

Rowan University

Rowan Digital Works

Master of Education in Teacher Leadership
Portfolios

College of Education

8-29-2022

Self-Study Portfolio: Jeanette Garcia

Jeanette Garcia
Rowan University

Follow this and additional works at: https://rdw.rowan.edu/education_portfolios



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Garcia, Jeanette, "Self-Study Portfolio: Jeanette Garcia" (2022). *Master of Education in Teacher Leadership Portfolios*. 3.

https://rdw.rowan.edu/education_portfolios/3

This Portfolio is brought to you for free and open access by the College of Education at Rowan Digital Works. It has been accepted for inclusion in Master of Education in Teacher Leadership Portfolios by an authorized administrator of Rowan Digital Works.

Jeanette Garcia

Final M.Ed. Self-Study Portfolio

M.Ed. Teacher Leadership

College of Education

Self-Study in Teacher Leadership Program Coordinator - John J. Quinesso, Jr.

MAT COG ESL Education

Instructor- Dr. Gloria J Hill, Ed. D.

August 29, 2022

Table of Contents

<i>Abstract</i>	3
<i>Introduction</i>	4
<i>Portfolio Reflection 1: Domain I</i>	5
<i>Portfolio Reflection 2: Domain II</i>	11
<i>Portfolio Reflection 3: Domain III</i>	19
<i>Portfolio Reflection 4: Domain IV</i>	26
<i>Portfolio Reflection 5: Domain V</i>	33
<i>Portfolio Reflection 6: Domain VI</i>	42
<i>Portfolio Reflection 7: Domain VII</i>	49
<i>Portfolio Reflection 8: Inquiry Project</i>	56
<i>Portfolio Reflection 9: COGS</i>	63
<i>Teacher Leadership Graphic Organizer</i>	72
<i>References</i>	73
<i>Appendix- Reflection Artifacts</i>	79

Abstract

Collaboration is at the foundation of good teaching. Collaboration allows teachers to work together to share best practices and make improvements to benefit students and their learning. I realized within my setting, however, that the teachers were not interested in collaborating. I, then realized that a teacher leader's role is to encourage collaboration but questioned how I could do that when I didn't think others saw me as a teacher leader. My inquiry project sought to uncover the following questions to help me better understand how to create change:

1. What do teachers know or understand about the roles and functions of a teacher leader?
2. How is the role of the ESL teacher viewed by other teachers? Are ESL teachers viewed as teacher leaders?
3. How could an ESL teacher enact a teacher leadership role?

Introduction

I am currently working as a training and documentation specialist within a financial technology company. I am a certified K-5 Elementary Education teacher with additional certifications in Bilingual Education (Spanish) and English as a Second Language (ESL). I also have a B.A. in English with a concentration in Writing. My interest in the teacher leadership program began as a result of my problem of practice. I was concerned that my colleagues would not be able to see me as an expert that they can approach. This generally fits in with Domain I, which is fostering a collaborative culture to support educator development and student learning. For students to succeed, the educators must work collaboratively to better each other. By completing the coursework, I was not only able to learn about what it takes to truly be a good teacher leader, but I was able to conduct research through my impact project that would help me start creating the change that I want to see.

Portfolio Reflection 1: Domain I

Portfolio Assignment #1: Reflection

Rowan University

METL 50550

July 11, 2022

Jeanette Garcia

Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning**Opening Thoughts:**

Domain 1 of the teacher leader model standards refers to teacher leaders understanding “the principals of adult learning” (The Teacher Leader Model Standards, n.d.) and “how to develop a collaborative responsibility in the school” (The Teacher Leader Model Standards, n.d.). This domain revolves around the “continuous improvement in instructions and student learning” (The Teacher Leader Model Standards, n.d.). One of the ways in which the mastery of this domain is best demonstrated by a teacher leader is to educate on and create a PLC, or professional learning community, within their district. A PLC is dependent on creating a collaborative and trusting culture that supports educators with a common change that they would like to create to benefit the school and student learning, which was the focus of my discussion within Major Assignment 3 from the Teacher Leadership and Learning Communities course.

It is important to note that most schools already allow teachers to run and participate in PLCs; however, from my experience, most teachers are not trained in how to properly run a PLC and how to use the time to better the school (Garcia, 2021). It is also important for teacher leaders, who have been trained, to run PLCs and educate their peers on not only the components and roles of a PLC, but also the benefits of it, which includes:

1. PLCs allow educators
opportunities to directly

improve teaching and learning.

2. PLCs build stronger relationships between team members.
3. PLCs help teachers stay on top of new research and emerging technology tools for the classroom.
4. PLCs help teachers reflect on ideas (Serviss, 2021).

In order to begin a PLC, the teacher leader must effectively design one, based on the needs of the school, and the expected standards and rubric (Putnam, Gunnings-Monton, & Sharp, 202, p. 6). In my opinion and upon completing the course, the educators that choose to participate in a PLC must all be educated on the 5 stages of a PLC from the PLC rubric:

1. Beginnings
2. Establishing Expectations
3. Identifying and Resolving Conflicts
4. Productivity
5. Transitions or Closure (Putnam, Gunnings-Monton, & Sharp, 202, p. 15).

The stages guide the PLC, as the “the first four stages provide a consistent strategy for planning and implementing PLCs. The fifth strategy provides a strategy for use when group members permanently leave or new members enter a PLC” (Putnam, Gunnings-Monton, &

Sharp, 202, p. 15). Some of the expectations worth noting when creating a PLC, that revolves around student learning in particular are:

1. Identify core knowledge-content and skills that students must learn
2. Identify a way of measuring when students have learned core knowledge, or benchmarks, and
3. Develop responses to setbacks in learning (Ferlazzo, 2021).

Working Collaboratively to Make Decisions

To meet those expectations listed above, members of the PLC must be able to work collaboratively make decisions. For example, the members must first come together on a common issue that they would like to address within the PLC. Then, they must address decide what they would like the students to learn and identify assessments to see what results from the PLC and the changes that need to be made to successfully address the issue at hand. Although the different members of the PLC may have differing opinions on decisions being made, they must come together to form a group decision, for which collaboration is incredibly important.

Working Collaboratively to Solve Problems

In addition to working collaboratively to make decisions, it is important for the members of the PLC to also work collaboratively to solve problems, as a PLC is an ongoing group meeting to continue to innovatively address an issue with student learning, not a one-time meeting. As a PLC's decisions are implemented and monitored, problems may arise. It is possible that decisions that were made by the group can be adjusted in some way to further promote

student learning. When this occurs, the group must work together to look at the data that has been collected to allow for further brainstorming by the group on what would continue to or lead to the actual improvement of student learning in the area that is being addressed. By having a diverse group, the PLC can determine many different creative solutions to the issue and they can even combine ideas; however, it is always important that group work in a positive manner.

Working Collaboratively to Promote Change while Managing Conflict and Allowing for Diverse Perspectives.

Ultimately, for the PLC group to run smoothly, the expectations for the group must be clear. There needs to be a positive and trusting environment among the PLC members. To create change, people must first trust each other. The environment must be a positive one in which everyone feels comfortable sharing and entering a discussion about ideas that are brought to the table. PLC team members will ultimately be expressing “their own voice: Putnam, Gunnings-Monton, & Sharp, 202, p. 26) and without trust, the members will not be willing to share. It is important that the teacher leader not only stresses the importance or respect and trust with all colleagues learning about PLCs, but also models it, as teacher leaders should be open to helping colleagues further to grow into better educators by providing them learning opportunities and exemplary behavior. Should conflict arise, the teacher leader must also be prepared to refocus the group and explain the importance of respecting others’ opinions. By fostering a more positive and collaborative space for educators, especially in the form of a PLC, not only will learning improve, but the school’s overall culture will improve as well.

Closing Commentary on Continuous Improvement

It is for the reasons above that Domain I, when enacted in the form of a PLC, is beneficial and truly fosters a collaborative culture among educators and improves student learning. Ultimately, the PLC rubric is an easy-to-follow guide that leaves no question about what needs to be accomplished to start and continue a successful PLC, which further supports Domain I. I believe it to be incredibly important for all teachers to be given this rubric and trained in how to follow it. It is also crucial for all members of the PLC to meet the expectation of working collaboratively overall to overcome issues, make decisions, and ultimately, create change, while keeping mind that a PLC is ongoing, as better solutions may arise.

Artifacts/Evidence (See Appendix)

References- (See Reference Page)

Portfolio Reflection 2: Domain II

Portfolio Assignment #2: Reflection

Rowan University

METL 50550

July 18, 2022

Jeanette Garcia

Domain II: Accessing and Using Research to Improve Practice and Student Learning**Opening Thoughts:**

Domain II of the teacher leader model standards refers to teacher leaders understanding “how research creates new knowledge, informs policies and practices and improves teaching and learning” (The Teacher Leader Model Standards, n.d.). This domain revolves around the teacher leader using “systematic inquiry as a critical component of teachers’ ongoing learning and development” (The Teacher Leader Model Standards, n.d.). It is well known that teachers should be able “to use the latest evidence from research in their classroom practice” (Cutler et al., 2021); however, they must do so in a meaningful way to better improve their practice and student learning. To do this, teachers must be able to first access good quality research.

Works with Colleagues to Access and Analyze Research to Inform Teaching:

Concerns that have been raised by teachers about their access to research includes to lack of “sufficient access to research” (Cutler et al., 2021), and the inability to simply “keep up with new and emerging research” (Cutler et al., 2021). Prior to beginning my master’s coursework, I would have agreed with this statement. I did not know where to seek out the latest research; however, when I began my coursework, I realized that many educational textbooks were constantly being published. When I would go on Amazon to order my textbooks, other “similar” texts would appear and be recommended for further reading. I

believe that visiting even a bookstore, where they have educational texts would be beneficial for finding texts that teach educators on best practices based on the most current research.

In addition to that, there are so many free resources that I found along the way. For example, there are “many educational research databases, such as ERIC and Informit” (Cutler et al., 2021) that host open-access research. I also became familiar with Google Scholar, which allows you to look up research based on key terms, while also allowing you to filter the results based on what you are exactly searching for. Last, but not least, Google can also be incredibly helpful. I learned to Google terminology that I wanted to see results on and I would see articles from reputable sources, such as Ed Week or the Chronicle. I could then choose to dig for additional research as desired.

Without the ability to take coursework that required accessing research, I would never have sought it out on my own or known what to look for. Now that I do know where to access research, it is incredibly important for me as a teacher leader to share this knowledge. Some of the ways in which I have begun to do so has been by leading professional development sessions on topics, such as best practices, that incorporate the latest research. I present what I have learned and share where the teachers attending can access further information on the topic. By leading more sessions, I will continue to stay up to date with current research, while helping other teachers access the research themselves.

In addition to that, I have also found that PLCs are a great time to share current research. When a PLC is created, there is a problem that is going to be addressed by the group. From there, the group must brainstorm a solution to the problem that will increase student learning. Although these ideas may be original at times, they should be based on best practices

that have been addressed in current research. As a teacher leader who has led a PLC group, it is important to explain to everyone the importance of the need for good research and helping the group members access it.

Once educators are exposed to sources where they can find research, they must understand how to analyze it, as “research cannot simply be dropped into your classroom to solve all of your problems” (Cutler et al., 2021). Research must be analyzed to first see the quality of it. It is important to see whether the research was conducted ethically and with validity. It is also important to see where the research is published. Finding information from a Google search can be tricky for this reason, as just about anyone can post anything online.

In addition, the research that is pulled must pertain to the problem(s) that you wish to address within the school environment. For example, if the PLC group raises a concern, the research that is used to address it must match the problem. I believe that it is also important for a PLC to consider their own environment and the research environment when considering the implementation of any action to solve the problem. Research must be carefully reviewed by the group and the group must decide as whole, what the benefits are to student learning and whether it is compatible “with their current teaching practices” (Cutler et al., 2021).

When discussing research and its analysis, it is important to note that it is best for teachers to use research in groups. PLCs allow teachers to analyze the research as a group to list the pros and cons of implementing the practices identified within the research. If a whole group is also implementing changes based on research, it is easier to see the impact on overall student learning in a larger way, rather than just having one teacher implement changes at the classroom level.

The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development

In Major Assignment #3 that was completed for the Analysis of Classroom Teacher Behavior course, I conducted a systematic inquiry using the Danielson Rubric to reflect on my abilities to meet each of the domains based on what I have done as an educator. This form of inquiry is a great method of research for individual teachers that are seeking out ways improve their individual practice with the use of self-reflection.

The goal for anyone in any profession should always be to improve their practice. This is no different for educators. The best way in which an educator can do this is to participate in self-reflection, as it “gives you the knowledge to actively improve your teaching skills...whether it be in terms of student engagement, clarity, or any other classroom aspect, you’re ultimately looking to improve the learning experience and outcomes for your students” (*5 Benefits of Self-Reflection for Teachers*, 2021). Self-reflection helps educators identify their own weaknesses and strengths within any scenario, such as a lesson or during student interaction. It also helps increase the confidence of the educator, as it allows you to also focus on what you did well. Perhaps most importantly, however, is that self-reflection makes you a better role model for your students and can be taught as a life skill.

As a teacher leader, not only is important for me to participate in self-reflection and forms of systematic inquiry for myself and my students, but I have also learned that it is incredibly important to model this for my peers. I can teach my peers how to do this during professional development sessions. Or I can simply have them watch me journal my thoughts upon watching a lesson.

Personally, one of my favorite times to conduct this form of systematic inquiry is when I know that I will be observed. At the time that I know that I will be observed, I know that someone else will also be reflecting on my practice. Before the conversation of what they saw begins, I like to lead the conversation with what I noticed. Typically, I will have already reflected within a journal. By leading the discussion with my point of view and then listening to their points, I can then formulate questions to ask the observer, who may have ideas or resources to share with me on how to further improve my practice. This is something that I hope to share with my peers as a teacher leader, as it also takes away the sensation of strictly being judged by someone else and makes the post-observation meeting a time to collaborate and learn. No matter the way in which I choose to continue to model systematic inquiry, however, it is important that I continue to emphasize its importance.

Collaborates with Institutions of Higher Education to Improve Teaching and Learning

Teachers can also continue to improve their practice and learning for students by partnering with institutions of higher education to continue their learning and aid in research efforts. Typically, partnerships between teachers or districts are limited. The partnerships may involve inviting educators to workshops or classes via letters that are dropped off in the teachers' mailboxes. I found that these letters were often discarded by most teachers at my elementary school. There simply was not enough time to even think of participating in events like that, or they would be booked during the summer, when teachers were not being paid.

However, it must be maintained that "had university faculty had expertise and knowledge from which we could benefit" (Tomanek et al., 2005) and that the university could

benefit from, as well. Within a partnership, there are “two or more people, each with expertise and skills to contribute, working toward a common goal” (Tomanek et al., 2005), which in education would be to increase student learning. As a teacher leader, it is important to scout out these partnerships, which may look like projects that certain universities are funding or learning opportunities. The relationship must first be built on trust and understanding of each other’s needs before exploring the options that exist.

For example, Rutgers has funded a program for environmental education at the K-12 level that “is focused on sustainable habits that support climate and migration” (Rutgers University, 2022). Participation in this program by a district helps to meet the requirement set forth by the state on mandatory climate change education (Rutgers University, 2022) with resources that have been created based on research conducted by the university. In exchange, the university can pilot their resources, to see if they are actually beneficial, while creating the change that both parties’ desire.

When I saw news of this program, I immediately forwarded it to my colleagues working in Ocean and Passaic Counties and encouraged them to consider partnering with Rutgers on this endeavor. I have since been on the watch for additional projects launched by other universities to continue to spread awareness and eventually partake in one, myself.

In addition to participating in projects, educators can also participate in research. Researchers at the collegiate level need classroom to conduct their research. By creating a partnership and welcoming higher education institutions into the classroom, researchers can improve best practices.

Most importantly, I think that it is important as a teacher leader to encourage our peers to be open to learning new things by attending classes held by universities or pursuing further education. Although I am aware of classes or workshops being held at night or during the summer, it is important for teacher leaders to advocate for training during teaching hours, such as during professional development days. Professors and researchers can be brought into schools to lead professional development sessions, without the need for teachers to leave their buildings and attend these sessions on their own time. Teacher leaders can help create the partnerships to encourage districts to work with universities for training, something that I have made my mission as I have continued.

Closing Thoughts

Research plays a critical role in helping teachers improve their practice and student learning; however, it must be done correctly for it to be effective. Educators, like myself must continue to help colleagues access good quality research, while helping to build the time needed to analyze and create solutions. It is also important for teacher leaders to advocate for and create partnerships with universities to continue research efforts and stay up to date on best practices.

Artifacts/Evidence (See Appendix)

References- (See Reference Page)

Portfolio Reflection 3: Domain III

Portfolio Assignment #3: Reflection

Rowan University

METL 50550

July 25, 2022

Jeanette Garcia

Domain III: Promoting Professional Learning for Continuous Improvement

Domain III of the teacher leader model standards refers to teacher leaders understanding “the evolving nature of teaching and learning, established and emerging technologies, and the school community” (The Teacher Leader Model Standards, n.d.). This domain revolves around the teacher leader being able to “promote, design, and facilitate job-embedded professional learning aligned with school improvement goals” (The Teacher Leader Model Standards, n.d.). As educators, we all understand the main reason for professional development, which is to ensure “that knowledge and skills stay relevant and up-to-date” (Nelson, 2021) and the constant emergence of new technology truly requires that teachers stay up to date, something that was made evident at the start of the coronavirus pandemic in 2020.

Understanding the Evolving Nature of Teaching and Learning, of Established and Emerging Technologies and of the School Community

It is a known fact that “technology has revolutionized the way we think, work, and play” (Edutopia, 2007). Despite the easy access to technology, however, many educators are not well versed in using technology. This became apparent at the start of the Coronavirus pandemic in 2020.

At the start of the pandemic, I was working as an ESL teacher. I recall being told that districts didn’t want student learning to be disrupted, yet, we had never been tasked with anything as difficult to prepare for. The first two weeks, the students worked out of paper packets that we had copied prior to going into lockdown. This allowed us some time to begin to explore our options on how we wanted to run our classes virtually. Every night, I logged into

Google and researched programs and applications that I could potentially use to conduct teaching as I would have in the classroom, if not in an even more engaging way to maintain the students' attention. As I began to become familiar with many programs, I began to set up my online classroom on Google Classroom. Being that I was an ESL teacher, I had access to my general education colleagues Google Classrooms, and they had access to mine to allow for better collaboration. I recall navigating their classrooms and seeing the work that was being posted for the students. Most of the teachers were using Microsoft Word to create make-shift assignments. Meanwhile, I had already begun using programs like Kami and Google Slides to create interactive work for the students. I immediately realized that I had to share my knowledge with them and help them build their online classrooms up.

I spent several evenings from that point on working with 3 other teachers to help them set up their classrooms more efficiently and introducing them to applications that they could use. We worked together to create some activities together until they got comfortable and began to navigate the programs on their own. Most importantly, I told them to be unafraid of using Google to find new programs when they wanted to do something new. For example, I recall one teacher saying that she wanted to create an interactive image to share as an anchor chart. Although I was not familiar with a program at that time, I helped her come up with a phrase to search for on Google and we explored programs until we found one that suited her needs. These late-night lessons encouraged those three educators to branch away from what they knew, boosting their confidence and the students' engagement, which was truly a win. I then began to think about ways in which I could continue to help others. I was also working through my masters' courses, which spoke so often about the importance of professional

development and many other relevant topics that could help my peers. The following day, I reached out to my principal about running a professional development session for my colleagues for the following Monday. I was ecstatic to share everything that I had learned and was continuing to learn while working to help others learn. Most importantly, I knew I was reaching even more students than I ever thought I could by doing this.

My first professional development session incorporated much of the technology that I wanted teachers to be exposed to, which caught their attention. Most importantly, I was able to show them how to conduct research to find additional programs. From that point on, other teachers began to share the programs that they were finding as well as how they were using them. This had become a point in my career where I learned so much about the importance of collaboration, professional development, and technology. Although what occurred was a tragedy, I learned so much and became a better teacher leader because of it. I found myself implementing so much of what I was learning in masters' coursework, which was incredibly exciting. I was thankful to have had the support of my peers online and professors as we were all going through the changes together and worked to figure out how to use what we learned about in our classes to help us navigating the challenges, while also growing into true teacher leaders.

Once the anxiety of having of using technology began to fade and everyone began to get more comfortable, I noticed something huge. We learned how to send out surveys and exit tickets to our students and their families to gauge their needs. Teachers then began to use technology to teach lessons that were truly relevant to the students' lives, like general self-care and hygiene took center stage, as those were included in the concerns that parents raised.

Ultimately, the pandemic “experience has reinforced the importance of key instructional strategies, including valuing student-centered instruction (their input on content and teaching lessons connected to their lives, goals, and dreams), providing student choice, incorporating fun through games, and including scaffolding strategies to maximize the chances of student success” (Ferlazzo, 2022). This all lead to the conversations about the importance of mental health services “to students and to society,” something that has continued.

Ultimately, so much occurred during the pandemic, but technology truly made it possible for us to continue to service our students and their families at a time of great need while allowing for education to be uninterrupted. Our pandemic stories as educators demonstrates the importance of professional development pertaining to technology in education and demonstrates the continued need for opportunities for educators to collaborate and learn more about the uses of technology in the classroom.

The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.

Throughout the pandemic, my mind became more flexible and open to change due to the incredible amount of knowledge that I incurred by learning about new technology, new teaching methods, and research in the field that I was teaching in. I truly began to settle into my duty as a teacher leader but often questioned whether the other teachers could view me as such. I had already begun leading professional development sessions, was running a PLC group, and was mentoring teachers through the shift to virtual learning, but always felt that still was not enough for people to call me, the ESL teacher, a true teacher leader. One of the things that I

completed during the pandemic was a literature review that was to aid me with my inquiry project questions, which were:

1. What do teachers know or understand about the roles and functions of a teacher leader?
2. How is the role of the ESL teacher viewed by other teachers? Are ESL teachers viewed as teacher leaders?
3. How could an ESL teacher enact a teacher leadership role?

One of the articles that I reviewed explored how ESL teachers' roles shifted when distance learning began and how they were positioned "as site-based experts and teacher trainers" (Benegas, M., & Stolpestad, A., 2020). This article gave me hope that perhaps not all my peers, despite their commentary on the lesser status of an ESL teacher, would hesitate to consider me an expert and perhaps even a leader, considering the work that I had already been doing. Another study, however, led me to the discovery of contradicting information that discussed how ESL specialists play important instructional and non-instructional roles in schools that may not always be valued by colleagues (Harvey, L., & Teemant, A., 2012). The contradicting reviews left me feeling rather confused on what to expect from my colleagues as I dove into conducting research of my own that I could then share.

The literature review encouraged me to use the knowledge that I had gained to design a research plan that would in turn help the ESL department within my district, and myself personally, to understand the attitudes of my peers towards the ESL teachers, which would in turn help the ESL teachers when planning what to do to be viewed as leaders. Although this was not an explicit school improvement goal, the school and overall district had previously surveyed

all the teachers to rate their satisfaction across certain areas, and one of the lowest scoring areas was in culture among the teachers. I felt that with a better understanding of how the ESL teacher was viewed, the department could work on creating a more positive and collaborative environment, without a sense of judgment, thus improving the overall culture of the school and the overall district, while helping myself to individually grow into a better teacher leader.

Upon completing the inquiry project, I found that I had to not only change my way of thinking, but the thinking of my ESL colleagues, by sharing the results of my inquiry project. I also wanted to help the ESL department improve their professional relationships with the rest of their peers, as collaboration and a united front does lead to increases in student learning.

Closing Thoughts

Although the pandemic was truly a tragic time, I grew into a better teacher leader by stepping up to help others grow. I was able to not only model what a teacher leader looked like by leading professional development sessions, but I also promoted further growth. I taught educators on new technology and pushed other teachers to step out of their comfort zones, in hopes that they too, would eventually call themselves teacher leaders. Most importantly, my literature review and inquiry project all centered around improving the overall culture among teachers, which would in turn help everyone with their growth.

Artifacts/Evidence (See Appendix)

References- (See Reference Page)

Portfolio Reflection 4: Domain IV

Portfolio Assignment #4: Reflection

Rowan University

METL 50550

August 1, 2022

Jeanette Garcia

Domain IV: Facilitating Improvements in Instruction and Student Learning

Domain IV of the teacher leader model standards refers to teacher leaders demonstrating “a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results” (The Teacher Leader Model Standards, n.d.). This domain revolves around the teacher leader also working “collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goal” (The Teacher Leader Model Standards, n.d.). As educators, we are constantly told about the importance of collaboration, but many teachers still prefer to work independently due to a lack of trust and a fear of feedback.

The teacher leader serves as a team leader, mentor, coach, content facilitator to harness and enhance skills, knowledge, and reflective dialogue with colleagues as they collectively address student learning needs and collaborative learning of diverse learners using research based best practices.

When I think of feedback, I think automatically of observations. When educators are observed by administrators, they know to expect feedback; however, observations can be intimidating and not conducive to teacher growth through constructive feedback if it is not presented correctly. Most teachers, in my experience, get nervous about when they are going to be observed. They are nervous about how things will go and how it will impact their job. The stress that is placed on educators before and after an observation do not lead to true receptiveness and learning.

Constructive feedback in “safe” space for educators is incredibly important because it allows “for personal improvement because it can highlight areas that an employee needs to improve upon” (Biemesderfer, 2020) for them and the students to succeed and thrive. For constructive feedback to be welcomed, I believe that it is important for there to be a good relationship established on trust between the observer and the one being observed. Trust must be at the forefront and educators must not be fearful of being reprimanded or placing their jobs on the line when accepting constructive feedback, to not build a tense environment.

I believe that having teachers observe each other is perhaps the best for professional development, so long as teachers can get past the sensation of judgement. I believe that many teachers feel that by allowing others in their classroom, that they will be judged negatively and are truly missing all the positive aspects pertaining to this such as, the ability to see each other succeed (Biemesderfer, 2020). Not only does that allow teachers to celebrate each other, but also learn from each other. We should be open to teaching each other what is best and will benefit all students and opens the door for the teacher being observed to receive some truly meaningful feedback without the fear of having any repercussions pertaining to their position. In addition, it opens the door to trial and error. If teachers are willing to make mistakes and work through them together, they will ultimately learn much more together and be more willing to experiment together. Ultimately, it brings the teachers together, creating “a united front” (Biemesderfer, 2020) before the students.

As a teacher leader, I must help set the precedent about peer observations being welcomed. I leave my door open so that teachers can feel comfortable to observe my teaching. I encourage other educators to stop by during their preps. I also welcome their feedback and

welcome them to implement anything that they learned while observing me in their own classrooms. By setting that precedence, with nothing attached, I hope that I can help other educators overcome the fear of being judged by their peers, while also expanding the number of students that are truly touched by best practices, while improving colleague trust.

Another great way for a teacher leader to be a team leader is to initiate the creation of a PLC. A PLC is defined as a group of educators "who focus their work on the formal study of instructional practices in order to improve their students' learning" (Putnam et al., 2020). It is a group of people who come together to create a positive change with a "focus on consensus decision making" (Putnam et al., 2020). There five stages to the creation of the PLC, which include the beginning stage, the establishing expectations stage, the identifying conflict resolution stage, supporting and expanding of the PLC stage, and the transition or closure stage.

When a PLC is formed, members "are becoming acquainted with one another, building trust, fostering appreciation of multi-abilities, establishing each person's voice, and creating self-assessments" (Putnam et al., 2020). By allowing the members to get to know each other, they are able to more openly be critical of each other's ideas and work, without taking offense. In addition, in the "establishing expectations stage," the members are taught the norms and rules of the group, to further hold them accountable for being trustworthy. Lastly, in the "identifying conflict resolutions stage," members are walked through the process of how to resolve a conflict within the PLC. The leader has to be willing to state the conflict the group so that a solution can be brainstormed and implemented (Putnam et al., 2020). This stage of the PLC truly invites productive conversation among the members.

During my time in the M.Ed program, I led a PLC group. I was able to bring a group of educators, who taught across different grade levels and different subjects, virtually. At the start of the class, I recall not knowing how to approach my colleagues, who I did not know at all; however, I knew it was important for someone to initiate the conversation and take the leader role. I initiated and planned our meetings, while leading the conversations and guiding the groups to meet our weekly set goal, which was to complete one section of the PLC rubric at a time. I am truly thankful for having had that opportunity, for it allowed me to realize that I had the necessary skills to in fact be a leader and bring my colleagues together under my direction for collaboration.

The teacher leader uses inquiry to harness and enhance skills, knowledge, and reflective dialogue with colleagues as they collectively address student learning needs and collaborative learning of diverse learners.

As my time went on in the program, I was given the opportunity to conduct an inquiry project based on a topic of my choice that would address an issue that I faced within my current setting, so long as I could prove that by addressing it, student learning would increase.

My questions for my inquiry project were as follows:

4. What do teachers know or understand about the roles and functions of a teacher leader?
5. How is the role of the ESL teacher viewed by other teachers? Are ESL teachers viewed as teacher leaders?
6. How could an ESL teacher enact a teacher leadership role?

These questions would ultimately allow me to reach my individual goal of being viewed

as a teacher leader that my colleagues could approach for mentorship and guidance. I found that many of my colleagues are very unaware of what a teacher leader is or what they do. I believe that many of the teachers who took this survey are not even fully aware of how they can hold this title themselves, which is truly sad.

Another question addressed whether ESL teachers were viewed as leaders or not. Most of the responses stated that they did not believe that they were viewed as leaders, but rather were viewed generally the same as colleagues or as lesser. Overall, the responses to this question left me feeling a little stunned. It appears most of the respondents essentially felt as though their ESL colleagues were at the same level as them, but the underlying message was that no teachers could really achieve leadership status, and that all teachers essentially had to do as they were told. This reflects on the overall lack of understanding of the role of a teacher leadership within a school setting. In addition, the respondents felt that the decision of who a teacher leader is must come from administration. One respondent even went as far as stating that, "The role of an ESL teacher is to be a teacher." Others did offer somethings that they wish the ESL teachers would do, such as collaborate with them more and support the students more overall. There were some respondents who did not even respond to the question.

Ultimately, after reviewing the responses, I believe that most teachers do not understand what a teacher leader is or how the role can be held while remaining in the classroom. I also feel that most teachers are not aware of the very qualities that they and their own colleagues possess that would make them excellent teacher leaders.

Upon completing this inquiry, I set a few goals for myself. The first goal is to establish myself, an ESL teacher, as an expert around my colleagues. It is important for ESL teachers to

listen to the needs of the classroom teachers and staff. Next, I believe it to be incredibly important to provide all teachers professional development on teacher leadership. It is very clear that most teachers do not know what a teacher leader is or what they do. It is important to teach them to want to pursue this while continuing their magnificent work within the classroom. Last, I believe that it would be important to establish a PLC group for employee culture. Much like there is a PLC for school culture, I think that it is important for them to be a group that works towards helping employees build stronger connections and a better culture.

Closing Thoughts

Ultimately the goal to facilitate improvements in instruction and student learning can be found by working closely with colleagues to collaborate and taking on the role of a true teacher leader. By welcoming colleagues into my own classroom, I am teaching them the importance of learning from each other while demonstrating that there needs not to be any fear of judgement, rather the acceptance of constructive feedback. It is also evident that the stages of a PLC also are set to help educators form trusting bonds, where knowledge and ideas can be shared. Finally, conducting an inquiry project, such as the one that I conducted, helps the teacher leader to better enact their role. I hope to begin working on all of the goals mentioned above to ultimately become a better teacher leader in this domain.

Artifacts/Evidence (See Appendix)

References- (See Reference Page)

Portfolio Reflection 5: Domain V

Portfolio Assignment #5: Reflection

Rowan University

METL 50550

August 8, 2022

Jeanette Garcia

Domain V: Promoting the Use of Assessments and Data for School and District Improvement

Domain V of the teacher leader model standards refers to teacher leaders being “knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods” (The Teacher Leader Model Standards, n.d.). This domain revolves around the teacher leader sharing “this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies” (The Teacher Leader Model Standards, n.d.). Educators understand the importance of formative and summative assessments to drive their instruction; however, as a teacher leader it is important to work within teams that see the value in these assessments, as well, and use the data collected as it should be used.

The teacher leader is knowledgeable on current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessments.

Educational assessment is “a process for obtaining information that can be used for making decisions about students; teachers, curricula, programs, and schools; funding; and other aspects of educational policy” (National Academy of Education, 2021). It is well known that assessments, prior to the pandemic, were much easier to collect. It was easy to give the students a test on paper and collect data on their knowledge from that. It was also easy to informally assess students during a lesson by incorporating turn and talks and think pair shares. That all changed when the pandemic hit, and distance learning became the reality. At that point

in time, it became even more crucial to find ways to collect data and assess our students, who we could no longer interact with in the same way and were in more need of support than ever.

Ultimately, seeing the way that things were changing so rapidly left all educators, including myself, with no way of conducting any assessments, especially when they were needed more than ever. As a retired superintendent from Voorheesville, NY stated, “[Concerning] the children of this pandemic ... [t]he models no longer apply, the benchmarks are no longer valid, the trend analyses have been interrupted.... When the children return to school, they will have returned with a new history that we will need to help them identify and make sense of.... There is no assessment that applies to who they are or what they have learned” (National Academy of Education, 2021).

The task for finding ways to assess the students was arduous- especially for the younger students. I cannot recall how many programs I attempted to implement that truly did not benefit my students or were too difficult for the kindergarteners I taught. The worst part was that time kept on ticking and the students could not afford to lose valuable education time on trials and errors; however, I stumbled upon a program called NearPod that integrated with all of our Google Suite programs and flawlessly allowed me to poll my students, send out SEL check-ins, and post open-ended questions for response during a lesson- all of which are formative assessments. My district ultimately chose to pay for PearDeck, a very similar program to NearPod, and I did end up switching over to that application as I had full functionality of it. I was so incredibly thankful to have programs like those that could allow me to gauge my students’ understanding, even in current time.

As for the summative assessments, we could no longer have an end of chapter assessment. I had found a program called Kami, that allowed me to transform PDFs and images into editable fields using the Google Suites applications. Kami allowed me to quickly get assessments out to my students. From there, others in my team and I began to play around with Google Forms, which was the application that we began to use to create additional assessments for our students.

The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school district improvement strategies.

During the pandemic, I also began working on my impact project, which required us to create a project that would impact student learning for the better. During the time when I began my planning, I spoke to many of my coworkers about what we were seeing that was negatively impacting student learning and all my coworkers and I agreed that the behavior of the students needed to be addressed so that they could begin to focus on their learning in class. I took the feedback of my colleagues and immediately began working on how I wanted to address those behaviors and the assessments that I would be using to determine whether the students were improving academically and social/emotionally. The collection of data such as the number of incident reports within the district, call logs, along with the reason for teachers calling home, and the number of interventions provided by a staff member such as a counselor were to be logged, something that we had all begun doing at the start of the pandemic to be sure that we were conducting outreach to the families, who needed support more than ever

before, but that data could also help us understand how many of those calls were for noted behaviors, rather than just check-ins.

I also made it clear that I wanted to collect this data and teach others how to use it to plan Social Emotional (SEL) lessons for their students, not have it used against the classroom teachers. I began to share different classroom management strategies, like the Children's Literacy Initiative's Power of Three, to help students with their behavior. I explained to my colleagues how I used the humanistic approach which is "more interested in whether the planned situations have enabled students to improve their self-concepts" (Ornstein & Hunkins, 2016, p. 278) without the need for objective tests. Ultimately, this approach helps determine whether the curriculum needs to be maintained, revised, or replaced (Ornstein & Hunkins, 2016, p. 279), "assess individuals (primarily teachers and students) in terms of instruction and learning, [and] decide whether the existing managerial organization of the school and its program should be maintained or reformed" (Ornstein & Hunkins, 2016, p. 279). I am still a strong believer in how data can be collected without the need to use it against teachers, rather, it can be used to simply inform curriculum innovation while also considering the actual progress of the students.

At that time, I also began to think how teachers were being assessed. This led me to think of how feedback and data collection could be perceived by educators as something negative. When I think of feedback and data collection, I think automatically of observations. When educators are observed by administrators, they know to expect to face the data and feedback collected by them; however, observations can be intimidating and not conducive to teacher growth through constructive feedback if it is not presented correctly. Most teachers, in

my experience, get nervous about when they are going to be observed. They are nervous about how things will go and how it will impact their job. The stress that is placed on educators before and after an observation do not lead to true receptiveness and learning.

Constructive feedback in “safe” space for educators is incredibly important because it allows “for personal improvement because it can highlight areas that an employee needs to improve upon” (Biemesderfer, 2020) for them and the students to succeed and thrive. For constructive feedback to be welcomed, I believe that it is important for there to be a good relationship established on trust between the observer and the one being observed. Trust must be at the forefront and educators must not be fearful of being reprimanded or placing their jobs on the line when accepting constructive feedback, to not build a tense environment.

I believe that having teachers observe each other is perhaps the best for professional development, so long as teachers can get past the sensation of judgement. I believe that many teachers feel that by allowing others in their classroom, that they will be judged negatively and are truly missing all the positive aspects pertaining to this such as, the ability to see each other succeed (Biemesderfer, 2020). Not only does that allow teachers to celebrate each other, but also learn from each other. We should be open to teaching each other what is best and will benefit all students and opens the door for the teacher being observed to receive some truly meaningful feedback without the fear of having any repercussions pertaining to their position. In addition, it opens the door to trial and error. If teachers are willing to make mistakes and work through them together, they will ultimately learn much more together and be more willing to experiment together. Ultimately, it brings the teachers together, creating “a united front” (Biemesderfer, 2020) before the students.

As a teacher leader, I must help set the precedent about peer observations being welcomed. I leave my “door,” whether physically and virtually, open so that teachers can feel comfortable to observe my teaching. I encourage other educators to stop by my classes during their preps. I also welcome their feedback and welcome them to implement anything that they learned while observing me in their own classrooms. By setting that precedence, with nothing attached, I hope that I can help other educators overcome the fear of being judged by their peers, while also expanding the number of students that are truly touched by best practices, while improving colleague trust.

Another great way for a teacher leader to be a team leader is to initiate the creation of a PLC. A PLC is defined as a group of educators "who focus their work on the formal study of instructional practices in order to improve their students' learning" (Putnam et al., 2020). It is a group of people who come together to create a positive change with a "focus on consensus decision making" (Putnam et al., 2020). There five stages to the creation of the PLC, which include the beginning stage, the establishing expectations stage, the identifying conflict resolution stage, supporting and expanding of the PLC stage, and the transition or closure stage.

When a PLC is formed, members “are becoming acquainted with one another, building trust, fostering appreciation of multi-abilities, establishing each person's voice, and creating self-assessments” (Putnam et al., 2020). By allowing the members to get to know each other, they can more openly be critical of each other's ideas and work, without taking offense. In addition, in the “establishing expectations stage,” the members are taught the norms and rules of the group, to further hold them accountable for being trustworthy. Lastly, in the “identifying

conflict resolutions stage,” members are walked through the process of how to resolve a conflict within the PLC. The leader must be willing to state the conflict the group so that a solution can be brainstormed and implemented (Putnam et al., 2020). This stage of the PLC truly invites productive conversation among the members.

During my time in the M.Ed program, I led a PLC group. I was able to bring a group of educators, who taught across different grade levels and different subjects, virtually. At the start of the class, I recall not knowing how to approach my colleagues, who I did not know at all; however, I knew it was important for someone to initiate the conversation and take the leader role. I initiated and planned our meetings, while leading the conversations and guiding the groups to meet our weekly set goal, which was to complete one section of the PLC rubric at a time. I am truly thankful for having had that opportunity, for it allowed me to realize that I had the necessary skills to in fact be a leader and bring my colleagues together under my direction for collaboration.

Closing Thoughts

Ultimately, assessments play a key role in defining what students need to improve their learning and what educators need to reach those goal; however, this must all be done strategically. Data that is collected must not end up in a binder un-used. It needs to be analyzed and dissected by teams. Plans to adjust must be made at that time as a whole group. In addition to that, the goal to facilitate improvements in instruction and student learning can be found by working closely with colleagues to collaborate and taking on the role of a true teacher leader. By welcoming colleagues into my own classroom, I am teaching them the importance of

learning from each other while demonstrating that there needs not to be any fear of judgement, rather the acceptance of constructive feedback. It is also evident that the stages of a PLC also are set to help educators form trusting bonds, where knowledge and ideas can be shared. Finally, conducting an inquiry project, such as the one that I conducted, helps the teacher leader to better enact their role. I hope to begin working on all of the goals mentioned above to ultimately become a better teacher leader in this domain.

Artifacts/Evidence (See Appendix)

References- (See Reference Page)

Portfolio Reflection 6: Domain VI

Portfolio Assignment #6: Reflection

Rowan University

METL 50550

August 8, 2022

Jeanette Garcia

Domain VI: Improving Outreach and Collaboration with Families and Community

Domain VI of the teacher leader model standards refers to teacher leaders understanding “that families, cultures, and communities have a significant impact on educational processes and student learning” (The Teacher Leader Model Standards, n.d.). This domain revolves around the teacher leader working “with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning” (The Teacher Leader Model Standards, n.d.). I believe it to be truly important that all educators are aware of the impact that improving outreach and collaboration with families has on the classroom, as it builds a student’s self-esteem up, particularly when it pertains to a student’s culture and experiences.

The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning.

One of my undergraduate college professors once told me something that has been proven to me time and time again, regarding students and their culture: Everyday, our students come in with backpacks. Inside of those backpacks, they have books, pencils, and other school supplies, but what we do not see is that they also carry their life experiences, their culture, and their personal problems. When we meet each student, they all come in with a different backpack, both literally and figuratively, and we as educators, must be aware of this, as every student’s backpack impacts their learning. This has stuck with me, as I truly could relate to this.

From a personal perspective, I was one of those students who had been raised in a home that had a culture different from my peers at school. My parents, both Cuban immigrants with a strong religious background, chose to send my sisters and I to Catholic school, so that we could take religion classes. I recall being a child and being one of the only Hispanic children at the school. The first question people would ask me when they met me was, “Where are you from?” and I just so happened to live in the same town as the school, so I would tell them that, but I would always get a follow up question, “No, where are you really from?” As a child, I did not understand what that meant. I had been born and raised in New Jersey, where else would I say that I am from? What I did not realize at that time was that people viewed me as an “outsider” of sorts, knowing my name and knowing that I spoke Spanish. It was not until I was a little older that I realized that they wanted to know about my cultural background.

As I grew older and realized that my friends were never questioned the way I was, I became accustomed to telling everyone that I was of Cuban decent when I would be asked this question. To this day, I continue to say that as my response to the question, but I never understood why I had to clarify that. Although I believe that there would have been better ways for my new teachers to ask me about my background every year, I now understand that they were perhaps trying to understand what I carried in my backpack every day.

Unfortunately, I cannot say that the conversations that followed that question were typically pleasant; I was asked several ignorant questions, such as if I spoke “Cubanese” or if I had crossed the Rio Grande to arrive here. The intentions of such questions became very clear to me. These interactions ultimately pushed me to want to work with students, like myself, and led me to pursue Bilingual Education and ESL. My teachers never attempted to engage my

parents on our upbringing and did not truly take interest in my culture. It was never acknowledged in class. The teachers also did not realize the derogatory form of questioning that I was constantly being put through. It took a toll on my self-esteem, as I felt so misunderstood.

As an ESL teacher, I made sure to collaborate with the general classroom teachers on their beginning of the year survey that was sent out to the parents. I also made my own, with additional questions to personally understand my students and their needs on a higher level. I found that this was more respectful to the families that I serviced. I would then take the information that I had gathered to plan my lessons. I would incorporate topics that would interest my students and would encourage them to lead discussions when topics that they knew about would arise. I always sought to empower them with the ability to want to share their knowledge and culture with others, while feeling appreciated and seen. I also worked on the Diversity and Inclusion team to help plan events that would allow the students an opportunity to teach other about their culture, even if they were not in ESL.

Perhaps my greatest project for shining a light on the students' cultures was done during the pandemic. At that time, my school decided to create a morning show that we could send to the students every day, to keep them up to date on things that were happening within the school. I took on the challenge of creating a segment called, "Language in a Minute" that showcased a country's language and culture. I would decide on different countries based on the students' familial heritage, which I had collected from the parent surveys from each class. Then, I would ask the students from those countries to help me record short videos on those countries, where they could talk about anything they wanted to pertaining to the culture, while

focusing on teaching everyone how to say hello in the country's native language. The segment was truly a success on many levels. It engaged students who were not accustomed to talking about their culture because they were not ESL students to teach others about it. The parents would also have an opportunity to watch the video segment, since we would send it out to the students while they were learning from home, meaning the parents were learning as well. I received excellent feedback from the school community on the segment. People were excited to learn a bit on different cultures and languages in such a quick way.

Ultimately, the action that I took as an ESL teacher to acknowledge my students' culture and incorporate it into lessons for both them and the community was what led to my ultimate success as an ESL teacher and my personal pride in having accomplished what I sought to do after having struggled in my own childhood with my cultural identity.

The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.

During my time as an ESL teacher, I began to take interest in how to better help my colleagues understand the importance of what I did as an ESL teacher. I knew that I wanted my colleagues to see me as a resource from which they could learn from to in turn, increase student learning; however, I did not feel that they saw me as such. I began working on an Inquiry project for my master's degree this past spring that allowed me the ability to explore how much teachers understood about what it meant to be a teacher leader and the role of the ESL teacher, as both a colleague and a teacher leader. I wanted to help my colleagues

understand what I was seeking to be seen as, while also encouraging them to pursue a teacher leader role.

From my inquiry project, I learned that my colleagues truly did not understand what a teacher leader is and their role. I also learned that some of them do not understand the job of an ESL teacher, let alone believe that they can become a teacher leader. From this research, I determined that I must continue my work as a teacher leader and do several things to help establish myself, in my colleagues' eyes as a leader. First, I must lead more professional development sessions on what it means to be a teacher leader. I want to teach them about the importance of the role in helping students succeed and teach them about the actions that they should take to pursue this, as well.

In addition to that, I felt that it is important for ESL teachers to listen to the needs of the classroom teachers and staff. The best place to start is for ESL teachers to work on collaborating with their colleagues more. The general education teachers need to be aware of what an ESL teacher does to understand their importance and their expertise. This will also lead to better relationships among colleagues, as collaboration truly requires good relationships. A PLC group could also be established to work on enhancing employee culture, as when the teachers all show a united front and work collaboratively, our students not only see it, but benefit from it and student learning increases.

Closing

As an educator with strong ties to my culture, I chose to pursue Bilingual Education and ESL. My goal is to continue this work, which gives all students an opportunity to embrace who

they are and what they carry “in their backpacks.” I hope to use my inquiry work to conduct future research that will help me develop further plans to help students and the community to further learn about each other and the different cultures within. Most importantly, I remain committed to helping all students feel seen and welcomed through my actions.

Artifacts/Evidence (See Appendix)

References- (See Reference Page)

Portfolio Reflection 7: Domain VII

Portfolio Assignment #7: Reflection

Rowan University

METL 50550

August 15, 2022

Jeanette Garcia

Domain VII: Advocating for Student Learning and the Profession

Domain VII of the teacher leader model standards refers to teacher leaders understanding “how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies” (The Teacher Leader Model Standards, n.d.). This domain revolves around the teacher leader using “this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and serves as an individual of influence and respect within the school, community, and profession.” (The Teacher Leader Model Standards, n.d.). As an ESL teacher and a teacher leader, it is incredibly important for me to advocate for the needs of my students and the services that they are entitled to; however, it is not always easy.

The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies.

In 1983, “President Reagan’s National Commission on Excellence in Education released The Nation at Risk Report” (Hubbard, 2014). Upon the release of this report, President Reagan stated “We found that our educational system is in the grip of a crisis caused by low standards, lack of purpose, ineffective use of resources and a failure to challenge students to push performance to the boundaries of individual ability and that is to strive for excellence.” (Hubbard, 2014). Ultimately, this report found that schools were all teaching different things at different times. Oklahoma was one of the first states in the country to adopt a set of state standards in the 1980s.

In the late 2000's, the Council of Chief State School Officers commissioned "committees to develop potential national standards in reading and mathematics. In addition, a workgroup is developing a set of global competencies for potential adoption by the states" (Jacobs, 2010, p. 11). This ultimately led to the common core standards which we are all familiar with today in teaching, as they are still in use. This formation of standards, however, still allowed the states the ability to choose their areas of focus, making geography "destiny" (Jacobs, 2010, p.11).

In the state of New Jersey, three specific goals were "set to ensure that the new standards (1) address global perspectives; (2) employ 21st century digital and networking tools; (3) identify salient interdisciplinary linkages for real-world applications" (Jacobs, 2010, p. 12). Rhode Island also worked to create an "innovative and forward-thinking portfolio requirement for graduation" (Jacobs, 2010, p.12). Hawaii also led the country by "providing all of its schools with a common Internet-based program with the proper infrastructure for communication" (Jacobs, 2010, p.12). Although these are just some of the things being addressed within the standards by a few states, most states' standards still remain outdated and in need of additional work to continue modernizing the education system.

Interestingly, prior to the national standards being developed, WIDA developed "the 2004 WIDA English Language Proficiency Standards, which served as the basis for the ACCESS for ELLs test of English Language Proficiency" (WIDA, n.d.). At the heart of the standards were four "big ideas" that support the overall framework: equity of opportunity and access, integration of content and language, collaboration among stakeholders, and functional approach to language development (WIDA, n.d.). New Jersey, along with 40 other states joined the WIDA Consortium and adopted these standards.

Essentially, the development of the standards and the policies that backed them, such as No Child Left Behind (2002) or Race to the Top (2009), all came to be as a result of the release of “A Nation at Risk” report in 1983. This report had received “widespread coverage on radio and TV” (NPR, 2018). President Reagan even joined the authors in a series of public hearings around the country to discuss the report (NPR, 2018). This report led to a strong involvement of the government on what, when, and how things are being taught, which continues today.

Today, for example, we see states are banning books based on political views and opinions. Parents, who are just as much stakeholders in these decisions as are politicians, are using their viewpoints to change curricula and develop new educational policies by speaking up at Board of Education meetings. Ultimately, the pandemic seemed to fuel more stakeholders to speak up about creating changes, as they had seen what their children were learning while home.

As a teacher leader, it is important to stay as politically impartial and focus on educating the public on the importance of education and the topics that are covered. I believe that just as the parents appear at Board of Education meetings, more teachers need to appear and use their time at the microphone to educate the public. We must not only be leaders in the classroom, but also outside of the classroom, as the decisions on what is done in the classroom are made outside of the school doors. I also believe that it is important for teachers to become more involved in their communities, to build a trusting relationship with those that they serve, to continue to advocate for educationally sound practices.

The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and serves as an individual of influence and respect within the school, community, and profession.

This topic, as an ESL teacher has greatly affected me. Upon the re-opening of schools during the COVID-19 Pandemic, I was asked to leave my ESL teaching position to teach a Kindergarten class for a teacher that had left at the height of the pandemic. Although I already had a strong connection with my ESL students, I chose to take on the new challenge, mostly to grow my skills and see if I enjoyed it. Upon the completion of the school year, despite my love for the position, I requested to return to ESL. I knew that my ESL students had been receiving little ESL time because the department had been condensed to fill positions within the general classroom, so my work in the 2021-2022 school year, I knew, was going to be important.

At the start of the school year, I quickly worked to assess my students that I did not work with for a year. I also worked to assess all the new students who had arrived as a result of many of the things occurring outside of the country, such as the large exodus that occurred in Haiti. I noticed immediately that I was not going to have enough time in my schedule to appropriately service the students with the legally required ESL time. I approached my department colleagues, as this was a concern that we all shared, and raised the concern to our principals and the superintendent. The district did not respond quite the way we had thought they would, knowing the immense issue that we had on our hands.

On top of that, there was also a substitute shortage. As teachers began to take time off or became ill and needed to quarantine, the district was left with no choice but to pull the ESL teachers to cover the general classrooms. By the time December rolled around, I had substituted exactly half of the school year in other classrooms and had not serviced my ESL students on

those days. It truly was an issue, especially for the newcomers, who did not have any additional support. On several occasions, I requested meetings with my principal and the superintendent. I knew that my students, who were among the neediest, deserved and were entitled to their services. I also attempted to get the parents involved, by making them aware of the situation; however, I found that most parents no longer were as invested as they had been at the start of the pandemic or were simply happy to have their child back in school, physically.

Unfortunately, the department's efforts for advocacy for the ESL students' needs truly went nowhere. The substitute shortage was occurring around the country and there was no solution in sight. My ESL students did not receive the services that they were entitled to and nothing could be done to rectify the situation. It was perhaps the most discouraging moment of entire teaching career, considering my ongoing work on becoming a teacher leader, and understanding the importance of advocacy; however, I realized that the problems that we were facing were well above the need for advocacy. I continue to worry about the upcoming 2022-2023 school year, knowing that many teachers have left the field and that the substitute shortage is ongoing.

Closing

For the reasons mentioned above, I question this domain as a teacher leader. I understand that we must advocate for the students but wonder what teacher leaders should do when advocacy simply is not enough. I also understand who all the stakeholders that contribute towards making educational policies are and decisions but feel as though the educators are oftentimes left out of the decision-making process. I believe that as teacher leaders, again, we

must continue to emphasize the importance of education and continue to advocate to all stakeholders. We must make our voices heard so that our students truly succeed from the decisions and policies that are made.

Artifacts/Evidence (See Appendix)

References- (See Reference Page)

Portfolio Reflection 8: Inquiry Project

Portfolio Assignment #8: Reflection

Rowan University

METL 50550

August 15, 2022

Jeanette Garcia

Problem in Practice: Can ESL Teachers be viewed as Teacher Leaders?**Rationale:**

The problem that I chose to explore in my inquiry project was having the ability to establish myself, an ESL teacher, as a teacher leader. There are several reasons that attribute to this issue. I never felt as though I could achieve being seen within my district as a teacher leader because of the environment within my school district and because of three issues that also stuck out to me.

The first issue is that the teachers in my district see that the ESL teachers don't have a classroom and therefore do not have the same level of responsibility as they do. There has even been mention that their job as a classroom teacher is more difficult for this reason. The second issue is that there is barely any time for the ESL teacher to collaborate with the classroom teachers. The ESL teachers are expected to co-teach or at least have lessons that align with what the classroom teachers are teaching; however, the ESL teacher normally works with multiple teachers and does not have time built into their schedule to meet with the classroom teachers to plan in coordination with them. For this reason, the classroom teachers don't always know what the ESL teacher is teaching, and they question their expertise. The third issue, at least within my district, is how the tutoring time that is built into our ESL waiver, is used. Oftentimes, we spend those 30 minutes walking around the room as an aid, again, because of the lack of coordination and the excessive number of preps that we already must plan for. This also undermines our expertise, rendering it almost useless. The final issue, which has only been amplified more this year, is how ESL teachers are pulled constantly to substitute or translate. We miss so many of

our lessons and are viewed as substitutes in the building. It is difficult to show expertise when one is constantly being pulled to substitute or complete other tasks unrelated to our expertise. In addition, as ESL teachers, we are the number one advocates for all ELLs (English Language Learners). Many of the things that we are already expected to do help us to become successful teacher leaders, but I would like to learn more on this topic.

I also generally felt as though ESL teachers were disregarded often by administrators and colleagues. Their expertise was not consulted and considered. It also felt like classroom teachers were treated better overall and ESL teachers generally looked down on. This was especially made apparent to me by the secretary in my building, who one day told me that I wasn't entitled to a parking space because I was "not a real teacher." These feelings were echoed by all my colleagues in the ESL department in every building within the district. This led me to question how I would ever be viewed as a teacher leader if I couldn't even be respected as a teacher. I wanted to understand the root of the problem, which is how were ESL teachers really viewed? I also wanted to understand whether my colleagues even knew what a teacher leader is and how I could become a teacher leader in their eyes, while working on these things myself.

Results:

Overall, I was very pleased with the number of responses that I received as well as the variety of people who took the survey. In reality, when I began this inquiry, I was mostly concerned with the opinion of the classroom teachers; however, upon seeing the variety of responses, I see the importance in getting the opinions of any staff members. I realized many of the staff members are very unaware of what a teacher leader is or what they do. I believe that

many of the teachers who took this survey aren't even fully aware of how they can hold this title themselves, which is truly sad.

Overall, it seemed as though most of those who took the survey could make some educated guesses as to some of the things that teacher leader can do. Many of the responses included words such as, collaboration, guidance, and support. All those words can certainly apply to a teacher leader; however, they'd have to be put together. I feel as though most of the responses received could essentially be combined in order to create a fuller definition of a teacher leader. They are aware of some of the aspects that make a teacher leader but not all of them.

Regarding whether the ESL teachers pull the students out or push-in, I wanted to include this question to see if they have possibly ever seen an ESL lesson when it is happening. It appears that most have not. Although I don't feel it is necessary for them to observe every ESL lesson, I believe that it would be important for the teachers to collaborate in some way. Collaboration can look like sharing lesson plans and planning activities together. It could look like co-teaching. It could also look like having a peer observation. Collaboration would help the staff better understand what it is that an ESL teacher does. I also believe that it would be great if all future teachers were required to take one Bilingual Education Department (BLED) course to better to expose them to the field, the role of the Bilingual or ESL teacher, and to show them some common practices that would help in the general classroom setting.

The next question dug further into the role and responsibility of the ESL teacher. Overall, most of the respondents were able to generally define what an ESL teacher does but the responses were very shallow, stating that ESL teachers work with language learners, and some weren't able to even identify that. The key take-away from this question corresponds to the

discussion on question 3. More collaboration is necessary between staff, especially the classroom teachers, and ESL teachers to help others understand the role and importance of the ESL teacher.

The following question addressed whether ESL teachers were viewed as leaders or not. Most of the responses stated that they did not believe that they were viewed as leaders, but rather were viewed generally the same as colleagues or as lesser. Overall, the responses to this question left me feeling a little stunned. It appears most of the respondents essentially felt as though their ESL colleagues were at the same level as them, but the underlying message was that no teachers could really achieve leadership status, and that all teachers essentially had to do as they were told. This reflects on the overall lack of understanding of the role of a teacher leadership within a school setting.

Finally, the respondents answered the question about whether they felt an ESL teacher could enact a leadership role or not. The responses ultimately summarized the feelings and attitudes that I mentioned previously. Most feel as though decisions must ultimately come from administration. One respondent even went as far as stating that, "The role of an ESL teacher is to be a teacher." Others did offer somethings that they wish the ESL teachers would do, such as collaborate with them more and support the students more overall. There were some respondents who did not even respond to the question.

Application:

Upon completing this inquiry, I believe that it is incredibly important to do several things. First, I think that it is important for ESL teachers to establish themselves as experts around their colleagues. It is important for ESL teachers to listen to the needs of the classroom teachers and staff. Perhaps the best place to start is for ESL teachers to work on collaborating with their

colleagues more. It will be important for the ESL teachers to advocate for their needs and the needs of their colleagues to administrators, on the context of bettering the school culture and students' results and success. Research, like this one, or the many other articles that pertain to these topics should also be used to address this issue and place it in a spot of importance.

Next, I believe it to be incredibly important to provide all teachers professional development on teacher leadership. It is very clear that most teachers do not know what a teacher leader is or what they do. It is important to teach them to want to pursue this while continuing their magnificent work within the classroom. Most teachers believe that their only way to "move up" is to become an administrator and leave the classroom. But by becoming a teacher leader, you get the pay bump, a bump in status as an expert and mentor, as well as an overall leader.

Last, I believe that it would be important to establish a PLC group for employee culture. Much like there is a PLC for school culture, I think that it is important for them to be a group that works towards helping employees build stronger connections and a better culture. As mentioned previously, ESL teachers across the district have felt lesser around colleagues when in reality that isn't necessarily the issue. It would be great if the PLC could create opportunities for the staff to bond, both in school and outside of school. Perhaps there needs to be a staff newsletter that keeps the staff connected to each other as well. Ultimately, anything that helps bring the staff together to create a more positive and enjoyable work environment will benefit the students, as their teachers will be happier to go to work.

Commentary:

Being that I am outside of the classroom now, working in a position outside of education, it could be a little more difficult to conduct research that follows up on this topic; however,

because I do not feel like I am in a spot where I fear retaliation or mistreatment, I will certainly continue to advocate for better conditions for teachers and hope to reach out to follow up with those teachers that chose to share their contact information with me to continue my research on this topic. I also plan on sharing this research with my previous district, where I collected the data from. I hope to work with the administrators to help them better the conditions for other teachers. I also plan to use my day of service that is allotted in my current job to go back and hold training on this topic. I want to share the results of this research and help them brainstorm ways to help them improve both the employee culture as well as give them the confidence to pursue teacher leadership. I am curious to see where my outside advocacy and research will take me!

Artifacts/Evidence (See Appendix)

References- (See Reference Page)

Portfolio Reflection 9: COGS

Portfolio Assignment #9- Reflection

Rowan University

METL 50550

August 22, 2022

Jeanette Garcia

1. BLED 40510- Issues of Language and Cultural Diversity in ESL/Bilingual Programs

Issues of Language and Cultural Diversity in ESL/Bilingual Programs focused “on foundational theories and areas of research related to the field of TESOL and bilingual education” (Rowan University, n.d.). We explored the forces affecting students and policies related to second language schooling in state, national and international contexts. As a result of this course, I developed a reflective philosophy for educating English Language learners.

My educational philosophy states my many beliefs about ESL, including how I believe all ELLs:

- Are entitled to high-quality English language services
- Are entitled to teachers that thoroughly qualified and prepared
- Are entitled to having teachers that can collaborate effectively with other Bilingual/ESL teachers and content-area teachers
- Are entitled to having a team behind them, including their teachers, other school staff, and families

My philosophy aligns with the following domains for the reasons listed above:

- Domain I: Fostering a Collaborative Culture to Develop Culture to Support Educator Development and Student Learning
- Domain III: Promoting Professional Learning for Continuous Improvement
- Domain VI: Improving Outreach and Collaboration with Families and Community

- Domain VII: Advocating for Student Learning and the Profession

2. BLED 40512- Linguistics and Second Language Acquisition for Teaching Languages

Linguistics and Second Language Acquisition for Teaching Languages addressed “basic concepts of linguistic theory and second language acquisition research” (Rowan University, n.d.). We compared second language acquisition paradigms and investigated how they could be applied in the classroom. As a result of this course, I wrote an ELL Language Analysis, in which I interviewed a 19-year-old college student, Sam. I analyzed the Sam’s oral and written language.

Upon reviewing Sam’s written piece, it became evident that her writing skills were stronger than her oral skills; however, she still made a few of the same mistakes with her written language as she did orally, just not as often. Sam’s other strengths included her listening and understanding, particularly to instructions and staying on topic, as well as her ability to accurately express personal and academic information using English vocabulary. Overall, I found that Sam was able to comprehend all of my questions without the need for repetition during the interview. In addition to her listening skills, I found that her use of vocabulary was good as well.

On the other hand, Sam still made many errors despite her strong attempts; however, she is rather cognizant of the errors that she made. For example, during the interview and in her written piece, Sam made subject-verb agreement errors. During the interview, she did in fact point out that she has struggled with subject-verb agreement because in Tagalog, the word order is different. This led to Sam’s confusion of where to place the subject and the verb in a sentence

and how to make them agree. Her sentences could also use some work. During the interview, Sam responded using many incomplete sentences. I further delved into her native language and the possible reasons behind some of the errors she made.

Overall, I found this experience to be remarkable. Having the opportunity to understand an ELL's full background and the relation between their first language and English is helpful when figuring out what a learner may need help within advance. Knowing that students come into the classroom speaking languages with different word orders and possible forms of spelling helps the teacher create lessons that cater better to each student's needs. This, ultimately, taught me to want to conduct a little research on the grammatical rules of their native language to better prepare myself for my students' needs.

My ELL Language Analysis aligned with the following domains for the reasons listed above:

- Domain I: Fostering a Collaborative Culture to Develop Culture to Support Educator Development and Student Learning
- Domain II: Accessing and Using Research to Improve Practice and Student Learning
- Domain VI: Improving Outreach and Collaboration with Families and Community
- Domain VII: Advocating for Student Learning and the Profession

3. BLED 40520- Planning, Teaching, and Assessment in ESL Classrooms

Planning, Teaching, and Assessment in ESL Classrooms concentrated "on how teachers plan, teach, and assess in ESL classes. Students will create unit plans that incorporate both language and content area objectives and learn a variety of research-based instructional methods to

support language acquisition and student learning” (Rowan University, n.d.). As a result of this course, I wrote an ESL Unit Plan.

Unit of Language revolved around the “Understanding of Idioms” with the following objectives:

- Students will be able to explain what an idiom is and give examples of some.
- Students will be able to ask and answer questions about the example text that will demonstrate the use of an idiom, orally and in writing.
- Students will brainstorm different idioms using the knowledge they have on English idioms and idioms from their own native language.
- Students will write, illustrate, and present their use of an idiom of their choice in a sentence.
- Students will be able to ask and answer questions about the example song that will demonstrate the use and importance of an idiom, orally and in writing.
- Students will choose a meme image to match an idiom.
- Students will write a funny caption to match the meme image using their idiom of choice.
- Students will be able to ask and answer questions about the idiom in their memes.
- Students will choose one idiom that they explored this week and write what it means.
- Students will also write about where they could use this idiom (what medium?).
- Students will practice speaking by using FlipGrid to record their response.

The focus of this unit plan was mostly grammatical and to teach real-world uses of idioms; however, this assignment did align to Domain VI: Improving Outreach and Collaboration with

Families, as on the first day of the unit, students are asked to make a connection to their native language and any phrase that they may know. This activation of prior knowledge helps connect what they bring with them culturally, to what they are learning, which further helps them to understand the topic.

4. BLED 40515- Understanding Immigrant-Origin Students: Language, Culture, and Mobility

Understanding Immigrant-Origin Students: Language, Culture, and Mobility allowed us to “examine the experiences and identities of immigrant-origin and emergent bilingual students, focusing on language, culture, immigration, and transnationalism” (Rowan University, n.d.). We explored issues related to socioeconomic status, race, religion, disability, gender, and forms of discrimination, as well as advocacy issues and ways to support partnerships with families and communities. As a result of this course, I completed a Case Study of an Immigrant Student.

The case study explored the culture, identity, language, and experiences of a Venezuelan student, who now resides in the United States. The student, Jose, a 4th grader, lived through what many call one of the worst crises in the Americas. The “economic crisis,” a term coined in 2010 by a former Venezuelan president, Hugo Chavez, wreaked havoc on the everyday people of Venezuela. Ultimately, this led the student and his family to leave their home, in hopes of better opportunities within the United States. I sought to explore how the student’s experiences have shaped his identity.

Ultimately, learning about Jose made me feel a closer connection to him and I was impressed by his wisdom, which was beyond his years. Jose, a nine-year old student, was able to talk passionately about politics and explain what made him think his country was so “horrible.” He also had vivid memories of the violence in Venezuela, something that children here in America don’t often fact. When digging further, however, you realize that he just wanted to be a kid like everyone else and that he was very appreciative of everything around him.

This case study was also closely aligned to Domain VI: Improving Outreach and Collaboration with Families, as I was able to learn about the student’s entire cultural background, which in turn helped inform my teaching, as I knew his needs. It also drew me closer to his family, as I had to gain permission to complete this research on him from them. I was able to share a final copy of the research that I wrote with them and discussed my findings. From that point on, I found that his parents became more involved at the school, and I always felt that they were happy to see their son’s teacher had taken interest in understanding him and his needs.

5. BLED 40522- Integrating Language and Content in the ESL/Bilingual Education Classroom

Integrating Language and Content in the ESL/Bilingual Education Classroom examined “the theory and practice of integrating language and content in K-12 ESL, bilingual and content-area classrooms” (Rowan University, n.d.). We focused on specific methods, such as the

implementation of sheltered instruction models, content-based ESL, students' proficiency levels, proficiency testing, and strategies for collaborating with other teachers and school leaders. As a result of this course, I wrote another ESL Unit Plan based on practice of sheltered instruction or SIOP.

This Unit Plan was closely aligned to Domain I: Fostering a Collaborative Culture to Develop Culture to Support Educator Development and Student Learning, as I had to work closely with the classroom teacher to identify the students' needs and plan the lessons.

6. BLED 40523- Practicum in Teaching English as a Second Language

Practicum in Teaching English as a Second Language consisted “of a field experience in teaching English as a Second Language (ESL) and an accompanying class that focuses on reflective evaluation of that field experience” (Rowan University, n.d.). I taught an ESL class within my district for the field experience. As a result of this course, I submitted my Impact Project, based on a unit and student learning.

This Unit Plan was based on Travel but was taught because the students were working on a persuasive writing assignment in class about what the best place to travel to is and I realized that many had never had the opportunity to travel before. Ultimately, this lesson provided the students with plenty of vocabulary that they could confidently include into their writing, as well as a full travel experience, from booking a trip to taking a virtual trip and sending a postcard about it to someone. And although not all students “learn as effectively as each other from experience but as teachers we can create the conditions to make it more likely they will” (FutureLearn, 2021).

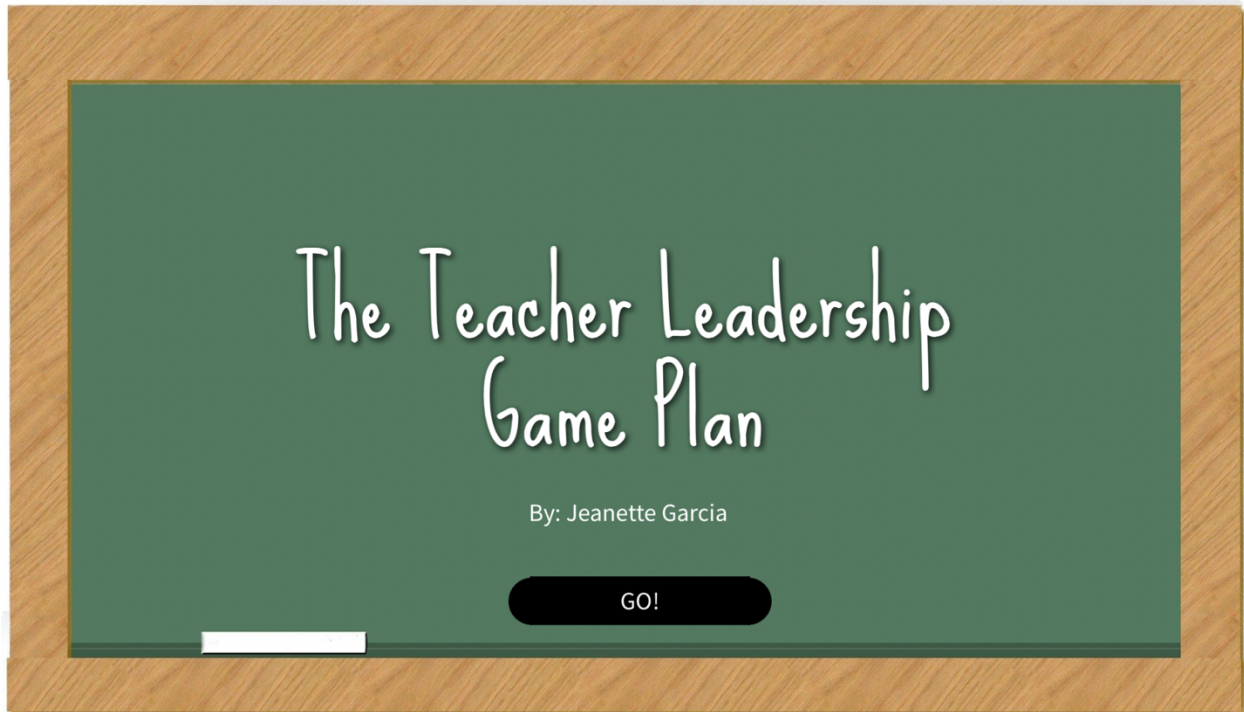
I wanted to be sure that the students had a “concrete experience” (FutureLearn, 2021) that they could refer to when thinking about their writing.

The Impact project was closely aligned to Domain I: Fostering a Collaborative Culture to Develop Culture to Support Educator Development and Student Learning, as I had to work closely with the classroom teacher to identify the students’ needs and plan the lessons. It also closely aligned to Domain V: Promoting the Use of Assessments and Data for School and District Improvement, as I shared the results of the pre- and post-assessments that determined what the students needed with the classroom teacher to also help her with her planning.

Teacher Leadership Interactive Graphic Organizer

Please click the link or the image below:

<https://view.genial.ly/62be2795020b8100186d82e4/presentation-teacher-leadership-presentation>



References

1. *5 Benefits of Self-Reflection for Teachers*. (2021, April 6). VEO. Retrieved July 12, 2022, from <https://veo.co.uk/benefits-of-self-reflection-for-teachers/#:~:text=Self%2Dreflection%20on%20how%20you,and%20outcomes%20for%20your%20students>.
2. A. (2020, July 28). *How to Benefit from Feedback, Constructive and Otherwise*. Winds of Change. Retrieved July 14, 2022, from <https://woc.aises.org/content/how-benefit-feedback-constructive-and-otherwise#:~:text=Constructive%20feedback%20allows%20for%20personal,to%20us%20before%20receiving%20feedback>
3. Benegas, M., & Stolpestad, A. (2020, June 1). *ESL teacher leadership: Delivering professional development*. TESOL Career Center. Retrieved February 9, 2022, from <https://careers.tesol.org/article/esl-teacher-leadership-delivering-professional-development>
4. Biemesderfer, S. (2020, July 28). *HOW TO BENEFIT FROM FEEDBACK, CONSTRUCTIVE AND OTHERWISE*. Winds of Change. Retrieved July 14, 2022, from <https://woc.aises.org/content/how-benefit-feedback-constructive-and-otherwise#:~:text=Constructive%20feedback%20allows%20for%20personal,to%20us%20before%20receiving%20feedback>
5. Bustamante, R. M., Brown, G., & Irby, B. J. (2010). Advocating for English language learners: US teacher leadership in rural Texas schools. *Rural education for the twenty-first century: Identity, place, and community in a globalizing world*, 232-252. Retrieved

from

<https://books.google.com/books?hl=en&lr=&id=HKDxJpVGpXsC&oi=fnd&pg=PA232&dq=esl+teacher+leadership&ots=38D-g44i--&sig=OfAxZXfH3H4wr53lzu7cEw4hN08#v=onepage&q=esl%20teacher%20leadership&f=false>

6. Cutler, B., Rickinson, M., & Walsh, L. (2021, June 14). *How teachers can use research effectively in their classroom*. Monash Education. Retrieved July 12, 2022, from <https://www.monash.edu/education/teachspace/articles/how-teachers-can-use-research-effectively-in-their-classroom>
7. Dove, M., & Honigsfeld, A. (2010). ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. *TESOL journal*, 1(1), 3-22.
Retrieved from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.608.4687&rep=rep1&type=pdf>
8. Edutopia. (2007, November 5). *Why Do We Need Technology Integration?* Retrieved July 14, 2022, from <https://www.edutopia.org/technology-integration-guide-importance>
9. Fenner, D. S., & Breiseth, L. (2017). *You are already a leader: Identifying your leadership skills on behalf of Ells*. Colorín Colorado. Retrieved February 9, 2022, from <https://www.colorincolorado.org/article/you-are-already-leader-identifying-your-leadership-skills-behalf-ells>

10. Ferlazzo, L. (2021, April 26). Professional Learning Communities Can “Unleash the Learning!” (Opinion). Retrieved September 27, 2021, from <https://www.edweek.org/leadership/opinion-plcs-can-unleash-the-learning/2021/04>
11. Ferlazzo, L. (2022, March 1). *What Teachers Have Learned Since the Pandemic Closed Schools* (Opinion). Education Week. Retrieved July 14, 2022, from <https://www.edweek.org/leadership/opinion-2-years-on-what-have-we-learned-about-teaching-in-a-pandemic/2022/02#:~:text=The%20pandemic%20experience%20has%20reinforced,games%2C%20and%20including%20scaffolding%20strategies>
12. FutureLearn. (2021, February 4). Learning from experience: What the student does. Retrieved from: <https://www.futurelearn.com/info/courses/learning-teaching-university/0/steps/26385>
13. Good, T. L., & Lavigne, A. L. (2017a). *Looking in Classrooms* (11th ed.). New York, NY: Routledge.
14. Gonzalez, J. (2019, February 2). *Why We Need to See Each Other Teach*. Cult of Pedagogy. Retrieved July 15, 2022, from <https://www.cultofpedagogy.com/open-your-door/>
15. Harvey, L., & Teemant, A. (2012). Who does what and why?: ESL administrators' perspectives on the roles of ESL specialists and mainstream teachers. *INTESOL Journal*, 9(1). Retrieved from https://www.researchgate.net/publication/272567121_Who_does_what_and_why_ESL

[administrators' perspectives on the roles of ESL specialists and mainstream teachers](#)

16. Hubbard, R. (2014, August 27). *Where Did Education Standards Come From?* KOSU. Retrieved August 5, 2022, from <https://www.kosu.org/education/2014-08-25/where-did-education-standards-come-from>
17. Jacobs, J., Gordon, S. P., & Solis, R. (2016). Critical issues in teacher leadership: A national look at teachers' perception. *Journal of school leadership*, 26(3), 374-406. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/105268461602600301>
18. National Academy of Education. (2021, February). *Educational Assessments in the COVID-19 Era and Beyond*. <https://naeducation.org/wp-content/uploads/2021/02/Educational-Assessments-in-the-COVID-19-Era-and-Beyond.pdf>
19. Nelson, C. (2021, June 22). *What is professional development and why is it important?* University of Phoenix. Retrieved July 14, 2022, from <https://www.phoenix.edu/blog/what-is-professional-development-and-why-is-it-important.html#:~:text=According%20to%20BizJournals.com%2C%20%E2%80%9C,and%20directions%20in%20an%20industry.%E2%80%9D>
20. NJ DOE. (n.d.). New Jersey Student Learning Standards for Comprehensive Health and Physical Education. Retrieved from <https://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>
21. NPR. (2018, April 29). *What "A Nation At Risk" Got Wrong, And Right, About U.S. Schools*. Retrieved August 5, 2022, from

- <https://www.npr.org/sections/ed/2018/04/29/604986823/what-a-nation-at-risk-got-wrong-and-right-about-u-s-schools>
22. Ornstein, A., & Hunkins, F. (2016). *Curriculum: Foundations, Principles, and Issues* (Pearson Educational Leadership) (7th ed.). Pearson.
23. Putnam, J., Ph.D., Gunnings-Moton, S., Ph.D., & Sharp, C., Ph.D. (2020). *Leadership Through Professional Learning Communities* (3rd ed.). NY: McGraw-Hill Education.
24. Rowan University. (n.d.). *2021-2022 Graduate Catalog*. Rowan.Edu. Retrieved August 17, 2022, from https://sites.rowan.edu/catalogs/docs/2021_2022-graduate-catalog-final2.pdf
25. Russell, F. A., & Von Esch, K. S. (2018). Teacher leadership to support English language learners. *Phi delta kappan*, 99(7), 52-56. Retrieved February 9, 2022, <https://kappanonline.org/russell-teacher-leadership-support-english-language-learners/>
26. Rutgers University. (2022, June 8). *New Jersey Funds Rutgers Education Project Focused on Curbing Food Waste at K-12 Schools*. Retrieved July 12, 2022, from <https://www.rutgers.edu/news/new-jersey-funds-rutgers-education-project-focused-curbing-food-waste-k-12-schools>
27. Serviss, J. (2021, May 13). 4 benefits of an active professional learning community. ISTE. Retrieved September 23, 2021, from <https://www.iste.org/explore/professional-development/4-benefits-active-professional-learning-community>
28. Shah, S. R. A. (2020). Language teachers as leaders: A case study of teacher leaders in the Arabian Gulf. *Cogent Education*, 7(1), 1792260. Retrieved from <https://www.tandfonline.com/doi/epub/10.1080/2331186X.2020.1792260?needAccess=true>

29. Shah, S. R. (2019). Teachers as Leaders: Equipping English Language Teachers with Leadership Knowledge and Skills in TESOL. *Journal of Education in Black Sea Region*, 4(2), 172-190. Retrieved from https://www.researchgate.net/publication/333389470_Teachers_as_Leaders_Equipping_English_Language_Teachers_with_Leadership_Knowledge_and_Skills_in_TESOL
30. Shah, S. R. (2017). The significance of teacher leadership in TESOL: A theoretical perspective. *Arab World English Journal (AWEJ)*, 8(4). Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3094515
31. *The Teacher Leader Model Standards*. (n.d.). Rowan-Instructure. Retrieved July 4, 2022, from https://docs.google.com/document/d/1WSvrVbHxCWKgW4pOtbJVmd_rGNcARGzvyrk_hGgGgGTM/edit
32. Tomanek, D., Moreno, N., Elgin, S. C., Flowers, S., May, V., Dolan, E., & Tanner, K. (2005). Points of view: effective partnerships between K-12 and higher education. *Cell biology education*, 4(1), 28–37. <https://doi.org/10.1187/cbe.04-11-0051>
33. WIDA. (n.d.). *Mission and History*. Retrieved August 5, 2022, from <https://wida.wisc.edu/about/mission-history>

Appendix- Reflection Artifacts

1. **METL 50511-** Major Assignment 3- Reflection
2. **METL 50516-** MA #3- Systemic Self-Study
3. **METL 50514-** Assignment 1 Part 3
4. **METL 50514-** Garcia_ImpactProject
5. **METL 50514-** Inquiry Evidence Results
6. **METL 50513-** Assignment #4- Literature Review
7. **METL 50512-** Summer MA #2 Final Assignment
8. **BLED 40515-** Assignment 3 BLED 40515
9. **BLED 40510-** Garcia_Assignment3
10. **BLED 40512-** Language Analysis- Linguistics
11. **BLED 40520-** Garcia_MA2_Final
12. **BLED 40522-** Major Assignment#2
13. **BLED 40523-** Final Cultural Biography