University of Texas Rio Grande Valley

ScholarWorks @ UTRGV

Theses and Dissertations

5-2019

Teachers of Emergent Bilinguals: Professional Growth in the Age of Compliance

Kelly Cox
The University of Texas Rio Grande Valley

Follow this and additional works at: https://scholarworks.utrgv.edu/etd

Part of the Curriculum and Instruction Commons

Recommended Citation

Cox, Kelly, "Teachers of Emergent Bilinguals: Professional Growth in the Age of Compliance" (2019). *Theses and Dissertations*. 441.
https://scholarworks.utrgv.edu/etd/441

This Dissertation is brought to you for free and open access by ScholarWorks @ UTRGV. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact justin.white@utrgv.edu, william.flores01@utrgv.edu.

TEACHERS OF EMERGENT BILINGUALS: PROFESSIONAL GROWTH

IN THE AGE OF COMPLIANCE

A Dissertation

by

KELLY COX

Submitted to the Graduate College of
The University of Texas Rio Grande Valley
In partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 2019

Major Subject: Curriculum and Instruction

TEACHERS OF EMERGENT BILINGUALS: PROFESSIONAL GROWTH IN THE AGE OF COMPLIANCE

A Dissertation
by
KELLY COX

COMMITTEE MEMBERS

Dr. Alcione Ostorga
Chair of Committee

Dr. Sandra Musanti
Committee Member

Dr. Karin Lewis
Committee Member

May 2019

Copyright 2019 Kelly Cox

All Rights Reserved

ABSTRACT

Cox, K. Teachers of Emergent Bilinguals: Professional Growth in the Age of Compliance. Doctor of Education (Ed.D.), May, 2019, 180 pp., 5 tables, references, 152 titles.

There are differing views of what constitutes teacher learning in the field of education. The case studies presented herein provide a glimpse into the professional learning lives of two elementary school teachers of emergent bilingual students in order to gain a greater understanding of how professional learning links to instructional practices. Set in a suburban public school setting in the southwest, the study incorporated the use of narrative inquiry with data consisting of interviews, observations, reflections logs, and artifacts. Data were analyzed through the lenses of the adult learning theory of andragogy and critical constructivism. The findings of this study heavily support the andragogical framework and question the value of heavy compliance demands placed on teachers. The study also sheds light on the sociocultural reality of educating emergent bilingual students and the professionalization, or lack thereof, of their teachers. Participants in this study were found to not only value the concepts espoused by the theory of andragogy as adult learners, but to also learn personally by these concepts and scaffold and sustain their own professional learning for the benefit of their students. The study concludes with ways that educational leaders can create more opportunities for teachers to sustain themselves.

DEDICATION

To my dearest friends, my team, and my colleagues, thank you all for your support and helping me keep moving forward. You make me smile every day!

This work is dedicated to my late grandmother, Bera Yates Owens, whose memory always makes me believe that anything is possible and that there is goodness and kindness in the world. To all of the descendants of the Owens clan, you all are the strength, joy, and comfort in my life. To my siblings, Kathy, Karol, and Sam, it's nice to have three best friends in life! To my parents Flip and Mil Cox, your love and support has helped me make it through not just grad school, but LIFE, and knowing you are always there for me and believe in me keeps me going. Finally, for Josey and Wyley, you two are amazing and why I even started on this journey. May all your dreams come true! I love you all!

ACKNOWLEDGMENTS

I would like to thank my three UTRGV amigas, Laura, Martha, and Monica for all of the love and encouragement (and texts!).

To my participants, I am forever grateful to you for opening up your lives to me. Thank you!

To my committee members, Dr. Musanti and Dr. Lewis, you always came through for me with timelines and valuable feedback. Thank you for your encouragement and giving of your time. Your different perspectives pushed me but were always shared with kindness. Thank you.

To my committee chair, Dr. Ostorga, I could not have asked (or hoped!) for a better person to guide me through this process. I am so grateful for the way you encouraged me and made me believe that I could do it. You were never without a smile, and your friendliness helped me relax and as you said, enjoy the process! I am forever grateful for your understanding, patience, and guidance. Thank you.

TABLE OF CONTENTS

Page

ABSTRACT iii

DEDICATION iv

ACKNOWLEDGMENTS v

TABLE OF CONTENTS vi

LIST OF TABLES x

CHAPTER I. INTRODUCTION 1

Background 1

Types of Emergent Bilinguals 2

Statement of the Problem 4

Teacher Self-Efficacy 5

Professional Growth Eras 7

Impact of Professional Development on Emergent Bilinguals 10

Purpose of the Study 11

Theoretical Framework 12

Significance of the Study 13

Definition of Terms 14

Summary 15

CHAPTER II. REVIEW OF LITERATURE 17

Professional Learning 18
Effective Professional Learning 20
Professional Learning Communities 24
Current Status of Professional Learning 28
Professional Learning for Teachers of Emergent Bilinguals 30
Summary 38
CHAPTER III. METHODOLOGY 39
Researcher Positionality 39
Research Questions 42
Research Design 44
Setting 46
Participants 49
Data Collection 51
Data Analysis 54
Participant One (Linda) 56
Participant Two (Erin) 60
Limitations of the Study 68
Summary 69
CHAPTER IV. ANALYSIS OF DATA . . . .

Methodology 70

Participant One (Linda) – Question 1. 71

Planning and Professional Relationships 73

Growing as a Professional 74

Reaching her Students 75

Participant One (Linda) – Question 2 76

Personal Experiences with Language 77

Understanding of Language and Content 78

Opportunities for Professional Learning 80

Professional Engagement 81

Professional Scaffolding 82

Participant Two (Erin) – Question 1 85

Helping Students Learn 88

Professional Engagement 89

Compliance Demands 90

Participant Two (Erin) – Question 2 94

Personal Resilience 94

Understanding Students' Needs 97

Professional Engagement 99

Choice 100

Analysis Across Cases – Question 1 101

Analysis Across Cases – Question 2 106

Summary 112

CHAPTER V. DICUSSION, IMPLICATIONS, AND CONCLUSIONS 114

Review of the Study 114

The Impact of Professional Learning on Teaching Practices 115

Teacher Narratives Inform our Understandings for the Professional

Growth of Teachers 117

Limitations of the Study 118

Implications of the Findings 119

The Power of Andragogy 119

Negating Negative Assumptions 120

Personal Experience with Language. 122

Professional Learning Opportunities 123

Criticality 128

Teacher Agency 128

Recommendations 131

Sustainability 132

Learning from Examples and Non-Examples of Professional Learning 136

Creative Leaders 140

Implications for Future Research 142

Conclusions 142

Reflection 143

Summary 144

REFERENCES 145

APPENDICES 164

BIOGRAPHICAL SKETCH 180

LIST OF TABLES

Page

Table 1: Initial Ideas & Secondary Groupings – Linda 56

Table 2: Initial to Final Categories for Professional Learning – Linda 59

Table 3: Initial Ideas & Secondary Groupings – Erin 61

Table 4: Initial to Final Categories for Professional Learning – Erin 63

Table 5: Cross-Case Analysis 66

CHAPTER I

INTRODUCTION

Background

The literature on teaching English language learners (ELLs), is replete with concerns about the success of these students. These are the students whom the No Child Left Behind Act (NCLB) labeled as students who show "difficulties in speaking, reading, writing or understanding the English language" enough to "deny the individual the ability" to demonstrate proficiency on state assessment measures (cited in García, Kleifgen, & Falchi, 2008). Although school districts in the United States may have different definitions for special populations of students, the state of Texas defines an English language learner in simple terms. In Chapter 89 of the Texas Education Code, an English language learner is defined as "a person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably" (Texas Education Code, Chapter 89, 89.1203). There are other names in the literature for these students besides the term ELL, such as Limited English Proficient (LEP), English Learners (ELs), Culturally and Linguistically Diverse (CLD), and Bilingual. According to Garcia et al. (2008), these titles each hold certain nuances in definition and connotation. For example, the LEP designation holds a negative connotation that denotes a deficit view of these students as being less-than complete. The terms EL and ELL seem to leave out half of who the student is, neglecting the multilingual identity of these students. The term "Bilingual" in recent years has

taken on a negative connotation as well with the eradication of the term's use at the national level (Gándara, Losen, Augusts, Uriarte, Gómez, & Hopkins, 2010). There is a misconception that students in bilingual programs are not being taught English or that English proficiency is not a desired goal. Garcia et al. (2008) prefer to use the term Emergent Bilinguals (EBs) to represent this population of students. The authors claim that this term is a truer reflection of the reality of who these students are. They are students who are learning two languages. They are not giving up their first language to learn another. They are becoming bilingual, proficient in at least two languages. This term, if used within an environment that reflects the truth and reality of the term, would provide them with a "meaningful and equitable education" (p. 7). The term Emergent Bilingual (EB) is employed throughout this study in line with the philosophy of Garcia et al. in educating this student population.

Types of Emergent Bilinguals

In order to serve this student population, it is important to understand the heterogeneity of this group of learners. The labeling process of the current educational system classifies all students who score "fluent English speaker" on oral language assessments as not needing language support. All other students, regardless of proficiency levels or background experiences are labeled "English Learner." However, these students fall within a wide range of defining characteristics that make the label void of meaning. Students speak multiple and varying dialects of their native languages, have different experiences with English, and have differing levels of formal schooling. They come from different socioeconomic and cultural groups and have different immigration histories (Faltis & Arias, 2007). Grosjean (2010) states that "bilinguals are those who use two or more languages (or dialects) in their everyday life" (p. 4). A more

expanded description of the variety of the "overlapping and interacting dimensions" of bilinguals is provided by Baker (2011). Referring to ability, some students are more productive and some are more passive with higher receptive abilities. Referring to language use, Baker states that domains are varied and used for different purposes, such as home and school. In the balance of more than one language, Baker posits that one language is usually more dominant, and that this can change over time. Referring to age, the author defines children who learn two languages from birth as simultaneous bilinguals, and those who learn one language and then add another later as sequential bilinguals. Baker goes on to distinguish incipient or ascendant versus recessive bilingualism, elective versus circumstantial bilingualism, and subtractive versus additive bilingualism. Therefore, the age, ability, dominance, use, and purpose of language - the context of the speaker - cannot be overemphasized.

A well-used reference for explaining the variety of students and language use is Hornberger's (2004) bilingual continua. Hornberger explains that the continua reflects "multiple and complex interrelationships" and the "continuity of experiences, skills, practices, and knowledge" (p. 156). The traditional dichotomies between first and second language, oral and written language, monolingual and bilingual are removed. All points are interrelated and intersecting among and across the continua. Therefore, students themselves are not English speaking or Spanish speaking. They fall into this model of interrelated relationships as well. Hornberger suggests that "it makes more sense for language educators to think of learners' language proficiency in terms of language expertise, affiliation, and inheritance, rather than native speaker, non-native speaker or mother tongue categories" (p. 167). As García and Wei

(2015) defined bilingualism as dynamic, Hornberger also describes the dynamic negotiation of culture, language, and identity.

The heterogeneity of this group of learners is very similar to the heterogeneity of any group of students, but the label of not being considered a native and proficient English speaker creates a layer of additional issues and concerns for these students. It is towards this vein that the statement of the problem will be presented in the following section.

Statement of the Problem

EBs are the largest and fastest growing population in the United States. According to statistics, the number of EBs in the United States is over 5 million, doubling since 1989. Many states, such as Georgia and South Carolina, have grown by over 200% in number of EBs (National Clearinghouse for English Language Acquisition, 2009). The highest numbers are found in California and Texas. Of all PK-12th grade students in the country, 10.7% are EBs, and of those, 76% of them speak Spanish (Baker, 2011). Many researchers claim one critical component to their success, or lack thereof, is the lack of knowledge their teachers have about them and their specific educational needs. Most teachers have not been adequately trained to help these students (Gándara & Contreras, 2009; Gándara & Hopkins, 2010; Maxwell-Jolly, Gándara, & Mendes-Benavidez, 2006; Olsen, 2010; Ross, 2013). Quoting statistics from the National Center for Educational Statistics, Gándara & Hopkins (2010) state that as of 2000, 41% of teachers in the U.S. had taught an EB, but only 13% of them had received any training on EB students' needs and how to help them. Zehler, Fleischman, Hopstock, Stephenson, Pendzick, & Sapru's (2003) national survey found that in a timeframe of five years, teachers of EBs received a median of four hours of professional development in how to work with EB students. Research

has shown the importance of the effectiveness of the classroom teacher for student success, even going so far as to say that teacher effectiveness can have long term negative effects on students, and that some of these students may never recover (Sanders & Rivers, 1996). According to Gándara, Rumberger, Maxwell-Jolly, & Callahan (2003) and Zehler et al. (2003), EBs are the least likely of all students to have a prepared teacher. They are also often considered through a deficit lens (Gutierrez, Morales, & Martinez, 2009), such as having a deficiency in language usage, therefore PD that seeks to close the achievement gap for these students often focuses solely on competence in English (Baker, 2011).

Teacher Self-Efficacy

With the lack of teacher preparation, it is not surprising that "few teachers feel they have the tools, skills or preparation to meet the needs of their English Learner students" (Olsen, 2010, p. 28). In Olsen's (2012) study, the most common response in her preservice teacher survey data was that teachers did not feel they had the skills and capacity to teach EBs. Gándara, Maxwell-Jolly, & Driscoll (2005) claim that many of the 5300 teachers surveyed in their study said they needed help in teaching EBs. This pattern materializes in other studies such as Esch, Chang-Ross, Guha, Humphrey, Shields, Tiffany-Morales, Wechsler, & Woodworth (2005) where teachers claimed it was an area of great need. Similarly, Siwatu (2011) finds teachers feeling less prepared and less confident to teach EBs in urban or suburban settings. The teachers in Ross's (2014) study considered themselves less prepared and less effective instructing EBs, regardless of years of experience.

Possible reasons for this lack of self-efficacy among teachers of EBs have been proposed, including degree of preparation (Gándara et al., 2005) and lack of authentic opportunities to be

involved with EBs (Ballantyne, Sanderman, & Levy, 2008; Lucas & Grinberg, 2008; Olsen, 2012). However, many researchers believe that the problem goes much deeper. These researchers claim that there are sociopolitical and sociocultural ideologies at the foundation of this issue and at its core, hegemonic language ideologies which repeat the cycles of social injustice and keep power relations in check (Arias, 2012; Gándara et al., 2010; Olsen, 2012). No matter the reason of the lack of self-efficacy among teachers of EBs, self-efficacy is one of the top five qualities to describe a highly qualified teacher of EBs (Gándara et al., 2005).

Based on the research on teachers' lack of self-efficacy with EBs, it is important to consider this concept. Self-efficacy stems from social cognitive theory and refers to "belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). According to Bandura, this belief in performance can have a greater affect than actual ability to perform. Students who have high self-efficacy will engage in tasks and persevere more than students with low self-efficacy. Sosa and Gomez (2016) cite the research that shows that with marginalized students, "there is strong evidence that teachers with high self-efficacy are more apt to develop supportive relationships with students, teach more challenging academic work, and have higher expectations" (p. 877). Therefore, teachers' self-efficacy "influences both teaching behaviors and perceptions of students; these two aspects ultimately influence student outcomes" (p.879).

Research also shows that teachers' sense of efficacy is directly related to their degree of preparation (Gándara et al., 2005). The authors found that teachers with bilingual certifications felt a high degree of self-efficacy. Those with some training in diversity felt moderately capable, and those without any specialized training had the lowest self-efficacy. Self-efficacy has been

shown to be tied to professional development and the willingness of a teacher to differentiate instruction for students (Dixon, Yssel, McConnell, & Hardin, 2014). Similarly, Swackhamer, Koellner, Basile, & Kimbrough (2009), found that even with experienced teachers, PD or coursework that deepens a teacher's knowledge in an area of expertise does in fact increase his/her sense of self-efficacy and that even though self-efficacy can be high, it can be affected by content knowledge. Strengthening a teacher's content knowledge will add to his/her sense of self efficacy for student outcomes. The issue of self-efficacy may be confounded by what Sleeter (2001) calls a "cultural gap" between the predominantly white, female teaching force and the majority non-white student population (National Center for Education Statistics, 2014). If teachers are not prepared or do not feel prepared to teach this student population, a look into the professional growth of the teacher is warranted.

Professional Growth Eras

The idea of professional growth has developed over the years and gone through several name changes with different ideological underpinnings. The Staff Development (SD) model of the 70's and 80's had at its core a deficit view of teachers as individuals who needed presentation and demonstration of theory along with practice and feedback under the watchful eye of a professional trainer (Lieberman & Miller, 2014). This SD model was not surprising for the times since it was based on the factory model of education (DuFour & Eaker, 1998), which treated teachers and students as if they were on an assembly line, adding the correct skills in order to guarantee success at the end. But this model of professional growth was not effective because its top-down mandated components did not treat teachers as professionals and turned the positive

aspects of staff development into acts of compliance or as Hargreaves (2010) states, “contrived collegiality” (p. 290).

In the 90’s, the terminology changed to Professional Development (PD). This was a training model that followed a workshop design where teachers were given information as before in the SD model, but ideally there would be practice, coaching and feedback components added onsite afterwards (Lieberman & Miller, 2014). Although the PD era had positive aspects, it still seemed to turn into telling teachers what to do and how to teach, which was not working (Kragler, Martin, & Sylvester, 2014) and was not investing in the professional capital of teachers (Hargreaves, 2010). According to Hargreaves and Fullan (2012), it is the professional capital of teachers that will transform the profession into a force for the common good. The authors explain professional capital as made up of human capital (developing knowledge and skills in people), social capital (existing in relations among people), and decisional capital (making professional judgments) (Hargreaves & Fullan, 2012).

Therefore, due to these deficits in the PD model and the social realities of teaching, in the 90’s there was a move towards a growth-in-practice model, or what is called “professional learning” (PL) (Lieberman & Miller, 2014). Researchers began to expound on the ways teaching was changing and how a more collaborative environment, grounded in the life of the school, teachers, and students, was critical to understanding the field (Darling-Hammond & McLaughlin, 1995). Guided by social constructivist theory (Vygotsky, 1978), PL involves teachers in knowledge creation, collaborative inquiry, reflection, analysis and critique, and focuses on specific problems in practice. In contrast to the former Staff Development and Professional Development models, Professional Learning sees teachers as the greatest resource available, a

professional force, and *the* contributing factor. One of the most promising aspects of PL is the seeming commonsensical idea that there is a learning connection to students. Sarason (as cited in Kragler et al., 2014) states that teachers cannot "create and sustain a context of productive learning for children" if that same context does not exist for them (p. 496).

Research-based designs for PL are summed up by Sparks (2002) where this context of productive learning for teachers can take place. PL must be ongoing, job-embedded, sustained, continuous, and career long (Sparks, 2002). Sparks goes on to say that it must be analytic, reflective, collegially collaborative, focused on problem solving, and have a basis of shared power among participants. Therefore, for the purposes of this paper, the term Professional Development (PD) is used to describe an event considered professional growth that is required of a teacher that does not include teacher choice or interest, is more compliance related, and may not include the components of reflection and collaboration with peers. It is often not job-embedded or not sustained over time. The term Professional Learning (PL) is used to describe professional growth that involves teacher choice and interest, is not based on compliance, and includes the components of reflection and collaboration with peers. It is embedded in the daily work of the teacher and school and is often ongoing over time.

In the following section, however, the term PD is used to describe teacher growth because most researchers do not make this distinction between PD and PL. The nature of teacher choice versus campus or district compliance is not always stated or clear in these studies. Furthermore, studies do not always go into depth concerning the components of teacher collaboration and/or reflection over time. Greater specificity will be examined in the literature review in Chapter II. It is hopeful that even through mandated or compliance PD, teachers of

EBs may become engaged and excited about an aspect of their learning and choose to pursue a topic or issue in further depth on their own or with a team of teachers on their campus, applying it specifically to their personal contexts, and collaborating and reflecting with colleagues.

Impact of Professional Development on Emergent Bilinguals

Smith, Johnson, and Thompson (as cited in Vansant-Webb & Polychronis, 2016) state that when PD is focused on the needs of EBs, significant gains can occur. In Song's study (2016), the author claims that with the district adoption of a PD model for sheltered instruction, the achievement results for EBs showed significant improvement in the areas of math, science and language arts. In a study for math teachers, Ross (2014) shows that teachers' participation in PD is positively correlated to higher degrees of self-efficacy in the areas of engagement, management and instruction of EB students. PD has been shown to positively affect, even change, teachers' pedagogy and improve instruction for EBs (Lara-Alecio, Tong, Irby, & Mathes, 2009; Lee & Buxton, 2013). Tong, Irby, Lara-Alecio, Yoon, & Mathes (2010) and Lesaux & Gamez (2012) claim that good instruction with PD support can help close achievement gaps. Quoting research, Tong, Luo, Irby, & Lara-Alecio (2015) state that quality instruction is associated with higher gains for Spanish speaking EBs, therefore, the authors contend that "quality instruction is the outgrowth of teachers" (p. 3). Goldman and Coleman (as cited in Tong et al, 2015) found that "PD is one of the top school and district factors for ELL's success" (p. 3). In the Tong et al (2015) study, the authors found a "magnitude" of differences between treatment and control classrooms which the authors attributed to the quality of PD that treatment teachers had received (p. 16). Other studies show the positive impact of a form of professional growth on student achievement. Teacher learning had an impact on student achievement in the areas of

language development (Bunch, 2013; Hansen-Thomas, Grosso Richins, Kakkar, & Okeyo, 2016; Franceschini, 2016), reading (Lucas & Villegas, 2013; López Scanlan, & Gundrum, 2013), phonemic awareness (Peter, Markahm, & Fey, 2012), academic English (DiCerbo, Anstrom, Baker, & Rivera, 2014), and teacher perceptions and awareness of student needs (Borg, 2011; Casteel & Ballanytne, 2010; Celozzi, 2017). According to Goldschmidt & Phelps (2010), "Teacher professional development is widely viewed as the most promising intervention for improving existing teacher quality" (p. 432).

Purpose of the Study

The purpose of the present study was to investigate the professional learning lives (as it would be described through the framework of adult learning theory) of two teachers working with EBs at the elementary level and through narrative inquiry (Clandinin & Connelly, 2007), to gain a greater understanding of how they make meaning of their experiences with professional learning, the factors related to teacher engagement in practice, and the narratives of practice within their specific contexts. The Research questions that guided this study included:

1. How does self-initiated and school mandated professional learning impact the practices of a teacher of EBs?

2. How does what we learn from teacher narratives about their professional learning inform our understandings of the best ways to prepare teachers who work with EBs?

This study took place on an elementary campus with two teachers of EB students. Understanding the professional learning of these two elementary teachers of EBs may provide an example of an area of need for district and campus leadership so they may better facilitate ways to support teachers that lead to greater student outcomes. Additionally, this understanding may

provide an example of teacher needs for university teacher education courses as researchers and professors seek to prepare future educators of EBs. Further, it may provide an example of the areas of greatest influence on these teachers in the area of professional learning.

Theoretical Framework

The adult learning theory of andragogy (Knowles, Holton, & Swanson, 2015) served as the primary framework for this study. Key components of the theory are that adults learn best when they are involved in all stages of their learning and there is a climate conducive to learning. Adults have a need to be self-directed, and the need to know increases readiness for learning. Personal experience and the experiences of others are primary resources. Furthermore, adults have a need for immediate application, and they have internal motivation. The theory states that adults need to know why they need to know something. Tough (as cited in Knowles et al., 2015) posits that when adults choose to learn something, they will go to great efforts to understand the benefits. Adults who are decision makers want others to see and treat them as such, capable of being self-directed. The authors state that adults “resent and resist” being imposed upon (p. 44). Adults also need individualization due to the heterogeneous nature of their lived experiences and differences. These experiences are the greatest resources for learning and why experiential techniques as opposed to transmission techniques work best. Further, adults’ readiness and orientation to learning is based on real-life, how the learning will help them cope, perform tasks, or deal with problems. Therefore, being able to apply learning is key. Finally, andragogy claims that adults, although motivated by external influences at times such as job promotions or bonus pay, are more greatly influenced by internal factors such as job satisfaction or self-efficacy. Andragogy paints a clear picture also that teachers must have choice.

In addition to adult learning theory, a secondary framework undergirds this study. Teachers co-constructing knowledge and using reflective practices are indicative of elements of Piaget's (1970) view of the learner as an active agent in discovery-based learning and Vygotsky's (1978) social construction of knowledge through the zone of proximal development and apprenticeship. However, the fact that so many things stay the same, even when there is evidence that they are not working requires a critical pedagogy lens (Ladson-Billings, 1999). Freire (2000) calls for praxis, action and reflection that transform the world. He calls for developing critical consciousness and problem-posing where teachers are also students, co-investigating and becoming. Freire claims this process happens through dialogue which names the world. According to Freire, critical thinking results in dialogue, dialogue results in communication, and communication results in education. However, this critical perception cannot be imposed on others, but "it must be expressed as educational pursuit, as cultural action" (p. 111). Combining constructivism and critical pedagogy has created the theoretical framework of critical constructivism (Goodman, 2010). Critical constructivism is a democratic and emancipatory perspective. This view supports students and teachers analyzing the world around them and effecting change in it. Teachers must be critical thinkers and create critical spaces (Giroux, 2010).

Significance of the Study

This study may be significant to the field of education in multiple ways. I hope to add to the literature concerning the professional learning of teachers of EBs in ultimate hopes of helping these students become more successful in school.

For teachers, this study may demonstrate a way of professional learning and reflection that affects instructional practices for EBs. For campus administrators, the study may contribute to ideas for the growth and professional learning of their staff for the purpose of helping EB students succeed academically. For district administrators, this study may offer suggestions for what works for the adult learners they employ in order to have a greater influence on EB student achievement. For the university setting, professors may use the results of this study to guide their decision-making for the preparation of new teachers of EB students.

Definition of Terms

Emergent bilinguals: Students who are learning two languages. They are not giving up their first language to learn another. They are becoming bilingual, proficient in at least two languages.

Professional development. An event considered professional growth that is required of a teacher that does not include teacher choice or interest, is more compliance related, and may not include the components of reflection and collaboration with peers. It is often not job-embedded or not sustained over time.

Professional learning. An event considered professional growth that involves teacher choice and interest, is not based on compliance, and includes the components of reflection and collaboration with peers. It is embedded in the daily work of the teacher and school and is often ongoing over time.

Two-way dual language: A bilingual program model where speakers of the majority language and speakers of the minority language are mixed together with equal time given to both

languages. The aims of the program are maintaining the home language of the student, a pluralism ideology, and the linguistic goals of bilingualism and biliteracy (García, 2013). A 50-50 model means that instruction is given in each language 50% of the time from the beginning of school. A 90-10 model starts with 90% of instruction in the minority language and 10% in the majority language with incremental changes each year until it is 50-50 in third grade.

One-way dual language: A bilingual program model made up of speakers of the minority language with an equal time of instruction in each language (50-50 model) or an incremental increase in instruction in English as the students go up in grade level (90-10 model).

Late-exit transitional bilingual: A bilingual program model where EBs are temporarily allowed to use their home language until they are proficient enough in English to be mainstreamed into all-English classes. In the late-exit model, students are allowed to remain in bilingual education for a longer transition time before being mainstreamed. The goals for this type of program are assimilation into the culture of the majority language and social incorporation (García, 2013).

Spanish immersion: A bilingual program model for majority language speakers to learn Spanish as a second language.

Summary

Due to the lack of academic success of one of the largest and fastest growing groups of students in the nation, this study begins by investigating the literature that claims that teachers are not prepared to teach EBs. Through the theoretical lenses of adult learning theory and critical constructivism, the qualitative data collection methods of interviews, reflective journals,

observations, and artifacts were used to conduct case study research to investigate the professional learning of two teachers working with EBs at the elementary level and to gain a greater understanding of how they make meaning of their experiences with professional learning, the factors related to teacher engagement in practice, and the narratives of practice within their specific contexts.

CHAPTER II

REVIEW OF THE LITERATURE

For one student in four, or 25% of the student population, there is a language other than English spoken in the home (Samson & Collins, 2012), and teachers who are not considered educational specialists are finding their classrooms full of these diverse learners, who are called Emergent Bilinguals (EBs) in this study. The National Assessment of Educational Progress (NAEP, 2009) report for reading shows a 40 percentile point difference between EBs and non-EBs in the 4th grade. By 8th grade, the percentile point difference increases to closer to 60 percentile points between EBs and non-EBs. According to Samson & Collins (2012), this number will increase without teachers who have the knowledge and skills to support these students through instructional strategies that address their unique learning needs. Teachers who are able to address specific student challenges are fundamental for EB students. Hargreaves (1992) posits that a teacher's classroom work has been shown to be closely tied to his/her professional growth, and effective professional development [growth] has been shown to positively affect student learning (Borko, 2004; Carpenter, Fennema, Peterson, Chiang, & Loef, 1989; Darling-Hammond, 2000). Since the research states that teachers of EBs are not prepared to teach this population of students (Gándara & Contreras, 2009; Gándara & Hopkins, 2010; Maxwell-Jolly, Gándara, & Mendes-Benavidez, 2006; Olsen, 2010; Ross, 2013), this review of literature seeks to explore the professional learning of teachers of EB students.

This chapter presents the review of the literature beginning with defining professional learning (PL) followed by the research on what makes it effective. Next, there is a discussion of the model of learning that flows out of these ideals, the Professional Learning Community (PLC). I then describe the current status of PL for teachers followed by a review of PL specifically designed for teachers of EB students.

Professional Learning

The growth-in-practice, professional learning (PL) model is distinguished from the traditional training model of professional development (PD) in many ways. According to Lieberman and Miller (2014), traditional training is skills-based, fragmented, given by direct instruction from expert to teacher, relies on expert/outside knowledge, tends to be one size fits all, and is based on compliance of directives from leadership. Its goal is to increase teacher knowledge and skill in formats such as single session workshops, seminars, and conferences (Smith & Gillespie, 2007). This type of PD which is transmitted to a passive audience is often judged for effectiveness based on its "happiness quotient," or how happy or satisfied teachers are afterwards, if it was fun, or if they considered it a good workshop (Dufour & Eaker, 1998, p. 255). Firestone, Mangin, Martinez, and Polovsky's (2005) study results demonstrate this type of PD. Based on achievement data, District A created a PD plan to focus on content-based PD and pushed the plan down to all schools in the district. Although there was a strong plan in place, the data did not demonstrate a strong benefit to teacher learning. The authors made it sound better by using terms such as "almost two-thirds of teachers" found it useful or "one fourth" of teachers found it helpful, when in actuality, those terms accounted for less than half of the teachers involved in the PD trainings. For example, "Two fifths of the teachers (11 of 28) interviewed in

District A found the WSR [Whole School Reform] model useful" (p. 433). The WSR model and its accompanying PD were mandated to all schools. The authors claim that the District's "willingness and capacity to focus [PD] offerings is significant" since it is better than the "cafeteria model" (multiple options of one-time workshops) of PD (p. 441). However, for teacher learning, the data is not convincing. As Darling-Hammond and McLaughlin (1995) state, "Detailed solutions imported from afar or mandated from above predictably will disappoint; effective practices evolve from and respond to specific instructional settings" (p. 90). The authors go on to state, "Because teaching and understanding relies on teachers' abilities to see complex subject matter from the perspective of diverse students, the know-how necessary to make this vision of practice a reality cannot be prepackaged or conveyed by means of traditional top-down 'teacher training' strategies" (p. 81). "Occasions and opportunities for the intellectual renewal of teachers must be multiple and diverse rather than generic and discrete if they are to be responsive to specific content-based or learner-based concerns" (p. 86). It is towards this mindset that Easton (2008) states the term professional development has been replaced by professional learning. According to Easton, it is not enough for a teacher to develop, but he/she must be a learner, full of knowledge and wisdom. In this way, change can happen, and different results can be realized.

Therefore, in contrast to the traditional model of PD, Lieberman and Miller (2014) explain that professional learning (PL) is steady, promotes meaningful engagement, involves teachers in knowledge creation, involves collaborative inquiry, relies on teacher knowledge along with outside knowledge, focuses on specific problems, relies on teacher experience and knowledge, and requires teacher reflection and critique. This type of PL is longer in duration,

ongoing, and its primary goal is student learning (Smith & Gillespie, 2007). Therefore, the authors contend that PL "requires a commitment to a different way of thinking" (p. 9) or what Dufour and Eaker (1998) call a "radical rethinking" (p. 256). For these reasons, Opfer and Pedder (2011) claim that "teacher learning must be conceptualized as a complex system rather than as an event" (p. 378).

Groundwater-Smith & Mockler (2010) state that in some instances, professional development is simply repackaged as professional learning because it sounds better. However, the authors find that the underlying meaning is ignored. To the authors, the distinction is more than semantics; It is "highly reflexive and differentiated and . . . leads to deep pedagogical shifts and transformation of practice" (p. 56). According to Sparks (2009), this is a new "conceptual frame" or "mental model" that "emphasizes team-based learning with and from colleagues while engaged in the everyday work responsibilities" of teachers and students in the classroom (p. 52). Darling-Hammond and McLaughlin (1995) posit that these new structures for learning include a "range of opportunities that allow teachers to share what they know and what they want to learn and to connect their learning to the contexts of their teaching . . ." and allow teachers "to engage actively in cooperative experiences that are sustained over time and to reflect on the process as well as on the content of what they are learning" (p. 84). Therefore, PL is more than semantics at its core and must be more than a relabeling of a more traditional concept to be considered effective.

Effective Professional Learning

There is a general consensus in the research that effective PL includes activities that are sustained and intensive (Opfer & Pedder, 2011), as well as significant in number of hours over a

long period of time (Guskey, 2000). Opfer and Pedder state that for teacher learning to be effective, there must be “multiple and cyclic movements between the systems of influence in teachers’ worlds” (p. 386). Cochran-Smith & Lytle’s (2009) idea of “inquiry as stance” places teachers’ knowledge and practice as central components of PL. When teachers identify issues that involve them, their colleagues and their students, and they work as a team to solve them, PL occurs. According to Sparks (2002), high quality PL refers to PL that deepens a teacher’s knowledge of content as well as pedagogy, that allows for practice and reflection, is embedded in the school day, is sustained over time, and is collegial and collaborative. Sparks gives many examples of this type of PL. For example, teachers observing one another’s lessons through peer coaching (Zwart, Wubbels Bolhuis, & Bergen, 2009) or lesson study (Darling-Hammond, Wei, & Andree, 2010), small groups discussing research articles, visiting other schools, study groups, summer workshops and institutes, multi-disciplinary teams, subject-area teams, team teaching, mentoring, conferences, partnerships with local universities, committees on certain topics of interest, interdisciplinary teaching teams, team data analysis, telephone conversations, face to face visits, leadership development activities, faculty-developed goals, coaching, grade-level meetings, and sharing lessons (Sparks, 2002). Sparks goes on to say that powerful PL uses student information for various purposes such as goal setting, motivation, and change of action. Further, it focuses on a small number of learning goals, without which, can lead to the “fad du jour” which wastes time, energy, and resources. Finally, he states, powerful PL matches adult learning outcomes. For example, a PL activity should use collaboration if teachers are to understand and learn how to the use the power of collaboration within their classrooms (p. 9-6). This type of learning actively models the best ways that adults learn, meshing their prior

knowledge and experiences with the construction of new knowledge (Stoll, Harris, & Handscomb, 2012). Simply stated, "teachers learn by doing, reading, and reflecting (just as students do) . . ." (Darling-Hammond & McLaughlin, 1995).

Professional learning is an ongoing process of reflection and review, and when it allows for greater ownership and control, collaboration, and teacher reconstruction of knowledge, it may result in transformational PL for teachers (Fraser, Kennedy, Reid, & McKinney, 2007).

Many researchers provide lists of effective PL for teachers. For example, Darling-Hammond and McLaughlin (1995) offer the following:

- It must engage teachers in concrete tasks of teaching, assessment, observation, and reflection that illuminate the processes of learning and development;
- It must be grounded in inquiry, reflection, and experimentation that are participant-driven;
- It must be collaborative, involving a sharing of knowledge among educators and a focus on teachers' communities of practice rather than on individual teachers;
- It must be connected to and driven from teachers' work with their students;
- It must be sustained, ongoing, intensive and supported by modeling, coaching, and the collective solving of specific problems of practice; and

- It must be connected to other aspects of school change. (p. 82)

Stoll, Harris, and Handscomb's (2012) review of the literature concluded that effective professional learning:

1. starts with the end in mind.
2. challenges thinking as part of changing practice.
3. is based on the assessment of individual and school needs.
4. involves connecting work-based learning and external expertise.
5. has opportunities [that are] varied, rich and sustainable.
6. uses action research and enquiry as key tools.
7. is strongly enhanced through collaborative learning and joint practice development
8. is enhanced by creating professional learning communities within and between schools.
9. requires leadership to create the necessary conditions. (p. 3)

According to Guskey (2009), it is difficult for researchers to provide a definitive list of best practices for PL because of the difficulty of isolating the effects of one innovation when educators are often implementing multiple innovations at the same time. Further, Guskey states that most professional development is poorly planned, and professional developers do not often offer themselves up for scrutiny (p. 227). Guskey calls for more rigorous experimental studies and better evaluation of current forms of PD. In order to plan for professional development, leaders must start with the end goals in mind and a consideration of what evidence will be

considered as achievement of the stated goal. In contrast to the best practices discussion, the author favors identifying “core elements” of professional learning: “We need to be honest about the real world of schools and the powerful influence of context” (p. 229). Guskey posits that “context clearly trumps content and process” (p. 229) because of the variety in and among schools. It would be more productive, according to Guskey, to identify these core elements and then figure out how to mold these elements to different contexts of schools. These elements may include time, collaboration, a school-based orientation, and leadership. Combining these elements with a focus on learning and learners is the key to finding the best professional learning that works with a particular context (Guskey, 2009).

Professional Learning Communities

When a school or groups within a school promote a model of high quality, effective PL, it can be considered a professional learning community (PLC). According to Schleicher, (2012) successful PL is consistently associated with PLCs. These groups gather to inquire into their practices, evaluate, critique, study, observe, debrief, analyze, share, and collaborate to improve teaching and learning. Stoll et al. (2012) state that “the norm across the community is for colleagues to support each other in interrogating their practice critically, and there is a sense of collective responsibility for all colleagues’ professional learning” (p. 7). Sparks (2009) explains how groups of teachers work in teams and hold each other accountable to one another instead of to a district or state office. Stoll and Louis (2007) describe each word in the name PLC and its significance to the meaning of the term. “Professional” suggests a professionalized group with professional standards. “Learning” suggests a focus on improvement and growth. “Community” suggests collective learning. The underlying assumption is to make a difference for students.

The authors contend that although there is no universal definition, there is general consensus that a PLC exists when one can see "groups of teachers sharing and critically examining their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way" (p. 2).

The idea of a PLC originated with Lave & Wenger's (1991) "communities of practice." The authors studied groups outside of the field of education and how people are apprenticed into a community of learners through similar passions and pursuits of interest. Within the field of education, PLCs aspire to

> improve teacher practice so students will learn; make ideas matter to both teachers and students by creating a culture of intellectual inquiry; develop teacher learning about leadership and school management; promote teacher learning among novice teachers; reduce alienation as a precondition for teacher learning; and pursue social justice and democracy. (Westheimer, 2008, p. 759)

As Little (2006) exclaims, it is the school that "plays a powerful, deliberate, and consequential role in teacher learning" (p. 2) that will be effective in supporting student success. Citing Rosenholtz (1989), Little describes the difference in "learning enriched" and "learning impoverished" schools (p. 16). Those schools with high levels of collaboration and learning among teachers showed stronger student achievement. McLaughlin and Talbert (2001) describe the differences between weak and strong professional cultures. A strong culture refers to one in which teachers share a set of ideas for teaching and learning. However, the authors describe two types of groups within this strong culture; a tradition oriented community and a teacher learning

community. In the tradition oriented community, teachers are held together by their beliefs and ideas no matter the student outcome. In a teacher learning community, teachers also share common beliefs and ideas, but student success or failure drives their questioning, reflection, and critique of their practices (McLaughlin & Talbert, 2001).

To further describe the power of a PLC, Senge (as cited in Sparks, 2002), describes systems thinking and the benefits of seeing "wholes," "interrelationships," and the "structures" in which people work. According to Senge, the 'interconnectedness of all parts of the educational enterprise" can help schools see root causes instead of symptoms, allowing them to stop constantly wasting time problem solving rather than "creating something new" (p. 4-3). Something new is created by a PLC through a collective vision. According to Dufour & Eaker (1998), a shared mission and vision is where a PLC originates. In addition, the authors' definition of a PLC includes collective inquiry, collaboration, action, experimentation, and continuous improvement, all with a common focus on meeting the goals of the vision. Through a collective vision, the beginnings of collective teacher efficacy may begin. Collective efficacy has been shown to have a strong influence on teacher and student learning (Goddard, Hoy, & Hoy, 2000). The power of the PLC is demonstrated in Punuel, Riel, Krause, and Frank's (2009) study which analyzed teachers' professional interactions in a school. The authors' describe the importance of the resources and expertise that are embedded within these social networks. Lieberman & Miller (2014) state that PLCs

> . . . take time and commitment to develop and endure. They require both strong passions and disciplined inquiry; they balance content and process; and they combine an unwavering commitment to purpose with flexibility and improvisation. They forge new

> identities for community members, who contribute and enrich each other's practice and together learn to find ways to disavow compliance with bureaucratic norms that surround them. They value knowledge grounded in practice and practice grounded in knowledge, and, above all, they value teachers as professionals who can take charge of their own learning. (p. 16)

Lieberman & Miller (2011) claim that it is difficult to isolate practices for what makes a learning community, but provide a list of how successful communities they have been involved with go about their work:

- They meet regularly and take the time to build collegial relationships based on trust and openness.
- They work hard to develop a clear purpose and a collective focus on problems of practice.
- They create routines and rituals that support honest talk and disclosure.
- They engage in observation, problem solving, mutual support, advice giving, and peer teaching and learning.
- They purposefully organize and focus on activities that will enhance learning for both the adults and students in the school.
- They use collaborative inquiry to stimulate evidence-informed conversations.
- They develop a theory of action.

- They develop a core set of strategies for connecting their learning to student learning. (p. 19)

The learning that takes place in this type of learning community exemplifies adult learning theory. Teachers are able to base learning on their experienced needs and interests; the learning is life-centered; it is based in personal experience; and they are able to be self-directed (Knowles et al, 2015). However, this experience that is a crucial resource for adult learning can also have negative effects because these same experiences may create habits, biases, assumptions, and presuppositions that affect our thinking and learning. Therefore, professional learning includes a way to transform these perceptions and views. Mezirow's (1998) description of critical reflection allows this transformation to take place. Critical reflection on assumptions, "an assessment of what is being reflected upon" (p. 186), provides an opportunity for "significant personal and social transformations" (p. 186). Mezirow states that critical reflection and discourse only happen as a result of inquiry. The author states, "These are the emancipatory dimensions of adult learning" (p. 191). In professional learning, revision and reflection of experience become transformational (Taylor, 2008).

Current Status of Professional Learning

Sparks (2002) posits that the current reality of teacher learning is far from the vision of a PLC. For example, many students are not showing academic achievement, particularly students who are low-income or from a minoritized group; not all students have a competent and caring teacher; most PD does not improve instruction; PD is provided by outside "experts," and it is often compliance related in nature. This is very concerning, as according to the author, "high quality professional learning for educators and ambitious goals for student learning go hand in

hand" (p. 2-4). Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) agree. In their review of professional learning in the US, some of the authors' findings include: PD that focuses on subject matter does not do so in depth, nearly half of the teachers were dissatisfied with their opportunities for PD, teachers receive little funding for additional PD, there is wide variation among schools and districts, and relatively few teachers collaborate about curriculum. The study showed that the "high-intensity, job-embedded collaborative learning that is most effective is not a common feature of professional development across most states, districts and schools in the United States" (p. 4). Similarly, in Ross's study (2014), the type of session most frequently attended by participants were one-time workshops. Lieberman and Mace (2008) state that this traditional approach does not tap into the experiences and expertise of teachers, it does not focus on the different needs of students, and it does not help teachers engage students in learning (p. 227). According to the authors, "instead of building a culture of professional learning, teachers are faced with a 'culture of compliance'" (p. 227). Opfer and Pedder (2011) found that PD in high performing schools supported systems and supports for teacher PL, whereas in low performing schools, teachers reported activities that seemed negative and punitive, combined with higher "performance management" (p. 21). As Smith and Gillespie (2007) show, although districts may have ongoing PD for teachers such as workshops, labs, observations, summer institutes, monthly meetings, site-based seminars, study groups, and other various meetings, many of these meetings still reflect the district's agenda only (p. 223). Groundwatter-Smith and Mockler (2010) describe the foundation for the current state of teacher PL as an audit society, with managerial discourses being embraced by the educational field, including a cry for quality and accountability. Pertinent to this study for teaching EBs, Darling-

Hammond et al's (2009) status report indicates that more than 2/3 of teachers had not had even one day of training for EBs within the last three years.

Another current reality is evident in Musanti and Pence's (2010) study conducted with teachers of EB's. Citing Brinkman (1991), the authors discuss the impact of cultural myths that teachers work under, including the myth of the teacher expert. Musanti and Pence claim that these types of discourses undermine the importance and goals of professional learning. When it is assumed that teachers know everything or should know everything and they do not, they are deemed to need professional development. According to the authors, this is a deficit model that makes teachers feel vulnerable and less than willing to expose themselves and their teaching to others. "Expertise is equated to universal knowledge, leaving almost no room for the possibility of not knowing everything and being a learner" (p. 82). An even greater demand for expertise is placed on teachers of EBs who have specific learning needs and challenges.

Professional Learning for Teachers of Emergent Bilinguals

The research literature is scant concerning the professional development for or professional learning of teachers of EBs (Tellez, 2004; Varghese, 2004). However, many researchers state that there is a critical need for effective PD initiatives to be created for these teachers (Monetti & Minor, 2014; Lucas & Villegas, 2013; Hamann & Reeves, 2013; Baecher & Jewkes, 2014; Calderón, Slavin, & Sánchez, 2011; Khong & Saito, 2014). Oftentimes, courses and workshops are designed to embed English as a second language (ESL) strategies into something else (a baseline curriculum or instructional framework) in the belief that these are just good teaching practices for all learners (Harper & De Jong, 2009). Molle (2013) claims that there are negative results associated with this philosophy, particularly the continuation of deficit

discourses associated with EB students (Gutierrez, Morales, & Martinez, 2009). In strategy focused PD, what Molle calls "technical approaches to PD," there is a "depolitici[zation] [of] language teaching by separating teacher-student relationships from the history of relations among dominant and marginalized groups (p. 103). The author claims that racial neutrality may actually promote racial inequality when there is a lack of recognition of sociohistorical contexts for these students. Molle proposes "political approaches" of PD where there is critical examination of beliefs about EBs. Molle uses Nieto's (as cited in Molle, 2013) work as an example of the ethical dimension of PD with the components of critical reflection, relationships, multilingualism, and multiculturalism. Without this approach, EB students will continue to be seen through a deficit lens through "reinforced discursive norms" (p. 118). Therefore, Molle believes the main goal of PD is a "change in classroom and school climate towards more equitable social roles and a movement away from deficit views of students" (p. 105).

Few studies show what teachers themselves feel is most helpful to their professional learning. In a study by Batt (2008), participants named ESL methods, sheltered instruction, and first and second language literacy methods as their top three priorities for PD. Of the 5,300 survey participants in Gándara et al's (2005) study, over 35% stated that PD on strategies for teaching a second language and on other factors unique to second language learners (language development) were the most helpful. The same group found linguistics PD the least useful. For improving their own teaching, most respondents chose the most important topics for PD to be reading and writing in English, English language development, and instructional strategies. Teachers also wanted to collaborate, observe, and plan with their colleagues. In Gomez' (2011) study of effective PD for teachers of EBs, the author determined that the teachers had to "fend

for themselves" (p. viii). For example, PD materials and resources from most workshops were created for English speakers, so the teachers of EBs had to often create and/or translate materials on their own time. This is an important point in the research on self-efficacy because Bandura (1986) states that self-efficacy can be affected by the lack of equipment or resources to perform a behavior.

In addition to studies defining what teachers feel they need, more studies provide explicit requirements for the professional learning of teachers in order to be successful teaching EBs. For example, Samson & Collins (2012) state that teachers need to understand oral language development (comprehend and participate in class discussions, develop vocabulary, use nonverbal cues, develop literacy, communicate ideas, ask questions, interact with peers and teachers), how to teach academic English (language used in texts and specific disciplines, differences between conversational and academic demands, linguistic demands in tasks and assignments) , and the value of cultural diversity (transition between home and school, cultural differences, norms of behavior and interaction with other cultures) (p. 11). Tellez and Waxman (2005) describe the important role that teachers of EBs play and the importance of their understanding and growth:

> Teachers of ELLs must have a strong understanding of language acquisition and of the concept of communicative competence and know how language function forms the basis of ELL instruction. They must be content area experts as well as language teachers, able to restate questions, paraphrase concepts, and summarize key ideas in English. As teachers of immigrant students, they must

> understand the processes of cultural growth and adaptation.
> Teachers of ELLs must also be experts in the development of curriculum, the proper use of a range of assessment strategies, and technology. Finally, they must have a keen knowledge of classroom, school, and community contexts, and be willing to act as advocates for ELLs. (p. 1)

Particular depth and complexity are illuminated by the Texas Common Core State Standards (CCSS) in the content areas where performance and language demands especially challenge EBs and their teachers. In addition to the shifts in curriculum, instruction, and assessment, Santos, Darling-Hammond, and Cheuk (2012) describe the language competencies teachers need to know: language progressions (how students learn language generally and in the academic disciplines); language demands (linguistic expectations); language scaffolds (strategies to help students access concepts); and language supports (how to help students keep growing in language and content). In the area of language supports, the authors contend that an atmosphere conducive to learning and using language is crucial. For example, teachers must build opportunities for engagement, discussion, participation, and interaction in different pairings and groupings within structured and scaffolded activities. In line with this challenge of the CCSS, Burch (2013) also contends that teachers must develop "pedagogical language knowledge," that is, to purposely teach language and literacy through the curricular content (p. 298).

The Center for Research on Education, Diversity and Excellence (CREDE) has developed five principles for teachers of culturally and linguistically diverse students to follow:

> 1) focus on assisted and sustained language use by students and literacy development across the curriculum;
> 2) ensure that learning experiences cognitively challenge students with clear expectations, feedback, and assistance:
> 3) hold regular, small group, goal-directed, evidence-based, student-dominated conversations with students;
> 4) collaboratively create shared representations of learning with students; &
> 5) purposefully connect new academic concepts directly to the knowledge and expertise students already possess from home, school, and community. (as cited in Teemant, 2010, p. 17)

Therefore, the research is plentiful on what teachers need to know and do to help EB students (see also De Jong, Harper, & Coady, 2013). However, fewer studies have shown how to combine effective professional learning with these need-to-know competencies. Tellez and Waxman (2005) present four program models that have shown success with PL for teachers of EB students. One program in California, a combined long term effort between the local elementary school and the local university, offered teachers free graduate level courses tailored to the school and its students' needs. The focus was specifically on science and using content-based English language development (ELD) methods. The second program used an ethnographic model and was helpful in guiding teachers to build on what kids know

and bring to school. Teachers used the methods of ethnography to collaborate and build units of study relevant to the students' lives. A third program, also a demonstration site for CREDE, worked to develop integrated literacy and social studies units to improve students' reading and writing skills. Finally, the Puente Project helped teachers learn how to use portfolios and Latino literature within the writing process. According to the authors, these four models exemplify comprehensive and systematic PL for teachers of EBs (Tellez & Waxman, 2005).

In another study of a collaborative PL experience between several local schools and local university staff, teachers participated in a PL project that introduced them to Systemic Functional Linguistics in their approach to teaching writing (Brisk and Zisslesberger, 2011). Over the course of the sessions, the authors contend that teachers tried new ways of teaching writing, integrated literacy with other content areas, wrote new lessons incorporating textual and linguistic features, and applied what they learned about the structural and language demands of the genres they were studying. The most direct impact on their teaching, the authors assert, was the one-to-one coaching provided by the researchers.

The power of a coaching model for teachers of EBs is evident in other studies as well. For example, Teemant (2010) found that the ESL Effective Pedagogy (EEP) coaching model demonstrated "radical and statistically significant changes in . . . teacher pedagogy" (p. 18). The model combined intensive workshops (more than 30 hours) with seven extensive classroom coaching sessions over the course of the school year. Again, Penner-Williams and Worthen (2010), through a collaborative effort between the university and local schools, found that after a year of coaching for strategies for teaching EBs, 100% of the study

participants had made gains by increasing their score on an implementation rubric (p. 23). Other strategy-based PL models have shown promise. For instance, Truxaw and Staples (2010) described their efforts to help teachers organize their math classrooms into an area where a "mathematics learning discourse" would teach students how to use mathematics language and register, push for higher order thinking and justification in math, and provide rigor in math activities. The authors contend that an intensive PL experience that provides these strategies for meeting students' needs will also "enhance teachers' knowledge and ways of knowing" (p. 47). Shea's (2012) study also showed positive outcomes of PL for teachers. Teachers who attended at least 75% of the PD sessions significantly increased the practiced strategies between pre and post-observations. These teachers were able to implement the strategies that had been modeled for them by coaches. Repeated exposure led to increased use of the strategies for building oral language development in math and science lessons. As in other studies, treatment schools where teachers received ongoing PD had significantly higher numbers of EBs scoring proficient in language arts and math than comparison schools. The author concluded that embedding student-talk, interaction, and academic vocabulary into math and science lessons may be an impactful professional development method for teachers of EBs.

Other studies intentionally designed for teachers of EBs reflect the specific needs of these teachers. In a long-term teacher-researcher collaborative model of PL to support teachers' mathematics instruction, Musanti and Celedón-Pattichis (2008) found that there were benefits for teachers by positioning PL within the classroom and using the students' native language, by using consistent reflection and analysis of how students use

mathematical thinking, and by giving students the choice to solve, explain, and reason in their native language. In a similar study, Musanti, Celedón-Pattichis, and Marshall (2009) state that creating this "situated professional development communit[y]" within the classroom allowed the use of student work to guide the learning. The importance of this model, according to the authors, was the focus of "building it from within" and "deconstructing the assumption that students lack the language needed for learning" (p. 39). This study is an example of how PL for teachers of EBs not only affects their instructional practices but also their beliefs. Another study by Takeuchi & Esmonde (2011), showed similar results. Professional learning shifted teacher discourse from negative aspects or obstacles to focusing on what the students were able to do. Through PL sessions on mathematical thinking and an inquiry project on linguistic diversity in the school, an elementary school teacher changed her discourse related to EBs, resulting in a changed learning environment for students (p. 343).

At the heart of this issue is the concern that the neediest students do not receive the most highly qualified teachers (Goldhaber & Brewer, 1996), and after three years of poorly qualified teachers, these students may never catch up (Sanders & Rivers, 1996). According to Gándara & Contreras (2009), highly qualified teachers hold high expectations, teach with rigor, and care about their students, qualities not always found in other teachers. Less qualified teachers will not see the potential in their students and will water down curriculum for them, causing them to fall further behind. Highly qualified teachers will recommend that their students take rigorous coursework, place them in advanced coursework, nominate them for gifted and talented and other programs, and not place them into lower academic tracks. They will be trained in second

language acquisition and understand how to help their students. As Gándara and Contreras state: "Perhaps the most essential resource needed by Latino students is high-quality, stable teachers who are well-trained to address their needs" (p. 103).

Summary

Multiple studies have defined the growth-in-practice model of professional learning and what makes it effective for teacher learning. In the community of a school, professional learning can become a professional learning community where teachers collaborate and reflect on their instructional practices. Unfortunately, the current state of professional development for teachers does not align with professional learning best practices. The research on the professional learning of teachers of EBs provides more information about what teachers need to know and less about how to connect professional learning to these competencies.

CHAPTER III

METHODOLOGY

An important commonality in the literature on emergent bilinguals, students who use and learn through more than one language, is the critical importance of adult support, nurture, encouragement, and scaffolding of these learners (Bauer & Gort, 2012; Bauer & MKhize, 2012; Camlibel & García, 2012; Franquiz, 2012; Sparrow, Butvilofsky, & Escamilla, 2012). The success of these students depends on teachers who have not only the knowledge and skills but the desire and belief that they can teach them. Therefore, my interest in the professional learning of teachers of EBs stems from the desire to support this student population.

Researcher Positionality

My interest in this topic originates in my own personal life and my professional life as an educator. My desire to learn Spanish began when, as a small child, I visited my uncle and his family who were living and teaching in Mexico. My small hometown did not have any course offerings in foreign languages until my senior year of high school when a professor from the local community college in a neighboring town came twice a week to teach the class. The professor told me I was good at it, and I became very motivated. I took four years of Spanish in college and a year of French. During this time, I was able to live two separate times in Mexico to study Spanish. I chose to come to Texas after college graduation in hopes of actually being able to speak Spanish and practice, since no one I knew in the small, southern college town spoke

Spanish except my professor. I started my teaching career as an ESL teacher and pursued a Master's degree in Applied Linguistics. Three years later, I passed my bilingual oral language exam to be certified as a bilingual teacher. I started in my current district as a Bilingual Reading Interventionist and met with small groups of students for small group instruction for one year. I was trained as a Descubriendo la Lectura (Spanish Reading Recovery) teacher and taught the most struggling students in first grade who qualified for the program for the following five years. During this time, my campus became a pilot campus for the two-way dual language program, started by the interest of the campus principal and the campus Extended Learning Teacher (ELT). In its second year of operation, when the former Dual Language Coordinator (DLC) moved into the assistant principal position, I became the DLC.

In my current role, I am outside of the classroom, but work within the elementary setting as Dual Language Coordinator, Parent Liaison, Campus Leadership Team, Response to Intervention Team, School PTO Liaison, Campus Emergency Response Team, etc. In my liaison roles, I work with parents and families of students from the framework of the Funds of Knowledge (Gonzalez, Moll, & Amanti, 2005) of students and the philosophy that home language and culture are resources, not problems to be fixed. I returned to graduate school to pursue my doctorate in bilingual studies and often found myself reading research about how teachers are not prepared to teach EBs. This began my interest in finding out more about teachers' professional learning lives and how it effects their EB students.

Due to the multiple roles I have, I sometimes assist with professional development, but at the same time, often sit in the same PD as my colleagues. My role places me in a position of being at times an outsider to teachers, privy to administrative discussions and decisions, and at

other times an insider, receiving the same information as everyone else when they receive it. In meetings, I am exposed to campus and district philosophies and actions, but the fact that I am a non-administrative, non-evaluative campus employee, places me firmly as a friend and colleague to my co-workers, therefore I have multiple perspectives with which to view this study. I will be a participant observer in this study with observations taking place on campus, but all interviews and discussions concerning this study will happen outside of school hours.

I see myself as an advocate for EB students, their families, and their teachers. In addition, I am anti-assessment and compliance as it is currently situated within a high stakes testing environment because I believe it limits teachers and students, wrongly labels them, and does not foster growth of the whole child (or teacher).

Considering the topic of professional learning, I often contemplate the research that says teachers are not prepared to teach EBs within the context of my position. As a member of the campus leadership team, I wonder, does PL take place at all? What are the structures that support it? What happens when there are no structures in place? What is the culture and context of PL on my campus or in my district? Do teachers have buy-in to their own learning? How does the socio-cultural context of the teaching profession play a role in this issue? As a possible future administrator, my questions transform into, what is a true definition and picture of a principal as a campus instructional leader? What role does leadership play in creating a PLC? What does an administrator need to have in place to foster PL? This study will give me greater insight into my personal questions as an educator. As a campus leadership team member, I hope this study causes us to reflect on our campus as a PLC and what we are doing to support our EB students. More broadly, I hope this study provides more depth of understanding to administrators at the

campus and district levels, and perhaps teacher educators at the university level, of what works for the professional learning of teachers of EB students with the ultimate goal being their greater academic success.

Research Questions

Based on the review of literature, the questions this study sought to address are:

1. How does self-initiated and school mandated professional learning impact the practices of a teacher of EBs?

2. How does what we learn from teacher narratives about their professional learning inform our understandings of the best ways to prepare teachers who work with EBs?

In order to investigate these questions, I used narrative inquiry to address the complexities of teachers' lived experiences (Clandinin & Connelly, 2000). Clandinin and Connelly (2006) define narrative inquiry as deriving from:

> a view of human experience in which humans, individually and socially, lead storied lives. People shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories. Story . . . is a portal through which a person enters the world and by which their experience of the world is interpreted and made personally meaningful. . . . Narrative inquiry, the study of experience as story, then, is first and foremost a way of thinking about experience. (p. 477)

Clandinin and Connelly (2007) claim that there should be an investigation into "three commonplaces of narrative inquiry – temporality, sociality, and place" (p. 23). Temporality

refers to the understanding that people, places, and events are always in transition. Sociality refers to personal conditions (feelings, hopes) and social conditions (environment). Finally, place refers to the actual physical boundary of place where the inquiry is taking place (p. 23). In so studying human lives, Clandinin and Rosiek (2006) state that it is “a way of honoring lived experience as a source of important knowledge and understanding” (p. 42). The focus is “not only on valorizing the individuals’ experiences but also an exploration of the social, cultural, and institutional narratives within which individuals’ experiences were constituted, shaped, expressed, and enacted – but in a way that begins and ends that inquiry in the storied lives of the people involved” (p. 42). This “relational form of inquiry” (p. 45) describes the sense people make out of their experiences within multiple contexts. “Narratives can make things happen in ways that other forms of representation cannot” (Clandinin & Rosiek, 2006, p. 65). From these narratives, I hope to learn about the professional learning of teachers and its impact on their instructional practices as a way to add to our understanding of ways to better support EB students.

To gather data to investigate these teachers’ storied lives, this study employed qualitative data collection methods of face to face interviews, classroom observations, response/reflection logs, and artifacts of professional learning. The theoretical frameworks of adult learning theory and critical constructivism guided and informed the study.

Based on the types of data needed to answer the research questions, in the next section, I explain the rationale for the use of case study as the research design and a description of the setting in order to place the study in an appropriate context. Next, a description of the

participants and the selection process will be followed by an explanation of the data collection and analysis procedures. The chapter concludes with limitations of the study.

Research Design

Interest for this study centers around what Dumas and Anderson (2014) call "lived experiences of policies on the ground" (p. 14). Therefore, In order to present an "intensive, ["in-depth"] description of a phenomenon or social unit," this study employed a case study design (Merriam, 2002, p. 8). Case study research allows the researcher to give a detailed account and analysis of the case, which is a bounded system. "Cases are seen as holistic entities that have parts and act or operate in their environments" (Johnson & Christiansen, 2014, p. 434). As a case is a holistic entity, the research takes on a holistic dimension, detailing parts of the system and how it functions as a whole. Studies utilizing larger numbers of participants in quantitative studies have been conducted, surveying teachers for results of attitudinal questionnaires (Karabenick & Noda, 2004), numbers of professional development hours (Gándara & Hopkins, 2010; Zehler et al, 2003), and the challenges and needs teachers of EBs have (Gándara, Maxwell-Jolly, & Driscoll, 2005). However, the case study allows for more "concrete" knowledge (Mills & Gay, 2009, p. 400) and "vertical depth" (Polkinghorne, 2005, p. 138). Mills and Gay (2009) claim that case study involves the knowledge and experience of the reader which allows him/her to interpret and apply the findings in specific ways for specific contexts. They go on to state the particular usefulness of case study when one wants to answer a descriptive or exploratory question, such as 'What happened?' or 'How or why did something happen?'

Hancock and Algozzine (2017) indicate several characteristics that researchers agree on to define and use case study. First, the focus is on one (representative, event, situation, program, or event). Second, the one phenomenon is bounded and investigated in its natural environment. Third, the one phenomenon is deeply described through various sources of information, including quotes from interviews, narratives composed from interviews, and other techniques. According to the authors, all of the information gathered through multiple sources such as interviews, observations, and documents is "explored and mined" (p. 16) for a deep examination of the phenomenon. This case study is an instrumental design in which the researcher tries to show how the research concerns may be apparent in the particular case (Stake, 2005).

The case study involves purposeful sampling. This sampling serves two purposes. First, this helps the researcher obtain as much information as possible in order to create what Stake (2005) calls the greatest "opportunity to learn" (p. 451). Second, purposive sampling allows the researcher to consider viability, experience and knowledge of the case (Mills & Gay, 2009).

This study involved the purposive sampling of two elementary school teachers: one teacher of EBs in the lower grades (Kindergarten – 2nd) and one teacher of EBs in the upper grades (3rd – 5th). The reasons for the choice of a collective case are two-fold. First, the pressure of high stakes testing in the different grade levels may play a part in teacher professional learning participation and goals. As often happens in campus discussions, lower grades coaches are told that they do not understand the pressures of testing or that a particular idea will not be possible in the tested grades. Therefore, I felt it was important to represent a case from both areas. Second, there are advantages to studying more than one case. For example, Johnson and Christianson (2014) claim that researchers are able to compare similarities and differences among cases. Miles

and Huberman (as cited in Mills & Gay, 2009) state: "By comparing sites or cases, one can establish the range of generality of a finding or explanation, and at the same time, pin down the conditions under which that finding will occur. So there is much potential for both greater explanatory power and greater generalizability than a single-case study can deliver" (p. 405). According to Polkinghorne (2005), by comparing and contrasting more than one perspective, "researchers are able to notice the essential aspects that appear across the sources and to recognize variations in how the experience appears" (p. 140). The author states that it can serve as a form of triangulation, deepening the understanding of the experience by seeing beyond a single perspective (p. 140).

Setting

The context for this case study was an in-depth look into the professional learning of two teachers of EBs over the course of half of the school year during the spring semester, January through June. The study was a purposeful delving into the lived learning experiences of these teachers.

The school district where these teachers work has eight bilingual, Title I schools. Seven of the bilingual campuses follow a form of a late-exit transitional bilingual program. The schools were formerly one-way dual language, but principals were implementing their own versions of the program. Principals requested to have dual language until third grade and wanted to have late-exit in fourth and fifth grades. The bilingual director did not agree to mixing models, so the district returned to a late-exit model. A late-exit transitional model increases the amount of instruction in English every year until 5th grade, where EBs receive 90% of their

instruction in English. In a one-way dual language model, EB students continue to receive 50% of their instruction in English and 50% of their instruction in Spanish through 5th grade.

The teachers in this study work at the one school in the district that is the only two-way dual language campus. A two-way model mixes native English speakers in class with EBs so that both groups of students are learning another language 50% of the time. There are three Spanish Immersion campuses in the district whose programs are filled with native English speaking students. The bilingual director left the district at the end of last year, and the district now has an "ESL-Bilingual Coordinator." The staff role of "Bilingual Facilitator" became "Bilingual/Spanish Immersion Specialist."

The school is located in a district in the suburbs of a large metropolitan city in the state of Texas. It is considered a Title I campus because it meets the required percentages (40%) for free and reduced meals. 78.9% of the students at the campus are considered economically disadvantaged, and 56% are labeled "at-risk" based on socioeconomic status (determined by free and reduced meal recipients) or language status (as students with a second language spoken in the home). Students with a Limited English Proficient (LEP) label make up 41% of the population. The campus has the highest mobility rate in the district at 24.9% (Academic Excellence Indicator System (AEIS), 2012). There are approximately 600 students in grades PreK through 5th grade, with at least one two-way dual language class at each grade level, Kindergarten through 5th grade. All students who are coded "bilingual" by the school district, based on their Home Language Survey and oral language assessments, are taught by bilingual teachers who have been certified in the state of Texas. All students who are coded "English as a Second Language" (ESL) students for varying reasons (parent denial of bilingual services,

history of schooling, language spoken by less than 30 students in the school such as Urdu, etc.) are taught by ESL teachers who have received an ESL certification through the Texas Education Agency. The school body is diverse with 17.9% African American, 17.4% Caucasian, 56% Hispanic, 4.5% Asian, 3% Pacific Islander, 1% American Indian, and .7% two or more races. The diversity of the staff is 4.7% African American, 48.4% Caucasian, 42.1% Hispanic, and 4.7% Asian. 95.3% of the teachers are female and 4.7% are male. The average years of teacher experience is 10.1 years, and 48.5% of the student population is enrolled in an ESL or bilingual program (AEIS, 2012).

Teachers on this campus participate in professional development in several ways. There are occasional staff meetings when the administrators need to give out information to the whole staff at once or gather information from the whole staff at once. An example of this type of meeting is when there is a district initiative to inform campuses of the district vision of a "Portrait of a Graduate" for example, and campuses have to come up with a plan to show how they are contributing to that vision. Some other whole group meetings include looking at rubrics for student observations, discussing new teacher evaluation documents and requirements, the use of technology for posting on Twitter, or uploading lesson plans, etc.

There is often a weekly focus for PD called "Professional Learning Community (PLC)" time. This meeting happens during the grade level team's planning time on that day and lasts about 40 minutes once teachers take their students to and pick up from their specials classes (PE, computer lab, science lab, art, library, music). These topics are planned for teachers around a need-to-know basis determined by the administrators and Academic Lead Teachers (ALTs). For example, at the beginning of the year, there will be PLC time devoted to beginning of year

assessment/screener data, creating small groups for small group instruction, technology use for updating student growth charts/trajectories, or word study group formation. If the district assigns a facilitator to the campus, as is the case this year, a PLC time will be given to her. She and the ALTs will decide on a topic. For example, this year, the facilitator came and modeled how to do writing conferences with students based on a conference she had attended. Since writing is an area of concern, her services were used in this way for a PLC time.

Finally, there is a weekly extended planning time for teams to meet with the ALTs. This has varied in the past, along with curriculum changes from the district level, but after a year of planning on their own as teams, the majority of teachers surveyed by the administrators requested that planning be done with ALTs again as it had been done in the past. This time starts at 2:30 and goes until 4:00 on the team's designated day. Time is divided between RELA ALTs and Math/Science ALTs unless teams are blocked, in which teams meet with the ALT of their subject area.

Participants

The participants for this case study were two elementary teachers of EBs. One taught in the lower elementary grades (K – 2), and one taught in the upper elementary grades (3-5). Both teachers were experienced classroom teachers and were selected because they could "provide substantial contributions to filling out the structure and character of the experience under investigation" (Polkinghorne, 2005, p. 139). I requested nominations from the campus leadership team (CLT), composed of the principal, the assistant principal, the counselor, the math academic lead teacher (ALT), the science ALT, the K-2 literacy ALT, and the 3-5 literacy ALT for names of teachers who they believed to be highly reflective and collaborative teachers of EBs. I met

with all of the teachers who were recommended for the study by the CLT and explained the research design and the purposes of the study. Two "fertile exemplars" (Polkinghorne, 2005, p. 140) were recruited from the names provided by the CLT recommendations, one from K-2 and one from 3-5. Two volunteers expressed interest, and signed formal consent documents. A full explanation of formal consent documents was reviewed with participants so they understood their rights as participants to withdraw, ask questions, see data, and revise narratives.

Participant One, (pseudonym, Linda) is an elementary teacher with 14 years of experience teaching in California and Texas. She is of Japanese descent and was born and raised in California. She holds teaching certifications in ESL and special education. During the time of this study, she was teaching in a self-contained first grade ESL classroom. Participant Two, (pseudonym, Erin) is an elementary teacher with 5 years of experience teaching in Texas. She is of Mexican descent and was born and raised until the age of 13 in Mexico. She holds teaching certifications in ESL and bilingual education. During the study, she was teaching in a blocked 4th grade Dual Language classroom as the Reading and Language Arts (RELA) teacher, teaching 50% in English and 50% in Spanish.

Although participants were colleagues, they were not considered friends in the sense that Seidman (2005) suggests in that I could not automatically assume an understanding of what was said. Participants were more of what Seidman describes as acquaintances, however, within the context of the setting, not outside of it. Therefore, there was not another setting involved that could distort the interview process or cause for concern about a relationship outside of the school setting.

Data Collection

In order to collect data for this case study, multiple methods were utilized. First, I conducted in-depth interviews with research participants. According to Hancock & Algozzine (2017), interviews are commonly used in case study research because they allow the researcher to gather individualized information from the participant. In order to successfully conduct an interview, the authors suggest carefully choosing the participants who will be able to provide the most information relevant to the research questions. Further, the authors suggest an interview guide so that the questions asked will elicit the most insight into the research questions driving the study. Finally, Hancock and Algozzine suggest choosing a distraction-free setting, recording the interview for transcription, and following all procedures ethically (p. 460).

At its root, the interview allows for a deeper understanding of the lived experience of these teachers and the meaning they make of those experiences (Seidman, 2005). Seidman gives a very clear picture of the purpose of the interview in the case of the professional learning of teachers of EBs. He starts by mentioning observing someone chopping wood in the forest. Then he goes on to state: "But what the observer understands as a result of this observation may not be at all consistent with how the woodchopper views his own behavior" (p. 9). This is similar to Pushor's work (as cited in Clandinin, Pushor, & Orr, 2007). Pushor found that the literature was full of research *on* her subjects rather than *with* her subjects. It presented stories of the participants rather than the participants' stories (p. 30). The idea is to investigate how the teachers view themselves, research *with* them, and tell their stories. Seidman (2005) exclaims: "Interviewing provides access to the context of people's behavior and thereby provides a way for researchers to understand the meaning of that behavior" (p. 10). If the desire of the researcher is

to find out what an experience is and how meaning is made from that experience, then an interview is an appropriate form of inquiry (Seidman, 2005).

Each semi-structured interview lasted approximately one hour. These interviews took place at the beginning, middle, and end of the study, in order to gather data on the nature of the cases' activities and functioning, historical background, physical setting, and economic, political, legal, and aesthetic contexts (Stake, 2005). The first interview in January, at the beginning of the study, focused on background information, personal professional learning history, and personal definition of professional learning. Open-ended interviews took place in the middle of the study, the beginning of April, to deepen and add additional understandings. This interview also allowed for a discussion of the first classroom observation. Finally, at the end of the data collection period, at the end of June, a final interview was conducted to conclude the data collection process. The final interview consisted of questions about self-efficacy, choice, time, and personal needs for professional learning (See Appendix A). The final interview at the end of the study allowed for a discussion of the last classroom observation as well as any summer PD or PL that the teacher had participated in. The goal of all interviews was to gather participants' stories about their practices and reflections about what they do and why. Interviews provided insight into teachers' perspectives and brought greater clarity to the reflection logs and to classroom observations. I had probes and prompts available for when greater clarity or depth was needed and asked follow-up questions as they naturally emerged. All interviews were recorded and transcribed for data analysis.

In addition to interviews, participants kept a weekly reflective journal, or what Johnson and Christiansen (2014) call "constructed data," over time in order to document their thoughts

and feelings about teaching and learning in a multilingual context. This journal was designed to document how teachers spent their planning time and after school hours in meetings, trainings, and professional development. The log was used to describe participants' professional growth, whether professional development or professional learning as defined by this study, indicating whether it was compliance or choice, its purpose, what contributed most to their learning, and whether any of it contributed to their learning specifically for instructing EBs. There was an opportunity for other comments or reflections at the end (see Appendix B). I gave the participants a booklet of logs for the month (one per week) at the beginning of each month and collected it at the end of every month. The purpose of the log was to document the participants' professional learning over the course of time and how it impacted their practices with EBs. Hancock and Algonzzine (2017) claim that researcher-created documents provide "a powerful means" (p. 58) for gathering information related to the research questions because they are designed specifically for that purpose.

Also, participant observations took place twice over the course of the study, and field notes were documented. These notes included information such as time, date, location, names/positions of those being observed, happenings related to the research questions, and my impressions and interpretations as the researcher (Hancock & Algozzine, 2017). Other items noted in observations were characteristics of the setting, context, interactions, behaviors, communication styles, power and hierarchy, what was not taking place, and anything else related to the research questions (Johnson & Christansen, 2014). The goal for field notes during observations was the writing strategy taught to students called "show, don't tell." In other words, field notes must not be generalized and vague; they must be detailed and concrete. Also

part of observations was following all ethical procedures as well as the recognition of my personal role and biases while trying to lessen their effects in order to remain impartial (Hancock & Algozzine, 2017). The goal for observations was to see first-hand how the teachers' professional learning impacted their classroom practices. Field notes of observations were used to discuss teacher perspectives and reflections during the interview process.

Student artifacts were also collected from classroom observations and a sampling of teacher notes were shared from certain PL opportunities. These documents provided information on the content and goals of the activities and their inclusion of learning to benefit EBs if applicable. Secondary data in the form of transcripts were collected in order to gather data on teacher education/preparation programs. For documents and artifacts, Hancock & Algozzine (2017) state that "when used separately or in conjunction, they provide a rich source of information with which to augment data collected through interviews and observations" (p. 58).

Lastly, I kept a researcher's journal to document personal thoughts and feelings related to the research process in all aspects (see Appendix C). The journal helped me keep track of events, procedures, discussions, etc. related to working with EBs and their teachers. I kept a small notebook with me to document thoughts/feelings during meetings, PDs, and even hallway conversations. Once a month, I typed them up in a similar format to the transcriptions and added any further reflections I had on my notes.

Data Analysis

In order to analyze a collective case study, each case is analyzed in total and then the cases are compared in cross-case analysis for similarities and differences. For each case, data must be organized around issues, according to Stake (2005). Stake claims that these issues

depend on the purpose of the study and the researcher but will center on asking what issue brings out the concerns of the research questions, or what would be a dominant theme. Further, Stake states that case study calls for an examination of the complex issues of historical, cultural, physical, social, economic, political, ethical, and aesthetic contexts. For the actual case, observation and reflection are key. Stake says the researcher "digs into meanings, working to relate them to contexts and experience" (p. 450). The data is continually interpreted not only for classifications and patterns, but against multiple issues and perspectives, always reflecting and revising meanings.

One common form of analyzing qualitative data is Glaser's (1965) Constant Comparative Method (CCM). According to the author, the CCM "is concerned with generating and plausibly suggesting . . . many properties and hypotheses about a *general* phenomenon . . . . Further, no attempt is made to ascertain either the universality or the proof of suggested causes or other properties" (p. 438). For this reason, the CCM does not require that all available data be considered and may be used with any kind of qualitative data including observations, interviews, documents, articles, books, etc. (Glaser, 1965). The CCM works in several stages: 1a) Code incidents in the data in as many categories as possible; b) Stop coding and write a memo on your thinking, grounded in the data; 2) Integrate categories and their properties; 3) Delimit the theory - "The universe of data used in the CCM is based on the reduction of the theory and the delimination and saturation of categories" (p. 442); and 4) write theory. The coded data is used as a resource if the researcher needs to go back to the data for any clarifying purpose. Anfara, Brown, & Mangione (2002) describe the purpose of this process as one that identifies salient themes and the language and beliefs that recur, creating links among participants. Data are

"brought into meaningful chunks," bringing "meaning and insight . . . to the words and acts of the participants . . . . (p. 32). According to the authors, constant comparative analysis occurs when data is compared within and between categories. The data analysis is inductive, generated from the data and not from any preconceived notions (Hewitt-Taylor, 2001).

Participant 1 - Linda

To begin the analysis process, I conducted multiple readings of all transcribed interviews and reflection logs with the purpose of learning about Linda, understanding her story, and mentally noting ideas and thoughts that were repetitive throughout. Next, a close reading was conducted to list the repeated ideas that the participant shared. Initial findings included 18 repeated ideas: becoming better, planning, reaching students, freedom/choice, colleagues, observations/coaching, fit, practice, connections, challenge, excitement/engagement, bouncing ideas, time, family, language, professional development opportunities, resilience, and experience. Next, I placed these ideas into a table and conducted another close reading, looking for specific evidence of these ideas, noting exemplars under each category in a spreadsheet. After gathering specific evidence, it was noted that some of the ideas could be categorized together based on the context of the idea, therefore, secondary groupings were created (see table 1).

Table 1

Initial Ideas and Secondary Groupings – Linda

Initial Ideas	Secondary Groupings
Becoming better	Becoming better Challenge
Planning	Planning

	Colleagues Bouncing ideas
Reaching students	Reaching students Fit
Freedom/choice	Excitement/engagement Connections
Colleagues	-
Observations/coaching	Observations/coaching Practice Professional development opportunities Time
Fit	-
Practice	-
Connections	-
Challenge	-
Excitement/engagement	-
Bouncing ideas	-
Time	-
Family	Family Language Experience Resilience

Language	-
Professional development opportunities	-
Resilience	-
Experience	-

From the initial 18 repeated ideas, six categories emerged. 'Becoming better' and 'Challenge' were grouped together because the comments the teacher made about learning that challenged her were often referring to bettering herself as a teacher. 'Planning,' 'Colleagues,' and 'Bouncing ideas' were grouped together because in most instances, references in all three areas were made to her team or a specific colleague. 'Reaching students' was placed with 'Fit' due to the teacher comments about making things fit or tweaking things to specifically help her students. 'Connections' was one thing that brought 'Excitement' and engaged her professionally, so those were placed together. 'Observations/coaching,' 'Practice,' 'Professional development opportunities,' and 'Time' all spoke of types of teacher needs for learning, therefore were grouped together. Finally, 'Family,' 'Language,' 'Experience,' and 'Resilience' were placed together for their connection to one another. Based on these groupings, I studied the specific instances where these ideas were discussed for the purpose of seeking to understand the context of each and the specific evidence given for that context. This context and evidence determined the final categories for professional learning for Linda (see Table 2).

Table 2

Initial to Final Categories for Professional Learning – Linda

Initial Ideas	Secondary Groupings	Final Categories

Becoming better	Becoming better Challenge	Self-improvement
Planning	Planning Colleagues Bouncing ideas	Collaborative planning
Reaching students	Reaching students Fit	Student success
Freedom/choice	Excitement/engagement Connections	Interest
Colleagues	-	
Observations/coaching	Observations/coaching Practice Professional development opportunities Time	Needs
Fit	-	
Practice	-	
Connections	-	
Challenge	-	
Excitement/engagement	-	
Bouncing ideas	-	
Time	-	

Family	Family Language Experience Resilience	Resilience
Language	-	
Professional development opportunities	-	
Resilience	-	
Experience	-	

Participant 2 - Erin

The same process used for Linda was used to analyze the data from Erin. To review, to begin the analysis process, I conducted multiple readings of all transcribed interviews and reflection logs with the purpose of learning about Erin, understanding her story, and mentally noting ideas and thoughts that were repetitive throughout. Next, a close reading was conducted to list the repeated ideas that the participant shared. Initial findings included 19 repeated ideas: Helping students, becoming better, bringing back information to students, excitement/engagement, interest/motivation, teaching, students' needs, lessons/planning, student success, choice, knowing, time, colleagues, teacher influence, resilience, language, observation/coaching, professional development opportunities, and assessment. Next, I placed these ideas into a table and conducted another close reading, looking for specific evidence of these ideas, noting exemplars under each category in a spreadsheet. After gathering specific

evidence, it was noted that some of the ideas could be categorized together based on the context of the idea, therefore, secondary groupings were created (see Table 3).

Table 3

Initial ideas and Secondary Groupings – Erin

Initial Ideas	Secondary Groupings
Helping students	Helping students Bringing back information to students Teaching Students' needs Student success Knowing
Becoming better	Becoming better Teacher influence Resilience
Bringing back information to students	-
Excitement/engagement	Excitement/engagement Interest/motivation
Interest/motivation	-
Teaching	-
Students' needs	-
Lessons/planning	Lessons/planning Choice

	Colleagues Observations/coaching
Student success	-
Choice	-
Knowing	-
Time	Time Professional development opportunities Assessment
Colleagues	-
Teacher influence	-
Resilience	-
Language	-
Observations/coaching	-
Professional development opportunities	-
Assessment	-

From the initial 18 repeated ideas, four categories emerged. 'Helping students,' 'bringing back information to students,' 'teaching,' 'students' needs,' 'student success,' and 'knowing' were grouped together because they centered around the idea of helping students learn. 'Becoming better,' 'teacher influence,' and 'resilience' were placed together due to the central idea of teacher as learner. Common themes ran through both 'excitement/engagement' and 'interest/motivation.' The eight ideas of 'lessons/planning,' 'choice,' 'time,' 'colleagues,'

‘observations/coaching,’ ‘professional development opportunities,’ and ‘assessment’ gave insight into some of the issues this teacher faces in her learning. Based on these groupings, the researcher studied the specific instances where these ideas were discussed for the purpose of seeking to understand the context of each and the specific evidence given for that context. This context and evidence determined the final categories for professional learning for Erin (see Table 4).

Table 4

Initial to Final Categories for Professional Learning – Erin

Initial Ideas	Secondary Groupings	Final Categories
Helping students	Helping students Bringing back information to students Teaching Students’ needs Student success Knowing	Student learning
Becoming better	Becoming better Teacher influence Resilience	Teacher as learner
Bringing back information to students	-	
Excitement/engagement	Excitement/engagement	Engagement

	Interest/motivation	
Interest/motivation	-	
Teaching	-	
Students' needs	-	
Lessons/planning	Lessons/planning Choice Colleagues Observations/coaching Time Professional development opportunities Assessment	Compliance heavy
Student success	-	
Choice	-	
Knowing	-	
Time	-	
Colleagues	-	
Teacher influence	-	
Resilience	-	
Language	-	
Observations/coaching	-	

Professional development opportunities	-	
Assessment	-	

Analyzing the data for Linda for question one - How does self-initiated and school-mandated PL impact the practices of a teacher of EBs? - four categories emerged: self-improvement, collaborative planning, student success, and student needs. For question two – How does what we learn from teacher narratives about their PL inform our understandings of the best ways to prepare teachers who work with EBs? - five themes emerged: experience, teaching language, PD opportunities, scaffolding and sustainability, and engagement.

Next, analyzing data for Erin for question one - How does self-initiated and school-mandated PL impact the practices of a teacher of EBs? - four categories emerged: student learning, teacher as learner, engagement, and compliance. For question two – How does what we learn from teacher narratives about their PL inform our understandings of the best ways to prepare teachers who work with EBs? - four themes emerged: building resilience, teaching language and content, engagement, and choice.

For the cross-case analysis, I put away data already analyzed for both participants for both research questions. Then I did a close reading with the purpose of looking for similarities across cases. After listing these instances, I returned to my research questions to determine if these similarities answered either of the questions. From this table, I generated the cross-case analysis for both research questions (see Table 5).

Table 5

Cross-Case Analysis

Similarities Among Cases	Research Question Addressed
Purpose of Planning	Q1
Language (and content)	Q2
*Student Success	Q1
Research – no changes	Q2
Professional Goals	Q1
Lack of PL Opportunities	Q2
Resilience	Q2
High Self-Efficacy	Q1
Reflection is Key	Q1
Desire Practice	Q2
Something Small	Q1 & Q2

For question one, PL's impact on teacher practices was evident across cases in the following ways: views about planning, being student centered, professional goals, self-efficacy, reflection, and "small" learning.

For question two, teacher narratives inform our understandings in the following ways: teachers have to give students language to do the work of school, the need to have continual or scaffolded learning, the need for PD opportunities for teachers geared towards EBs, the need to

build resilience in students and teachers, teachers' desire for practice, and the power of "small" learning.

Together, the greatest commonality amongst the two participants, based on number of data points, was the category of "Student Success/Learning." This category emerging as a common category between the participants demonstrated that although the participants had many differences such as ideas about planning, learning styles, and philosophy of professional learning, they shared the ultimate goal of their learning, and that is to help students find academic success. These findings will be discussed in greater detail in the following chapter. Interestingly, from my researcher's journal, I noted surprise at the positive comments Linda and Erin made. I expected more negative comments or complaints due to stress or time constraints, but their comments often were simply focused on their students.

In addition to constant comparative analysis, other means of data analysis for qualitative data include analyses that promote research validity (Johnson & Christiansen, 2014). For example, triangulation requires cross-checking information through multiple sources. When multiple sources are in agreement, there is convergence. Johnson and Christiansen (2014) also state the importance of reflexivity on the researcher's part whereby he/she uses critical self-reflection for biases and predispositions. A researcher may also have a peer review of the study or use member checking. This may include participant feedback for verification and insight. Multiple data collection methods and multiple data sources add to the validity of the study as well. Careful and systematic documentation of procedures, a thorough description of design and methods, demonstration of the relationship among claims, and the explanation of strengths and

weaknesses of the study are key to the trustworthiness of the data analyses (Freeman, deMarrais, Preissle, Roulston, & St. Pierre, 2007).

For classroom observations, I analyzed my field notes for examples of the sociality of the classroom (Clandinin & Connelly, 2007) and evidence of instructional strategies used that could be discussed at the following interview. I noted all actions and statements made by the teachers and the students. During the interview, questions over field notes were connected to the teacher's PL and student needs. Artifacts were collected that directly related to the classroom observations which were also discussed during the following interview as well as demonstrating evidence of teacher learning that translated to student learning. Looking at field notes and artifacts together during the interview process allowed me to see connections among the various data sources.

Limitations of the Study

This study used narrative inquiry to investigate the complexities of teachers' lived experiences, examining the professional learning of two teachers of EB students through a qualitative analysis of personal interviews, reflective journals, observations, and artifacts.

In so doing, this study was conducted in a specific school setting with a small sample of two teachers. Also, this study was conducted for half of a school year, therefore the limitation of time is to be considered as the study was not sufficient to show the learning process over an extended period of time. However, this time frame does not limit the relatability of the study.

Further, I acknowledge my role in the study as participant observer, employed in the same school as the participants and participating in some of the same PD as the participants. This presented a challenge, as the instrument of research, to be aware of my biases and

perceptions. However, the advantages of being an insider offer a unique perspective with which to view the data.

Summary

This chapter described the researcher's positionality, research questions, rationale for case study, setting, and the participants and how they were chosen. The section ended with a description of the data collection and data analysis procedures followed by limitations of the study.

CHAPTER IV

ANALYSIS OF DATA

This chapter begins with a review of the methodology employed followed by a description of the data and analysis for the study. Each case is analyzed individually and then a cross examination of the cases is presented.

Methodology

This multiple case study examined the professional learning of two teachers of emergent bilingual students (EBs). The purpose of investigating the professional learning of these teachers was to gain a greater understanding of how teachers of EBs make meaning of their professional learning, the factors related to teacher engagement in practice, and the narratives of practice within their specific contexts.

I chose the two participants based on the Campus Leadership Team's recommendations and participant interest. Participant one is an elementary ESL certified teacher with 14 years of experience in California and Texas. Participant two is an elementary Bilingual certified teacher with 5 years of experience in Texas. Each teacher participated in three in-depth, semi-structured interviews at the beginning, middle and end of the study. In addition, each one filled out a weekly reflection log that was collected monthly, resulting in six completed logs. I conducted

classroom observations between interviews one and two and again between interviews two and three. Relevant artifacts were also collected. I kept a journal to further document thoughts, opinions, possible biases, and notes on the research process. After close study of interview one transcriptions, I made notes for clarification and elaboration purposes in preparation for the following interview. After the first classroom observation, I did the same for my anecdotal notes. Reflection logs were also combed to check for consistency with interview discussions. This process was repeated after each interview.

The theoretical frameworks used in analyzing this study were the adult learning theory of andragogy (Knowles, Holton, & Swanson, 2015) and critical constructivism (Goodman, 2010).

The goal of the study was to answer the following research questions:

1. How does self-initiated and school-mandated professional learning impact the practices of a teacher of EBs?

2. How does what we learn from teacher narratives about their professional learning inform our understandings of the best ways to prepare teachers who work with EBs?

Participant 1 (Linda) – Question 1

Linda is an ESL teacher with 14 years of experience in California and Texas. She is of Japanese descent and was born and raised in California. Her teaching certifications include ESL and Special Education. During the study, she was teaching in a first grade ESL classroom.

First, it is important to understand that Linda's definition of professional learning is very broad and encompasses multiple ideas which illustrate key concepts of andragogy, specifically of

being a self-directed learner involved in all stages of her learning and her readiness to learn based on her real-life need to know.

> I'm always wanting to learn new things. Even when I am doing lesson plans or I'm doing something, ok, how can I make this better? How can I do this better? How can I make, whatever is in my life, I want to make better, so professional learning to me is learning new things that are going to enhance my teaching ability but also enhance the students' learning ability.
>
> So even if I'm looking at the computer and pulling up a lesson or something else, to me, that's still professional learning because I'm still learning something and how can I fit this in my classroom. . . .
>
> It's a broad spectrum because teaching is not just one thing. You've got all these different components in it. . . . And to [get] better at all those things, maybe I'm good at this part, maybe I'm lacking at this part. And so I think for me it's all encompassing because there's all sorts of different things and everything's changing and everything's new.

All of the ways Linda uses reflection to impact her teaching and learning by noting areas where she is lacking or needs to become better are indicative of the critical nature of her learning.

With this view of PL in mind, Linda's "telling" (Connelly & Clandinin, 2006) of her story informs us of the ways that her professional learning impacts her practices through the following: (1) in planning and her relationships with colleagues, (2) in making her a better teacher, and (3) in her ultimate goal of reaching her students.

Planning and Professional Relationships

The collaborative nature of her team planning or working with specific colleagues is professional learning that Linda feels impacts her practices. This is described in her interviews in multiple ways. Sometimes this collaboration leads to inspiration to try something (". . . something I can learn from and reflect upon and go oh, yeah, I can try that."), or a new way to think about a concept ("We actually talk about it and we share, we ask questions about it; I think that's a great idea and I think that we could all learn from each other; . . . how we're going to make it engaging for the students"), but oftentimes, the end result is figuring out a way to make something work with her particular set of students ("How can I fit this in?, How can I do this to fit my teaching style and my kids in my classroom?; Now how is this going to work?; . . . how do we actually incorporate this into the lesson?; This makes more sense to me but it also makes more sense to the kids"). In one instance, Linda describes working with a colleague from a lower grade level:

> (Teacher) and I paired up, as far as having our kids read to each other. . . .We always talk about what can we do in the classroom, so I'll talk to her about, oh, I like what you did there, what do you use that for? So it's a way for me to get some information from her as far as classroom management, or some idea that she's done. If she's got a lesson that she's working on, I'm like oh, what's that? And we'll talk about it.
>
> She was talking to me about two of her students, you know, they don't know their letters, they don't know their sounds. . . . So, I said, I have a kid in my class that's struggling also . . . started doing some (program name) with her and

> she actually is starting to recognize more letters than she did at the beginning of the year. . . . And so, you know, she's been coming to my classroom. I've been, you know, did a mini lesson with her kids . . . .

Collaboration and reflection with a colleague of her choosing, for the purpose of her own choosing, created an atmosphere where both adult learners could thrive. As Lefourt (cited in Knowles et al, 2015) states, "When people perceive the locus of control to reside within themselves, they are more creative and productive" (p. 248). Both teachers found a way to help their students grow in a relationship of mutual trust and professionalism.

Planning was noted weekly on her reflection logs, the majority of comments claiming it as the biggest impact on her learning for the week. The principles of andragogy are evident here in that for adult learners, personal and others' experiences are primary resources. Linda finds her teammates a resource for her learning. She is also co-constructing knowledge with her peers through acts of apprenticeship (Vygotsky, 1978) and dialogue (Freire, 2000).

Growing as a Professional

Professional learning for Linda also makes her a better teacher through reflection and the honing of practices. She often questions herself: "How can I make this better? How can I do this better?" She thinks about ". . . how to make our teaching better and how the kids learn now, we need to make sure . . . we're doing the best that we can for our students. . . ." She desires to learn new things that will "enhance [her] teaching ability but also enhance the students' learning ability." Professional learning offers "an opportunity for me to think about it, reflect upon myself." The importance of reflection for her is asking herself what she learned and how she can use it in her teaching. She mentions "honing in on the teaching practices" so it is better for

herself and also her students. For example, she states, “How can I actually use technology to enhance not only me personally but for my students as well . . .?” One of her biggest aha-moments through the process of reflecting was “really thinking about the lesson and . . . what’s the purpose behind it, and how can I use all the resources to the full extent?” She is even reflective about her personal professional goals and her own need for growth. When asked how she chooses her professional learning opportunities when she has choice in the summer she states, “It has to do with higher order thinking skills . . . because personally think [sic] that’s what I lack in, as far as asking the right questions.”

Therefore, Linda is internally motivated, the most “potent” motivator, to develop as a learner and values choice and individualization of her learning, key concepts in the theory of andragogy (Knowles et al, 2015, p. 183). Her statements also show how she is an active learner, analyzing her world and effecting change in it to help her students succeed. This is also evident in the following statements where she describes her reflection in order to reach her students.

Reaching Her Students

Reaching her students in any aspect of their lives, but especially academically is ultimately PL’s greatest impact for Linda.

> We need to make sure we’re reaching them. You know, there are other things going on with the child, things are going on at home, things are going on in their brain, so we have to figure out a way to reach them.
>
> It wasn’t more about the language, it was more about how can I touch upon all the other ways that this child can learn? What other strategies can I bring to the table so that they’ll understand?

So, what can I do to help this child? How is this student going to learn? What do I need to prepare so that I can reach this student?

During conversations following classroom observations, she brought out student work samples to show how she differentiated for students at different levels to make the work comprehensible for them. She also showed persuasive writing samples and the Thinking Maps students were using for prewriting. Using Thinking Maps was a campus PD initiative that she had been practicing. For Linda, "reaching" students is viewed as knowing them and teaching them. When asked if working with EBs is just "good teaching," she states, "No, I think it depends on the teacher personally, how they actually take that information and how they actually use it, but I still think it's knowing that child and knowing what that child needs." Reaching her students academically creates the need for immediate application of her learning, an important concept for the adult learner.

In summary, the impact of professional learning for Linda was seen the most in planning and collaborative relationships with colleagues, improving herself as a teacher, and ultimately, impacting her students' academic success.

Participant 1 (Linda) – Question 2

We can learn from the personal narrative of Linda in order to inform our understandings of the best ways to prepare teachers of EB students through her personal experiences with language, her understanding of the difference between language and content, the opportunities she has for PL, and her need for engagement and scaffolding.

Personal Experience with Language

Most influential to her learning and the development of her personal philosophy as an educator was her real life experience with language learning. Throughout her life, her personal identity as a language learner, along with the identities of her family members and her students, formed the context for these experiences. These quotes demonstrate the learning power of personal and others' experiences in an andragogical context.

Linda grew up hearing Japanese spoken in the home because her mother only spoke Japanese. Her father spoke English very well and always spoke to her in English. She went to a school with a diverse student population through 4th grade but moved and started 5th grade as the only Asian student in her class along with one other African American student. She claimed that it was "culture shock" for her. She attended Japanese school every Saturday from Kindergarten to 12th grade. She comments, "Tough days! Everyone else is going out and doing sports and stuff and I'm there doing Japanese." She remembers always speaking English except she would speak broken Japanese with her mom. "I'm speaking from personal experience, having that difficulty of talking to my mom, you know?" Even as an adult she mentions the struggle of being an adult and sounding like a Kindergartener. She said she never struggled with language, but she watched her mother struggle, and it taught her a lot about language learners. "Coming from a family of, my mom being bilingual, and . . . my mom doesn't understand this or I have to reword it so that she understands it or draw a picture or whatever; I realized, ok, that connection is the same. This student needs to orally say it, it was the same thing with my mom." It taught her how to understand her students more. "I understand, I'll recognize that she doesn't understand what I'm talking about; well, this child is going to look at me like a deer with headlights because that's

how my mom looked at me sometimes."   In any explanation of student need, Linda mentions her mother, again demonstrating that personal experience and connection to understanding and teaching EBs.

Not only did personal background with language learning affect her, but her experience working with diverse student populations also influenced her understanding and teaching of EBs. The schools where she worked in California and Texas had an impact on her because there were multiple languages spoken there, and she had students in her classroom who spoke Spanish, Korean, Chinese, Farsi, and Tagalog.

Understanding of Language and Content

Rooted in Linda's real life language experiences is a key piece of learning that is essential for preparing teachers of EBs, and that is her understanding of the difference between language and content. As a new teacher, while observing an English Language Development teacher do a card sorting activity, she realized the students were able to sort the cards into categories without speaking. However, the teacher asked questions to illicit language use such as why did you sort it this way, what is this category, and why did you put it there? The teacher helped the students with the language they needed to use. Linda states: "That was huge as far as I realized, oh, they have to have that language in order to process." She goes on to say:

> I thought you could just teach it this way. No, there were other components that needed to be integrated into that, that actually make it much more worthwhile to the student, you know, for them to learn. You can't just show them a picture and expect them to pick it up. They have to talk about it and process it and understand why is it that way? and here's your language that you need to speak.

She explains that there is a point where teachers have to gain the skills and strategies students need, but that is not enough. She goes on to say that it is more of knowing the individual and how they process, keying in on body language, and being attuned to the other person in order to know if they understand or are just pretending to understand. During one classroom observation, Linda realized a student was not understanding the concept, so she invited him to meet with her at the small group table as students transitioned to math stations. If teachers do not do this part, kids can get “lost in the shuffle and that’s not ok.”

> I have to stop and think, ok, maybe I didn’t explain it correctly or maybe the child did not understand what I was talking about because they don’t have the language that they need to understand this, so I better explain it in a different way, or maybe I need to include some kind of kinesthetic movement so they understand what that means, you know? So, bringing in that extra piece for them. . . .

Linda’s desire to not let EBs get “lost in the shuffle” is indicative of a critical stance to her teaching. The fact that EB students do get “lost in the shuffle” is evidence of the sociality that forms the present context of working with EBs (Connelly & Clandinin, 2006).

Another simple example Linda shared about the need to teach language and use language is through one of her most powerful professional learning experiences, a behavior management system her school uses that focuses on positive reinforcement and student choices. Taking a concept as simple as asking students to line up, some teachers will repeat the phrase “line up!” multiple times and in a louder voice each time, while Linda suggests perhaps thinking about strategies to make the idea understood such as using a picture with the vocabulary written on it (line or fila), kinesthetic movement, and practice. She believes students can understand and use

the language when they are taught how and given practice. During classroom observations, Linda models how she uses the management system, giving students choice and using positive reinforcement. She has a model on the wall that is referred to with students as well.

Opportunities for Professional Learning

In order for teachers to understand this important concept about language use and the difference between language and content, there need to be professional learning opportunities to do so. However, Linda does not feel these opportunities are available to her. Most of the opportunities are for any student, just "leaving it out there for everybody." She suggests possibly having

> a specific lesson within a workshop that says, ok, if you're working with EBs, this is what you need to do. If you've got this particular group, then maybe you . . . can tweak it this way. . . . They can offer that and say ok, look, this is what we've run into. Here are some strategies, or here are some different lessons that have worked well, you can try these, and have us practice it as well.

Even for summer opportunities that usually offer many more possibilities, "looking at the summer PDs . . . past and present . . . there isn't anything specifically geared for that (EBs) or none that I've seen, that actually blend in with the content." She stated that she had not been to any meetings or trainings for ESL teachers because there were not any offered.

Linda's reflection log does show a PD opportunity at her school for an annual state assessment for EBs to show growth in English language proficiency. When asked about this, she explains that it is a mandatory PD to score student writing samples. She does learn from the actual scoring of samples, but only sees it as a way to stay refreshed on EB writing levels. She

scores samples based on a rubric provided that lists evidence for four levels of writing ability from beginner to advanced high. In my researcher's journal, I noted that bilingual teachers received emails about upcoming strategy PDs, but ESL teachers did not receive them.

This discussion supports the andragogical concept that adult learners need individualization in their learning geared to their specific needs. Linda also understands from a critical perspective (Goodman, 2010) how these opportunities should be available to teachers to help their students. The fact that they are not, is also evidence of the sociality of teaching EBs (Connelly & Clandinin, 2006).

Professional Engagement

Another important understanding we can glean from Linda is the need for professional learning to be exciting or engaging, something that interests the learner. According to Linda, there is a direct connection between her level of engagement (the use of this word from here on will encompass the concepts of excitement and interest as well) and the students' level of engagement. "If it's something that I'm like, ugh, then the kids are going to feel the same way and I don't want that; I'm excited about it and the kids are excited about it and it's going to help their learning; I think it just always goes back down to fun. If I'm excited about it, they'll be excited about it too." But the idea is not engagement just for the sake of engagement but to facilitate student learning. For example, describing a technology application she is allowing her students to explore, she comments, "Those are the types of things I'm talking about that I'm excited about and yes, I can see that the students are learning much better that way." She also mentions engagement with the content she is teaching: "Looking at what is going to engage the students and that's going to bring in the content I'm looking for." Even beyond content, she is

aiming for student understanding and the desire for more: “How can we make this something they’re excited about learning, but then they understand it and then want to do something more with it?” Examples of student engagement were evident throughout the classroom observation. For example, students were working in small groups with individual dry erase boards and markers, using their friends’ names in math word problems, freely expressing themselves when they did not understand, and making comments such as “I noticed something!” Other examples consist of management strategies including “Freeze,” “finger on your nose,” and students moving throughout the room to gather data on clipboards from their classmates for bar graphs. Although Linda speaks often of engagement or excitement in interviews, she did not express either in any of her reflection logs, indicating that these issues were created by and within herself.

Therefore, the teacher wants engagement in her professional learning so that she can directly engage her own students. Engagement, involvement, choice, readiness – these are all key concepts within the framework of andragogy, creating a “powerful positive affective state” for learning (Knowles et al, 2015). This engagement also creates a space for the co-construction of knowledge (Vygotsky, 1978) and a space for teachers and students to be critical thinkers (Ladson-Billings, 1999; Goodman, 2010).

Professional Scaffolding

Finally, Linda’s narrative informs us of the need for teacher scaffolding. She explains it this way:

> You look at all the foundational skills of what does the teacher actually need to be successful in the classroom? Yes, you’ve got all these different things, but I think

> just like in our students, they're scaffolded. There are new things being added on to that so if you've got the foundational skill of teaching literacy or math or whatever it is, and you just add on to that, that's still going to be part of that sustainable learning that the teacher's going to have. . . . Here's a good example. Behavior. Yes, I've got all my behavior because I've got my special education credential. I've lived it. I have my experience of different kinds of behavior . . . so . . . even coming to this Title I school [learning the school's positive behavior management system], . . . I've got foundational skills and I'm still scaffolding.

She gives another example of her professional learning in math, explaining how math was rote when she was growing up. She went to a math-based professional development and learned how math is currently being taught:

> You could teach them to think this way about making a ten, and I never thought of it that way. And so while I had that foundational, they need to know their basic facts, they need to know how to actually compose and decompose the number, I'm adding on to that because of this new way of thinking of ok, you've got this part of it, of knowing what addition is, but here's another way of looking at that addition. So that was new learning for me but it was adding on to it. It wasn't anything that says you can shut this over here.

During one of the classroom observations, Linda demonstrated the knowledge of new math learning through the use of Thinking Maps for composing numbers and other graphic organizers for various composing strategies. She also incorporated small group instruction and math stations, a new concept for her.

This idea of scaffolding new learning to foundational knowledge was also evident after a classroom observation when Linda showed how she was teaching vocabulary kinesthetically because of some learning off-campus with a district consultant. This changed the way she taught her guided reading lesson. Another example was evident in the second classroom observation where she modeled the process of a persuasive essay for her students that she had learned from the campus ALT incorporating Thinking Maps. These examples are demonstrative of the teacher as active learner, moving through the zone of proximal development as a co-constructor of knowledge (Vygotsky, 1978). Furthermore, these examples are evidence for the temporality of the teacher learner, always in a state of transition (Connelly & Clandinin, 2006).

When asked further about scaffolding, she mentions “refining” or “taking it deeper.” When asked about her use of specific instructional practices during the classroom observations, she mentions adding these things to her teaching repertoire through professional development, observing teacher modeling, reflecting on her experiences, practicing new strategies or tweaking old ones, learning from colleagues, and observing other classrooms. This explanation reaffirms her personal view of professional learning as well and the description of what she needs for learning to occur, practice. She takes strategies or lessons and tries them. She believes she needs to practice it. “If I’m practicing it, then I’m going to be stronger in it and I’m going to be better at it; I think once I see it I can practice it . . . I know to tweak it on my own if it doesn’t work for me or it doesn’t fit my teaching style; That’s how I learn . . . watching . . . taking notes and saying, ok, I can try that and trying to practice it.” Practicing allows her to understand more deeply what she needs to teach her students, gives her more confidence, and helps her figure out

how to best present information to particular groups of students. Practice is also the immediate application that is critical for adult learners.

In summary, based on Linda's story, we know that personal experience, either oneself or one's family members helps build understanding of how to teach EB students. We also know that professional learning opportunities specifically geared for teachers of EBs are needed, and they need to provide learning opportunities for how to teach language, content, and language of the content. The language piece cannot be left out. Third, engagement for the teacher is tied to engagement for students, without which, learning does not take place. Finally, we learned that teachers need scaffolding and practice to sustain professional learning.

Participant 2 (Erin) – Question 1

Erin is a bilingual teacher with five years of teaching experience in the state of Texas. She is of Mexican descent and was born and raised until age 13 in Mexico. She holds teaching certifications in ESL and Bilingual Education. During the study, she was teaching in a fourth grade Two Way Dual Language classroom as the Reading English Language Arts (RELA) component teacher.

In order to understand more about Erin, it is important to understand her view of professional learning. When specifically asked what professional learning means to her, Erin states: "Learning something that's going to help my students. Like, me learning something that I'm going to come back and teach my students. Or that's going to make me a better teacher at my content area." In multiple other discussions she mentions this idea of going out and coming back with learning. She especially loved two PD sessions she went to by popular authors in the content area of writing. She spoke often about them and about how they changed the way she

engaged in instruction. When asked how she would design her PL if she had her way, she stated she would go to more trainings that were related to her content area that were useful and realistic. She differentiates between on-campus learning and going off-campus for learning. On campus, she states, “I think on campus will be just teachers that are more experienced modeling for us.” She considers learning new strategies to teach her students as PL, so if the meeting she is in does not offer that, she does not feel it is PL. The following quotes demonstrate that Erin has greater internal motivation when learning is individualized through choice and has immediate application that is based in the reality of her classroom.

> If it’s something that she’s teaching (the Academic Lead Teacher) us like oh, I had this really cool strategy you can use for this to teach whatever, then I’m like ok, I like that, that’s really cool. And that’s me learning from her. But when we’re just sitting there and just planning, well that’s just more like compliance probably.
>
> So why do I have to go in [to a data meeting] when I can look at my own data on the computer and see what do I need to do? These are students who need help. How can I help them, instead of having a whole meeting . . . ? What is your plan? I feel like that should be my decision. Like before having that meeting, I was already like, what do I need to do with my students? How can I help them? But we have that data just I guess so our principal can know our plan?

This comment by Erin gives us an idea of the factors and forces that form her professional learning context (Connelly & Clandinin, 2006).

Going off campus is her preferred way to grow professionally. She mentions this multiple times in the interviews due to her excitement over her learning.

> I think I always like to go to reading and writing trainings because that's what I teach the most. They always have these strategies that you can use in your classroom that motivate me to do something different in my classroom, like not just do the same thing over and over. For me that's why I like to go to those trainings.
>
> I feel like I do like to go to trainings, to make my learning happen. That's for me my own personal . . . I feel like the day I stop going to trainings is the day I'm going to be a boring teacher; I'm not going to have anything new to give my students. Whereas if I keep learning and growing myself as a student, then I'll be better equipped to teach my students.
>
> I would really like to continue to prepare myself for my students so if there's an opportunity for me to go to training, I would love to go.

These quotes show that Erin values the act of apprenticeship in her learning, counting on professional authors, consultants, and trainers to lead her through her zone of proximal development (Vygotsky, 1978).

When asked if she feels she has an opportunity to learn during the year (as opposed to summer), she states

> Well, we do if we're provided it. . . .They chose different teachers from different grade levels and they took them to the training, so it can happen during the year, but it's just going to take money and the principal willing to work with us and somebody searching out those opportunities . . . . We don't have time to do all that.

These quotes are demonstrative of the types of factors that have an influence on the context and sociality (Clandinin & Connelly, 2007) of her professional learning.

With this view of PL in mind, Erin's "telling" of her story informs us of the ways that her professional learning impacts her practices through the following: (1) in helping her students learn, (2) in engaging in the learning process, and (3) in maneuvering through compliance demands.

Helping Students Learn

The greatest impact of PL for Erin, based on the sheer volume of data on the topic, was the concept of helping her students learn. That was often the number one goal of her learning: "I think it did help them, but this year is when I'm seeing the most success; How do we help them transition from Spanish to English and still have that comprehension?; I think it helped. I mean, to me it was like how can I make sure I pose these questions (higher order) to my students . . . ?; I need to have something like a sentence stem to be able to write better in English and when I did that, it did help them"; and repeated questions and statements such as "How can I help them?" and "That's my main concern."

Along the same concept of helping students is her desire to teach her students. She often mentions "finding a way, finding another way, or finding another route" to teach them. She often tweaks or adapts her learning to teach her students a concept or strategy.

> For this one, the only thing I adapted was the truism because I felt that it was too much to come back and teach them all of that. And that's how I came up with the friendship idea. I thought ok, I can do the structure for them to be able to write. . . Of course, she (author/presenter) had us read it to somebody else, so that's

something else that I did because she said students don't get the opportunity to talk.

Reviewing Erin's reflection logs, the only time she mentions a great impact on her learning for the week was when she was asked to attend these PD opportunities off-campus related to her content areas as noted in this and the following sections. Helping her students is Erin's need-to-know, which increases one's readiness to learn. Her readiness to learn is also based in the real-life needs of students in her classroom. This is where her understanding, knowledge and skills, and values and attitudes are learned most effectively (Knowles et al, 2015). She desires immediate application, particularly in writing for her students who have to take state writing assessments. Through these examples, she demonstrates being an active learner, always reflecting and acting on her students' behalf.

Professional Engagement

Another way Erin's PL impacts her practices is through engagement in learning. She wants her learning to be engaging (this use of the term includes the concepts of interest and motivation) for herself and also for her students. There is a connection between the two for her: "That sounds fun. I'm going to do it and I've been doing it. They were not excited, but now they are looking forward to writing about a topic; I think it has to motivate both the teacher and the student." She talked a lot about the two authors she went to see and how they made her practice what she was supposed to do with her students. She enjoyed the practice and then the explanation of why or the explanation of the strategy. "I really liked both of them; they're my favorites so far." She explains how this personal engagement impacted her student engagement in writing:

> So little by little, they *have* learned to love to write and they're like, are we doing quick writes today? They're asking me for the time to do quick writes. So, they like that time . . . . They enjoy it. They like to write more that way. They share their stories with me and they really look forward to it. And then it gets them excited. They were not excited, but now they are looking forward to writing about a topic or about something.

During classroom observations, student engagement was evident in many ways such as student exclamations of "I didn't know that!", "Oooohhhh!", and "Is that true?!" Other examples include clapping, eagerness to share their work, and laughter at classmates' clever sentences with homophones. This type of individualization geared toward her own and her students' needs increases her need-to-know and her internal motivation to learn ways to help them.

Compliance Demands

Finally, Erin's PL has an impact on her practices as she maneuvers through the compliance demands of a teacher in an assessment grade level. She explains how she is not on a team that collaboratively plans together because other teachers are new and have many new-teacher demands at the campus and district levels. She therefore often feels that she is alone in planning. "They were new to the campus, so most of my planning, it was like, ok, let me do it myself, or let me see what I'm doing; Whenever we say we're going to plan, they were there, but it was like we didn't ask those kinds of questions. It was like let's just get it done. Let's turn it in so we are in compliance." Due to these circumstances, Erin does not feel that planning generally contributes to her PL. She feels it is compliance because she has to be there, although she states there was no regularly scheduled time and she and her teammates sometimes text each other to

meet or just share over the phone. There are often other meetings such as meetings with the Response to Intervention (RtI) committee or Annual Review of Data (ARD) meetings that take her planning time. She especially feels that planning turns into compliance “if we’re planning for something that’s maybe, I don’t think it’s related to what we’re teaching . . . .” She questions the goal of planning in her learning:

> Are you helping me get ideas for my lesson plan, next week or whatever? Then that’s good. If we’re doing something that’s going to help me with my lessons the following week, it wouldn’t be compliance. If it’s truly planning for students’ needs or planning for the following week, then that’s something that I, that’s going to help me, that’s going to benefit me.

Heavy compliance demands also impact her choices for learning:

> During the school day, it’s just technically you go where you’re told to go (laugh). Like, go here, go there, you have a meeting here, you have a meeting there, so you have to be there; we just do what we’re told, where we need to be. Now, like I said, some of them are good, but some of them are not, you know; Like we have to do this, we have to do that; I will say 85% of the time will be compliance.

There are so many compliance-based demands that form the context for a teacher in an assessment grade that she feels that she has to prepare outside of school hours.

> Weekends are my time to do my lesson plans and really think about what am I doing next week? . . . I feel like we have so much going on during the school year

or during the day. A training here, an hour there. I think I have a lot of hours this year (laugh).

Erin's reflection logs indicate her feelings towards compliance, often indicating she was unsure what, if anything, she had been required to do that week impacted her learning. Erin's response to these types of requirements demonstrate the key concepts of choice in the andragogical framework. Adult learners resent being imposed upon. When the learner's internal drive to be self-directing is in conflict with her ability to be so, there can be negative consequences such as tension, resistance or even rebellion (Knowles et al, 2015). Compliance-based learning was often transmission-based, reducing the real-life application and her need-to-know. Compliance-based learning also limits reflection, dialogue, and critical thinking that leads to action.

The largest impact of PL is how she feels it prepares her for the annual state assessment. Much of what she learns is related to student success on the test. One of her off-campus PD opportunities was one of her favorite authors, but geared specifically for passing the writing state assessment. "So this was her map to get a good grade on the expository writing." Multiple comments show concern with student scores:

> These ones are on this level, they're so far apart and you have to cover things for the test and you're like, what do I do?
>
> I can work with her in Spanish because we don't have to press so much for the writing (once the test is over).
>
> It was like, you have these students and you were at this much percent and we need to be at this much percent.

Erin discussed in depth a specific example related to mock exams, in preparation for the real assessment, concerning a skill the students were not successful on:

> No, I think we need to have that one (the state spelling standard) because the test, I mean, we have to give it to them.
>
> I did her ideas for the other homophones that she says are tested, but then I noticed whenever they did the mock [practice exam], 'quite' and 'quiet' were on there.
>
> My students had so much trouble with that homophone (on the test), so at that moment I was like, they need to know more homophones.

Referring to the homophone activity she did during my classroom observation, she stated:

> I think I still would've done something like this just because of the material that's tested and how my students did.

Even students are aware of how the environment changes before and after state testing:

> A lot of my students were like ok, the test is over, so do we get to have Chromebook time. I was like, no!

The pressure of state testing and other compliance issues show the challenges Erin faces and her desire to make her content truly engaging for her students.

In summary, the impact of professional learning for Erin was seen the most in helping her students learn, in engagement in the learning process, and in maneuvering through compliance demands.

Participant 2 (Erin) – Question 2

Erin's life story helps us better understand how we can best prepare teachers of EB students through her personal experiences developing resilience, understanding student needs, and professional engagement and choice.

Personal Resilience

Most influential to her learning and the development of her personal philosophy as an educator were her own experiences with building personal resilience. This occurred for her in her formative years as an EB and continues in her current status as a teacher, overflowing into her role with students who are also EBs.

Almost immediately when asked about her schooling as a child, Erin states the years were rough and not her best. She did not want to be there. She mentions the use of physical punishment by her teachers and how it "got to me" and how from then on, she did not have confidence at all. Upon further questioning, she elaborates:

> I think it all started in 1st grade. The teacher was not . . . if you didn't know the answer she was going to hit you with the ruler. Or if you had to say the ABC's or whatever it was, she was going to punish you. It was regular school, but they used physical punishment. So I was just worried about when is she going to hit me? When is she going to do this? When is she going to do that? I was very afraid of her. So I went to 2nd grade and I had the same teacher for my second year. So that just did it for me. And it was her comments to my mom, like oh, she's a slow learner, she's Special Ed, you need to take her to this school [a school for special needs students]. It really brought me down (eyes filled with tears and voice was

shaking). And that just did it for the rest of my life. Even today, I'm like, ok, I can do this! I'm going it good! I'm going it good! But it's hard to have my confidence because it was taken away from me.

Afterwards, she explains how she failed second grade with that teacher but eventually had a more patient teacher with whom she had more success, but she never had confidence again. She did her work, but school was not fun for her. She was planning to quit school because of that and also because she felt responsible for her father having to live in the United States to work to pay for school. "I was like, I'm not going to middle school. What for? You know, I am not smart. My dad is over there, and if I go to middle school, he's going to have to be there longer, so I don't want that. So I'm not going." She mentions multiple times that her confidence was gone and sadly, "I had great teachers, but it was like, nobody has ever said, oh, you're great, you're good, you can do it, pushed me, to do better. And that's why I was like uh-uh, I'm done."

In this telling of her story, Erin shares how the topographical boundary of place (Connelly & Clandinin, 2006) became a metaphor for what she believed were boundaries of learning within herself.

Erin finished 3rd- 6th grades in her home country, and then the family moved to the United States to reunite with her father. She started middle school and was placed in an ESL class. This was a turning point in her life. She would spend three periods a day in ESL and then go to her other classes where she said she did not understand anything. She had a friend who would translate for her, and other kids made fun of her. She was very comfortable with her ESL teacher because she could speak English and Spanish. "I mean, the way she taught, I don't know what it was about her, her persistence, her . . . she gave me confidence." It is here that we see a transition

within her feelings, hopes, and dreams which would ultimately lead to a critical stance for EBs like her. She spoke about really wanting to learn English while her brothers would make fun of her, but she did not care.

> I don't care. I'm going to make a 100. So I did. I'm just like, I was persistent. I was like, I have to make a 100. So, I did, and that's how I moved forward my first year. I could understand a little bit. And it was just because I really wanted to learn the language. And it was just the way she gave me the confidence I guess, the way she taught, the way she was with us. She was strict, but she cared for you.

This new found persistence and motivation carried over into her desire to go to college. She decided

> If I can learn a second language, I can do anything else! From that one point on, I was like wow! I was blindfolded and I opened my eyes, like wow, I can do this, just believe in myself. So that's when I decided that I wanted to go to college.

Erin went on to graduate from college in five years because she had to work the entire time to pay for it. She worked seven different jobs, including a stint as her father's secretary for his landscaping business. After graduating from college, she worked in a furniture store for two years until the Dream Act came out that allowed her to apply for a teaching position. Her ESL teacher was her inspiration for what type of teacher she would become.

> So it was just a really good experience and I was like (gasp), I love her! I like the way she is. I want to be like her, I want to treat my students . . . like be strict with my students but still show them that they need to learn how to be confident with themselves and things like that.

> I think it was all my ESL teacher, just realizing I can learn. I can do this.
>
> I thought this is what I want to do. I want to do what she did for me. You know, help those students who are coming from another country, give them the confidence to move forward and that they can do things, they can learn.
>
> See, after her, I was very persistent and I always worked for what I wanted. I looooved her. That was my motivation.

Erin's change of place had a huge impact on her opportunities and resulted in a transition in the way she viewed herself as a learner.

Understanding Student Needs

Another way that Erin's story informs our learning is in the area of what teachers of EB students need in order to teach them. This need-to-know greatly influences her learning. For example, Erin feels she has instructional needs in the content areas. She expresses a desire to learn how to incorporate social studies into her teaching of reading and writing because that is a school expectation. She wants more training on the specific content of reading and writing because that is what she teaches most. However, she sees an underlying need for a focus on issues related to language within the content areas. For example, she discusses learning that, for her, is missing:

> I think transitioning for students from Spanish to English is really hard. They might be understanding in Spanish, but when they transfer to English, it's like, you read beautifully, what happened? They don't get it. How do we help our students who are transitioning from one language to the other? And the

> comprehension piece, because they can read, but when they answer back to you, they don't make sense or they don't know it. We're missing something in there.

In other places she repeatedly mentions "words students do not understand, vocabulary is difficult, or our students don't know how to spell" and how these issues negatively impact student learning. She mentions vocabulary in both languages as an obstacle as well for students who are required to speak English at school and Spanish at home. This questioning and analyzing causes her to seek answers to help change these issues for her students.

Oftentimes, Erin feels that strategies for native English speakers are presented to teachers without an understanding of how to apply them for EBs. For example, she went to a PD opportunity to learn about the structure of expository writing in order to help students receive a passing score on the state writing assessment. The presenter taught about sentence structure through the use of sentence stems. When applying this concept with her EB students, Erin stated that it helped some of them but she felt it hindered her high writers. Therefore, the concept of differentiation of sentence stems for different levels of language development was not a concept addressed by the PD. According to Erin, most of her PD opportunities are not EB specific.

> I don't think they mention the EBs that much; I don't think we're as big on EBs and I don't know what it is; I do remember going to a workshop and strategies to teach your EBs over there (prior district), but here it's like . . . [shrug]. I remember going to that one we went for (program name), but that was just one. I'm not sure if it was this or last year.

> I don't think I've been to one that is, specifically says this is for your EBs. During the summer I just went to running records or data and things like that, but I don't think they ever mentioned something like that specifically.

Erin is able to think critically about her PD opportunities and understands what is missing for EB students. Since these dialogues are missing, she must analyze her own classroom and make the changes her students need.

Professional Engagement

From Erin, we learn how important the concept of engagement is for professional learning. For her, the purpose of learning strategies is to see if students are engaged, without which, learning does not occur. "They need some movement. They need to be talking. They need to be doing something or else you lose them. That's why I like to learn new strategies to use in my classroom." When asked if it must be something new, she responds, "Not necessarily new, but engaging for the students, so they're not just there." Student engagement is linked to teacher engagement: "If the teacher is excited about it, the students are excited about it." At a PD opportunity, she was introduced to a clock activity for helping students partner up and share during writing, and she was able to practice the activity with her 12:00 and 9:00 partners. She decided: "I said oh, that sounds fun, I'm going to do it and I've been doing it, and they love it." She also uses multiple ways for students to do quick writes over meaningful topics such as "heart writing", letters to fathers for Father's Day, or end of year memory books as was observed in the final classroom observation. In addition, students cheered when her partner teacher came over and wrote a long division problem on the board. I was told by a student that this was "middle school level work!"

Again, we see multiple principles of the theory of andragogy: self-direction, need to know, involvement, individualization, and immediate application. However, the only time she mentions engagement in her reflection logs is when she goes off-campus for PL.

Choice

A final understanding we can glean from the narrative of Erin is her need for choice while working in an environment of compliance. She feels that “85% of the time is compliance. 15% of the time is like, oh, this is really good.” Due to this, she states that she has very few opportunities to grow as a professional during the school year because there is so much to do and that most of her trainings are compliance-based. “That’s how I feel most of the time during the year. We just do what we’re told, where we need to be.” She feels that it is best when she chooses how to grow professionally “because how do you know what I need to help my students? I’m the one that spends the time with them and knows their needs.” The idea of knowing is very important to her.

> You’re not always going to know everything, so it’s basically the teacher knowing herself, knowing her students.
>
> Do I know this? If I don’t know this, am I going to look for the answer for this, and then come back and teach my students?
>
> Also knowing the students’ background, like really getting to know them, in order to teach them best.
>
> Technically, in order to be prepared, you have to know your students and you have to know your content.
>
> It takes a little patience to know your students and know their needs.

This knowing of herself, her content, and her students allows the teaching and learning to take place. If 85% of her time is spend on compliance issues, this must have an effect on her professional learning and her ability to create these spaces for "knowing."

In summary, based on Erin's story, we know that building resilience in EB students will have positive consequences for their academic futures, building persistence and motivation to succeed academically (Gándara & Contreras, 2009). We also know that professional learning opportunities specifically geared for teachers of EBs are needed, providing specific instruction in language issues within the content areas. The language piece is what distinguishes "good teaching" for native language speakers and EBs. Third, engagement for the teacher is tied to engagement for students, without which, learning does not take place. Finally, we learned that teachers in assessment grades feel strongly about choice because so many compliance demands are placed upon them.

Analysis Across Cases – Question 1

The analysis across cases for question 1 shows six significant findings.

Planning

First, both Linda and Erin view planning time as both choice and compliance, depending on its purpose. For Linda, planning time is viewed as very valuable regardless of its purpose because she depends on her teammates for the sharing of ideas and thinking of information in new ways. She only differentiates between choice and compliance when the team cannot meet on their designated planning time (compliance) and they choose another day to do it (choice). Erin views planning time as compliance when it has nothing to do with learning a strategy or idea she can use to teach her students. Planning lessons is not considered professional learning for her

because she has not been on a team that collaborates and shares ideas. Planning is being prepared and knowing what she will be teaching. However, for both teachers, the PL through the sharing of ideas to reach students impacts their practices because it ties to student success.

Goal of Student Success

Tied to their goal for planning is a second finding for question one. No matter the type of learning or whether choice or compliance, both participants' ultimate concern is student success. For example, discussing one of her most meaningful learning experiences (a reading PD opportunity), Linda explains how she was shown how to pull vocabulary from the book she was using, teach it to students kinesthetically, and how to use the same book throughout her content areas as a connection for students and also as a way for them to have multiple opportunities to practice content vocabulary. Similarly, Erin discusses a writing PD opportunity she attended to help her students in relation to the writing assessment. She went back and tried the strategies suggested by the presenter to give the students the structure to use in order to be successful on the writing assessment. She also started to give them more opportunities to talk with others about their writing when the presenter pointed out this missing link for many students. This desire for student success allows any learning to have an impact on instructional practices.

Professional Goal Setting

A third significant finding is that both Linda and Erin set goals for themselves as teachers in order to further impact their instruction in the future. Interestingly, both teachers discuss questioning students with higher order questions in order to move them into higher order thinking. Linda sees this as an area that she lacks in at work and also at home with her own children. She noticed that she was not asking questions that elicited deeper responses or as she

states, "to invoke them to start thinking about it instead of me having to get a yes or no answer or regurgitate something." For Erin, she is also interested in "incorporating more questions, higher order thinking questions, into my lessons and giving students time to think." This is an example of self-directed learning and its impact for both participants.

Self-Reflection

It is not surprising for teachers who set their own learning goals to demonstrate another significant finding: Both participants, when asked to describe learning that had the most impact on their teaching for the year, considered self-reflection as the key. Linda explains:

> When I actually sat down and reflected on it. I can use this for [all content]. And I think that again that was the reflective piece of really thinking about the lesson and what is the purpose behind it and how can I use all the resources to the full extent?

Erin similarly states:

> I think it's just reflecting on what you're teaching. I can say, reflecting on the lesson plans you do, reflecting on the lessons you're teaching and did it work? Did it not work? What can I do? How can I change this lesson to make it better for next time? I think as a teacher we have to be constantly asking ourselves that.

Reflecting on themselves as teachers impacts their practices because they adjust their lessons and their thinking to better teach their students. Through a continuous process of reflection-action-reflection, these teachers actively participate in their own learning, think critically, and affect change in the lives of their EB students.

High Self-Efficacy

A fifth significant finding is that both Linda and Erin had high self-efficacy (Bandura, 1997) pertaining to teaching EBs. Linda claims that in the schools she has worked in, teachers not only have cared but have made sure to cover all bases to make sure they are reaching students based on their needs. She feels that it is not a matter of not being able to reach a child, but perhaps a personality conflict that affects developing a rapport with students. When asked if she had ever personally felt unable to work with a student who was an EB, she stated:

> I've never felt that, no . . . I always looked at the child and said, ok, what does the child need as far as to be able to learn this? It wasn't more about the language, it was more about how can I touch upon all the other ways that this child can learn? What other strategies can I bring to the table so that they'll understand?

When asked where she feels her self-efficacy came from, she said from her own personal background, her mom, the schools she has worked in, observing other teachers, and being able to co-teach in an English Language Development classroom.

Similarly, Erin explains that she feels confident teaching EBs. She believes it's about knowing yourself, your content, and your students. If there is something she doesn't know, she has to find the answer and be prepared. After discussing the concept of some students being caught between parents who make them speak only Spanish at home and a school that expects them to speak English, she states:

> I believe every student can learn. Like literally, they might be here in first grade level, but if they can move two steps, then that's progress for me. What are you going to do? Are you just going to let them, oh, you're not going to pass so you're

going to just stay there? No, you have to find a way to teach them. They all have different learning, you know? Styles. So not all your class is going to have the same style . . . so it's technically them driving your instruction. And I don't think like . . . language, like, he can't do it. It's not that he can't do it. It's that you have to find another route to make sure he learns.

Without Linda and Erin believing that they can teach EB students, their professional learning would not matter, so this concept is key to impacting their instructional practices.

Powerful Learning Moments

Finally, for question one, the sixth significant finding is the power of "small" learning. Linda describes this learning:

> Maybe I could get a little better at math or if there's a new way to teach math . . . I didn't think about before and it would be like an aha-moment. So those are the things that are going to be like, oh, just even those littlest things will be like, (gasp) cool! I could do that!

She also mentions the idea of tweaking a lesson or an idea multiple times during the interviews. For example, she speaks of tweaking something to fit her style, tweaking something to fit a group of students, tweaking something to fit a unit of study, tweaking something to make it a challenge, etc. She considers these small tweaks having an important impact.

Erin also sees the power in small moments of learning. Learning about the practice of a 6-minute quick write and seeing her students begin to love writing had a big impact on her practices. She added to that when she learned about the importance of students talking and sharing their writing with each other. She incorporated a "date on the clock" activity and a share

time, adding only five minutes to her writing routine but which had great impact on her writing instruction and student learning. This was a mind shift for her because she stated that before her outside learning with the consultant, she was afraid of writing, but these “little thing[s]” changed her perspective on writing.

In summary, the analysis across cases for question one shows multiple significant findings. There are many ways that professional learning impacts the instructional practices of teachers of EBs. Professional learning impacts how they view planning, how they teach students, how they set professional goals, how they view the importance of reflection, how they view themselves as capable of teaching EBs, and how they view small learning moments.

Applying the study’s theoretical frameworks to the cross-case analysis for question one, it becomes clear that the greatest impact on instructional practices occurs when teachers learn under the precepts of adult learning theory and when they are in a learning space that values the personal construction of knowledge and critical reflection of their practices (Goodman, 2010).

Analysis Across Cases – Question 2

The analysis across cases for question two shows seven significant findings related to how these teacher narratives inform our understandings of the best ways to prepare teachers to work with EBs.

Language with Content

First, teachers must be able to give students the language they need to do the work. As Linda discussed, teachers may have a brilliant science experiment planned, but no one understands anything they are saying. Students must be given the language, and teachers must learn what those language needs are and how to address them. Erin also discusses this concept

when she mentions her concern with transitioning between languages and student struggles with vocabulary, as mentioned previously.

Lack of Learning Opportunities

Second, both participants agree there is a lack of professional development opportunities geared towards teaching EBs and meeting their specific needs. This finding is very significant because teachers cannot meet those needs if they do not know how. Teachers with high self-efficacy such as the participants in this study, based on their life experiences seem to have figured out what works for them, but they both feel that something is missing. Linda questions the idea that she has to be certified but never receives any training to learn more about how to help this student population while Erin states multiple times, "we're missing something in there." I noted in my researcher journal that bilingual teachers, including myself as DLC, received emails inviting us to attend strategy PD for English Learners (district terminology). I noted that a teacher came to me and asked if the meetings were mandatory since they had been in the past under the former Bilingual Director. She stated she felt it was such a waste of time, she had so much to do, and she did not want to go. I explained I would not be attending due to being in team planning after school until 4:00, and the district PD required driving to another campus by 4:00. I told her it was up to her to decide. Another teacher did not want to go because she felt her extended planning time with her team was more important. She emailed asking what the meeting would be about and was told it would be the sharing of ideas. She stated she did not feel it would be helpful or a good use of her time. She suggested they do it online and mentioned the long drive to the other campus. Linda did not receive those invitations as an ESL teacher, and Erin also lamented the drive and after school time requirements of the meetings.

Stagnated Learning

Related to this finding is the third significant finding, and that is the feeling amongst the participants that nothing ever changes in professional development for teachers of EB students. In a discussion about helpful PD, Linda expresses how she could use PD for different kinds of learners because "I may feel proficient more in certain kinds of things like visuals and kinesthetic, but I would need maybe . . . I'm always learning, so you know, having some other ways to provide that." She has an ESL certification, but there is no training specifically geared for EBs. I asked:

> Does that mean we obtain this certification x years ago and we're good forever? With reading it is continual. With math it is continual. Why are other things not continual? Once teachers learn to prompt a child to look for meaning in a text, does that mean you never go to any other reading trainings?

Linda replied, there is never "a scaffolding for us." It was discussed that surely research has been added to the knowledge base about language learners. It would make sense since we never stop learning in other content areas. According to Linda, it is the content that is always pushed. In my researcher's journal, I mentioned attending a strategy PD for bilingual teachers where we rotated to five different stations led by teachers from around the district. We were only able to spend six minutes at each station before we were asked to rotate. The facilitators mentioned wanting to respect everyone's time. At the end, the facilitators asked teachers present to be sure to sign up for the two summer sessions (being offered multiple times) to represent our population and that the sessions did not have to say "ESL" or "Bilingual" to be applicable. She went on to say that language was the only difference and that teachers could take any strategy or idea and make it

applicable to English Learners. Although I did appreciate the facilitators' enthusiasm and encouragement, I noted the connection to "it's just good teaching" (Harper & De Jong, 2009; Molle, 2013) and the missing language piece for the opportunities being offered.

Erin spoke about a PD opportunity she signed up for in the summer and stated she had worried it was going to be really boring. When asked why, she explains:

> Because they always, all the trainings are always the same, like, give your students wait time and blah, blah, blah, and I thought ok. . . . the same strategies, SIOP. . . It's always changing, education is always changing, but I've noticed for EBs, it's always SIOP and the wait time and everything is the same, so I was expecting to see or hear some of that in this training, but I didn't.

The conversation turned to the discussion of, is there not any new learning for teachers of EBs? She responds that she thinks "it kind of just continues" and teachers are more mindful of those strategies when they have that student population and tend to forget when they do not have that population. Erin said she feels that there must be learning out there because the PD presenter shared a blog from an ESL teacher in Vietnam that is full of what ESL teachers are doing around the world. I made the comment that perhaps we are not focused on it because we are focused on so many other things, and Erin agreed. This is another concern with the large amount of requirements for compliance demands. Ultimately, Erin shared the requirements in her old district to have language objectives and English Language Proficiency Standards (ELPS) posted and how administrators would come around and check. In her current district, this is not the case, and she states, "I think if there's nobody checking you, then you're not consistent with it."

Resilience

Fourth, the amount of resilience demonstrated by Linda and Erin in their goal of becoming teachers is significant in our understandings of preparing teachers. Teachers can build this resilience in their students as Erin's ESL teacher did for her so that she could turn around and build that same resilience in her students. Linda did not have the same struggles in school as Erin did, but she still had the resilience to attend college for ten years to get to the place she was in at the time of the interview. Due to marriage and children, she did not start out in the field of education, had to start over, and then had to add endorsements on top of her degree to obtain a special assignment in special education. Both participants worked full time while going to college as well.

Practice

The fifth finding of this study for question two is that both participants want practice to learn. Linda stated that she needed practice. The more she could practice something, the better she would be at it. It gave her confidence and helped her better prepare for teaching her students. She gave a specific example of her need to practice the persuasive essay before teaching it to her students. Erin also stated that she needed practice to be able to see how an idea or activity would look for her students. Both agreed that theory without practice was not beneficial to them. Linda states, "You can give me theory all you want but it will be in one ear and out the other. If I'm practicing it, then I'm going to be stronger in it and I'm going to be better at it." She also mentioned learning something in a training but then the important piece she said is applying it in the classroom. Erin says this about practice:

> I liked (author/presenter) because you have to practice what she's teaching you or what she's wanting you to do with your students. It's not just, ok, this is the strategy, now you do it.
>
> And then (different author/presenter) is the same way too. He wants you to practice and do it, and then he'll tell you the why you're doing this.

Erin specifically talked about using the author's book and practicing how to do a multi-day process for revising and editing with her students.

Powerful Learning Moments

As stated in the findings for question one, the power of something small is also important for our understandings for preparing teachers of EBs. It does not have to be a new program. It does not have to be a new five part process. As Linda and Erin make clear, it is the learning of something seemingly small and insignificant in the grand scheme of things, such as a six-minute quick write, a clock with names of students to have writing "dates" with, or a tweak to a unit for a particular group of students that holds much power in the professional learning of a teacher that can be passed on to her students.

Finally, the emergent themes for research question two indicate that teachers should not be positioned under the negative assumptions of the traditional or Staff Development model of the past (Lieberman & Miller, 2007). They do not need forced compliance to be professional.

In summary, there were several significant findings in the study in the cross case analysis for question two that inform our understandings of how to best prepare teachers to meet the needs of EBs. Students need language to do the work of school, not just content; There is a lack of PD opportunities geared toward the specific needs of EBs; There is general feeling among

these teachers that there is no continuation or scaffolding of learning for teachers of EBs; Teachers and students both need resilience to be successful; These teachers find practice critical to their success and the success of their students; there is power in “small” learning; and teachers should be positioned as professionals.

Applying the theoretical frameworks of the study to the cross-case analysis of question two, teachers are best prepared to meet the needs of EBs when their own needs as adult learners are met. If teachers are to value critical thinking, dialogue, reflection, and the co-construction of knowledge in order to effect change in the education of EBs, those same key concepts must be experienced by them in their professional learning.

Summary

This chapter began with a brief review of the methodology used in the study. Then findings from the analysis of data for participant one were presented for questions one and two. Next, a discussion of data for participant two was presented for both questions. Finally, findings from a cross-case analysis were presented for question one followed by a cross-case analysis for question two. There were several overarching themes for question one: the ultimate goal of student success through the valorization of goal setting, planning by choice, self-reflection, small learning, and the belief in oneself and one’s students. For question two, it was found that there are certain necessities for learning: meeting language needs, resilience, practice, small learning, and up to date, continuous professional learning opportunities. Overall, it was found that the greatest impact on instructional practices for EBs occurs when teachers learn under the precepts of adult learning theory and when they are in a space that values critical reflection of their

practices. These findings will be discussed further, along with implications for the field, in the following chapter.

CHAPTER V

DISCUSSION, IMPLICATIONS, & CONCLUSIONS

The purpose of this qualitative multi-case study was to better understand the professional learning of teachers of emergent bilingual students (EBs) and its impact on their instructional practices. This study also sought to bring awareness to the implications for teacher learning for the academic success of this student group. In this chapter, I will provide a brief review of the study and the findings for the research questions followed by the limitations of the study. Next, I will provide a discussion of the implications of the findings and then present my recommendations. The chapter will end with final conclusions.

Review of the Study

The Latino Education Crisis (Gándara & Contreras, 2009) originally sparked my interest in the topic of this study. Reading about the growing numbers of this student population along with their lack of academic success caused me great concern as an educator with certifications and experience in ESL and Bilingual Education. I read about their teachers' lack of ability to reach them and felt a resounding, "Why?" To investigate this question, the present study was designed.

This multi-case study used narrative inquiry to examine the professional learning lives of two elementary school teachers of EBs over the course of six months of the spring semester of the school year. One teacher was an ESL certified, first grade teacher, and one was a Bilingual

certified, fourth grade teacher. Each teacher participated in three, in-depth, semi-structured interviews and two classroom observations. They also completed a weekly reflection log that was collected monthly, for a total of six logs. Classroom artifacts were shared by the teacher, and I kept a journal documenting the process. The theoretical frameworks of Adult Learning Theory and Critical Constructivism were used as a lens for interpreting data. The goal of the study was to answer the following research questions:

1. How does self-initiated or school-mandated professional learning impact the practices of a teacher of EBs?

2. How does what we learn from teacher narratives about their professional learning inform our understandings of the best ways to prepare teachers who work with EBs?

The Impact of Professional Learning on Teaching Practices

There were six key findings in this study. First, planning time with colleagues was important and seen as valuable under certain conditions. If the time was viewed as a choice, allowed for the preparation of future lessons with students, and it involved the sharing of ideas or strategies, it was considered valuable learning time. Teachers differentiated between the acts of sharing of ideas and re-thinking of information with simply knowing what they were to be teaching that day. Knowing, without reflection and dialogue (Freire, 2000), was not seen as valuable learning time.

Next, both teachers used any learning opportunity, whether choice or compliance, to further their students' academic success. For example, through learning how to pull vocabulary from a text and teach it kinesthetically or a strategy to give students more opportunities to talk, each teacher used every learning opportunity to positively impact student learning.

Additionally, these teachers viewed themselves as learners and set goals for how to improve their teaching. This self-directed learning was key for them as adult learners. Being involved in all stages of their learning increased their internal motivation and gave them the individualization that they needed (Knowles et al, 2015).

Part of their view of themselves as learners was the use of self-reflection in their work with students. They both believed that self-reflection was the key to their growth for the year. Self-reflection brought into account the *why* behind their lessons and instructional practices. It allowed for the adjustments of not only instructional practices but also of their thinking.

In addition to being self-reflective in their learning, these teachers had high self-efficacy as well (Bandura, 1977). They believed their EB students could learn and that they could teach them. Criticality in reflection (Goodman, 2010) was demonstrated when these teachers refused to see their students through a deficit lens (Gutierrez, Morales, & Martinez, 2009) and looked within themselves as teachers, their instruction, and their lessons in order to make improvements for their students.

Finally, both teachers valued and found power in "small" learning because it helped them reach their ultimate goal for all of their learning, the success of their students. As adult learners, they were always ready to practice a new concept when they saw its immediate value towards this goal. It could be a minor change to a lesson for a group of students, an adjustment to differentiate a concept, or a five minute addition to an activity, but these small learning moments were considered important by both participants.

In summary, the study showed that the professional learning of teachers of EBs impacts their instructional practices in how they view planning, how they teach students, how they set

professional goals, how they view the importance of reflection, how they view themselves as capable of teaching EBs, and how they view small learning moments.

Teacher Narratives Inform our Understandings for the Professional Growth of Teachers

There were seven key findings in the study. First, both participants agreed that students need to know the language they need (referring to the second language) to use to be able to be successful in school. Giving students the language they need, in addition to the content, helps them build resilience and believe they can be successful. The role of resilience for both participants, a second key finding, was significant to their desire to foster that resilience in their students.

One of the biggest concerns in their own learning was the lack of professional development opportunities geared toward EBs and their needs. Both participants felt that “nothing ever changes” in the PD offerings for teachers of EBs. This is concerning, as participants felt that all other areas have continuous opportunities for growth.

Both participants found practice of new concepts essential to their learning. In their learning opportunities, they wanted to do what their students were expected to do. For example, both teachers expressed a desire to become greater critical thinkers in order to help their students become critical thinkers as well.

Both participants believed that even small, simple concepts, such as a five minute partner share time, were important and were powerful learning moments for them and their students.

Finally, the emergent themes for research question two indicate that teachers should not be positioned under the negative assumptions of the traditional or Staff Development model of the past (Lieberman & Miller, 2007). They do not need forced compliance to be professional.

In summary, there were several significant findings in the study that inform our understandings of how to best prepare teachers to meet the needs of EBs. Students need language to do the work of school, not just content; There is a lack of PD opportunities geared toward the specific needs of EBs; There is general feeling among these teachers that there is no continuation or scaffolding of learning for teachers of EBs; Teachers and students both need resilience to be successful; These teachers find practice critical to their success and the success of their students; there is power in “small” learning; and teachers should be positioned as professionals.

Limitations of the Study

One challenge of this study was the fact that it was conducted over a six month period with two teachers at one school. A larger study involving multiple cases from different schools for a longer period of time could extend the perspectives and experiences with which to draw from. A longer time frame would also possibly show more growth over time. However, because of the power of context (Guskey, 2009), this multi-case study conducted in one location had the advantage of a greater understanding of the manner in which the cases were situated.

A second challenge is myself as the researcher being a participant observer (Hancock & Algozzine, 2017). I found myself having to constantly check for personal biases and feelings about the political climate of my district throughout the course of this study. Trying to rely totally on the participants’ stories was a challenge that I continually refocused on throughout this process. However much I tried, I am sure my influences appeared in the study. On the other hand, a positive outcome of being a participant observer is a greater understanding of the

sociocultural implications at play. Furthermore, keeping a researcher's journal, verifying data with respondents, and having outside readers were used to counterbalance this impact.

A third limitation, according to some, would be the fact that this study was conducted with teachers who were language learners themselves, therefore making this study less transferable to teachers who are not language learners. However, it can be argued that studying the professional learning lives of teachers who are themselves language learners, who have a care relation (Noddings, 2012) with their students, and who are concerned about their academic success, only serves to enrich the positive findings of this study and can transfer to any teacher who cares and is concerned for her students.

Implications of the Findings

The Power of Andragogy

The findings in this study heavily support the andragogical framework (Knowles et al, 2015). As the theory states, certain conditions are needed for adult learners to learn: involvement in all stages of the process, a climate conducive to learning, the need to be self-directed, the need to know, the use of personal and others' experiences, immediate application, internal motivation, the why of the learning, choice, individualization, experiential techniques and a readiness and orientation based on real life. When some of these conditions are met, adults will grow in their learning. For Linda, she found herself able to be self-directed during her team planning, therefore her planning time was considered her most impactful learning time, as evidenced in her written reflection logs. She also considered her self-study online or with a colleague to be internally motivating due to the immediate application and practice with her students and seeing student

responses to it. Erin was highly engaged in her learning when she was off-campus with a consultant learning about specific ways to immediately support her students in the learning of the content they needed to know to pass state assessments. Her need-to-know increased her readiness to learn, and the fact she was self-directed in the application of what she learned increased her motivation to try new things with her students.

The fact that Linda and Erin both found power in “small learning” moments is also supported by the andragogical framework. Knowles at al (2015) explain how the brain in adults is wired to connect new learning to past learning and past experiences. This determines how meaning is made for new learning. The authors state that this explains why some learning is so difficult. “Incremental changes in neural networks are far easier than constructing entirely new neural networks” (p. 223). The teachers’ small moments were incremental changes for them.

The power of engagement for both participants is also supported by the theory. The theory of Andragogy reflects the research of the tie between emotion and cognition, explaining how positive emotional experiences aid in learning, as do making emotional connections and having emotional impact (Knowles et al, 2015), all of which enhance learning.

The question arises, does the majority of learning that happens on a campus or at the district level follow adult learning theory guidelines? If this is the way adults learn best, are teachers being afforded these learning opportunities? I would say they are not.

Negating Negative Assumptions

Another concept this study brought to light is the negation of the assumptions that teachers need to be coerced to learn, to be engaged, and/or to know their students’ needs. These assumptions are rooted in the traditional or Staff Development model of teacher growth where

teachers are seen through a deficit lens (Lieberman & Miller, 2014). According to the participants of this study, teachers *want* to learn in order to better themselves so they may in turn help their students. For example, Linda states, “How can I actually use technology to enhance not only me personally but for my students as well . . .?” Another example is that she sets a personal goal for higher order thinking skills because she feels that she lacks in that area, but she also wants her students to improve in that area as well. Erin similarly wants to learn. “I feel like the day I stop going to trainings is the day I am going to be a boring teacher. I’m not going to have anything new to give my students. Whereas if I keep learning and growing myself as a student, then I’ll be better equipped to teach my students.” Professional growth that is heavily compliance-based assumes that teachers need to be forced to learn and that others know what is best for them to develop as professionals. It assumes teachers do not have the internal desire for growth.

In addition to wanting to learn, these teachers want to be *engaged* in the learning process. Linda claimed there was a direct connection between her level of engagement and her students’ level of engagement. Ultimately the engagement hopefully leads to the students’ understanding of content and their desire to continue learning. Erin concurred, “If the teacher is excited about it, the students are excited about it.” For both participants, engagement and excitement led to “fun,” and they both wanted that for themselves and their students. Again, it is interesting to consider how professional growth that is based in compliance can assume that teachers do not have their own internal desire to engage their students. In the case of both participants in this study, they found engagement within themselves and created their own excitement. It was not given to them or coerced.

Similarly, these participants also felt that knowing their students and their needs was important, and they were internally motivated to have this understanding and connection. For Linda, knowing her students was the best way she could understand them and what they needed to learn. Erin also felt that knowing her students showed her how to help them the most. She did not feel she needed mandated meetings, for example, to scour student data. She felt it was her obligation to know her students and what their areas of concern were. Compliance demands may erroneously portray teachers as having to be forced to learn about their students' academic needs or gaps in learning instead of as professionals whose main goal is their students' academic success.

Personal Experience with Language

Another concept the findings of this study support is the importance of personal experience with language learning and its impact on a teacher and how she works with EB students. Both participants were language learners themselves. Both participants had family members who were language learners, one parent fully fluent in English and one parent who struggled with learning English. Both studied a second language in school (Linda at Japanese school on Saturdays for 12 years, and Erika, starting in 6th grade when she moved to the United States). Both taught students who speak more than one language. The connection to languages and people who speak these languages cannot be overemphasized. This finding also supports the research of Ballantyne, Sanderman, and Levy (2008), Lucas and Grinberg (2008), and Olsen (2012) which advocates for authentic opportunities to be involved with EBs. These experiences for teachers of EBs are so important because they allow the opportunity for EBs to not "remain

an abstraction," or to be viewed by current stereotypes, providing real-life connections for "linguistically responsive teaching" (Lucas, Villegas, & Freedson-Gonzalez, 2008).

The issue to consider here is the idea of being a language learner. All people are language learners. Language is constantly evolving, and people's use of language continually evolves. This is true for native speakers of a language, not only second language speakers. For educators, there should not be a separation then of language from content when content is made up of language. When studying history, for example, all learners need to understand linguistic challenges, structure of text, vocabulary, grammar, and mechanics (Janzen, 2008). Since all teachers are language teachers, this study's implications have much greater relatability in that all students are language learners and all teachers are language teachers.

Professional Learning Opportunities

According to both participants in this study, there was very limited choice in PL opportunities in general. Erin did not feel she had many opportunities to grow during the school year because she was always told what to do and where to be. Questions for school leaders to consider: Are the compliance-based growth opportunities having an impact on student success? As Ostorga (2018) asks, are teachers thriving? Would variety and choice help a teacher like Erin find value in PD on her campus or with her colleagues, or help a teacher like Linda find value in her state/district required certifications?

For PL opportunities geared specifically for teaching EBs, both participants claimed there were very few opportunities available to them for professional growth. This study's focus on EB students and their teachers sheds light on the sociality of teaching EB students. For Linda, the learning opportunities were "out there for everybody" and not geared specifically for the EB

population. She questioned the purpose of taking a state test to receive a certification and never having the opportunity to continue to grow in her learning afterwards. The opportunities the participants do have for PL are almost never specifically designed for EBs. There may be a mention of differentiating a learned concept for another student population, but neither teacher found this relevant.

Both participants also felt that there seemed to be no changes in the knowledge base for teaching EBs. Linda said there was never a scaffolding for teachers of EBs to take what they know and add to it. Erin stated that education was always changing, but PD for teachers of EBs was always the same. This is cause for concern when a school or district claims to follow "current best practices" or "research-based practices." It is unlikely that if there is no provision of current best practices for teachers from district leadership, that district leadership itself is aware of them or there is no vision or philosophy for educating EBs beyond learning English. In the highly charged political climate of bilingual education (García & Homonoff Woodley, 2015), teachers must function within the tensions and contradictions between best practices for educating EBs (multilingualism) and the reality of educating EBs (pressure to learn/teach English). First, there are different program models. According to Baker (2011), program models are considered weak that have bilingual students present but that do not usually have a bilingual or biliteracy outcome. The main aim is assimilation. Programs are considered strong when they have bilingualism, biliteracy, and biculturalism as their outcomes. Use of both (or multiple) languages is fostered. According to Baker, the differences in the belief systems of varying parties depends on the political aims of those who oppose and those who support bilingual education. Not only are models different, they each have different underpinning ideologies. They have

different linguistic goals (ie. language shift or language maintenance), different cultural goals (ie. cultural assimilation or strengthened cultural identity) and different social goals (ie. social incorporation or civil rights affirmation) (García, 2009). It takes leadership that is willing to have a vision and look long term to the vision for these students. It also takes courage to follow best practices and give students the time they need to learn a second language (Thomas & Collier, 2002; Lindholm-Leary, 2001).

There are also tensions and contradictions among views of language learning and language policies. For example, with monoglossic beliefs and practices, languages are viewed as separate entities, unconnected and unrelated to one another (García, 2013). According to the author, these types of policies fall under either additive or subtractive frameworks, depending on if students are adding to their home language or having to lose the home language to learn a second language. In a heteroglossic view, languages are viewed as multiple and co-existent with one another. One language does not have to take over or compete but can be a part of “multiple communicative and literacy practices” (García & Baetens, 2013, p. 245). The authors explain that policies and practices under this ideology fall under a recursive or dynamic plurilingual framework. The underlying assumptions are different for these views as well and often have to do with hegemonic power relations, perpetuating the idea of what is considered standard and languages (and the people who speak them) as problems or resources for learning, something to be fixed or a student’s basic human right (García, 2013).

The implications for the sociocultural landscape for working with EBs is immense. The lack of learning opportunities for teachers of the largest and fastest growing student population in the United States (National Clearinghouse for English Language Acquisition, 2009) sends a clear

message to educators who work with these students. In addition, bilingual programs are varied, and inconsistent (Gándara & Contreras, 2009); many districts do not have a strong, positive, and research-based philosophy for educating EBs (Olsen, 2010); and basic ESL credentials are not required for teacher certification in many states. In my experience, many students enroll or transfer to our campus from other schools/districts, and many of them have not been placed correctly, have been moved from program to program, have been in ESL pullout, or have been in Early-Exit bilingual programs, all of which research shows to be ineffective, and even detrimental to EBs (Olsen, 2012; Thomas & Collier, 2002; Lindholm-Leary & Genesee, 2010).

For the setting of the present study, there are unspoken messages concerning this student group and their teachers when there are bilingual campuses without bilingual administrators or academic coaches, removal of bilingual leadership positions at the district level, focused marketing efforts for Spanish Immersion Programs for native English speaking students, and inequitable resource allocation in English and Spanish. I noted in my researcher's journal that a meeting was held on campus with the campus administrators, district Assistant Superintendents and the Director of Curriculum and Instruction to discuss the Dual program. I am the Dual Language Coordinator and was not invited. I also noted that the district Bilingual department changed their terminology to reflect the term "support" and no longer provided information about best practices for EBs unless specifically requested. The message is clear: these students need to learn English. Multilingualism is not valued. Sadly, when schools filled with minority students or students in poverty do not score well on standardized tests, the deficit model that places blame on students, their families, their communities and their language and culture

(Molle, 2013; Gutierrez et al, 2009) takes a firmer hold. Further, their teachers are also blamed for their lack of success.

Although research studies state that many teachers are not prepared to teach EBs and specifically meet their needs (Gándara & Contreras, 2009; Gándara & Hopkins, 2010; Maxwell-Jolly, Gándara, & Mendes-Benavidez, 2006; Olsen, 2010; Ross, 2013), and as was the case for Linda and Erin, perhaps there were no learning opportunities available. To some opponents of bilingual education, the research can be read as if it is the teachers' fault in some way. According to the findings in this study, these participants are willing to learn, but they are not provided with learning opportunities specifically geared to teaching EB students. If this is the case, there is a great critical issue to be addressed by educational leaders.

Furthermore, if programs *are* in place, critical issues to be addressed are their implementation, purposes and goals, and consistency and continuity. For example, according to Erin, some leaders have teachers post content and language objectives for EBs in order to be in compliance, and others never check for them. For Linda, after her initial certification, her professional growth needs for teaching this population were never addressed again. Fortunately for many students, their teachers have a history of experience with language learning and understand and care about their students' academic success. They are able to relate in some way to their students' challenges with learning another language. The challenge for educational leaders is to consider those teachers who are not able to relate and whether or not the dialogue necessary for these teachers can take place.

Criticality

The doubt arises from the findings of this study that there truly is time for teachers to take a critical stance in their teaching. Both of these teachers think critically about their students and what they need, give them language support, consider their homes and cultures, want their academic success, and do not let them get "lost in the shuffle." However, the level of criticality that involves critical thinking, dialogue, communication, and action – the analyzing of the world and the socio-cultural forces at work within it in order to effect change (Goodman, 2012) - this level of criticality requires time to have these dialogues with teachers and with students. For teachers in the testing grades, this study supports the conclusion that if 85% of the time is spent on compliance, there is not time for these critical conversations among teachers, nor is there time for teachers to plan for these discussions to occur in the classroom with their students. Further, teachers may reflect critically but not in a way that results in action. For example, Erin knew that PD she was required to attend was not what her students needed, but her participation was tied to her annual evaluation by her administrators. For Linda, her only PD tied to EBs was a calibration course that she completed on the computer that was tied to a state assessment. Therefore, some levels of criticality do not take place due to job security concerns or over-focus on high-stakes assessments.

Teacher Agency

Part of the tension that exists between traditional versus professional learning models of teacher growth is the level of contradictions experienced by teachers in this process. Although words are spoken about teachers as professionals and professional learning, the meanings behind these words change under the different growth models. Each model positions teachers

differently. One defines what teachers need to learn, while the other allows teachers to determine their own learning. One gives the impression that someone else knows best, and one treats the teacher as a professional. One focuses on passing state exams and one focuses on the whole child's needs. There will always be this tension between models according to adult learning theory. Teachers will view mandatory versus self-selected learning very differently.

Another part of the tension is due to a culture of high-stakes assessments and the current accountability system. This system frames professional learning in a very narrow way, especially for educational leaders who do not have a vision for their campus beyond high-stakes tests scores. Teachers can be lulled into this trap as well and can define their own learning needs solely based on test scores. Erin felt a lot of stress over scores, tying her students' success or failure into her view of herself as a successful educator. I am not diminishing her care for her students' success, but find it sad that all other positive aspects of her teaching are overshadowed by test scores.

It seems that teachers are not allowed to thrive (Ostorga, 2018) through the andragogical or critical constructivist frameworks because they are often not viewed as professionals. The author explains how teachers are not seen as professionals, not only by the public who view the work of an educator as simple, but also by their own colleagues within the educational field who believe teachers need to be policed, not in the sense of protected, but in the sense of regulated or enforced upon. The term 'colleagues' is used here to include all leadership or supervisory positions because in a professional learning community, all professionals are viewed as fellow collaborators, not in a hierarchy of power (Dufour & Eaker, 1998). The underlying assumptions for the policing of teachers are vast. Regulating, enforcing, imposing, manipulating, threatening,

causing fear . . . these are contrary to how adults learn and will not lead to enhanced learning for teachers or students. Ostorga proposes that “teachers be afforded agency to act professionally, to engage in and lead inquiry, and to make decisions based on their analysis and expertise of the art and science of teaching” (p. 7). In the current study, the participants provide us examples in the following paragraphs of what this “agency to act professionally” may look like.

One such example tied to the idea of teachers being critical thinkers and continually learning is the way that Linda described scaffolded learning. She felt that learning should be scaffolded for teachers the same way it is scaffolded for student learners. However, she does this for herself. Using herself as an example, she stated that she had a lot of experience with behavior management due to her special education credential and her experience in working with all different kinds of students. However, the behavior management system at her current school was new to her. She explained that one takes the foundational skills he/she possesses and adds on to them. Erin also describes growing herself as a student and continually preparing herself. When they scaffold their learning, they sustain their own learning.

These concepts of scaffolding and sustainability are powerful findings in that they suggest another view of sustainability that also provides an example of the “agency to act professionally.” Working at a campus, one can hear educators speak about how programs are not sustained, how there is something new every year, how programs and activities will not last – the “fad du jour” that Sparks speaks of (Sparks, 2002). Each change in leadership at the district or campus level brings new programs and expectations that filter down to the campus level. For example, one year the staff may be required to teach the state spelling TEKS. The next year, they may be required to implement a new word study program that focuses on word families instead.

Two years later, a different word study program is introduced that focuses on sorting. Each change has mandatory professional development that goes along with it. This process is multiplied when it includes other content areas. Over time, it becomes a part of the campus/district culture, and teachers expect it to happen. This creates an even greater need for adult learning theory practices because teachers do not easily buy-in to the next new thing that is presented to them. Interestingly, the participants in this study do not speak about sustainability in terms of program or personnel changes. These participants speak about sustainability on a personal level; of sustaining themselves. These teachers sustain their own learning. It is not a program or an activity or even the learning that sustains itself. The teacher sustains herself and her learning. This is a fine nuance in the discussions about sustainability that is often overlooked because again, the theory of andragogy is not often consulted in the preparation of teachers as learners.

In summary, the implications for teacher learning are that the andragogical model for adult learning cannot be ignored; Teachers are professionals and do not need to be coerced to grow professionally; Personal experience with language learning and speakers of other languages is critical to the development of a teacher of EBs; Time and space for criticality must be established as part of the campus/district culture; and Professional learning opportunities should be provided for teachers of EBs so they may scaffold and sustain their own learning.

Recommendations

Based on the implications of the findings, this section will describe my recommendations for the professional learning of teachers of EBs. First, I will describe how educational leaders

can influence the sustainability of teacher learning. Next, examples and non-examples of PL are shared. Finally, a call for creative leaders (Knowles et al, 2015) is made.

Sustainability

Many researchers talk about teachers' professional learning. Sparks (2002) says PL is effective if it is sustained over time. Darling-Hammond and McLaughlin (1995) support experiences that are sustained, ongoing, and intensive. Opfer and Pedder (2011) state that effective PL has activities that are sustained over time. Stoll, Harris, and Handscomb (2012) conclude that effective PL has opportunities that are sustainable. This study seeks to contribute to the body of research on teacher learning to include the notion that the goal should be to provide opportunities for teachers to sustain *themselves*. Based on this study, educational leaders can do this in multiple ways:

Through Andragogy. As Sparks (2002) stated years ago, powerful professional learning must match adult learning outcomes (p. 9-6). Lieberman and Miller's (2011) description of a successful learning community exemplifies adult learning theory. Providing professional learning opportunities based on adult learning theory invests in the professional capital of teachers (Hargreaves and Fullan, 2012). According to Knowles et al (2015), this means that teachers should be involved in all stages of their learning, be allowed to be self-directed, have immediate application, know their need-to-know, have choice, have individualization, experience and practice learning, tie learning to real-life, and work in a climate conducive to learning. These conditions will increase their internal motivation as well. Implications for administrators are to invest in the professional capital of teachers by reducing the amount of compliance demands and allowing the teachers to be self-directed in their learning. As the

participants in this study indicate, both had student success as their ultimate goal in their learning. They managed to continue to learn and support their students despite heavy compliance demands, therefore it can only be imagined how much more they could learn and support their students under the andragogical learning model.

Through Scaffolding. As Opfer and Pedder (2011) explain, teacher learning is a "complex system . . . [not] an event" (p. 378). This system can be described in comparison to Hornberger's bilingual continua (2004). Just as there is "continuity of experiences, skills, practices, and knowledge" for a variety of students and language use, so there is for a variety of teachers and their learning (p. 156). Traditional dichotomies of new versus experienced, novice versus master, self-contained versus blocked, reading/language arts versus math/science, and classroom versus coach can fall into what Hornberger calls "interrelated relationships" that are "multiple and complex" (p. 156). Viewed this way, teachers and their professional learning start and stop, intersect, continue, and interconnect at all different points on and across the continua, and the traditional view of those who hold knowledge versus those who need knowledge can be seen as the more dynamic system that it is. Scaffolding takes teachers wherever they are in their learning and adds knowledge. Implications for educational leaders are to understand that "teaching and understanding relies on teachers' abilities to see complex subject matter from the perspective of diverse students . . . and cannot be prepackaged or conveyed by means of traditional top-down 'teacher training' strategies" (Darling-Hammond & McLaughlin, 1995, p. 81). The authors go on to state that "occasions and opportunities for the intellectual renewal of teachers must be multiple and diverse rather than generic and discrete if they are to be responsive to specific content-based or learner-based concerns" (p. 86). As the participants in this study

showed, they took advantage of multiple opportunities and were most responsive when they were choosing their learning based on content and student needs.

Through Knowledge of Context. According to Guskey (2009), educational leaders "need to be honest about the real world of schools" (p. 229). The author believes that the context of a school has a powerful influence, carrying more weight than content or process. This idea is espoused in adult learning theory as well because for adult learners, there must be a climate conducive to learning. Guskey believes leaders must start with the end goal in mind and a plan for how achievement towards that end will be measured. This is similar to Dufour and Eaker's (1998) call for a common mission and vision and a plan to get there. Everything else must match or come alongside that end/mission/vision in order to hold value in the process. Implications for educational leaders are that they must lead in that vision, carefully selecting what will hold value and focus for their campus. Without vision, every idea or issue that is shared is brought to teachers as something new or extra to do/learn. These issues begin to be imposed, and adult learners resent imposition. They also are not physically able to attend to multiple innovations/implementations at the same time. Teachers already feel stressed with the amount of curriculum they have to cover, feel pressed for time, and worry about adding something else (Sparrow, 2010). This was true for both participants in this study. Leaders must know their context. Teachers are more able to sustain themselves when they are a part of a larger, focused mission and vision for their students. For those who prepare future teachers, the need for this real-world context cannot be overemphasized. Preservice teachers must have real experiences with EBs and the study of language themselves.

Through Criticality. Part of the mission and vision of a school in a real-world context must include the idea of examining educational practices critically. However, this level of reflection does not happen on its own. It must be built into the context and climate of the school. Teachers must have time to think, to plan, and to collaborate. They must be allowed to co-construct knowledge with their peers. If teachers are not given the time to do this, they will not do it with their students. According to the participants in this study, everything they learned was for their students. Everything they pursued was to turn around and reach their students. The majority of their time cannot be mandated by compliance for this level of reflection and action to occur. Implications for educational leaders are to answer the following types of questions: What is most important? What are our goals? How are they tied to our mission and vision? How can compliance PD be minimized? How can compliance PD be bundled and completed in a more efficient manner? How will we spend our time?

Through Professional Learning Opportunities Geared to Teaching Emergent Bilinguals. One of the biggest implications of this study is that the participants did not have many opportunities designed to help them grow in their knowledge of how to help EBs. There are continuous PL opportunities for reading, writing, math, and science, but teachers of EBs need PL specifically designed for this student population and how to help them succeed academically. There must be a focus of manpower and resources to help the most struggling students find academic success. Campus implications are that administrators ensure their teachers of EBs receive opportunities to grow in their knowledge of how to work with these students. At the district level, offering a variety of learning opportunities with this particular population's needs

in mind is critical. At the university level, school districts and individual schools need partnerships in the sharing of research and work related to the success of this student group.

Learning from Examples and Non-Examples of Professional Learning

This year, teachers were going to be allowed to "design their own learning," which began with a great round of sharing of learning interests and goals. However, by the end of the meeting, all interests and goals had to fit into one of the categories from the district vision statement. In our first meeting, everyone had an opportunity to discuss their topic of interest within the broader group theme. But then we received a folder to document evidence of our meeting with group forms to fill out including job assignments and minutes that would be collected. After the group meeting, everyone had to fill out another document describing next-step goals and degree of student impact. What started out as something everyone was excited about quickly soured because it turned into compliance. Teachers in the group only brought evidence to the subsequent meetings if they tied their learning goal to their TTESS (formal evaluation) goal. This is an example of pretend choice. I recommend allowing teachers to choose their own learning goals and to collaborate how they desire. Some may want to work in pairs or on their grade level team. Some may want to work on vertical teams or individually. Allow teachers to have conversations about their learning without pages of evidence that they had these conversations. Leaders and coaches can facilitate discussions by asking critical questions. Allow teachers to reflect without filling out a piece of evidence every time. This is equivalent to asking a student to do a reader's response every time they read something in the classroom. They will end up hating to read or finding no joy in it at all. "The more the learning connects to the lives

and interests of the learner, the more positive the emotional impact and thus learning is enhanced" (Knowles et al, 2015, p. 228).

Two years prior to this study, our campus brought in Thinking Maps. It came about quickly because certain funding needed to be spent, and so we were asked to gather data to show how this type of organization of thinking could help our EBs. Personally, I loved the training of trainers PD I attended. It fascinated me. Another teacher went with me and although we were very skeptical at first, we found the PD invigorating. We brought all of our excitement back to campus for a full day of training for staff. We had monthly discussions and follow-up meetings about the different maps and their uses. During the following year, we continued to do "refresher" PDs to keep the momentum going because momentum began to die out. By the year of this study, it had almost completely died out. Teachers felt imposed upon. Those who love Thinking Maps continue to use them. Some absolutely will not give up their folder of other graphic organizers and continue to use those. This "outside-in" concept of PL is very typical in schools. It would be better to ask for volunteers for a pilot group and work with those truly interested in learning about and using a new program. However, what often happens with pilots is that the year after the pilot, the pilot group is expected to roll it out to the rest of the staff and cheer them on in the program's acceptance campus-wide. This is pretend choice as well. It will fit for some, but taking something outside and trying to make it fit for all is not going to get buy-in from teachers. The learning needs to be in response to not only student needs, but teacher needs as well. The participants in this study had learning needs that were tied to student needs/success, so discussions and critical reflection need to happen around actual data and not random topics from the outside. Or when compliance PD is rolled out, the need-to-know must be

established beyond compliance or evaluations, and the tie to real world needs must also be established.

I noted in my researcher's journal when Linda talked about using one book throughout the day for multiple subjects so that vocabulary in all content could be reinforced, I was surprised because this is something we had talked about before. I wondered why what we have done on campus does not seem to be valuable or hold value over time. I wrote, "Didn't we do that already?" But reading about both participants' need for practice opened my eyes to the reason she considered it new learning in her PD with the outside consultant: We had never let her actually practice doing it; we had only told her the strategy. We had also chosen the topic for her. It was her choice to go to the PD offered by the consultant. Continually giving teachers information they do not want, have no interest in, or are not given time to explore, practice and reflect on, is not conducive to professional learning.

Both participants in this study valued planning time if it involved collaboration with other teachers. There must be a way to leverage this time and the varying expertise and experience of colleagues. I noted in my researcher's journal an experiment I tried with the Dual team. I told them they would be observing in each other's classrooms (they always made comments about wanting to see how someone else did a certain lesson), and I would be covering their classes during this time (so they wouldn't have to give up their planning time to do it). In my mind, I thought I was giving them the time to observe as they often mentioned. When the debriefing meeting ended and I mentioned doing it again the following year (not just one semester, but once each semester), I was met with resistance. They did not like having someone in their rooms watching them and would rather meet as a team and problem-solve together. I was shocked. The

idea came from an article I read for one of my doctoral classes describing how an administrative team asked teachers to observe one another, but as an incentive to get teachers to participate, principals allowed those who volunteered to count it towards their formal evaluation (Zepeda, 2004). The article explained the collaboration that took place due to that system. After my failed attempt, I decided to see if an incentive like they used in the article would work and gave a copy of the article to my administrators, but they did not feel they could let teachers do that for a formal evaluation, and the idea died. The lesson I learned from this was I did not ask the teachers what they needed or wanted. I assumed I knew, and it was not successful.

Another example involves my role in informal classroom observations with Dual teachers. I have in the past used different rubrics for Dual Language classrooms or SIOP components. This past year, I decided to ask teachers what they wanted me to look for. One teacher asked me to help her with her time management because she felt she was always short on time. So that is what I focused my notes and comments on in the post-observation discussion. It was very eye-opening for her, as well as very focused for me. The fact that she requested it made the conversations much easier. It also led to future conversations in planning or other areas since we had that background together. When teachers are given the freedom to choose their own learning goals, they do not feel as judged and feel more open to reflect on the discussion. They feel like a colleague and feel an important and valued part of the whole system.

This idea is tied to the recommendation of shifting negative assumptions about teachers to the mindset of best intentions. This is accomplished through a democratic philosophy as described by Knowles et al (2015):

> A democratic philosophy is characterized by a concern for the development of persons, a deep conviction as to the worth of every individual, and faith that people will make the right decisions for themselves if given the necessary information and support. It gives precedence to the growth of people over the accomplishment of things when these two values are in conflict. It emphasizes the release of human potential over the control of human behavior. In a truly democratic organization there is a spirit of mutual trust, an openness of communications, a general attitude of helpfulness and cooperation, and a willingness to accept responsibility; in contrast to paternalism, regimentation, restriction of information, suspicion, and enforced dependency on authority. (pp. 143-144)

Creative Leaders

According to Knowles et al (2015), educational institutions are always teaching. The way the organization operates teaches as well as its educational programs. Operations can and often do contradict or speak louder than educational programs. The organization's leadership's role is "releasing the energy of the people in the system and managing the processes for giving that energy direction toward mutually beneficial goals" (p. 248). The authors state that creative leaders will do the following:

- Make a different set of assumptions about human nature – therefore, have faith in people, offer them challenging opportunities, and delegate responsibility to them

- Accept that people feel commitment to a decision . . . to the extent that they feel they have participated in making it – therefore involve others in every step of the planning process
- Believe in and use the power of self-fulfilling prophecy – therefore understand people rise to the expectations of others
- Highly value individuality – therefore allow people to operate on the basis of their unique strengths, talents, interests, and goals
- Stimulate and reward creativity – therefore make it legitimate for people to experiment and treat failures as opportunities to learn
- Commit to a process of continuous change – therefore manage it and choose the most effective strategies to bring it about
- Emphasize internal over external motivators – therefore concentrate on optimizing the satisfiers
- Encourage people to be self-directing – therefore facilitate this process as necessary (pp. 248-252)

We need creative leaders who understand how adults learn. We need creative leaders who are critical thinkers and who motivate their staff to think critically. We need creative leaders who have the courage to follow best practices for EB students. We need creative leaders who will invest in the professional capital of teachers as this is the way to transform the profession into a force for the common good (Hargreaves & Fullan, 2012).

Implications for Future Research

It would be helpful for educational leadership to have access to longitudinal studies that follow a school or district who has had the courage to embrace the andragogical model of adult learning with their teachers and how they set goals and manage compliance issues. Studies demonstrating the reality between rhetoric and the lived experiences of teachers, students, and/or best practices would add to the discourse. In addition, more qualitative studies of teachers who sustain their own learning are needed to highlight the professionalism of this group. Further, and perhaps most importantly, more studies of critical campus/district leaders who value EB students and see them as a resource are needed as a model for how to work with these students and aid in the professional learning of their teachers.

Conclusions

This study confirms the power of the adult learning theory of Andragogy for the professional learning of teachers of emergent bilingual students. Andragogical concepts create a climate conducive to learning and internally motivate the adult learner. Students directly benefit from the passion and engagement in learning of their teachers. The participants in this study demonstrated a great desire to learn and find excitement in their learning in order to reach their students. Professional development opportunities that were mandated did not often create the same desire for learning or improvement of their instructional practices. It is not enough to understand best practices for students; it is equally critical that educational leaders understand best practices for teachers as adult learners.

This study also suggests that teachers, as professionals, are able to sustain their own learning and will do so even amid high compliance demands. Educational leaders may help facilitate these opportunities in multiple ways such as following adult learning theory, providing opportunities for the scaffolding of learning, focusing on a mission or vision for students, providing opportunities for teacher collaboration and critical reflection of practices, and making sure teachers have opportunities to grow in their learning specifically designed for EBs. It is also important to consider what greater impact these professionals could have on their students if the compliance demands were lessened and they were able to be more self-directed in their learning.

Reflection

At the end of this study, I am left with an even greater respect and admiration for teachers of emergent bilingual students. In the current culture of high-stakes testing within a politically charged climate, they never cease to amaze me. Their passion, dedication, joy, and professionalism is inspiring. Although not generalizable beyond the case, this study proved to be highly relevant and relatable to all teachers. I learned to reflect more critically about my role as a campus leader. This view of teachers of EBs is a mind shift for me. I find myself sitting in meetings being asked, "How should we role this out to teachers?" and thinking I need to speak up. If we know best practices, we must do them and not just talk about them. This has directly caused a change in my plans for this semester. I had written in my TTESS (annual evaluation) goal sheet that I would have one meeting per semester with the Dual Language team and discuss the concepts of sheltering and scaffolding language instruction. During the first meeting of last semester, we did that, making note of all of the things we do or know about to shelter and

scaffold learning for students. However, the conversation turned to teachers wishing they had easy access to visuals to post on their anchor charts for interactive read alouds. Another teacher mentioned how we need to teach academic vocabulary throughout all the grade levels, and she asked if anyone had a list of Tier II words for the content areas. To reach my own TTESS goal, I should be having another meeting after school to talk about sheltering and scaffolding. However, I am not doing that anymore. I am working on a team shared folder on the Google drive to place these resources in that the teachers are requesting. My greatest take-away from this study is that teachers will (and do!) sustain themselves and their own learning. As a leader, I will do my part to create more opportunities for them to do so.

Summary

This chapter began with a review of the study followed by a review of the findings for the research questions. Next, limitations were presented, after which I discussed the implications of the findings in detail. Pertinent findings included the importance of adult learning theory in the PL of teachers and how campuses, districts, and teacher preparation organizations can have an impact on providing opportunities for teachers to sustain themselves. The chapter ended with recommendations, implications for future research and final conclusions.

REFERENCES

Academic Excellence Indicator System, Campus Report, 2012. Texas Education Agency.

Anfara, V.A., Brown, K.A., & Mangione, T.L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher*, 31(7), 28-38.

Arias, M.B. (2012). Language policy and teacher preparation: The implications of a restrictive language policy on teacher preparation. In M.B. Arias & C. Faltis (Eds.), *Implementing educational language policy in Arizona: Legal, historical, and current practices in SEI* (Vol. 86). Multilingual Matters.

Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed). Buffalo, NY: Multilingual Matters.

Baecher, L., & Jewkes, A.M. (2014). TESOL and early childhood collaborative inquiry: Joining forces and crossing boundaries. *Journal of Early Childhood Teacher Education*, 35, 39-53. http://dx.doi.org/10.1080/10901027.2013.874387.

Ballantyne, K.G., Sanderman, A.R., Levy, J. (2008). *Educating English language learners: Building teacher capacity.* Washington, DC: National Clearinghouse for English Language Acquisition. http://www.ncela.gwu.edu/practice/mainstream_teachers.htm.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215. http://dx.doi.org/10.1037/0033-295X.84.2.191.

Bandura, A. (1986). From thought to action: Mechanisms of personal agency. *New Zealand Journal of Psychology*, 15, 1-17.

Batt, E.G. (2008). Teachers' perceptions of ELL Education: Potential solutions to overcome the greatest challenges. *Multicultural Education*, Spring, 39-43.

Bauer, E.B., & Gort, M. (2012). *Early literacy development: Exploring young learners' use of their linguistic resources*. New York, NY: Routledge

Bauer, E.B., & Mkhize, D. (2012). Supporting the early development of biliteracy: The role of parents and caregivers. In E.B. Bauer & M. Gort (Eds.), *Early literacy development: Exploring young learners' use of their linguistic resources* (pp. 14-33). New York, NY: Routledge.

Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, 39(3), 370-380.

Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.

Brisk, M.E. & Zisselsberger, M. (2011). "We've let them in on the secret": Using SFL theory to improve the teaching of writing to bilingual learner. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 111-126). New York, NY: Routledge.

Bunch, G.C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era. *Review of Research in Education*, 37, 298-341. http://dx.doi.org/10.3102.0091732X12461772.

Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for English learners. *Future of Children*, 21(1), 103-127. http://futureofchildren.org/futureofchildren/publications/docs/21_01_05.pdf.

Camlibel, Z., & Garcia, G. (2012). Zehra's story: Becoming biliterate in Turkish and English. In E.B. Bauer & M. Gort (Eds.), *Early literacy development: Exploring young learners' use of their linguistic resources* (pp. 111-131). New York, NY: Routledge.

Carpenter, T.P., Fennema, E., Peterson, P.L., Chiang, C.P., & Loef, M. (1989). Using knowledge of children's mathematics thinking in classroom teaching: An experimental study. *American Research Journal*, 26(4), 499-531.

Casteel, C., & Ballantyne, K. (2010). *Professional development in action: Improving teaching for English learners.* Washington, D.C: National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs.

Clandinin, D.J., & Connelly, F.M. (2000). *Narrative inquiry: Experience and story in qualitative research.* San Francisco: Jossey-Bass.

Clandinin, D.J., Pushor, O., & Orr, A.M. (2007). Navigating sites for narrative inquiry. *Journal of Teacher Education,* 58(21), 21-35.

Clandinin, D.J., & Rosiek, J. (2006). Mapping a landscape of narrative inquiry: Borderland spaces and tensions. In D.J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 35-75). Thousand Oaks, CA: Sage.

Cochran-Smith, M., & Lytle, S.L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York, NY: Teachers College Press.

Connelly, F.M., & Clandinin, D.J. (2006). Narrative inquiry. In J.L. Green, G. Camilli, & P. Elmore (Eds.), *Handbook of complementary methods in education research* (3rd ed., pp. 477-487). Mahwah, NJ: Lawrence Erlbaum.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives*, 8(1). http://epaa.asu.edu/eapp/v8n1/.

Darling-Hammond, L., & McLaughlin, M.W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappa*, 76(8), 597-604.

Darling-Hammond, L., & McLaughlin, M.W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 597-604.

Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report of teacher development in the US and abroad*. National Staff Development Council.

DiCerbo, P.A., Anstrom, K.A., Baker, L.L., & Rivera. C. (2014). A review of the literature on teacher academic English to English language learners. *Review of Educational Research*, 84, 446-482. http://dx.doi.org/10.3102/0034654314532695.

Dixon, F.A., Yssel, N., McConnell, J.M., & Hardin, T. (2014). Differentiated instruction, professional development, and teacher efficacy. *Journal for the Education of the Gifted*, 37(2), 111-127. DOI: 10.1177/0162353214529042.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement.* Bloomington, IN: National Educational Service.

Dumas, M.J., & Anderson, G. (2014). Qualitative research as policy knowledge: Framing policy problems and transforming education from the ground up. *Education Policy Analysis Archives*, 22(11), 1-24. http:lldx.doi.org/10.14507/epaa.v22n11.2014.

Easton, L.B. (2008). From professional development to professional learning. *Phi Delta Kappan,* 89(10), 755-759.

Esch, C.E., Chang-Ross, C.M., Guha, R., Humphrey, D.C., Shields, P.M., Tiffany-Morales, J.D., Wechsler, M.E., & Woodworth, K.R. (2005). *The status of the teaching profession, 2005*. Santa Cruz, CA: Center for the Future of Teaching and Learning.

Faltis, C., & Arias, B. (2007). Coming out of the ESL ghetto: Promising practices for Latino immigrant students and English learners in hypersegregated secondary schools. *Journal of Border Educational Research*, 6(2), 19-35.

Firestone, W.A., Mangin, M.M., Martinez, M. C., & Polovsky, T. (2005). Leading coherent professional development: A comparison of three districts. *Educational Administration Quarterly*, 41(3), 413-448.

Franquiz, M. (2012). Traveling the biliteracy highway: Framing biliteracy from students' writing. In E.B. Bauer & M. Gort (Eds.), *Early literacy development: Exploring young learners' use of their linguistic resources* (pp. 132-156). New York, NY: Routledge.

Fraser, C., Kennedy, A., Reid, L., & McKinney, S. (2007). Teachers' continuing professional development (CPD): Contested concepts, understandings and models. *Journal of In-Service Education*, 33(2), 153-169.

Freire, P. (2000). *Pedagogy of the oppressed* (30th ed.). New York, NY Continuum.

Gándara, P., & Contreras, F. (2009). *The Latino education crisis: The consequences of failed social policies*. Cambridge, MA: Harvard Education Press.

Gándara, P., & Hopkins, M. (2010). *Forbidden language: English learners and restrictive language policies*. New York, NY: Teachers College Press.

Gándara, P., Rumberger, R., Maxwell-Jolly, J., & Callahan, R. (2003). English learners in California schools: Unequal resources; unequal outcomes. *Educational Policy Analysis Archives*. http://epaa.asu.edu/epaa/v11n36.

Gándara, P., Maxwell-Jolly, R., & Driscoll, A. (2005). *Listening to teachers of English language learners*. Santa Cruz, CA: Center for the Future of Teaching and Learning.

Gándara, P., Losen, D., August, D., Uriarte, M., Gómez, M.C., & Hopkins, M. (2010). Forbidden language: A brief history of US language policy. In P. Gándara, & M. Hopkins (Eds.), *Forbidden language* (pp. 20-31). New York, NY: Teachers College Press.

García, O. (2009). *Bilingual education in the 21st century: A global perspective*. West Sussex, UK: Wiley-Blackwell.

García, O. (2013). From disglossia to transglossia: Bilingual and multilingual classrooms in the 21st century. In C. Abello-Contesse, P.M. Chandler, M.D. López-Jiménez, & R. Chacón-Beltrán (Eds.), *Bilingual and multilingual education in the 21st century: Building on experience* (pp. 155-175). Bristol, UK: Multilingual Matters.

García, O. (2013). Monoglossic bilingual education policy. In C. Abello-Contesse, P.M. Chandler, M.D. López-Jiménez, & R. Chacón-Beltrán (Eds.), *Bilingual and multilingual education in the 21st century: Building on experience* (pp. 218-243). Bristol, UK: Multilingual Matters.

García, O., & Homonoff Woodley, H. (2015). Bilingual education. In M. Bigelow, & J. Ennser-Kananen (Eds.), *The Routledge Handbook of Educational Linguistics* (pp. 132-144). New York, NY: Routledge.

García, O., Kleifgen, J., & Falchi, L. (2008). From English language learners to emergent bilinguals. *Equity Matters*, 1, 1-61. New York, NY: Teachers College Press.

García, O., & Wei, L. (2014). *Translangauging: Language, bilingualism and education*. New York, NY: Palgrave Macmillan.

Giroux, H.A. (2010). Dumbing down teachers: Rethinking the crisis of public education and the demise of the social state. *Review of Education, Pedagogy, and Cultural Studies*, 32(45), 339-381.

Glaser, B.G. (1965). The constant comparative method of qualitative analysis. *Social Problems*, 12(4), 436-445.

Goddard, R.D., Hoy, W. K., & Hoy, A.W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507.

Goldhaber, D.D., & Brewer, D.J. (1996). *Evaluating the effect of teacher degree level on educational performance*. Washington, DC: National Center for Education Statistics. http://nces.ed.gob/pubs97/973551.pdf.

Goldschmidt, P., & Phelps, G. (2010). Does teacher professional development affect content and pedagogical knowledge: How much and for how long? *Economics of Education Review*, 29(3), 432-439.

Gomez, G.E. (2011). High-efficacy bilingual/ELL teachers' perceptions of effective professional development. Retrieved from Proquest. (3485058).

Goodman, G.S. (2010). *Educational psychology reader: the art and science of how people learn*. New York, NY: Peter Lang Publishing.

Grosjean, F. (1998). *Bilingual: Life and reality*. Cambridge, MA: Harvard University Press.

Groundwater-Smith, S., & Mockler, N. (2010). Teacher professional learning in an age of compliance: Mind the gap. *Professional Learning and Development in Schools and Higher Education,* 2. Springer. DOI: 10.1007978-1-4020-9417-0.

Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Guskey, T.R. (2009). Closing the knowledge gap on effective professional development. *Educational Horizons*, 87(4), 224-233.

Hamann, E.T., & Reeves, J. (2013). Interrupting the professional schism that allows less successful educational practices with ELLs to persist. *Theory into Practice*, 52, 81-88. http://dx.doi.org/10.1080/00405841.2013.770325.

Hancock, D.R., & Algozzine, B. (2017). *Doing case study research: A practical guide for beginning researchers*. New York, NY: Teachers College Press.

Hansen-Thomas, H., Grosso Richins, L., Kakkar, K., & Okeyo, C. (2016). I do not feel I am properly trained to help them! Rural teachers' perceptions of challenges and needs with English-language learners. *Professional Development in Education*, 42, 308-324. http://dx.doi.org/10.1080.19415257.2014.973528.

Hargreaves, A. (1992). Cultures of teaching: A focus for change. In A. Hargreaves & M. Fullan (Eds.), *Understanding teacher development* (pp. 216-240). New York, NY: Teachers College Press.

Hargreaves, A. (2010). Leadership, change, and beyond the 21st century skills agenda. In J. Bellanca & R. Brandt (Eds.), *21st century skills: Rethinking how students learn* (pp. 327-348). Bloomington, IN: Solution Tree Press.

Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.

Harper, C.A., & De Jong, E.J. (2009). English language teacher expertise: The elephant in the room. *Language and Education,* 23(2), 137-151.

Hornberger, N.H. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism*, 7(2-3), 155-171. http://repository.upenn.edu/gse_pubs/9.

Hewitt-Taylor, J. (2001). Use of constant comparative analysis in qualitative research. *Nursing Standard,* 15(42), 39-42.

Janzen, J. (2008). Teaching English language learners in the content areas. *Review of Educational Research*, 78(4), p. 1010-1038. http://www.jstor.org/stable/40071153.

Johnson, K.E. (2009). *Second language teacher education: A sociocultural perspective*. New York, NY: Routledge.

Johnson, R.B., & Christiansen, L. (Eds.). (2014). *Educational research: Quantitative, qualitative and mixed approaches* (5th ed.). Los Angeles, CA: Sage Publications, Inc.

Karabenick, S.A., & Clemens Noda, P.A. (2004). Professional development implications of teachers' beliefs and attitudes toward English language learners. *Bilingual Research Journal*, 28(1), 55-75.

Khong, T.D.H., & Saito, E. (2014). Challenges confronting teachers of English language learners. *Educational Review*, 2, 210-225. http://dx.doi.org/10.1080/00131911.2013.769425.

Knowles, M.S., Holton, E.F., & Swanson, R.A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). New York, NY: Routledge.

Kragler, S., Martin, L.E., & Sylvester, R. (2014). Lessons learned: What our history and research tell us about teachers' professional learning. In A. Lieberman and L. Miller (Eds.), *Teachers caught in the action: Professional development that matters* (pp. 483-505). New York, NY: College Press.

Kreider, H., & Bouffard, S. (2005/2006/2010). A conversation with Thomas R. Guskey. The Education Exchange, 11(4), 12-14. Adapted and reprinted with permission of Harvard Family Research Project. In C.J. Casteel, & K.G. Ballantyne (Eds.). *Professional development in action: Improving teaching for English learners.* Washington, DC: National Clearinghouse for English Language Acquisition. http://www.ncela.gwu.edu/files/uploads/3/PD_in_Action.pdf.

Ladson-Billings, G.J. (1999). Preparing teachers for diverse student populations: A critical race theory perspective. *Review of Research in Education*, 24, 211-247.

Lara-Alecio, R., Tong, F., Irby, B.J., & Mathes, G.P. (2009). Teachers' pedagogical differences among bilingual and structured English immersion kindergarten classrooms in a

randomized trial study. *Bilingual Research Journal*, 32(1), 77-100. DOI:10.1080/15235880902965938.

Lee, O., & Buxton, C. (2013). Teacher professional development to improve science and literacy achievement of English language learners. *Theory into Practice*, 52, 110-117.

Lave, J., & Wenger, E. (1991). *Situated learning*. Cambridge, MA: Cambridge University Press.

Leech, N.L., & Onwuegbuzie, A.J. (2007). An array of qualitative data analysis tools: A call for data analysis triangulation. *School Psychology Quarterly*, 22(4), 557-584.

Leech, N.L., & Onwuegbuzie, A.J. (2007). An array of qualitative data analysis tools: A call for data analysis triangulation. *School Psychology Quarterly*, 22(4), 557-584.

Lesaux, N.K., & Gamez, P. (2012). *Examining classroom talk in the San Diego Unified School District.* Council of the Great City Schools Language and Diversity and Literacy Development Research Group, Harvard University. http:www.cgcs.org/cms/lib/DC00001581/Centricity/Doman/85/SanDiego_2012.pdf.

Lieberman, A., & Miller, L. (2014). Teachers as professionals: Evolving definitions of staff development. In A. Lieberman & L. Miller (Eds.), *Teachers caught in the action: Professional development that matters* (pp. 3-21). New York, NY: Teachers College Press.

Lieberman, A., & Mace, D.H.P. (2008). Teacher learning: The key to educational reform. *Journal of Teacher Education*, 59, 226-234. DOI: 10.1177/0022487108317020.

Lieberman, A., & Miller, L. (2011). Learning communities: The starting point for professional learning is in schools and classrooms. *Journal of Staff Development*, 32(4), 16-20.

Little, J.W. (2006). *Professional community and professional development in the learning-centered school*. Washington, DC: National Education Association.

Lindholm-Leary, K. & Genesee, F. (2010). *Alternate educational programs for English language learners.* Sacramento, CA: California Department of Education Press.

López, F., Scanlan, M., & Gundrum, B. (2013). Preparing teachers of English language learners: Empirical evidence and policy implications. *Education Policy Analysis Archives*, 21(20), 1-31. http://dx.doi/org10.14507/epaa.v21n21.2013.

Lucas, T., & Grinberg, J. (2008). Responding to the linguistic reality of mainstream teachers: Preparing all teacher to teach English language learners. In M. Cochran-Smith, S.

Feiman-Nemser, D.J. McIntyre, & K.E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd ed.), (pp. 606-636). New York: Routledge.

Lucas, T., & Villegas, A.M. (2013). Preparing linguistically responsive teachers of English language learners: Laying the foundation in pre-service teacher education. *Theory into Practice*, 52, 98-109. http://dx.doi.org/10.1080/00405841.2013.770327.

Lucas, T., Villegas, A.M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59(361), 361-373. DOI: 10.1177/0022487108322110.

Maxwell-Jolly, J., Gándara, P., & Méndez-Benavidez, L. (2006). *Promoting academic literacy among secondary English language learners*. Davis: University of California, Davis, and University of California Linguistic Minority Research Institute.

McLaughlin, M.W., & Talbert (2001). *Professional communities and the work of high school teaching*. Chicago: University of Chicago Press.

Merriam, S.B. (2002). *Qualitative research in practice: Examples for discussion and analysis.* San Francisco, CA: Jossey-Bass.

Mezirow, J. (1998). On critical reflection. *Adult Education Quarterly*, 48(3), 185-199.

Mills, G.E., & Gay, L.R. (2009/2012). *Educational research: Competencies for analysis and applications* (11th ed.). Pearson.

Monetti, D., & Minor, L. (2014). Georgia systemic teacher education program (GSTEP). *New Georgia Encyclopedia*. http://www.georgiaencyclopedia.org/articles/education/georgia-systemic-teacher-education-program-gstep.

Musanti, S.I., & Celedón-Pattichis, S. (2008). Contextualizing professional development: Elementary bilingual teachers explore mathematics problem solving. Conference paper presented at the 2008 SACNAS National Conference.

Musanti, S.I., & Celedón-Pattichis, S., & Marshall, M.E. (2009). Reflections on language and mathematics problem solving: A case study of a bilingual first-grade teacher. *Bilingual Research Journal,* 32(1), 25-41. DOI: 101080/15235880902965763.

Musanti, S.I., & Pence, L. (2009). Collaboration and teacher development: Unpacking resistance, constructing knowledge, and navigating identities. *Teacher Education Quarterly*, 37(1), 73-89.

National Center for Education Statistics, (2009). *National Assessment of Educational Progress (NAEP) 4th and 8th grade reading assessment*. Washington, DC: US Department of Education. http://nces.ed.gov/programs/digest/d10/tables/dt10_132.asp

Noddings, N. (2012). The language of care ethics. *Knowledge Quest,* 40(4), 52-56.

Olsen, K. (2012). The politics of preservice teachers. In M.B. Arias & C. Faltis (Eds.), *Implementing educational language policy in Arizona: Legal, historical, and current practices in SEI* (Vol. 86). Multilingual Matters.

Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners*. Long Beach, CA: Californians Together.

Opfer, D. V., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(376), 376-407. DOI: 10.3102/0034654311413609.

Opfer, D.V., & Pedder, D. (2011). The lost promise of teacher professional development in England. *European Journal of Teacher Education*, 34(1), 3-24. DOI: 10.1080/02619768.201.534131.

Ostorga, A. (2018). *The right to teach: Creating spaces for teacher agency*. Lanham, MD: Roman and Littlefield,

Penner-Williams, J., & Worthen, D.G. (2010). Coaching and implementation level of English language learner strategies in teacher practice. In C.J. Casteel, & K.G. Ballantyne (Eds.). *Professional development in action: Improving teaching for English learners.* Washington, DC: National Clearinghouse for English Language Acquisition. http://www.ncela.gwu.edu/files/uploads/3/PD_in_Action.pdf.

Penuel, W., Riel, M., Krause, A., & Frank, K. (2009). Analyzing teachers' professional interactions in a school as social capital: A social network approach. *Teacher College Record*, 111(1), 124-163.

Piaget, J. (1970). Piaget's theory. In P. Mussen (Ed.), *Carmichael's manual of child psychology* (Vol. 1), (pp. 703-732). Toronto: Wiley and Sons.

Polkinghorne, D.E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52(2), 137-145.

Ross, K. (2014). Professional development for practicing mathematics teachers: A critical connection to English language learner students in mainstream USA classrooms. *Journal of Math Teacher Education,* 17, 85-100. DOI:10.1007/s10857-013-9250-7.

Samson, J.F., & Collins, B.A. (2012). *Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher effectiveness*. Washington, DC: Center for American Progress. www.americanprogress.org

Sanders, W.L., & Rivers, J.C. (1996). Cumulative and residual effects of teachers of future student academic achievement. Research Progress Report. Knoxville University of Tennessee Value-Added Research and Assessment Center. http://www.mccsc.edu/-curriculum/cumulative%20and%20residual%20effects%20of%20teachers.pdf

Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). Teacher development to support English language learners in the context of common core state standards. In *Understanding Language Conference, Stanford University, California.* *http://ell.stanford.edu/sites/default/files/pdf/ academic-papers/10-Santos% 20LDH% 20Teacher%20Development% 20FINAL.pdf.*

Schleicher, A. (Ed.). (2012). *Preparing teachers and developmental leaders for the 21st century: Lessons from around the world*. Paris: Organization for Economic Co-operation and Development. Dx.DOI.org/10.1787/9789264174559-en.

Seidman, I. (2005). *Interviewing as qualitative research: A guide for researchers in education and the social sciences (*3rd ed). New York, NY: Teachers College Press.

Shea, L.M. (2012). *Talking to learn: A mixed-methods study of a professional development program for teachers of English language learners.* (Doctoral Dissertation). Retrieved from ProQuest. (3512548).

Siwatu, K.O. (2011). Preservice teachers' sense of preparedness and self-efficacy to teach in America's urban and suburban schools: Does context matter? *Teaching and Teacher Education*, 27(2), 357-365.

Slepkov, H. (2008). Teacher professional growth in an authentic environment. *Journal of Research on Technology in Education*, 41(1), 85-111.

Smith, C., & Gillespie, M. (2007). Research on professional development and teacher change: Implications for adult basic education. *Review of Adult Learning and Literacy*, 7(7), 205-244.

Song, K.H. (2016). Systemic professional development training and its impact on teachers' attitudes toward ELLs: SIOP and guided coaching. *TESOL Journal*, 7(4), 767-799.

Sosa, T., & Gomez, K. (2012). Connecting teacher efficacy beliefs in promoting resilience to support of Latino students. *Urban Education*, 47(5), 876-909. DOI: 10.1177/0042085912446033.

Sparks, D. (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Sparks, D. (2009). Reach for the heart as well as the mind. *Journal of Staff Development*, 30(1), 48-54.

Sparrow, W.L. (2010). An examination of the challenges associated with fidelity of implementation in an innovative biliteracy program. (Doctoral dissertation, University of Colorado at Boulder). Retrieved from www.proquest.edu.

Sparrow, W., Butvilofsky, S., & Escamilla, K. (2012). The evolution of biliterate writing development through simultaneous bilingual literacy instruction. In E.B. Bauer & M. Gort (Eds.), *Early biliteracy development: Exploring young learners' use of their linguistic resources* (pp. 157-182). New York, NY: Routledge.

Stake, R.E. (2005). Qualitative case studies. In N. Denzin, & Y. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed.), (pp. 443-466). Thousand Oaks, CA: Sage Publications.

Stoll, L., Harris, A., & Handscomb, G. (2012). *Great professional development which leads to great pedagogy: Nine claims from research.* Research and Development Network: National College for School Leadership.

Stoll, L, & Louis, K.S. (2009). Professional learning communities: Elaborating new approaches. In L. Stoll and K.S. Louis (Eds.), *Professional learning communities: Divergence, depth and dilemmas*. New York, NY: Open University Press.

Swackhamer, L.E., Koellner, K., Basile, C., & Kimbrough, D. (2009). Increasing the self-efficacy of inservice teachers through content knowledge. *Teacher Education Quarterly*, Spring, 63-78.

Takeuchi, M., & Esmonde, I. (2011). Professional development as discourse change: Teaching mathematics to English learners. *Pedagogies: An International Journal*, 6(4), 331-346.

Taylor, E.W. (2008). Transformative learning theory. *New Directions for Adult and Continuing Education*, 119, 5-15. DOI: 10.1002/ace/301.

Teemant, A. (2010). Measuring the effectiveness of an ESL coaching model. In C.J. Casteel, & K.G. Ballantyne (Eds.). *Professional development in action: Improving teaching for English learners.* Washington, DC: National Clearinghouse for English Language Acquisition. http://www.ncela.gwu.edu/files/uploads/3/PD_in_Action.pdf.

Tellez, K. (2004). Preparing teachers for Latino children and youth: Policies and practices. *The High School Journal*, 88(2), 43-54.

Tellez, K. & Waxman, H.C. (2005). Effective professional development programs for teachers of English language learners. *Spotlight on Student Success*, 803, 1-2. www.temple.edu/lss.

Texas Education Code. (http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html)

Thomas, W. & Collier, V. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement: Final Report*. Santa Cruz, CA: CREDE.

Tong, F., Luo, W., Irby, B.J., & Lara-Alecio, R. (2015). Investigating the impact of professional development on teachers' instructional time and English learners' language development: A multilevel cross-classified approach. *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2015.1051509.

Tong, F., Luo, W., Irby, B.J., & Lara-Alecio, R., Yoon, M., & Mathes, G.P. (2010). Hispanic English learners' response to a longitudinal English instructional intervention and the effect of gender: A multilevel analysis. *The Elementary School Journal,* 110(4), 542-566.

Truxaw, M., & Staples, M. (2010). Math ACCESS: Building mathematical proficiency in linguistically diverse schools. In C.J. Casteel, & K.G. Ballantyne (Eds.). *Professional*

development in action: Improving teaching for English learners. Washington, DC: National Clearinghouse for English Language Acquisition. http://www.ncela.gwu.edu/files/ uploads/3/PD_in_Action.pdf.

Vansant-Webb, E., & Polychronis, S. (2016). Supporting teachers of English language learners at a turnaround school. *TESOL Journal*, 7(4), 968-982.

Varghese, M. (2004). Professional development for bilingual teachers in the United States: A site for articulating and contesting professional roles. *Bilingual Education and Bilingualism*, 7(2&3), 222-237.

Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Westheimer, J. (2008). Learning among colleagues: Teacher community and the shared enterprise of education. In L. Cochran-Smith, S. Feiman-Nemser, & J. McIntyre (Eds.), *Handbook of research on teacher education*. Reston, VA: Association of Teacher Educators.

Zehler, A., Fleischman, H., Hopstock, P., Stephenson, T., Pendzick, M., & Sapru, S. (2003). *Descriptive study of services to limited English proficient students*. Washington, DC: Development Associates.

Zepeda, S. (2004). Leadership to build learning communities. *The Educational Forum*, 68, 144-151.

Zwart, R.C., Wubbels, T., Bergen, T., & Bolhuis, S. (2009). Which characteristics of a reciprocal peer coaching context affect teacher learning as perceived by teachers and their students? *Journal of Teacher Education,* 60(3), 243-257. DOI: 10.1177/0022487109336968.

APPENDIX A

APPENDIX A

INTERVIEW GUIDE I

1. Demographics

2. Personal history in education

    a. College preservice prep to work with emergent bilinguals

    b. In-service prep to work with emergent bilinguals

3. What does professional learning mean to you?

4. Self-efficacy reports – what is your feeling?

5. Tell me about choice in your PL?

6. Where do you feel the majority of your time is spent?

7. What do you need personally for PL to happen?

8. Do you consider your school to be a professional learning community?

9. Tell me about a time when you feel that PL had a positive impact on your instruction of EBs.

10. Tell me about a time when your PL changed the way you engaged in instructional practices for the EBs in your classroom. In what ways did you change and why?

11. Tell me about your most meaningful experience with PL that focused on EB student achievement.

12. What do you need personally for PL to happen specifically for EBs?

INTERVIEW GUIDE II

1. Questions about reflection logs:

2. Reflections on Interview I

3. Based on your definition of PL, do you have those types of opportunities at your job?

4. Is language even an issue when it comes to your students?

5. Of the things you mentions that are part of your PL, odes one weigh more than another?

6. Have you been to any ESL/Bilingual meetings?

7. Do you need to practice on your own or practice with someone watching who can give you feedback?

8. What would make you try something new or practice it?

9. If you could have your way in PL, how would it look?

INTERVIEW GUIDE III

1. What do you feel contributed most to your learning this year?

2. Was there a come-away moment from your reflections . . . looking at it weekly/monthly, did you have any realizations?

3. Based on your definition of PL and your reflections, was there anything specific that you consider PL that had an impact on your teaching this year?

4. What are you hoping for PL for next year?

5. Based on your experiences this year, do you feel like PL happened for you? What would need to be different?

6. What's your feeling about summer PD?

7. What makes you choose a specific summer session?

8. If you could design your PL any way you want, how would it look? What would be ideal?

9. Do you feel that PL has a specific definition or it can encompass anything whatsoever that you consider learning for yourself?

10. After your experience this year, what do you feel you need for your professional growth, for your PL to happen?

8. Of your PL experiences, which one had the biggest impact on your teaching?

9. Do you feel like you grew this year as a professional?

APPENDIX B

APPENDIX B

REFLECTION LOGS

Reflecting on your input above, which times contributed most to your professional learning? How?

Planning contributed more to my professional learning because I learned new strategies to teach my students about revising and editing.

Reflecting on your input above, which times contributed most to your professional learning specifically for language learners? How?

I don't think there's a time that I don't think about my ELL. Every lesson I plan I must think of my ELL, and I need to have materials in both languages as well.

Please add any comments, feelings, or reflections here:

Reflecting on your input above, which times contributed most to your professional learning? How?

Planning for Writing and reading contributed the most to my professional learning. I was able to plan different activities for Writing.

Reflecting on your input above, which times contributed most to your professional learning specifically for language learners? How?

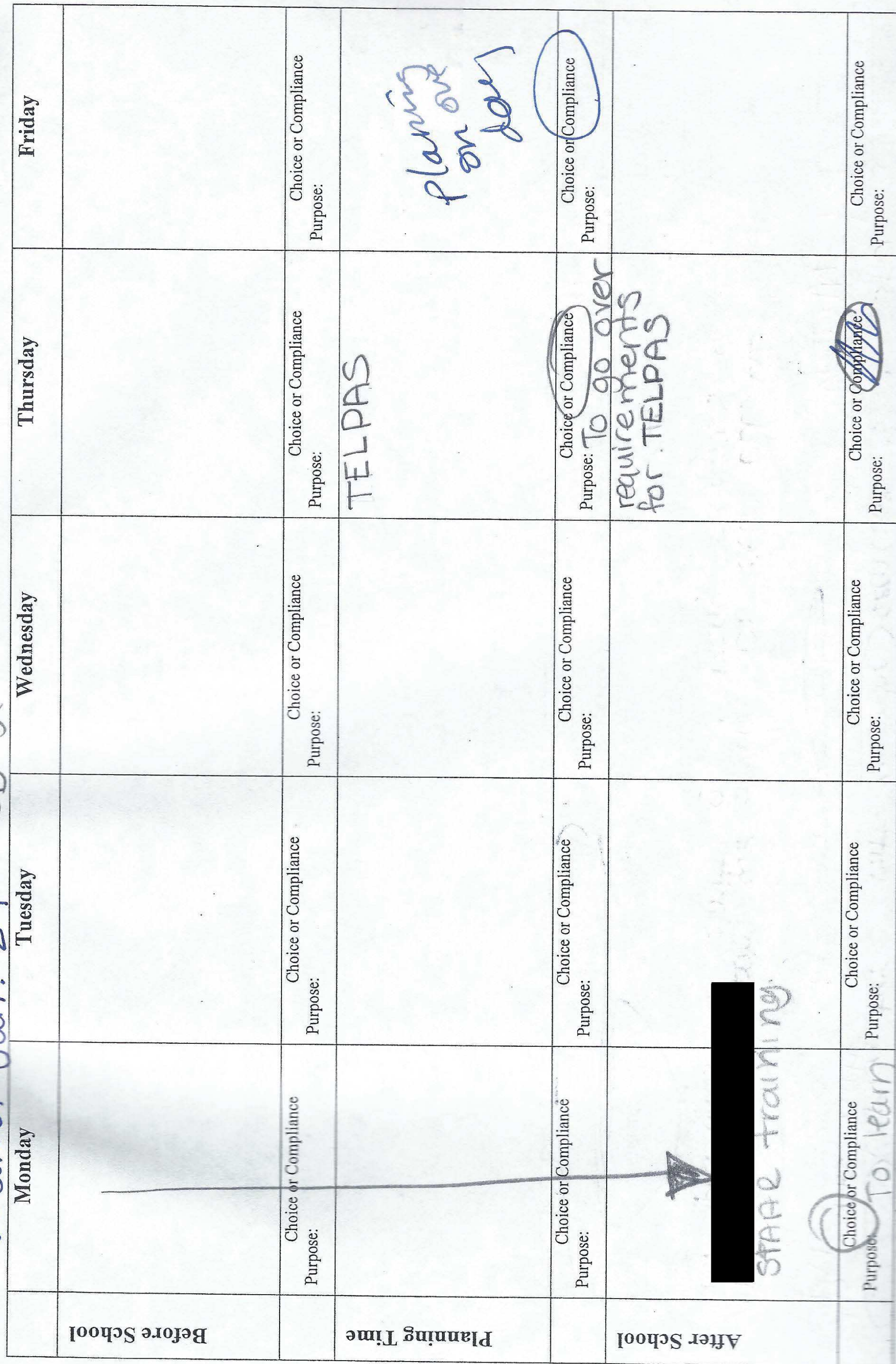
When planning I always think of my ELL. Most of my students speak, read and write in English, but students will be testing in spanish need all the material and delivery of instruction in that specific language.

Please add any comments, feelings, or reflections here:

OVERWHELMED!

Week of Feb. 5

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
	Choice or Compliance Purpose: TO discuss a Students specific needs and goals. ARD	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose:
Planning Time					
	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose: STAAR Training	Choice or Compliance Purpose:	Choice or Compliance Purpose:
After School			-All teachers must received the STAAR training.		
	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose:



Week of Jan. 29 - Feb 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose:
Planning Time				TELPAS	planning on our own
	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose: To go over requirements for TELPAS	Choice or Compliance Purpose:
After School	[redacted] STAAR training				
	Choice or Compliance Purpose: To learn strategies to help our students do well on the STAAR test.	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose:	Choice or Compliance Purpose:

74

APPENDIX C

APPENDIX C

RESEARCHER'S JOURNAL

next year. I tried to explain that the district took it over last year and I didn't have access, so they fixed what needed to be updated. It will be on [redacted] and I next year.

The district team came over to work on the video and photo promotions for dual. It ended up being only 30 seconds, so we didn't need teachers to participate after all. The coordinator asked to speak to me in my office. She explained to me that her team was there for support. They were only allowed to offer suggestions or advice if they were asked. A principal has to request their opinion or support in order for them to give it. She reminded me of the former leadership and how that was a very different approach. I had noticed at our meetings for the DL action plan that the term "support" was used frequently, so I stated that now I understood why they were using that term so often.

Notes
2/2018

[redacted] approached me about not wanting to go to the bilingual meeting after school. She said she was going to have to leave early and would that be ok, b/c she had to go back to her home campus and pick her son up from his after school Robotics class. I told her I planned to attend this meeting b/c I had not attended the previous one in October.

Notes
2/2018

I attended the after school bilingual meetings at [redacted] in February. There was one for K-2 teachers and one for 3-5 teachers. We met in one of the classrooms that was a lab or meeting room b/c there were large round tables. The room was full. There were four stations and the team set a timer for 6 minutes at each station. Stations were led by teachers and other employees such as the PK district bilingual coach and a RELA ALT. At the reading station, the facilitator shared from a workshop on phonics that she had attended at [redacted]. When the timer went off, we rotated to the next station. The math station facilitator showed us how to use geometric shapes to create math problems by assigning value to the pieces. This was also from the Bilingal/ESL conference. The writing station introduced a writing goals rubric that a campus was using to set writing goals with students. The technology station showed a list of apps or resources and there were ipads set up to explore those. Each station had good information, but there was not time to delve deeper or ask many questions. After the stations, the district facilitator takes about using Twitter to share the awesome things that are happening in their classrooms. They provided a master list so teachers network with other teachers. They shared that they were working on a plan to have a place to house all of the activities and ideas everyone was doing/using. (This was discussed years ago as well, but has not happened). Then they finished the meeting by encouraging everyone to sign up for the summer PD sessions [redacted] [redacted]. The facilitator stated that all sessions were applicable to bilingual students. She said it doesn't have to say bilingual, ESL, etc. They are all applicable. Language is the only difference. We need to see y'all. You gotta represent our population. Then she shared that two sessions would be offered for ELLs, but offered multiple times: Environment to foster language

acquisition and something with technology. They said you can go to any workshop and take the strategies and ideas – get them and make them applicable to your students. At the end there was an exit ticket asking for what teachers wanted to see at the next meeting. She said that today's meeting was specifically set up b/c of the requests teachers made at the last meeting for phonics, writing, technology and math.

The 3-5 meeting two days later was similar. The only difference was there were two writing stations. Instead of phonics, the teacher showed a sample of a lesson from Patterns of Power by Jeff Anderson, which is an invitational grammar and editing. She did not have time to explain the model that she brought to present. Also, in the other writing station, the rubrics were for older students.

I thought that some of these ideas were good, but with only 6 minutes a station, we were very quickly handed information and explained what it was.

The two teachers in my study did not attend. The invitation to the meetings only goes out to bilingual teachers, so one of them did not receive the invitation to the meeting.

Notes
3/2018

Type up about DL parent turnout and numbers.

As I was typing up notes from January and February from the participant reflection logs, I wonder how much of what they are saying is teacher talk and how much is really what they think and feel about their learning. Erika did say in Feb. that she doesn't feel there is time for PL during the school year and that everything seems to be compliance. I need to think through some interview questions for interview #2 that will get to the heart of it a little more. I need to have some questions ready for this. I don't want the answers to be cliché or teacherese . . .
I have also had a slight fear of not having enough information, but I think the key is depth in the interviews. I need to really make the most of those and probe appropriately. The reflection logs are giving me basics. I need to plan for that second interview a lot more. I do have some questions based on the reflection logs jotted down.

It has also dawned on me how kind of negative I am about some things. It's almost like their comments have surprised me b/c they are not complaining about how things are, or about how things should be. They are not being negative at all. Part of me wonders are they being truthful or are they worried about how it might sound or appear. I need to carefully question in the next interview and see if they are speaking from the heart. Of course, I think I am a little tunnel visioned to my district and how things are. I know it's not like this everywhere. . .

APPENDIX D

APPENDIX D

IRB APPROVAL

Thu 1/4/2018, 12:16 PM
Kelly Cox;
Karin Lewis;
Alcione Ostorga
Inbox

Please note that The University of Texas Rio Grande Valley Institutional Review Board has taken the following action on IRBNet:

Project Title: [1149349-1] Teachers of Emergent Bilinguals: Professional Learning in the Age of Compliance
Principal Investigator: Kelly Cox

Submission Type: New Project
Date Submitted: December 8, 2017

Action: APPROVED
Effective Date: December 15, 2017
Review Type: Expedited Review

Should you have any questions you may contact Kimberly Fernandez at kimberly.fernandez@utrgv.edu.

Thank you,
The IRBNet Support Team

BIOGRAPHICAL SKETCH

Kelly Cox received a B.A in English from the University of West Alabama in 1993. She received her M.A. in Applied Linguistics from the University of Houston in 1998. Throughout her educational career, she has taught ESL and Bilingual education, Descubriendo la Lectura (Spanish Reading Recovery), reading intervention, and is currently the Dual Language Coordinator for her campus. She received her Ed.D. in Bilingual Studies from the University of Texas Rio Grande Valley in 2019. She is currently serving in her 21st year in education. Please direct all correspondence to kellycoxwpf@gmail.com.