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Early Childhood Coursework in the Preparation of Teacher Candidates for Linguistically and Culturally Diverse Students

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EARLY CHILDHOOD COURSEWORK IN THE PREPARATION OF TEACHER CANDIDATES FOR
LINGUISTICALLY AND CULTURALLY DIVERSE STUDENTS

by

Jesús Castellón

A Dissertation Submitted in
Partial Fulfillment of the
Requirements for the Degree of

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at

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May 2023

ABSTRACT

EARLY CHILDHOOD COURSEWORK IN THE PREPARATION OF TEACHER CANDIDATES FOR LINGUISTICALLY AND CULTURALLY DIVERSE STUDENTS

by

Jesús Castellón

The University of Wisconsin-Milwaukee, 2023
Under the Supervision of Professor Nancy File

The continual growth of linguistically and culturally diverse students in schools proposes a challenge for teachers to address their academic and linguistic needs. Therefore, it is important to note the preparation of new teachers to address these needs. The purpose of this study is to explore what teacher candidates understand about teaching in linguistically diverse settings. This study reviewed the coursework understanding of three teacher candidates as they progressed through a teacher education program. Coursework was analyzed and coded using the framework of knowledge, skills, and dispositions (KSD's) to investigate what teacher candidates understood. Commonalties and differences between teacher candidates' coursework was also explored. As teacher candidates progressed through the teacher education program, they demonstrated a wealth of knowledge related to skills and strategies needed to support academic and second language development. Teacher candidates also demonstrated dispositions that align with advocating and supporting linguistically and culturally diverse students and their families. Implications of this study noted the importance of the integration and connections of KSD's related to linguistic and cultural diversity throughout program courses, critical experiences, and diverse exposure of field placements, and in providing opportunity for reflections and application of these experiences into practice.

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Chapter One: Problem Statement

Introduction

The myriad of educational needs reflected by children from linguistically and culturally diverse backgrounds has compelled our current educational system to acknowledge that traditional and well-intended practices are not addressing both the social and educational needs of children (Durgunogly & Hughes, 2010; Lucas, Strom, Bratkovich, & Wnuk, 2018). As our educational system continues to grow and change in regard to diversity, our teacher workforce is not. The majority of teachers continue to be white, middle-class females who may not have had the exposure and experiences in addressing linguistic and cultural diversity in their classrooms (Villegas, Saizdelamora, Martin, & Mills, 2018). By the time new teachers begin their teaching careers, they may or may not have been prepared by their teacher preparation programs to address the curricular and pedagogical practices required by their diverse classrooms. As well, they may not have interrogated their own ideological perspectives and dispositions regarding teaching children who differ from their own upbringing, culture, and language practices (Kolano & King, 2015). This brings to light the importance of how teacher education programs prepare teacher candidates to meet the diverse needs of their classrooms.

The preparation of teacher candidates to work with linguistic and culturally diverse students is a concern across all school grade levels. Yet, early childhood programs in particular play a significant and critical role in addressing the needs of multilingual learners. For one, pre-kindergarten and early elementary school populations have the largest percentage of multilingual learners. In the fall of 2018, multilingual learners in the United States averaged about 15% of the total public-school population for each grade level starting with K-3, in

comparison to 8% for grades 6-8 and 6% for grades 9-12 (National Center for Educational Statistics, 2021). Nationwide, dual language learners (DLL) comprise about 23% of the preschool-age population (National Institute for Early Education Research, 2017). Among children who are enrolled in state-funded pre-kindergarten programs, nearly 30 % are English language learners. Importantly, this percentage only represents 26 states in which data were collected on students' home languages (Mitchell, 2018). Therefore, these percentages may be underestimates of actual percentages of dual language students enrolled in overall pre-kindergarten programs (The term DLL (dual language learner) will be utilized throughout this study since the data was collected at a time when the term was formally used in course descriptions and policies of the early childhood education program where this study took place).

Secondly, when no systematic identification systems are in place for identifying pre-kindergarten students in the US, many programs and local governments are undermined in their ability to track if students are being properly served (Park & Pompa, 2021). The lack of identification is further compounded when taken into consideration how few parents of multilingual learners who qualify, enroll in federal child-care assistance programs (Mitchell, 2017). Furthermore, in federally funded programs like Head Start and other programs in public and private schools, little, if anything, has been done to prepare school staff in supporting multilingual learners (National Institute for Early Education Research, 2017). Currently, in the United States, there is no preservice or preparation that requires teaching assistants to be trained in addressing multilingual learners' language needs. This has been observed in Head Start programs where according to policy, program staff should support home language

(especially in Spanish). However, little is required in the preparation of school staff to meet the linguistic needs of their students (Park, Zong, & Batalova, 2018).

Thirdly, many multilingual learners also lack access to high quality pre-kindergarten classes which further increases the achievement gap with non-multilingual learners and school readiness (Mitchell, 2017). This is attributed to many of the center-based and home-based childcare programs such as private, for-profit businesses, faith-based groups, local nonprofit organizations including Head Start, and public preschools that have no regulations or staff support/training in addressing the linguistic needs of their students. The consequences result in children not being identified, supported, nor given proper access to a system of support that prepares them for school (Park et al., 2018).

Lastly, a study by Lucas and Grinberg (2008) is exceptionally important in the development of what it means to be a linguistically responsive teacher. It outlines the special language-related knowledge and pedagogical competence needed in the preparation of mainstream teachers to teach DLLs. The focus on linguistics is challenging. Aside from the various scaffolding strategies needed to engage students in content-related discourses, every DLL is unique and will have different social and academic language proficiencies and experiences in the use of the variety of trans languages. Teaching content is extremely complex given the varying academic and school experiences and discourses students are able to engage in. Again, students are not only learning content, but learning English at the same time.

Within research on teacher education, a body of literature has explored how individual courses or programs have been structured to prepare teacher candidates to meet varied linguistic and cultural needs of students in the K-12 setting. The focus has been

directed toward the requirements needed to meet state mandates that have been enacted by educational policy (i.e., Florida, Arizona, etc.) (Olson & Jimenez-Silva, 2008). Given the quickly growing population of multilinguals in the United States, it is evident that every teacher education program must address notions of language and culture based on the context of their demographics and geographic location. The decisions ultimately fall in the hands of teacher educators, who have the responsibility to address the linguistic and cultural preparation of future teachers (Lucas, 2011).

The preparation of early childhood teacher candidates has and continues to be dynamic in nature given continual changes in demographics and social-political contexts (Villegas, 2018). The integration of knowledge, skills, and dispositions (KSDs) in the teacher education program creates various opportunities for teacher candidates to practice and craft their own experiences as well as the contexts in which they could find themselves teaching (Recchia & Beck, 2014). The opportunities that teacher candidates experience in their teacher preparation programs cannot address the entirety of necessary and recommended practices, experiences, and pedagogies needed to address multilingual students' needs, as is true of teacher preparation programs in general. Nonetheless, teacher education programs must consider how to provide exposure to the tools needed to support future teachers' responsibilities in addressing and grappling the linguistic and cultural needs of children in their future classrooms.

Oftentimes, "required" courses in diversity, either instigated by institutional policy or state licensure mandates, tend to be courses that are broadly presented and address surface level issues of linguistic and cultural diversity, failing to critically interrogate dispositions and

pedagogical practices that pertain to language and culture (Olson & Jimenez-Silva, 2008). Most teacher candidates experience these courses as just another requirement to check off in the need to fulfill their program. When the topic of culture and language are investigated critically, concerning not only how and what can be taught but also how one positions themselves, personally and professionally, the resultant understandings can have an impact on preparing teacher candidates (Lucas & Villegas, 2013).

Studies have shown that when topics such as these are integrated throughout the program, instead of confined to just one or two classes devoted to diversity, teacher candidates are exposed to many of the dispositions in earlier classes. This impacts how they reflect and integrate concepts related to linguistic diversity in all of their required courses (Jimenez-Silva, Olson, & Jimenez Hernandez, 2012). Integrating concepts and praxis related to linguistic diversity across all the courses in a program, emphasizes not only the importance, but also the value the program holds for addressing these issues and concerns (Lim, Maxwell, Able-Boone, & Zimmer, 2009).

In one midwestern university, an early childhood education program offers teacher candidates a degree and teacher license to work in a variety of early care and educational settings. Teacher candidates are provided with classroom-based field experiences in various settings and opportunities to learn teaching methods for children, especially those who have a home language other than English. The courses offered prepare teacher candidates to work with linguistically diverse children and families (Appendix A). While implementing a federally funded grant, the university faculty re-visioned their teacher education program by altering their coursework and assignments across all classes to be more inclusive of linguistic

and cultural diversity (Mueller & File, 2015). In this early childhood education program, where the focus was from birth through age eight, the courses and coursework were realigned to have a stronger emphasis on preparing teacher candidates to learn and apply their understanding of linguistic diversity within the context of the local community. This program was able to minimize the required add-on courses for certifications in English as a Second Language and/or Bilingual Education by strategically integrating course content throughout the teacher education program. The goal of the program was to better prepare all teacher candidates to address the linguistic diversity that they would face as future teachers. Data was collected from this program and was be used in this study.

In this study, I reviewed the teacher candidates' coursework produced, longitudinally, across courses in an early childhood program after the revised program was in operation (Mueller & File, 2015). One goal of this study was to explore how teacher candidates demonstrated understanding of how to address linguistic diversity in their future classrooms, as reflected in their produced assignments. Coursework is the evidence that students submit for evaluation and demonstration of understanding course content and goals. The coursework consisted of journal entries, reflection writing assignments, lesson plans, presentations, summaries and reflections of readings and discussions, case studies, and field experiences. In most cases, the submitted coursework was used to determine each teacher candidate's grade for the completion of a specific course.

This data was also collected, voluntarily, from students who were enrolled in this effort during the first couple semesters after the re-visions had been made to the program in early childhood education. The data was also representative of the majority of required

courses leading up to student teaching. Therefore, this study also addressed how teacher candidates represented what they learned and/or what they understood about the content topic for a course.

Through this study, I contribute to the growing body of knowledge in preparing teacher candidates to address and understand the needs and complexities of language and culture in their future classrooms. This study explored the following research question: What do teacher candidates understand about teaching in a diverse linguistic setting in the framework of knowledge, skills, and dispositions as they progress through their teacher education program? Further, I investigated the accompanying follow-up question: What are the similarities and differences observed in the coursework of teacher candidates over time regarding their understanding of teaching in linguistically diverse settings? These questions provided me with guidance in investigating the longitudinal coursework data on how teacher candidates understood and addressed linguistic and culturally diverse children across a range of individual courses and topics. This study did not evaluate the early childhood program, nor did it examine course content and/or teaching.

This study contributes to the field in many ways. First, this study demonstrated how teacher candidates understood course content related to linguistically diverse students through their progression in a teacher education program. Specifically, the KSD's that teacher candidates learned and shared with course instructors. Second, it revealed the type of courses and assignments where teacher candidates demonstrated understanding of addressing linguistically diverse settings. This study demonstrated how integrating KSD's across program courses help inform the understanding of linguistically diverse students.

Lastly, in exploring KSD's, this study identified which of the three standards were utilized by teacher candidates to demonstrate their understanding in addressing settings where linguistic and cultural diversity was prevalent. Overall, further research is needed in addressing the preparation of teacher candidates to address linguistic and cultural diversity in classroom settings.

Chapter Two: Literature Review

Linguistically and Culturally Diverse Student Populations

When addressing and referring to linguistic and cultural diversity, the reference is being made to the context and varied population of students that teacher candidates are being prepared to work with. Both words, linguistic and cultural are interchangeable and cannot be separated given that both are inclusive as well as tied to each other. Therefore, when addressing the characteristics of students who do not represent the mainstream language and culture, the terms used are linguistic and cultural diversity to acknowledge differences in the utilization of language and lived experiences of culture. In this section, I provide information of how these different and changing contexts vary nationally and locally. This discussion begins by exploring language utilization as well as the varied racial and ethnic demographics.

In 2015, English language learners represented about 10% of the total population of students enrolled in public education in the United States, which equated to approximately 5 million English language learners. Approximately two-thirds of this population were enrolled in grades K-5 in primary public-school districts (Pew Research Center, 2018). The majority of English language learners in the United States are Hispanic, comprising about 77.8% of the English language learner population while at the same time representing 25.3% of the total population in the United States (Pew Research Center, 2018). This would explain why the Spanish language is the most commonly spoken language among English language learners at 77.1%, followed by Arabic at 2.3%, and Chinese (Mandarin, Cantonese, etc.) at 2.2% (Pew Research Center, 2018). Across the country, English language learners speak a variety of languages, but their distribution is dependent on issues pertaining to geography, immigration

patterns, and opportunities for work. In the United States, the state of Wisconsin reflects the national trend in which Spanish is the most-commonly spoken language among English language learners at 64.8%, followed by Hmong at 15.3%, and Chinese (Mandarin, Cantonese, etc.) and Arabic at similar percentages of 1.6% and 1.2%, respectively (Pew Research Center, 2018).

In 2014, for the first time since the National Center for Education Statistics began tracking school demographics, white students enrolled in both public elementary and secondary schools decreased below 50%, to 49.5%. There were increases in percentages for Hispanic to 25% and Asian/Pacific Islander to 5%. The Black student population decreased to 16% and American Indian/Alaskan Native remained at about 1%, with an emerging group that was identified as having two or more races at 3% (National Center for Education Statistics, 2019). These changes in school demographics are more pronounced in urban city areas therefore, dependent on the geographic location.

The projections for enrollment in US public schools, between 2014 and 2026, suggest a 1% decrease of White-Anglos, 1% increase of African Americans, 17% increase of Hispanics, 18% increase of Asian/Pacific Islanders, 12 % decrease of American Indians/Alaska Natives, and 19% increase of students who are two or more races (National Center for Education Statistics, 2018). The potential increases among Hispanics and Asian/Pacific Islanders may result in a diversity of home languages.

The data described above is reflected in the observed in the state where this study took place, specifically for the Urban School District (USD), which is the largest public-school district in the state. In 2020, USD enrolled approximately 71,325 students (Urban School District,

2021). African Americans were the largest race/ethnic group comprising of 50.5%, followed by Hispanics at 27.6%, Asians at 7.9% and 9.9% classified as White. Like national trends, in USD, both the Hispanic and Asian populations continue to increase while all other racial/ethnic groups are decreasing yearly. Currently, 15% of the district population are English language learners, a percentage that has increased annually for the past 15 years. This group of English language learners represent more than 70 different language groups, Spanish being the largest. The top five language groups from largest to smallest are: Spanish, Hmong, Burmese, Karen, and Arabic (Urban School District, 2022). The district offers both a bilingual (English/Spanish) program that supports the development of both languages and an English as a Second Language program that provides English language learners with techniques, methodology, and special curriculum to support their understanding of English in mainstream programs (Urban School District, 2021).

The state and USD also offer the Head Start program which is a federally funded program that serves needs-based, low-income families and provides them with educational, health, and other parental services. In 2019, this program served more than 1 million families in the US with 37% of families identifying themselves as Hispanic/Latino and 30% as Black/African American. Furthermore, 28% of participants were families that spoke a language other than English, 22% of these families speaking primarily Spanish at home (Office of Head Start, 2019). Demographic data of other auspices that serve young children like childcare and preschools is unavailable since they are not required to provide this information.

Overall, this section is pertinent in acknowledging the demographic trends occurring at the national, state and district level. It also addresses the demographics of local schools and

the potential linguistic diversity in classrooms that teacher candidates may have been exposed when attending field placements. It is inevitable that schools in USD will have continuous need to provide specialized services for linguistically diverse students, especially in schools with a higher percentage of English language learners. These demographics are important to acknowledge and understand the vast changes that are occurring in our educational settings. They help expose the varied changes and challenges that school systems face.

Linguistically Responsive Teachers

When the discussion of diversity is brought up in educational circles, the focus is often quickly diverted to issues pertaining to race and ethnicity. Similarly, the term culture has also been understood and referenced to race and ethnicity. Addressing diversity of languages in education and schools also has had alignments to race and ethnicity, especially to immigrant children and their families. Diversity efforts have always been tied to the changing demographics of our school populations. These changes disrupt the pre-established school structures related to segregation, economy, and policies. A similar trend has also occurred in relationship to how diversity is addressed in educational research.

The work of Gloria Ladson-Billings, culturally relevant teaching (Ladson-Billings, 1992), was sparked from the early work in legal studies of critical race theory by Derrick Bell and Kimberlé Crenshaw. Ladson-Billings based much of her work on previous research in cultural studies, but primarily from sociolinguistics where culture and language are assumed inseparable in addressing issues of equity and diversity. Scholarship in culturally relevant teaching, with time, evolved to culturally responsive teaching (Gay, 2002) which was adapted by Geneva Gay and widely used in addressing content and teaching. Through the evolution of

culturally relevant teaching to culturally responsive teaching, the focus was directed primarily in addressing the cultural features of race and ethnicity, with issues pertaining to language addressed more superficially. Researchers in areas of language and linguistics, Tamar Lucas and Ana María Villegas (as well as other researchers who study language), built upon the concept of culturally responsive teaching (Villegas & Lucas, 2002a, 2002b) to ultimately make the case to pursue a focus on language, and they introduced a new evolution to culturally responsive teaching, linguistically responsive teaching (Lucas & Villegas, 2010b).

Linguistically responsive teaching was conceptualized to focus on linguistic issues since cultural and linguistic diversity had been previously undifferentiated, with language as one of many aspects of culture. We pull the threads related to language that get lost in the larger fabric of culturally responsive teacher preparation and bring them to the surface. We also show why more attention must be devoted to preparing all teachers to teach ELLs. It is time that we stop subsuming the preparation of classroom teachers to teach English language learners within more general considerations of the preparation of teachers for diverse populations. (Lucas & Grinberg, 2008, p. 606)

Even though Lucas and Grinberg (2008) made the case that a focus should be given in addressing ELL (English language learner) students, the practices that are recommended for preparing mainstream teachers to address DLL students are also beneficial for use for a wide range of students given its emphasis in using the focus on language to better connect and understand the cultural and linguistic background of students.

Lucas and Villegas (2010a, 2010b) shared in two publications an introduction to their framework for preparing linguistically responsive teachers. Their initial framework was

organized into seven elements which later were converted into two categories: orientations and knowledge and skills. In the initial framework the seven elements were: 1. Sociolinguistic consciousness, 2. Value for linguistic diversity, 3. Inclination to advocate for ELL students, 4. Learning about ELL students' language backgrounds, experiences, and proficiencies, 5. Identifying the language demand of classroom discourse and tasks, 6. Knowing and applying key principles of second language learning, and 7. Scaffolding instruction to promote ELL students' learning (Lucas & Villegas, 2010a). These seven elements were converted into two categories. The first, orientations, utilized the first three elements of the initial framework and the second category, combined the other four elements from the initial framework, knowledge, and skills of linguistically responsive teachers (Lucas & Villegas, 2010b).

The framework, grounded in language-related research studies, initiated a discussion for teacher educators to come to a consensus on good and effective teaching practices that would directly address DLL needs. Furthermore, Lucas and Villegas (2010b) provided a more in-depth discussion on scaffolding strategies used for extra-linguistic supports, and to supplement and modify written and oral language. They also noted the importance of having clear and explicit instructions and strategies that are contextualized utilizing linguistic features and practices.

The importance of this revised framework was that it was included in the release of the first textbook for teacher educators to prepare mainstream teachers for linguistically diverse classrooms (Lucas, 2010). This resource, constructed specifically for teacher educators, provided the necessary resources to help adapt, construct, or configure teacher education programs. This further confirmed the authors' intentions that to have properly trained mainstream teachers address the needs of DLLs, teacher educators are being given a

tremendous responsibility to put these principles in practice in their programs in order to prepare our current teacher candidates. This follows Lucas and Villegas' stern critique for further comprehensive research that can help further investigate teacher candidates, teacher educators, and the programs they exist in.

The only other study that was available in addressing the preparation of mainstream teachers to teach DLLs, when these research studies were published and that elaborated more on the orientations component of the Lucas and Villegas (2010b) framework, was conducted by García, Arias, Harris, Murri, & Serna, (2010). García and his colleagues also shared a framework that emphasized the importance of contact, collaboration, and community. Their framework delved more deeply into enabling teachers to understand the dynamics of language in children's lives and their communities. This is similar to the point that was made earlier in how language is defined and understood. Not only do children utilize and are situated in communities that use different dialects, but they also use different registers depending on the context they are in. García and colleagues asked teachers to investigate and understand how these different forms of languages play a critical role in the lives of children. Understanding the social linguistics of a child may help teachers further understand their culture. The fascinating interaction that occurs when a teacher reflects on their positioning of language and how it interacts with that of the child's community, helps teachers further understand the discourse patterns of how and why children communicate the way that they do (García et al., 2010).

In an updated version of their previous framework, Lucas and Villegas (2013) utilized the framework of Feiman-Nemser (2001) to specifically address the preparation of teacher candidates to work with culturally and linguistically diverse students. The framework provided

a list of three orientations and four types of pedagogical knowledge and skills that are fundamental to linguistically responsive teaching. The three orientations are sociolinguistic consciousness, values of linguistic diversity, and the inclination to advocate for DLLs (Lucas & Villegas, 2013).

Preservice preparation using the Feiman-Nemser (2001) framework task for learning and teaching yielded the importance of: 1. Analyzing beliefs and forming new visions, 2. Developing subject matter knowledge for teaching, 3. Developing understanding of learners and learning, 4. Developing a beginning repertoire, and 5. Developing the tools to study teaching and also the concept of social linguistic consciousness as the interconnection between language, culture and, identity and the awareness of sociopolitical dimensions of language use and education. Value of linguistic diversity is having a belief of the worthiness of cultivating linguistic diversity and taking action on this belief. Inclination to advocate for DLL is having the understanding and willingness to take action to improve access to social and political capital and the various education opportunities (Lucas & Villegas, 2013).

As with the previous review of the literature, Lucas and Villegas (2013) state, “Unfortunately, few policies support coherent, interconnected, integrated systems of teacher preparation and development, and little research has examined local efforts to build such systems (p. 106).” This further confirms the critical component of having tasks and coherent approaches for preparing teacher candidates to serve culturally and linguistically diverse students. The framework and strategies proposed by Lucas and Villegas (2013) regarding linguistically responsive teaching has evolved to encompass a wider understanding and preparation of teachers who not only have the skills and practices, but the inclinations that

ultimately frame and are grounded in teaching practices.

Preparation of Teacher Candidates for Linguistically Diverse Students

The empirical research review conducted by Lucas and Grinberg (2008) was one of the earliest efforts in reviewing studies related to the preparation of mainstream teachers (both in-service and pre-service teachers) to teach DLLs and is widely referenced in academic journals related to linguistically responsive teaching. The authors found 17 relevant research studies spanning from 1995 to 2007 and found very little empirical research that focused on the preparation of mainstream teachers; the research that did address the preparation of teachers to teach English language learners were geared to specialized teachers (bilingual, English as a Second Language (ESL), etc.). The body of literature directed the authors to address three questions, why should attention and resources be devoted in preparing all teachers, what do all teachers need to know and be able to teach successfully, and what efforts have been made to prepare teacher?

The first question, why attention and resources should be allocated in preparing all teachers, can be answered by the fact that school personnel were overwhelmed and frustrated for not being prepared to address this new demographic of their student bodies. Lucas and Grinberg (2008) noted that classroom teachers had little to no experience in teaching students who spoke minimal or no English, and they often carried sole responsibility for learning. The increase in DLLs in mainstream classrooms was due to various factors from immigration and economic patterns to local, state, and federal policies. Mainstream teachers also often deferred their teaching responsibilities to other specialized teachers (ESL, Bilingual staff, etc.). Sadly, in many districts that were not prepared nor allocated the necessary resources to

address the needs of DLLs, hostility towards English language learners and their families became an issue, reinforcing the negative and deficit narratives that are rampant towards immigrants and languages having less status (Lucas & Grinberg, 2008).

In addressing the second question, what teachers need to know and be able to do, Lucas and Grinberg (2008) began to formulate what later became the tenets of linguistically responsive teaching, expressed as knowledge, skills, and dispositions (Lucas & Villegas, 2013). One tenet that was boldly suggested by the authors was for mainstream teacher candidates to study a second language. The idea behind having teachers learn a second language was to empathize with students learning English as a second language. Even though another tenet proposed by Lucas and Grinberg (2008) was to have teachers be situated in a context where teachers have contact with people who speak languages other than English, having teachers learn another language as adults in comparison to children captures some of the challenges students face in learning new content and mastering the English language at the same time. Later, the literature in linguistically responsive teaching for mainstream teachers suggested a combination of these two tenets, where one spends an extensive amount of time in a context where English is not spoken, forcing teachers, for a short period, to struggle and make a strong effort to navigate a non-English speaking experience (Lucas & Grinberg, 2008).

The third question that Lucas and Grinberg (2008) addressed is the effort being made in preparing teachers in teacher education programs; these included both a structure and process recommendations. Structural strategies were adding an additional course to an established program, modifying existing course and field experiences by infusing English language learner teaching strategies across the curriculum, adding, or modifying pre-program requirements like

a linguistic related course, or by adding a minor or supplemental certificate program. Adding and infusing classes, certificates, and curriculum are an important structural strategy that acknowledge and put English language learner students in the forefront, recognizing them as part of their required teacher education preparation.

The key themes that were initiated in the Lucas and Grinberg (2008) review and other early research of linguistically responsive teaching (Lucas, 2010; Lucas & Villegas, 2010a, 2010b, 2013; Lucas, Villegas, & Freedson-Gonzalez, 2008), make the case for teachers to have a variety of language experiences, linguistic knowledge, and the opportunity to collaborate with both experienced and knowledgeable others. To develop the field of linguistically responsive teaching, there is an urgent call to have more comprehensive and systematic studied teacher education programs, teachers, and teacher educators.

The work of Lucas and Grinberg (2008) laid out language-related qualities and instructional strategies needed by teachers for teaching DLLs; in Lucas, Villegas, and Freedson-Gonzalez (2008), the authors provided a more detailed analysis of the language related qualities but with a focus on second language learning. The six essential understandings of second language learning for linguistically responsive teachers were: 1. Conversational language proficiency differed from academic language proficiency, since academic language proficiency took more years to acquire, 2. Second language learners must be provided with comprehensible input that is beyond their current level of proficiency and be given the opportunity to practice in meaningful situations, 3. Conversation and academic languages are developed when ELLs are actively engaged in social interactions, 4. ELLs who hold strong native language skills can achieve parity with native English speaking peers than those ELLs who have

low native language skills, 5. Classroom environments that are safe and welcoming lower anxiety of ELLs to practice and use the second language, lastly, 6. It is recommended that explicit attention to linguistic form and function is provided for second language learning (Lucas et al., 2008). These principles were the collection of seminal research related to second language learning, specialized research that address the learning of English as a second language (Cummins, 2000; Gass, 1997; Krashen, 2003; Thomas & Collier, 2005; Wong-Fillmore & Snow, 2005).

After sharing the second language principles, Lucas and Grinberg (2008) provided nine pedagogical practices such as related to these linguistic principles to ultimately provide teacher education programs the knowledge and skills needed in preparing teacher candidates to become linguistically responsive. The nine strategies were: 1. To identify and build on students' linguistic and prior knowledge, 2. Utilize the home language, 3. Create language-rich classrooms where students have the opportunity to speak, listen, read, and write in both their home and target language, 4. Engage all students in meaningful content that is varied and frequent, 5. Scaffold both learning of content and language providing student the opportunity to complete task at a later time, 6. Utilize heterogenous groups where language can be practiced in both authentic learning tasks and communication, 7. Provide explicit instructions for academic skills and language uses and structures, 8. Content in English should be comprehensible and accessible by using a variety of approaches, and lastly, 9. Reduce anxiety when learning a second language, especially the teasing of other students (Lucas & Grinberg, 2008).

Lucas and Grinberg (2008) presented general recommendations for addressing different languages, including how their recommendations can be universally adapted to address not

only different languages but also dialects. Dialects are closely tied to cultures and many of the recommendations being asked by teachers further allow teachers to have a more in-depth understanding of a student's home culture. It also captures the importance of how language is utilized by students which demonstrate the many cognitive skills they may have. This is in line with many research literatures related to differentiated instruction, language demands inherent in classroom tasks, comprehensible input, social interactions, scaffolding and the reduction of anxiety (affective filter) related classrooms are all skills and practices that support the learning of inclusive classrooms at every grade level. Lucas and Grinberg (2008) outlined what later developed the framework for linguistically responsive teachers.

Review of the previous published work on preparing teacher candidates working with linguistically diverse students has provided insight on themes that are common across the various existing literature reviews in this field. A recent review of the literature (Villegas, Saizdelamora, Martin, & Mills, 2018) focused on the preparation of teachers for linguistically diverse learners synthesized the body of knowledge from 2000 to 2016. The authors utilized the Feiman-Nemser (2001) framework regarding a professional teacher learning continuum and its five central tasks of preparing teacher candidates: analyzing beliefs and forming new visions, developing subject matter knowledge for teaching, developing understanding of learners and learning, developing a beginning repertoire, and developing the tools to study teaching. The authors concluded that the surveyed studies focused primarily on the beliefs of teacher candidates as their beliefs influence what they can learn (Feiman-Nemser, 2001). Furthermore, in this review, most studies or 80%, involved courses that also provided field experiences with linguistically diverse children, providing a direct real-world connection allowing for authentic

reflections. The authors emphasized the importance of teacher candidates understanding knowledge pertaining to second language development, while recommending that further research is needed to understand what mainstream teachers need to know about language in order to effectively teach linguistic diverse students (Villegas et al., 2018).

The authors (Villegas et al., 2018) noted that most of the reviewed studies focused on one course within a single semester. In addition, little information revealed learning gains over time and how courses were connected to one another in a teacher education program. The researchers were unable to find any concrete evidence or specific examples on how pre-service programs approach the preparation of teachers to meet the needs of linguistically diverse students, or if there was any continuity between what was learned about working with English language learners in one course to the other courses within a program. In this study, I used teacher candidates' coursework across several semesters in the teacher education program. This allowed exploration of teacher candidates' learning within a course and across courses.

Another literature review (Solano-Campos, Hopkins, & Quaynor, 2020) examined studies on preparing teacher candidates to teach linguistically diverse students, using cultural-historical activity theory as a framework. More specifically, cultural-historical activity theory is a theoretical framework that analyzes the relationship between what people think/feel and what people do. The research studies focused on how teacher educators utilized components of the linguistically responsive teaching framework in their preparation of teacher candidates. These studies were identified by conducting a general electronic database search, focused on multilingual learners, and were conducted in the US. This number of studies were further narrowed by peer reviewed studies, had a focus on the preparation of preservice teachers, and

reported findings from an empirical study (Solano-Campos et al., 2020). Researchers identified three activity systems: orientations (beliefs), pedagogical knowledge and skills, and combinations using those proposed by (Lucas & Villegas, 2011).

Orientations or research related to beliefs comprised the majority (56%) of classroom activities by teacher candidates. Classroom activities addressed the development of consciousness of linguistic diversity in teacher candidates and then the advocacy and relationship building with linguistically diverse children. These research studies tended to focus on challenging teacher candidates' perceived notions of linguistic populations that differ from themselves. Along with the diverse linguistic populations, the understanding of language was organic and tied to cultural elements that can only be understood by building rapport and understanding of linguistic communities that differ from those linguistic communities that teacher candidates may come from (Solano-Campos et al., 2020).

The pedagogical knowledge and skills system accounted for about 19% of the reviewed studies. This included research focused on scaffolding instruction, application and understanding of second language learning, language demand of classroom tasks, and strategies that helped understand the background of linguistically diverse students. The goal of these knowledge and skills was to help support teaching practice by implementing various instructional strategies which focused on the development of teacher candidates. Some of the findings were that the most frequently used was teaching development with an emphasis on knowledge development. None of the studies focused on critical or social justice perspectives. Pre-service teachers were also tasked with implementing concepts instead of just observing or reflecting. Also, the studies made reference to increasing the awareness and confidence in

utilizing strategies to teach subject matter, but no detail was provided on how this awareness was developed (Solano-Campos et al., 2020).

The combination system which was 25% of the sample integrated both the orientations and pedagogical knowledge and skills systems. Examples of this integration were tutoring or hands-on experiences where teacher candidates had the opportunity to reflect on a particular situation and then followed up with tangible strategies used to learn more about the background and experiences of linguistic diverse populations (Solano-Campos et al., 2020). A key finding in this body of work was how most of the research was centered on one or two courses and when multiple courses or full programs were studied, courses were “lacking detail related to how teacher candidates developed particular orientations or pedagogical knowledge and skills” (Solano-Campos et al., 2020, p. 211). The authors further noted how it was unclear how the varied strategies related to linguistically responsive teaching were integrated with time and across program courses; thereby, further highlighting or emphasizing the need of integrating these key components across program courses. Also, a major recommendation was to have more research and practice that incorporates features of pedagogical knowledge and skills related to linguistically responsive teaching (Solano-Campos et al., 2020).

Solano-Campos et al. (2020), is a critical piece to review for the purpose of this study. The coursework data reviewed contained many of the elements described in this study pertaining to orientations and knowledge and skills systems. The biggest difference was the data being reviewed. Data for this study included longitudinal coursework from not one class, but various courses across a program. Much of the current research studies in this growing body of knowledge is not being able to observe how with time, through a program, teacher

candidates' understanding of linguistic diversity concepts changes or are reinforced.

A more recent empirical review (Mills, Villegas, & Cochran-Smith, 2020) utilized the framework of Sociology of Knowledge and social practice. The sociology of knowledge proposes that we analyze patterns of thoughts that are prominent and the social historical contexts that sustain them. Social practice proposes that research is a social activity with the interest and commitments of a researcher's ways of constructing and conducting research which takes place in a context that is agreed upon by the body of researchers. Combining these two concepts exposes the way the community of researchers is entrenched in conducting research that aligns with dominant views of thinking and acting upon the exploration that challenges many of the set ways or acceptable manners of the social-cultural political context this may transpire in. The authors noted that the preparation of teacher candidates for linguistic diversity is historically situated in social practice, further acknowledging from their framework that research is a social activity connected to a researcher's social interest and commitments.

The research was organized into three key groups that related to the type of learning opportunities that were made available to teacher candidates. The largest group linked opportunities of learning to courses with field experiences, another group provided cross cultural and linguistic immersion experiences, and the smallest sample group were the pedagogical strategies utilized by teacher educators in program courses. Some of the key findings were that many research studies had a reflection writing piece as part of their coursework, further aligning with other empirical research where beliefs and orientations were significantly represented. The researchers also observed a strong social-cultural perspective on

teacher learning. Few research studies addressed teaching practices of teacher candidates and the skills and knowledges needed in addressing linguistically diverse children. Furthermore, the researchers noted, “Similarly, we need investigations that extend beyond a single course or field experiences and take a program-level approach to gain a more comprehensive understanding of how teachers learn to teach ELLs” (Mills, Villegas, & Cochran-Smith, 2020, p. 52).

Lastly, they concluded with three key point. The first was a need for research that examines pedagogical interventions that are designed to provide teacher candidates with an understanding of the social, political, and institutional impact these have on teaching and learning. An example is the interrogation of narratives and deficit views and the development of consciousness regarding the sociopolitical dimensions of language. The second was the creative and varied learning opportunities that were used to engage teacher candidates in learning to teach ELLs or in contexts that were linguistically diverse. These contexts tied with the opportunity to reflect allowed teacher candidates to unpack their experiences with what was being learned in courses, connecting theory and practice. Lastly, the third point was the opportunity to connect practice in teacher education research to social, political, and institutional power with the help of the framework used (Mills, Villegas & Cochran-Smith, 2020).

This study addressed many of the concerns that were raised in the empirical literature mentioned above. By reviewing teacher candidates’ coursework, the question to explore is if their understanding could be linked across different courses or could their understanding be observed in specific courses in a longitudinal manner.

Student Coursework Addressing Concepts of Diversity

Literature pertaining to the type of coursework teacher candidates produce in teacher education programs regarding diversity is extremely narrow. Much of the scholarly work discussed previously offered program-wide descriptions, goals, and recommendations in preparing teacher candidates to work with culturally and linguistic diverse students (Cochran-Smith & Villegas, 2015). Several research studies that discussed coursework were tied to courses that were specifically about cultural and linguistic diversity or multicultural education. Furthermore, for many of these studies, the researcher was also the teacher educator of these courses (Anderson & Stillman, 2013). Specific research studies that analyzed teacher candidate coursework across different courses within a program were not found. Therefore, reviewing the limited research literature that address coursework in individual courses pertaining to linguistic and cultural diversity will be utilized to provide an overview of what has been studied.

In the preparation of teacher candidates at university-based teacher education programs, student coursework is aligned with the goals and philosophy of the programs, and it is an avenue for teacher candidates to demonstrate understanding and meeting the outcomes proposed for the courses as set by teacher educators. This coursework varies from different theories and pedagogical principles to allow students to demonstrate understanding through practice. These courses require teacher candidates to read, write, and engage in classroom discussions; they also include student teaching and other field experiences that are utilized to help teacher candidates understand contexts that may differ from their own personal experiences and lifestyles. The end goal for teacher educators is to have learned skills and knowledge and developed dispositions identified by teacher education program goals.

Research that focuses on coursework that addresses and prepares teacher candidates for linguistically diverse students is limited and, in most cases, do not specify the type of coursework being studied, only alluding to coursework as work produced in writing assignments, lesson plans, and reflection pieces. A detailed analysis of student coursework cannot be found in the literature, even more, student understanding of course and program objectives. The research studies that do exist tend to be research conducted by teacher educators of their own individual courses or the courses of colleagues. Furthermore, these research studies are predominately qualitative and rely heavily on surveys, focus groups and interviews. When coursework is analyzed, there is a tendency to use journal reflections and some reflections to class activities. Analysis of coursework is minimal and lean towards coursework related to teacher dispositions. Furthermore, teacher educators as researchers do not provide specifics of the assignments or goals of coursework studied (Faltis & Valdes, 2016; Mills, Villegas, & Cochran-Smith, 2020).

One of the only empirical reviews of research that has a component related to diversity and coursework is the work by Cochran-Smith, Villegas, Abrams, Chavez Moreno, Mills, & Stern. (2016). It was guided by a theoretical framework that conceptualized teacher preparation research as a historically situated social practice, which encompasses the diverse positions, aims and objectives of researchers and research practices emerging from a complex social, historical, and political context. They reviewed research that examined the varied opportunities for teacher candidates to learn to teach diverse learners through individual courses and fieldwork. Only a few research studies tracked teacher candidates learning over multiple semesters or across an entire program (Cochran-Smith et al., 2016).

The review of literature that Cochran-Smith et al. (2016) reviewed fell into two key areas: altering beliefs and developing practices. Altering beliefs, comprised the majority, 75% of the research studies, and included tasks and assignments used in courses and field experiences in both schools and communities linked to teacher education courses. Developing practices, included strategies used in courses and linked to field experiences in schools, student teaching experiences, and learning to teach over time. In other words, these experiences were directly linked to course outcomes being theory, instructional strategies, or case studies where more detailed research were explored and tied to a variety of course and program outcomes. Most of these studies focused on the experiences of teacher candidates enrolled in a university-based program.

Research studies around altering beliefs came from a line of work where the goal was to help future teachers examine and alter deficit views of diversity. The term “beliefs” was used in general and interchanging with similar terminology like attitudes, judgments, conceptions, preconceptions, perceptions, dispositions, views, perspectives, and understanding (Pajares, 1992). This follows within the parameters of linguistically responsible teaching in which many of the suggestions made to prepare teacher candidates reside within the initial exploration of dispositions and ideologies relevant to linguistically diverse learners and communities (Lucas & Villegas, 2010a). The considerable focus in this area emphasizes how adopting the necessary dispositions in working with linguistically diverse learners is required to understand and apply essential linguistic practices. Therefore, the research studies examined assets-oriented beliefs as they pertain to the approaches of others, society, and self.

The learning interventions in beliefs related to “other” were usually situations that

provided direct exposure to diverse communities (students, families, etc.). This provided teacher candidates with insight into the lives of people who differ greatly from them (Almarza, 2005). The second approach that was also consistent in many of the research studies reviewed related to society, more specifically developing teacher candidates understanding of institutional oppression, challenging many of the pre-conceived ideologies that many candidates may hold (Picower, 2009). Providing critical perspectives not only related to our society, but the power structures embedded in our school systems was key in challenging meritocracy myths and deficit views. The third learning approach that was commonly found in these studies was having teacher candidates reflect on their personal and institutional biographies to help them gauge their own position in relationship to the dominant society and the students who may differ from them. These learning approaches help capture the various dispositions that teacher candidates experience in coursework that tries to interrogate their beliefs and ideologies (Mueller & O'Connor, 2007; Souto-Manning, 2011).

Furthermore, the belief-related research studies were comprised into two groups. The first was tasks and assignments required to complete courses in helping teacher candidates with their identities or explore social inequalities and the second was field experiences linked to courses or seminars. The first group engaged teacher candidates in reflective activities within courses including: memoirs of their schooling, family histories, cultural autobiographies, analyzing critical incidents in literary works, participating in games that made visible dynamics of privilege and oppression, and the discussion of difficult diversity topics online for more candid discussions (Mueller & O'Connor, 2007; Souto-Manning, 2011).

The second group that linked field experiences with courses and seminars purposely

interacted directly with communities of diverse backgrounds in various settings for teacher candidates to learn more about diversity. They were also able to observe and discuss the various institutional inequalities that exist. Field experiences were purposely linked to courses to help teacher candidates frame and make sense of their experiences (Almarza, 2005). In other words, this helped bridge the abstract theories discussed in class to practice in a real-world setting. Some of the field experiences teacher candidates experienced were primarily in urban schools where they assisted students individually or in groups with lessons, tutoring, and in preparing case studies. The other field placements took place in various community organizations or agencies that differed from schools in which they worked with different age groups, tutoring, mentoring, and attending events organized by these community partnerships. The coursework produced from these experiences ranged from journal reflections to descriptive essays of experiences (Cochran-Smith et al., 2016).

In both reflective groups, the goal was to purposely have teacher candidates engage in guided reflection. This helped candidates reflect on their own understanding of diversity and to provide a safe space where discourse regarding challenging topics of diversity could be addressed and reflected upon. This type of guided reflection was purposeful to modify beliefs. However, as the focus of most of these research studies is on the modification of beliefs, many never addressed the development of their practice. It is understandable the challenges it takes to alter beliefs related to diversity; however, the focus on linguistic diversity seemed to be addressed under the general umbrella of cultural diversity. Cochran-Smith et al. (2016) noted, "As a result, the literature reports very little other than generalities about the preparation of general education teachers for ELL students" (p. 499). In reviewing coursework related to

linguistic responsive teaching, a direct effort must be made by teacher educators, informed by teacher education programs to better address the needs of teacher candidates who will directly need to be prepared to meet the linguistic diversity needs of their students.

Several points raised by Faltis and Valdes (2016) noted that as research geared to teacher dispositions are the basis for establishing a critical consciousness and understanding in teacher education (Joseph & Evans, 2018), a focus should also be on the linguistic practices needed in not just understanding first and second language theories and teaching strategies, but the practice in implanting these skills.

Overall, given the linguistic and cultural demographics of students in this country, the increase in linguistically diverse students sets the presence for the importance of preparing teacher candidates for their work with these students. This preparation of teacher candidates not only addresses the pedagogical teaching skills and strategies that take second language learning into consideration, but also the various ideologies and dispositions that align with linguistic and cultural diversity. By utilizing the tenets of linguistically responsive teaching in teacher education programs, teacher candidates will be introduced to the fundamentals of the preparation they will need to address the linguistic diversity in their future classrooms. Therefore, to better understand how teacher candidates demonstrate their understanding of linguistically diverse settings, the coursework they produce will provide insight into what they know and what they understood.

Chapter Three: Methodology and Methods

Introduction

In this chapter, I introduce the research question, the design of the study, and the theoretical perspectives. To provide context, I share the background of the study and a brief description of the participants which was minimal to maintain anonymity. I follow with information regarding the database, data analysis, and conclude with how I addressed trustworthiness.

Research Question

I examined student-submitted coursework in a longitudinal multi-case study, to address the following question: What did teacher candidates understand about teaching in a diverse linguistic setting in the framework of knowledge, skills, and dispositions as they progressed through their teacher education program? The following sub-question was also utilized: What were similarities and differences observed in the coursework of teacher candidates over time regarding their understanding of teaching in linguistically diverse settings?

This examination is not to be evaluative of the early childhood teacher education program. Course content/teaching could not be inferred or examined in this study. Therefore, the focus of analysis is specifically related to the content of the coursework produced by the three teacher candidates.

Study Design

This study took place within an early childhood teacher education program at a major urban, public university in the Midwest. This study was a longitudinal, multi-case study that reviewed teacher candidate coursework used for formal and informal assessments as

components of course requirements. The data set consisted of 130 pieces of coursework from three teacher candidates in the early childhood teacher education program, submitted over a three-year (six semester) span between the Fall of 2013 to the Spring of 2016. By approaching this study as three individual cases, the coursework was reviewed focusing on how each teacher candidate expressed their understanding of teachers' work in linguistically diverse classrooms in their course assignments. While reviewing each case as a separate entity, comparisons were made among the cases to observe how teachers expressed and developed their understanding of skills, knowledge, and dispositions.

The use of case studies in this research allowed for an in-depth understanding of the coursework produced by the teacher candidates. Case studies are used to provide an intensive description and analysis of a unit or bounded system over time (Merriam, 1998). The unit of analysis for this study was the undergraduate teacher candidates who were enrolled in an early childhood teacher education program at a public-urban university. I examined what teacher candidates appeared to understand and apply in their required assignments.

This study sought to find a deep understanding of how teacher candidates made sense of the course material and learning by completing assigned coursework. To seek this understanding, I referenced a study by Peltier et al. (2021) and used an explanatory case study design (Yin, 2014) that helped describe the understandings of teacher educators in the learning experiences designed to help teacher candidates navigate varied coursework and fieldwork. These case studies not only helped describe the understandings of the teacher educators but also helped reveal how and why these understandings existed within this context. The ability to

reveal a deep description further divulged an understanding that is more intensive. This finding was informative given that it aligned itself to the study that was investigated.

In another study, Tengelin, Bülow, Berndtsson, & Lyckhage (2019), used a case study in analyzing documents in an undergraduate nursing program to allow for more in-depth exploration of a phenomenon in its context. Comparable to how the current study used teaching standards related to knowledge, skills, and dispositions, the study by Tengelin et al. (2019) utilized national goals for nursing, an education plan, and other documents that represented a repertoire of skills and knowledges required in the preparation and training of nurses in order to explore how certain values and knowledges in the curriculum mold nursing candidates' practices. From a critical perspective, the authors analyzed documents and found how politically correct rhetoric themes overshadowed those to social justice. As in this study, the overarching goal was to seek the understanding of themes related to the teaching of young children who are linguistically diverse. Therefore, the use of case studies was to provide a thick description of individual teacher candidates' understanding while illuminating what is similar and different amongst each of the case studies.

Theoretical Perspectives/Framework

In this study, I aimed to understand what teacher candidates expressed of their understanding of what they were learning regarding their knowledge base, their skills, and their dispositions for teaching children who are linguistically diverse. The approach focused on the process of learning, which I embedded in a Vygotskian theoretical approach. Vygotsky's Sociocultural Theory describes human development as a socially mediated process where cultural values, tools, and problem-solving strategies are learned through collaborative

dialogues with more knowledgeable members of society (Lantolf, 2000). Vygotsky's theory stresses the critical role social interactions play in the development of cognition and how community plays a key role in the process of meaning making (Vygotsky, 1980). Vygotsky stated that we learn on two levels, first through interaction with others and the second in the integration of these interactions into the individual's mental structure.

My theoretical framework was based upon the concepts of inter-personal and intra-personal understanding in Vygotskian theory (Vygotsky, 1980, 1986). Examining the coursework produced by teacher candidates while they are situated within the teaching/learning environment of the classroom allowed me to dig deeply into the understandings that teacher candidates produced on their own, in the intra-personal sphere. Previous research in teacher education has focused on student learning and/or attitudes in individual courses and has included data other than course assignments (e.g., surveys). This study focused entirely on how teacher candidates express what they were learning and understanding in their own words.

Learning and understanding in the early childhood teacher preparation program was framed by definitions of the skills, knowledge, and dispositions grounded in the state and national teacher preparation standards that are used to guide program development and regulatory approval. In 2011, the Council of Chief State School Officers (CCSSO) updated their model core teaching standards to outline what K-12 teachers should know and be able to do (CCSSO, 2011). One emphasis was to address cultural and linguistic diversity and more specifically, issues pertaining to English language learners:

Differences also include cultural and linguistic diversity and the specific needs of students for whom English is a new language. Teachers need to recognize that all learners bring to their learning varying experiences, abilities, talents, and prior learning, as well as language, culture, and family and community values that are assets that can be used to promote their learning. To do this effectively, teachers must have a deeper understanding of their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. (CCSSO, 2011, p. 3)

The ten standards are aligned to three indicators, performances (skills), essential knowledge (knowledge), and critical dispositions (dispositions) (CCSSO, 2011). The standards proposed by CCSSO are aligned with the teacher licensure framework in the state in which the study was conducted. In addition, content guidelines for Early Childhood Education and both English as a Second Language and Bilingual/Bicultural Education licensure, were used as a basis for designing the desired outcomes for teacher candidates enrolled in the program, as required by the state Department of Public Instruction.

Because the framework of teaching knowledge, skills, and dispositions are used widely within the field, as well as appearing in the research reviewed earlier about how programs prepare teacher candidates for linguistically diverse settings, they were used as a framing perspective within the study to examine the understandings reflected in the teacher candidates' coursework. Given that this framework was embedded in both program and course requirements, having the opportunity to review coursework and how teacher candidates made

sense of these concepts allowed for the initial categorizing and coding of the understandings reflected in the teacher candidate's coursework.

Context of Study

At the time of this study, revisions had been made to the early childhood education program that aligned program content to encompass the standards required for licensure for both ESL and Bilingual/Bicultural certification. This realignment maintained the credits required for the additional certification at the same level as previous to the change. It also allowed access to this content to all teacher candidates in the early childhood education program. The university faculty re-visioned their teacher education program by altering coursework and assignments across all classes to be more inclusive of linguistic and cultural diversity. The goal was to better prepare all teacher candidates to address the linguistic diversity they would address as future teachers (Mueller & File, 2015).

The current study examined the coursework of past teacher candidates who took courses in the early childhood education program. The student body in the early childhood education program were comprised primarily by white female students. The early childhood education program is state approved to license teachers for ages birth to eight. In valuing the importance of practice, the program required an initial field experience when taking their introductory education course and two field experiences prior to placing them in student teaching. Placement in these field experiences reflected the rich linguistic and cultural diversity of the local urban community. This made the various partnerships with the local school districts, Head Start, and childcare centers critical and applicable given that the contexts in which early childhood is practiced is very vast (Mueller & File, 2015).

As an urban-focused early childhood education program with attention to culturally responsive practices, teacher candidates were also required to take several courses that complimented their field experiences. For example, the official course description for Curriculum and Instruction (CURRINS) 512: Reflective Practice in Early Childhood Teaching and Learning, listed the following: “Examination of connections between the urban context, ways of understanding diversity, and professional practice in early childhood classrooms, including implications of pedagogy, curriculum, and instruction.” The examination and integration of language and culture within an urban context was interwoven throughout the program, a programmatic feature that is highly recommended in the preparation of linguistically responsive teachers (Mueller & File, 2015). The use of the term urban or urban classrooms is in reference to classrooms located in dynamic spaces of significant size and density within complex sociocultural, economic, and racial contexts as defined by Milner and Lomotey (2014).

With the support of this grant, the early childhood education program was able to make changes that purposefully focused on preparing teacher candidates to effectively teach all children, particularly in settings where support of linguistic diversity may have been limited. For example, it was possible to weave material from six courses of ESL and bilingual education add-ons into required coursework for all students, with no additional credit load. This meant that students were provided with the choice to be certified in ESL and/or bilingual education dependent on their completion of appropriate student teaching and licensing requirements (e.g., ESL praxis test; language competency for bilingual). These add-on certifications applied to the age range of the primary certification. Furthermore, the program was fully approved for

both early childhood education and for the ESL and/or bilingual education add-on by the state Department of Public Instruction (Mueller & File, 2015).

Another change was to make the program clinically focused with four field experiences prior to full-time student teaching. Teacher candidates had an initial, community-based, experience through the service-learning office to participate in settings that highlighted how social issues important to the local context were being addressed (e.g., food banks, newcomer center, tutoring programs). To expose teacher candidates to settings related to language diversity, they were required to complete one field experience that had a significant number of DLLs. Furthermore, learning about teaching took place across the entire undergraduate experience, rather than being confined to the final semesters. In the first course of the program, which teacher candidates could take immediately upon enrollment, there was an introduction to the history, issues, and concepts related to emergent bilingual children. Upon declaring their major, teacher candidates continued toward licensure by completing various benchmarks (e.g., required GPA, state-required tests). Students who did not meet benchmarks could continue in the program and ultimately find employment in settings that did not require state licensure, such as Head Start, childcare, and private schools (Mueller & File, 2015).

Participants

After program changes were implemented, grant project staff (not faculty members) visited courses taken early in the program to explain the planned collection of student coursework to form a database for research purposes. Teacher candidates were offered informed consent to participate with assurance that their identity would not be revealed to faculty members of the grant team (principal investigator and co-principal investigator) until

their participation in the program was complete. Participants were asked, voluntarily, to upload in a secure website, coursework they completed at the end of each semester. No specific criteria or quantity was required for submission. Classwork samples encompassed a general body of student work across courses in the early childhood education program. There was no follow-up if teacher candidates did not submit all coursework or stopped submitting coursework as this was treated as a choice each teacher candidate made. This was a purposeful decision by project staff not to have a criteria or quantity parameter. Project staff assigned identification numbers and removed information that identified the teacher candidate, rendering the participants' identity anonymous to prepare the database for use. There was no background information regarding the three focus candidates other than they were undergraduates in the program and completed coursework for courses in the program. The three focus participants selected for this study had the most submissions to the database. Initial data collection was approved by the Institutional Review Board at the university. In addition, this study was approved by the Institutional Review Board for using previously collected data that was de-identified. Data were provided to me in a password-protected data storage with student information removed and each student identified with corresponding identification numbers. During the study the data were always kept in a password-protected storage with researcher having the only access.

Database

The entire database encompassed coursework from 16 teacher candidates who took courses in the early childhood education program over 6 semesters (Fall 2013 to Spring 2016), encompassing 20 different courses. For this study, a decision was made to focus on three

teacher candidates who had submitted the largest volume of coursework, which yielded 130 artifacts in total. Also contributing to the decision to use these three teacher candidates for this study, was the fact that their coursework encompassed their entire journey through the early childhood education program, ranging from the first course taken within the program to coursework taken in the semester prior to their required full-time student teaching. The three teacher candidates represent both the greatest breadth and depth of data in the entire data set.

Data Set

The data set selected for this study is a mix of coursework artifacts, produced by three teacher candidates, collected from various courses, across time, all required for certification of early childhood teachers at a time when major revisions had been made to the program. Teacher candidate's coursework artifacts (reflective journals, narratives, observations, etc.) are considered personal documents (Merriam, 1998) that are first person narratives that describe an individual's actions, experiences, and beliefs. They are a reliable, subjective sources of data concerning a person's attitudes, beliefs, and worldviews (Merriam, 1998).

In this study, coursework was defined as evidence that students submitted for evaluation and understanding of course content and goals. Some of the artifacts that were collected in the database were: journal entries, reflection writing assignments, individual/group lesson plans, unit plans, individual/group presentations, summaries/reflections of readings, case studies, field experiences/observations, family event observations, family interviews, philosophical statements, and professional goals (Appendix A). In most cases, coursework was

used to determine students' grades for the completion of a specific course making them formal assessment.

After careful review of the data, no artifacts were excluded from the database. Initially, coursework that was produced within a group, such as presentations, unit plans, and lesson plans were flagged as not being solely authored by an individual teacher candidate. However, many of these artifacts, even if they were constructed as a group, hold evidence of skills and knowledges that are applied in teaching settings. It was not possible to discern the contributions of individuals within the group assignment. Ultimately, artifacts are representative of what was understood by teacher candidates in making sense of the course material and the learning that took place in completing the assigned coursework.

Data Analysis

Examining the coursework produced by teacher candidates while they were situated within the teaching/learning environment of the classroom allowed me to delve deeply into the understandings that students produce on their own. When reviewing teacher candidate coursework, the teaching standards provided an array of knowledge, skills, and dispositions that are required for teacher candidates to acquire in the interpersonal/intrapersonal learning process of their teacher education program. These teaching standards are tied to the framework that will help support/develop what teacher candidates express about what they know, what they can do, and what they believe. An interpretive document analysis method (Bowen, 2009) was used to systematically examine coursework through a close reading and rereading process to elicit meaning and construct thematic understanding of patterns. This

process of coding provided for an emergence of themes that cross domains, or themes that were only found within some domains (Bowen, 2009; Corbin & Strauss, 2008).

For data analysis, a review of the entire data set was conducted to survey the type of coursework that was produced. It allowed to organize which artifacts would be used for this study. Frequency tables documented the type of coursework that were submitted by each teacher candidate. Frequency tables were created to specify the courses that each teacher candidate took and how many pieces of evidence were submitted per course. The coursework submitted varied from journal reflections, goals and growth, philosophical statements, professional goals, unit plans, child observations, and large group read aloud reflections. A decision was made to take the top three highest number of assignments submitted as the three case studies.

For coding, an open coding processing was used to break down and segment data (Strauss & Corbin, 1990). Each set of data was read to identify key words and phrases (an inductive/emerging approach) to then assign initial codes, use of codes that would cross reference to teaching frameworks (KSD's) and possible themes to reference understanding of teaching in a linguistic diversity setting. In second tier coding, the original codes were organized into categories, formulating preliminary themes. Furthermore, codes were compared across each teacher candidate in search for connections and patterns among all three participants focusing on "what do teacher candidates understand about teaching in a diverse linguistic setting" to establish conceptual themes. These conceptual themes documented the understanding of knowledge, skills, and dispositions relative to teaching in a

linguistic diverse setting. This process continued until three key themes emerged from the data.

By using thematic analysis, like that employed by Tengelin et al. (2019), Bowen's (2019) strategies for document analysis were employed to help guide the conceptual themes that arose from coding. Additionally, I cited and used the guidelines established by Braun & Clarke (2006) for their process of analysis, beginning by extracting concepts, followed by coding, and then by formulating preliminary themes, to ultimately naming final themes. Once selected, excerpts of texts were coded and given labels. This basic element of the data was used to organize the data into meaningful groups. During coding, patterns were identified to form themes within the data. The analysis of codes revealed themes that were compared and reflected upon. This process helped guide the steps needed to conduct the data analysis for this study; the labels which acted as second-tier coding helped formulate groups (categories) that eventually yielded preliminary themes.

Trustworthiness

To establish credibility, data analysis was conducted in a precise, consistent, and exhaustive manner that is systematic in approach. The methods of analysis are detailed to demonstrate that the process is credible. Given that the data source for this study consists of only teacher candidate coursework, member-check and triangulations of data were unavailable to be utilized to corroborate or strengthen data. Reflexivity in coding was used to carefully record my work in coding and when I re-examined it in subsequent reads of the data, it allowed me to remain open to re-examining my own thinking and coding process. Through reflexive journaling, I was able to practice reflexivity in my positionality.

Self-reflecting and positioning myself before I evaluated data sources allowed me to answer the question, who am I in relation to the research? I used reflexivity (Lincoln, Lynham, & Guba, 2011) as the lens that helped me in my positioning of data sources. This process required self-analysis through journaling and reflecting on the various data sources that helped guide my understanding and “sense making” of data. I kept a reflexive journal to record my reflections regarding beliefs and thoughts about the study as I understood the importance of documenting my process and how it informed the directions, I took to support my findings and conclusions with evidence. Furthermore, the opportunity to compare the different case studies helped corroborate data (Merriam, 1998). Lastly, following my initial review of the data, I identified some data that supported evidence countering this study, which I also included in my thematic analysis.

In order to state my positionality, it was important to share my ideological views, perceptions, and experiences as they pertained to this study. First, I identify as a bilingual, multicultural person who was raised by immigrant parents in an urban setting very similar to where the teacher candidates attended their field placements. I was very similar to the students, families, and communities that the teacher candidates described in their coursework, given that my home language is Spanish, and English is my second language. Second, I have been a public high school teacher for almost 30 years and at the time of this study I was working as a bilingual mathematics teacher at a central-city high school belonging to the same district where many of the teacher candidates had their field placement experiences. Being a bilingual teacher impacted the way that I interpreted how teacher candidates described students. I found myself being defensive and at times bothered by the teacher candidates’

disclosures of deficit narratives about students, families, and my community. Also, as a credentialed trained teacher in linguistics, frustrations arose when strategies could have been applied and utilized. Lastly, I was also an instructor in the early childhood education program where the coursework data for this study was collected and, the course I taught for many semesters, CURRINS 512, was one of the courses for which the teacher candidates submitted the coursework that contributed to this study. Thus, making me close to the data from which this research study was derived. Furthermore, there may have been a possibility that a teacher candidate in this study was one of my former students, however I did not recognize any assignments belonging to previous students. Subsequently, I caught myself at times wanting to look for and give favorable interpretations of student understanding, inadvertently. Also, the course I teach focuses on challenging students' experiences and their interpretations of diversity which are central in the formation and development of dispositions for teaching. In my analysis of the data, I worked in decentering my own dispositions to be more open to identify and interpret other portions of the knowledge and skills framework. It required me to have a deep shift in decentering my dispositions and to be more open to identifying and interpreting the coursework I was analyzing.

I was aware that before I began my data analysis, I needed to clearly frame my analytical lenses as a researcher and not as a bilingual person, teacher, or instructor of the program. This was done by focusing on by rereading my summaries of analysis and then reflecting in a journal my reactions to compare and separate any judgments I may have had reflected on. I acknowledge that this was challenging, given that my philosophical and political stances are grounded from a critical perspective. This is the reason why it was important for me to

maintain a reflexive journal where I was able to reflect, examine, and consciously acknowledge any assumptions or preconceptions I had as a researcher. This process helped me reflect and evaluate what I would do differently in the future.

Lastly, to establish credibility and trustworthiness throughout the analysis, I had a critical friend challenge my assumptions and ask for clarifications on my positioning. A critical friend is one who asks provocative questions regarding the research and supports a different lens to examine data. By having a knowledgeable and experienced critical friend who is familiar with research allows for in-depth dialogues and reflections that lead to new insights (Costa & Kallick, 1993).

Chapter Four: Findings

Introduction

Research on teachers' knowledge, skills, and dispositions in preparing teachers to teach linguistically and culturally diverse students has shown that their preparation in teacher education programs provide insufficient information and preparation for them to address many of the teaching and learning issues they face in their diverse classrooms (Samson & Collins, 2012). Although the body of research on teacher's knowledge, skills, and dispositions related to linguistically diverse children has been studied in individual courses or in collaboration with field experience classes, there are limited research studies that have studied teacher's candidate's coursework that address knowledge, skills, and dispositions (KSD) pertaining to linguistically and culturally diverse students (García & Markos, 2015). In this chapter, the findings will show the changes and understandings of three teacher candidates as they progressed through a teacher education program. The findings revealed through themes the progress of understanding with time for each teacher candidate and how they differed among themselves'.

For this analysis, a total of 130 pieces of coursework were used across the three case studies. There was a total of 462 coded data. Data was coded into three categories based on KSDs. Knowledge accounted for 60% of the data, followed by skills, 13%, and 27% for dispositions. Some coded data was also coded in two categories, the pairing of knowledge and skills, and knowledge and dispositions were common. The coded data was used to elicit common themes and sub-themes that related to how teacher candidates processed their understanding in supporting linguistically diverse students.

For this analysis, I explore three common themes, the complexities of teaching DLLs, common hope that shows promise in the teacher candidates working with DLLs, and dispositions related to language and culture. In this chapter, I demonstrate the intricacies of how KSDs were understood within teacher candidates at various points in time as they progressed through their teacher education program. I conclude with the integration of the three teacher candidates and themes. More specifically, how three teacher candidates shared similar and/or non-similar experiences and understandings throughout their teacher education program; and, how the intersection of KSD of linguistic and culturally diverse students played out throughout their teacher education program as they each took different paths in completing their coursework. It is also important to note that the teacher candidates took courses sequentially and non-sequentially. Courses taken sequentially were those tied to field experiences and co-requisite courses, non-sequential courses were courses where required courses that were offered, which may have also depended on the teacher candidates' schedules. Also, these findings will not be used to evaluate the teacher candidates nor the teacher education program. Instead, I report the ideas expressed by the teacher candidates and how their perspectives on KSDs progressed through their teacher education program.

The first theme spotlights the complexities of teaching. This includes data from classroom observations, course readings, and the teacher candidates' own experience with linguistically and culturally diverse students. Outlining how the teacher candidates utilized knowledge and skills in their understanding of challenging teaching situations can lend in providing their development of tools that inform their own teaching practices. This matter is of

great concern because many teacher candidates demonstrate an insecurity regarding how to address the challenges of working with linguistically and culturally diverse students.

The second theme addresses the idea of common hope. The idea of common hope is outlined regarding key events or circumstances in coursework that display evidence describing the challenges, acts of faith, and courage. Common hope is a thread that was apparent from the data in this study because it captured the wishes and faith of the teacher candidates' hope for positive outcomes and the learning and growing as a future teacher. This theme shows sincerity and dedication to the field of teaching and learning with linguistically diverse students.

The third theme explores the dispositions related to language and culture. More specifically, I focus on how the teacher candidates formulated and constructed dispositions related to both language and culture. This theme is important to highlight since it grounds many of the decisions that are made in not only the type of knowledge and skills a teacher candidate learns but decides to enact. This theme shows how each teacher candidate expressed their understanding of the integration of language and culture.

In the next section, I provide a brief description of each teacher candidate with the limited information I was able to obtain from their coursework. The descriptions in the following section provide the reader with a preview of each teacher candidate's background. Each teacher candidate holds a unique story in how they expressed their understanding related to working with linguistically and culturally diverse students through their progression in the teacher education program; however, there were also common themes and threads that were observed across teacher candidates. Lastly, I was also careful not to provide too much detail in the descriptions of the teacher candidates to protect anonymity.

Description of Cases

For all three case studies, the data was comprised of required coursework that was submitted for course evaluation. Since this coursework was provided voluntarily by each participant, these course assignments varied in quantity and the courses that they were submitted for evaluation. The type of coursework that was submitted by each teacher candidate varied. Depending on the course requirements, much of the coursework included journals, reflections, observations, lesson and unit plans, and other writing assignments that encompassed part or final accumulation of course content. The coursework spanned between 41 to 46 items per case that encompassed 15 different courses. The timeline in which the coursework was provided spans from four to six semesters, capturing most of the required courses leading up to student teaching. The findings are based on what the teacher candidates revealed in their coursework that was voluntarily submitted throughout their tenure in the teacher education program. Therefore, the only limited information I have regarding the three case studies is based on what is revealed in the coursework they submitted. Also, extra caution has been taken in not revealing details to protect the identities of the case studies, therefore pseudonyms were created.

Audrie

Audrie is a teacher candidate who grew up with immigrant parents who spoke a different language but used English as the home language. Even though she was born and raised in a primarily white, middle-class community nearby where she attended school, Audrie did not identify as white but as ethnic. Her experience with diverse languages and cultures was limited. She situated herself by noting that her parents were first-generation immigrants from

an European country who arrived in the United States as young children which is where most of their schooling occurred. As second generation, Audrie spoke predominately English both at home and school. Her parents, grandparents, and other family members spoke another language other than English.

As an adult, Audrie regained an interest in learning her heritage language by practicing with family and friends in various social settings. In learning her heritage language, she shared the social dynamics she experienced in trying to learn a new language that she was not very familiar with. She documented that she has close roots to her family's country of origin which led her to connect with other non-dominant languages and cultures.

Audrie shared in her course assignments that she had a strong connection with linguistically and culturally diverse students due to her personal and family background related to immigration, culture, and language. Being second generation in the United States, she shared how she connected with the experiences of DLLs and their families. She advocates for the support of both English and a student's home language. Because of this, she is critical of classroom practices that ignore the language and cultural needs of DLLs.

Audrie was also one of two of the teacher candidates who shared that she planned to pursue her certification in ESL. Of the three teacher candidates, Audrie provided the most coursework in comparison to the other teacher candidates, 46 assignments covering 16 courses across five semesters.

Dree

Dree is a teacher candidate, who was born and raised in a context different from her current teaching training. She is originally from a predominately white and middle-class

Midwestern community outside the state where this study took place. She disclosed very limited information in her coursework about her upbringing and family. She did disclose that her exposure to diverse languages and cultures was very limited given where she grew up and where she attended school. Based on the coursework she submitted, she was very honest in her reflections and challenges to her preconceived notions related to language and culture. Even though she was able to position herself when comparing with linguistically diverse children, she didn't really share much about herself, focusing on differences. Dree provided 41 items of coursework from 15 different courses that ranged across six semesters.

Charlotte

Charlotte identified herself as a white, middle-class female from a neighboring suburb where this study took place. She self-disclosed that her exposure and experiences to diverse students and families was limited, given her own upbringing in a predominately white neighborhood. Her journey in learning and understanding culture allowed her to self-reflect and to openly accept the challenges to undertake the understanding of linguistically and culturally diverse students, families, and communities. An effort was made, in exploring the concept of diversity, to inform her dispositions and in providing the best learning environment for linguistically and culturally diverse children. Lastly, she was one of two teacher candidates who has committed in pursuing her certification in teaching ESL. Charlotte provided 40 items of coursework from 15 courses that covered four semesters.

Theme 1: Complexities of Teaching

The complexities of teaching are decisions about what and how to teach, as well as consideration of multiple factors that differ within the context of each classroom. When

observing the complexities related to the diversity of language and culture within classrooms, traditional teaching and learning methods do not and cannot address the intricate factors that present themselves. This is further complicated when the contexts of the classrooms are unfamiliar or do not reflect the social-cultural background of teachers. For the following theme, the complexities of teaching, I provide samples of teacher candidate work (classroom observations, journal reflections, unit plans, etc.) where the teacher candidates showed how they dealt with and tried to make sense of how to address the multi layers that arose in classroom contexts where linguistic and culturally diverse students were present.

The complexities of teaching DLLs focus on the academic and language needs of students who are both linguistically and culturally diverse. Language and culture cannot be separated and are intertwined in how DLL and their families live. Having this insight of the DLLs in classrooms, allows teachers to plan and address the linguistic needs in their classrooms. Therefore, utilizing the child's home language entails numerous factors, including valuing a student's home language. By valuing and showing importance, student's home language can be utilized as a resource to support and bridge the learning of English. This entails understanding of second language learning and theories. The use of a child's home language can be facilitated by the teacher, paraprofessionals, and/or classroom peers to help clarify directions as well as create bridges of understanding and comprehension. Therefore, several sub-themes are discussed in this section: home language, second language learning, modes of input, comprehension, relevance, differentiation, and the power of classroom routines.

The data collected for the overall study was grouped into three categories: knowledge, skills, and dispositions (KSD). In the overall data that was coded, skills as a category constituted

a smaller amount of evidence in comparison to the other two categories of knowledge and dispositions (i.e., Knowledge 60%, Skills 13%, Dispositions 27%). Even though skills and knowledge were observed in most courses throughout the program, the application of skills was noted primarily near the end of the teacher education program when the teacher candidates encountered increased responsibilities in classroom settings and completed student teaching. Skills were observed in lesson and unit plans but were more prevalent in the classroom observations. There were also many pairings of knowledge and skills in the coursework that was reviewed where teacher candidates made connections between theory and practice. For this theme, knowledge and skills are primarily utilized for analysis.

For the theme on the complexities of teaching, the data ranged between four to five semesters of coursework. The bulk of the coursework for this theme was primarily classroom observations and reflections related to observations. Some unit and lesson plans were coded since these assignments addressed modifications and differentiation related to adaptations for DLLs. Coursework that was coded for this theme varied among cases. Audrie had 20 assignments and both Dree and Charlotte had 15 assignments. Codes averaged around 51 per case. In the following, I present how the complexities of teaching was explored through the coursework of each case study. The coursework is reviewed chronologically by semester. Since the teacher candidates took several courses within a semester and provided several pieces of coursework per course, it was not always possible to decipher when an assignment was completed for a class within that semester. However, I did organize coursework that had similar assignment titles and a number sequence attached (i.e., reflection 1, reflection 2, etc.). Therefore, the best measure to observe worked submitted chronologically is by semesters.

Audrie: Complexities of Teaching

The coursework reviewed for this theme on the complexities of teaching is comprised of field observations, reflections, journal entries, a family interview, a presentation, a curriculum study, and various lesson and unit plans. For this theme, Audrie's coursework covered five semesters of assignments, 11 courses and 22 assignments with approximately 48 coded segments. Her dedication in pursuing and addressing the linguistic needs (resources and support) of DLLs in the classroom is prevalent. The coursework she provided for this theme relied heavily on reflections that she shared from classroom observations in different schools. Filled with many remarks and concerns in advocating for the academic and language needs of DLLs. Her coursework depicts her urgency in learning to meet the needs of linguistically diverse students. The following are the different focuses of the complexity of teaching evident in Audrie's coursework.

Home Language. When addressing home language as a feature of the complexities of teaching, language and culture are intertwined in how DLLs and their families live their lives. Utilizing a child's home language also means valuing and understanding the critical role it has in meeting the linguistic needs of DLLs in the classroom. The use of the home language is viewed as an asset to best support the learning and development of the second language. A key feature that Audrie shared in her initial coursework was knowledge of the importance of exposure to the home language for DLLs. In a reflection assignment, she shared from her course readings the link between home language and the written languages:

And the last fact that I learned that I thought was very important from the articles is that the first exposure to text in the home language is more meaningful for the child and they will be more comfortable with written language. (Audrie.501.S14.Reflection 2)

This reflection assignment was for her 501 course where the course provides teacher candidates with a survey of language theories and strategies directly for DLLs. Audrie did not cite the specific reading she was referring to but acknowledged how meaningful the written language can be when text in the home language is utilized. This knowledge of providing bridges for the development of literacy for DLLs contributed to Audrie building a stronger foundation in understanding how language is developed as well as how literacy can be facilitated in conjunction with the use of the home language. This captured the complexity of teaching in that not only is Audrie expected to learn how to support both language and literacy development but must adjust this knowledge with skills that support students learning a second language.

The opportunity to learn the infusion of knowledge and skills to support linguistically diverse children is further supported when given the opportunity to observe classrooms where DLLs are present. In many of the initial coursework that Audrie provided, she shared many classroom observations and reflections that served as examples of how her cooperating teachers utilized students' home language in the classroom. She recounted the descriptions of how cooperating teachers used various home languages (i.e., Spanish, Arabic, etc.) to give directions and support students in completing assignments. She also described (or elaborated on) how the cooperating teachers utilized capable peers who spoke the home language to help translate and assist in classroom activities. Audrie documented and highlighted the importance

of using students' home language in the classroom, especially the students who were identified as "newcomers" which meant students who recently arrived in the United States. For example, in her second semester coursework, Audrie submitted an observation assignment where she identified DLLs in her field placement:

Out of the twenty-four students, seven students are considered ELLs due to their scores on their English Language Proficiency (ELP) tests. One student is currently at a "1" standing; he and his family moved to Wisconsin from Mexico in December and he is still adjusting to the cultural and language shift. If he does not understand an in-class assignment, his peers who speak Spanish will often help him with instructions.

(Audrie.501.S14.Observations 1 and 2)

Although Audrie did not speak Spanish, Audrie acknowledged how peers, who speak the home language of a newcomer, were able to provide instructions to help and/or support the newcomer. This example identifies a skill that supports home language and can be utilized in the classroom when employing capable peers.

In field experiences, teacher candidates are provided with different opportunities. In addition, teacher candidates may also contribute to classroom activities while under the supervision of the cooperating teacher. In the following semester, third semester of coursework, her fieldwork experience consisted of observing/participating with a different teacher within the same school. For this experience, she noted how the teacher provided color labels using English and Spanish. She further elaborated on the importance of clearly communicating to students, "There are visuals used throughout the classroom for the schedule of the day, schedule of literacy groups, along with labels of colors in both English and Spanish

for the ELLs in the classroom” (Audrie.302.F14.Curriculum Study Presentation). Both excerpts, Audrie’s reflection journal (second semester), and curriculum study (third semester), noted the importance of providing clear directions and information in the home language of DLLs to avoid any misunderstandings. Audrie made a connection of how impactful the use of the home language, especially newcomers or those who are adjusting to learning English.

In the same curriculum study assignment, Audrie noted that the cooperating teacher has established a “close community” in the classroom, thereby creating a space so that students can comfortably speak their home language. One can infer that by Audrie including this statement on her coursework, she was referring that it is important to use student’s home language to support student learning in the classroom. “My co-op also makes the classroom feel like a close community so the ELL can feel comfortable in the classroom to speak her first language” (Audrie.302.F14.Curriculum Study). Audrie did not specify how many DLLs were present in this class but was able to identify her knowledge of connecting a DLL’s home language with creating a classroom environment that is comfortable to support the use of the home language. This was evident given this cooperating teacher’s language support system of providing labels in the classroom in both English and Spanish. This knowledge of respecting the home language and utilizing it to help support classroom activities allows for the support of skills and strategies in the home language that can help bridge understanding of classroom activities.

This last excerpt comes from Audrie’s philosophy of English Language Learning assignment which was submitted in her fifth semester (penultimate semester) of her teacher education program:

There will be times that I would need to be more explicit with the ELL's about their misconceptions and mistakes, but I would much rather have the ELL's be immersed in the language while still using their first language to help bridge the gap between their first language and second language. I would have labels in the classroom in the ELL's first and second language, and make sure that I use hand gestures, realia, and other hands-on activities to help bridge the two languages for my ELL's in my future classrooms. (Audrie.541.F15.Philosophy of English Language Learners)

This example captures Audrie's devotion and understanding of how home languages can be utilized to support DLLs in learning. This connects to her earlier coursework where the knowledge of home language and the practice in her classroom observations provided her with contextualized application in classrooms. The knowledge of using student's home language and pedagogical practices that facilitate learning with DLLs can continue to support Audrie's efforts as she continues in pursuing her certification in ESL.

Second Language Learning. In the process of second language learning, Audrie addressed her understanding of the various levels, sequences and processes involved in the evolution of language development in learners. As teacher candidates in this teacher education program, theories and practices related to second language learning are integrated in various courses. Teacher candidates need to grasp the dynamics of language development to address the complexity of teaching DLLs. In this section, I highlight several notations that Audrie shared that can document understanding of language development and the development of a second language for DLLs.

As previously mentioned, teacher candidates take dual courses 240 and 501, the former (240) provides a field experience in a DLL classroom and the latter (501) provides introductory knowledge and skills needed to support DLLs in classrooms. Audrie provided semester two coursework from both classes where she addressed the knowledge and skills of the language processes of DLLs. Audrie began by identifying the language demographics of a classroom that she was observing:

There are twenty-five students in this classroom, seven of them are considered ELLs from their ACCESS test scores, and the teacher doesn't provide any supplemental instruction or materials for the ELLs in the class. She [the classroom teacher] also has little time to check-in on these students because she is so busy with the lesson plans and helping the other students in class. (Audrie.501.S14.Observations 1 and 2)

For this classroom observation, Audrie provided knowledge of the language levels of DLLs by stating how DLLs are classified by using an English language proficiency assessment (ACCESS). ACCESS (Assessing Comprehension and Communication in English State-to-State) language data are test scores used to understand student's trajectories of learning English, the ACCESS test is given annually to DLL's in kindergarten through 12th grade, in order to measure a student's proficiency across four domains: listening, speaking, reading, and writing, it is a helpful tool that assists in tracking a student's progress in language acquisition, aids in decision making about student placement, and supports instructional planning (WIDA, 2022). She also reported that students, who were classified as DLL, were not provided with supplemental instruction or materials. In this assignment, she continued by noting that students' linguistic needs were not being met. Knowing the English language proficiency levels of students provides teachers with

the language background knowledge needed to address what and how to teach DLLs. Language proficiency levels also help teachers monitor the progress of DLLs. In this case, it was not clear how Audrie obtained this information, but having this knowledge is very useful for teachers.

In the same class, course 501, she provided more detailed information of language process and highlighted key components in her reflection 2 assignment. She addressed the language process by noting the development of the English language and elaborated using linguistic features of second language learning:

Also, knowing stages of English Language Development is also important. If we have ELLs in the classroom, we need to know what stage they are at (silent period, code-switch, or formulaic expressions) so we can assist them appropriately with their schoolwork. (Audrie.501.S14.Reflection 2)

Audrie listed some of the stages DLLs experience when learning a second language. By mentioning silent period, code-switching, and formulaic expressions, she depicts some form of knowledge since those are some key components that are discussed in second language learning. She highlighted that these components should be evaluated to address classroom assignments. In addressing language process, Audrie can apply second language theories to a real classroom context. This can facilitate her to make a connection of knowledge and practice to develop skills that facilitate learning.

In her reflection journal assignment for her field placement class, course 240, Audrie addressed the importance of creating a “community” in a classroom where students are comfortable speaking without fear. She addressed how DLLs do not have the opportunity to

work with other native English-speaking students in the classroom. In this passage, Audrie noted the use of an affective filter in relationship of creating a community within a classroom:

In both 501 and 511, we discussed the importance of creating a community in the classroom so that the students can get to know each other and won't be afraid to speak in class. But the students don't get a chance to interact with everyone in the class due to these groups that are limiting the students to interact with one another. I thought this was especially important for the ELLs in the class because once they are placed in a situation with a student they do not know, they may not want to communicate with that person because they are not comfortable speaking with them. The ELLs have an affective filter, causing them to not want to communicate with other students. That's why I believe that it's important for all the children in the classroom to get to know one another, so there's a positive community in the classroom and students such as the ELLs aren't afraid to interact with certain people in the classroom. (Audrie.240.S14.reflection journal 3)

Here, Audrie is addressing two key pieces of knowledge related to second language learning. First, providing students with the opportunity to practice with capable peers in the target language. The other is creating a comfortable environment to lower the affective filter that many DLLs experience in practicing the target language. The affective filter hypothesis is a theory proposed by Krashen where second language learners experience anxiety that affects their ability to initiate use, orally, of the target language (Krashen, 1982). When the affective filter in a classroom is lowered, by creating a safe and non-judgmental environment, second language learners' stressful cues decline and they can practice the target language. Audrie

connected the importance of establishing a classroom where the affective filter of DLL can be lowered if DLLs have established some type of relationship with classmates with whom they may not have frequent daily communication. Audrie demonstrated knowledge by referencing the affective filter as it pertains to a particular real-world context.

As Audrie continued in her program, the coursework that she submitted switched from observations and reflections to the development of unit and lesson plans. The application of language processes became embedded in the modifications of these unit plans. In her semester three coursework, Audrie created a small group lesson where she addressed her strategies in supporting a newcomer in her classroom for her field experience. In the following description, Audrie shared several skills that she put in place for her lesson plan:

I will be sure to have lots of visuals, talk at a slower pace so the student can process what I'm saying, and also pair her with a peer that speaks very well so they can model oral language to the ELL. I will also give the students opportunities to practice their oral language by having the students engage in turn-and-talks. (Audrie.340.F14.Small Group Lesson)

Audrie began her modifications of her lesson plan by addressing the use of visuals in her small group lesson. Studies have shown that the implementation of visuals can help and support DLLs with their comprehension and language development (Tabors, 1998). She also noted how her use of verbal speech will be at a slower pace in hopes that it will help DLLs to comprehend her use of the English language. She again disclosed the importance of using a capable peer in the target language so that DLLs can practice their oral and listening skills. The skills that Audrie conveyed in this description was part of the knowledge of second language learning that

supports the development of the English language for DLLs. These added steps are those that enrich and contribute to the complexities of teaching DLLs. They also provide an opportunity for teachers to focus on language goals. In the following unit plan, Audrie expressed similar skills but also clearly shared key knowledge in skills that are embedded in language processes.

In the next semester of coursework, semester four, Audrie provided a social studies unit plan that had various lesson plans related to U.S. Government. She addressed the modifications for DLLs with the following description:

To meet the needs of all students, I will offer opportunities to have students participate in multiple ways such as orally explaining their thinking and reasoning. I will also have more visuals and labels for students to learn the new academic language and vocabulary. I will also have students work with me one-on-one or in a small group if they are unable to complete the task(s) independently.

(Audrie.323.S15.SocialStudiesUnitPlan)

In this description, Audrie contextualized DLLs as a part of the group “all students” and listed descriptive strategies (provide visuals, labels, and have students practice the language orally) that could facilitate and promote learning for DLLs. A key point from her statement was her focus on academic language and vocabulary. This demonstrated her knowledge of differentiating between social and academic language which in second language development is referred to BICS (Basic Interpersonal Communication Skills) or social language and CALP (Cognitive Academic Language Proficiency) or academic language (Cummings, 1981). This context of language process in the complexity of teaching this unit plan demonstrated Audrie’s application of linguistic theories that emphasize the needed resources for DLLs.

In the last semester of coursework, semester five, Audrie submitted an extensive science unit plan that contained several lesson plans related to the planets and the solar system. Built into the lesson plan, were questions that lent for modifications that supported DLLs' learning. Audrie provided similar responses for most of the lesson plans, having in mind as a unit plan, she noted:

Groups will be made according to language and reading levels. There are a few ELLs (mostly level 3 and 4) in the classroom, as well as students with speech and language IEPs. Students will be in pairs/groups that will help them practice the academic vocabulary and model the language for them. (Audrie.338.F15.Science Unit)

In this excerpt, Audrie disclosed the language levels of the DLLs. By carefully situating the groups based on language and reading levels, DLLs would be able to practice the target language and academic language. Audrie demonstrated knowledge of language by grouping DLLs and having DLLs practice the target language as well as the academic vocabulary with capable peers. In addition, her other lesson plan stated the following: "Students will also be able to use shorter sentences and labels to help with the academic language" (Audrie.338.F15.Science Unit). The use of shorter sentences and labels was a tactic used to minimize DLLs potentially getting frustrated and allowing them to focus on meaning. This is another skill that is recommended in second language learning practices. These examples illustrate both skills and knowledge that Audrie has learned and practiced throughout the coursework she submitted. This process of language is embedded in the various observations, reflections, and unit plans focusing on the development of English for DLLs.

In her final coursework semester and assignment for her 541 course, Audrie described her philosophy of English Language Learners. Below, is a synopsis where she readdressed her focus in allowing DLLs to practice the target language with capable peers in a comfortable environment where both the social and academic language can be developed:

I do also believe that students learn from one another in the classroom. I feel as though the ELL's/DLL's feel less pressure when talking to their peers than they do their teachers. The ELL's/DLL's will be able to pick up the English language by learning socially from their peers, and then they will be able to learn more about the academic content and language used in the classroom. (Audrie.541.F15.Philosophy of English Language Learners).

As a philosophy assignment, Audrie recounted a summary of the knowledge and skills that she learned and practiced in her five semesters in the teacher education program. She zeroed in on how pressure can be relieved when working amongst peers. The comfort level can lend in the development of BICS as a bridge to learn both content and academic language. The complexity of teaching DLLs is captured in this sample showing how the language process can be utilized with careful knowledge and practice.

Multiple Modes of Input. The complexities of teaching entail support via scaffolding and other forms of understanding. In recognition of multiple modes of input used to support comprehension, Audrie shared the use of visuals, realia, and labels associated to directions and vocabulary. For example, in her field placement class, course 240 (semester two), Audrie had the opportunity to lead a small reading group in a class she was observing. She had the opportunity to apply new technical skills from her 501 course and shared the following:

There are some techniques that I need to improve on such as bringing in more realia and hands on objects to help the understanding of the poem. Hopefully towards the end of the semester I will be able to do another read-a-loud with my students and compare and contrast my future read-a-loud with my previous one, as well as add different techniques in my read-a-loud such as picking a topic that relatable to all of the students.

(Audrie.240.S14.Read Aloud Reflection)

In this passage, Audrie not only noted the importance of using realia and objects to support comprehension, but she noted the importance of using this experience as a reflection to improve both techniques and topic interest. She displayed literacy knowledge and skills geared towards DLLs. The importance of contextualizing curriculum to students' interests allows for relevancy and engagement, which is achieved through careful examination of students' background.

A year later (semester 5), when providing accommodations for a social studies unit plan, Audrie noted the importance of visuals and the utilization of peer groups to support language development:

Considering students who are ELL's, I will be providing many visuals, within the read aloud book, and flip chart paper that has a list of words describing presidents that they can refer to. They will also have an outline to guide their writing process. Students who are ELL's will also be given opportunities to listen to their peers and participate verbally during discussion before, during and after the read aloud.

(Audrie.323.S15.SocialStudiesUnitPlan edited)

In this unit plan, nested with various lesson plans, Audrie noted a wider use of multi-modal learning supports in comparison to her initial field placement. This literacy knowledge is much more comprehensive and shows the progress Audrie has made in her preparation to support DLLs.

Power of Routine. Providing various language strategies as an avenue to support DLLs in developing the target language is a complex undertaking for teachers. Thereby, it is critical that language strategies and opportunities are embedded in the context of learning by developing routines that can assist DLLs develop learning practices. Audrie's coursework displayed extensive examples of routines using calendars, visuals, predictability, procedures, and the effects of interruptions on the classroom learning environment. The ability to adjust and establish daily routines can further provide the support systems needed for DLLs to learn. In Audrie's early coursework, she directed attention to the importance of establishing routines as a strategy to support the linguistic needs of DLLs.

In her second semester coursework, Audrie's reflection journal directed attention to how her cooperating teacher utilized a visual classroom schedule to help establish routines for activities that benefited DLLs. In this passage, Audrie captured this idea of a visual schedule:

In the hallway and in the classroom, Teacher D listed every day's schedule in written words and a picture to symbolize the activity or lesson during that time. I thought that this was an excellent idea not only for children to know the schedule and learn that routine for that day, but it's a way for ELLs and DLLs to understand the routine/schedule as well. Even if the ELL/DLL can't read in English, they can look at the picture and create

a connection between the picture and the written words. (Audrie.240.S14.reflection journal 2)

The visual schedule that Audrie refers to in this passage demonstrated a strategy that can be utilized to promote and establish routines as well as reinforce the development of language with the use of visuals. Routines in this context is important to establish especially for DLLs who may be learning how classrooms are structured and the intended learning goals established by teachers. In Audrie's assignment, she further elaborated on the importance of providing routines to eliminate confusion during transitioning to different activities. Also, she addressed notifying students in advance if any disruptions would occur so that they could be prepared for any needed transition. Audrie also summarized these points in the following passage within the same assignment:

After viewing this in my field placement, I now know that I need to be aware of disruptions in my classroom, so my students won't be distracted or confused during those times. This is especially true with ELLs/DLLs, I want my students to feel comfortable in my class and have a routine for them to follow so they can fully participate and will know the classroom expectations. Now I will also place a schedule of class for the each in my classroom with words and pictures so students can identify the lesson plans for that day and learn their early literacy skills. (Audrie.240.S14.reflection journal 2)

In the same semester and course, Audrie continued to observe how having set routines in the classroom can be paramount for students. She addressed how this connected and helped with the expectations of assignments. It is important to note that although establishing common

routines is vital, disruptions can occur and interrupt the learning process. Audrie is cognizant of this predicament which can imply that she may create a routine for students when a distraction or daily distractions occurs in the classroom.

Although apprehensive of the idea of removing students from the classroom for English support services, Audrie stated how routines and expectations are specifically helpful for DLLs. In this passage; however, she focused on how routines are disrupted for ELLs due to English pull-out services:

This is not only beneficial for the students, but this would be very helpful for the ELLs in class as well; That is because once you say your expectations they will understand what will need to be done. Although during this time, most of the ELL students are pulled-out for ESL with the ESL teacher. Even though these students are getting pulled out for more one-on-one attention with the ESL teacher, they are missing out on important interactions with their peers and learning the English language through play and social interaction. In my 501 class, we learned that interacting with peers and listening to the language is very important for an ELL to learn the English language, so then why are these students being pulled out while so much interaction with their peers is going on?

(Audrie.240.S14.reflection journal 4)

In this reflection journal, Audrie referenced her 501 course where she was apprehensive of having DLLs miss-out on rich classroom practices with peer support. Audrie's skepticism of having DLLs be removed from the classroom demonstrated knowledge in how these disruptions in classroom routines hinder DLLs opportunities of learning and developing second language development. Although Audrie may not agree that it is not advantageous for DLLs to be

removed from the classroom when they are engaging in a rich educational process with their peers, this further reinforces the significance of having daily routines in place. The daily disruptions are not only for DLLs but the other students in the classroom as well.

Audrie solidified the importance of establishing routines along with assignment objectives to support DLLs in classrooms in the following passage:

In my classroom I need to have objectives posted and shared orally with the students and also have the objectives displayed pictorially. Currently in my field placement, the cooperating teacher has a class schedule placed in the front of the classroom written and there is also a picture of the activity so the ELLs can identify the activity with the picture. I thought this is very important because not only will the students learn the vocabulary, but they will also know the routine of the classroom. Once there is a routine, the DLLs/ELLs will feel more comfortable and know what to expect that day.

(Audrie.501.S14.Reflection 2)

In Audrie's 501 class reflection assignment, she summarized her observations from her field placement. She connected routines with the development of literacy as well as establishing a classroom environment that is comfortable. She demonstrated both the skills and knowledge that supported DLLs. Providing routines and objectives that can develop and promote literacy skills and, by depicting vocabulary to visuals, are established strategies for a supportive learning environment.

In the following semester of coursework, Audrie continued to share her observations of how teachers utilized routines in conjunction with visuals to establish routines and literacy. In Audrie's third semester, she provided a curriculum plan and lesson plan from two different

classes where she continued to address the importance of routines and visualizations to help support the language development of DLLs. In her 302 course, Audrie submitted a curriculum study that she conducted in conjunction with a class observation where she observed a cooperating teacher address the needs of DLLs, “For students who are DLLs/ELLs, my co-op often uses visuals in the classroom to help guide this student throughout the day” (Audrie.302.F14.Curriculum Study). Audrie addressed how her cooperating teacher provided visuals to DLLs to facilitate learning. Once again, visuals were used as not only for instructional purposes, but to address the directives of learning.

Overall, Audrie displayed a comprehensive amount of understanding related to the knowledge of second language learning; skills that can be used to support the learning of the target language, and a variety of applicable skills that can be utilized as a teacher working with linguistically diverse students. Some key points were her understanding of utilizing the linguistic and cultural background of her students to address both teaching and adapting lessons to create engaging classrooms where students feel supported and invited. She also demonstrated a keen interest in advocating for the linguistic needs of DLLs. Her classroom observations and reflections were also affirming and provided her with direction to further grow as a teacher.

Dree: Complexities of Teaching

For this theme, complexities of teaching, Dree’s data covers four semesters of coursework from nine courses and 15 different assignments and 60 coded segments. The coursework for this theme is primarily reflections and classroom observations that focus on descriptions of monolingual cooperating teachers whose classrooms were comprised of DLL

students where they were the majority or minority of students in the classrooms. Dree shared detailed insights of her observations which she later integrated into her unit and lesson plans to address the language needs of DLLs. In the following, I provide an analysis of coursework related to the complexities of teaching.

Home Language. Dree identified the use of the home language in the classroom as a critical resource to not only support the understanding of directions and classwork, but also to help build a rapport with students. Starting with Dree's third semester of coursework, she shared a reflection assignment from her 501 course, Language Acquisition for Children of Diverse Backgrounds which exposes teacher candidates to theories of language acquisition and development. She shared the following regarding her use of a child's home language in the classroom:

When students are struggling with their academics and it's because they are learning a new language, I think that it can greatly benefit the child if you involve their home language in the classroom. Using single words or phrases in their language can help them feel more welcome and comfortable and it can also create a personal connection that would not otherwise be created because of the language barrier.

(Dree.501.S14.reflection 3)

In this passage, Dree shared how DLLs may struggle with their academics due to learning an additional language. Dree recommended the use of the home language as a resource for DLLs to learn as well as to make them feel comfortable as they are learning. By doing so, students will feel welcomed and comfortable which can ultimately help facilitate a stronger relationship between students and teacher. Dree's statement can be bridged with the theory/concept that

having a personal connection with DLLs can be made when a teacher shows and demonstrates an interest in students' home language. Her logic can be correlated to Krashen's affective filter theory that states that by lowering the levels of stress in a classroom environment, second language learners can take risks and are able to practice the target language in a safe environment (Krashen, 1982). This knowledge of using the affective filter for second language acquisition can be applied in many ways depending on the context of the classroom which can be a reason why Dree suggested the use of words or phrases in the home language.

In the remainder of this reflection assignment, Dree documented her awareness of the various language levels and abilities that she has observed of DLLs in her placement. She noted that she learned to differentiate instruction for DLLs, which she credited to her cooperating teacher. This construction of knowledge with her cooperating teacher in how language levels interplay with other abilities to indicate how a teacher might differentiate for individuals is another element in the complexity of teaching that Dree developed.

In another section of her reflection assignment, Dree connected the concept of differentiation with the modification of activities so that DLLs are not only involved but are able to complete a goal or task regardless of their proficiency in the target language. From this understanding, she could measure DLLs' individual progress based on where a student started as well as the progress a student made from that starting point.

I have also learned how important it is to modify activities so that it's possible for students to be involved and to complete a goal or task regardless of their "level". I feel like sometimes when you have a student who is at a low level or a student who doesn't seem to be achieving, it can be hard on you as a teacher because you feel like you're

maybe failing or letting the student down, but I think you have to really look at things from where a student started and think about how far they have come. Having realistically high goals for each student as an individual can help everyone.

(Dree.501.F14.reflection 3)

Dree noted that it is important to establish “realistic high goals for each student as an individual” because it can help in establishing parameters of what is needed for each DLL. This understanding of addressing individual language needs not only demonstrates her overall analysis of supporting DLLs, but it also shows both empathy and advocacy in meeting the needs of all her students. She stated that the onus of student failure is not on the student but the teacher who is responsible for doing all they can to support all their students, whatever background they may bring into the classroom.

In the following year, semester four coursework, in Dree’s 340 course, Field Experience in Preschool and Kindergarten Classrooms, Dree’s reflection assignment referenced a large group read aloud. She documented that the children in her classroom were primarily Spanish speakers. In order to help students understand a book about careers, she shared that she planned to translate career words in Spanish and use them during her read aloud so that students could understand the story and build upon their vocabulary in the target language.

Dree states the following:

Since a lot of the students primarily speak Spanish, I will find the translations of the careers from English to Spanish so that I can use those words during the story to help them add to their vocabulary (and be able to understand more completely).

(Dree.340.S15.Large Group Read Aloud and Reflection)

Here, Dree used the home language to develop vocabulary and as a tool for students to comprehend a book. Since Dree did not speak Spanish, her willingness and acknowledgement of the use of the home language demonstrated both her knowledge and skill of facilitating language development for DLLs. Linking vocabulary words between English and Spanish can facilitate understanding, what is not clear is how this is actually facilitated within the reading of a book activity.

In the same course but a different assignment, she included the use of Spanish vocabulary in a small group lesson assignment. When asked how she would ensure that her assessment reaches all children, she stated, “I will utilize some Spanish vocabulary to help the students who are more comfortable with Spanish than English. I will also accept the Spanish or English version of a shape name when assessing” (Dree.340.S15.Small group lesson). In this lesson plan, Dree highlighted the use of Spanish vocabulary for students who may be more comfortable with Spanish. She did not provide any specifics as to how the vocabulary in Spanish would be utilized. Instead, she stated the importance of using the home language not only for this lesson but in assessing students with the name of shapes. Dree demonstrated her knowledge of language development and skills by using students’ home language as a resource to support their understanding and comprehension. Moreover, she reinforced the development of both Spanish and English languages. She knew that the use of Spanish vocabulary would be helpful for students who spoke Spanish but did not provide an example nor include it within her lesson plan. It is a stated intention that is left undescribed in detail.

In the last two assignments, Dree provided both knowledge and skills in the use of the home language in her planning. She initially noted the importance of using home language to

help students feel comfortable and to build rapport. Now, she noted how the use of the home language can support comprehension of literacy activities and for assessing students who are dominant in Spanish. Dree shared these strategies as part of her preparation in supporting DLLs in her classroom. Also, she reflected on the reality that the students in this school building are DLLs where Spanish is spoken.

The following year, in her sixth-semester coursework, she continued to utilize the use of the home language in her unit and lesson plans. In an extensive social studies lesson plan that she submitted for her 323 course, Teaching of Social Studies, Dree stated that student's home language would be a two-fold resource tool. First, she utilized images and figures as a resource tool to assist DLL students in comprehending the knowledge presented to the class. Second, she utilized student's home language to facilitate learning and understanding. She stated the following:

For DLLs, I will draw special attention to the images in the story, as well as the images on the chart. I will draw on our "bucket" chart paper as well as write in order to facilitate understanding. If there is still some difficulties with understanding, I will utilize some first language facilitation. (Dree.323.S16.Unit Plan)

In this example, Dree displayed her understanding in the knowledge of language by compensating her pedagogical practices in addressing comprehension by using students' first language. Moreover, Dree exhibited her understanding of skills by coupling the utilization of visuals and students' home language to support literacy learning. It is important to note that Dree did not specify a specific home language given that she constructed a generic unit plan

without a real-world context. This is common in many unit and lesson plans that are submitted as coursework.

A similar point is stressed in another unit plan for her 338 course, Teaching of Science in Early Childhood, “English language learners will be facilitated with the help of pre-taught vocabulary, and some first language use” (Dree.338.S16.ScienceUnit). For this science unit plan, Dree’s science unit plan encompassed students’ home language and other literacy pedagogical strategies as resourceful tools to facilitate learning. For instance, Dree’s unit plan showed that she would use students’ home language to clarify directions and to understand vocabulary. These are examples that demonstrate Dree’s understanding of language knowledge and skills needed to support DLLs.

Across these four semesters of coursework, Dree addressed the complexities of teaching by noting the use of home language in conjunction with other literacy strategies to demonstrate her understanding of the knowledge and skills needed to best support the language development of DLLs. Initially, Dree used home language for simple translations of words that were integrated in her lessons that emphasized social-emotional benefits of doing this. Then, after several semesters, home language was more prominent as she developed literacy activities that incorporated visuals when teaching vocabulary and reinforcing comprehension. By Dree using home language as a learning tool, she demonstrated her understanding of second language development by utilizing home language to reinforce understanding and comprehension of concepts.

Comprehension. When children are learning language, the complexities of teaching are addressed in the varied levels that children have in their language and literacy skills. These

varied skills become more dynamic for children who are learning a second language in addition to the varied skills they may have regarding their home language. Learning a new language will differ given the language experiences DLLs may have with their home language. Therefore, for teachers, teaching comprehension becomes a critical skill to develop when working with DLLs. In this section, I review some of the points Dree shared regarding emphasizing comprehension for DLLs. The varied coursework that she submitted shows a common pattern where she reflected on other teachers' classroom practices and how they utilized strategies for comprehension with DLLs. Later coursework captured some of these skills as she prepares unit and lesson plans that can be utilized for hypothetical DLLs or for DLLs in actual classrooms.

In Dree's third semester coursework from her 501: Language Acquisition for Children of Diverse Backgrounds course, Dree shared an observation of her cooperating teacher working with a newcomer. The following passage captures various skills that Dree's cooperating teacher utilized in a vocabulary lesson:

Some of the modifications she makes are to use pictures and physical actions during vocabulary lessons, writing words and sentences out for him to copy, and having another student who speaks Arabic help to translate instructions for him. Of all the things that she does, I think that adding actions in with words and short phrases is probably one of the most beneficial. It's not only effective for the English language learners but it's helpful for the rest of the children in the class as well. She also does a lot of "repeat after me" exercises, which the newcomer sometimes participates in. It's a great opportunity for him to practice speaking and it takes the edge off of being the only one talking. (Dree.501.F14.SIOPclassroom observation 2)

From the classroom observation, Dree raised four points: visuals for vocabulary lessons, student writing copied words and statements, a peer to translate languages, and the use of the “repeat after me” technique that illustrated her knowledge on how home language and literacy skills are coupled to reinforce comprehension and spoken English. In her first point, Dree identified that scaffolding was used as a tool for students to comprehend vocabulary. The use of visuals and physical actions to help present meaning of vocabulary are common scaffolding techniques used with DLLs. These skills were also be addressed in the latter part of her observational assignment.

In her second point, Dree noted that the new student spoke Arabic which has a very different phonetic and writing system than English. She shared that by having the student practice writing the words and short phrases, along with the visual and actions skills, it allowed for the new student to become more familiar with the English writing system. These literacy skills are nested in a context where verbalizing, writing, and speaking are integrated with the support of a capable peer who can help facilitate clarification of instruction by translating English to the home language.

This third point is of utilizing a capable peer who not only helps in providing directions and context of the assignment but becomes a resource for the student learning English in how they model their own learning of both academics and the target language. The capable peer also benefits by practicing their own translating skills and can verify their own understanding of directions and class assignments.

For her fourth point, Dree revealed that she has command of second language learning by highlighting that the target language is practiced in a safe and supportive environment when

the cooperating teacher uses the “repeat after me” skill to facilitate the use of English orally. The “repeat after me” skill that was being employed for all students was twofold. One, the skill deflected attention from the new student; thereby, creating a safe space for the new student to participate in classroom activities. Two, it provided an opportunity for the new student to verbally practice English.

One last point that illustrates her knowledge of the use of the home language and literacy skills is in reference to her comment on how some of these literacy skills benefits all children. This connection of using DLL strategies to support other non-DLLs demonstrates the importance of communication and comprehension. This concept was seen within the same assignment when Dree shared how she utilized a Sheltered Instruction Observation Protocol (SIOP) checklist for her observations as a template to help her identify various second language development skills that support DLLs.

Dree noted that it is critical to have rapport between student and teacher to help facilitate the development of speaking, writing, and listening skills in English. She shared the following in describing her cooperating teacher:

One of the strongest categories of the checklist for her during this lesson would have to be her interaction. She was really involved in helping the student one on one, which I think was a definite benefit for him. It also was great because of how many language skills it involved (speaking, writing, listening). Another thing that she did during this time with the student was stopping to focus on certain vocabulary words like sister and

brother, and emotion words. By doing this, she was able to add in a little bit of an extra lesson in vocabulary. (Dree.501.SF14.SIOPclassroom observation 2)

In this passage, Dree acknowledged that it is critical for teachers to have a good rapport with all their students. This can further lead to DLLs feeling more at ease to practice the language and for the teacher to focus on specific language development. Since the teacher has the opportunity to work with the new student in a one-to-one setting, the teacher can focus on specific language development skills to support their student's learning and language. Also, by having the teacher focus on the development of vocabulary, the teacher supports and build upon the student's development of English.

Dree's ability to utilize the SIOP checklist as a framework on how her cooperating teacher supported the language development of a new student assisted Dree in conceptualizing both knowledge and skills that can support DLLs in comprehending and learning English, as evidenced by her commentary. This focus and attention to second language development in her observation provided her with a real-world application of possible strategies in context. Dree demonstrated her understanding of how knowledge, regarding language, drives the decisions that are made concerning the type of skills needed to support second language development.

In the following semester of coursework, fourth semester in her 340: Field Experience in Preschool and Kindergarten Classrooms, Dree shared a small group lesson where she had the opportunity to work with Spanish speaking DLLs. This was a unique experience since most of the students in the classroom were DLLs. She shared the following from her small group lesson plan:

To help all of the students be able to participate in the activity and be successful, I will use the Spanish words for shapes as well as the English words. I will also use visuals of the shapes to help reinforce which ones we are talking about. (Dree.340.S15.Small group lesson)

In this entry, Dree utilized the pedagogical practices she previously observed from her cooperating teacher. The use of the home language and visuals was a tool she utilized to support comprehension of an activity on shapes. Dree demonstrated her understanding of knowledge and skills to support activity goals which enables participation and vocabulary. In this situation, the coupling of using the home language and visuals to support comprehension of the lesson aligns to the recommendations that support second language learning for DLLs. Furthermore, this small group lesson bridges with Dree's previous class (course 501) and her experience in observing a teacher, who used second language development skills.

A year later, in Dree's sixth semester coursework for her 323: Teaching of Social Studies course, she shared her accommodations for DLLs in a unit plan. Utilizing picture cards to assist in understanding and learning vocabulary is a skill that can help DLLs develop English. To support comprehension, as well as inclusion of all students, she recommended integrating visuals with vocabulary. She stated, "For ELLs, I will have picture cards within our materials for making our list of above, below and bottom. This way the picture card will match the word and all students can feel a part of the activity" (Dree.323.S16.Unit Plan). It is important to note that for this social studies lesson plan, Dree was not creating a lesson plan with a specific DLL population or home language in mind. Instead, she created her lesson plan to encompass a general classroom that may include multiple DLL students. The use of visuals to support

comprehension in this lesson demonstrated Dree's understanding of both the knowledge and skills needed in addressing the language needs of DLLs in her classroom. Dree's support of language is also displayed in a different assignment that was created in the same semester (sixth semester).

In Dree's 338: Teaching of Science in Early Childhood course, she used a different strategy in hopes to support comprehension. Dree's science unit plan stated that she would be grouping DLLs who are more like to work with each other as a strategy for DLLs to practice and learn English. She stated the following:

English language learners will be placed in groups with students that they are likely to interact with, and they will also be given an organizer to put into their science notebooks with the things that they are supposed to document (state of matter, where in/on the bottle, how they know) in order to help them focus more on the activity, and less on the demand of the writing activity itself. (Dree.338.S16.ScienceUnit)

Dree's plan to intentionally group DLLs was as a tactic to provide opportunities for DLLs to interact with capable peers and use organizers as a tangible tool to help them organize their science notebooks. This knowledge and skills relative to second language development demonstrates Dree's understanding of creating supportive spaces to encourage communication and practice of English (speaking and writing). A key point that Dree made is lessening the language demand of writing to help DLLs focus on the comprehension of lesson goals. This is insightful to note, given that Dree has an understanding of how to minimize the affective filter DLLs experience in learning a new language.

Within these four semesters of coursework, Dree shared a development of how comprehension is addressed within the complexities of teaching DLLs. Her initial experiences in observing her cooperating teacher and other field related experiences led her in applying various skills that support the second language development in English. Throughout this period of time, Dree understood the importance of using home language, visuals, and other capable peers to support the language development of DLLs. This was evident in her unit and lesson plans that were constructed without a specific student population. She ensured that certain key strategies were included to promote learning for DLLs.

Overall, Dree displayed a strong understanding of knowledge and skills in addressing the variety complexities of teaching. She highly valued the use of the home language and integrated its use in tandem with other skills to help develop vocabulary and comprehension. The integration of skills allowed her to focus on second language development and to not only create a supportive environment for learning but in establishing the importance of building rapport with students, to enable and encourage learning. With time, Dree demonstrated how teacher candidates can build on previous knowledge and skills, to comprehensively situate the myriad of techniques that support the academic and second language development of DLLs.

Charlotte: Complexities of Teaching

As previously mentioned, Charlotte shared in her coursework that she lacked experience in working with linguistically and culturally diverse students given her upbringing and schooling in a predominately non-diverse community. However, she is one of the two teacher candidates who plans on obtaining her licensure in ESL to further work with linguistically diverse students. For this theme in the complexities of teaching DLLs, Charlotte shared 15 assignments which had

46 coded items across nine courses that covered four school semesters. This coursework consisted of a variety of reflections, observations, and lesson plans that addressed the complexities of teaching linguistically diverse students. The following is my analysis of her coursework with the following sub-themes: relevance, comprehension, and differentiation.

Relevance. One of many factors that plays into the complexities of teaching DLLs is making learning relevant and personal. Drawing on student background and home culture helps contextualize learning for students whose home culture and language may not match the target language and school culture. A strong emphasis is made in teacher education programs to teach/guide pre-service teachers to incorporate home culture in the classroom as a tool to situate learning opportunities. Through her coursework, Charlotte shared how she embraced learning about her own and other cultures. With time, she learned about the complexities and how the power of cultural awareness can impact how she teaches as well as how students learn. Her skills and knowledge in creating a culturally relevant learning environment is traced in coursework that spans for two years.

In her first semester of shared coursework, Charlotte wrote a reflection assignment for her course, 301: Infants and Toddlers: Curriculum and Teaching. In her reflection assignment, she provided a description of a culturally sensitive caregiver and laid out in detail the intricacies of connecting culture into the classroom.

A culturally sensitive caregiver is somebody who is aware of the differences in their centers. You must be aware and familiar with many different types of cultural beliefs. Knowing religious differences can also create unison within your child care center. Being sensitive of holidays, including Christmas, can help eliminate children feelings left out.

Being able to not stereotype is extremely necessary within a center. Celebrating the differences within your classroom is extremely necessary. You must be sensitive of differences, accepting of the ways that families believe is 'right', and be aware of different experiences of each of the families. (Charlotte.301.S14.Reflection 5)

In this passage, Charlotte focused on learning, respecting, and being sensitive to cultural differences among children in childcare centers. She addressed beliefs, religion, holidays, as well as avoiding any kind of generalizations and stereotyping. Her statement on the importance of accepting families' beliefs on what is considered "right" touches on how difficult it is to accept other families' values and traditions that may differ from her own. She acknowledged the importance of how families have different experiences which shape and structure these values and traditions that may vary differently from others. This passage captures her knowledge and some skills needed in being a culturally sensitive caregiver. Although, this assignment did not lead to elaboration on how many of the suggestions she shared can be enacted in the classroom, Charlotte provided critical points that teachers should have in mind when creating classrooms that include and connect to student's cultural backgrounds.

In the following semester, in her 240 course, Field Experience with Dual Language Learners, Charlotte was placed in a field placement in a classroom with DLLs. Since this course was taken with 501: Language Acquisition for Children of Diverse Backgrounds, Charlotte had the opportunity to make connections between many of the skills and knowledge of teaching DLLs. In a reflection assignment for her field experience class, she provided a description of the various language demographics of the DLLs in the classroom:

In my classroom, there are 10 ELLs. There are two students whom are from Iraq. These two students are new arrivals, and do not know many words in English at all. The home language of these two students is Arabic. There are four students from Burma, who speak Karen at home and there are a handful of students from Asian countries who speak Mandarin. There are ELL services available for the students who need it. These include pull out ESL instruction. I have only viewed the pull-out ESL instruction occur in this classroom. (Charlotte.240.F14.Reflection1)

Here, Charlotte demonstrated understanding of knowledge regarding the type of programming and the variety of home languages that are spoken by students within one classroom. She provided details of the different home languages and the students who are the “new arrivals”. She was aware of the how ESL instruction was provided in this classroom but did not share any specifics of how instruction was provided for DLLs within the classroom. Knowing the language demographics of the classroom is a critical piece of knowledge to have since languages connect to different cultures represented in the classroom.

The three home languages described by Charlotte are extremely different in their use of writing and linguistic repertoires which also reflect very distinct cultural practices. Having this knowledge is the initial step in preparing learning opportunities that connect to both home culture and language DLLs. In a latter coursework assignment, Charlotte displayed this learned knowledge when she focused on a particular student and demonstrated the importance of gathering family information to address educational objectives. In an observation assignment for her 501 course, Charlotte pinpointed her observation on a particular student, who became

the foreground of her assignment. She provided a description of his recent schooling and the context of his family life:

The student I chose to observe closely is a student who has arrived here over a year ago, they have already been through K4, and they are now in K5. This student does not get time with a separate ESL teacher, as that is not necessary in Kindergarten. He is a Burmese boy whose family came from a Burmese refugee camp. He does not have a stable home life, and that could be troubling his learning also. He does not bring homework back to school, and I believe that is because his parents also do not understand his work. (Charlotte.501.F14.ELL Observation 2)

Charlotte utilized the student's family and educational background to construct her knowledge/understanding of the language support they may need. This personal knowledge that Charlotte's shared about the student is important because it provides snapshots of the student's language history and exposure to the target language. Charlotte also documented a critical point on how ESL services are not provided to students in kindergarten which further gives classroom teacher the added responsibility to provide the language support in the target language and/or utilize ESL strategies. This passage captures many elements that Charlotte understood regarding pivotal components of linguistic and cultural background of the student being observed. It is important to note that Charlotte indicated that the student attended K4; however, it is not clear if he was there the entire year. This type of information is very important to know since it can guide Charlotte in having a better understanding of the student's family context as well as student's vulnerability with the target language. Having knowledge about immigration background, schooling history, language practices, and family

background are all important elements in providing relevant instruction to DLLs. This knowledge is also critical to understand especially when communicating, as well as working with families whose culture and language differs from the target language. The coursework that has been shared by Charlotte thus far demonstrates her knowledge and skills in obtaining pertinent information about students and family background that can be utilized to provide relevant instruction for student learning. Charlotte addressed these learned skills and knowledge in her final semester of coursework.

A year later, in her 540 course, Advanced Field Experience in Early Childhood Education, Charlotte shared two reflection assignments where she discussed her stance regarding cultural responsiveness. These two passages provide more in-depth evidence of her understanding regarding the role of culture not just in the classroom, but her own position as a teacher. In her reflection 2 assignment, she stated the following:

As far as cultural responsiveness, I have learned that learning about cultures can be very difficult. It is easiest to just speak with the students about their cultures. Understanding cultures through your students will not only build relationships with your students, but it will build interpersonal relationships with the students. Having a cultural unit where students are able to share their own cultures with the class will create a community within the classroom. (Charlotte.540.S16.Reflection 2)

Charlottes' self-awareness in learning about diverse cultures can be used as a lens to understand her efforts to acquire the knowledge needed to become an effective teacher for DLLs. In Charlotte's reflection assignment, she suggested a "cultural unit" where students can share their own culture as a technique to establish a community within the classroom and

thereby, establish inter-cultural understandings. Her reflection assignment also captured the importance of learning about student's culture because it could solidify the interpersonal relationships between students and teacher. Charlotte is demonstrating knowledge and skills that help support the use of relevancy in teaching and learning. When students are given a space to share their own cultural background with their peers, the teacher is supporting student's cultural and linguistic identity. In addition, a student's cultural background is valued as opposed to focusing on assimilationist influences that subtract the cultural richness that connects to DLLs' identity. Allowing students to affirm their linguistic and cultural background can provide a space for DLLs to sustain and value their own cultural identity.

Learning about students' culture through the lens of individual students can be a method that is utilized in the classroom to promote cultural awareness. Charlotte further examined the learning of culture by including families to help support students' own views and understanding of their home culture. For the same class, in her reflection #3 assignment, she shared how families and artifacts can reinforce student's cultural values and language:

I have seen this semester more closely than any semester how important cultural responsiveness is for our students. Making those connections with the students and showing them that you care about them and their cultures will allow that student to be comfortable in the classroom. Even if you and that student do not share the same culture, ask them questions, they are eager to share. The students hold the most information about themselves. Have the families come in, have the students bring in an artifact that describes their culture. There are so many ways to connect with the children. The easiest way I have seen myself make a connection with a student who

spoke a different home language than me, I asked them how they would say that at home. I am learning about their cultures through them. (Charlotte.540.S16.Reflection 3)

In this passage, Charlotte reflected on being more cognizant of the importance of being culturally responsive to students. More specifically, having a good rapport with students, genuinely displaying empathy, and showing an interest in learning about their cultural background can lead to students feeling more comfortable in the classroom. She also mentioned that the teacher and students could have different cultures. Since students are eager to share, a teacher can learn about their students' culture by simply asking students questions. Students are the well-informed scholars of themselves. Charlotte also shared the importance of inviting student's families to visit and/or have students bring an artifact that describes their culture as a strategy to establish a connection with students. She concluded her thought by sharing that her most comfortable strategy to establish a relationship with students who speak a different language from her is through learning their language by discussing translations.

Overall, Charlotte's coursework displayed that she was able of addressing culturally relevancy concurrently with other issues that arise in the complexities of teaching DLLs. Furthermore, as Charlotte navigated through her teacher education program, within a two-year period, she demonstrated that by having the opportunity to observe, practice, and reflect on coursework, she has gained knowledge that may help her in supporting the relevancy of DLL's.

Comprehension. Teaching comprehension is one of the many complexities of teaching language to students who are learning a second language. Charlotte's coursework displayed evidence that she had knowledge and skills when pinpointing activities that require DLLs to

comprehend concepts. The multiple strategies that she reported in coursework as an observer help support chunks of meaning needed for DLLs to understand the assignment as well as help DLLs learn specific concepts. For this section, I was able to trace four semesters of coursework starting from her early field experiences to unit plans and a philosophical paper that encapsulated both the knowledge and skills related to comprehension.

In Charlotte's second semester of coursework, for her 240 class, her assignment focused on a pedagogical strategy that she observed her cooperating teacher perform to assist DLLs connect words with writing by identifying colors. More specifically, in the read aloud reflection assignment, the teacher had students complete a worksheet where students identified colors by coloring pictures and writing the color word next to the picture. This activity was used at the end of the read aloud assignment as a form of assessment to determine which students learned the four colors. She noted, "Also, they learned how to identify and write colors. With the worksheet they had to write out all four colors and color the shoe the color that they wrote. They had them identifying the words with the actual colors" (Charlotte.240.F14.Read Aloud & Reflection). In this example, Charlotte was demonstrating understanding of comprehension skills by highlighting a strategy that the teacher used to reinforce comprehension using spoken and written words interchangeably. Having students visually connect colors with word allows them to reinforce the vocabulary of colors. Furthermore, Charlotte reported that students were actively engaged during the lesson which led students to reinforce vocabulary in the target language. Having DLLs color, write, and match color words to reinforce the story read supported comprehension.

This example was also tied to another reflection assignment for her 240-field experience course where she had the opportunity to observe her cooperating teacher address comprehension directly. She shared the following observation:

The lens I chose to use is comprehensible input. The reason I chose this lens is because I believe that my cooperating teacher, my co-op does a very good job making sure that everything that is taught is comprehensible. Having the children understand the lessons and projects is very important in their learning. With young children, like five year olds, they will not figure things out by themselves. They will not learn or discover new things unless they are shown the task completely. (Charlotte.240.F14.reflection 2)

Here, Charlotte described a lens that was asked for this class assignment. As a reflection, she shared that ensuring DLLs understand the lessons and projects is important for learning because when a five-year-old cannot figure things out by themselves, they will not learn or discover if they are not shown the task completely. Charlotte is describing her understanding of skills needed to support the development of language.

In Charlotte's child observation assignment for her 501-class, she focused on a DLL and provided specifics of how her cooperating teacher utilized literacy skills and knowledge to support comprehension:

An example of how manipulatives and visuals work with this child is when we were working with a story about a young girls trip to the grocery store, the teacher brought in many visuals to make the children understand the story line. I believe this really helped this student because although he may have not had to vocabulary to understand the

story, with the manipulatives he was able to follow along and be involved.

(Charlotte.501.F14.Child Observation 3)

For this assignment, Charlotte described a classroom strategy that worked best for the DLL she was observing. Charlotte also demonstrated understanding of knowledge that is essential in supporting second language learning and supporting comprehensible input using visuals and manipulatives. The use of visuals to help develop understanding continued to be utilized in the next assignment, a unit plan she submitted the following semester.

For her 302-curriculum design course, Charlotte submitted a unit plan where she shared, “For ELL’s we would allow more visual representations of their understandings and less labeling” (Charlotte.302.SP15.Unit Plan). This statement was made in a final K5 unit plan, submitted by a group of three teacher candidates, in responding to differentiating for individual student learning needs. Charlotte and her colleagues showed knowledge of instructional strategies like visuals that can be utilized for DLLs. Without a specific DLL group identified for the assignment, the type of visuals and how they are implemented was not described.

As Charlotte continued with her teacher education program, her coursework, both individually and group work, displayed her knowledge in reference to students’ linguist backgrounds. For instance, in a group project, for her 502 course, Emergent Literacy and Biliteracy in the Early Childhood Classroom, her (group) assignment connected students’ cultures in a literacy project. In one of their slides labeled, “cultural and linguistic diversity in the classroom” they shared a bullet point that stated, “Cultural Diversity will be addressed by having books that show pictures of people coming from all different cultures and backgrounds” (Charlotte.502.S3.Group literacy project). Here, Charlotte is demonstrating knowledge of

cultural diversity by utilizing books that would not only teach content knowledge, but it would also acknowledge and embrace different linguistic and cultural backgrounds. With this, comprehension is supported by having visuals that connect to literacy activities. Charlotte's group project further elaborated on how books and labels would be used in the classroom to reinforce language and comprehension for a diverse student population, who comprehend the target language in various stages/levels:

Linguistic Diversity will be addressed by having a selection of books that have different languages. Manipulatives in the center will be labeled on their shelves in various languages that represent the population of the classroom. There will also be vocabulary cards that have pictures of the words on them for students who are more visual and need that extra aid. (Charlotte.502.S15.Group literacy project)

Charlotte's presentation slides integrated linguistic diversity and pedagogical strategies that promoted comprehension for DLLs. Books that incorporate different languages can support a students' home language. Moreover, the manipulatives that are strategically used to reflect DLLs background, can lend in reinforcing comprehension in the target language. More specifically, by labeling the shelves in various languages that reflect the students in the class and displaying vocabulary cards that have pictures of words for student who need more visuals, can make language more comprehensible. It is important to note that in this group project, the DLLs are hypothetical; therefore, addressing the linguistic and cultural needs of DLLs is difficult to specify given that a specific DLL group is not identified.

Despite the fictitious classroom with a specific DLL group, Charlotte was able to integrate students' home language and pedagogical practices that support the learning of DLLs.

Although one can argue that this group assignment is a collaboration of knowledge amongst teacher candidates learning about literacy and biliteracy in an Early Childhood classroom, one can also state that learning comprises many different avenues including working with peers. Therefore, Charlotte's group project encompassed her gained knowledge when she worked with her peers, prior reflections, observations, and coursework, as well as content knowledge learned in her teacher education courses.

A year later in a science unit for her 338-Teaching in Science course, Charlotte was asked in her unit plan how she planned to support the language needs of DLLs. In this assignment she was much more specific providing the following:

Students who are ELLs, I will have a visual representation of the asteroid that I want them to construct. I will also have sentence starters for students for their observations and written response about what they think would occur if the asteroid hits the moon. The students will also be able to draw pictures of this if necessary.

(Charlotte.338.S16.Science Unit)

For this assignment, Charlotte demonstrated understanding of skills that can be used to support DLLs using several potential strategies. In previous assignments, Charlotte recognized the importance of using visuals to support comprehension; the difference here is utilizing children's drawings to express understanding. This example is an integration of various literacy skills including manipulatives (model construction), writing predictions and observations, and using drawings to demonstrate or communicate understanding.

In her final course assignment, Philosophy of ELL, for her 541- Principles and Methods of Teaching ESL course, Charlotte summarized some key points on how she planned to support DLLs:

ELL students: I will make sure that I am using many manipulatives in my teaching. When looking at new vocabulary words, I will have all the students say the word aloud. I will also use many pictures in my lesson plans. (Charlotte.541.S16.Philosophy of ELL)

Charlotte acknowledged how differentiation would occur with DLLs. She demonstrated understanding of skills and knowledge. She had some strategies she hoped to use for literacy and visuals. These last two examples capture many of the skills and knowledges that were observed and learned in earlier classes. Throughout these two and a half years of coursework, Charlotte was able to observe teachers model skills that support the knowledge she was learning in courses. Her understanding and implementation of these various comprehension skills in her lesson and unit plans in later coursework provides insight on how connected courses and coursework provided space to connect what is learned through the program.

Overall, in addressing comprehension as one of the many facets of the complexities of teaching, across time Charlotte applied many skills related to comprehensible input to not only provide direction to classroom activities, but also aid in the construction of meaning. The use of visuals was consciously applied to support language development and understanding. She was consistent and was able to apply many of her earlier experiences in field placement and courses were her later more formal unit and lesson plans.

Differentiation. The complexities involved in teaching DLLs to support their learning and language development include the need to alter and situate teaching practices to

accommodate the needs of individual students. For differentiation to take place, student background is important to take into consideration to match and integrate both academic and language development goals. For this subtheme, Charlotte's coursework spans four semesters, beginning with reflections and observations to lesson and unit plans that consider various differentiation that support the learning and language development of DLLs in the target language.

In one of her reflection assignments for her 240-course, Charlotte shared a specific situation in which her cooperating teacher supported a DLL:

Remember one thing that the teacher did in particular. The activity assigned was to write out the sentence, "I like rainbows." A student who is an ELL with very little proficiency was not able to write this sentence, so the teacher wrote it out and had the young boy trace over the letters. This way he can still participate in the activity, and it able to practice his letters which is more his level. (Charlotte.240.F14.Reflection1)

Here, Charlotte demonstrated understanding of skills individually support a DLL with literacy. By tracing words of a sentence, students can practice writing and connecting what is spoken with letters. This type of differentiation not only allows a student to participate in the lesson, but it also allows that student to practice writing that is connected to speaking and reading. Important to note is Charlotte's comment regarding the teacher's action. She said it helped the student "participate" in the activity and highlighted the practice of lettering. This seemed to surprise her, that the teacher was able to provide instruction "at their level" and that the student was able to follow instruction and practice as described in a previous passage where she states:

I believe that my co-op will have difficulty providing instruction to all these students as each of them are at such different places in their education. There are two students who barely speak any English, and then there are students who can write sentences and carry on full conversations. I am interested to see how she makes activities for these students who are at a lower proficiency than the other half of the class.

(Charlotte.240.F14.Reflection1)

Even though a specific language was not identified in this instruction, Charlotte noted that Arabic, Karen, and Mandarin speakers were enrolled in the classroom. These languages have different writing systems, sounds, and tones in comparison to English. Therefore, having the opportunity to trace words provides practice and familiarity to writing systems that differ from English.

For her observation assignment in her 501-course, she began to focus on how differentiation in this case was not being applied to support the language development of a target DLL she was observing. She shared her observations in the following passage:

During reading, they have vocabulary words of the week, which they go over on Monday and are then learning for the rest of the week. I don't feel although this student understands any of these vocabulary words, because no one is giving him that extra learning time. I feel although there is not a changing of the curriculum in order to help this student. The class seems to be moving way too fast for this individual and I feel although he does not understand anything that they have learned so far.

(Charlotte.501.F14.ELL Observation 2)

Charlotte is describing a lesson in reading where vocabulary words of the week are introduced at the beginning of the week and reviewed throughout the week. She stated that the DLL does not receive the extra learning time or curricular accommodations. This, along with noting that the class moved at a swift pace, demonstrates how Charlotte is grasping key features in providing instruction, curriculum and overall classroom practices that address the needs of DLLs. Even though she did not state what can be done, she is aware that nothing is being done to support vocabulary learning. She is also aware that the class is not being modified with the intention of supporting this student. Her statement that the class is going too fast and that he is not learning anything demonstrated a concern that she is having as a prospective teacher.

In the following semester, in her 302-curriculum design class, Charlotte shared a group unit plan where she was asked to address how she planned to address the needs of both DLLs and IEP (Individualized Education Program) learners. She shared that along with visuals and inventive spelling, incorporating real-life objects for hands on learning is important:

For ELL's and IEP learners, we will encourage visuals and pictures or inventive spelling.

We can also provide them with the books we have been reading to give something to go off. We will also incorporate real life objects for hands on learning.

(Charlotte.302.S15.Unit Plan)

This passage captures how Charlotte and her group members utilized the importance of using visuals like pictures and objects to help provide comprehensible input. Allowing students to use inventive spelling and allowing them to utilize previous books to reference in completing project are also part of the differentiation that is needed to support academic and language

goals for DLL. Even though specifics were not provided nor how these skills were going to be implemented, this passage demonstrates knowledge of differentiation in the teaching of DLLs.

For the same 302 class but a different assignment, Charlotte highlighted the importance of accommodations when working with diverse groups of students. For this unit plan, she recognized how students vary in their educational backgrounds and the importance of differentiating lessons to accommodate these differences. She stated the following:

Racially and ethnically diverse groups of students will be at all different points in their education, I need to differentiate my lessons to allow each of those children. There will be language barriers, I need to know a basis of their language and what accommodations I can make for each of those students in order to learn the best.

(Charlotte.302.S15.Unit Plan)

For this assignment, Charlotte was asked what she knows about her students that would inform her lesson. She began by stating that children from racially and ethnically diverse groups would be at different “points” in their education and would need differentiated lessons. She continued that there would be “language barriers” and she would need to know the “basis” of their language and the accommodations they needed to learn best. Charlotte is demonstrating understanding in knowledge of the cultural and language background of her students to differentiate her lesson plan. Her acknowledgment of wanting to learn the language background of her students is key in differentiation to address the language needs of DLLs. Once again, Charlotte is responding to a generic DLL population and did not provide specifics given the context of the assignment.

A year later of coursework, Charlotte shared her differentiation strategies in a science unit plan for her 338-Teaching of Science course. In this unit plan, she described a space system activity and how she would address the needs for DLLs:

Students who are ELLs, I will have a visual representations of the moon. Lastly, I will have written on the board the KWL chart, I will also write out the characteristics of the moon onto a poster this will help for ELLS and children with learning disabilities.

(Charlotte.338.S16.Science Unit)

For this unit plan, Charlotte responded to a course assignment with a unit on space systems with six lessons. In this first-grade lesson, she responded that students who are DLLs would have a visual representation of the moon, written information on the KWL chart, and also written information on the characteristics of the moon on a poster. She demonstrated skills and knowledge on supporting DLLs in her classroom by providing the use of visuals, KWL chart, and writing out information on a visual. Connecting visuals with words and spoken language provides DLLs the opportunity to connect spoken words with visuals that help support understanding. The language levels of the DLL are not identified given that the group in this lesson is hypothetical.

In the same science unit, Charlotte noted in a separate lesson plan that “Students who are ELLs, I will model the experiment beforehand with the students before having them go off on their own. I am giving the option of writing or drawing on all worksheets as well”

(Charlotte.338.S16.Science Unit). This is another way Charlotte would be differentiating for DLLs. She is demonstrating her knowledge of providing comprehensible input by modeling for DLLs to understand directions. By allowing DLLs to write or provide drawings to demonstrate

understanding, she again is accommodating for students to focus on understanding content and to communicate this by what is appropriate for them. It is unclear if she has a language goal in addressing transitions to writing, but again, this is an accommodation she learned in previous classes. Both are helpful in helping a student understand and in demonstrating their understanding. Again, modeling the lesson ahead of time is very helpful, and it is clear that she is allowing students to draw in lieu of writing to demonstrate understanding.

Lastly in the same semester in a reflection assignment for her 540-Advanced Field Experience course, Charlotte stated how in several classes she learned about how to differentiate for DLLs. This next passage provides a summary of many different components of differentiation that come into play. It captures both the knowledge and skills she has observed and learned in differentiating for DLLs (course numbers were removed when data was received for confidentiality of teacher candidate).

In Course number, and Course Number specifically, we looked at the differentiation for DLL's. No matter where this child is coming from, they must first feel comfortable in that classroom before they can learn. Allow the child to become familiar with you and their surroundings before expecting learning to occur. Visuals are so important when teaching those children. Embrace that child's culture in your classroom, allow them to show you their language and their customs. ELL's will all be at different places when they enter school and they will all progress at different rates. We must make individual learning plans for each of them in order reach success. (Charlotte.540.S16.Reflection 3)

In this passage, Charlotte acknowledged the importance of creating a supportive classroom context, that students establish a relationship with their teacher and environment, and the

importance of using visuals. She started by stating that no matter where student comes from, they should first feel comfortable in the classroom before they can learn. She advised allowing the student to become familiar with their teacher and surroundings before expecting for student to learn.

Also in this passage, Charlotte noted the importance of “embracing” a child’s culture in the classroom. She noted the different language background DLLs have and how this impacts the individual paths they will take. This helps acknowledge the importance of individualizing for the needs of DLLs at the varied points in academic preparation and trajectories. Charlotte demonstrated understanding of knowing how to differentiate, making use of information about the student background, use of visuals, all which tie into the supporting of DLLs. Charlotte in the context of differentiation seems to be addressing the creation of an effective and comfortable environment.

In this thread of differentiation related to the complexities of teaching, over time Charlotte demonstrated thoughtful application of skills and knowledge that differentiate for the academic and language needs of linguistically and culturally diverse students. Her early concern for a DLL not being provided with the support he needed in the classroom reflected her understanding of how important it is to differentiate learning opportunities for DLLs. She has also been consistent in the use of visuals, allowing students to respond with optional writing to assignments, and to carefully learn about students’ language and cultural backgrounds to best address the differentiation they may need.

Overall, for this theme related to the complexities of teaching, Charlotte grounded her understanding by initially taking both student and family backgrounds into consideration when

developing and planning instruction. This background knowledge help support her efforts in providing instruction by using a variety of comprehension techniques grounded on DLLs background. Her focus on differentiation was contextualize on the language and cultural lived experiences of her DLLS. All the different adaptations were made with the language needs of students in mind. Her empathy towards her DLLs was demonstrated in not only what but how she taught or planned to teach.

Summary: Complexities of Teaching

For this theme on the complexities of teaching, I was able to note sub-themes that emerged from this coursework. The utilization of the home language was a significant sub-theme that integrated not only with the instruction in classrooms, but in providing background knowledge, directions, comprehension, and in establishing rapport and understanding of DLLs. Another key sub-theme was comprehension. Comprehension was tied closely to a variety of literacy activities employed in the classroom but also in providing directions and understanding of vocabulary. Comprehension was also closely connected to differentiation where a focus was made in adapting classroom procedures and teachings to address DLLs personal, academic, and language backgrounds. Differentiation was also alluded to when discussing modes of input and classroom routines that helped establish a classroom culture that was consistent and supportive. Lastly, relevance in understanding both DLLs and their families were a critical piece that not only addressed home language but as stated previously, the understanding of ideals and cultures that differ from our traditionally established (dominant) school culture. Relevancy was prominent in the decision making that goes into the establishment of both the curriculum and teaching.

Teacher candidates also provided a variety of coursework that captured different sub-themes. Given that they all varied in the amount of coursework provided, there were also different types of assignments that they shared which limits how a comprehensive analysis can be conducted. However, I was able to grasp within these different sub-themes an essence of what types of understandings each teacher candidate shared in their coursework.

Audrie demonstrated a focus on addressing the language and cultural needs of DLLs. She showed understanding of second language learning knowledge and the skills that help facilitate the learning of the target language. Her concern to create a comfortable learning environment was tied to her urgency in integrating DLLs language and cultural background.

Charlotte also shared commonality with Audrie in that she also focused heavily in understanding and connecting with both DLLs and their families. She believed that by having this information as a teacher, one can build a stronger relationship and address many academic and language development goals. This led to her focus on addressing comprehension and differentiation of classroom practices to support academic and second language learning. It is important to note, that both Audrie and Charlotte planned on obtaining their certification to teach ESL which lends itself to their focus in not only understanding the language and cultural background of DLLs, but in the knowledge and practical skills needed to support second language development. What differed was their own personal background in that Audrie connected with DLLs by way of her recent development of learning her heritage language and Charlotte did not have a background where language and culture differed from the norm. Charlotte seemed to grasp early in her coursework the importance of learning about differences in language and culture which seemed very new and inquisitive for her.

Dree demonstrated early in her coursework her own unfamiliarity with linguistically and diverse schools, but quickly grasp the importance of building rapport with DLLs by understanding both their language and cultural backgrounds. She demonstrated a strong command in integrating many of the knowledge and skills needed in supporting the academic and language development of DLLS. In comparison to the other teacher candidates, she provided more applicable and strategic skills in supporting DLLs by integrating visual, physical action, and in allowing students to demonstrate understanding in non-traditional means to focus on comprehension. She was aware of the cognitive demands of learning a second language and provided appropriate means of demonstrating understanding. She utilized a variety and a more comprehensive set of skills to address the needs of DLLs.

Overall, the teacher candidates demonstrated their understanding of how the complexities of teaching DLLs is grounded in knowledge that addresses second language development, skills that address the language and cultural backgrounds of students to develop literacy, and in the power of establishing relationships with DLLs to create a connection and classroom environment that allows for learning to take place. All of the teacher candidates had the opportunity to observe modeled teachers who addressed the academic and language needs of DLLs. They also had the opportunities to reflect and comment on the variety of knowledge and skills that can be used in supporting the language needs of DLLs. The opportunity to observe, learn, and apply these varied knowledge and skills comprises the importance of the complexities of teaching DLLS.

Theme Two: Common Hope

In *Pedagogy of Hope*, Paulo Freire (1994) states that we cannot start imagining what education is about unless we start with hope. He states the following:

I do not mean that, because I am hopeful, I attribute to this hope of mine the power to transform reality all by itself, so that I set out for the fray without taking account of concrete, material data, declaring, "My hope is enough!" No, my hope is necessary, but it is not enough. Alone, it does not win. But without it, my struggle will be weak and wobbly. We need critical hope the way a fish needs unpolluted water. (p. 8)

Hope has been discussed in education from a critical perspective as a source of affirmation used to disrupt systems of oppression that sustain the status quo (Giroux, 2008). For this section, Common Hope will be defined twofold. One, hope is grounded with positive affirmatives as well as insecurities and doubts. Two, hope is grounded in goals that are sought to be accomplished and the doubt of the process. For the purpose of this study, common hope will be used in the following manner, the aspirations that teacher candidates hope to have as future teacher, the wishes that provide guidance, faith in meeting what one aspires to attain and the desires of meeting the needs for linguistically diverse children. Dreaming about the future keeps us focused and grounded on what needs to be accomplished.

Hopefulness empowers us to continue our work for justice even as the forces of injustice may gain greater power for a time. As teachers we enter the classroom with hope...My hope emerges from those places of struggle where I witness individuals positively transforming their lives and the world around them. Educating is always a vocation rooted in hopefulness. As teachers we believe that learning is possible, that

nothing can keep an open mind from seeking after knowledge and finding a way to know. In *The Outrageous Pursuit of Hope: Prophetic Dreams for the Twenty-First Century* Mary Grey reminds us that we live by hope. She declares: “Hope stretches the limits of what is possible. It is linked with that basic trust in life without which we could not get from one day to the next . . . To live by hope is to believe that it is worth taking the next step: that our actions, our families, and cultures and society have meaning, are worth living and dying for. Living in hope says to us, ‘There is a way out,’ even from the most dangerous and desperate situations . . .”. (hooks, 2003, pp. xiv-xv)

In education, it is common for teachers to have hope. Most teachers dedicate themselves to their students and invest their time with the hope that pedagogical practices and educational goals can be met. At times, teachers encounter challenges and/or difficult situations; however, hope provides a foundation for a positive future. Affirmations of hope were visible and spread throughout the coursework that the teacher candidates (Audrie, Dree, and Charlotte) submitted during their teacher education program. The coursework that the teacher candidates submitted reflected the goals that they hoped to accomplish as teachers as well as their insecurities and doubts they hoped to overcome. For this theme on hope, a total of 35 assignments yielded 52 codes from 20 courses across five academic semesters. The coursework utilized for this theme is a spectrum of KSDs. In this section, I share the teacher candidates’ stories of hope as they progressed through their teacher education program. I also highlight their integration of knowledge, skills, and dispositions in successive semesters of the program.

Audrie: Common Hope

As previously shared, Audrie is a teacher candidate who admits that she has a close connection with DLLs given that her parents were immigrants who were born outside the United States but were raised in the US. No specifics were given regarding the languages that were used at home. Given that she is currently learning her heritage language, she makes many connections to DLLs in how they are treated for not speaking English and when they do, the judgements of others regarding proficiency and accents.

Audrie provided coursework from four semesters for this study. The coursework was from eight courses and 20 assignments that yielded 34 codes. Her common hope was tied to advocating for DLLs and sharing with them the struggle of various language issues. This theme of hope was also shared in all of her future aspirations as a teacher and the type of classroom she hopes to attain to address the needs of her linguistically diverse students. For the theme of common hope, she provided coursework from her second semester to her final semester prior to student teaching. I begin with her Read Aloud Reflection that she submitted for her 240: Field Experience with Dual Language Learners course that provided a field experience with dual language learners in various settings. In this assignment, she provided a description of what she hoped to improve for a read-aloud in a dual language classroom:

There are some techniques that I need to improve on such as bringing in more realia and hands on objects to help the understanding of the poem. Hopefully towards the end of the semester I will be able to do another read-a-loud with my students and compare and contrast my future read-a-loud with my previous one, as well as add different

techniques in my read-a-loud such as picking a topic that relatable to all of the students.

(Audrie.240.S14.Read Aloud Reflection)

In this reflection, Audrie shared how she needed to improve to help students understand an activity with a poem. She wanted to compare her various experiences to adjust her teaching of read-aloud within the context of relating to the students. She demonstrated skills and knowledge needed to adjust her literacy practices. Her willingness and hope to improve demonstrates her understanding of not only finding topics that students will find engaging but also comprehensible given the realia and hands on experiences she hoped to implement in the classroom. Her hope for improvement and the plan she shared to improve her practice are centered on her linguistically diverse students.

In a separate assignment for her 240 class, Audrie provided a journal reflection where she was invited by her cooperating teacher to share an activity with the new class she was observing:

The students weren't afraid to share their thoughts and ideas with me, and also used my name in an acrostic poem. This made me feel invited into the classroom, which is the same feeling I want in my classroom whenever I have a volunteer, family member, and field student come into my classroom. (Audrie. 240.S14.Reflection Journal 1)

As a new member to this classroom, Audrie felt well received from the reactions the students shared in her activity. This feeling of acceptance is something she hoped to have in her future classroom; creating a community in her classroom that is accepting and inviting. Audrie demonstrated skills and knowledge of classroom climate and organization that informs her teaching of linguistically diverse children.

In a separate reflection journal, Audre continued her future projections as a teacher and what she hoped to instill in her classroom. She shared the following:

When I have a classroom of my own, I want to have a positive community in my classroom where students aren't afraid of participating in class and truly get to know each other. When I was in elementary school, I had positive relationships with people in my classes because the teacher always moved desks into different groupings and different styles of the way they would set up the desks in the room. I had a positive experience with my classmates and I want my future students to have the same experiences I had, and to voice their thoughts, opinions, and answers without being afraid of being right or wrong. (Audrie.240.S14.Reflection Journal 3)

This idea of a positive community stemmed from Audrie's future goal as a teacher and her own experience as a student, emphasizing the positive relationships she had with peers and how her teacher managed the grouping in her classroom. The goal being for students to be able to voice their opinions, thoughts, and answers without intimidation. She made a personal and professional connection regarding her knowledge about interactive and comforting classrooms. She is very hopeful that she will be successful in fulfilling this classroom environment given her classroom observations and personal experience as a student.

In one of her reflection assignments for her 501 class, Audrie again projected herself as a future teacher working with DLLs and stated, "I want my future classroom and students to be proud of where they come from and have a positive classroom community where all students can learn from each other" (Audrie.501.S14.Reflection 2). In this reflection, Audrie addressed students' cultural backgrounds and the importance of affirming their cultural identity. She

disclosed a disposition in the importance of creating a space where language and culture are appreciated and shared. She confirmed this notion of affirming one's culture by stating:

With my cultural background I do believe that I can connect with my students who come from different cultural backgrounds as well. Even though our situations aren't the same, I can still relate to my students and build a positive relationship with them.

(Audrie.501.S14.Reflection 2)

Audrie was being hopeful that she would be able to make connections with her DLLs by understanding their cultural backgrounds. Her point of relating and building positive relationships with DLLs are knowledge and dispositions where DLLs culture, language, and identity are affirmed in classrooms and not negated nor put through the common assimilationist practices of schooling. Audrie's goal was to have hope that all her students would feel they belong in the classroom.

Even though Audrie affirmed how her cultural background (having parents who are first generation immigrants and her recent interest in learning her heritage language) provided her with a grounding in relating with linguistically and culturally diverse learners, she did not shy away from addressing her own areas of growth which is critically important for change and evolution. Blending her personal and professional aspirations is also very helpful in pursuing her goals of hope. In the same assignment, Audrie continued with her positive outlook and her concern in how students are labeled. She stated the following in this reflection assignment:

I understand that I will need to make adjustments in the classroom and in my biases and stereotypes, but I want these children to learn and grow and to also make sure that

people don't view them as a deficit, but as a positive that brings many different views to the classroom. (Audrie.501.S2.Reflection 2)

This is the first time Audrie acknowledged and shared that she may have some bias or stereotypes towards DLLs. She was not specific, but the fact that she acknowledged this of herself demonstrates her own development and hope to do well by her future linguistically and culturally diverse students. The knowledge she gained from her classroom observations and course material informed her dispositions regarding cultures different from her own. She was also hopeful that she would be able to model for others to embrace the different views diverse students bring to the classroom, demonstrating her disposition of the acceptance of cultural diversity.

Audrie shows concern and precaution in creating a classroom environment that does not negate the rich linguistic and cultural diversity she may have in her classroom as a future teacher. She shared in a later observation assignment the opportunity she has been given by stating this as her final sentence, "I truly am appreciative that I am lucky enough to have had this experience and work with ELLs and DLLs in my future career" (Audrie.501.S14.Observation 3). Her projection as a future teacher of DLLs is situated in the opportunity she has been given, in participating in a field placement where she has observed and worked with DLLs. She felt fortunate to have been allowed to work with a vulnerable population that needs the hopeful intuitions she shares.

In her 511 class, Audrie returned to a previous point of how she hoped to utilize her own background to connect with DLLs and the importance of incorporating cultural diversity in her future classrooms. For her philosophy statement, she shared the following:

I love my family and culture so would want to share that with my students in hope of them opening up to me about their life and their experiences. I would also invite families into the classroom to learn about their culture, and to incorporate them into the curriculum. (Audrie.511.S14.Philosophy Statement)

Audrie was hopeful that by self-disclosing her culture and family, she would model to her future students to accept and value their own family and culture. She was also hopeful that they would also be open to share about their own life experiences. By inviting families to her class and incorporating their cultures in the curriculum, Audrie demonstrated her knowledge of the importance to incorporate DLL's family backgrounds in classrooms by valuing and connecting to the curriculum. No specifics were provided on how this is done or has been done; however, the assignment was focused on explaining classroom ideals.

Also in the same assignment, she shared:

I want my classroom to be warm, inviting, and exciting with students eager to learn. I can welcome everyone in the classroom right away in the morning, and have morning meetings so we can talk about the day and see what the students want to talk about in the morning. During these morning meetings, it would be a great way to model for ELLs the English language, and it's also a great way to [sic] for the ELL to interact with other students. (Audrie.511.S14.Philosophy Statement)

Audrie expressed hopefulness that by providing different discourse practices DLLs would be able to practice the target language of English and interact with peers to increase production and practice. She demonstrated skills and knowledge related to second language development. She was hopeful that these discourse practices would create a classroom that was warm and

inviting. Her future projections of her as a teacher demonstrated the careful and inclusive ways she plans to construct an environment that supports both the social and academic needs of DLLs.

In Audrie's final semester coursework (Fall, 2015), she began to synthesize many of the things she learned from various classes related to working with linguistically diverse children. Along with this synthesis, she projected how this information would guide her as a future teacher working with DLLs. She captured and shared the following statement:

The classes that I believed to be most valuable to me about learning about cultural responsiveness was Currins 512 (reflective practice) and Currins 511 (social-emotional learning). In these two classes, I was able to look at different aspects of a child, and understand what affects a child and how to work with that in the classroom. There are many parts of a child that you need to know when they come into your classroom. Their beliefs, family, customs, traditions, how they learn, and where they come from. You need to have your students feel like a valuable part of your classroom community, so it's important to include very [sic] aspect of them in your classroom.

(Audrie.540.F15.Reflection 3)

Audrie reflected on how cultural responsiveness was explored in two key courses, which allowed her to learn, reflect, and understand about her students' background. She also highlighted the importance of students feeling valued by incorporating their culture in the classroom. Even though she did not give specifics, she elaborated on a disposition of cultural diversity and being culturally responsive. She shared what she needs to do, but not how to do

it. Her sense of hope is reflected in the way she expressed how students should be understood and treated in her future classroom.

Audrie provided a similar reflection in a different assignment where she referred to four of her previous classes and addressed her own personal challenges in addressing culturally responsiveness in the classroom:

In courses such as Currins 511, 512, 501, and 502, we learned about culture and how to be culturally responsive in the classroom. I was challenged to reflect about my own biases and stereotypes that I have, and to think about why I have these biases, and then I reflected on how I can't let these biases affect my students and the way that I teach them. (Audrie.540.FA15.Reflection 4)

In her previous courses, Audrie was led to think about why she may have biases and how they might affect her students which might reflect how she teaches. She shared a critical reflection feature that would impact her work as a future teacher. She was hopeful that by addressing her own biases she could better connect and serve her linguistically diverse students. This informs her dispositions related to the culture and diversity of her students. It also informs her on how to address both the academic and social development of her students.

Her own retrospection aligns with her pursuit to understand her own students' cultural and academic backgrounds to address their needs and development. She stated the following:

Each student has their own story, and it's my job to figure out their story and incorporate that in the classroom. As a teacher, I'm not just looking at a child's academics, I'm looking at them as a whole: who they are, where they come from, their beliefs, traditions, etc. (Audrie.540.FA15.Reflection 4)

This reflection demonstrates Audrie's ownership as a teacher to learn and address her students' social context. Her point of view to see her students as a whole demonstrates her understanding of how complex and integral a student's cultural and linguistic background can be. She expressed hope that as a future teacher that she will go in and practice being a culturally responsive educator.

Lastly, in her 541 course she described the following in her final philosophy assignment regarding DLLs:

In my future classroom, I want to make sure my ELL's/DLL's are comfortable in the classroom and are willing to learn and speak English. I believe the classroom should be a non-threatening place for students to come learn and grow, where the whole class learns as a community. In order to make the students comfortable, I would like to incorporate aspects of their home life and traditions into the classroom so they can share with their classmates more about themselves and practice the language, and even teach the class their first language." (Audrie.541.F15.Philosophy of English Language Learners)

Audrie addressed her role as a future teacher and the importance of making DLLs comfortable so they are willing to learn and speak English, but at the same time having students teach their first language indicates a value placed upon home language and preserving it. In this section Audrie recaptured the experiences of creating a "comfortable" learning environment that she shared in previous assignments. Her point where she wants students to learn other languages and cultures encompasses the disposition of being a culturally responsive educator. She hoped

to meet the needs of all students. She also hoped that students could learn from each other as she did from them.

Overall, Audrie focused her sense of common hope on the positive interactions between teacher and students. Initially, she noted how important it was to feel welcomed as a teacher candidate in her field placement and the positive setting of a classroom that is welcoming and inviting. She connected to her previous experiences as a student and the impact an inviting classroom has on students, especially herself.

She noted the importance of incorporating students' cultural and linguistic backgrounds to construct a classroom environment where students feel free to express their cultural experiences. This is where she feels she is able to connect with students given her own linguistic and cultural upbringing; cultural capital that differs from traditional school culture. She credited her experiences and understandings related to linguistically and culturally diverse students to previous courses she had taken in her teacher education program. These courses have affirmed her KSD's in addressing the needs of diverse linguistic student populations.

Audrie's future aspirations as a teacher include her own evolution of addressing both her personal and professional beliefs and the construction of a teacher identity that is responsive to the needs of linguistically diverse students. From the coursework that she has submitted, she has demonstrated her formation and stance of language and cultural ideologies that advocate for diverse students. Audrie's hope is her ability to connect with linguistically diverse students and be the teacher that can best meet their academic, personal, and linguistic needs in the classroom.

Dree: Common Hope

Dree provided an extensive amount of coursework for this study and when addressing the second theme of common hope, I was able to trace this theme starting from her second semester of coursework up until the very last semester spanning five semesters of coursework. Keep in mind that all of the coursework that was shared for this study was voluntary and varied per participant. For this theme on common hope, Dree provided nine assignments from six courses that yielded 10 codes. She also intertwined various statements about knowledge, skills, and dispositions that reflected a sense of common hope.

In her second semester of coursework while taking her 301: Infants and Toddlers: Curriculum and Teaching course; a course that focuses on infants and toddlers where relationships with families carry a special burden in ensuring communication about the needs and lives of babies across their caregiving environments. In this course, there is a lot of discussion about cultural variations in childrearing - how to feed, comfort, play with and talk to babies. Since babies cannot advocate for themselves, there is a lot of emphasis on sharing information to provide continuity to the babies from families. As a caregiver, you are addressing the caregiving needs of children in your care. The goal is to work together with families, to have common expectations and to avoid any disruptions in the care to the child. Caregiving is framed around what families want and how they do things for their child. This puts the child at the center instead of what you do or would do with your own child. Dree shared two reflection assignments that captured her hope in understanding and growing to be a culturally sensitive caregiver

These readings have really introduced me to all different kinds of cultures, it's shown me how varying that they can be. It's also made me want to try harder to understand and be an advocate for all different cultures and their practices.

(Dree.301.S14.Reflection 4)

Here, Dree reflected on the course readings and how they addressed different and varied cultures and how they influenced her to understand and advocate for the diversity in cultures and practices reflected in her students and families in the classroom. Her discussion reflected a disposition to support diversity in her classroom. She noted indirectly how cultures vary and to truly understand a specific culture, the importance in making an effort to explore it. She used the word advocate, meaning that she takes the role or responsibility to support and engage to learn and best prepare herself while at the same time acknowledging and supporting others. Dree's hope to understand different cultures and to advocate for them provided insight into how she was making sense of the variety of cultures as she learned more about them. It is one thing to learn and respect different cultures, but to advocate for others shows another level of commitment and hope.

In another reflection assignment that was comprised of journal entries for the same class (301), she described what a culturally sensitive caregiver is. Her description reflected the knowledge she learned about cultural sensitivity and how it can be enacted:

I think that a culturally sensitive caregiver needs to be really involved with the family of the child. I think that in order to really understand a child and how you can best care for them, you have to understand where they come from. I think that talking to a parent or guardian can help you gain a really important understanding of the child and how to

help them be the best they can be. I also think that culturally sensitive caregivers actively try to learn more about different cultures, especially the cultures of the kids that they care for. I think that they do what they can to research and find out about things that different cultures consist of and then try to bring that into the classroom to broaden the horizons of other children. This can also help the kids in your classroom be more sensitive as they grow up to seeing other cultures and how they work and run. I also think that culturally sensitive caregivers do a good job of being open and honest about who they are and what they believe in. I also think that they are able to openly admit their own biases and be able to confront them so that they can start to work through them and be a more open-minded person. (Dree.301.SP14.Reflection 5)

Dree acknowledged her own understanding or knowledge of being a culturally sensitive caregiver. You can observe her own understanding of dispositions that is needed in working with both culturally and linguistically diverse students.

In her final exam assignment for her 301 class, Dree focused on the term respect and tied it to her role as a teacher:

Respect in terms of this class, means to me that as a caregiver (or teacher) you are sensitive and considerate of people that come from all different backgrounds and cultures. I also think that it means being willing to learn methods different than what you're used too [sic]. This class has shown me that being respectful is so much more than being kind; it is being open, being willing to understand, and being sensitive to those around you and their situations. (Dree.301.SP14.Final Exam)

Here, Dree displayed understanding of her disposition and how she dealt with others who differ from her. Dree acknowledged the importance of trying things from families that differ from her own practices, displaying a sense of hope and respect for and to our families.

This differentiating from herself is challenging but key in that it repositions and challenges what she has been brought up to think and believe in regard to childrearing. This is an honest reflection of accepting the fact that what her own beliefs are in caregiving may differ greatly from other family practices represented in her care. Dree showed her hope in not only her own change in addressing the needs of her students and families, but in her the effort it takes to learn and grow as a responsive caregiver.

Dree continued to discuss within this assignment her definition of responsiveness and she is making meaning:

This class has also changed my definition of responsiveness. I have come to believe that responsiveness means being open to all types of people. Much like my new definition of the word respect, I have learned that being responsive has taken on more than just being open. I think that it also means that you are willing to accept and understand.

(Dree.301.SP14.Final Exam)

As with respect, Dree shared how this class has changed how she defined responsiveness. In the previous statement regarding respect, Dree also used the terms “open” and “understanding,” the difference in this excerpt was “accept.” Accepting seems to have more value than just understanding, given that she may understand something, but it takes effort and action to accept which drives change. Dree addressed her hope in being able to comprehend how being responsive can lead her to not only understanding differences in

people, but in following through to genuinely acknowledging and accepting that these differences occur, to adjusting and following through.

In the following semester, Dree shared another reflection assignment in her 501: Language Acquisition for Children of Diverse Backgrounds course. In this assignment, she addressed the correcting of language use:

Since this is something I know so little about, there are a lot of things I would love to learn. I want to know more about what's appropriate in terms of correcting a child. Can you simply rely on them to be "unconsciously picking up" language? How can you enforce these rules in a classroom without being reprimanded for being "too harsh" or "culturally insensitive"? Since the line is so fine, I think that it's going to be very difficult to help children transform in the ways that will help them best without causing additional strife. (Dree.501.F14.Reflection 2)

In this passage, Dree addressed her dilemma of how best to correct DLL's language use in the target language. Her acknowledgment of not knowing about correcting language use is also situated in wanting to learn more. She shared a fear that teachers have in being labeled insensitive when correcting students' language use in the classroom. She seemed hopeless in providing the classroom practice to help transform her students. However, in this hopelessness, she was still hopeful and focused on learning how to best address and help DLLs to become learners of the target language, a sentiment she shared at the beginning of this passage.

This reflection is an honest reflection that shows Dree's commitment in helping DLLs learn English. She demonstrated her frustration of not knowing how to address correcting

students' target language and at the same time, walking that fine line of being insensitive to errors in speech. In the next passage, she shared her concern of creating a classroom environment where these concerns could be addressed.

Within the same 501 class, she shared another reflection assignment where she discussed how to best structure her classroom:

Overall, I have come to realize that I want my classroom to be very individualized. I don't want any student to feel scared or uncomfortable to learn and make mistakes in my classroom, I also want to make sure that I know everyone in an individual way so that I can make sure that each student is held to a standard that is reasonable for them.

(Dree.501.F14.Reflection 3)

In this reflection, Dree shared that she wanted her future classroom to be individualized. She did not want her students to feel scared or uncomfortable to learn. Instead, she wanted them to feel comfortable making mistakes in the classroom. She further wanted to know each student individually so her expectations could be appropriate. Dree demonstrated understanding of knowledge of classroom environment and student expectations. She was aware of the affective filter and the importance of learning from making mistakes. Her willingness to know about each student spoke to her commitment to understand the context and background of her students which lends to addressing their own individual learning style.

This passage also captures her previous point in correcting language use. Indirectly she acknowledged that students will make "mistakes" not only in their learning but in the use of the target language. The manner in which these "mistakes" are harnessed and addressed is where

the fine line is crossed. Dree was hopeful that she would be prepared to address the concerns she shared about her students.

Lastly, in her revised class observation assignment for the same 501 class, she shared the following passage on her experiences in being in a field placement:

As a whole, I was really lucky because of all the practices that I saw in my classroom. I was given a great opportunity to see a variety of different things that we learned about in class being used to help students grow and achieve. There are very few things that I would change; I think I will end up using some of her practices in my own classroom someday. I have definitely become more curious about other practices that can help teachers to work and connect with these students. (Dree.501.F14.Revised Class Observation)

Here, Dree showed understanding of knowledge by sharing how her observation and work with the cooperating teacher provided her with real-life strategies to be used in the classroom; making the connection between this course and the classroom. She believed she could apply what she learned and wanted to learn more.

Dree showed hope on several levels. Her hope in this passage was the opportunity she had in attaining tangible knowledge and skills that could help her become the hopeful teacher she wanted to be. She also observed and had someone model the hopeful self she wanted to become and the outcomes that are possible in achieving. Overall, she hoped that with the connections she makes with her students, she will be able connect with her them.

As Dree entered her fifth semester in the program, she submitted final reflection assignment for her 440: Field Experience in the Primary Grades course; a course that provides

field experience with children in primary grades and literacy lesson planning. Dree shared her opinion in observing her cooperating teacher:

Though we never had any DLLs in my room, I don't think that my cooperating teacher would have been prepared if she had been given a student with language needs part way through the semester. I think that being prepared is always best, so I will be sure to remember to plan for the unexpected and to do my best to ensure that everyone can be welcomed into the room (students with all needs). (Dree.440.F15.Final Reflection)

For this assignment, Dree demonstrated a disposition in her field experience in the need of being prepared to address the language needs of students, to expect that kids will vary and have different needs and to be ready to rise to the occasion. She later changed her focus from DLLs to "students with all needs" in highlighting the need to be prepared for all students who may need modifications. She reflected wishful intentions of hope given her urgency to "plan for the unexpected." In this assignment, she did not provide any specific information, but highlighted the importance of always planning with the needs of other students in mind. This notion of creating a comfortable and welcoming space for children is an idea that is expressed continuously in her coursework. Common hope is embedded in these notions of classroom climate.

Dree's intentions of hope to be responsive to the needs of DLLs in her future classroom was brought up in a reflection assignment in her last semester of coursework in her 540: Advanced Field Experience in Early Childhood Education course which provides an advanced field experience culminating with the pre-student teaching experiences. She shared that, "I hope to be culturally responsive, and have that show in my lessons as well as my relationships

with students” (Dree.540.SP16.Reflection 4). In this affirmation of hope, Dree reflected knowledge in connecting with lesson plans and the development in the relationship with students. Her disposition is in recognizing value of being culturally responsive. Even though she focused on connecting culturally responsiveness to lessons (plans), she highlighted the importance of establishing a key point in having relations with students. Dree acknowledged the importance of being culturally sensitive in the final coursework that she submitted for this study. It grounds herself in noting the importance of understanding culture and its connection to her students and families.

Overall, Dree provided a range of experiences regarding common hope. She began early in her initial classes expressing her need to feel comfortable in diverse classrooms, later understanding what culture is and how to advocate for this diversity. She clearly defined what a critically sensitive caregiver was and aligned to how respect and responsiveness connected to being open and sensitive. This self-reflection in being open expressed her hope in attaining an understanding of her own change to accept and to find her place. Her concern regarding the “overcorrecting” displayed her concern in not being sensitive and reverted to sharing how focusing on the individuality of a child was important to address the practices she would need to prepare for. By the end of her last semester, to have her acknowledge her hope to be culturally responsive demonstrated her journey and self-awareness of how she placed herself in her role as a teacher who would work in a context where she would have a diverse group of students who differed in language and culture. Her common hope to be open and sensitive, as illustrated within her coursework, showed her struggles and ultimately her goal.

Charlotte: Common Hope

Previously in this chapter I explained that Charlotte had limited exposure in working (in a school setting) with linguistically and culturally diverse children and families. Charlotte was raised and attended schools in environments that were predominately White and middle-class. Her first exposure in learning and working with linguistically diverse children and families was through her required courses and fieldwork in the Early Childhood Education program. The exploration of Charlotte's trajectory for her coursework began in her first semester of the program and continued for a span of four semesters. For this theme on common hope, she provided six assignments from six different classes that produced eight codes across four semesters.

Charlotte's first coursework submission was a journal entry from her 140: Field Experience with Families & Communities course. This particular course provided a service-learning field component. In Charlotte's journal, she described her volunteer experience at a food pantry. Her reflection depicts diverse families in the city and how the field experience knowledge contributed to her role as a teacher:

I have really learned about the diversity of families in city. I think I can take this experience and apply it readily in the classroom. Every child that I work with will come from such a different home life and background. Knowing this and knowing that I need to realize that each child needs to be addressed and treated differently based off this means a lot. I may need to give the kid whose family is struggling financially a little more attention. I would like to share that learning about each of these experiences has really given me insight on families and working with them. It is very important in the field of

education to not only be working with the children, but also have a strong relationship with the families. Understanding where the families are and each of their situations is a big part of this. All of this is going to be really helpful in the professional future.

(Charlotte.140.SP14.Journal 2)

Charlotte demonstrated her understanding of knowledge and dispositions in working with linguistically diverse families. More specifically, knowledge is reflected when Charlotte connected the family context to understand the child's individual profile. As for dispositions, Charlotte shared how her concept of family structures can vary in comparison to traditional families. Charlotte's journal entry reflected a contribution to respect and understand families that differ from what she was accustomed to. Her dispositions to value families that are different from her help inform her instruction in addressing the needs of linguistically diverse families. Charlotte's sense of hope is grounded in the discovery she made in recognizing the difference between herself and the diversity in families. By having this understanding, Charlotte has altered her frame of reference and has learned to capture the uniqueness each family has.

In a different course, but in the same academic year, Charlotte reflected on a reading assignment for her 301: Infants and Toddlers: Curriculum and Teaching course. This course provided opportunities for students to learn different approaches to infant/toddler care and education. Charlotte's reading assignment consisted of pertinent information on various parenting practices among different cultures around the world. Charlotte's coursework depicted her perspective on the American and Japanese cultures:

The Japanese prove to be very different as well. After reading this passage, I was surprised by how different they really are. I always believed that the Japanese parented much like the United States, as we are both pretty modernized countries. I really liked the Japanese sense of group, and community and less on individualism like the United States. I believe if we can adopt this idea of always looking out for the betterment of the entire group or the entire community as oppose to the individual achievements.

(Charlotte.301.SP14.Reflection 4)

Charlotte's coursework illustrated that she gained understanding of a disposition of other cultures as she compared the parenting practices of Japanese and American parents. From her description, Japanese are more group and/or community oriented compared to the individualistic practices that are common in the United States, the former of which focuses more on "looking out for the betterment of the entire group/community." This type of thinking reflects a disposition to consider the best interests of a group, even when acknowledging as in other excerpts that a group is made up of unique individuals.

By Charlotte acknowledging that she preferred the idea of community and the responsibility of maintaining a sense of community in the raising of children, she created a notion of hope. In other words, hope in exploring a different ideology from what she has been accustomed to. In the following section, Charlotte elaborated on why she preferred the idea of community as opposed to individualistic practices:

Another similarity in beliefs falls on another idea of community. Working with the community as the Japanese culture explained. Not only being focused on your own specific child, but making decisions which would allow for your child and other children

which are close to grow as well. I believe that this would allow for the child to grow so much having the support of other children and community as well.

(Charlotte.301.SP14.Reflection 4)

Charlotte demonstrated understanding of a disposition; a disposition to build and reflect a community that works in the best interests of children. When she documented that the focus should not reflect your own child; instead, the focus should be with other children, a community, who interact with your child. Therefore, a community decision should be considered as an alternative for the betterment of the community. The dispositions that support individualism are being challenged since they do not address a group or community.

Charlotte noted that a child is not in an isolated environment but in one where you function and live as a community. Decisions to address the concern of one child should consider the growth and need of those who interact with them daily. Again, the concept of hope is extended in Charlotte's description and understanding of community. As a teacher, she hoped in establishing and supporting a community that works and supports each other; a concept that is accomplished not by individuals but within the spaces of cooperation and understanding of a common goal.

Earlier Charlotte shared that she learned so much about diverse families. With this in mind, Charlotte's hoped to establish supportive communities and to understand how diverse families contribute to her connection and distinguish the difference between classrooms and schools. More specifically, school settings, as a whole, may reflect the immediate community and the diverse families that encompass the students who attend; however, when bridging the ideals of diverse families and the supportive environments that are entailed in students'

cultures, the classroom becomes a key domain that a teacher has in creating these spaces of support and community.

The opportunity for Charlotte to be placed in a field placement where she could be exposed to diverse families and reflect on the idea of community brings the abstract to reality. Her general understanding is now applied in settings that she knows she needs to learn and understand regarding diverse families, provide the opportunity to get her feet wet and to truly apply her ideas with a diverse educational setting in future classes. This opportunity to apply her knowledge was displayed in the following reflection assignment where she elaborated many hopeful actions she observed as essential in bridging diverse families and the classroom.

Charlotte's next coursework is an observational study from her 501: Language Acquisition for Children of Diverse Backgrounds course. In Charlotte's child observation assignment, she expressed a concern about the services that were allocated to DLLs in the classroom:

During my experience with this classroom there has been a couple questions come up. I wonder what more as a teacher I could do to help these students. It is so difficult, because some of these children really would benefit from that one on one ESL instruction time and it is terrible that we do not give it to them. I wonder what we can do to give these children more of this time. I understand that we usually have 29 other children that need some focus as well, but I really just wish I could give all my focus all the time to this cute little guy! (Charlotte.501.FA14.Child Observation 3)

Charlotte made a human connection in a classroom where language learners were present.

Charlotte demonstrated understanding of knowledge regarding the services needed to support

DLLs in the classroom. This knowledge was based on time and attention allocated to support the individual needs of all students. She realized that this was difficult and reflected on how best to meet the needs in providing ESL services. She expressed sincerity in supporting the students she had been observing. Charlotte demonstrated her sense of hope given her promotion of agency and her advocacy in providing the needed services she believed her student needed.

Within the same writing assignment, Charlotte continued to extend her connection by sharing the following:

It has been an amazing experience working with these ESL students. It has really opened my eyes to the struggles and triumphs that these students have faced, and just how far they have come. I am excited to see where the future takes them. (Charlotte.501.FA14. Child Observation 3)

Charlotte was concluding her writing assignment and noted how this has been an “amazing experience” working with ESL students. She added that it has “opened” her eyes to the struggles and triumphs that students face and how far they have come. She is excited to see where the future takes them. Charlotte demonstrated understanding of dispositions related to DLLs particularly the promise they may have when supported in the classroom. She has formed a different understanding of ESL students and has managed to understand the struggles and challenges they face. Hope for Charlotte is having the opportunity to displaying empathy and connections from an educator’s point of view. Her hope here is grounded on her admirations of the perseverance demonstrated by her students.

In a later assignment for this class (501), she refined her idea of hope by planning and making a connection as her role as a teacher. She stated:

In further studies, I would like to find different techniques and ideas at which I can use in my classroom to allow these students to feel more comfortable. I think it is very important for their learning, so I believe this should be teacher's first priority. I would like to be more confident in the fact that although we may speak different languages, I will be able to find a way to communicate with my students. I want to allow myself to be relaxed in my classroom and know I can teach these children, no matter the barriers that may be present. I believe that the experience I am taking in right now will allow me to teach these children. I am learning so much more than I knew before, like new ideas and new teaching styles. (Charlotte.501.FA14.Reflection 2)

Charlotte started by stating that with further studies she wanted to find different techniques and ideas to use in her classroom for students to feel comfortable, since this is important for their learning and should be the priority of the teacher. She wanted to be more confident given that she and her students spoke different languages. She wanted to be able to communicate with them. She continued to state that the experience she was taking in at that moment (field experience) would allow her to teach children. Charlotte demonstrated understanding of knowledge of the teaching strategies she has learned so far while recognizing that there is more to learn through her program. Her willingness to improve herself reflects a disposition that values professional development. She advocated for herself and was aware of the continual preparation she needed to better serve DLLs in her classroom.

This reflection captures the hope that supports teacher candidates when they find themselves in situations that seem challenging. Even though she stated that having teaching techniques should be the first priority for teachers, she self-disclosed her need to be more relaxed in teaching linguistically diverse children. It also seems that the need to feel more comfortable that teacher candidates experience is based on the overwhelming task of teaching linguistically diverse children. Having the opportunity to observe someone model these teaching strategies addresses the concerns that teacher candidates have in being successful in addressing the linguistic needs in their classrooms. Therefore, she had an understanding of the knowledge and skills required and she had both hope and confidence that she could meet the learning challenge.

During this semester, Charlotte also was enrolled in another course 512: Reflective Practice in Early Childhood Teaching and Learning. For her final writing assignment for this course, she was asked to revise, justify, and make any changes to her initial teaching and learning statement she wrote for her first-class assignment. In this quote, she encompassed a deep pursuit of hope in her role as a future teacher:

I am going for ESL education, and language could be a barrier in every person's life, but as teachers we should aim to eliminate that from children's lives. I am very interested in the ideas of ESL teaching. I am looking to get my certificate in ESL, so I believe this class is going to help me a lot in my future. I would like to know more about accommodating for these children. I want to be able to help each child that walks into the classroom feel as though they belong. Coming into a school with a language gap seems unimaginable and scary. I would also like to understand different languages and cultures in general.

Understanding each culture of these students will allow for me to become a better teacher for them. Students will come from very differing backgrounds, taking into account your own background and the children's background, you can really better understand how to help these children. (Charlotte.512.FA14.Initial Teaching Learning Statement Revised)

This passage captured so many things. Charlotte displayed understanding of dispositions to value; to value not only your position as a teacher and all the responsibilities that it entails, but in the value of your students, their language and culture. She justified why she wants to obtain her certification in ESL and the values teachers need to have towards DLLs. She shared the connection between culture and language, not just for students but herself as a teacher. She acknowledged these dynamics between student and teacher.

This section of her assignment captured her deep sense of hope. Rooting the challenges that she and her students might face, she was showing great hope and confidence in that she, with her students, would overcome and be successful, no matter what the challenges may be or present to be. Lastly, her admittance of obtaining her certification in ESL demonstrated her sense of hope for her and her students, a relationship she planned to establish and flourish.

Three semesters later and the final assignment she provided for this study, Charlotte shared a reflection from her 540: Advanced Field Experience in Early Childhood Education course. This reflection addressed differentiation which connected to her concern about modifications in the curriculum that she previously expressed. She shared:

We have learned that often times, this curriculum is difficult to follow and requires differentiation for your own students. The curriculum may not always have

differentiation for students that are struggling, or students who have IEPs or are ELL's.

These are things that we must keep in mind when creating our curriculum. The content should also work to be something that students may see in everyday life. This will make it far more relatable and easier to understand. (Charlotte.540.SP16.Reflection 4)

As an advanced field experience course, she was now near the end of the program where she was creating lesson and unit plans for a specific context she was placed in. Charlotte was asked to respond to how she planned to differentiate her curriculum. She was clear on how curriculum can be difficult to follow and to differentiate. Charlotte was demonstrating understanding of knowledge of how curriculum is differentiated and contextualized to a given classroom. She suggested that it be contextualized and easy to understand.

Charlotte provided insight on the importance of how the content should be connected to the daily lives of students in order for the curriculum to be more reliable and easier to understand. To understand and be aware of the daily lives of students, teachers need to have a connection with students, where they know them and their families. For Charlotte to make the connection in contextualizing curriculum that is relevant to students' background demonstrates her hopefulness of the power she has as a professional teacher to adapt what and how teachers teach to address the needs of their students. By having hope as a teacher, she understands the complexities it takes to put these pieces together but also the will and courage to make this happen. Charlotte demonstrated understanding of what to take into consideration as a teacher to differentiate and modify for the context of their students.

Summary: Common Hope

Overall, for this theme on common hope, all three teacher candidates had their own individual trajectories. What was common was their pursuit to improve themselves not only as teachers who can support linguistically diverse students, but as individuals as they navigate their own ideological understanding of language and culture.

Another key common feature was their field placements. Being in classrooms allowed them to observe their cooperating teachers model strategies and mannerisms with DLLs. Their reflections in these settings allowed them to wrestle with the multitude of factors that play out in classrooms where DLLs are placed. Every single teacher candidate stressed the importance of having a comfortable classroom. They alluded to having an open, warm, and supportive classroom environment as a critical need before teaching and learning can occur.

Depending on their background, some felt the need to learn about their students' family and cultural backgrounds to address their individual needs in the classroom. Audrie was the only one who seemed more confident in being able to connect with DLLs given her own heritage language experiences. Field experiences coupled with a course that provided resources in building relationships and the various knowledge and skills that can be utilized to support linguistically diverse students allowed for theory to meet practice. This is why the reflection assignments were also critical to have the teacher candidates tease out their thinking about how they observed others address situations and they themselves to honestly reflect on their own doubts.

There was also a progression in understanding that addressed many of their initial concerns. As they progressed through the program, they expressed a more assertive stance in

ability to work and address the needs of DLLs. They were also able to connect course concepts with other courses and to build upon and reinforce key ideas. The teacher candidates' sense of hope built on their initial insecurities to learning and adapting strategies that inform their practice as future teachers. This theme of common hope related to what the teacher candidates wanted for their students and student families to meet their needs. Hope provided them with possibilities that await them.

Theme 3: Dispositions

Dispositions are ideological, beliefs, personal guidelines, or perspectives that a person holds in relationship to how they view the world. Dispositions are steered by beliefs and attitudes that are related to values like caring, fairness, honesty, responsibility, and social justice (NCATE, 2008). Teacher education programs should aim for the teacher candidates, who work with linguistically and culturally diverse students, to hold dispositions that value and respect both the culture and linguistic background of their students and families; and advocate for policies and frame of references that support the context in which students and families have their lived experiences (Vázquez-Montilla, Just & Triscari, 2014). What is espoused in teacher dispositions are widely studied and have shown to be critical in the classroom practices those teachers use in their classrooms (Thornton, 2006). Although teacher candidates have dispositions they bring into a teacher education program, many begin to situate their positions when asked to reflect and consider their positions in relationship to linguistically and culturally diverse students.

For this study, dispositions differed across the three teacher candidates. They all demonstrated their own projection of dispositions across their courses in their teacher

education program. This claim is not a revelation given that they are all unique individuals with different historical backgrounds and experiences. Also, it is difficult to identify if the dispositions they shared were previously held, where altered, or are new revelations in their interaction with course materials and experiences, this analysis only reports what was communicated by the teacher candidates.

Three sub-themes emerged from the data: empathy, empowerment, and expectations guide this discussion regarding dispositions as they relate to language and culture of DLLs. Empathy captures the understanding of ownership and care of DLLs. In other words, the ability to try to situate oneself in others. Empowerment addresses the notions of believing DLLs can and will succeed and an essence of responsibility to support and do something to benefit DLLs. For expectations, this will view dispositions that are connected to what is expected by society, established norms that teacher candidates may have come in with and are expected to sustain and adapt to in their future roles as teachers. These sub-themes will be addressed chronologically as they arise in the coded data. Data that compromised this theme was primarily the coded data labeled under the dispositions category which accounted for a total of 131 coded data from a total of 24 courses and 42 assignments.

Audrie: Dispositions

Audrie attended schools that were not linguistically or culturally diverse. Her parents immigrated to the United States and spoke another language other than English. Her dispositions related to language and culture at the beginning of the teacher education program was one that valued and aligned herself with respecting and supporting difference in language and culture; she also acknowledged that she was struggling in learning her own heritage

language. Audrie's dispositions related to language and culture were demonstrated in various coursework assignments offered in the teacher education program, but her own personal connection and learning of her heritage language was intertwined in various points in her coursework.

Audrie provided a vast amount of coursework that captured critical incidents that showed her establishment of dispositions related language and culture. From the coursework she submitted, she seemed to have gained a new interest in her family's heritage language and supporting the languages that students spoke in the classrooms she observed and worked in. For this theme on dispositions, I utilize Audrie's coursework that spanned 11 courses and 17 assignments which generated 50 codes across four academic semesters.

As a student in the teacher education program, her exposure to linguistic and diverse children as well as literature and research allowed her to reflect and ground her perspectives and dispositions related to language and culture. Early in her coursework she articulated how she connected and understood the plight of DLLs given that she identified as a "dual language learner." She stated the following in a reflection assignment:

Even though I am not an English Language Learner, I am a Dual Language Learner.

English is my first language while another language is my second language. After many readings and discussions about ELLs and DLLs in my classroom, I realized that I am going to be in certain learning situations such as my students. I understand the difficulties of learning a new language and trying to adapt to a new culture. The fact that I understand the situations of these students, I alter the way I teach to help these students and assist them in learning the English language. (Audrie.501.SP14.Reflection 2)

In this passage Audrie made a connection with DLLs. She showed empathy. Her empathy is expressed when she noted how she would need to alter her way of teaching to help DLLs learn English. She demonstrated a disposition of empathy where there is a connection to her students and herself who is learning her heritage language. By having empathy, she was able to make sense of her students' circumstances. She also noted that she understands the difficulties of learning a new language and adapting to a new culture. On a surface level these connections between an adult who has mastered a home language and is learning a new language may differ from children who may still be developing their home language at the same time is learning a second language and adapting, not by choice, to a culture that differs from their home setting. Later in the assignment, it became clear the circumstances of learning her heritage language:

During my schooling all of the instruction was in English, and at home English was the language that was mostly spoken. It's only been within the last couple of years that I have been acquiring the other language by speaking with my grandparents, other family members, and my friends. (Audrie.501.SP14.Reflection 2)

In this passage, Audrie clarified that English has always been the dominant language in her life. The language opportunities in learning her heritage language are constructed from informal settings. Given her self-described status as a "dual language learner," Audrie demonstrated the groundwork to her dispositions related to language, especially the role of English. Her disposition is also connecting to the sub-theme of empowerment, given that by learning a new language, she can best empower her students.

In this assignment, she also noted that by learning her heritage language as an adult, she has experienced the challenges of learning a new language and understands the difficulties a new language learner experiences in this process. None of the coursework that was shared by Audrie described why she has taken on learning her heritage language, other than she correlates it with her interest in the teaching field and the realities of the linguistic diversity that is prevalent in both local schools and communities.

Audrie was forthright in her acknowledgement of English language holding status and dominance by stating, “Personally, I do believe that the English language does hold more power than certain languages, especially here in the US education system” (Audrie.501.SP14.Reflection 2). She made this statement in reference to how the English language is observed and highly valued in classrooms over other languages. Audrie clearly shared a disposition related to language on how profound the use of English is valued in classrooms over other languages. She made this observation given that her newfound understanding of learning her heritage language has given her insight on how other languages are valued and instituted. This disposition is also tied to the sub-theme related to expectations related to society. It is inevitable not to acknowledge the power of the English language in our schools and society which grounds the language ideologies of many educators.

In the next passage which was written after her multiple experiences in field placements, Audrie addressed the prevalence of when the language of instruction does not match the home language and creates a disconnection. She noted in her observations how DLLs experience the “communication barrier” in classrooms and empathized with their struggles and frustrations:

As I started entering my field placements, I noticed that there were students in my cooperating teacher's classroom whose second language was English. I noticed that these students were struggling with the communication barrier between themselves and their teachers and peers. I then was able to reflect to myself and that I feel the same way. I am not an English Language Learner (ELL), but I do consider myself to be a Dual Language Learner (DLL). (Audrie.541.FA15.Philosophy of English Language Learners)

Once again, Audre aligned herself with DLLs by noting her shared language experiences, but her observations of how DLLs continue to struggle in classrooms where a "barrier" exists alludes to the lack of support provided to DLLs. Audrie understood and connected with DLLs given her disposition related to empathy. In this passage she acknowledged that she might not be an ELL, but clearly defined herself as a DLL making a case where language experiences differ but connect in the struggles of obtaining a new language. She added the following statement:

Seeing students in my field placement having a hard time with the language barrier made me think of these flashbacks because I understand their frustration, which is why I wanted to become a certified in English as a Second Language (ESL).

(Audrie.541.FA15.Philosophy of English Language Learners)

In this statement, Audrie continued to note the struggles DLLs have in classrooms and her connection in understanding their frustrations. She addressed her concerns by stating her intentions to becoming an ESL teacher to address the needs of DLLs. These passages further address Audrie's dispositions related to empathy, connecting, and understanding to the experiences of DLLs. To address these concerns of DLLs, she has committed to focus her career

as an ESL teacher, which aligns herself as being a linguistically responsive teacher. As described in the literature, a linguistically responsive educator attains dispositions that values and supports the home languages of DLLs but are aware of the linguistic and cultural dynamics that may hinder the progress of DLLs (Lucas & Villegas, 2013).

Audrie also documented the struggles and hesitations of how DLL may become self-conscious in practicing English due to dispositions related to language. In her early coursework, Audrie shared that:

Even though I am beginning to be more comfortable with speaking another language, I am still self-conscious about it because I have some friends that say “you speak another language with an American accent.” Hearing this makes me very self-conscious and makes me not want to speak another language. With my future students, I can see where this may be a problem. (Audrie.501.SP14.Reflection 2)

Audrie addressed an important disposition related to language, but in so many ways the empathy and expectations she had in connecting to the social demands that put on the “proper” use of language. This is why she self-disclosed her own experience of being judged by friends when speaking her heritage language. According to her friends, she had an “accent” that did not match the linguistic sound features of her heritage language. Given this, she made a connection of how DLLs may experience the same when speaking English with linguistic sounds that may not match mainstream use. These dispositions associated with empathy and expectations continue in the following statement shared by Audrie:

If students are ridiculed for their accents, they will become self-conscious and may not engage in class or their peers. I think this is something that educators need to be aware

of, because they may believe that their students aren't engaging in class because they "don't know English", but the child may be afraid to speak in English due to being made fun of, or they may be in the silent period where they are absorbing the language.

(Audrie.501.SP14.Reflection 2)

Audrie made a connection between her experience in practicing her heritage language and that of DLLs in the classroom related to language use. Dispositions related to empathy and expectations are prevalent when addressing the standards of speaking with a "proper" accent which in linguistics does not exist but is dominant in society. She made a connection of how certain accents are judged. Speaking "properly" is tied to language ideologies and the control to sustain dominant dialects. By not speaking "properly" does not mean one does not know the language. Judging pronunciation with actual use is judgmental. Audrie's disposition in regard to empathy is noting how students are corrected (judged) and become self-conscious. Her expectation is related to how common practice it is to "correct" and adhere to a dominant dialect. Her knowledge of the silent period and affective filter demonstrated how she directly addresses colleagues to be informed.

Audrie persisted in addressing these concern three semesters later when she shared, "From my past experiences, I was very hesitant to practice my language because I was afraid people were going to make fun of me" (Audrie.541.FA15.Philosophy of English Language Learners). Audrie continued to carry the judgments made towards her in speaking her heritage language and made the connection to DLLs by noting how she did not want the same to occur to them in the classroom:

I understand and know the feeling of frustration and humiliation when speaking to someone in your second language, and that's a feeling that I don't want my future students to have. I want them to be able to feel comfortable to practice their new language, and I also want to be there to guide them along the way, as they become a bilingual student in my classroom. (Audrie.541.FA15.Philosophy of English Language Learners)

In this assignment, she reiterated her concern of the humiliation second language speakers might experience in practicing the target language. She addressed this concern by making DLLs feel comfortable which ties into her disposition of empathy and the importance of putting herself in her students' place as language learners. Although no specifics were provided, she addressed the use of the affective filter (Krashen, 2003), but also the disposition related to social expectations of speaking "properly" and the consequences and judgements tied to not meeting elusive social pressures. She also addressed a disposition related to empowerment where she addressed the importance of supporting the bilingualism of students. These disclosures reflect the nature of this assignment, philosophy of English Language Learners.

In an assignment for her 505 course, Audrie interviewed various families and discussed a variety of topics related to language and culture. One parent's experience of being judged as uneducated for having an "accent" gave Audrie insight on how judgements towards accents cut through social and economic statuses. Audre shared this piece from her interview to address how wrong it is for teachers to judge students and families based on non-standard accents. But before addressing the language ideologies of teachers, she made a connection with her own family who was also middle class and educated:

This ties in with my family because even though both of my parents went to school in the US their whole lives, they have a bit of an accent (I can't tell that my dad has one but my friends point it out to me all the time!) and that teacher's would think that they weren't educated as well. (Audrie.505.SP14.Family Interview)

Although the parent interview took place in a school setting and a judgement was made about how one speaks, the example Audrie shared about her parents was within a social setting outside of a school and it only noted that her parents had a non-standard accent. Again, Audrie tried to make a connection with the families in her school setting to her own family to note how accents are judged and carry a stigma when it is not part of the standard dialect of English. This demonstrated Audrie's disposition related to societal expectations related to a standard way of speaking. Her goal here was to note how educators may hold dispositions of societal expectations of what is considered standard dialects and the impact they have on both students and families.

Regarding accents, Audrie noted how her parents attended school their entire lives in the US. She also previously shared that English was their second language. No timeframe was given at what age they immigrated to the US, but it should be noted that first language phonology, the way one has initially learned to produce sound, carries over when learning other languages and the way those languages are spoken (sound systems). This would explain why Audrie may speak her heritage language with an English accent given that English was her first and primary language.

To address the concern from the parent interview, Audrie shared the following:

Also, since teachers often don't think this mother is educated because of her accent, she is still involved in her child's education by helping her daughter with her homework and coming to school functions. Even though this parent is still involved in her child's education despite teacher's views on the family, some parents may not want to be involved in their child's education because of the teacher stereotyping them. This can make the parents distant from their child's education and we were taught that we should have a great relationship with parents and to overlook our differences so the child can receive a great education. (Audrie.505.SP14.Family Interview)

This passage captures not only Audrie's notion of parent involvement, helping a child with homework and attending school functions, but it notes that teachers' stereotypical attitudes can discourage family involvement in the school. She reverted to how in the teacher education program, teacher candidates are "taught" to hold strong relationships with families and to overlook differences. This example addresses the disposition of empathy and expectations that teachers should hold in addressing the differences that might occur between teachers and families, while at the same time encouraging families to connect to schools. Audrie's dispositional stance which is empathetic and related to expectations is that as a teacher she should be empathetic to students' families and to overlook any differences in values and ideals she may come in conflict with, especially when it connected to the language use of families.

In Audrie's focus related to accents, Audrie alluded to how her own personal experiences of learning her heritage language has led her to be very alert and sensitive to accents due to the admonishment of peers, without noting how challenging it may be to pick up an authentic accent as an adult. This personal experience frames how as a teacher

candidate she is interpreting what she is learning in her teacher education program. What is interesting to note is how she differentiated between accents with language varieties.

Accents are part of how language varieties are defined in linguistics, language variety is a distinctive form of language or expression that overlaps with other areas of language like dialect and register. When Audrie addressed language varieties in her coursework, she clearly differentiated it in comparison to other languages like Spanish, Arabic, etc. Her understanding of language varieties is associated with the various dialects of English like Spanglish, AAVE, and slang even though many of these varieties are considered formal languages since they adhere to linguistics principles that define what a language is. Audrie also associated language variety when addressing formal and informal expressions of English. For example, in a reflection assignment for her 501 class, she addressed the use of language varieties in the classroom. She shared the following when addressing the term register: “the authors say that register is speaking a certain way in formal and informal language. In the work place you should speak more formal than you would with your friends” (Audrie.501.SP14.Reflection 2). With this quote, Audrie used an academic reference to define register, but then followed with her own example of what is considered formal and informal. Even though this passage is considered a piece of knowledge she referenced from her course reading, she provided a disposition of societal expectations of where informal and formal varieties are to be utilized. This is a very common example used to explain when and where formal and informal speech are to be used. Formal use of speech is the use of standard English. Also, it is not clear what “workplace” is alluding to since this can be described in contexts that utilize a variety of language varieties. In this

assignment she continued her discussion of language varieties by using terms like slang and dialects.

Audrie acknowledged language varieties in the classroom by stating, “I know in my classroom I will have student’s [sic] who will speak with slang, African American Vernacular, and Spanglish, and I believe that you should value these in the classroom”

(Audrie.501.SP14.Reflection 2). She noted that these language varieties should be valued in the classroom but did not state how. She clearly made a distinction between what she considered to be formal and informal, comparing language varieties with standard English as being formal. She continued by connecting language and culture by stating, “These languages are part of this child’s culture and how can you tell someone that their culture is wrong?”

(Audrie.501.SP14.Reflection 2). By asking the question if someone’s culture is wrong, she alluded to the reference made to how the use of low status variety of languages is considered wrong. Audrie valued a disposition that empowers the use of language varieties in the classroom. However, although she made a connection in the valuing of language varieties, her role as a teacher may be questioning the status of language varieties by a statement she shared regarding being professional:

I know I need to be professional in the classroom, but I want to learn some basic terms and rules of these dialects so I can connect with my students and so there won’t be any miscommunication in the classroom. (Audrie.501.SP14.Reflection 2)

In this passage, Audrie questioned her professionalism in relationship to learning about the dialects that students speak in her classroom to avoid miscommunication. By stating her point about being professional, she aligned herself with the use of formal or standard versions of

English. Her use of the term dialects notes her understanding of labeling language varieties that are not standard English. She did try to challenge pre-established norms of professionalism to learn and understand language varieties to help her understand and establish relationships with her students who may speak non-standard English. This statement is noting how her disposition related to societal expectations of a professional teacher is to adhere to the use of standard English. She is willing to challenge these expectations and learn the language variety to connect and avoid miscommunication with her students.

Thus far, Audrie made connections to dispositions by connecting to both her personal and professional identities. She was also impacted by the assignments where she was asked to reflect or address the relationship to DLLs. She adhered to dispositions where the home language should be recognized, respected, and utilized in the classroom. At the same time, she also emphasized the importance of DLLs learning standard English to be successful in school and life.

When reflections are made to issues pertaining to history and/or policy, it is undeniable to challenge the purpose of legislation that is established to meet various social goals. In a reflection assignment, Audrie reflected on policy related to DLLs and her position towards policies related to language:

After having the US being this country where people come for better opportunities, it takes until the mid 60's to create an act to equalize education opportunities not just for children of color, but for people whose second language is English. This truly amazed me in the fact that we have always had bilingual education and finally an act was made to ensure these equal opportunities. (Audrie.501.SP14.Reflection 3)

Audrie noted that bilingual education has always been prominent in the US but it took policy to provide equitable access. Policy was needed to be enacted to protect and provide dual language education. By addressing the Bilingual Education Act, Audrie is noting the various entities related to immigration, race, and educational opportunities. Her disposition in addressing this policy is made with the idea of empowerment and expectations, her responsibility to adhere to policy that supports the learning of both the home and target languages. Even though this policy is shared as a source of empowerment and societal expectation, she also noted a different perspective when addressing policy that she may not be in agreement with. In the following statement, Audrie addressed mandated testing and the impact on DLLs:

In NCLB, there is a strong push toward English-only in schools due to the mandated testing that ties into this law. To go along with these tests, they are aimed towards the mainstream white, middle-class majority in the United States which puts ELLs at a disadvantage to these tests because these questions may be out of context for the ELL to understand. In the student's eyes the answer may be correct, but since they are not part of the white majority their answer may be wrong. We've discussed this topic of state testing and context in many of my classes and I find it so interesting that with an increase in ELLs and how white, middle-class people are no longer the majority that the questions for these tests would change, but they haven't. So how do we advocate for DLLs and ELLs that are getting the short end of the stick in this situation?

(Audrie.501.SP14.Reflection 3)

In this passage, Audrie noted the language and cultural bias in mandated standardized tests. This is also one of the few times she used the terms white, middle class to identify and juxtapose a population with DLLs. Audrie addressed how federal and state policies related to schooling are carefully drafted not to benefit DLLs but to sustain the status quo. This is an example of how Audrie's disposition related to societal expectations challenged and questioned the legitimacy of educational policy. By taking this stance, she is also advocating for DLLs, an attribute that aligns to the role of a linguistically responsive educator, one who not only is aware of how educational policies effect DLLs but advocates in questioning and changing them. She followed up in addressing policy related to language by noting that, "In states such as Arizona where Hispanics are the majority, they are being controlled by white legislatures and are being told to speak only in English" (Audrie.501.SP14.Reflection 3). Audrie noted the difference in population changes and the language policies that aim to erase the use of other languages other than English. These examples show how Audrie's disposition related to language to favor the importance of sustaining the home language are tied to not only empowerment but in having empathy in addressing harmful educational policy.

Overall, many of these passages and reflections that Audrie shared provided insight into how she made sense of her positioning of dispositions related to language and culture. Her exposure to situations, programs, schools, and policy that directly address language and culture have provided Audrie with various perspectives that she juggled to understand and position herself. In many of her reflections, she addressed how her identity aligned with DLLs and her positioning in the use of standard English as a teacher. Many of these reflections and positions related to dispositions were observed in most of her coursework. Audrie interrogated what she

was learning and understanding in her teacher education program with her own personal growth in learning her heritage language. Her identity played a key role in how she positioned herself as a teacher candidate and in exploring her changes in language dispositions. She solidified the struggles she made in making sense to ultimately dedicate herself in becoming an English as a Second Language teacher. Her dispositions on supporting both the language and culture of linguistically diverse students were evident in her advocacy she expressed in her coursework.

Dree: Dispositions

As previously mentioned, Dree was born and raised in a predominately white, middle-class community in the Midwest that had minimal exposure to both language and culture diversity. Even though Dree did not disclose extensive information about her background or personal views and opinions, she was always sincere and honest when asked to address issues pertaining to language and culture. In her coursework she wrote extensively of what was asked of her. This helped in capturing her understanding and perspectives related to supporting and working with DLLs. Her dedication in learning how to address the second language development of her DLLs was prevalent in the coursework she submitted.

Regarding dispositions, Dree's coursework provided many examples where she interrogated her ideas and views related to language and culture. The examples occurred primarily in courses where she was asked to step out of her comfort zone and experience ideas that differed from her own. Her dispositions were carefully documented to highlight her ideas of language and culture in classrooms as she progressed through her teacher education program. To help navigate this discussion, I again utilize the three sub-themes of empathy,

empowerment, and expectations (societal). In her over coursework for this theme, Dree provided 41 coded data from seven courses and 12 assignments across three academic semesters.

In her very first assignment that she provided during her first semester, she wrote in her goals and growth assignment for her 140 course that provides field experiences in local agencies that provide services to families and local community members, she described her comfort level in working in a diverse classroom:

I will become comfortable working in a diverse classroom, with kids that come from all different economic backgrounds, and all different kinds of families. I will be able to notice my progress by how comfortably I am able to interact with the kids in the classroom by the end of the semester, compared to the beginning.

(Dree.140.FA13.Goals and Growth)

When Dree stated that she will become comfortable, she is sharing her mild discomfort in working in a diverse classroom. In this passage, she addressed diversity in terms of social economic status and the various families' students come from. Her own acknowledgment of self-reflecting on her comfort with time demonstrates her consciousness to view progress and to address this concern. In this passage, Dree is showing both a sense of empathy and empowerment in her disposition related to cultural differences in the classroom. This is personal affirmation where she is introspecting her position on addressing culture which shows her empathy. Her empowerment is in her willingness to observe her progress, making a conscious decision to address her comfort as a teacher. Even though language is not addressed, the connection of how diversity/culture is addressed in the classroom will lead to

dispositions related to language use in the classroom. Later in this same assignment she shared how she had mild discomfort going to the school where her observation would take place:

Before going to the elementary school, I was a little bit uncomfortable because I had been told that it was in a bad part of town, and that the school didn't always have the best reputation; my mind has since been changed and I have turned into a much more well-rounded person because of this experience. (Dree.140.FA13.Goals and Growth)

Dree's admission of fear and judgement makes a point on how the judgements of others can complicate one's views. Having the courage and clarity to reevaluate these judgments allowed Dree to experience and learn about the actual context of the school. Not only has she learned a strategy to inform her role as a teacher, but it also informs her personal life in pre-judging.

Dree demonstrated understanding of how dispositions that are informed by societal expectations can mislead and complicate one's ability to experience and learn new situations.

In working with DLLs, similar references are made on student's families, communities, and country of origin. As difficult it may be to not pre-judge, it is inevitable especially when it is saturated within your social-cultural environment. Overall, this experience not only informed her role as a teacher but as a person in their use of "well-rounded."

Her line of thinking continued when she used the term "introspective" to describe her intended goal in feeling comfortable in visiting an inner-city school, a goal that would inform her success. It took her time to adjust, but once she made that human connection with students, many of her dispositions regarding inner city schools changed:

The first goal is more of an introspective one that can be hard to measure. It's something that I have to just be honest with myself about. I knew going into the elementary school that I was pretty uncomfortable with the idea of working in an USD school, but after my time in the school, I have realized that kids are kids anywhere. The first few times I went to the school, I was pretty reserved and I didn't try to interact with the kids too much but I remember one day helping a girl with her reading and having her tell me that she was glad that I came to their class to help them. That was really the moment that turned my attitude around. (Dree.140.FA13.Goals and Growth)

It took the experience of working with a student showing that they were grateful that she went to their class to help to make a connection or as Dree stated, "the moment that turned my attitude around." Dree having preconceived notions of the school and children that altered her behavior and attitudes is difficult to admit but making a connection with students and realizing the importance of her presence and actions to help helped Dree make that personal connection. This is a critical incident for Dree to admit and experience as a positive outcome. Disposition related to societal expectations surfaced in Dree's outlook in inner-city schools and the fear constructed in contexts that are unfamiliar or those that differ from dominant settings. Her disposition towards inner-city schools was challenged only since she was required to satisfy her requirements for the teacher education program. Also, her experience in having a student acknowledge her for her help in their classroom can be problematic. Contingent is the idea that she is operating with the notion that students should be thankful of her, praise that is expected for her presence. The onus of recognition should have come from her own duty and

responsibility as a teacher. Again, this is tied to her dispositions related to societal expectations of not only inner-city schools but her status as a teacher working in an inner-city school.

Dree continued her line of thinking by stating, “It really showed me that I am capable of teaching in an urban setting, and it helped me to see that kids are kids no matter where they are” (Dree.140.FA13.Goals and Growth). In this passage, Dree showed confidence and reflected on her role as a future teacher. Her previous reflections demonstrated how her disposition in inner city schools has changed by using the term, “kids are kids.” Dree’s views of urban schools and children changed due to her experience working directly with students which challenged her previously held disposition related to inner-city schools. Also in this passage, Dree seemed to address her goal of feeling comfortable in a diverse classroom given her affirmation of her capability of teaching in an urban setting. In the following admission, she continued to make sense of the community context that she had previously reflected as “bad”:

I also am now able to see where most of my students will come from. Before this experience I had never really explored other parts of the city, and neighborhoods away from campus, but now I have seen what it’s like in other areas. I also got a first hand look at why USD schools sometimes get stereotyped the way that they do.

(Dree.140.FA13.Goals and Growth)

Dree admitted that she was unfamiliar with other parts of the city and was grateful to know the context of where many of her future students “come from.” She further made a point of why city schools get stereotyped. Dree’s acknowledgement of not experiencing or being familiar with other parts of the city is important since it reflects the racial and economic segregation of the city. It is also challenging her dispositions of societal expectations regarding inner-city

schools and the students who attend them. This section is illuminating since Dree acknowledged that she was unfamiliar with different parts of the city because she never ventured out to other areas which ties to the narratives of fear regarding inner-city schools and communities.

Dree's statement, "now I have seen what it's like in other areas" informs her disposition of societal expectations related to inner-city schools and families that live in the city. By having the opportunity or in so many ways being required by her teacher education program to go in-person to an unfamiliar geographical area has changed both her professional and personal assumptions of the city. Dree ended this writing assignment by stating, "I think that this experience has made me a much more tolerant and understanding person; I also got to help some children become better students at the same time" (Dree.140.FA13.Goals and Growth.140). Dree is referring to the previous section where she initially feared and was uncomfortable attending a city school that had a bad reputation, later admitting to her own biases. She is now tolerant in working in locations and with students who are different from herself and can try to learn and experience different situations. This passage is disclosing Dree's disposition of empowerment in that by informing herself she can help and support her students be successful.

I noticed that she also used the word "person" instead of teacher. She ultimately credited her direct role in helping children as the reason why she changed. Here she displayed her disposition related to empathy by understanding the importance of having different experiences to learn from and to address what is unfamiliar. This is also an example where empathy as source is not necessarily about her students but about herself having the

opportunity to self-reflect or as she stated utilize retrospection to understand the contexts she is teaching in. However, when she stated, “better students”, she meant that she had an impact on their learning which would not be possible without having empathy.

Therefore, just within this course assignment, Dree shared her dispositions related to empathy, empowerment, and societal expectations as they addressed inner-city schools, students, and communities. She also identified her interaction with a student as a critical incident that changed her perceptions of not only diverse students but that of schools and communities’ students live in. This acknowledgement of change captured Dree’s sincere reflection on not just why but how her dispositions related to inner-city schools can be modified with the opportunity of participating in unfamiliar settings. The connection with these dispositions and language is how her initial formulations of culture and diversity will inform her dispositions related to linguistically diverse students. In the previous passages, Dree did not identify nor did she provide a description of the students she was working with. It was not clear what language varieties were used in the classroom nor how she addressed issues pertaining to language. What is clear is her formulation of students, schools, and communities that are different from her own background and upbringing. As discussed later, these formulations address her dispositions related to linguistically diverse students since she is specifically asked to address them in course assignments. Therefore, her construction of dispositions related to linguistic diversity is be observed in the coursework that Dree provided in the following passages.

Dree’s dispositions related to linguistic diversity were documented to highlight her understanding of various language issues pertaining to DLLs. For instance, her early coursework

showed that she reflected on issues related to linguistic diversity as “political” and “controversial.” These comments were made as a reaction to addressing the correction of speech in a linguistically diverse classroom and also to policy and other regulations related to language varieties. Her understanding of addressing linguistic diversity in the classroom was to focus primarily on the development of standard English. She later understood the importance of the use of home language in the classroom to help support the learning of the target language. It is important to trace her development of initial dispositions related to linguistic diversity to understand her positionality on language.

During her third semester, in her 501 course; a course that helps teacher candidates develop their ideological understanding of language and examines the theories of language acquisition and development for children of diverse backgrounds, she submitted a reflection where she shared her history and exposure to different languages growing up. She noted how non-diverse her schooling was both racially and linguistically. She provided examples of the type of variations in language she was exposed to but then shared how she has learned more about variations in language in the past two years and finds herself overwhelmed with the learning:

I grew up in a decently sized town in the mid-west and attended school with the same several people throughout all my years (elementary through high school). I’m not really sure what it was or why it happened, but my class was not especially diverse. There were only about 10 African American kids in my class of 300 and similar numbers of other races and ethnicities but we were all by majority white and middle class. I was really never exposed to different languages and variations of the languages I am familiar

with until I came to the city. Before that I was somewhat exposed because of shows like “Moonshiners” and my brothers “dirty rap music” phase (as my mother called it). I have really learned a lot about varying aspects of languages in the last two years in particular but I still have a lot to learn and I still find myself overwhelmed with the politics that go into it. (Dree.501.FA14.Reflection 2)

What is interesting to note in this section is her very last statement where she admitted that she still has a lot to learn and is overwhelmed by the politics. She developed her disposition related to linguistic diversity which ties into her disposition related to empowerment. Her acknowledgement of learning about language variety by living in the city and having to learn more addresses empowerment for herself in her preparation as a future teacher working with linguistically diverse students. It is telling, in this passage, how she noted how issues pertaining to language varieties can be “political.” She did not elaborate on why or how, but by her recognizing this is purposeful in her understanding of linguistic diversity. Dree demonstrated both knowledge and disposition of language variations and the reality of how different this may be to her own pre-conceived notions of language ideologies.

Dree’s disposition related to linguistic diversity was also observed in this same reflection assignment when teacher candidates were expected to watch a documentary in class that showed a teacher who was teaching both standard English and African American Vernacular English (AAVE) using a game in a classroom. The students in this classroom utilized linguistic terminology and explanations of verbal and written use of both languages to play the game:

I think that the video that we watched of the teacher playing the Jeopardy like game in which the children took a sentence that was in Ebonics and switched it to Standard

English was really innovative. I think that giving kids tools on both ends is really the way to go because it doesn't insult anyone but it still is affective[sic] and gets the point across that Standard English should be an active part of daily life even if a different dialect is used in the home or in less formal situations. I think that slang is perfectly acceptable on the playground but not in the classroom. (Dree.501.FA14.Reflection 2)

In this passage, Dree noted how she enjoyed the use of the game where Ebonics and standard English were used and how linguistic features were investigated. She used this to focus on the importance of utilizing and focusing on the use of standard English. Dree demonstrated a disposition related to societal expectations, where the focus of instruction and learning should be standard English. However, the purpose of the game was to value both languages as vital and recognizable languages in the classroom. Her last point of using "slang" on the playground and not in the classroom contradicts her approval of the game. She demonstrated, again, a deposition of societal expectations of English being the dominant language of instruction.

She continued in the same reflection assignment her stance of what she considered to be "appropriate" language to be modeled and used in the classroom:

I believe in the saying "kids will be kids" and I think that as long as they are able to switch their language to be appropriate for the situation that they should be allowed to do so. I think that supporting what a child knows already and then using that to teach them something else is really important because we learn based off of what we already know and have experienced. Teaching is about giving tools that can be used when certain situations arise. (Dree.501.FA14.Reflection 2)

Here, Dree used the idiom, “kids will be kids” to refer to that kids cannot be adults or are who they are in reference to children already having a language base but can learn to switch languages to be “appropriate for the situation.” She further added that supporting what a child already knows to teach them something else or build on this is important since we learn from what we already know and experienced. She added that “teaching” is giving tools that can be used as situations arise. Dree’s disposition in this passage is two-fold. The first is that she continued to uphold a disposition that reflects societal expectations in sustaining and valuing standard English. Her policing the use of language in the classroom is in line with dispositions that sustain dominant narratives related to language. The other disposition she shared is based on empowerment. She acknowledged the importance of using what a student knows to build on and learn to utilize as a tool to learn. Dree acknowledged the use of the home language in instruction.

Dree’s coursework has illustrated a disposition related to language varieties that acknowledge the value of the home language for the child and to utilize it as part of her teaching repertoire. In the following passage she identified “new language” as a non-English language in comparison to other language varieties. This passage is also from her 501 class where teacher candidates were required to observe DLLs in a classroom setting. Dree’s coursework depicted another perception of how language is utilized in the classroom setting:

When students are struggling with their academics and it’s because they are learning a new language, I think that it can greatly benefit the child if you involve their home language in the classroom. Using single words or phrases in their language can help them feel more welcome and comfortable and it can also create a personal connection

that would not otherwise be created because of the language barrier. You can also collaborate with the ESL teacher and find ways to incorporate things that they use in the ESL room in your own classroom to help the student feel comfortable and also help facilitate both of their languages. (Dree.501.FA14.Reflection 3)

In this excerpt, Dree noted that it is possible to involve the home language in the classroom. In her classroom observation, she documented the struggles DLLs experienced in the classroom. Dree noted that the lack of attention, support, and resources allocated to DLLs can impact their learning and educational processes. Dree demonstrated a disposition of empowerment, where she values supports being provided when children are served in a classroom where the language of instruction is English. This was emphasized in seeking the support of ESL services to further address the struggles DLLs may be experiencing. However, she may not be aware that ESL teachers do not utilize nor support the home language. Their primary focus is for students to learn English. Incorporating the home language, as Dree suggested, will be her own decision to implement in the classroom.

Dree's exposure in observing linguistic and culturally diverse students played a part on her perspectives related to language use in the classroom. The opportunity to interact with linguistically and culturally diverse students in a real-life classroom context contributed to her reinforcing a perspective on how languages can be utilized in the classroom. However, Dree's coursework did not disclose her ideology of accepting AAVE in the classroom as a form of instructional change. There was no coursework that suggested that she re-visited her stance on AAVE in the classroom, only that she could capitalize on the use of words and phrases of the

home language used by students. Also, her coursework did not reflect as to why she differed in accepting the use of an DLL's home language and not AAVE.

Overall, Dree's honest reflections allowed her to interrogate her dispositions related to linguistic diversity in productive ways. Her willingness to have honest reflection to serve and inform her of her growth adds to her opportunity to self-reflect as a future teacher. She has demonstrated how connecting with students, their families, and schools within the context of communities clarify and challenge many of the pre-conceived notions one has developed. Even though dispositions related to language ideologies tend to be the most challenging for many teacher candidates, making connections with DLLs allows them to re-evaluate and reflect on how those ideologies may have been constructed but how to rethink and reposition their ideological stances to focus and support their students.

Charlotte: Dispositions

Charlotte, similar to her previous colleagues, was born and raised in a predominately white, middle-class community in a nearby suburb where she attended school. She also shared that she grew up in an environment that was not culturally or linguistically diverse and is entering the teacher education program with very limited experience in working with diverse students and families. She is also one of the teacher candidates who plans on becoming an ESL teacher. For this theme, Charlotte provided 13 assignments that produced 40 coded data from six courses she took across two academic semesters. Due to Charlotte's lack of language and cultural diversity in her upbringing, her initial field experiences in linguistically diverse classrooms had an impact on her:

It has been an amazing experience working with these ESL students. It has really opened my eyes to the struggles and triumphs that these students have faced, and just how far they have come. I am excited to see where the future takes them.

(Charlotte.501.FA14.Child Observation 3)

In her initial classroom observations, Charlotte shared her reaction in observing DLLs in a linguistically diverse classroom. She formed a different understanding of ESL students and managed to understand the struggles and challenges they face. She displayed a disposition related to empathy towards linguistically diverse students in understanding the challenges they face. She did not give specifics but provided a connection to DLLs from an educator's point of view. Her positive outlook on her classroom observation showed that she held a disposition of the possible success that could be obtained. This positivity provided her with the opportunity of possible success. However, in a different assignment where she was asked to share her perspectives on language variants and philosophy, she shared the following:

I believe language policies in schools both help and hurt the students. It hurts them as they are not allowed to express their own languages very often and it causes a lot of students to become behind as they have to not only learn the materials in the classroom but a different language. On the other hand, schooling would be near impossible if students throughout the classroom spoke different languages, so having each student speak the same language is necessary. I think we see English as such a powerhouse language commonly throughout the world. (Charlotte.501.FA14.Reflection 2)

In this passage Charlotte immediately acknowledged the status that speaking English has and the importance of utilizing it given the challenges that different language may pose in

classrooms. She articulated that it would be impossible to teach if children maintained several different languages within the classroom. Charlotte captured a disposition related to societal expectations related to the language policies imposed in schools. However, she also noted how these language policies do not allow students to express their own language in the classroom which may cause students to fall behind in both their academics and learning of the target language. Charlotte presented a difficult dilemma that teachers must address in how they address the linguistic diversity in their classrooms. However, this passage is reverted when she shared her personal philosophy for language variation in the classroom. She stated the following:

My personal philosophy for language variation in my classroom would be that I want to make sure each child's language is fostered and they still stay strong to their cultures. It is inevitable that each child will need to learn English, but as teachers we should not allow them to forget their L1s in the process. I believe slang use of language is okay in a classroom setting if students are just speaking with their friends, or are in a setting that is more relaxed. I think students need to realize that there are different types of ways to speak, including African American Vernacular. They should be aware of these differences throughout their schooling. (Charlotte.501.FA14.Reflection 2)

In this passage, Charlotte again noted the importance of learning English, but also emphasized the importance of sustaining the home language to support students' culture. What is interesting to note is the use of slang as a language variant to be utilized in informal ways and not part of the formal instruction. Her explanation of different types of speaking which includes AAVE demonstrates that she does not consider AAVE as a language, but as a deviation

from legitimate language usage. She highlighted the importance of students knowing the different ways of speaking. This description is a bit confusing since AAV can be considered a home language that supports a students' culture. Charlotte adhered to a disposition related to societal expectations of formal language use in the classroom; however, she also noted a disposition of empowerment to support the use of the home language in the classroom. Both types of dispositions address the various intricacies that occur when addressing linguistic diversity in classrooms. Charlotte seemed to uphold the policing of language varieties that she deemed to be worthy in a classroom setting. In the same assignment she continued to share the following:

I believe children should be able to value their language and be aware and understanding that there is variation throughout language. I want them to value the differences that are apparent and be able to accept each of these. I expect all my colleague to likewise value language in the classroom environment and the variation that each student speaks differently. I want to be able to have a classroom that incorporates different religions and cultures, and allows for each student to feel comfortable and special in my classroom. (Charlotte.501.FA14.Reflection 2)

In this passage, Charlotte continued to reinforce the idea of students valuing their language and their variations. She added how she held her colleagues accountable in valuing these language differences. I am assuming that within these language variations, different religions and cultures are incorporated to provide a comfortable classroom for students. In this passage, Charlotte referenced her disposition related to empowerment of students valuing and understanding language varieties. She also held an expectation of herself and colleague to

uphold and recognize the language varieties in classrooms. Her focus was on supporting both the language and cultural needs of her students. As she tried to make sense of how language and culture play out in classrooms, she admitted that she has much to learn:

I would like to be more confident in the fact that although we may speak different languages, I will be able to find a way to communicate with my students. I want to allow myself to be relaxed in my classroom and know I can teach these children, no matter the barriers that may be present. I believe that the experience I am taking in right now will allow me to teach these children. I am learning so much more than I knew before, like new ideas and new teaching styles. (Charlotte.501.FA14.Reflection 2)

This passage captures Charlotte's disposition that values ongoing learning in working with linguistically diverse children. The fact that she wants to feel more confident and relaxed shows her concern in not only how she plans on communicating with her students, but also how she will be instructing them. She was also very positive in sharing how she was in the midst of learning new ideas and teaching styles to help her address her concerns in communicating and teaching. Her willingness to improve herself to feel confident shows how her growth as a teacher is still in the learning process. She has accepted that there will be differences in languages in her classroom and wants to be prepared for it. This empathy towards embracing home languages in the classroom captures the language ideologies Charlotte constructed.

For her 512 class, Charlotte shared in her teaching and learning statement a summary of her disposition related to language and culture:

I am going for ESL education, and language could be a barrier in every person's life, but as teachers we should aim to eliminate that from children's lives. I am very interested in the ideas of ESL teaching. I am looking to get my certificate in ESL, so I believe this class is going to help me a lot in my future. I would like to know more about accommodating for these children. I want to be able to help each child that walks into the classroom feel as though they belong. Coming into a school with a language gap seems unimaginable and scary. I would also like to understand different languages and cultures in general. Understanding each culture of these students will allow for me to become a better teacher for them. Students will come from very differing backgrounds, taking into account your own background and the children's background, you can really better understand how to help these children. (Charlotte.512.FA14.Initial teaching and learning statement)

This passage announces and justifies why she plans on becoming an ESL teacher. She acknowledged the challenges DLLs face in their schooling process but focused on how she needed to be prepared in learning and understanding the variety of languages and cultures of her students. A key point she expressed is taking her personal background into consideration to best understand and address the needs of her students. In this passage, Charlotte seemed much more confident and displayed a disposition of empathy that supports linguistic diversity in her classroom, but also in taking responsibility to eliminate barriers that hinder students learning of the target language.

Charlotte provided coursework that allowed her to reflect and explore her position in relationship to linguistic diversity in classrooms. As a teacher candidate in pursuit of an ESL

credential, it was clear from the coursework that she empathized and understood the educational needs in supporting linguistically diverse children; it was done within the context of focusing on learning English. Charlotte documented that she needed to learn more strategies and have more experience in working with linguistically diverse children to build her confidence. She ultimately stated that the only way a DLL would succeed in school and learn English, relied on teachers who are the sole motivators in providing the critical support students need. Her own acknowledgment of still learning and understanding the interplay of language and linguistically diverse students is a characteristic of her openness and willingness to continue to shift and change on progress in attaining dispositions that build on her understanding of linguistic diversity.

Summary: Dispositions

Throughout this theme on dispositions, a focus was made to understand the temperaments and outlooks of each teacher candidate related to linguistic and cultural diversity. The sub-themes of empathy, empowerment, and expectations were utilized to organize the varied dispositions that were expressed in the teacher candidate coursework. Each teacher candidate carried their own unique story as they reflected on various course assignments and shared their thoughts on a variety of issues pertaining to linguistic and cultural diversity.

A common theme that was prevalent in all three teacher candidates was the empathy they shared towards linguistically diverse students. Their allegiance was captured in their descriptions of how DLLs were treated in their classroom observations during their field placements. For all three teacher candidates, it marked their initial experience where they

observed a sizable number of DLLs in a classroom. Their dispositions related to empathy focused on the opportunities being afforded in learning English but also in addressing the linguistics needs to help them attain the target language. All three teacher candidates expressed concern when DLLs were neglected or ignored. Even though they were provided with model teachers that demonstrated exceptional practice, they seemed unsettled in the classrooms that needed resources and instructional aides to support the learning of English. There was no reservation from neither teacher candidate that showed advocacy in addressing the linguistic needs of the students they observed in the classroom.

Another major disposition was the utilization of language varieties in the classroom. The teacher candidates were cognizant of the difference between a language other than English in comparison to language varieties of English. When addressing DLLs who were learning English as a second language, all three candidates advocated for the use of the home language in the classroom instruction to help bridge their learning of the target language of English. However, non-standard English varieties like the use of slang and AAVE were described as informal and not appropriate for the use as a language of instruction in the classroom. Non-standard versions of English were considered languages to be used among friends or on the playground. The importance of a formal version of English as the language of instruction was adhered by all three candidates, given their dispositions related to expectations as English being the formal language to be used in the classroom.

Overall, it was observed that many of the dispositions were lined primarily to empathy and expectations over empowerment. This describes the nature of the coursework that was submitted where both reflections and observations reflected the majority of the coursework.

The struggle to empathize while at the same time address societal expectations that may not address the needed support and resources needed to support linguistically diverse students were struggles that teacher candidates addressed directly utilizing real world situations when asked to address in their coursework. These struggles not only provided the rethinking of ideologies, but also made teacher candidates re-position their stance on their teacher identities and overall commitment to students they will face in their future classrooms.

Chapter Five: Discussion

In this research study, I examined the coursework provided by teacher candidates in an early childhood education program. The data were analyzed using a theoretical framework of inter-personal and intra-personal understanding in Vygotskian theory (Vygotsky, 1980, 1986). The teacher candidates expressed what they were learning and understanding in their own words. The interpretation and organization of the analysis was conducted by using the teaching framework of learning and understanding knowledge, skills, and dispositions (KSD) that were revealed in coursework assignments.

Research was conducted with the perspective of how teacher candidates made sense of their understanding of course content related to linguistically and culturally diverse students. Each teacher candidate provided their own unique perspectives, but at the same time they had common understandings related to the teaching of linguistically and culturally diverse children. The intent of this study was to provide, through time, how participants addressed their understanding of the classroom needs of linguistically diverse students.

This discussion chapter will address the research questions presented at the beginning of the study and what was learned from the analysis of teacher candidate coursework. Also included is a discussion of the findings and themes in addressing the research questions. I conclude this chapter with reflections on the implications for practice and policy, thoughts on limitations of study, and recommendations for subsequent research. In the next section, I present and discuss the research questions for this study followed by a summary of each case study.

Discussion of Research Question

The primary research question for this study is: What do teacher candidates understand about teaching in a diverse linguistic setting in the framework of knowledge, skills, and dispositions as they progress through their teacher education program? The following is the sub-question: What similarities and differences were observed in the coursework of teacher candidates over time regarding their understanding of teaching in linguistically diverse settings? The rationale for this study was the changing demographics related to linguistically and culturally diverse students and the need for more expertise in the preparation of teacher candidates in this area.

Also, this research question was drafted around the data set that was provided from a grant-funded project. The data set was collected across three years from teacher candidates enrolled in a teacher education program. At the time the data was collected, this teacher education program had been revised by university faculty to be more inclusive of linguistic and cultural diversity. Using the themes of knowledge, skills, and dispositions (KSDs) as a tool for analysis in this study provided insight on how teacher candidates made sense and understood their coursework as it pertained to teaching in linguistically diverse classrooms.

Chapter 4, the analysis for this study utilized the framework of KSDs to categorize coded data in reference to teacher candidates' understanding of addressing linguistically and culturally diverse classrooms. Three major themes emerged from the data: dispositions related to language and culture, common hope, and the complexities of teaching. The three themes embedded the knowledge needed to address the linguistic needs in the classroom, the skills needed to implement these needs, and the positioning of dispositions to know and understand

these needs. The three major themes also yielded sub-themes which are integrated in the subsequent sections.

Case Studies – Summary of Findings

Each teacher candidate in this study held their own unique story, each with their own distinctive set of data embedded in their coursework. The stories of each teacher candidate varied because not only are they different people, but the coursework that they submitted differed among them. Different types of coursework yielded different information about each teacher candidate; therefore, the synopsis of each teacher candidate is viewed as a separate entity grounded in its own data.

Audrie. As described before, Audrie grew up and attended schools in a primarily white, middle-class community. Her parents immigrated as young children and attained their schooling in the US which is where they learned English as a second language. A unique feature that Audrie had in relationship to linguistic diversity was her connection in learning her heritage language as an adult. This allowed Audrie to have empathy in how others experience learning a new language. In the process of learning her heritage language, she shared how she was able to value the connection language has in understanding one's culture. With this understanding, Audrie made empathetic connections with DLLs in the experiences they had in classrooms and the valuing of their home language. Her advocacy in supporting the linguistically diverse children was evident in the coursework she shared.

Furthermore, Audrie's coursework depicted that she had compassion and support for linguistically and culturally diverse students. She documented that she held teachers accountable for providing equitable time and resources to linguistically diverse students. She

claimed that a key role for a teacher is to have a strong personal connection with their students and a good rapport; otherwise, teaching and learning would not occur. Audrie positioned herself as being cognizant of language and culture because of her own experience in learning a new language. She speculated that her awareness (with language and culture) will emerge through her role as a teacher in supporting linguistically and culturally diverse students.

For example, Audrie was conscious of the need to make classroom practices and environments safe and welcoming (Lucas et al., 2008) as she disclosed in the following passage:

In my future classroom, I want to make sure my ELL's/DLL's are comfortable in the classroom and are willing to learn and speak English. I believe the classroom should be a non-threatening place for students to learn and grow, where the whole class learns as a community. In order to make the students comfortable, I would like to incorporate aspects of their home life and traditions into the classroom so they can share with their classmates more about themselves and practice the language, and even teach the class their first language." (Audrie.541.F15.Philosophy of English Language Learners)

By learning her heritage language, she was able to empathize with DLLs learning a second language and the challenges they face (Lucas & Grinberg, 2008). In this passage, she noted the struggle of learning a second language and the importance of supporting DLLs:

I understand and know the feeling of frustration and humiliation when speaking to someone in your second language, and that's a feeling that I don't want my future students to have. I want them to be able to feel comfortable to practice their new language, and I also want to be there to guide them along the way, as they become a

bilingual student in my classroom. (Audrie.541.FA15.Philosophy of English Language Learners)

Audrie also understood and was able to apply second language strategies to support the development of the target language for DLLs (Lucas et al., 2008). She shared the following, “The ELL’s/DLL’s will be able to pick up the English language by learning socially from their peers, and then they will be able to learn more about the academic content and language used in the classroom” (Audrie.541.F15.Philosophy of English Language Learners). This distinction in using the social language to bridge the academic language demonstrates her awareness in second language classroom strategies that support the development of BICS/CALP (Cummins, 2000).

Lastly, Audrie was conscious of the perceptions others had about DLLs. Her conscious stance on advocating for DLLs was shared in the following passage:

I understand that I will need to make adjustments in the classroom and in my biases and stereotypes, but I want these children to learn and grow and to also make sure that people don’t view them as a deficit, but as a positive that brings many different views to the classroom. (Audrie.501.S2.Reflection 2)

This passage captures the importance of being a linguistically responsive teacher (Lucas & Villegas, 2010a) in that along with interrogating her dispositions she is also challenging deficit models of DLLs that demonstrates her value for linguistic diversity.

Dree. Dree was previously described as being from a predominately white, middle-class, midwestern community where English was the dominant language which differed greatly from the field experiences she was placed in. Dree mentioned that she was a newcomer to the

local area which was new to her. The only background description she provided about her exposure to language and cultural diversity was the few African American students that attended her previous school. She also shared how standard English was the norm used at home and in her schooling. Her lack of personal disclosure made it difficult to understand the grounding of her dispositions and ideological views related to language and cultural diversity. However, she was straightforward and direct in sharing her views when addressing language preference and use.

Dree initially shared that she struggled with the complexity as well as the dynamics of the politics and process/response to linguistic and cultural diversity. However, as she progressed through the teacher education program, her coursework showed that she became more confident in addressing issues pertaining to linguistic and cultural diversity. It was apparent that through Dree's trajectory in the program, she learned about second language strategies and comprehensible input, as well as the value of using the home language to support linguistically and culturally diverse children. Dree shared that she advocated for DLLs to practice and develop their own literacy skills in English and for teachers to be fully prepared as well as competent in supporting these skills. In her coursework, she noted how her home and school environment informed her dispositions related to language. She shared how speaking "properly" (standard English) was corrected at home and emphasized in school. Apparently, these dispositions changed as she was exposed to field experiences in diverse classroom settings that called for her to address the linguistic needs of DLLs. Her empathy for linguistically diverse students was reflected in her coursework as she made efforts to support DLLs in their academic success and advancement to learn the target language.

For example, Dree was a strong proponent in the use of the home language in the classroom (Lucas and Grinberg, 2008). She shared the following:

When students are struggling with their academics and it's because they are learning a new language, I think that it can greatly benefit the child if you involve their home language in the classroom. Using single words or phrases in their language can help them feel more welcome and comfortable and it can also create a personal connection that would not otherwise be created because of the language barrier.

(Dree.501.S14.reflection 3)

Dree understood the importance of not only making learning meaningful by utilizing the home language, but also the relationship that it creates between student and teacher.

The importance of establishing rapport with students is a key feature in supporting the teaching and learning that occurs in the classroom. Many of these concepts were directly related to her experiences with her field placements and the connections made to the content in her university courses which is in line with the recommendations made in the field of education (Cochran-Smith et al., 2016). She shared the following and provided a testimony regarding this:

I was given a great opportunity to see a variety of different things that we learned about in class being used to help students grow and achieve. There are very few things that I would change; I think I will end up using some of her practices in my own classroom someday. I have definitely become more curious about other practices that can help teachers to work and connect with these students. (Dree.501.F14.Revised Class Observation)

The opportunity to observe classrooms with model teachers helped support the understanding between theory and practice. In the beginning, Dree may have been skeptical and overwhelmed about how she was going to address linguistically diverse students; however, the opportunity to see these practices in action provided Dree with the courage and outlook of the various possibilities that can be utilized (Lucas & Villegas, 2010a).

With these positive experiences, Dree was able to familiarize herself with both the linguistic and cultural tenant of being a culturally responsive educator. For example, in a reflection assignment she shared that, “I hope to be culturally responsive, and have that show in my lessons as well as my relationships with students” (Dree.540.SP16.Reflection 4). This statement captures Dree’s understanding of connecting both her role in teaching and establishing relationships with her students. This is an important point she makes, since she is noting the importance of how her role as a culturally responsive educator is both professional and personal, they work in unison per the recommendations shared by Lucas and Grinberg, (2008).

Charlotte. In a previous description of Charlotte, she was described as a white, middle-class female from a neighboring suburb where this study took place. She had some familiarity with the local community context, but her exposure and experiences to linguistically and culturally diverse students and families was limited. She clearly noted her dedication in learning and understanding linguistic and cultural diversity in the pursuit of becoming an ESL teacher. Her openness in reflecting and learning about diversity was evident in the coursework she shared.

Charlotte noted that her upbringing contributed to her limited exposure of diverse languages and cultures. Her coursework displayed a sense of empathy in addressing both the social and academic needs of linguistically and culturally diverse students. She stated that she made strong strides in dedicating herself to ensuring that relationships with families were maintained as this was essential in supporting classroom learning. In addition, she noted that relationships with families provided snapshots into students' linguistic and cultural worlds. Charlotte's field placement experiences and the knowledge she gained from the teacher education program allowed for her to make these observations. She was able to synthesize knowledge so that she could focus on her own preparation in being an effective teacher to her future linguistically diverse students.

For example, Charlotte demonstrated her value for incorporating the variety of linguistic and cultural attributes that individual children bring to classrooms. In a reflection assignment she shared the following:

Embrace that child's culture in your classroom, allow them to show you their language and their customs. ELL's will all be at different places when they enter school and they will all progress at different rates. We must make individual learning plans for each of them in order reach success. (Charlotte.540.S16.Reflection 3)

In this passage, Charlotte captured the importance of recognizing the individual backgrounds of DLLs, culturally, linguistically, and academically. This is important as it denotes that along with differences in culture, DLLs also bring with them a range of academic and language varieties. These prior inquiries of students are in line with what Lucas and Villegas (2010a) recommend

for teachers to investigate to better inform their student learning and approaches in teaching content.

Another key point that Charlotte shared was her opportunity to learn from her field placements, but also in building her confidence in being able to work with linguistically diverse students, she stated the following:

I would like to be more confident in the fact that although we may speak different languages, I will be able to find a way to communicate with my students. I want to allow myself to be relaxed in my classroom and know I can teach these children, no matter the barriers that may be present. I believe that the experience I am taking in right now will allow me to teach these children. I am learning so much more than [sic] I knew before, like new ideas and new teaching styles. (Charlotte.501.FA14.Reflection 2)

This passage captures a common concern expressed by all teacher candidates, feeling confident and the ability of being effective teachers of linguistically and culturally diverse students. In this reflection, Charlotte also shared that as challenging as the context in the classroom may be, she is showing her dedication to prepare herself and utilize these field experiences to improve her craft as a teacher. These opportunities to observe model linguistically and culturally diverse classrooms where teachers demonstrate academic and linguistic strategies further provide the possible selves teacher candidates can strive to be (Lucas & Villegas, 2010a).

Lastly, Charlotte shared throughout her coursework her goal in learning and addressing the linguistic and cultural needs of her future students. In an attempt to make connections between students and their families she shared the following statement bridging this cohesive bond:

It is very important in the field of education to not only be working with the children, but also have a strong relationship with the families. Understanding where the families are and each of their situations is a big part of this. All of this is going to be really helpful in the professional future. (Charlotte.140.SP14.Journal 2)

Here, Charlotte shared the importance of establishing a relationship with students' families to better understand students themselves. When establishing strong relationships with families, trust is established which allows families to share and support the educational endeavors of their children. When families and teachers are able to build rapport, families feel comfortable self-disclosing information that can inform teachers on both personal and social information to help support the academic pursuits of their children. This connection to families and culture is one key feature of becoming a linguistically responsive teacher (Lucas & Villegas, 2010a).

Overall, teacher candidates shared similar starting points and established a relationship with DLLs where a sense of advocacy developed. It was evident from their coursework that through their trajectories in the teacher education program, the teacher candidates understood the importance of valuing students home language and culture. They valued utilizing the home language and culture as a tool in the classroom to facilitate learning, and valued using home language and culture to establish relationships among students and families.

Themes – Summary of Findings

Language Development. Teacher candidates were part of a teacher education program that infused the required content needed for certification in ESL and bilingual education (and, at the choice of the student, the opportunity to earn certification through a final student teaching experience). This provided teacher candidates with the opportunity to learn and apply

knowledge and skills related to second language learning and development. Teacher candidates also learned and demonstrated the integration of second language development strategies. This allowed teacher candidates to focus on the linguistic needs that were present in classrooms with diverse students. Lucas and Grinberg (2008) highly recommended infusing English language learner teaching strategies across the curriculum. Furthermore, they make the case for teachers to have a variety of language experiences, linguistic knowledge, and the opportunity to collaborate with both experienced and knowledgeable others.

One key linguistic feature that was prevalent with teacher candidates was along with learning about their students' cultural background, they also discussed various strategies and tools to understand their students' language and academic background. Teacher candidates shared and provided examples of the importance of students' language experiences and histories to inform their practice. They also referred to language test scores and the statuses of newcomers to illustrate their histories and academic backgrounds. They were cognizant of multiple personal and academic data needed to plan and understand students' trajectories of learning English. Learning about DLL's language backgrounds, experiences, and proficiencies is one of the key points in being a linguistically responsive teacher (Lucas & Villegas, 2010b).

Along with the exploration of language backgrounds, teacher candidates were aware of the various categories of languages. Teacher candidates discussed the use of social and academic language. This was shared in their descriptions in establishing strategic peer groups where DLLs felt comfortable to practice and develop social language (BICS) and other academic languages (CALP) (Cummins, 2000). Teacher candidates also took advantage of grouping DLLs with native English speakers to support and model language use in the target language.

Conversation and academic languages are developed when DLLs are actively engaged in social interactions. This is one of the essential understandings of second language learning for linguistically responsive teachers that are proposed by Lucas et al., (2008). What was significant about these knowledge and skills was how teacher candidates noted the importance of addressing student comfort levels by creating classroom spaces that were supportive and conducive to practicing target language use which is what is proposed by Krashen, (2003) in his affective filter hypothesis. Teacher candidates understood linguistic mechanisms and provided descriptions on how to utilize them in a classroom setting.

Teacher candidates shared how they planned to utilize students' home languages to build rapport with students and to support their teaching in diverse linguistic classrooms. Their coursework addressed the utilization of the home language in various capacities – such as to make connections with students and families. Teacher candidates who did not speak the home language of linguistically diverse students planned on utilizing the use of words and phrases to learn about students' cultures but also to communicate with them and their families. The use of the home language is one of the nine pedagogical practices proposed by Lucas and Grinberg, (2008).

Learning Environment. Learning environment refers to the classroom settings where linguistically diverse students are present. To understand the concept of teaching in diverse linguistic settings, teacher candidates were provided with various opportunities to explore how other teachers utilize the classroom space to teach linguistically diverse students. Teacher candidates also had opportunities to assist or teach lessons under the supervision of their cooperating teacher to address both academic and second language development. One major

understanding that teacher candidates shared and explored is the notion of creating a “comfortable” classroom environment. The physical appearance of the classroom was not necessarily discussed as much as the personal relationships that teachers and students experienced in the classroom. Comfortable meant that the relationships and social atmosphere of the classroom provided opportunities for linguistically diverse learners to attain both academic and target language development. Teacher candidates understood the importance of having a comfortable classroom that was adaptable for learning the target language (e.g., practice with peers during class time) and learning academic concepts (Lucas et al., 2008).

Teacher candidates demonstrated understanding by providing classroom opportunities for students to participate and to display their understanding, thinking, and reasoning. For this to occur, many modifications had to take place in the classroom and with individual students to accommodate their linguistic needs. One strategy that was understood by teacher candidates was scaffolding and using visuals and gestures to provide comprehension. Teacher candidates were strategic in their use of visuals and labels to not only provide directions but to develop new academic vocabulary in the target language. Visuals and realia were also helpful in establishing routines and to familiarize students with classroom structure and learning goals. As classroom strategies, the use of scaffolding to establish comprehension and language development was key in developing language development (Krashen, 2003).

Differentiation in instruction by incorporating language levels and the interplay with other abilities was proposed by teacher candidates. They understood the importance of individual modifications so that DLLs were involved and able to complete tasks at their language level. For example, individual modifications were proposed by using shorter

sentences and labels to avoid frustration and to focus on meaning. By lessening the language demand in writing, DLLs were able to focus on comprehension. Teacher candidates empathized with DLLs in their struggle to learn and understand the target language and adapted classroom practices to support this development (Lucas & Villegas, 2010b).

Teacher candidates expressed acknowledgement for having the opportunity to observe and experience the classroom interactions present when differences occur among students and teachers regarding language and culture. Course readings, discussions, and activities can only provide a certain amount of exposure about these classroom interactions. Each classroom, student, and teacher create their own unique classroom context that requires different strategies and techniques; the challenge is to know what and how to do it. Teacher candidates understood that they needed to be prepared to address linguistic needs and to rise to the occasion when issues present themselves. This hope in advocating for linguistically diverse students was prevalent in the coursework that teacher candidates provided, thus addressing the pedagogical practices described by Lucas and Grinberg (2008).

Teacher candidates expressed concerns when the needs of linguistically diverse students were not being met during classroom observations and provided resolutions on how they would attend to the needs of students if they were the teacher. These dispositions of teachers being responsible, equitable, and fair showed how teacher candidates advocated for linguistically diverse students to have access to class instruction and learning; this aligns with the description of being a linguistically responsive teacher (Lucas & Villegas, 2010b).

Teacher candidates reflected and shared the importance of addressing the personal bias and stereotypes they held towards linguistically diverse students as evidenced in their self-

reflections. Even though they did not disclose specific examples of personal biases they held nor described how they would address them in their practice, they admitted that they held some form of bias or stereotype. The ability for teacher candidates to reflect on themselves, their ideologies, and beliefs is an important step toward responsive teaching (Cochran-Smith et al., 2016). A common discussion that was shared by teacher candidates was the way language use was corrected. Being sensitive and aware of their lack of knowledge, teacher candidates expressed concern of not offending or disrespecting students' culture when addressing language correction. This was challenging, given that they were struggling with addressing cultural issues between students and teachers. They were also propelled to address the sensitive nature of correcting the way English is spoken (Mills, Villegas, & Cochran-Smith, 2020).

Student and Family Connections. Student and family connections pertain to building rapport with students and their families. Teacher reflection and introspection was a critical piece that teacher candidates had to address before establishing connections with students and families. Teacher candidates demonstrated awareness of their positioning, beliefs, and ideologies related teaching linguistically diverse populations. They reflected on their backgrounds, teaching experiences, and how this connected with the background of their linguistically diverse students. Therefore, teacher candidates took the onus of student challenges on themselves. They felt responsible in adjusting and providing all the support they could provide DLLs to see them succeed. They understood the importance of having rapport with DLLs to help them develop their speaking, writing, and listening skills in English. Establishing these connections with DLLs informed their teaching and built stronger bonds

between teacher and students. This is the type of advocacy that Lucas and Villegas (2013) propose for teachers to demonstrate their commitment to linguistic diversity.

Connections as they related to families was also an important understanding that teacher candidates demonstrated in addressing their linguistically diverse settings. Teacher candidates relied on learning about their students' culture through individual students and intended to capture a broader understanding of the home culture when connecting with families. Teacher candidates understood the importance of accepting families' beliefs and cultural practices and utilized this information to construct their classroom environments. The understanding of family cultural practices was valued by teacher candidates, especially when it differed from their own background (Lucas & Villegas, 2010b).

In the area of family connections, teacher candidates from early on in their coursework reviewed and discussed topics related to how to learn about students' families and how to integrate this information in the classroom setting. Teacher candidates understood the importance of knowing the family background of their students and how it connected to their home culture. The topic of families was discussed and explored by teacher candidates by examining how families connected to culture and practices. In exploring caregiving, teacher candidates learned what families needed and wanted, and to respect the practices constructed by these families. In exploring the topic of families, teacher candidates were challenged not to judge or insert their own preconceived notions of families. Teacher candidates' explorations regarding families expanded their understanding of their students' backgrounds, again supporting Lucas and Villegas' (2010b) description of being a linguistically responsive teacher.

With this inquiry into understanding students' families, teacher candidates' next step was to incorporate families and their cultures in the classroom. All teacher candidates expressed the hope of having parents involved in the classroom or to incorporate their culture for students to learn; however, no specifics regarding practice were provided. The significance of knowing and learning about students' families is to know about unique cultural practices that may not be apparent to classroom teachers, or potentially be misunderstood by them, and to integrate this knowledge in classroom practices. Ultimately, teacher candidates expressed hope in their ability to connect with and understand the families of their future students (Lucas & Grinberg, 2008).

The coursework that addressed hope was grounded in teacher candidates' future aspirations as teachers. Their expressions of hope as future teachers were consistently positive, filled with courage and assertiveness. Teacher candidates grounded their assertions as future teachers with the ability and preparedness in being able to address the linguistic and cultural needs of their students. This affirmation was expressed when discussing various topics but more prevalent in their discussions about being culturally responsive and being a culturally sensitive caregiver. All three teacher candidates provided various examples of being a culturally sensitive caregiver that respected and supported students' cultures in the classroom. Dree, for example, noted the importance of addressing cultural responsiveness in her lessons to make connections with her students. Furthermore, teacher candidates understood the importance of being able to have honest self-reflections, being open minded and empathetic to the needs of their students. These models that focused on culture bridged the importance of language, especially those spoken by students (Lucas & Villegas, 2010b).

Overall, teacher candidates stressed the tenets of linguistically responsive teachers (Lucas & Villegas, 2010a). As future teachers, they addressed the linguistic and cultural dynamics of their classrooms by valuing and integrating the home language and culture in their preparation and teachings. The positive affirmations that they shared in their confidence and will to commit themselves in pursuing a teaching career where their future students are protected, prepared, and are able to successfully grow academically and socially. Teacher candidates admired the will and perseverance that DLLs demonstrated in not only learning English but in their efforts to meet the academic demands put upon them in the classroom. This advocacy solidifies the teacher candidates own urgency to support DLLs in their educational pursuits. Hope was evident in the coursework that was shared by teacher candidates and it captured the love and dedication that teachers are willing to express for the success of their students.

Dispositions and Self-Reflections. Dispositions pertain to teacher candidate's perceptions and ideologies related to linguistic and cultural diversity. The coursework indicated that teacher candidates were able to understand how their dispositions addressed issues pertaining to teaching in linguistically diverse settings. This is in line with Lucas & Villegas (2010a), who maintained that the preparation of teacher candidates resides within the initial exploration of dispositions and ideologies relevant to linguistically diverse learners and communities. Teacher candidates understood the importance of self-reflection as a process to grapple, learn, and address the intricacies of teaching students from linguistic and cultural backgrounds. Lastly, teacher candidates understood the importance of creating safe,

productive, and comfortable learning environments that provide support for linguistically diverse students in academic and second language growth.

Self-reflection, as it pertains to teaching, is a skill that is highly valued to improve one's craft (Gay & Kirkland, 2003). As a disposition, the willingness to interrogate and reflect on issues related to linguistic diversity provides an opportunity to re-evaluate and re-situate oneself in the context of the classroom (Haddix, 2008). Dispositions that have reference to language and culture can evolve and/or alter when individuals are exposed to new experiences (Garmon, 2004), as was reflected over time in the coursework examined for this study. Also, the dispositions that addressed the importance of establishing productive learning environments focused on classrooms as pivotal points where teaching and learning evolve. Teacher candidates were able to address the dynamics between students and teachers and among students themselves in relationship to linguistic diversity in order to address environments that are safe, open, and respectful, and therefore conducive to learning.

Furthermore, the coursework showed that these teacher candidates understood the imperative need to reflect on their dispositions related to language and culture (Lucas & Villegas, 2010a). This was done primarily through their coursework that allowed them to reflect on observations of DLLs in classrooms, journals, and writing assignments where they were asked to directly reflect. Moreover, when teacher candidates made personal connections with actual students, they were able to empathize. The results showed that teacher candidates were able to learn more about specific students' language background, country of origin, and some family background information (Lucas & Villegas, 2010a). Furthermore, teacher candidates learned that the resources to support DLL students were dependent on the specific

school they were placed in. This differed in access to ESL services, materials in students' home language, and the experiences and preparation of their cooperating teacher. Since the teacher candidates in this study differed from their students' cultural and language background, teacher candidates had to situate themselves within the context of their students' life experiences to better support DLL students (Villegas et al., 2018).

Dree's coursework illustrated that she understood the importance of being conscious in her own self-reflection in order to have a better understanding when addressing uncomfortable issues that arise in diverse classrooms that differ from her own cultural and personal background. Her introspection in observing and interacting with students from diverse cultural and language backgrounds provided her with the opportunity to address her own discomfort as well as learn how misconceptions are best resolved and addressed. In hope of becoming a culturally responsive caregiver she shared:

I also think that culturally sensitive caregivers do a good job of being open and honest about who they are and what they believe in. I also think that they are able to openly admit their own biases and be able to confront them so that they can start to work through them and be a more open-minded person. (Dree.301.SP14.Reflection 5)

This passage reveals some of the most difficult points that teacher candidates learn but do not address; her ability to recognize these difficult situations provided her acknowledgement of the importance of admitting biases and addressing her discomfort.

The teacher candidates' field experiences took place in contexts that were different from their own, which provided them opportunities to learn about students and families that differed greatly from their own personal life history (Villegas et al., 2018). In their coursework,

teacher candidates expressed how they learned to put aside their biases regarding differences between families and themselves. Their reflection assignments exhibited how they positioned themselves compared to their students' lifestyle. More specifically, one of the teacher candidates, Audrie, addressed systemic inequality, where she questioned educational policy and the social status of English in standardized testing (Picower, 2009). In all, it was evident from the coursework that the teacher candidates understood the importance of learning from their students' families which in turn, allowed them to better connect/build rapport with their students (Cochran-Smith et al., 2016).

Language Varieties. In the context of this study, language varieties pertain to any form of language or linguistic expression such as dialects, register, African American Vernacular English (AAVE), etc. Language in itself is a complex subject to understand and address, especially when personal dispositions inform the perceptions of which language varieties are acceptable. According to the teacher candidates, formal English provides students with a language of power and opportunity. Moreover, they emphasized the importance of a formal version of English as a delivery mode for instruction.

The teacher candidates valued the use of students' home language as a tool to support the learning of academic (or formal) English. However, the three teacher candidates struggled accepting the place that English language varieties have in the classroom. More specifically, accepting the use of informal modes of speech and language such as slang or AAVE, whether as a tool to learning formal English or as the home language, informal modes of speech were less welcomed by the teacher candidates. The teacher candidates considered formal languages other than English, such as Spanish or Arabic, as something to support students in the

classroom. Varieties of English were at times viewed as less supportable due to connotations of being “unprofessional” or “not proper.” For example, Audrie was consistent in her stance of allowing and supporting the use of language varieties in the classroom when she stated, “I know in my classroom I will have student’s [sic] who will speak with slang, African American Vernacular, and Spanglish, and I believe that you should value these in the classroom” (Audrie.501.SP14.Reflection 2). She continued to note that, “These languages are part of this child’s culture and how can you tell someone that their culture is wrong” (Audrie.501.SP14.Reflection 2)? Audrie recognized that language varieties are viable languages that reflect cultural elements from an established community as described by García et al. (2010). She also challenged the social stigma that is tied to language varieties (dialects) that are not part of the “standard” in our society (Solano-Campos et al., 2020). In addressing the dependency of spoken language to reading, Washington & Seidenberg (2021) make the case for AAVE to be treated similar to any other language and that the strategies utilized to address second language learning be applied to students who speak AAVE. They note that language varieties are linguistically equal and should be treated as viable languages.

However, Audrie does make reference to how language varieties are stigmatized when she commented on her needing to be “professional” in this statement:

I know I need to be professional in the classroom, but I want to learn some basic terms and rules of these dialects so I can connect with my students and so there won’t be any miscommunication in the classroom. (Audrie.501.SP14.Reflection 2)

Again, she recognized the importance of learning, understanding, and utilizing language varieties (dialects) in the classroom, but at the cost of being viewed as unprofessional. This is problematic and tied language expectations in schools.

In her coursework, Dree shared the importance of using the home language as a tool to learn “standard” English; however, she was careful to distinguish slang (home language) as not appropriate in the use in classrooms when she stated:

I think that giving kids tools on both ends is really the way to go because it doesn't insult anyone but it still is affective [sic] and gets the point across that Standard English should be an active part of daily life even if a different dialect is used in the home or in less formal situations. I think that slang is perfectly acceptable on the playground but not in the classroom. (Dree.501.FA14.Reflection 2)

Dree has clearly demonstrated the shame that language varieties like “slang” have in formal situations like classrooms. It is difficult to understand Dree's language ideologies given that in her coursework she did not provide any personal or historical views on language other than she was brought up in a predominately English-speaking family and community. However, Dree shared that there is an appropriate moment when students should switch language use. She stated, “I believe in the saying “kids will be kids” and I think that as long as they are able to switch their language to be appropriate for the situation that they should be allowed to do so” (Dree.501.FA14.Reflection 2). This idea of “appropriate” aligns itself with “formal” settings where a language variety is of particular use. This clearly ties in to the discussion on sociolinguistic consciousness and the value of linguistic diversity of a linguistically responsive teacher (Lucas & Villegas, 2010a).

Lastly, Charlotte also shared similar language ideologies that are utilized to adhere to the use of a common “standard” language when she stated:

On the other hand, schooling would be near impossible if students throughout the classroom spoke different languages, so having each student speak the same language is necessary. I think we see English as such a powerhouse language commonly throughout the world. (Charlotte.501.FA14.Reflection 2)

This ideology that supports English as the dominant language also stigmatizes other language varieties and the control of its use in educational settings. Charlotte is clear in the following passage on the varied statuses that languages hold in an educational setting:

I believe slang use of language is okay in a classroom setting if students are just speaking with their friends, or are in a setting that is more relaxed. I think students need to realize that there are different types of ways to speak, including African American Vernacular. They should be aware of these differences throughout their schooling. (Charlotte.501.FA14.Reflection 2)

In this passage, the term “relaxed” seems to imply “informal” settings, but then switches to the importance of being aware of language varieties. Charlotte seemed to be struggling with the notion of valuing home languages, but in their appropriate setting. This line of thinking continued when she stated:

I believe children should be able to value their language and be aware and understanding that there is variation throughout language. I want them to value the differences that are apparent and be able to accept each of these. I expect all my

colleague to likewise value language in the classroom environment and the variation that each student speaks differently. (Charlotte.501.FA14.Reflection 2)

Once again, Charlotte demonstrated the importance to value language varieties, but was not clear on how to utilize them in a classroom setting.

From these scenarios, teacher candidates demonstrated how aside from recognizing and valuing the home language and the connection it has to the culture of their students and families, they still struggled in giving non-standard varieties their importance and use in classroom settings. Therefore, contradicting the recommendations of Lucas and Grinberg (2008) regarding use of home language to build academic language. This also highlights the importance of having teacher education programs address the use of non-standard languages in the classroom and in challenging the notions or views that teacher candidates attain pertaining to non-standard forms of language, as is the case with AAVE and other language varieties.

Conclusion

Implications for Practice and Policy. The results of this study indicate that teacher candidates demonstrated a wealth of understanding as it pertains to teaching in linguistically diverse settings. Within the framework of KSDs, teacher candidates addressed key features related to knowledge of second language learning, dispositions centered on empathy and skills that utilize student background and specific teaching strategies to scaffold and situate learning environments. These are important to inform and address teaching in linguistically diverse settings.

The result of this study was consistent with many of the recommendations put forth by scholars who study linguistically diverse populations and the development of language and academic gains in classrooms. One key conclusion was how instrumental field placements were in providing real world contexts for teacher candidates to explore and adjust their understandings regarding linguistically diverse students. Coursework that demonstrated the challenges that teacher candidates experienced in addressing culture and language during field placements were ideal as they allowed teacher candidates to interrogate their initial dispositions through the knowledge they were gaining from these field placements. These field placements were not only located in geographical locations that were unfamiliar to these teacher candidates, they were also spaces that required teacher candidates to investigate and learn to adapt themselves in unaccustomed contexts.

Teacher candidates learned how different classroom contexts required the utilization of different strategies given the language needs of the students in the classroom. Since the teacher candidates all came from homes and communities that differed greatly from those in their field placements, they were quick in noticing these differences which provided them the opportunity to consider ideologies related to language and culture.

Also significant was the opportunity to have honest reflections on language and culture. Many assignments were reflections and journal entries that allowed teacher candidates to openly explore their positioning related to differences in culture and language. They learned to be sensitive to the language and cultural needs of students in their care. They were struck with the urgency of not being judged as insensitive teachers which prompted them to address these concerns. Teacher candidates expressed grief and stress in not offending nor adding to the

stress placed on linguistically diverse students to learn academically and in learning the target language. Teacher candidates ultimately came to the realization of both the power and influence they have as teachers. They may have entered the field not knowing the extent of issues that they would be expected to address in relationship to changing demographics, but ultimately, they embraced these challenges with pride and assertiveness.

Another key conclusion was how the teacher education program included many of the knowledge, skills, and dispositions related to second language development and integrated these in the required courses. Many themes and concepts were connected across courses. This was evident especially in later coursework when teacher candidates listed how various courses informed their understanding of issues addressing linguistically diverse students. What was noticeable was how knowledge, skills, dispositions were embedded not only in a few courses but across the entire program. As the literature review noted, having a comprehensive teacher education program that aligns and integrates the various knowledge, skills, and dispositions needed to support linguistically diverse students throughout program courses helps expose and reinforce these topics within the context of course goals; recommendations that are made to support and sustain linguistically responsive teaching (Lucas & Villegas, 2010b). Overall, the analysis that occurred in this study can inform other research studies that seek to understand teacher candidates' learning progression through their teacher education program as evidenced in their coursework.

Study Limitations. One limitation of this study is the absence of background information of the teacher candidates. The only information that was provided about teacher candidates was what was shared by them through their coursework submissions. More

background information would have helped in interpreting and analyzing coursework.

Furthermore, teacher candidates' historical contexts related to school and family would have informed and clarified many of the dispositions they shared in reflection coursework.

Another limitation was that descriptions of course assignments pertaining to coursework directions, instructions, or objectives were not available. Coursework was voluntarily submitted by teacher candidates without an assignment description. Having more specifics regarding assignment objectives would have clarified the intent and purpose of what was produced in the coursework analyzed in this study. It also would have allowed me to gain better understanding of the type of opportunities that specific assignments created for teacher candidates to discuss what they understood.

Also, the three teacher candidates that were chosen for this study are a particular subgroup from the database; leaving me to ponder if and how the knowledge, skills, and dispositions pertaining to teaching linguistically and culturally diverse students would have differed based on other socio-cultural factors (i.e., race, gender, etc.) that influence one's identity and experiences, and thereby one's teaching practices. And furthermore, all the coursework that was submitted for this study was voluntary therefore having a direct effect on the quantity of submissions which varied for each semester and for each teacher candidate. To utilize a large volume of coursework for this study, a decision was made to pick the top three teacher candidates who submitted the most coursework. Teacher candidates who volunteered the most coursework may differ from those who volunteered less or did not participate in the data collection. Therefore, these three teacher candidates who submitted a higher volume of coursework may exhibit student qualities that differ in relation to their peers.

Another limitation of this study was that the coursework collected was a single source of data. By being a single source of data, triangulation was not possible through comparison with other data sources. The inability to probe further, as could be done through an interview, limited clarification and further understanding. Despite the data being first-hand accounts of student learning through their progression in the teacher education program, the study was limited to the context or information that teacher candidates decided to or felt comfortable with sharing in their coursework.

Finally, another consideration and potential limitation in this study is that the data set was generated just after the program implemented changes to their philosophy and structure by incorporating linguistic and cultural diversity across the board. To this extent, course instructors were incorporating new information or teaching new or adapted courses; therefore, the data set represents what teacher candidates experienced at a particular, yet pivotal point in their teacher education program and preparation. It is highly likely that as instructors gain greater experience in teaching the revised and new coursework, they will continue to modify and shape their curriculum through the assigned readings, course assignments, and their in-person teaching. This observation opens the door for future research in comparing how teaching candidates' KSDs have changed longways after the teacher education program was re-visioned – to be further discussed in the final section of the study.

Overall, this study is defined by the source of the coursework, the absent descriptions of assignments, and coursework being the only data source. For a study that is trying to address the understanding teacher candidates made in addressing linguistically diverse settings, the coursework was unable to be contextualized. However, the information provided in the

coursework was interpreted literally from what teacher candidates conveyed. The rich source of student work over an extended number of semesters has particular advantages as a source of information about teacher candidate learning that is rare in the literature.

Recommendations for Further Study. Studies that address the preparation of all teacher candidates to work in linguistically diverse settings continues to be an area of research that needs to be further pursued. Research that follows the understanding of KSDs in addressing linguistically diverse students of teacher candidates from their inception in a teacher education program through their first few years of teaching can inform teacher educators and program implementers what was beneficial in supporting teacher candidates' initial years of teaching.

Another recommendation would be research related to linguistically and culturally diverse teachers and how they experienced their trajectories in their teacher education program. The purpose of this would be to inform the field of teacher education on how best to capitalize on the expertise teacher candidates from non-traditional backgrounds can provide teacher education programs and how best to diversify the teacher pool. The underrepresentation of teacher candidates who are from marginalized ethnic groups, especially those who are from the local schooling community, can best inform teacher education programs and their student teachers on the community context that exists in local neighborhoods and schools. Having teacher candidates who were raised and attended local schools where these future educators may potentially teach, then become cultural brokers and informers on how best to address the linguistic and cultural needs of their community.

It would also be informative to conduct a similar study like the one presented here, however allowing for triangulation of analysis where interviews and course observations can inform and clarify the understanding expressed in the coursework. This would also help in clarifying and verifying teacher candidate's understanding of course objectives. Having the ability to have a deeper understanding of the various dispositions expressed by teacher candidates can inform the field of the various notions' teacher candidates are grappling with when addressing issues pertaining to language and culture.

Lastly, two potential extensions to this study could be: a) to follow the teacher candidates that participated in this study into their student teaching to observe their practice and b) to repeat the study now that the changes in the teacher education program have been long established. A supplementary study following the teacher candidates into their student teaching would provide insight both about what they shared as well as what they do when given the opportunity. Observing teacher candidates as student teachers is also ideal given that they had just completed coursework that has prepared them to address best practices for linguistically diverse students. Alternately, a complimentary study repeating the same type of data collection and analysis, would offer the opportunity to explore the effects the changes implemented in the program have on teacher candidates' KSDs long after the re-visioning of the program. It has been several years now since the data set used in this study was collected; therefore, it would be of interest to compare with more recent data/findings, especially now that the changes are deeply embedded in the program.

Final Reflection. Overall, it has been a great opportunity to review teacher candidates' coursework as they progressed through their teacher education program. Each teacher

candidate was unique and brought with them their own experiences, ideals, and views of the world. They also brought with them their reasons for wanting to be early childhood teachers. It was notable, given their differences, that they all attained and understood similar skills and knowledge that helped them recognize how to address linguistically diverse settings. They also shared similar dispositions that informed their advocacy in creating and providing the necessary instructions and methods to enhance both the academic and linguistic growth in all their students. At the end of the coursework submitted, they leave us with a sense of confidence and urgency. A confidence grounded in taking on the linguistic challenges that may present in their future classrooms but the urgency in carefully and fully addressing the linguistic and cultural needs of vulnerable populations.

Linguistically diverse students and their families are relying on our teacher candidates to not only prepare them academically but to support them in their growth as future students who due to various social inequities face hurdles they need to overcome. Student and families are also depending on teacher candidates to provide the guidance and development needed to navigate the bureaucratic educational system. Fortunately, it appears our teacher candidates have accepted these challenges as teachers, and we rely on them to foster our future.

This study was an opportunity to dig deeply into how teacher candidates understood and addressed their understanding of linguistically diverse settings. I am grateful to the teacher candidates for their honesty and the opportunity for me to explore and interpret their thinking, feelings, and thoughts. This research was important to advise not just researchers but teacher educators in the impact they have in helping and preparing our future teachers. This study has provided a brief and unique snapshot into how individual teacher candidates made sense of

course expectations and the products they produced to demonstrate their understanding. In these disclosures I was able to have a glimpse into their world, a world that required me to think deeply and not judge, which is what we as teacher educators expect of our own teacher candidates – our future teachers.

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Appendix A: Course Description and Assignments

Course	Course Name & Description	Course Assignments
140	<u>Field Experience with Families & Communities:</u> Field experience in local agencies providing services to families.	<ul style="list-style-type: none"> • Journal • Professional Goals
240	<u>Field Experience with Dual Language Learners:</u> Field experience with dual language learners in various settings.	<ul style="list-style-type: none"> • Reflection Journal • Goals & Growth • Read Aloud and Reflection • Reflection
301	<u>Infants and Toddlers: Curriculum and Teaching:</u> Approaches to infant/toddler care and education; instructional material and techniques to foster infant/toddler development; strategies for administering and managing learning environments.	<ul style="list-style-type: none"> • Final Exam • Reflection
302	<u>Curriculum Design in Early Childhood:</u> Curriculum design and unit development in pre-primary and early primary classrooms.	<ul style="list-style-type: none"> • Curriculum Study • Reflection • Final Exam • Curriculum Study Presentation • Unit Plan
312	<u>Models and Issues for Early Childhood Education:</u> Overview of content, methods, and issues pertaining to the organization of early childhood programs for developmentally-diverse, monolingual and bilingual learners.	<ul style="list-style-type: none"> • Field Observation • Reflection • Curriculum Study • Brochure • Child Observation
323	<u>Teaching of Social Studies:</u> An examination of the purposes of social studies education in the schools with work in content selection, educational process and the nature of inquiry.	<ul style="list-style-type: none"> • Social studies Unit Plan • Observation • Field Observation • Classroom Social Studies Investigation
338	<u>Teaching of Science in Early Childhood:</u> Objectives, materials, and teaching methods for science in Early Childhood.	<ul style="list-style-type: none"> • Classroom Social Studies Investigation Part 1 • Science Unit • Science Center
340	<u>Field Experience in Preschool and Kindergarten Classrooms:</u> Field experience with children in prekindergarten/kindergarten. Focus on early literacy lesson planning.	<ul style="list-style-type: none"> • Family Involvement Anecdotal Notes • Large Group Read aloud lesson plan • Unit Plan • Science Unit • Family Involvement • Large Group Read Aloud Reflection • Small Group Lesson

Appendix A: Course Description and Assignments (cont.)

Course	Course Name & Description	Course Assignments
501	<u>Language Acquisition for Children of Diverse Backgrounds</u> : Examination of theories of language acquisition and development for children of diverse backgrounds. Teaching methods for developing literacy and biliteracy. Methods of sheltered language instruction.	<ul style="list-style-type: none"> • Observation • Reflections • Large Group Read Aloud and Reflection • Small Group Lesson • Child Observation • ELL Observation
502	<u>Emergent Literacy and Biliteracy in the Early Childhood Classroom</u> : Study of literacy and biliteracy development of young children and teaching methods to support this development in the early childhood classroom.	<ul style="list-style-type: none"> • Group Literacy Project
504	<u>Methods for Biliteracy and Language Arts in Primary Grades</u> : Study of literacy and biliteracy development of young children and teaching methods to support this development in the primary grades.	<ul style="list-style-type: none"> • Lessons with Corrections • Final Reflection
505	<u>Collaborative Relationships with Families, Schools, and Communities</u> : Theory and strategies for developing effective family-school relationships, with a focus on urban issues. Topics include: teacher-family communications, family education and support, community resources.	<ul style="list-style-type: none"> • Family Interview • Reflection • Family Program Observation
511	<u>Curriculum and Guidance for Social -Emotional Learning</u> : Study of classroom teaching strategies and curriculum and guidance methods designed to enhance children's social/emotional learning.	<ul style="list-style-type: none"> • Classroom observation • Philosophy statement • Revised Class Observation • SIOP Class Observation
512	<u>Reflective Practice in Early Childhood Teaching and Learning</u> : Examination of connections between the urban context, ways of understanding diversity, and professional practice in early childhood classrooms, including implications of pedagogy, curriculum, and instruction.	<ul style="list-style-type: none"> • Revised teaching and learning statement • Classroom Observation • Initial Teaching and Learning Statement
540	<u>Advanced Field Experience in Early Childhood Education</u> : Advanced field experience, culmination of pre-student teaching experiences.	<ul style="list-style-type: none"> • Reflection
541	<u>Principles and Methods of Teaching ESL</u> : Techniques of introducing ESL at the K-12 level. Teaching of basic language skills, especially listening comprehension and speaking. Curriculum materials and current literature in ESL. Micro teaching provided.	<ul style="list-style-type: none"> • Philosophy of English Language Learners • Storytelling