; AAF, CF; HF, HM;

AF, CF; HM, CF;

Focus in on HM, CF to watch: HM using reading strategies: tracking and sounding out to

negotiate text. W calls two students up to tell about their book. HM: Title is Cat and the

TV. Talks fluently and with expression with correct models of English structure. AAF

tells about a plant book. W models the structure for telling about the book: "This book is

about...." "I recommend or I do not recommend"

W then prompts students to ask questions of the two students. AAF begins but makes a

statement. W redirects with modeling a question.

Group activity: All students involved: I've got the who, what, when, where, and how in

my hand" singing.

W directs students to put their books in their folders. (Teaching self-managing skills).

W segues to next word wall activity by reviewing letters. How many letters in alphabet?

What kinds of letters, students respond consonants and vowels. Next, W does word wall

activity where she differentiates for students' reading levels....evident in calling words

from their word list.

Plays rhyme with words from word wall. All students could read the word when they

were called on, and other students engaged and listening...body language: sitting up in

chairs, eyes on teacher and students responding and word wall...no students off task...excellent self-managing skills.

W begins whole group instruction on living/non-living things. Turn to your partner and tell things that are living. HF (bugs, cheetahs, lions, tigers, and you! Enthusiastically), AM (trees). Calls up two students to tell about living things: HM “tree”. W models, it is living b/c it needs....HM responds water, air, food. HF, Cheetah, AM, flower, CM, fish. W modeling sentence structure...it is living b/c...students can all finish the phrase.

W, “Turn to your partner now and tell a non-living thing: Calls on student to report to class. W models it is non-living b/c it does not need air, water, or food and it does not grow and change. Class repeats. Students all appear to be engaged (eyes on teacher, focused, repeating).

HF, a crayon is not a living thing b/c.....; HM, a flag don't live (doesn't follow W's model); HM, teddy bear doesn't need....AAF, cheese does not;

W begins to read a big book to class. Asks, “Who remembers what compare means”? AAM seated alone responds two circles (W indicates he's remembering Venn Diagram showing with her fingers). That is a Venn....class responds DIAGRAM!!! W prompts students to recall that the middle tells how they are alike and the outside circles tell about how they are different.

W questions about story. “Who remembers those parts of a plant”? Draws figure on board to illustrate roots, stem, yesterday you wanted to know how roots get their food”.

- Outside the sky is getting dark and the wind is blowing. Students began to get distracted by weather. W calms and redirects.

She refocused students by putting cards on board to sequence growth of plant. W then begins a group time with students by calling groups up by colors. Students are compliant and squeeze into small space. W takes time to process storm. She tells students that when she was a little girl, all her brothers and sisters would get in bed with her mom and giggle and play until a bad storm passed. She then solicited for students to share what they do at home when a storm comes. CF, CF, AAM, HM, (HM with hand raised waiting quietly-W doesn't notice.... other students sharing randomly).

W then invites class, "Students, let's read together...students read chorally. Most students engaged, CF, AAM seated outside the group. W is engaging for students with her intonation and expression, she is a captivating teacher! HF asks "Is the plant like a life cycle?" W affirms, Kiss your brain!! W initiates with excitement, "We're going to be scientists"! Students chatter with excitement. AAM out of seat to ask question w/o permission. W redirects, What are you supposed to be doing?" AAM returns to seat, raises hand, and W calls on him.

W tells class: We are going to do an experiment. We're going to see how plants change colors. Also, we are going to plant lima beans. She asks students what plants need to grow. They respond water, dirt. W asks what another word for dirt is. CF responds, soil! What do I mean when I say my pants are soiled? AAF responds...it is dirty. W tells students they are going to computer lab. She reminds them to play a phonics game. During computer labs, students are focused and engaged. A little sidebar chatter with person seated next to them....mostly about the computer games, though.

CF-reading; HM-game; HM-reading; AAM-reading; HM-reading; HF- phonics; HM-phonics (sounding out words); HM, HF working alone side each other...taking turns

reading CVC words. All words read correctly. HF-working on CVCE words. AAM shows HM to click rain for vowel diagraph ai.

W is assessing students on word lists during computer lab. AAM and AAF pass a new word list. When class returns to room, W calls them before class for news to share. AAM shares that he just passed List A. Students sit quietly. HM begins clapping. W responds Thank you Carlos and all students then begin clapping following his lead. AAF then shares she passed List B and all students respond by clapping enthusiastically.

W begins small reading groups and students go to stations: research, HM; word study- HM, HF, CF; Reading comprehension 2nd grade skills, HM, HF, AF; TA-vowel diagraphs AF, HM, AAF, AAM; W-CVC (lowest of skill groups) 2AAF, CM,CF-CF leaves group to go out for special services.

Students are rotation centers display high levels of student engagement and work on differentiated activities depending on skill level as evidenced in different color baskets for reading and activities. Students who are reading 2nd grade comprehension have a story map to complete.

Lunch

Math

Students go to other first grade classrooms to group by ability for math. W's math group has 2 HM, 4HF, 1AF, 2AAM, 4 AAF, 3 CF, 3CM. While students line up to change classes they sing along with CD to count by 2, 5, and 10. As soon as her math group is situated, she has them "warm up" by sharing math news from home.

CF shares she counted Barbie dolls and AAF shares her mom has a counting application for her phone that is a game. CF shares that she practiced counting rocks by 2, 5, 10.

W talks about different math stations: I can identify odd and even numbers, I can say my math facts, I can count by patterns. I can practice my addition facts. She explains each activity. Students are listening. HM raises his hand. W calls on him and he says that the number line has a pattern: red, black, red, black. CF says she helped her sister count by 10s.

W passes out worksheet for students to practice ways to make 15. Then, she passes out homework papers before students go to math stations. HM begins reading directions aloud "How many ways can you show the number 16?" W asks who thinks this is easy. Students chime in Yes!!

Students read homework together. Students following along with eyes, fingers. She asks what is one way to show 15? AAF answers tally, CM, count by 2, and W probes can you do that with all numbers. AAM says drawing them. CM says 1 less than 17. AM says you can add some numbers. W asks him to draw it on board.