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Cultivating Educators' Critical Consciousness of Learning and Language Needs in Emergent Bilinguals

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by

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DEDICATION

To my namesakes:

Alta May, Arleen Alta, Alta Leona Vance, & Alta Azonia

each a pioneer, a farmer, a teacher, a mother

& all dreamers

for Knowledge of Self begins with a deep knowing of our own heritage

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

This dissertation study is a collective case study of the application of the Cultivating Critical Consciousness in Educators (CCCE) model for instructional coaching of four teachers in one school. The CCCE conceptual model informed the coaching model, data collection, and data analysis by integrating three interacting concepts; 1) conscientização, (Carlson, Engebretson, & Chamberlain, 2005; Freire, 1970; King, 1991), 2) knowledge and practice domains of teacher growth (Cochran-Smith & Lytle, 1999), and 3) tenants of culturally and linguistically responsive pedagogies. Two kindergarten and two first grade teachers participated in one-on-one coaching cycles guided by this model. The goal of the instructional coaching was to support teachers' development of sociolinguistic consciousness of language and learning needs of emergent bilingual students in reading. Through intensive and iterative coaching cycles, the researcher sought to understand sociolinguistic consciousness in terms of each teachers' a) knowledge, b) practices, and c) understandings of the intersection of emergent bilinguals who may also have learning disabilities. The findings from each case contribute new insights into the lived experience of teaching emergent bilinguals. Additionally, each case was instrumental in the collective understandings of sociolinguistic consciousness. The report provides a rich account this particular group of teachers' development of sociolinguistic consciousness and understandings of intersectionality of language and learning differences. Following the cross-case analysis, I discuss implications for how this model can be used by teacher educators and researchers to empower teachers to *transform* how they think about and address the needs of emergent bilinguals with intersectional identities in their classrooms.

CHAPTER 1: INTRODUCTION

Teachers are not well prepared to address the learning needs of emergent bilingual students struggling to learn in the general education classroom (Ballantyne, Sanderman, & Levy, 2008). Unequipped, it is often difficult for teachers to discern whether or not a student's struggles can be attributed to learning English as a second language or an underlying disability. Although national performance data for this unique student population is not available, examination of each subgroup to which they belong (English language learners, students with disabilities, and often non-white ethnic groups) reveals cause for concern. For instance, on the National Assessment of Educational Progress (NAEP) 4th grade reading assessment, English language learners (ELLs) have consistently performed 40 percentage points below non-ELLs from 2000 to 2013 on both measures of 4th grade reading and 8th grade math (Murphey, Guzman, & Torres, 2014). In 2017, the performance of students across both categories was similarly dismal, with the average score of students with disabilities at 40 points below those without disabilities and ELLs at 36 points below their non-ELL peers (National Center on Educational Statistics [NCES], 2017). It is clear from these data that students who intersect multiple categories are likely to struggle to achieve in the general education curriculum. Subsequently, teachers who understand their learning needs and instructional practice that supports their academic success are greatly needed.

Classroom teachers are charged with the responsibility to close the non-native to native English-speaker "gap", unarmed with the knowledge and skill set particular to these students (de Jong, 2013). Alongside the challenges of academic and social learning typically associated with

elementary classrooms, they face the additional charge to understand and navigate the intersection of second language learning, acculturation, socioeconomic disparities and sometimes issues present similarly to learning disabilities (Ortiz, 1997; Klingner, Artiles, & Barletta, 2006). The implications of this situation include the risks of continued underachievement, disproportionate identification in special education services, and low graduation rates (Ballantyne, Sanderman, & Levy, 2008).

Challenges For Emergent Bilinguals With Or At-Risk Of Learning Disabilities

Disproportionate placement of emergent bilingual students into special education has been widely investigated throughout the literature (Sullivan, 2011; Artiles, Rueda, Salazar, & Higareda, 2005; Guiberson, 2009; Klingner et al., 2005). Consistently, researchers find trends of inequity throughout the identification process such as under-referral for early intervention, over-referral for special education evaluations after third grade, and misdiagnosis of disability category (Ortiz et al., 2011; Wilkinson, Ortiz, Robertson, & Kushner, 2006). Overall there seems to be the application of "a default system for all students regardless of language and cultural background" (Guiberson, 2009, p. 168).

Since 2004, the reauthorization of Individuals with Disabilities in Education Improvement Act (IDEA) has allowed for states to identify students with learning disabilities through a "process that determines if the child responds to scientific, research-based intervention as part of the evaluation process" (IDEA, Section 1414(b)). As an evaluation process for learning disabilities, response to intervention can be described as considering a student's non-responsiveness as an indicator of a learning disability (Fuchs & Fuchs, 2006). This evaluation process relies on several assumptions regarding the research base; (1) that interventions have population validity for the particular child's socioeconomic, cultural, and linguistic background,

(2) appropriate assessments to measure the child's responsiveness to the intervention, (3) clear decision rules to guide child study teams, (4) teachers and specialists are prepared to deliver these interventions with fidelity.

Emergent bilinguals present a wide range of English language proficiency (ELP). ELP resembles an iceberg where surface level performance is not indicative of the complexity of layers of cognitive, multi-linguistic and sociocultural factors influencing English language acquisition. Teacher and specialist preparedness to discern between second language acquisition and a learning disability is essential, since "linguistic and cultural differences may mask, mimic, or be mistaken for symptoms or characteristics of a specific disorder" (Guiberson, 2009, p. 170). One study examined the accuracy of students identified in one school district (Ortiz et al., 2011) and found only 23% had documentation sufficient to qualify specifically for reading-related disabilities. The remaining 77% had documentation which indicated eligibility for other disabilities (misrepresentation) or questions remained on whether exclusionary factors had been sufficiently ruled out.

Many researchers have expressed hope for the RTI process and the problem-solving team to reduce disproportionate representation of language minority students in special education (Guiberson, 2009; Klingner & Artiles, 2006; Linan-Thompson, Vaughn, Prater, & Cirino, 2006), however few have validated this at the school implementation level (Orosco, 2010). Samson and Lesaux (2009) examined a nationally representative data set of kindergarten through eighth grade students to investigate disproportional representation, identification rates, and predictors for identification of emergent bilinguals with disabilities. Slower rates of initial identification were followed by increased likelihood of placement in special education in third grade and on (Artiles et al., 2005; Samson & Lesaux, 2009; Sullivan, 2011; Guiberson, 2009; Klingner et al, 2005).

Most strikingly, is the finding that the strongest predictor for identification with a disability was kindergarten teacher ratings of the child's language and literacy skills. Even so, teachers are hesitant to refer students in kindergarten and first grade, when interventions in reading and language are most effective.

> Despite the finding that language minority learners with disabilities perform similarly to their L1-speaking peers with disabilities, fewer language minority learners were identified in the early grades. (Samson & Lesaux, 2009, p. 12)

Challenges Facing Teachers.

The pressures of school accountability and college and career readiness standards warn of dire consequences if teachers do not quickly close the achievement gaps for every child regardless of race, ethnicity, linguistic or disability background (Hiebert & Kamil, 2005; Hart & Risley, 1995; Stahl & Stahl, 2004; Torgesen, 2002). Across the nation, there is a trend to provide services to English language learners through mainstreaming or providing LEP services within the regular education classroom. This approach has been called "sink or swim" (Coady, Harper, & de Jong, 2016; Harper & de Jong, 2009). Unfortunately, many face this challenge without the necessary expertise in teaching English as a second language (ESL), culturally responsive pedagogy, or knowledge of disability categories.

As teachers seek to provide evidence-based practices, they face the challenge of trying to choose the appropriate intervention for the particular child. However, the majority of research takes a categorical approach by focusing on how to address issues related to cultural, linguistic, or disability differences separately. Therefore, teachers are at risk of taking a one-dimensional perspective in their instructional approach. For example, if a teacher conceptualizes the student as limited English proficient (LEP) as defined by federal law (Every Student Succeeds Act

[ESSA] of 2015; Stein, 2004), it is possible that the teacher will focus on the student's English language limitations rather than focusing on the student's funds of knowledge in their native language.

In many dual language schools, teachers *do* utilize the student's native language to inform their second language acquisition. Even in these settings, teachers can lack knowledge of characteristics particular to learning disabilities (LD). Therefore, it follows that the teacher still may not provide the student with the appropriate intervention to address the student's particular cognitive differences, such as addressing phonological awareness or verbal reasoning for a student with a specific reading disability.

Additionally, if the cultural context of this child's learning experience is not considered, a teacher may not recognize learning behaviors which present as learning problems but are in fact due to the acculturation process (Fletcher & Navarrete, 2003). Without the necessary knowledge, one possible ramification is the risk of misinterpretation of student language learning behaviors as learning difficulties (Blanchett, Klingner, & Harry, 2009). It is in this complexity of one child's schooling experience, that teachers need to develop the framework of sociolinguistic consciousness.

Simultaneously, these students have instructional needs in second language acquisition, a specially learning disability and encounter learning environments that do not reflect their cultural mores. Despite the long-standing recognition that these students present complex challenges and therefore require specific expertise, professional development for practicing teachers in this area is in short supply (de Jong, 2013).

<center>**Significance**</center>

Cochran-Smith (1997) emphasized the need for professional development to address teachers' epistemology, ideology, and pedagogy specific to urban youth. In the twenty years since, the national demographics of students has seen an exponential growth in not only students who are culturally diverse, but additionally linguistically (National Center on Education Statistics [NCES], 2016). Despite this shift, teacher education research has lagged in creating supports for practicing teachers to become skilled in addressing linguistic needs (Lucas & Villegas, 2013; de Jong, 2013). The primary concern of this study is the widespread lack of preparation and ongoing professional development to support teachers in addressing the needs of a student who is linguistically and culturally diverse and possibly presents with a disability. The literature on teacher education has investigated how to prepare teachers with knowledge and practices in these domains separately.

Addressing Teacher Learning.

Desimone (2009) identifies critical features of professional development to include; a) clear content focus, b) active learning, c) collective participation, d) coherence, and e) duration. Content focus refers to narrowing the professional development to a specific subject area and how students learn within that subject. Coherence between the professional development content and current knowledge and beliefs held by the teachers learning influences teacher readiness to benefit. Research has shown that substantial change in teacher knowledge and practice takes time, at least 20 hours or more of contact with the facilitator. Therefore, duration is an essential consideration when designing PD. Active learning within the professional development design is essential to teacher acquisition, fluency and generalization of the new content and strategies. Active learning can include anything outside of direct lecture; for instance, observing model

lessons, reviewing student work, and engaging in feedback and discussion with the facilitator. Additionally, collective participation requires teachers from the same context (school, grade or department) engage in active learning together.

For practicing teachers, the literature has focused on effective practices for how to improve the theory to practice gap. However, limited research has investigated how to use these practices to improve sociolinguistic consciousness and support teachers to reflect on their practices with students who present intersectional identities. Professional development to support teachers' knowledge and practice for teaching listening and speaking skills to emergent bilinguals in majority ELL classrooms is understudied. The educator professional development literature focuses on the effective mechanisms for instigating change within schools and 'on' practicing teachers. However, these mechanisms (teacher evaluation systems, coaching) lack content-driven by the linguistic needs of emergent bilinguals nor the specific learning needs of students with disabilities. Furthermore, even less has been written about how teachers understand the specific challenges faced by emergent bilinguals who exhibit learning differences.

Efforts to advert academic failure and address teacher lack of expertise have arisen through state mandates for all teachers to have an ESOL endorsement, dual general and special education certification, frameworks for culturally responsive multi-tiered systems of support (Scott, Hauerwas, & Brown, 2014), and frameworks for culturally and linguistically responsive pedagogy.

Despite nearly two decades of schools adopting a RtI framework, teachers still to do not report high efficacy with this process for preventing and identifying learning disabilities (Donnell & Gettinger, 2015; Nunn & Jantz, 2009). Drawing from a well-established research

base on effective interventions and strategies for students with learning disabilities, the focus of this area of work has been on how to transmit these knowledge and skills to general educators.

Addressing Teacher Preparedness For Cultural Diversity.

Since Dunn (1968) drew attention to the "resegregation" of African American students into restrictive settings of special education programs, teacher preparation has sought to address the failure to provide equal educational opportunity to students based on cultural and racial divides. Cultural considerations have taken efforts to increase teacher cultural competence and readiness to engage in culturally responsive pedagogy.

In Ladson-Billings (1995) landmark article, she introduced the framework for culturally responsive teaching as an "explanatory tool" for understanding the "sustained inequity" that people of color experience (p. 18). Under this framework teachers are called on to take a critical eye to curriculum, assessment and instructional delivery. She calls on teachers to expose institutionalized racism apparent in practices such as 'master scripting' curricular materials aligned with values and stories of dominant white, affluent, culture and deficit perspectives (placing the locus of the problem on the students rather than features of the educational setting). Subsequent iterations of this pedagogical framework have applied critical race theory to educational practices (Gay & Kirkland, 2003), supported dysconscious to critical consciousness in pre-service preparation (King, 1991). These scholars raised the important issue of considering race relations and cultural diversity in lesson planning, instructional delivery and classroom management leading the way to a growing research base on practices for developing these beliefs, knowledge, and skills in preservice preparation. From this body of work, several themes point toward practices for teacher educators; a) encourage reflexive practice; b) situate learning

theories of pedagogy alongside practice within bilingual communities; and c) match teacher candidates with experienced mentors.

Addressing Teacher Preparation for Linguistic Diversity.

In the report from the National Literacy Panel, August and Shanahan (2007) brought to the forefront of teacher education the need for general education teachers to have linguistic knowledge to address the needs of their students categorized as limited English proficient. Fillmore and Snow (2000) published an extensive explanation of the knowledge base covering seven domains. Recognizing the obstacles of both logistics and political will, Baca and Escamilla (2003) suggested a more feasible endeavor for teacher preparation programs is to foster positive beliefs about linguistic diversity in the classroom. Only recently have scholars extended culturally responsive teaching frameworks to preparing teachers for linguistically diverse learners (de Jong, Harper, & Coady, 2013; García, Arias, Harris Murri, & Serna, 2010; Lucas & Villegas, 2010, 2013). Teacher educators have fostered linguistic knowledge, positive belief systems about linguistic diversity, through common strategies such as; a) direct engagement with EBs to apply practices with the support of skilled mentors; b) use of critical readings, discussion and reflection to expose beliefs; c) active learning through applied projects such as an action research project (Sowa, 2009), developing an assessment profile (Heineke & Davin, 2014), or co-taught literacy thematic unit (Brock, Moore & Parks, 2007); and d) sufficient time to change beliefs and develop cultural competence (Kyles & Olafson, 2008; Palmer & Menard-Warwick, 2012).

Still pre-service and in-service teachers continue to report low confidence in their ability to support students who are learning English (Polat, 2010; Vázquez-Montilla, Just, & Triscari, 2014; Karabenick & Noda, 2004). Some surveys have shown teachers have positive attitudes

towards ELLs, but lack knowledge and skills, others show persisting negative attitudes (Vázquez-Montilla et al., 2014). Karabenick and Noda (2004) conducted a survey of 729 teachers in one midwestern suburban district. Results found a high proportion of teachers with positive attitudes towards teaching ELLs, however with low efficacy attributed to low knowledge of second language acquisition and learning, history/context/research on bilingual education, and instructional techniques specific to the needs of ELLs. Even studies that have looked at self-ratings of efficacy in comparison to actual implementation of classroom practices, have found that high self-efficacy does not necessarily correlate with observations of the practices used with ELLs (Coady, Harper & de Jong, 2016; Sawyer et al., 2016). Unfortunately, limited research has been conducted on how induction and professional development programs continue to support teachers in developing as linguistically responsive teachers (Lucas & Villegas, 2013).

If teacher educators have yet to impart critical consciousness and culturally responsive teaching to pre-service teachers, in-service professional development is charged with continuing the work. Scholars across disciplines (Carlo et al., 2004; Sawyer et al., 2016), continue to elevate the importance of teachers' knowledge of self-identity, teacher identity, understandings of the contexts of teaching and learning, and critical examination of knowledge and institutional practices to be "as important as the mastery of techniques for instructional effectiveness" (Gay & Kirkland, 2003, p. 181).

In sum, the literature provides clear direction on what teachers need to know, but only initial suggestions about how to get them there. In preservice preparation, teacher educators have attempted short-term and long-term efforts to raise cultural competence for interacting with EBs and their communities. As Lucas and Villegas (2013) suggest "when preservice teachers

interrogate these and other types of beliefs about linguistic diversity, they can begin to develop new visions" (p. 102). However, they conclude, teacher candidates emerge from preservice preparation "as novices, not accomplished teachers" (p. 106). Cochran-Smith and Lytle (1999) recommends preparing teachers "involved in intellectually vital and independent pursuits to try to answer some of the toughest questions there are about how to work effectively in the local context with learners who are like them and not like them" (p. 520).

However, each of these attempts have left teachers and schools wanting (Hoover & deBettencourt, 2018; Orosco & Klingner, 2010). In failing to engage teachers in the long term and challenging work of providing teachers with opportunities "for ongoing study and problem solving" (Feiman-Nemser, 2001, p. 1038), states, districts and universities have yet to provide the professional development necessary to develop teachers' beliefs, knowledge and skills for serving struggling emergent bilinguals in their schools (Baca & Escamilla, 2003).

Teachers are in need of professional development which expands their knowledge of cultural, linguistic and disability issues in order to engage with the tough questions around whether a struggling emergent bilingual in their classroom is exhibiting struggles due to language learning or an underlying disability. Greater sociolinguistic consciousness will empower teachers the metalinguistic awareness to take measures to prevent learning disabilities (Artiles et al., 2005; García & Ortiz, 2013), utilize effective second language acquisition instructional strategies (de Jong et al., 2013), advocate for student access to the general education curriculum (Hoover & deBettencourt, 2018), and reorient from the prevailing deficit perspective of bilingualism as delaying academic and cognitive growth (Cummins, 1979).

Theoretical Framework

Critical to teachers effectively supporting the learning needs of EB with LD is an understanding of the interconnectedness of language and culture with identity. Several sociocultural models provide a framework for understanding the relationships between, language, culture and identity in the learning of children as well as adults. First, in a big picture perspective of human development, Bronfenbrenner (1977) takes a bird's eye view of the social systems the human experience is nested in and how these systems interact. Within these broader social systems, Cummins' (1979) language interdependence theory explains the relationship between language and thought in the learning experience. This theory details how linguistic, cultural, and school factors interact and influence the level of competence a child acquires in his or her native and second language. In the following, I will describe the relationships between these models in depth.

Ecological Model.

The educational field often compartmentalizes phenomena that in the real sense exist together. In Bronfenbrenner's (1977) ecological model of human development, he describes the layers of society as an interactive ecology, and a depth of understanding "requires examination of multi-person systems of interaction not limited to a single setting" (p. 514). Emergent bilingual students who struggle with reading are an example of a multidimensional lived experience with intersecting identities influenced by different systems of interaction than native-English speakers. At once, their individual characteristics describe them as English language learners, Spanish-speakers, children of immigrants, and bicultural. The contextual features of the micro- and meso-systems contribute to an even more unique experience depending on language use in the home, parental educational background, community dynamics, and school resources.

From the wider lens of exosystems, their schooling experience is situated in a society characterized by features which increase their access to upward to mobility in some cases (i.e. technological advances, governmental systems of laws and protection of rights) and in other cases perpetuate discrimination and marginalization (i.e. immigration laws; resegregation and tracking within schools).

At the macro-level, institutionalized systems of marginalization such as the hegemony of the English language which implicitly influences the access to native language instruction and pathways to citizenship available in the present political climate. Additionally, the cultural features of curriculum provide different colloquial stories than those present in English-only homes. Furthermore, the persistence of monoglossic ideology of bilingualism, which views bilingual students as two monolingual speakers in one (Sánchez, García, & Solorza, 2018), rather than a dynamic bilingual who accesses both languages simultaneously, puts limits on the methods teachers use language for learning.

Language Interdependence Theory.

Cummins (1979) first proposed an integrative perspective of bilingualism through emphasizing "the *interaction* between sociocultural, linguistic and school program factors" (p. 223) in the level of competence a child attains in native (L1) and second language (L2). Prior to this theory, the prevailing theories took a deficit view of minority languages as delaying academic and cognitive growth. Likewise, more recent syntheses of school program design have found mixed results of the cognitive and academic benefits of bilingualism (Cheung & Slavin, 2012; Slavin & Cheung, 2005). However, the framework Cummins (1979) proposes combines language interdependence theory and threshold hypothesis to explain these mixed outcomes.

Language interdependence theory explains the relationship between language and thought in the learning experience.

A child's competence in L1 is limited to their access to vocabulary, grammar, and literacy prior to school entry. Their level of L1 competence influences the capacity a child can attain in L2. Furthermore, according to the threshold hypothesis, the level of competence achieved in L1 or L2 is a mediating factor to the academic and cognitive benefits of bilingualism. Whereas children who speak a minority language at a low level of competence will be negatively impacted in initial acquisition of the majority language. Conversely, children who have access to a high level of competence in their native language will have a larger bucket of linguistic resources from which to pull from and attach linguistic knowledge to as they acquire L2. Therefore, the interplay of linguistic, cultural, and individual factors can children who speak a minority language in a majority language environment is highly diverse. Schooling which takes into account children's diverse sociolinguistic backgrounds recognizes the variety of linguistic competence even native speakers of the same language may have, but that the stronger their native language, the stronger their second language will be.

Theories of Learning Disabilities.

Throughout the literature, researchers have hypothesized several models for describing the construct of a learning disability. Multiple-deficit model of reading disability describes the idea of subtypes of reading disabilities (Bowers & Wolf, 1993; Manis, Seidenberg, & Doi, 1999). Scarborough (2001) hypothesizes that rather than a chain, it's a root cause which produces different symptoms at different stages of development, known as the Ascendancy Hypothesis. The Barrera's (2006) chaos theory of learning disabilities, goes beyond the common implying lack of order, derives this idea from the mathematical idea of *chaos theory,* in which

"complexity and dissimilarity are encapsulated in a distinct but complex pattern" (p. 146). In terms of the construct of learning disabilities, Barrera suggests that the field accept that students with LD have "multi-definitional dimensions". For instance, the learning disabilities category includes students who have learning difficulties in reading fluency, reading comprehension, mathematical problem-solving, mathematical computation, and writing. In particular, students with culturally and linguistically diverse backgrounds arrive with additional factors influencing their learning such as sociocultural background, native language history and diverse schooling experiences. Finally, the central deficit hypothesis originates from Cummins (1991) interdependence hypothesis and identifies underlying cognitive factors as the core of learning problems.
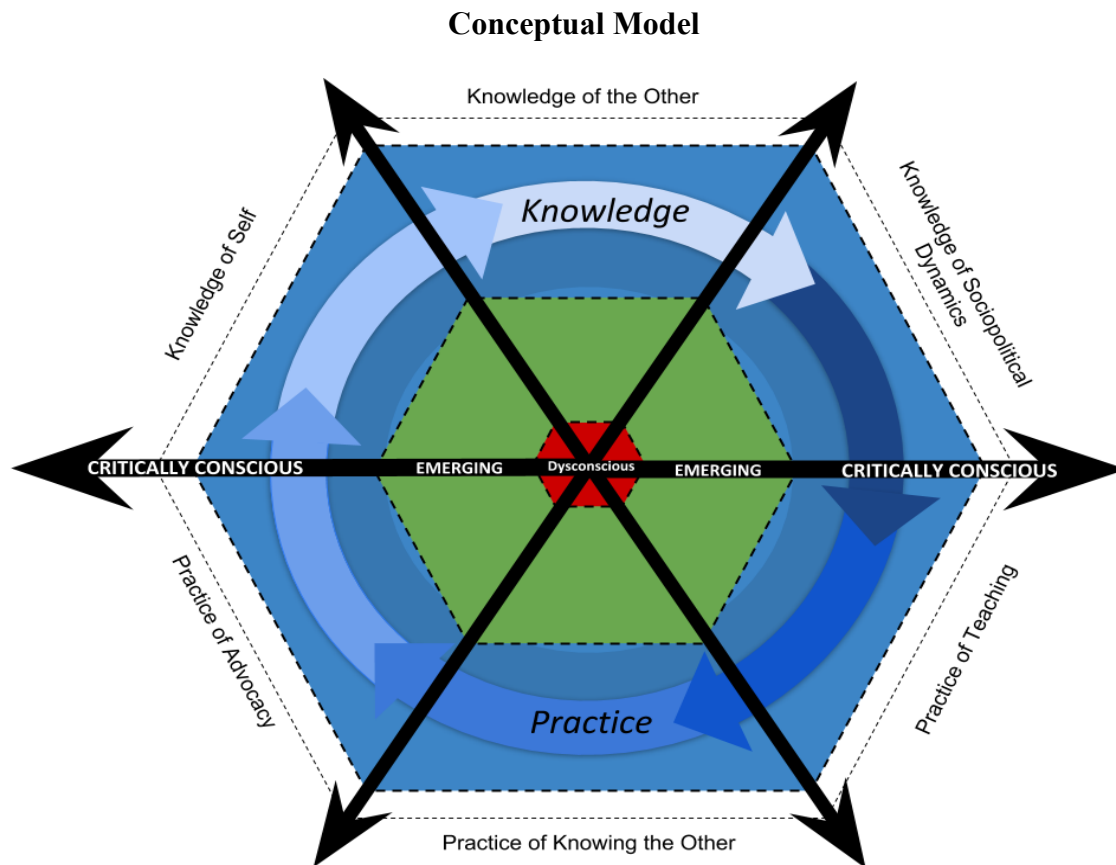
Conceptual Model

Figure 1.1 Conceptual model graphic, Cultivating Critical Consciousness in Educators (CCCE).

Due to their varied cultural and linguistic backgrounds, emergent bilinguals have complex learning needs. Teacher preparation programs have yet to provide sufficient knowledge and practice, neither have professional development models in school. While the words "cultural and linguistic diversity" have appeared in the conceptual frameworks of presented by teacher educators, little attention has been given to the ways teaching and school structures have "sustained inequity" for the specific subset of students who are the focus of this study.

As our student population represents multidimensional identities, so must the conceptual models we use to prepare teachers (García & Ortiz, 2013). The conceptual model that frames the professional development in this study, shown above, describes the intersections between what students need, teachers need, and how this frame guides the PD and teacher learning. In this model, I recognize the importance of integrating three interacting concepts; 1) critical consciousness as a journey, not a destination, based on continuous introspection and action, 2) the domains of knowledge and practice, while targeted cultivation of these domains is essential, they are interdependent and interact in a continuous feedback loop to cultivate teachers' growth, and 3) within each of these domains are three complementary strands of consideration: the Self, the Other, and the sociocultural context (sociopolitical dimensions & advocacy). Finally, this framework is not limited in application to one lens, but rather encourages a multi-layered application to the multidimensionality of teacher and student identities.

Critical Consciousness As A Journey.

As a continuum, critical consciousness varies by individuals' experiences in society. Depending on our own personal identity as formed in a layered ecological frame of development (Bronfenbrenner, 1977) and experiences, our location on this continuum will vary by identity category. Critical consciousness requires awareness of sociopolitical issues impacting students.

However, students today represent multiple identities whose intersection can compound marginalization; teachers must be critically aware of each of these identities (ethnicity, language status, socioeconomic status and dis/ability or labeled as 'at-risk').

Watts, Diemer, & Voight (2011) adapt this concept to engaging students in youth activism through the interaction of a) critical reflection, b) political efficacy, and c) critical action. 'Critical reflection' pertains to social analysis and moral rejection of social inequities across identity categories such as social capital, economic, race, gender and language. From this critical orientation, one must "view societal inequalities in systemic terms" (Watts et al., 2011, p. 46). 'Political efficacy' refers to one's capacity to effect change initiating from the belief system that it is in fact *possible* to change the system. Critical reflection and political efficacy are foundational components of 'critical action'. With a systemic view of social inequities and the political will, organized actions by individuals or a collective to change "institutional policies and practices, which are perceived to be unjust" (Watts et al., 2011, p .47). In this particular study, the model will be applied to critical consciousness of sociolinguistic issues, as described previously, sociolinguistic consciousness.

Sociolinguistic Consciousness.

Language affects the very fabric of our lives in ways that are often invisible to the native English-speaker. Through applying an ecological lens to the role sociopolitical dynamics play in the lives of our children and oneself, it is clear how a monoglossic perspective on bilingualism and the hegemony of English in the US impacts the linguistic experiences of children across the fabric of their lives. Sociolinguistic consciousness requires knowledge of the institutionalized status and power relations of the English language, how institutional practices create categories of difference, the ability to critically examine how these institutional factors impact schooling

and learning for EBs, and take action to challenge *a priori* assumptions (Freire, 1970; García & Ortiz, 2013).

Engaging in a pursuit to expand ones' sociolinguistic consciousness (García, Arias, Harris Murri, & Sema, 2010; Lucas, Villegas, & Freedson-Gonzalez, 2008; Lucas & Villegas, 2010, 2013) and reduce dysconsciousness (King, 1991) is defined by two features;

a) an understanding that language, culture, and identity are deeply interconnected;

b) an awareness of the sociopolitical dimensions of language use and language education (Lucas & Villegas, 2013, p. 102).

The Domains of Knowledge & Practice

Several culturally and linguistically responsive teaching conceptual frameworks are prominent in the literature (Coady, Harper & de Jong, 2011; García et al., 2010; Gay, 2002; Ladson-Billings, 1995; Lucas & Villegas, 2013). Scholars highlight the importance of knowledge specific to diverse populations, specific instructional practices, opportunities to connect theory with application, and a foundational understanding of the social justice implications for teaching why to implement actions. In a cyclical feedback cycle, knowledge is essential to practice, however knowledge cannot progress beyond factual knowledge without applied practice within communities of color, language, gender diversity or various ableness (deaf, autism communities) who do not perceive their differences as *disabling* (García et al., 2010).

Knowledge and Practices: Six Complementary Strands.

The first reciprocal relationship developed in this framework is between Knowledge of Self and Practice of Teaching. Understanding self in an intersectional framework requires teachers to examine personal histories, family backgrounds, and community experiences from multiple identity lens (Sleeter & Owuor, 2011). A common myth is that whiteness equates to a void of culture. This perspective as non-cultural communicates that the White way of knowing is 'normal' (Sleeter, 2001). Through examination of the Self, teachers become critically aware of how their economic, racial, and linguistic identity uniquely positions one to afford certain societal advantages or disadvantages. For native English-speakers, one advantage is acculturation to the 'hidden curriculum' of American culture. Through critical self-examination, teachers are empowered to make connections between their positionality and their self-as-teacher. Where previous assumptions of what is considered as 'normal' classroom learning behaviors were expected, teachers can reorient to "teach what you expect" (a tagline often attributed to Siegfried Engelmann).

Knowledge of the other and practice of knowing the other.

We are often most aware of ourselves in contrast to the Other. The second pair of reciprocal strands are *Knowledge of the Other* and *Practice of Knowing the Other*. Historically, the movement for multicultural education curriculum in schools was criticized for a surface level understanding of cultures outside the dominant cultural practices of American society (Gay, 2002; Ladson-Billings, 1995). The use of 'the Other' insinuates existence of a dichotomy between self and the Other whose culture, language, community, and experiences in society is outside the realm of one's personal experience. To gain knowledge of this experience is to go beyond the surface level characterizations to a depth of knowledge of history, ways of living, perspectives on life and values. While one can acquire knowledge, applying this knowledge to

engaging the Other as an ally and advocate is the practice of knowing the Other. Effective teachers and school leaders who practice an active role of becoming intimately embedded in the communities of their students learn to become cultural brokers who have the intercultural communication skills to cross the borders between their home culture and that of their students.

Knowledge of sociopolitical dimensions and practice of advocacy.

As follows in the Bronfenbrenner's (1977) Ecology of Human Development, surrounding the individual (self) and communities (other), is the macrosystem. In this conceptual model, awareness of the macrosystem and critical action in regard to the ways the features of this system perpetuate marginalization are referred to as Knowledge of the Sociopolitical Dynamics and Practice of Advocacy.

As historically marginalized groups, culturally and linguistically diverse student populations are often recipients of institutional and personal instance of discrimination. Implicit bias can occur through assessment, curricular or instructional practices which privilege knowledge typically held by the dominant culture. For instance, by relying on interventions for struggling learners which have been designated as best practices for all students in reading, teachers may not address the child's needs for English as a second language instruction and limit the students' learning opportunities to make adequate progress (Coady, Harper & de Jong, 2016; Genesee, Lindholm-Leary, Saunders, & Christian, 2005).

Through acquiring historical and political knowledge of systemic structures which have historically marginalized certain cultural and linguistic groups, teachers gain an understanding of student learning needs beyond the individual. In addition, critical conscious theory asserts that political actors must also have the 'political efficacy' that change is possible. Through a deeper understanding of educational systems and student needs, teachers can identify 'critical actions'

they can take as individuals to prevent the marginalization of their students. When realized by a group of school personnel, collective action can be taken to remove systemic features within a school which inhibit the liberation of their students.

Intersectional lens.

In their presentation of an intersectionality framework for research, García and Ortiz (2013) call for "transformative research" to "facilitate the design and delivery of appropriate programs and services for marginalized students and families...", "inform the preparation of culturally and linguistically responsive educators and researchers..." and "involves ideas, discoveries, or tools that radically change our understanding" (García & Ortiz, 2013, p. 44).

Through focusing on the "important concept" of sociolinguistic consciousness, which has remained elusive and somewhat intangible, this study will provide new insights and tools to 1) further the field in understanding the construct of sociolinguistic consciousness and 2) empower the participating teachers to *transform* how they think about the intersectionality of the emergent bilinguals in their classrooms.

In this study, I propose applying this conceptual model to guide a coaching model for sociolinguistic consciousness among kindergarten and first grade teachers of emergent bilinguals. The components are supported by literature from 1) features of effective professional development (Desimone, 2009), imbued with 2) a content focus on evidence-based practices for teaching English as a second language (Echevarría, & Short, 2011) combined with practices validated to be effective for emergent bilinguals with LD, with opportunities for 3) critical examination of teacher beliefs with the goal of increasing teachers' critical consciousness of sociolinguistic dynamics of schooling emergent bilinguals (Lucas & Villegas, 2013). Through this case of job-embedded professional development for teaching emergent bilinguals, I seek to

understand the lived experiences of teachers grappling with the complexity of these students' intersectional identities.

Research Questions

1) In what ways did four teachers develop critical consciousness of sociolinguistic issues for emergent bilinguals with or without disabilities through coaching utilizing the CCCE model?

   a) How did each teacher develop knowledge of sociolinguistic issues for emergent bilinguals with and without disabilities?

   b) How did each teacher develop practices for emergent bilinguals with and without learning disabilities?

   c) How did each teacher come to understand the intersectionality of emergent bilinguals struggling in reading?

By combining the features of effective professional development with the under-studied construct of sociolinguistic consciousness, how teachers develop this orientation, in what ways this construct influences instructional practices, and the professional development features which support teacher growth. Teachers will be empowered through adopting a reflective practice for becoming aware of their own culturally, linguistically, and disability specific funds of knowledge and independently seek support to expand their learning in the strands of knowledge or practice where they recognize need.

Key Terms

Emergent Bilingual. Refers to students who enter school with proficiency in a language other than English, acquiring English through school while continuing to maintain home language practices (García, 2009).

Learning Disability. A learning disability describes students who are otherwise typically developing, however present academic problems (Kirk, 1977). Learning difficulties can occur concomitantly with external influences, however, a learning disability is the result of intrinsic characteristics due to differently functioning cognitive processes (Ortiz, 1997).

Knowledge of Self. Refers to self-awareness of one's own beliefs, values or attitudes associated with their particular categories of identity and how this identity orients one to particular experiences across all ecological systems

Knowledge of the Other. Refers to factual and experiential understanding of other cultures, languages, and other groups outside one's inner circle.

Knowledge of Sociopolitical Dimensions. Refers to understanding of how social, political, or economic structures influence one's development and access to educational opportunity.

Practice of Teaching. Refers to how a teacher articulates an understanding that one's beliefs, values, or attitudes influence instructional decisions and delivery. In particular, this strand is evaluated through observation of how a teacher applies and integrates knowledge of self, the Other, and sociopolitical dimensions to design classroom instruction to meet the multidimensional needs of their particular students.

Practice of Knowing the Other. Refers to how a teacher uses their knowledge of other cultures, languages, and other groups outside their inner circle to build rapport and engage the students and families at their school.

Practice of Advocacy. Refers to how a teacher applies their knowledge of sociopolitical dimensions (social, political, or economic structures) to actively advocate for individual and groups of students who have been historically marginalized in schools.

CHAPTER 2: LITERATURE REVIEW

Today, students at-risk of disproportionate representation come from the fastest growing subgroup in US schools, students who speak a language other than English at home, or emergent bilinguals, 76.5% of which are native Spanish-speakers (National Center on Educational Statistics [NCES], 2017). For the past two decades these students have demonstrated persistent underachievement, with low graduation rates (NCES, 2014), academic performance at least 40-points below native English speakers (NCES, NAEP, 2017) and a higher probability of identification with a learning disability (Lesaux & Harris, 2013; Samson & Lesaux, 2009; Sullivan, 2011). These students face economic, cultural and linguistic barriers to achieving outcomes commensurate with their native English-speaking peers. Emergent bilinguals are more likely to qualify for free and reduced lunch and more likely to attend urban schools (Shifrer, Muller, & Callahan, 2011). However, the most unique challenge they face beyond students from similar cultural and socioeconomic backgrounds is their linguistic background.

The important role teachers play in ensuring that emergent bilinguals receive early and appropriate interventions to support oral language and literacy development is evidenced by studies of national and state data sets which have found teacher ratings of language and literacy is the greatest predictor of referral to special education by 3rd grade (Samson & Lesaux, 2009). However, despite equally low ratings as their native English-speaking peers, non-native English speakers were less likely to be referred in the early grades, and subsequently, an overrepresentation of referrals in third grade.

Oral language is a foundational skill to developing literacy. Many studies have demonstrated the importance of vocabulary in native English speakers as a predictor of reading by third grade (Carlo et al., 2004; Hart & Risley, 1995). By definition, emergent bilinguals enter kindergarten with little to no vocabulary in English. As a result, emergent bilinguals are perceived to be at a disadvantage from the first day of school. In supporting these students, teachers are faced with the additional challenge that second language acquisition often presents learning difficulties that can be easily misunderstood as a learning disability (Artiles & Ortiz, 2002; Ortiz, 1997).

Both bilingualism and learning disabilities have complex, multifaceted influences on child development and learning. In this chapter, the following areas of the pertinent literature are discussed: a) knowledge teachers need to address the learning needs of children who are emergent bilinguals as well as those who have a learning disability, b) instructional practices that meet these students' learning needs in an English-only general education classroom, c) current ways teacher beliefs about bilingualism and disability influence instructional practices, and d) professional development practices that effectively engage general education teachers in developing critical consciousness of the sociolinguistic and learning needs of these students.

Learning Needs of Emergent Bilinguals with Learning Disabilities

Nearly two decades have passed since Fillmore and Snow (2000) argued for linguistic knowledge to be added to the curriculum of teacher education programs and in-depth professional development programs for in-service teachers. While acknowledging that teachers do not need to be experts in theories of language development, they argued "What Teachers

Need to Know about Language" is how the features of oral and written language influence learning. Since the accountability measures of No Child Left Behind Act of 2001 (NCLB 2001), teachers have been held accountable for students to meet grade level expectations from both subgroups. Further responsibility was placed on general education teachers with Individuals with Disabilities Education Act (IDEA 2004) (Lesaux & Harris, 2013). The adoption of the "responsiveness to intervention" definition of learning disabilities required schools to implement multiple tiers of support for the prevention of and support of students with learning disabilities in the general education curriculum. In order to adequately address the diverse needs of students in their classroom and appropriately identify when students demonstrate learning difficulties indicative of a learning disability, general education teachers need to understand second language development as well as characteristics of learning disabilities.

From the bioecological perspective, child development is influenced by the interaction of individual characteristics with cultural practices within learning environments (Bronfenbrenner, 1977; Vélez-Agosto et al., 2017). Emergent bilinguals with learning disabilities experience learning with multidimensional identities characterized by both intrinsic as well as extrinsic influences of their cognitive, language and cultural background (Ortiz, 1997; Klingner & Artiles, 2006; García & Ortiz, 2008). In the following section, I describe who these students are across identity categories, first as emergent bilinguals and next as students with learning disabilities. Under each identity category, I explain defining characteristics, identification procedures, and instructional approaches to meet their unique learning needs. In conclusion, I compare and contrast across these identity categories to understand the needs specific to students who encompass these intersectional identities.

Defining Emergent Bilinguals

The federal definition for students who speak a language other than English and need support services to learn English in school, has evolved since the Bilingual Education Act of 1974. Most recently, the Every Student Succeeds Act of 2015 (ESSA) refers to these students as English language learners (ELLs) or simply English learners (ELs). While this label is preferred by government because of the direct association between classification and funding, scholars have criticized this label for *minoritizing* the linguistic diversity of this subgroup of students by devaluing other languages and placing English in the "sole position of legitimacy" (García & Kleifgen, 2018, p. 4). In fact, students included in this definition are a heterogeneous group who vary by language type (tonal, alphabetic, symbolic), number of languages spoken, language use in homes and communities (minority-language group, majority-language group), and age of acquisition (simultaneous bilinguals, transitioning bilinguals) (Genesee, Lindholm-Leary, Saunders & Christian, 2005).

Alternatively, scholars have adopted the term *emergent bilinguals,* to refer to students who enter school with proficiency in a language other than English, acquiring English through school while continuing to maintain home language practices (García, 2009). Through this term, a strengths-based perspective is taken by acknowledging and celebrating the unique cultural and linguistic capital these student carry with them, highlighting their unique learning needs in comparison to monolingual, language-majority students, and situating their family and community language practices as a resource (García & Kleifgen, 2018).

Identifying emergent bilinguals.

Unlike other ethnic and racial categories, the school classification as English language learner is a fluid category where students are initially designated as demonstrating low

proficiency in English and eventually reclassified as English proficient. Classification procedures have been required since NCLB 2001, however the actual design and implementation procedures are left to states. Despite guidance from the Chief Council of State School Officers, reviews of state practices have found a wide range of interpretation of these guidelines across states and between districts within states (Linquanti & Bailey, 2014; Umansky, 2016).

Initial classification is conducted through administering a Home Language Survey (HLS) when a student registers for school followed by an English language proficiency (ELP) test. Within these parameters, each state has developed unique practices for the HLS and measuring ELP, leaving many opportunities for errors which result in under and over identification for language support (García & Kleifgen, 2018). Variations on the HLS questions leave confusion on the level of exposure to English, level of proficiency in their home language, and questions of dominance misconstrue home language use practices (Linquanti & Bailey, 2014). In addition, scholars have raised concerns of unintended bias from parents who may fear language status will reveal immigration status and teachers who complete the HLS presuming knowledge of the students' home environment (Linquanti & Cook, 2014).

Reclassification as English proficient raises further inconsistencies across states and school districts as well as issues of social justice. ESSA (2015) requires states to define reclassification criteria which includes measures of English language proficiency and academic achievement. Presently, several consortia of states have formed and adopted different English language proficiency tests. While all tests measure proficiency in terms of listening, speaking, reading and writing, some tests weight all strands equally and others increasingly weight reading and writing scores with each grade. In terms of academic achievement, while the majority of states have adopted some form of the Common Core State Standards (CCSS), states have

29

developed or adopted different assessments. Finally, the criteria for reclassification varies by grade level where K-2 students are only required to meet proficiency in English and grades 3 to 12 must also demonstrate basic proficiency in reading. As a result of this wide variation of measures and criteria, a student deemed proficient in one state or district will be classified limited English proficient in another (García & Kleifgen, 2018; Robinson-Cimpian, Thompson, & Umansky, 2016; Umansky, 2016).

Bilingual language development.

Popular perceptions of bilingualism picture the cognitive processes as two monolinguals in one, however current research verifies theories of bilingualism that support a unitary linguistic system from which a bilingual can draw from to address the linguistic features of their environment (Bialystok, 2001; García & Ortiz, 2008). To understand the experience of emergent bilinguals in English-only school environments, teachers must have a conceptual understanding of bilingualism, stages of second language acquisition, and external influencing factors (Baca & Escamilla, 2003).

The Linguistic Interdependence theory of bilingual language development demonstrates how bilingualism is influenced by an *interaction* home language practices and cultural features, individual characteristics, broader societal values for bilingualism, and schooling programs (Cummins, 1979, 1991, 2000). Language interdependence suggests a common core of skills across languages, therefore progress in one can lead to advances in the other. Cummins (1979) emphasizes the interdependence of all aspects of language development (oral, listening, reading, and written skills) between the native (L1) and second language (L2).

Transference is influenced by the linguistic characteristics of a child's native and second language (Cummins, 2000). Between languages with similar phonological systems and language

roots, there is high transference especially in reading and writing skills. However, direct transference through phonetic similarities and cognates may be limited between tonal Asiatic and Latin-based languages where neither the oral and written aspects of the languages are shared (Fu, 2003, 2009). Nevertheless, comprehension of content in their home language will transfer to building meaning on the same content in their second language. Due to transference from L1 to L2, it can be presumed that a child's second language oral language and reading skills will transfer from the native language. By providing explicit instruction on contrastive and non-contrastive features of L1 and L2, teachers can support student transference and overall metalinguistic awareness (Brea-Spahn, 2013; García, 2009).

Stages of second language development.

Krashen and Terrell (1983) first presented a series of five stages for second language acquisition, which continues to inform state assessments of English language proficiency today. Stage 1 is referred to as pre-production, depicting the period where students of a second language build a receptive foundation for understanding language. In her observation of preschool children, Tabors (2008) observed children communicating their home language with English-only speakers or nonverbal communication through gestures. Some children even go through a silent phase. It is important teachers understand that exhibiting such characteristics, does not indicate a lack of learning, but in fact, this is a period of accumulating listening comprehension. In stage 2, known as early production, is marked by initial utterances in one to two- word phrases, comprehension of simple commands, responsive to yes or no questions, and reliance on formulaic language based on memorized phrases. At stage 3, speech emergence, students begin to construct productive sentences using a familiar sentence frame and inserting a novel word or phrase. Their listening comprehension has advanced at stage 3 to understanding social

interactions and classroom discourse. Stage 4 is a period where students exhibit fluency with listening and speaking, however still lack deeper vocabulary and syntax to engage in academic tasks. Stage 5 represents advanced fluency where students demonstrate native-like production in oral and written language.

All emergent bilinguals must pass through these stages to acquire English as a second language in both social and academic settings. Cummins (2000) describes two types of linguistic repertoire; basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). The vocabulary, syntax, and semantics of BICS are developed through social communication with peers and adults. This language is closely tied to cultural backgrounds and local practices. In addition, BICS includes communication through facial expression and gestures. In contrast, CALP is primarily developed through schooling. Explicit instruction is necessary for students to acquire content-related vocabulary and metalinguistic awareness of their bilingualism.

Bilingual language development: External factors.

Bilingualism is greatly influenced by external aspects of a child's environment. Cultural perceptions of childhood, gender, and conversational rules of engagement play a major role in language practices. Children from non-English speaking homes often enter school with different cultural expectations than English-dominant cultures. For instance, in European heritage cultures, adults engage children as legitimate and capable conversational partners with the expectation that children will reciprocate by initiating and maintaining sustained conversation with adults (Paradis, Genesee, & Crago, 2011). Schooling in such cultures expects students to engage in extensive dialogue with teachers and peers. Many cultures around the world do not

allow or encourage children to engage in conversation with adults, especially not authority figures.

Another external factor greatly influencing bilingual language development is the schooling program emergent bilinguals have access to. Since the Bilingual Education Act of 1968, schooling programs for emergent bilinguals has evolved into a wide continuum from full "submersion" in English-only classrooms to "dynamic plurilingual" education which allows children to use all of their internal language resources to access content (García & Kleifgen, 2018, p. 69). These approaches can be categorized into four types: English immersion, transitional, bilingual, and dynamic plurilingual. These models vary only in whether second language learning is subtractive *of* or additive *to* the child's home language. Both English immersion and transitional programs support subtractive models of bilingualism by reinforcing the goal of English language acquisition over maintaining oral and written language development in the students' home language. English immersion models, such English language development, sheltered English instruction, and English as a Second Language, design programs completely separated from the students native language (L1) with no integration of L1 features or home culture. Transitional models seek to access L1 for the primary purpose of transitioning students out of native language to English as soon as possible (often by 3rd or 5th grade).

Following the removal of a cap on English-only programs in 1994, emergent bilinguals receiving services in bilingual settings decreased from 37% in 1992 to 17% in 2002 (Zehler et al., 2003). Presently, over 70% of students designated as limited English proficient are given instruction through English immersion (García & Kleifgen, 2018). State policies have favored accelerated English acquisition at the expense of supporting native languages and building strong biliteracy and long-term benefits of bilingualism (Gándara & Rumberger, 2009). Despite

33

research to the contrary, school and instructional models primarily support the historical goal to produce bilingual students that "ought to be two monolingual speakers in one" (Sánchez, García & Solorza, 2018).

Defining Learning Disabilities

As an "invisible disability", a learning disability describes students who are otherwise typically developing, however present academic problems (Kirk, 1978). Similar to bilingualism, learning difficulties can occur concomitantly with external influences, however, a learning disability is the result of intrinsic characteristics due to differently functioning cognitive processes (Ortiz, 1997). Since recognition of this group, various definitions and identification procedures have arisen from identification through neurological indications, to the discrepancy-formula, to low achievement and most recently, non-responsiveness to instruction.

The field has often relied on defining what characteristics *not* indicative of a learning disability. However, the reliance on exclusionary criteria has resulted in an increasingly heterogeneous population and became a dumping ground for any student who had difficulties learning which could not be attributable to another disorder or contextual factors. This left practitioners with the responsibility to "rule out" socioeconomic status, lack of instruction and learning language English as a second language as contributing to the students' low academic achievement. State guidelines have laid out multiple measures and procedures to provide practitioners a means of documenting adequate access to instruction.

Definitions with inclusionary criteria are equally contested. The definition of a learning disability as a severe discrepancy between IQ and achievement resulted in wide variance across states in defining what constitutes 'severe' (Mercer, Jordan, Allsopp, & Mercer, 1996). Other

researchers have proposed using criteria such as persistent low achievement without qualifying cognitive ability (Fletcher & Navarrete, 2003; Fletcher, Stuebing, Morris, & Lyon, 2013), patterns of strengths and weaknesses between cognitive processors (Flanagan, Fiorello, & Ortiz, 2010) and instructional non-responsiveness (Fuchs & Fuchs, 2006) through data-based individualization (Fuchs, McMaster, Fuchs, & Al Otaiba, 2013). The lack of consensus and clear conceptualization has consequences for who is served, which assessments are used and how practitioners intervene.

In a summary of the research into cognitive processes impacting a reading disability, Marinova-Todd, Siegel and Mazabel (2013) identify six cognitive processes influencing reading development phonological, syntactic awareness, morphological awareness, working memory, semantic and orthographic processes. When a reading disability is defined as a deficit in word reading, studies have consistently found dysfunction in three of these processes; phonological, syntactic awareness, and working memory. In contrast, semantic and orthographic processes are not disrupted to the same extent and sometimes students demonstrate compensatory use of these processors to read and understand. While morphological awareness is impacted in some studies but not others.

Identification of learning disabilities in reading within schools.

Identifying students with a learning disability within schools has long been a topic of debate (Sleeter, 1986; 1995). In the first iteration of special education law (Education of All Handicapped Children, Public Law 94-142), a learning disability constituted a 'severe discrepancy' between academic achievement and intellectual ability (Reynolds & Willson, 1984). The most 'valid' formula for defining 'severe' was hotly contested. This definition failed to support struggling learners by creating a system where children must "wait-to-fail" before

receiving services and a default category of "slow learners" who could never receive services in special education. The wait-to-fail trajectory resulted out of the failure of cognitive assessments to be sensitive to early learning characteristics and differences. Since all children entered kindergarten with relatively similar academic abilities, children did not demonstrate a significant discrepancy between their intellectual ability and academic achievement until third grade or later. Other students never demonstrate a 'severe' discrepancy. These students were known as "slow learners". According to some, a student in the slow learner category was not entitled to services (Reynolds & Willson, 1984).

In addition to creating artificial boundaries, the assessment tools used in the evaluation process contributed to artificial inflation of identifying children who spoke non-standardized English and/or came from economically disadvantaged backgrounds due to the emphasis on verbal ability. In response significant effort has been taken to reduce the cultural and linguistic bias on measures of cognitive ability and academic achievement.

The 2004 reauthorization of IDEA brought the radical change to the definition and evaluation procedures allowed for the eligibility category of specific learning disability (SLD). In order for schools to implement these evaluation procedures, states provided guidelines for whole school restructuring to ensure three tiers of intervention prior to referral for special education services. This format finally eliminated the "slow learner" no man's land and singularity of using one assessment to identify SLD.

Since 2004, the reauthorization of Individuals with Disabilities in Education Improvement Act (IDEA) has allowed for states to identify students with learning disabilities through a "process that determines if the child responds to scientific, research-based intervention as part of the evaluation process" (IDEA, Section 1414(b)). As an evaluation process for learning

disabilities, response to intervention (RTI) can be described as considering a student's non-responsiveness as an indicator of a learning disability (Fuchs & Fuchs, 2006). This policy not only changed identification procedures but brought school-wide reform known as multi-tiered systems of support (MTSS).

MTSS offers a school-wide system of supports using the public health framework for tiered systems. Within schools four components must be present, a) a school-wide data collection system using reliable and valid measures for screening and progress monitoring, b) multiple tiers of support in domains of assessment, curriculum, and instruction, c) evidence-based practices in behavioral and academic curriculum and instruction, and (d) problem-solving model of decision-making processes using data to guide instruction and support (Fien, Smith, Baker, Chaparro, Baker, & Preciado, 2011).

Instructional Approaches For Learning Disabilities In Reading.

The National Reading Panel (2000) established reading as the foundation for all learning and the primary indicator of later academic success. In the NRP report, five focus areas were identified for instructional intervention from the literature; phonemic awareness, alphabetic principle, fluency, and comprehension. Instructional strategies for multi-tiered supports were identified in phonemic awareness, phonics, fluency, and comprehension. These strategies included explicit instruction, systematically designed to meet individual needs and accelerate growth, and active learning strategies.

Emergent Bilinguals with Learning Disabilities

In the reading research, much progress has been made through early screening using 'at-risk' indicators based on a trajectory toward reading fluently and comprehending text by third

grade. The challenge for identifying emergent bilinguals at-risk of learning disabilities is first that all students learning English are at-risk of not reading by third grade in English and second, no single trajectory of English language acquisition exists because there no two students with comparable language backgrounds, exposed to English at the same time, and receiving access to the same educational environments. As described in Cummins (1979), the variety of individual, social, educational, and interactional features influencing a child's second language acquisition of the majority language makes each child's trajectory unique. Despite the complexity, awareness of these features and incorporation of multiple forms of assessment in both languages paints an informed picture for instructional decision-making and prevention of reading failure (Brea-Spahn, 2013; Wilkinson et al., 2006).

Overlapping Characteristics.

Learning disabilities occur across all populations, similar to monolinguals, emergent bilinguals with learning disabilities experience "intrinsic" characteristics which present as significant academic difficulties in listening, speaking, reading, writing, and/or reasoning (Ortiz, 1997, p. 328). For emergent bilinguals, there are layers of external influences, such as learning a second language, cultural differences, or lack of opportunity to learn in the school environment. These extrinsic factors can confound and confuse whether their academic struggles are the result of a learning disability or other factors.

The chaotic definition of learning disabilities encapsulates this complexity by acknowledging that any two students identified with a learning disability are as dissimilar as they are similar in terms of cognitive functioning and academic performance. However, what defines this construct is precisely this "chaos", not as absence of order but "a distinct but complex pattern" (Barrera, 2006, p. 146). Rather than attempting to fit students into a definition, chaotic

theory accepts a multi-definitional stance. There are two implications of this perspective; first, applying dynamic assessment to identify instructional needs and second, to fit services to the needs of the students rather than the category (Barrera, 2006).

Reading requires processing of phonological system, orthographic mapping, and ultimately comprehension of the text (Adams, 1994). If anyone of these processors is impeded, a student will not be able to access meaning from the text. Emergent bilinguals by definition have not acquired knowledge and skills in English. Therefore, they are still learning to hear the sounds in English, acquire English vocabulary, build cultural background knowledge, and connect this information to print. According to linguistic interference hypothesis (Cummins, 1979), the child's home language proficiency influences second language acquisition. Therefore, it is important to use identification procedures which illuminate when a child's learning difficulties may be representative of struggles typical of English learners with from specific home language backgrounds. For example, a child's home language may contrast with English in the phonological systems, word use, grammar structure and discourse style. As a result, errors on tests of phonological awareness, written language rubrics, and vocabulary could be a result of inaccurate transference from L1, rather than an indication of a learning disability (Brea-Spahn, 2013).

Identification Recommendations.

In order to distinguish when learning difficulties are the result of intrinsic or extrinsic factors, researchers have recommended practices in line with culturally and linguistically responsive pedagogy. First, referral data should include verification of a) adequate and appropriate tier 1 instruction (Klingner & Harry, 2006; Wilkinson et al., 2006), b) document difficulties across school and home settings, c) appropriate assessment in students' native and

second language, d) tracking of inadequate progress compared to 'like' peers over time, e) teacher providing the intervention has sufficient knowledge and skills to address both linguistic and learning needs, and f) fidelity of implementation of the instructional program (Ortiz, Robertson, & Wilkinson, 2018).

In the early years of implementation, researchers expressed hope that MTSS would increase early intervention for ELLs with and without disabilities, improve the validity and accuracy of the LD eligibility process, and increase the quality of instruction across tiers (Klingner et al., 2005; Linan-Thompson et al., 2006; Fuchs & Vaughn, 2012). Unfortunately, the implementation of MTSS in schools across the nation has increased in prevalence, but the with little improvement in the impact for ELLs with and without disabilities.

Hopewell and Escamilla (2014) suggest identifying students' need for supports by comparing their progress to a *trajectory toward bilingualism* (TTB) to reduce false positive identification of students as struggling learners (identified for an individualized learning plan (ILP) under Colorado law). This definition of a bilingual struggling reader uses a discrepancy between Spanish literacy and English literacy as an indicator of risk in a bilingual setting, "Spanish language literacy will be slightly more advanced than their English language literacy, but that *a large discrepancy will not appear between the two*" (*emphasis added,* Hopewell & Escamilla, 2014, p. 74). While this definition may be one indicator of learning differences in a bilingual setting, it may be within the norm for the majority of emergent bilinguals who are schooled in English-only environments.

Considerations for Identifying Emergent Bilinguals with LD.

García & Ortiz (2013) recommend the use of an intersectionality framework for interpreting impacts on this oft marginalized population through 1) analysis of problems using

more than one category of difference, 2) evaluating the relationship among categories, 3) highlighting within group diversity, 4) recognition of the dynamic impacts produced through interaction of the individual and institutions, and 5) acknowledgement of status and power relationships.

"Analysis of complex problems and processes requires examination of more than one category of difference" (García & Ortiz, 2013, p. 34). From a one-dimensional to intersectional lense; teachers must look beyond main effects of a 'master category' and seek to understand intersectional effects of emergent and multiple identities. As evidenced in the challenges faced by this specific subset of students, teacher educators and the teachers they prepare must *transform* their understandings of students and their needs to match the complexity of classroom demographics today.

Preparedness of Schools and Teachers To Serve Emergent Bilinguals with Learning Disabilities

As reviewed in the first section, effective teaching of emergent bilinguals with learning disabilities requires knowledge in bilingual language development, reading, targeted instructional strategies and acculturation process. Unfortunately, this knowledge has not been sufficiently emphasized in teacher preparation programs, state guidelines, or teacher evaluations (Samson & Collins, 2012). While federal protections exist for emergent bilinguals to receive English language instruction, states are responsible for setting guidelines for the classification of students who qualify as English learners and identification of students with learning disabilities within multi-tiered systems of support for implementation of RTI.

States have wide-ranging policies on entry and exit criteria for English language development supports through Title 3 across states and districts (Ragan & Lesaux, 2006). Less than 20% of states have provided schools with guidance on how to integrate so many factors into the decision-making process. Guidance from governing bodies on applying this policy to practice at the district and school level has also lagged behind. An analysis of federal, state, and district level regulations found only 10 states have offered practices integrating literacy and language development within the context of RTI, 13 states have some specific policies and procedures, and the majority of states have not provided explicit guidance for the SLD identification process with CLD students (Scott, Hauerwas, & Brown, 2014).

Teacher Readiness To Implement RTI With Emergent Bilinguals

Meanwhile, emergent bilinguals are increasingly instructed through submersion in English-only classrooms (de Jong, 2013; García & Kleifgen, 2018). As a result, teachers continue to hold deficit perceptions (Vázquez-Montilla, Just & Triscari, 2013), low efficacy, and low implementation of teaching practices specifically for teaching English as a second language (Coady, Harper, & de Jong, 2016; Sawyer et al., 2016). There is consistently mixed messages with federal requirements holding schools accountable for ensuring emergent bilinguals make progress in English proficiency, without the necessary guidelines and training.

Teachers have limited preparedness with both the components of a Response to Intervention (RTI) framework and teaching practices specifically supporting students learning English. First, despite nearly two decades of schools adopting a RtI framework, teachers still to do not report high efficacy with the components of this framework (Donnell & Gettinger, 2015; Nunn & Jantz, 2009). Secondly, pre-service and in-service teachers' self-report low efficacy with

teaching ELLs (Polat, 2010; Vázquez-Montilla, Just, & Triscari, 2014). Even studies that have looked at how self-efficacy translate into implementation of classroom practices, have found that high self-efficacy does not predict use of highly effective practices for ELLs (Coady, Harper & de Jong, 2016; Sawyer et al., 2016).

In a study of all students and teachers in the state of Florida from 2001-2008, researchers found a negative correlation between race-matching for Hispanic students (Egalite, Kisida, & Winters, 2015). In discussion of these findings, the authors raise the important issue of within-group diversity especially within Hispanics in Florida. While it is important to acknowledge the need to diversify the workforce, it is also essential to recognize changing the skin color or native language of the teacher does not necessarily guarantee effective practices for the students in the classroom. Studies examining the characteristics correlated with observations of classroom practices found bilingual teachers used slightly more language and literacy supports (Sawyer et al., 2016; Coady, Harper, & de Jong, 2011, 2016). While slightly more linguistically responsive practices were used by bilingual teachers, the number of practices used by teachers was very low overall.

Teacher Preparation.

Pre-service preparation has sought to provide teachers the dispositional and pedagogical foundations to be culturally and linguistically responsive teachers. Teacher education scholars have outlined conceptual models for culturally relevant pedagogy (Ladson-Billings, 1995; Gay, 2010; Sleeter & Owuor, 2011). Some have described how to move pre-service teachers from dysconsciousness to critical consciousness within engaged course work (King, 1991). Most recently, linguistically responsive pedagogy has been added to the pile (García et al., 2010;

Lucas & Villegas, 2010, 2013). However, none of these models elaborates on how to extend learning into in-service years.

Practicing teachers in the context of MTSS requires the ability to teach diverse students in an inclusive classroom settings. Teachers can broaden their contextual understanding of language and cultural through learning about the particular experiences of each student. This understanding as it pertains to students' funds of knowledge and readiness to learn in the classroom context are essential (de Jong, Harper, & Coady, 2013). In addition, teachers need knowledge and skills related to the instructional role of language and culture. Furthermore, in order to effectively advocate for the needs of their students, they must have knowledge of the sociopolitical dimensions to navigate of educational policies and mainstream practices to ensure ELL-inclusive learning environment. Ways to prepare teachers have emerged from teacher preparation which indicate that through critical learning tasks applied in preparation programs, pre-service teachers can develop. However there remains the gap between preservice and in-service.

Defining Critical Sociolinguistic Consciousness.

Emerging from Freire's (1970) Pedagogy of the Oppressed, the concept of critical consciousness was originally intended as a teaching approach to empower students to question authority and engage in actively overthrowing systemic oppression of racism and classism. Subsequently, critical scholars in teacher education adopted critical consciousness as a critical component of emancipatory pedagogy and essential in theoretical frameworks for preparing culturally responsive teachers (Gay & Kirkland, 2003; King, 1991; Ladson-Billings, 1995; Sleeter, 1995; 2001). Ladson-Billings (1995) described sociopolitical consciousness as the ability to critique "cultural norms, values, mores and institutions that produce and maintain social

inequities" (p. 162). For emergent bilinguals, the dominant power of the majority language contribute an additional layer of inequities through restricting access to educational opportunity. Cummins (1991) proposed the theory of language interdependence described as the influential role of sociopolitical dynamics of the hegemony of English on students' access to additive bilingual education. The construct of sociolinguistic consciousness was recently adopted to encompass a critical awareness of the hegemony of English on minority language speakers in the United States (Lucas & Villegas, 2013).

As an elusive metric, critical consciousness is more of an intentional orientation toward personal growth, than an attainable state. As Hill-Jackson (2007) explains, "there is no 'there' at the critical consciousness level" (p. 33). Instead, teachers who demonstrate critical consciousness continually work to confront their personal biases, seek opportunities to learn from their students and families, and engage in transformative actions to reduce social inequities (King, 1991). Passive Adaptation refers to apathy, dependency thinking, intense distrust of neighbors, selves, and larger community. Emotional Engagement indicates a demonstration of emotions of despair and anger are still apparent but the capacity to question the status quo is still there. Cognitive Awakening reflects a growing recognition of responsibility and complicity in the social reality of their lives, emotional overtones reflect sadness and cognitive-emotional interpretation of events acknowledges that they are part of the problem. Intention to Act represents an envisioning a new future, hopeful, acknowledges that they are (also) part of the solution, focusing on ability and responsibility to act. Helms (1993) describes White Racial Identity development theory at four levels: contact level (unaware of racial issues), disintegration and reintegration, and pseudo independence to autonomy.

Hill-Jackson (2007)'s Three Stages of Shifting Multicultural Perspectives describes a continuum from dysconscious, to responsive, and a practice of critical consciousness. The use of critical pedagogy (Wink, 2005), requires investigation of teaching practice, learning and the schooling system. Critical conscious teachers engage in questioning of the relationship between the self and the other (Johnson, 2002) and leverage the perspective of the Other as equally valuable as their own. They are sensitive to the idiosyncratic differences between their language and others' (body language, rules of engagement, values) and adopt communication styles for effective and respectful intercultural communication.

Sleeter (2001) found experimental studies of the impact of multicultural courses to show slight to no change in teacher beliefs and critical awareness of the role of language and culture in the classroom. Several literature reviews have drawn together results from studies where a field experience was paired with course work, each have revealed mixed results with some studies reporting growth in pre-service teachers, while others showed little change (Sleeter & Owuor, 2011; Villegas, SaizdeLaMora, Martin, & Mills, 2018). Furthermore, few studies have followed up with pre-service teachers to determine whether there is a lasting effect on classroom instruction or into in-service years.

How Teachers Learn: Components of Effective Professional Development

What we need in professional development [for urban teachers] are generative ways for experienced teachers and teacher educators to work together-to explore and reconsider their own assumptions and alliances, understand the values and practices of families and cultures that are different from their own, examine their ideological commitments about

the purposes and goals of education, and construct pedagogy and curriculum that take all of these issues into account in ways that are locally appropriate, culturally sensitive, and globally aware. (Cochran-Smith, 1997, p. 30)

This tall order for the field of teacher education is situated in acknowledging the complexity of teaching culturally and linguistically diverse students. Still, practices of successful urban teachers include engagement in reflective practice, building communities of learners (cooperative-collaborative learning teacher-student, student-student), and constructing a knowledgebase specific to the students in teachers' classrooms (Cochran-Smith, 2000).

Desimone (2009) identifies critical features of professional development to include; a) clear content focus, b) active learning, c) collective participation, d) coherence, and e) duration. Content focus refers to narrowing the professional development to a specific subject area and how student learn within that subject. Coherence between the professional development content and current knowledge and beliefs held by the teachers learning influences teacher readiness to benefit. Research has shown that substantial change in teacher knowledge and practice takes time, at least 20 hours or more of contact with the facilitator. Therefore, duration is an essential consideration when designing PD. Active learning within the professional development design is essential to teacher acquisition, fluency and generalization of the new content and strategies. Active learning can include anything outside of direct lecture; for instance, observing model lessons, reviewing student work, and engaging in feedback and discussion with the facilitator. Additionally, collective participation requires teachers from the same context (school, grade or department) engage in active learning together.

In addition to understanding the essential features of professional development, Desimone (2009) describes a conceptual model for explaining "a theory of instruction" (p. 185).

Through designing PD to include these core features, teacher knowledge and beliefs change, thereby changing instruction and ultimately improving student learning. In this study, I propose to design PD inclusive of all five core features, observe change in instruction, and require teachers to observe improvements in student learning of oral language.

Borko (2004) also suggests professional identity, use of student work in professional learning, and the role of the principal play roles in the effectiveness of the PD. Whitcomb, Borko, and Liston (2009) recommend professional development which orients teachers to focus on student thinking and learning. Teachers benefit from analysis of student needs to match with specific instructional strategies function for particular students. Another effective feature supports the social nature of learning through employing professional learning communities to enhance teachers' knowledge and capacity to implement changes in practice. In these non-evaluative settings, teachers can engage in focused, challenging discussions, acquire a deep understanding of the content, and plan instruction to impact student learning (Desimone, 2009; Garet, Porter, Desimone, Birman & Yoon, 2001).

Recommendations for active learning are diverse and context specific (Garet et al., 2001). They may include engagement in active discussion, planning, and practice; observation of expert teachers, being observed and receiving feedback, or applying of content from face-to-face workshops into their personal, authentic teaching context. Another example is examination of student work and interpretation for informing future instruction.

Coherence is a feature that depends on teachers' perception of the professional development. If the facilitator or administration are aware of coherence, but unsuccessfully communicate this to teachers, they have failed to create coherence. Designing coherence into the PD includes building on teachers' prior knowledge, alignment with national, state, and local

expectations, and demonstrates plans for sustainability in the school across teachers (Garet et al., 2001). Overall, high quality PD requires depth over breadth (Garet et al., 2001)

Professional Development for Cultural & Linguistic Responsive Pedagogy.

Researchers have called for a focus on content specific to teaching English as a second language such as second language acquisition, linguistic knowledge, acculturation and cultural differences (August & Hakuta, 1997; Fillmore & Snow, 2000; Gándara, Rumberger, Maxwell-Jolly, & Callahan, 2003). Research recommends the content of professional development include; transparent orthography of Spanish, access to resources, systematic use of both languages in high quality literacy instruction; supported by coaching (Sawyer et al., 2016).

Professional Development for Teachers of Emergent Bilinguals.

He, Prater, & Steed (2011) designed year-long professional development on SIOP for district with 22 participating teachers, framed their model using de Jong & Harper (2005) framework, measured the impact on student learning using annual scores on English language proficiency assessment, measured growth in teachers' knowledge of ESL content. Their findings indicate no difference on quantitative portion of survey, but answers to short answer questions on strategies revealed teachers could list strategies specific to ELLs rather than generic 'good teaching' practices. In addition, student language proficiency improved (without a control group, it is unknown whether growth can be attributed to change in teacher instructional practices or typical years' growth). Ultimately, they conclude it is important to incorporate knowledge of language and culture, as well as orienting teachers to position themselves as advocates for ELLs, and cultural liaisons between the school, parents and the community.

He, Prater, and Steed (2011) provided active learning through assignments such as community experience in through cultural exploration project where they attended a community

event in their students' native language, assignments required building a lesson plan and implementing, however no observation or coaching was provided to teachers for feedback. Athanases, Wahleithner, and Bennett (2012) learning to attend to culturally and linguistically diverse learners through teacher inquiry. Finally, coaching teachers to implement sheltered instruction (Batt, 2010) was found to increase fidelity to SIOP model.

Job-embedded professional development.

Job-embedded professional development (JEPD) incorporates face-to-face workshop days with ongoing modeling and supports through instructional coaching (Cavazos, Linan-Thompson, & Ortiz, 2018). JEPD accommodates diverse needs of teachers. Within a school, the experience and educational background of each teacher is unique. With a JEPD format, the instructional coach is able to differentiate levels of support and content-focus to meet the needs of each individual teacher. In addition, teachers' positive perceptions of JEPD as effective and qualitatively better than traditional PD improve their buy-in to participate. Furthermore, JEPD is a collaborative undertaking between the instructional coach and the participants. I will involve participants in the identification of needs and selection of content to increase motivation and commitment to their own professional learning.

Sheltered content instruction is an approach to teaching English as a second language (ESL) through content area subjects in mainstream classrooms. This approach was originally developed for secondary grades to be used by subject area teachers (Short, Echeverría, & Richards-Tutor, 2011). Since then it has been adapted for elementary classrooms. Originally, the authors of the SIOP Model developed an observation protocol to evaluate teachers' implementation fidelity of sheltered content instruction. Through the development process, it began to be used as a lesson planning and delivery tool. As a professional development tool,

SIOP draws teachers' attention to eight components of high quality instruction effective for all students and those specific to ELLs including; 1) lesson preparation, 2) building background, 3) comprehensible input, 4) strategies for learning, 5) interaction, 6) practice & application, 7) lesson delivery, 8) review and assessment. Within each of the components are lesson features specific to scaffolding learning English as a second language. These features developed out of foundational theories of language learning.

Cognitive coaching is a format for instructional coaches to support teachers in the implementation of new strategies through a three-phase process; 1) preconference, 2) observation, and 3) postconference (Costa & Garmston, 2002). Across each phase, the coach uses probing questions to support the teacher to explain their thinking and reasoning around their instructional decisions. During preconference, the coach and the teacher review the lesson plans and envision how this plan will look in action. A coach then observes the teacher implement the lesson, taking both anecdotal notes and use of an observation protocol. However, an essential component of cognitive coaching is that it is not evaluative. The primary goal is to provide teachers with a safe place to transform their teaching practice through exploring alternative instructional practices, constructive criticism and reflection (Sherris, Bauder, & Hillyard, 2007).

Conclusion

This review of the literature has reviewed syntheses of what general education teachers should know and do to effectively serve emergent bilinguals with learning disabilities. The literature indicates that while there are strategies which apply to both students with learning

disabilities and emergent bilinguals, it is necessary to merge this knowledge to effectively support students who present with these multidimensional identities.

There is an emerging literature base on methods and strategies for preparing prospective teachers. Through conceptual models for preparing linguistically responsive teacher, teacher preparation programs have developed promising methods and strategies for changing teacher beliefs and providing pedagogical skills. In contrast, inservice professional development has focused on implementation fidelity to specific Shelter English instruction approaches to impact student academic outcomes rather than developing teachers' sociolinguistic consciousness. Research into teacher perceptions shows that beliefs impact implementation. However, when teachers have the opportunity for active learning and collective participation in RTI implementation and cognitive coaching of SIOP, teachers are increase fidelity, positive beliefs, ultimately leading to professionals who can make the idiosyncratic decisions necessary for the unique needs of emergent bilinguals with learning disabilities.

Reiteration Of Study Purpose

From my reading of the literature, conceptual models call for concrete knowledge of second language acquistion, oral language, culture, reading development (cognitive processors: phonological, orthographic and meaning/comprehension processors), and learning/cognitive characteristics of students with disabilities (variations in executive functioning, working memory, long term memory retrieval, visual/spatial memory, etc.). However, they also call for knowledge of the historical, political and linguistic dynamics influencing these students' educational experience. The immense breadth and depth of knowledge required is out of the

scope of any single teacher program of professional development and the capacity of this study. However, common across all conceptual models is the importance of orienting teachers toward awareness of the multidimensionality of bilingualism and learning disabilities. In this literature review, I examined the literature for effective practices to support practicing teachers to develop critical conscious of these sociolinguistic issues.

Evidence that teacher beliefs influence instructional practices in the classroom have emerged in conceptual models, studies of teacher readiness to teach emergent bilinguals and implementation of RTI. Reviews of national data have shown kindergarten and first grade teacher ratings of language and literacy skills are more predictive of referral to special education than performance on screeners of reading skills (Samson & Lesaux, 2009; Sullivan, 2011; Noltemeyer, Boone, & Sansosti, 2014). In addition, across studies of teacher readiness to address the needs of emergent bilinguals, teachers have low knowledge of SLA and reading and low efficacy, which are both associated with negative attitudes. Similarly, research on implementation of RTI has found implementation fidelity is related to teacher knowledge. As teacher knowledge and active engagement with implementation increase, teacher attitudes toward RTI implementation are increasing positive.

CHAPTER 3: METHODOLOGY

The purpose of this chapter is to explain the epistemological perspective underlying and framing this case study of a coaching model for primary teachers of emergent bilingual students who may be at risk for learning disabilities. In this chapter, I describe the purpose of this study and a rationale for case study as the selected methodology for understanding the phenomenon of sociolinguistic consciousness through instructional coaching. Next, I outline the study design including research questions, the broader school context, the coaching model, and the selection of participating teachers. Qualitative research considers the researcher to be the primary interpretive tool. In order to demonstrate the trustworthiness of the data collection and analysis, I disclose the researcher's roles and positionality. Then, I layout the data sources and collection procedures. Finally, I explain the approach I will take to manage and analyze these data.

Scholars in teacher preparation have outlined conceptual frameworks for culturally and linguistically responsive teaching (de Jong, Harper, & Coady, 2011; Gay & Kirkland, 2003; Ladson-Billings, 1995; Lucas & Villegas, 2013), but have not address students with intersectional identities with disabilities as well (García & Ortiz, 2013). The dearth of research on best practices for emergent bilinguals struggling to learn to read has left teachers with a limited understanding of how to prevent and intervene early (Linan-Thompson, Cavazos, McFarland, & Martinez, 2016). García and Ortiz (2013) call for "*transformative* research" to

1) facilitate the design and delivery of appropriate programs and services for
   marginalized students and families.

2) inform the preparation of culturally and linguistically responsive educators and researchers.

3) involve ideas, discoveries, or tools that radically change our understanding (p. 44). As evidenced in the challenges faced by this specific subset of students, García and Ortiz (2013) argue teachers must *transform* their understandings of students and their needs to match the complexity of classroom demographics today.

The coaching model in this study focused on the relatively new concept of sociolinguistic consciousness, which Lucas and Villegas (2013) describe as a "new vision for becoming a linguistically responsive teacher". These scholars define this concept as "a) an understanding that language, culture, and identity are deeply interconnected; and (b) an awareness of the sociopolitical dimensions of language use and language education" (Lucas & Villegas, 2013, p. 102). In order to understand how teachers develop this new vision, I needed to take a dive deep into the contextual features surrounding teachers' lived experience in their school, gather insights into teachers' knowledge and beliefs, and document my own reflective practice on being a researcher serving in a dualistic role.

Where quantitative research seeks to determine whether a procedure works, qualitative research is concerned with questions of What is happening? Why? and How? The observational methods of qualitative data collection allow for researchers "to address the complexity of cultural, social, and institutional issues" (Moore, Klingner, & Harry, 2013, p. 658). Therefore, qualitative methodology is necessary to gain access to rich descriptive data too intricate for quantitative methods to capture (Yin, 2009).

In this collective case study (Stake, 1995), teachers engaged in one-on-one coaching to develop sociolinguistic consciousness of language and learning needs of emergent bilingual

students in shared reading lessons. This study contributes new insights about the lived experience of teaching emergent bilinguals with or without disabilities. Additionally, this study employed the new tool of the CCCE coaching model to 1) further the field in understanding the construct of sociolinguistic consciousness and 2) empowering the participating teachers to *transform* how they think about the intersectionality of emergent bilinguals in their classrooms. Through intensive and iterative coaching cycles, I sought to understand teacher development of sociolinguistic consciousness in terms of a) how teachers develop knowledge of this construct, b) how teachers' sociolinguistic consciousness influences their instructional practices, and c) how teachers understand the intersection of emergent bilinguals who may also have learning disabilities.

Research Questions

In qualitative research, "issues emerge, grow, and die" (Stake, 1995, p. 21). Therefore, the researcher may begin the study with etic issues, which pertain to broad concerns of the field, but shift focus onto the emic issues pertinent to the case. Through the research process, the issues "become more complex and more intriguing" (p. 24). In this collective case study, I balanced these competing foci of attention by examining the emic issues relevant to each case underneath the umbrella of an overarching etic question addressing the phenomena of sociolinguistic consciousness.

1) In what ways did four teachers develop critical consciousness of sociolinguistic issues for emergent bilinguals with or without disabilities through coaching utilizing the CCCE model?

a) How did each teacher develop knowledge of sociolinguistic issues for emergent bilinguals with and without disabilities?

b) How did each teacher develop practices for emergent bilinguals with and without learning disabilities?

c) How did each teacher come to understand the intersectionality of emergent bilinguals struggling in reading?

Study Design

Within an interpretive research paradigm, the process of teaching and learning are a unique lived experience of teachers and students in schools (Merriam, 2009). Stake (1995) delineates three types of case study, intrinsic, instrumental, and collective. The purpose of this study extended beyond interest in the intrinsic complexities of one individual teacher. More broadly, the purpose of this study was to deepen understandings of sociolinguistic consciousness in general. Therefore, this study was designed as a *collective* case study where each 'case', or teacher, was "instrumental to learning about" (Stake, 1995, p. 3) an in-depth understanding of sociolinguistic consciousness in teachers of emergent bilingual students. While this case was set within the broader context of multiple layers of job-embedded professional development, the coaching model provided the opportunity to support and closely observe the process of how teachers develop critical consciousness of sociolinguistic issues for emergent bilinguals. The boundaries of each case was particularistic to the context and designed to reflect the current knowledgebase on teacher learning; marked by time, grade level, and type of professional development.

The time period of 16 weeks reflected the emphasis of scholars of teacher education for long-term exposure, repeated opportunities to reflect, and support to implement practices (Villegas & Lucas, 2013; Coady, Harper, & de Jong, 2011; 2016). Furthermore, studies of developing critical consciousness of sociolinguistic issues in pre-service teachers range from a two-week immersion experience (Ference & Bell, 2004) to semester-long field experiences (Palmer & Menard-Warwick, 2012). Therefore, the time period of this case allowed for triangulation through collection of data across time. Data included audio and video recordings from three formal coaching cycles per teacher, weekly grade level meetings, and a range of two to four informal coaching sessions. While this time period may not be sufficient for all teachers to develop critical consciousness, the longitudinal time period allows opportunity for growth.

The focus on kindergarten and first grade teachers reflected the intention to focus on two characteristics unique to these grade levels. First, the early intervention and prevention of learning disabilities in reading in the primary grades is an essential foundation for later student academic outcomes. Secondly, the early grades curriculum typically focuses on oral language and literacy development. National investigations of referral to special education show emergent bilinguals are less likely to be referred in kindergarten and first grade than their English-speaking peers despite equally low ratings of language and literacy skills (Samson & Lesaux, 2009).

Finally, the coaching model combines effective practices for teacher growth (Desimone, 2009) with the pertinent topic of language and literacy integration to address a gap in research. Implementation of a coaching model for sociolinguistic consciousness addressed the expressed need for teachers to meet the needs of emergent bilinguals with and without disabilities (Darling-Hammond, 2010; Hoover & deBittencourt, 2018). Additionally, this model fits particularistic features of this school's professional development needs (Merriam, 2009).

In order to get a complete picture of the school context surrounding this case, the next section describes the setting of the district, the school, and the multiple layers of job-embedded professional development within the school.

Context and Setting.

This study was set in a large urban school district in the southeastern United States with the third largest number of students classified as English language learners (ELLs) in the state. The school district was comprised of 217,072 students in the 2018-2019 school year of which 25,462 were classified as English Language Learners (ELLs) to receive English as a Second Language (ESL) services. While these students reflected 11.7% of the total student population, they constituted 16.3% of students identified with a disability (Data Retrieved from edstats.fldoe.org, November 25, 2018). The larger proportion of ELL students identified with a disability than in the total population may be an indication of disproportionate identification.

Santa Monica Elementary contained a student population of majority Latinx population (62%), a high concentration of students classified as ELLs (35%), and nearly all receiving free/reduced lunch (~90%). Similar to broader district trends, ELLs at Santa Monica Elementary were disproportionately represented in special education. Where ELLs represented 35% of the student population at Santa Monica, they consisted of 42% of students identified with disabilities. In the 2017-2018 school year, 100% of ELLs with disabilities performed below proficient on the state reading achievement assessment (Data Retrieved from edstats.fldoe.org November 25, 2018). With such a significant level of struggling readers, Santa Monica Elementary chose to focus professional development on literacy in grades K-2 (field notes, week 1, conversation with Literacy Coach).
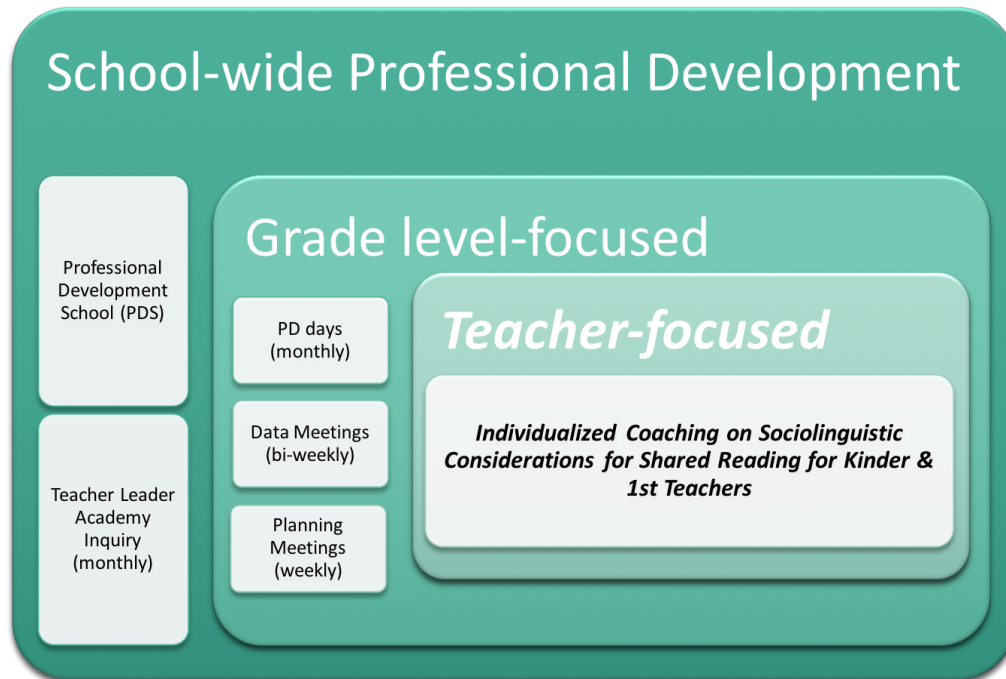
Figure 3.1 Image of the layers of job-embedded professional development occurring at Santa Monica Elementary during the 2018-2019 school year.

Santa Monica Elementary (all names of schools and participants are pseudonyms) has participated in a long-term relationship with the university as a professional development school (PDS) for 6 years. As a result of this pre-existing relationship, this coaching cycle was implemented as one component of a broader system of job-embedded professional development. For the 2018-2019 school year, the principal and instructional coaches designed a comprehensive model of job-embedded professional development initiatives at the level of a) school-wide, b) grade level-specific, and c) individual teachers. This case study was specifically focused on the collective experience of four teachers participating in one-on-one instructional coaching. The topic of focus was described to the school staff as, incorporating oral language supports into shared reading instruction.

School-wide professional development.

As a professional development school (PDS), this school partnered between local community organizations, businesses, and the university (Dennis et al., 2015). This partnership provided unique services to the school such as an on-site health clinic, parent resource center, and the Teacher Leader Academy. The Teacher Leader Academy (TLA) is a certificate program where coursework is delivered by university professors on-site. During this particular school year, the teachers participating in the TLA were tasked with providing professional development to the entire school on culturally responsive teaching in eight topic areas. Each month the Teacher Leaders held an after-school workshop on their area of focus, all teachers were required to participate.

Grade level PLC days.

Professional development was also tailored to each grade level. Each month grade levels were allotted a day to meet as a professional learning communities (PLC). The principal and instructional coaches arranged a schedule including workshops on literacy practices, review of student achievement data, and curriculum mapping. In addition, time was allotted for learning walks, grade level discussion of students referred for special education evaluation (referred to MTSS meetings; multi-tiered systems of support), and grade level planning (referred to as PLCs for professional learning communities). For learning walks, three teachers were selected for observation. Grade level teams observed these teachers for 10 minutes each. The grade level teams then returned to reflect on the instructional practices they observed under the guidance of the principal. The principal led Multi-Tiered Systems of Support (MTSS) meetings to monitor the special education referral process for each student of concern. Additional school personnel

that participated in MTSS meetings included ESL Resource, Reading Resource, Social Workers, School Counselors, Instructional Coaches and Vice Principals.

Grade level meetings.

In addition, grade levels met weekly in 1) data meetings, 2) multi-tiered systems of support (MTSS) meetings, and 3) literacy planning meetings. Data meetings were led by the principal twice per month. In these meetings, the principals requested each teacher to report the percentage of students who the standard-based assessment the previous week. These numbers were recorded, and the principal guided a discussion on instructional practices. He asked teachers to identify which instructional practices worked, which were ineffective, and specific strategies that could be implemented over the next couple of weeks. The school schedule was also designed to facilitate collaboration by providing one hour of common planning time every day of the week. Once a week, this hour was focused on planning for literacy instruction. The meetings followed a format of a) reviewing student data, b) identifying standards and topics of focus, and c) collaboratively planning lessons to address student needs.

Coaching Model.

At the individual level, all teachers were assigned an instructional coach. However, only four teachers elected to participate in the Cultivating Critical Consciousness in Educators coaching model for integrating oral language development in literacy instruction. As described in Chapter One, this instructional coaching model is grounded in sociocultural learning theory and critical race theory. Sociocultural learning theory (Vygotsky, 1978) posits learning as a socially constructed process where the learner's experience is impacted by their personal cultural funds of knowledge interacting with the cultural expectations of the learning environment. New knowledge is constructed within the interaction between the learner, the teacher, and peers.

Likewise, the coaching model was structured as an interaction between myself and the teacher, between teachers in a grade level meeting, and considering the cultural and linguistic funds of knowledge of each teacher. As the coach, I will employ evidence-based strategies for teacher learning such as a) cognitive coaching, b) informal coaching, and d) data-based co-planning to develop teacher skills and reflective practices.

The style of coaching utilized in this study is known as cognitive coaching. Cognitive coaching is an approach to improve instructional effectiveness through a three-phase cycle of pre-conference, classroom observation, and post-conference. The coach assists the teacher in reflection through questioning with the goal of empowering teachers to find solutions and make instructional changes through self-realization (Costa & Garmston, 2002). Through goal-directed, dialogic, collaborative, and reflective instructional conversations, coaches guide their teachers to integrate theoretical and practical knowledge (Teemant, Wink, & Tyra, 2011). Multiple iterations of these instructional conversations have shown increased metacognitive analysis (Geltner, 1993). Coaching provides teachers with one-on-one support to apply the knowledge and strategies from the workshop into practice in their classroom.

As an instructional coach, informal coaching opportunities present themselves outside the confines of a formal coaching cycle. To support growth, I engaged in ongoing informal discussions (coaching conversations), modeling strategies, and co-teaching.

Instructional coaches engage in coaching across environments within a school. In Santa Monica Elementary, coaches led professional development across school-wide, at each grade level, and for individual teachers. Grade level meetings provided an additional context for 1) coaching the participating teachers, 2) observing teacher development of sociolinguistic

consciousness, and 3) opportunities to observe the teachers advocate for language needs of students in planning for literacy.

As a coach, these meetings provided me with a forum for presenting upfront modeling of strategies and tools for linguistic needs in literacy. The most influential of these tools was an oral language and literacy assessment rubric kindergarten and first grade teams adopted to measure student progress on the bi-weekly English Language Arts (ELA) assessment. This rubric was adapted from the WIDA Can Do Descriptors ©, a language development guide produced by Wisconsin Center for Education Research. This guide aligns with the state assessment of English language proficiency. During data meetings, teachers implemented a rubric from reflecting on students' oral and written language development. During planning, teachers designed lessons for shared reading. In these meetings, I provided teachers with coaching support to consider listening, speaking, reading, and writing in their shared reading lesson plans. In addition, I guided the selection of texts and activities appropriate to supporting students' linguistic needs. The process of reviewing student performance data shed light on how teachers understood the intersectionality of sociolinguistic issues for emergent bilinguals with learning differences.

Selection of Cases

Purposive sampling is appropriate when the researcher "wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (Merriam, 2009, p. 77). As an instrumental case study, I sought to understand the construct of sociolinguistic consciousness in teachers. While a statistically viable representation of all teachers is not viable in such a small sample, Stake (1995) suggests selection of cases prioritize "balance and variety" alongside an "opportunity to learn" (p. 6).

The relevant characteristics for the purpose of this study I was interested in teachers who taught kindergarten or first grade, had a high concentration of students classified as English learners, and could benefit from developing instructional practices for teaching emergent bilinguals. After discussing these criteria with the principal, he suggested four teachers who represent a cross-section of teaching experience, a range of bilingual skills, and a 'variety' of cultural backgrounds. These attributes provided a balance of two experienced teachers with two novice teachers. Altogether, the specificity of these teachers' personal backgrounds, provided a rich 'opportunity to learn' from their diverse personal and professional backgrounds.

These teachers were provided with a recruitment flier and my contact information. Since the principal, participated in the recruitment of participating teachers, the participants could have felt an obligation to participate. In addition, this may have impacted my role as an impartial, non-evaluative coach. In order to mitigate any felt apprehensions, I emphasized with each participant that communication with me was confidential, would not be shared with administrators, nor used for evaluation purposes.

<div align="center">

Data Collection

</div>

Case study methodology requires multiple data sources to collect a holistic, descriptive understanding of a bounded system or case (Merriam, 2009; Stake, 2005). To fully explore the bounded system, in-depth data collection involved collection of observations, interviews, audio-visual material, documents and reports (Creswell, 2013). Within the school setting and this particularistic case of a coaching model, data sources included semi-structured interviews, coaching conversations, classroom observation, documents related to lesson planning (including

pictures of lesson materials), and field notes. In the following section, I describe the purposeful selection of each data source and schedule of data collection.

The bounds of this case were determined by the interactions between the instructional coach and the participating teachers. Therefore, data collection occurred across components of the school-wide professional development where coaching occurs; within iterations of the coaching cycle, grade level meetings (Data and Planning meetings), and PLC days. The primary data were collected through semi-structured interviews before, during, and after the coaching model. To triangulate this data, audio and video recordings were made of the coaching dialogues throughout the iterative coaching cycles, which include pre-conference, classroom observations, and post-conference debriefing. In addition, contextual data sources will include audio recordings of grade level meetings, meeting notes, summaries of student data on teacher-created standards-based assessments, and field notes. All data were used to triangulate findings from the coaching cycle, document contextual features influencing the coaching cycle, and ensure a holistic interpretation (Merriam, 2009) of how teachers understand language and learning across the school context.

Semi-Structured Interviews.

Interviewing is a technique for eliciting the beliefs and attitudes held by a participant about their lived experience (Roulston, 2010). In this case study, semi-structured interviews were conducted prior to, during, and following the implementation of coaching cycles. In order to capture the 'essence' of each participants' sociolinguistic consciousness, questions were designed to elicit personal and professional beliefs about emergent bilinguals, lived experience in coaching, and perceptions of students who may or may not have learning disabilities. As with all data collected in this study, the semi-structured interviews had a dual purpose to gather data to

address the research questions, as well as to inform individualization of coaching delivery. The data informed the selection of teachers' instructional goals and the focus of their personalized coaching. Furthermore, the use of romantic interviewing style supported my dual role as researcher and instructional coach. This conversational interview style allowed for questioning and co-construction of knowledge that facilitates building rapport and prompting "confessional detail" with each participant (Roulston, 2010; Merriam, 2009).

The initial interview aimed to gather background information about participants' sociolinguistic consciousness, knowledge and perceptions of emergent bilinguals prior to engaging in coaching cycles on this topic. This data informed how I tailored the instructional coaching cycles in terms of where to begin, the funds of knowledge the participant contributed, and their goals for learning and improving instructional practices with emergent bilinguals. The midpoint interview served to reflect on the progress toward their goals, elicit input from the participants on the format of the coaching, and make appropriate adjustments for the remaining coaching cycles. The final interview provided a summative reflection on the lived experience of each participant in this coaching model. The questions aimed to uncover the teachers' perspectives of their knowledge, practices and understanding of emergent bilinguals with or without learning disabilities.

Coaching Cycle.

Each participating teacher will participate in the coaching cycle one time per month, five times in total. In order to understand how teachers' sociolinguistic knowledge changes over time, I collected audio recordings of the pre- and post- conference phases, and video recordings of classroom observation phase of the coaching cycle.

Coaching conversations.

Throughout the coaching cycles, I engaged with each teacher in instructional conversations (Knight, 2009). Coaching dialogue can be likened to transformative interviewing where the questions and posing of the topic itself are intended to be a transformative experience for both myself and the participating teacher (Wolgemuth & Donohue, 2006). I intentionally challenged teachers' assumptions about their lesson design, delivery and assumptions about the emergent bilinguals in their classroom. Instructional coaching is dialogically oriented and includes, as Knight (2009) describes, the use of dialogue, reflective inquiry and collaboration over an extended period of time. Instructional coaches can employ four different types of coaching dialogue to instigate change in the participating teacher; 1) dialogue as inquiry, 2) dialogue as conversation, 3) dialogue as instruction, and 4) dialogue as debate. Either party may adopt one of the dialogic stances during the conversation, however, studies of instructional coaching have shown inquiry and conversational stances support building of rapport and willingness to investigate solutions (Teemant, Wink, & Tyra, 2011). With the goal of facilitating learning, the coach may employ any one or various conversational dialogue features to maintain the focus and safety of the dialogue.

Through the collection of these conversations, I sought to gain insights into how each teachers' knowledge and practices of sociolinguistic issues play out in the context of teaching. The themes of these conversations served to address the research questions of how knowledge, practice and understanding of intersectionality change over the course of coaching cycles. Through comparison overtime, I considered what strands of the CCCE model were present, absent, and evidence of transformative moments within the lived experience of instructional coaching.

68

Conferencing phases.

Pre- and post-observation debrief sessions were conducted in a format similar to semi-structured interviews. During these sessions, my questioning was guided by the conceptual framework for Cultivating Critical Consciousness in Educators. Under each strand of the model, specific question stems to guide the coaching dialogue by drawing out teacher knowledge in that strand, consideration for the intersectionality of individual students, and prompted teachers to think of practices to address specific student needs.
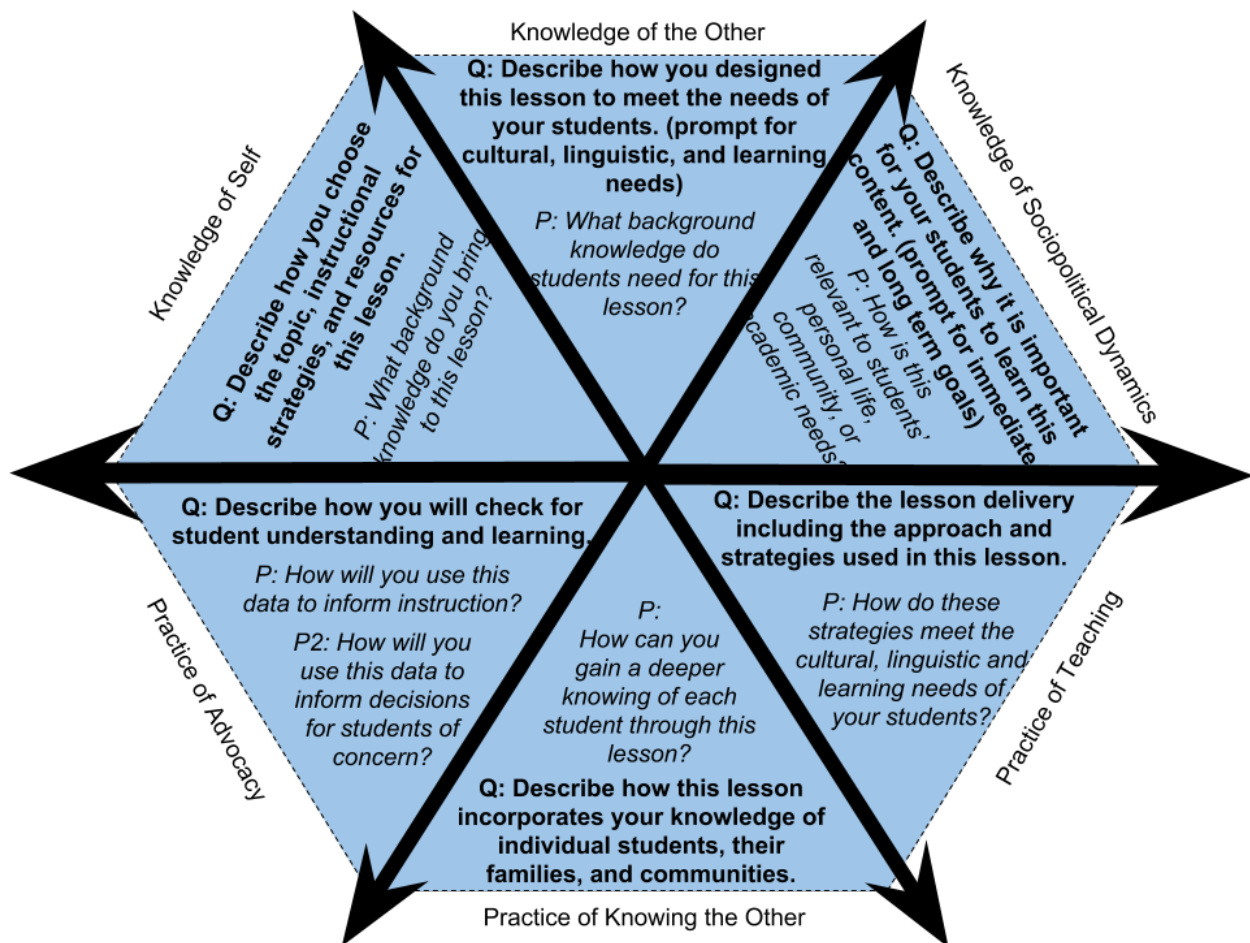
Figure 3.2 Cultivating Critical Consciousness in Educators lesson planning and coaching guide.

Classroom observation phase.

Tools of coaching include modeling and prompting teacher reflective inquiry. Through recording teachers' instructional delivery, I gathered information about the teachers' acting out of their sociolinguistic consciousness. With this observational data, I aimed to gain a rich picture of how instructional practices evolve overtime (research question 2). Teacher self-report of beliefs and attitudes toward instructional practice has not always manifested in actual instructional delivery (Harper, Coady, & de Jong, 2016). Classroom observation served the dual purpose of facilitating coaching and providing observational data to understand how teacher instructional practices change over time.

To determine implementation of four out of eight of the essential components of SIOP©, required observation of both teacher and student actions and verbalization. Video recording was an essential tool for teachers to see whether students are engaged, how students were interacting, and the linguistic features used throughout the lesson. This video recording was used solely for teacher reflection and coding of instructional practices according to the Sheltered Instruction Observation Protocol (SIOP; Echeverría & Short, 2007, see Appendix).

Field notes.

As a participant-observer throughout this process, I interacted with participants formally and informally throughout the coaching cycles. In order to understand and document the school context where this occurs, I kept field notes. Interviews, coaching dialogue, and observations provide data on the phenomenon of the study, teacher development of sociolinguistic consciousness. However, these data were situated within the rich context of a school. In order to document the contextual features, field notes provided the researcher with documentation of observations occurring outside of the video and audio recordings during informal conversations.

The field notes were structured as weekly summaries of the broader interactions with school personnel and administration outside of the coaching model. An important component of the field notes was to engage in reflexive praxis about my interpretations as a coach, research and participant-observer of the school context. Therefore, the notes were organized according to schedule, what I noticed, what I thought and next steps for coaching. In this way, I recorded reflexive thoughts feelings, and beliefs I held in the moment and observed how my perspective changed over time.

Data Analysis

Rich contextualized data required iterative cycles of analysis to allow themes to emerge. As Merriam (2009) explains, data collection and data analysis occur simultaneously from the first interview or field observation. Rigorous qualitative research depends on the researcher's making explicit their "emerging insights, hunches, and tentative hypotheses directing the next phase of data collection, which in turn leads to the refinement or reformulation of questions" (Merriam, 2009, p. 102). From the initial field observation through the production of case reports, I kept a reflexive journal to bracket and document these interpretations as they emerged. In addition, data analysis was engaged as a cooperative exercise. Throughout the coaching cycles, I conducted member checks with each teacher asking questions such as, What do you notice about your practice? What would you like to change? What strategies do you know that would address those needs? What additional supports would you like? Therefore, data analysis began with data collection and passed through several phases at the level of each case and the secondary level of a cross-case analysis.

Table 3.1 Pre-Coaching Phase Data Sources.

Data Source	Week 1		Week 2		Week 3		Week 4	
K	D	P	D	P	D	P	PLC Day	P
1st	D	P	D	P	D	P		P
K-Good							I	O1
K- Herrera							I	O1
1st Honey							I	O1
1st Mendez							I	O1

Table 3.2 During Coaching Phase Data Sources.

Data Source	Week 5		Week 6	Week 7		Week 8	Week 9	Week 10		Week 11		Week 12	Week 13		Week 14		Week 15	Week 16
K	D	P	Due to Hurricane & Parent Conference no coaching	D	P	Oct PLC Day	P	P	D	P	P	Nov PLC Day	P	D	P	D	Rubric	D Rubric
1st	D	P		D	P		P		D	P		P		P	D	P	D P	D P
K-Good						CC			Pre	O2	Post						CC	Pre O3 / Post
K- Herrera	Post			CC	IOa	IOb	IOc Pre	O2 Post						Pre			O3	Post
1st Honey	Post					CC	IOa	IObc CC							Pre	O2 Post	Pre O3	Post
1st Mendez				CC	IOa	Pre O2 Post	Pre O3 Post				IOb			Pre	Pre	O4	Post	

Key. For Grade level meetings: D = Data Day, P = Planning. For Coaching: I = Interview, O = Observation (1, 2, 3, 4), CC = Coaching Conversation, IO = Informal Observation (a, b, c), Pre = pre-conference prior to formal observation, Post = post-conference following classroom observation

Coding.

In this case study, the CCCE conceptual model provided a visual organizational tool for layering and triangulating multiple data sources across a priori codes. The CCCE conceptual framework guided the review of all data sources according to the description of each a priori code is referenced in Appendix E. For each case, I made sense of the data by summarizing the context with an ethnographic lens, bracketing heuristic phenomena, and summarizing emerging themes of knowledge, practice, and understanding of intersectionality on a continuum of dysconscious to critically conscious (See Appendix E).

Units of analysis, or excerpts, were derived across all data sources and categorized under the a priori codes and addressing the research questions. "Categories should reflect the purpose of the research" (Merriam, 2009) and in this case they are the guiding research questions. Interview data revealed aspects of a teacher's knowledge of emergent bilinguals, while classroom observations revealed how and whether this knowledge was enacted with students in their classroom. The first level of analysis was concerned with whether these a priori categories are present or not for teacher case.

Data Analysis of the Case Reports of Individual Teachers.

Individual case reports were produced for the coaching case of each teacher. As the primary research question for this study was to understand the ways in which teachers developed sociolinguistic conscious, data analysis was organized in terms of teacher 1) knowledge, 2) practice of teaching, 3) focus area of development, and 4) understandings of intersectionality.

First, to understand teacher knowledge of sociolinguistic issues, data were compiled from the pre-coaching interviews, coaching conversations, and field notes from grade level meetings using the qualitative tools on the Dedoose data analysis software (See Table 3.1. Pre-coaching

phase data sources). Excerpts from all data sources were categorized by the three knowledge

strands and three practice strands. A visual representation of these codes on the CCCE model

guided interpretation of each teachers' overall orientation on the continuum of consciousness.

Using continuous attention across data sources, I looked to reach meaning from direct

interpretation of individual instances as well as the aggregation of instances across time (Stake,

1995). These findings are reported as a descriptive summary to provide a realistic portrait of each

case's sociolinguistic knowledge and personal background prior to the coaching.

Secondly, to understand how each teacher developed practices for emergent bilinguals,

the quantitative data from the SIOP ratings and qualitative data from classroom observations

were analyzed separately. The videos were coded for instructional practices (i.g., lesson delivery,

student engagement in oral language practice, active participation) using the Sheltered

Instruction Observation Protocol (SIOP). To corroborate the reliability of SIOP ratings, a

research assistant also coded the video recordings of each classroom observation. Furthermore,

each teacher was provided with access to the video recordings to review throughout the

coaching. Following the coaching phase, the final ratings and graphs were provided to the

teachers for member checks. Each teachers' case report summarizes the percentage of SIOP

features present in each classroom observation are reported across at least three formal classroom

observations.

Thirdly, to understand teacher development of practices for emergent bilinguals with or

without disabilities according to the CCCE model of practices, data included field notes, audio

recordings of pre/post-conferences and coaching conversations, and video recordings of the

classroom observations (see Table 3.2. During coaching phase data sources). Three principles

guided the selection of the coaching focus 1) collaborative inquiry (MacDonald & Weller, 2017;

Susman & Evered, 1978); the coach and teacher set goals following the pre-interview, 2) progressive focusing to improve research questions as the study evolves, and 3) aggregative interpretations drawn from a holistic picture of the case (Stake, 1995). Using the qualitative tools on the Dedoose data analysis software, I aggregated instances of practices across time (Stake, 1995). Based on the focus goal of each case, I selected pertinent excerpts to portray as vignettes in order to provide the reader with the vicarious experience of the lived experience of coaching each case.

Fourth, data were aggregated across the during- and post-coaching phases pertaining to the teacher's understandings of intersectionality in students struggling with reading.

Cross-Case Analysis.

Chapter 4 presents the final summary of each case and the cross-case analysis. The cross-case analysis was conducted through "close readings" of each case individually and as group. Each reading was guided by a focus on one of the three sub-questions of research question 1. First, I read each case keeping in mind the question of the development of knowledge about sociolinguitic consciousness and looking for themes common and contrasting across cases. Next, I drew my focus to how each case developed in terms of the SIOP measure of practice. The last read I considered data pertinent to how teachers showed understanding of intersectionality in emergent bilinguals struggling with reading. Finally, I reviewed the themes that emerged from each case to identify factors which may inform assertions about the nature of the phenomena of sociolinguistic consciousness. Thick description (Stake, 1995) of each case is reported in Chapter 4, followed by a cross-case analysis (Stake, 2005) in Chapter 5.

Trustworthiness.

The trustworthiness of the data analysis was supported through researcher reflexivity, member checks, and triangulation of data across multiple observations overtime. Throughout data collection I engaged in weekly reflective summaries. Throughout the coaching cycle, I shared the SIOP checklists with teachers to facilitate discussions on their classroom observations and my reflections. I openly invited participants to test my interpretations, reflect on their own practice, and the context of school functions. In this way, we continuously reviewed whether the research process was meeting their goals and adapted the structures to meet their needs. I intentionally shared growth with teachers, reflected on areas for growth, solicited their input, and adjusted coaching throughout.

Contextual limitations.

Within a complex setting of job-embedded professional development, the competition for teachers' time and attention led to contextual barriers to the implementation of coaching and research activities. Teachers participating in the coaching cycles took on these coaching supports in addition to the regular responsibilities of a full schedule and other professional development activities. These circumstances led to conflicting agendas between the goals of the study and the goals of the other professional development topics. As a result, some curriculum mapping and lesson planning tasks were counter-productive to the coaching goal of supporting the needs of emergent bilinguals.

Researcher Reflexivity

Researcher reflexivity is an essential component to producing equity-oriented qualitative research which brings to light hegemonic practices and marginalized voices (Peterson, 2011). Autoethnographic works of dis/ability scholars define researcher reflexivity as a space where:

> researchers examine their fears about engaging in research with individuals whose voices are often not heard; constantly question their motives and actions during the research process; and acknowledge the voices, knowledge, needs, and wants of their participants. (Moore, Klingner & Harry, 2013, p. 674)

As a participant-observer, I played the roles of an instructional coach and a researcher within this case. These roles were at times dichotomous in the way that they contradicted each other. The perspective of a researcher, scholar and teacher educator provided me with a bird's eye view. When, as an instructional coach, I encountered barriers, I was reminded that this is also important data to inform the broader field. While engaged with teachers, I sensed the real pressure to demonstrate immediate results and meet the needs of their particular classroom of students in this particular year. For some participants, this long-term, greater purpose provided solace, for others, this was incomprehensible and overwhelming. As I guided each case of instructional coaching, I made nuanced adaptations to meet the individual needs of each teacher. In this process, I came face-to-face with the components of the Cultivating Critical Consciousness in Educators conceptual model and my own critical consciousness of sociolinguistic issues. In this section, I elaborate on the duality of conducting researcher as a participant-observer and as a coach. Next, I provide insight into my positionality through application of the CCCE model. Finally, I detail what this looked like throughout the three phases of the study.

Navigating Coaching and Researching.

The interaction of the researcher and participants allows for egalitarian interaction. In my dual roles as an outsider/insider, researcher/instructional coach, bilingual/white, I was situated both the possessor of knowledge and the seeker of knowledge (Guba & Lincoln, 1987). Rather than situating the locus of control solely with the researcher, teachers were encouraged to interact with me as equals. Throughout the study I involved them in making decisions regarding their participation, the coaching process, the focus of the content, and the results of the inquiry.

As the teachers and I exchanged roles, barter, and trust identities were reconstructed throughout the research process. One way I fostered an egalitarian dynamic, was to enter the school with questions rather than answers, allowing the problems of practice to emerge and collaboratively pooling our funds of knowledge to address these instructional challenges within the coaching cycles. This space of ambiguity created discomfort for both myself, and the teachers. However, it was at these junctions of conflict that teachers encountered real moments of cognitive dissonance between previous understandings of teaching emergent bilinguals and new knowledge of linguistically responsive practices. As a participant-observer, I took the role of observing these social constructions of reality and looked for the opportunity to support the teachers in acknowledging, naming, recognizing the dissonance, and providing each case with the tools to take action.

Positionality.

In addition to the dual identity of researcher and coach, I entered this study from personal and professional identity as a White, trilingual, special education teacher. Each of these identity categories played a role in how I oriented myself to teaching literacy and coaching others to be linguistically responsive educators. The intersectionality of my identity crosses borders not

typical of a white, middle-class woman. Oriented as one who is borderless or "trans-frontera" (Saldívar, 1997), my trilingual skills and expatriate experiences allow me to "reside in two worlds at once" (Lopez, Gonzalez, & Fierro, 2006, p. 102) in both my White Anglo-Saxon Protestant heritage and among other speakers of Spanish and Portuguese. My identity as a border-crosser developed overtime from an inter-racial marriage to the intrigue of living in a foreign country.

My personal cultural and linguistic background.

. . . values, and norms have a phenomenological reality from the perspective of the person or groups taking action, and knowing them is essential to the action researcher in predicting and understanding the behavior of the person or groups engaged. (Susman & Evered, 1978, p. 596)

In chapter 4, I present the personal backgrounds of each teacher, this information was essential to provide coaching under the CCCE model. Through understanding their values and perspectives, I was able to predict and understand their behaviors while teaching emergent bilinguals. Furthermore, in order to understand my orientation to this coaching model and assertions of this study, I present the reader with similar insights into my professional and personal experiences with race, culture, and language diversity.

Professionally, I am a doctoral candidate with 13 years of experience working in a variety of multicultural and multilingual settings as a special education teacher, literacy coach, middle school remedial reading teachers, prepatoria/kindergarten teacher and university supervisor of special education teacher candidates. All of my teaching experiences have been in English immersion settings, even in the bilingual school where I taught kindergarten, an English immersion/submersion approach was used. The hegemony of English has consistently shaped the

environment of each schools' culture, curriculum, instructional approaches, assessment and therefore practices for identifying language minority students with reading disabilities.

Personally, I am a White, trilingual female from a historically-white and liberal northwest state. My sociolinguistic background is shaped by my racial and socioeconomic background. Growing up in an English-only home and school environment is a function of the White-American, monoglossic values and my family's socioeconomic status. I come from a single-parent home where I was one of a few students who qualified for free-and-reduced lunch in a mostly middle to upper-middle class community. My mother qualified us for access to every available service for low-income, single-parent families from healthcare to Christmas presents. We regularly went to "gleaners" to pick up a basket of expired food donated by the local grocery store. She also paid for groceries using food stamps. At Christmas time, we participated in programs like "Toys for Tots" and church charities. In order to attend summer camps and participate in sports, I did door-to-door sales of pepperoni sticks and magazines to fundraise for financial-support. Despite this low socioeconomic status, I also grew up with exposure the rich experience of sustainable farming few children of my generation had exposure to. During the summer months, though, the majority of our fruits, vegetables, and eggs came from the amazing assortment of trees, vegetable plots, and animals my mother produced herself. Beyond my immediate family, my extended family provided strong role models of professional ambition and financial success from my aunt and uncles who succeeded in the military arena and corporate world.

Early friendships also exposed me to the contrasting opportunities between the 'haves' and 'have-nots'. I often visited friends living in trailer parks who's lives gave me glimpses of the struggles they endured living with financial insecurity and family-life tainted by abuse of drugs

and alcohol. On the other hand, at school I was exposed to upper-class privileges of peers, such as stay-at-home mothers who could be classroom volunteers, family vacations to Hawaii, and Japanese Saturday School. From an early age, I felt these stark contrasts between the educational opportunities of rich and poor. Witnessing the differential treatment between myself, my friends and upper-class students was a major factor in my interest in becoming a special education teacher in college.

My racial identity has also been shaped by both personal and professional experiences. Personally, I was confronted with issues of race, inadvertently, by falling in love and marrying a biracial African American man. Through participating in an interracial relationship in my formative young-adult years, I went on a journey with my partner as he wrestled to actualize his own biracial identity. In high school, he was called a "oreo", a common insult/slur to describe biracial youth as Black on the outside, but White on the inside. This hurtful insult was used by his Black peers to disqualify him from identifying as Black and by White peers to qualify him as White. In both cases he felt as if he had to renounce one identity in order to 'qualify' for the other. As his best friend and confidant, we sought to educate ourselves on the historical complexity of racism in the United States and what it meant for our relationship in this unique time period of the 1990s-2000s. In addition to exposing me to the historicity of racism, I was confronted with racism as a present-day reality. I experienced racism firsthand. In public areas, we encountered issues of tokenism within student organizations on a liberal public university campus, we were refused service at restaurants in a majority-white liberal-leaning town, and experienced racial profiling for "driving while Black" in a historically Black neighborhood in an urban area of a liberal city.

While my experiences over the nine years of our relationship made me keenly aware that people continued to carry racist sentiments, I was still surprised when I discovered systemic issues in my professional life. My first position as a special education resource teacher was at an elementary school situated in a high-poverty, new immigrant, urban neighborhood. Teacher and administrators often acted on racial stereotypes of students. In my role, I encountered how the intersection of race, language, and disability deeply intertwined to marginalize students of color for their cultural, linguistic and dis/ability identities.

As the gate keeper to special education, I was situated in a position of power over a child's access to a special education categorical label. This label could serve as a bridge or a dead end by simultaneously providing access to essential specially designed instruction and exclusion from the educational opportunities of the general education curriculum. Entering one of the '13-doors', as we referred to eligibility categories, could either help a deserving student succeed or hinder a historically marginalized student from educational opportunity. Standing at this juncture, I was confronted with deeply challenging ethical questions that at times, I did not have the education and knowledge to navigate. However, I did have the ethical orientation to ask the question, reframe the situation, and implore my colleagues to consider this dilemma with the utmost caution and ethic of care (Noddings, 2015).

One way I dedicated myself to understanding the lived experience of my first-generation immigrant students and their families was through emigrating to Brazil and later Honduras. While living abroad in Brazil, I experienced the intertwined process of acculturation and second language acquisition. Initially, I sought validation and acceptance in the new country of Brazil. Eventually, I accepted that, although my friends and colleagues welcomed me into their lives and their homes, I always felt out of place. I remember wondering what "home" meant. Returning to

the United States, I attempted to return to my origins only to find I had changed. While others viewed my years away as 'just an experience', I felt I had become, owned, and integrated new ways of being with the old. I wrestled with the fear of culture-and language-appropriation from my privileged position. I knew I could never fully walk in "their" shoes, but I could not act 'as if' and move on with my life. Eventually, I began to re-integrate and own a "trans-frontera" culture and language as an ally, advocate, and revolutionary committed "to their cause—the cause of liberation" (Freire, 1970, p. 89).

In this collective case study, I engaged four teachers in dialogue about their views of the world, not to impose a new view, but to open their awareness about their situation and the situation of the emergent bilinguals they serve. Once again, through engaging others in conscientização, "a critical form of thinking about their world" (Freire, 1970, p. 104), I too, was transformed.

For the truly humanist educator and the authentic revolutionary, the object of action is the reality to be transformed by them, together, *with* other people . . . . (p. 94)

CHAPTER 4: FINDINGS

This chapter is a report of the findings within a collective case study of implementing instructional coaching over three months with four unique teachers. Each coaching case was instrumental to understanding the phenomenon of coaching for sociolinguistic consciousness. Each case was bound by the uniqueness and complexity of each teacher's personal background, teaching experience, and one-to-one coaching tailored to meet her needs. As a collective case, all cases shared contextual features such as the same coach, school context, professional development opportunities, and classrooms of at least 50% emergent bilinguals. In addition, each case was strikingly unique and required the structure of the coaching cycle to evolve in response to the needs of each teacher. The purpose of this chapter is to provide a rich, vibrant account of each case and the findings in response to the research questions.

Stake (1995) describes the final report of a case study as "more than an aggregation of sections but a shaping of them into a narrative that makes the case comprehensible" (p. 124). Yin (2009) asserts that a case study report often "suggests implications about a more general phenomenon" and the case researcher must find an effective way to communicate this to "nonspecialists." Both Stake (1995; 2005) and Yin (2009) emphasize case study reports as written for the reader to make comprehensible what was previously a mystery. I adopt the role of "Case Researcher as Teacher" and as "Advocate" (Stake, 1995, p. 91-94). As a teacher, I report the findings with the intention to inform and provide the opportunity to learn. As an advocate, I provide "naturalistic generalizations" (p. 85) and assertions based in issues emic to each case. To lead the reader to believe what I have come to believe, that these findings inform the broader etic

issue of understanding sociolinguistic consciousness. I carefully arranged vignettes of naturalistic observations as opportunities for readers to follow the evidence informing the assertions made about each case. Through vignettes, the reader is provided with the opportunity to witness coaching conversations, classroom instruction, and teacher-student interactions and arrive at their own naturalistic generalizations.

Sociolinguistic consciousness.

Teaching with sociolinguistic consciousness requires a) complex knowledge of language development, b) an understanding that language, culture, and identity are deeply interconnected; c) awareness of the surrounding context (sociopolitical dimensions of language, culture, and identity), and d) a willingness to act (paraphrased from Lucas & Villegas, 2013, p. 102). The social constructivist view of literacy development recognizes knowledge of cultures, languages, and identity as a naturally embedded in the teachers' and students' navigation of texts (Vélez-Agosto et al., 2017). Through awareness of the surrounding sociopolitical context, critically conscious teachers situate student challenges as not symptomatic of "within-child" deficits, but rather as evidence of broader local or societal issues. Sociolinguistic consciousness requires application of knowledge into instructional practices within the classroom. Furthermore, teaching with sociolinguistic consciousness calls for critical action and the willingness to challenge the systemic marginalization of struggling students at the intersection of language and learning differences. In order to extend understanding of this construct, I employed the Cultivating Critical Consciousness in Educators (CCCE) model described in chapter 1 to coach each case. The case reports within this chapter provide a 'thick description' (Stake, 1995) of each teacher's sociolinguistic consciousness according to the CCCE model. In Chapter 5, I will draw from the

emic issues that arose in each case report to understand the broader umbrella construct of sociolinguistic consciousness.

Teacher case reports.

To report findings of each case teacher, I drew from data gathered across four weeks of pre-coaching field observations, ten weeks of coaching cycles, and two weeks of post-coaching interviews. During the coaching cycles, focus data included coaching conversations, classroom observations, SIOP observation protocol, grade level meetings, and field notes.

Each report was organized to address the research questions as pertaining to the individual case. First, I report the emerging themes representing the teacher's consciousness of sociolinguistic knowledge to provide a holistic picture of their cultural, linguistic, and learning backgrounds. These data paint a picture of their initial orientation on the continuum of consciousness in terms of a) their own identity as cultural beings, known as *Knowledge of Self,* b) the intricate identities of their students, known as *Knowledge of the Other,* and c) awareness of the social contexts that impact the learning environment, known as *Knowledge of Sociopolitical Dimensions*. Next, I describe how the teacher's sociolinguistic consciousness developed during the coaching cycle in terms of practice. I report findings both quantitative (Sheltered Instruction Observation Protocol, SIOP) and qualitative (field observations and coaching conversations) data. Qualitative data provide the reader with the vicarious experience of entering, observing, and understanding how each case approached and developed sociolinguistic consciousness in terms of *Practice of Teaching, Knowing the Other,* and *Advocacy.*

Finally, each teacher revealed her understanding of the intersectionality of emergent bilinguals who are struggling readers in their classroom within the CCCE model in different ways. At the conclusion of each case description, I provide an overall analysis of the case

discussing how each teacher's sociolinguistic consciousness evolved and the themes relevant to that particular case.

The Case of Señora Yenilis Herrera (YH)

Señora Herrera is a middle-aged, white, Cuban American immigrant. She has 15 years of teaching experience. Her teaching career includes 13 years in Spanish dual language immersion schools in a northeastern state as a middle school language arts teacher and K-8 Biliteracy Coach. Her family relocated to this southeastern state due to health issues and the desire to be closer to extended family members. This was her second year at Santa Monica Elementary as a kindergarten teacher.

Personal background.

Critically conscious of herself as a cultural being in terms of bicultural, bilingual, and academically ambitious, Señora Herrera was metacognitive about her background prior to the study and her learning throughout the coaching. In the beginning, her meta-awareness of her own personal and professional journey toward becoming a bilingual teacher revealed the depth of understanding that culture, language, and learning are deeply intertwined (component (b) of the definition of sociolinguistic consciousness). Señora Herrera expressed critical consciousness of herself as a cultural being in terms of bicultural, bilingual, and academically ambitious. Figure 4.1 provides a visual representation of the Señora Herrera's beliefs, attitudes, and values prior to the coaching cycles according to the CCCE model. Across all strands she expressed a critically conscious awareness of bilingualism and culture. Her views on inclusive education evidenced aspects of critical consciousness of sociopolitical dynamics influencing access of students with

disabilities to equitable education. However, her awareness of her own experience as academically and physically able were less articulated.

Figure 4.1 Señora Herrera's Expression of Sociolinguistic Consciousness Pre-Coaching.

Knowledge of self.

Critically conscious of herself as a cultural being, Señora Herrera not only defined her identity multi-dimensional terms, as a bicultural, bilingual, and academically capable.

Señora Herrera was born in Cuba, "to the oriental side of the island," on the east-side of the island (YH, pre-interview, 00:32). Early on she was sensitive to the intertwined nature of culture and language, "…We're united by the Cuban culture, but the differences are in the dialect. We use different words across the island to mean different things" (00:48).

Growing up, she was surrounded family who highly valued education and stressed the importance of education.

My mother, she's a professor, and my aunt, has been a school director, principal all her

life for 42 years. She was a school principal. My aunt was in Switzerland, she's an

educator, she has a school, a daycare in Switzerland. So definitely coming from a family

of educators. (YH, pre-interview, 14:33)

In addition, Señora Herrera herself was always successful in school in Cuba as well as in the

United States.

So in school, back in Cuba, I was always the best student in the class. My friends, they

would fail the test and they would come to my house to study with me. So there's

definitely that. (YH, pre-interview, 08:02)

She attributed her success to "intrinsic motivation" (08:16), her learning styles, and her

willingness to take risks. These traits served her well from her success early on in her school

years, through law school in Cuba, and learning English as an immigrant in the United States. In

the midst of learning English in the United States, Señora Herrera described a pivotal moment

where she became metacognitive about her own learning needs in order to acquire English,

For about six months, I remember not being able to communicate. I was able to

understand some people versus others. I will not understand them until I started making

sense of grammar. I said, wait, wait a minute. I know the grammar. So, oh, that's a

construction. They're using contractions. That's why I'm not understanding what they're

saying because I'm looking for the full, you know, I'm looking for the did-not I'm not

hearing 'did not', I'm hearing 'didn't or ain't. Oh, okay. That's what it is. Oh, slang. And

then I started making those connections. . . Within a year, I was speaking English. . . .

Her ability to analyze her own language acquisition process demonstrates an in-depth knowledge

of linguistic features of English. Her reflection on this time in her life reflects critical

consciousness characteristics. One, she actively engaged in critical reflection, and two, she took steps toward a solution.

> So, I did realize that the English I had, the English I know, was not going to take me into college. So, I had to do more. I had to really, you know, become fluent, as fluent as I am in my first language. So [I had] that moment of realization of, "Wait, you know, my goal is this (raised hand above head), but I'm here (puts hand below)." Right? So I signed up for classes. (YH, pre-interview, 10:02)

Furthermore, Señora Herrera was fearless in her dedication toward becoming bilingual.

> I wasn't afraid of using the language, taking a risk, you know, the good things that we want in language learners. I had that. So I used it. I used it to my advantage. (YH, pre-interview, 09:32)

In contrast, she remembers her in-laws were stunned at how rapidly she acquired English and secured employment within two years of emigrating from Cuba. Her ambition did not stop there,

> I remember when I called mom, 'Mom, I'm going to be a teacher.' That [it] was in me and I'm going to pursue a career in education. She's, She was like, 'Yeah, Yenilis, go for it, because I remember you when you, uh, when you were a little girl, that was your role play, your role play was a board, uh, uh, a vase with a flower and the table put teacher's desk.' And I said [to myself], 'Yeah, you know what? Mom is right. I'm a teacher, not a lawyer. Yeah, I'm a teacher.' (YH, pre-interview, 14:43)

Overall, Señora Herrera's explanation of her personal background demonstrated a critical awareness of her personal beliefs about education, cultural identity, family history and the influence these had on her personal development to becoming a teacher. In her career as a

teacher, Señora Herrera has dedicated herself to bringing bilingual education to historically marginalized populations of Latinx emergent bilinguals.

Knowledge of the other.

Señora Herrera's educational background brings a wealth of experience and knowledge to understanding bilingual language development. This is first evidence in her detailed description of her personal journey toward learning English as second language under her knowledge of self. Subsequently, she extended this personal knowledge to understanding her students' bilingual language development. This knowledge is expressed through providing information on students' English language proficiency, country of origin, and additional heritage languages spoken in their homes.

> Mostly what I have is Central America and I have, a student coming from Puerto Rico, and from the Caribbean. The one, the non-ELL, her dad is from Puerto Rico. So definitely it's, I want to say, they're representative of the Latino culture, mainly Mexican, Hondurans and Guatemalans. (YH, pre-interview, 26:23)

Her statement that her students are 'representative of the Latino culture' eluded to her knowledge of the diversity within Latino culture. She demonstrated this recognition through providing additional details about their country of origin and home language.

> Tzotzil is the native language from the people of Chiapas…from Mexico…This group [is] from Chiapas, they're settling here. They seem to be very interconnected. When I dismiss the children, they all know each other. (YH, pre-interview, 27:40-28:23)

Her dedication to understanding *the Other* continued to surface throughout our coaching conversations in terms of factual knowledge of second language acquisition and cultural knowledge of the diversity of Latino culture.

Knowledge of sociopolitical dimensions.

For Señora Herrera, critical reflection on the social, economic, and political dynamics of schooling was essential to who she was. Her awareness of the impact of governmental structures on individuals' opportunity to pursue their dreams, was brought to her attention at a young age. While experiencing the poverty resulting from economic sanctions on Cuba, she remembered her family wrestling with love of country and economic freedom.

> My grandparents decided to stay in Cuba. And growing up we always, always heard my mom, my aunt, my parents. Um, going back to my grandparents, [saying] 'Why did you? Why did you not stay in America?'... And when things got worse and you know, we had literally nothing after the Soviet Union crashed, we will, um, go to my grandmother and yell at her, 'Why did you not stay in America? We would not be starving. We would not be going through this, going through that.' And she always said, 'My family was here, my home is here.' (YH, pre-interview, 05:46-07:48)

Her personal experience of cognitive dissonance arose during her studies in law school. This marked a turning point between her identification as a Cuban culturally, but rejection of the Cuban political ideology.

> Then in third in my third year was when I started learning about the constitution. And that's when it started really bothering me because like constitution, you know, it says one thing, but the reality is another. And then in third, in my third year [of] law, I started having those arguments during the classroom and, and questioning the whole thing and realizing that it was all a big lie… It was a big, big lie and say, I don't want to be part of this. I don't want to be part of this at all. (16:19-16:48)

This dissonance was part of the impetus for her to emigrate to the United States. She was also influenced by young love to her husband who had already emigrated, even still "freedom" was at the top of her list.

> . . . so my major motives for coming to America. . . . One, love. We can say, we can summarize it and, two, freedom. Freedom is just having that opportunity to make choices, make choices, you know, of my own. Be able to plan something, dream about something and be able to accomplish it. (YH, pre-interview, 05:03-05:46)

She saw this opportunity as a calling beyond meeting her own needs, but changing the course of her family for future generations.

> And also looking back, seeing your parents, seeing your relatives, um, live a life that was not necessarily the one life they had in their minds, had things been different. So I definitely wanted a break that cycle. I wanted to be the one that made the difference because my grandparents decided to stay in Cuba. (YH, pre-interview, 06:01)

> Her critique of the Cuban political system extended from the economic system to the

educational system. She had personally experienced the "lies" in terms of her own experience in law school.

> Cuba tells you that education is free, but are they preparing you? Some careers they are. Some careers, they're not. So how did you explain that? A lawyer does not know how to work a computer and, you know? (YH, pre-interview, 11:05-11:44)

Furthermore, she had witnessed what a segregated educational system looked like for students with disabilities.

> Well, in Cuba there's a system that is regular ed, if you're not, not regular ed, there [are] schools for you. So special children do not interact with regular children. . . . (21:34)

She had mixed feelings about the benefits and disadvantages of such a system.

> It has pros and cons. It has its pros and cons. (22:20)

On the one hand, she felt personally nurtured in this environment because the focus of instruction was to foster the "higher-level thinking" of herself and her like peers (22:32). In addition, she felt the pressure on teachers to ensure students with disabilities met the same standards of regular education peers was lessened.

> I'm down syndrome. I'm not expected to read at a level so and so. I'm not expected to x,
> Y and Z at the same pace that everybody else is expected to do it. No. I have my needs
> I'm going to learn, but I'm going to learn at my pace. So in that, if we think, if I see a
> view it through those lens, I agree. (23:22-24:01)

But she recognized that the social exclusion was detrimental for students with disabilities as well as regular education peers.

> If I view it from the Social Lens, yeah. That's when I disagree. Right. From a social point
> of view, I think all children should have that opportunity to interact with different people.
> (25:00-25:18)

> Her *Knowledge of Sociopolitical Dimensions* emerged through acknowledgement of the

important role schooling played for her students and their families, her critique of school policy, and careful attentiveness to distinguishing the intersectionality of her emergent bilinguals struggling to learn.

> Furthermore, Señora Herrera described how she would prefer to implement this

knowledge into her *Practices, of Teaching* and *of Knowing the Other.*

> And that's how I start building my relationship with them. Just being honest, talking to
> them about the possibilities. And also sharing with them their progress because they

94

really see the children as you know, those are going to be the ones that are going to be

able to break the cycle of poverty. You know, being able to stay in America and, and live

the life that they couldn't live in their countries. (YH, mid-point interview, 30:59-31:33)

However, she felt restricted and prevented from the full realization of these practices due to the

school policies implemented during this school year. From administrators, she believed there

were inappropriate expectations for her students and restrictions on her agency to design

instruction in comparison to the previous year. She did not feel she had been listened to.

Also listening to the teacher. You know, cause we have, we have a say in it. And I felt it,

felt like we had to do this. It needs to be a text every day. And was that like that for a

couple, for you know, during the beginning. I had to read a different book to those kids

every day. Cause he [the principal] wants to multiple exposure to different texts. (YH,

coaching conversation, week 12, 00:03:30-00:04:09)

With her grade level colleagues, she was frustrated with their lack of understanding about

the specific needs of emergent bilinguals and feeling silenced by others at grade level meetings.

Combined, these sociopolitical dynamics of the school disparaged her from a *Practice of*

Advocacy to the point that she expressed to her husband a desire to leave the school,

I'm just feeling that I can't keep up. And told my husband this morning, I want to stay

home. I'm not going to do- I'm not going to leave the kids halfway through the year,

but— (YH, post-conference, week 4, 27:09)

Señora Herrera let her personal conflict hang in the air, she did not have a solution. She was at a

loss for how to navigate the sociopolitical dimensions that had presented themselves in this year,

at this school, and with these students she so deeply cared for. In the vignettes, I will describe

how Señora Herrera and I engaged in coaching conversations that supported her toward realizing a *critical conscious Practice of Advocacy.*

Practice of teaching summary

This section provides a brief overview of how Señora Herrera's teaching developed throughout the coaching cycle. The chart, YH's SIOP Growth Overall, gives the percentage of SIOP features that were present in each classroom observation. Observation 1 occurred prior to any delivery of coaching. The subsequent observations occurred within a formal observation cycle of pre-conference, classroom observation, and a post-conference reflection.

YH growth by average rating of each SIOP component
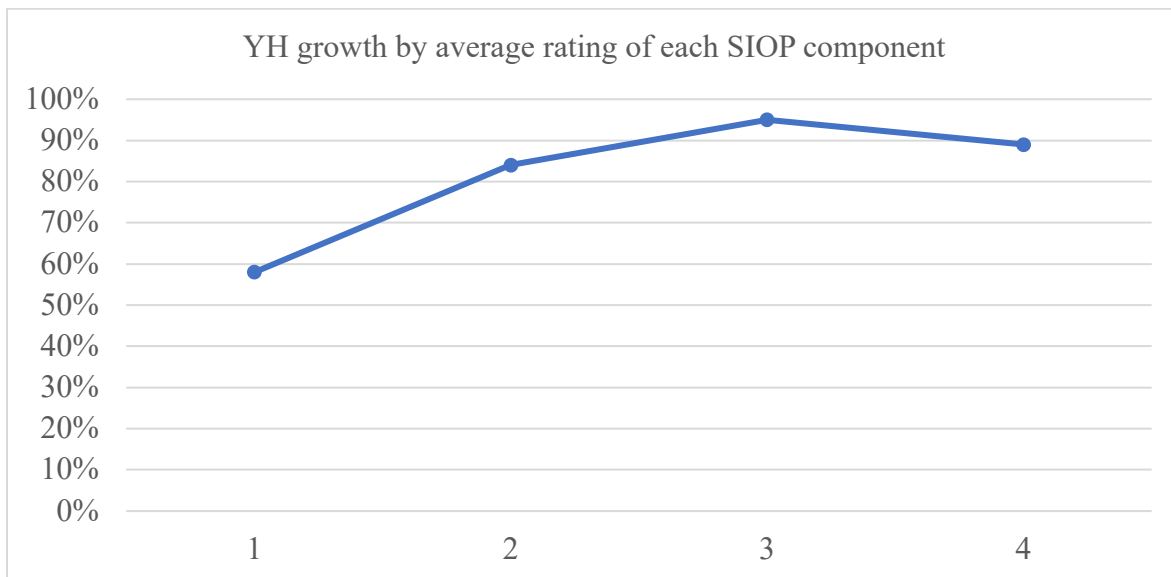
Figure 4.2 YH growth by average rating of each SIOP component

During the week of classroom observation 1, Señora Herrera's content objective was to use prior knowledge of English language arts standard (CCSS.ELA-Literacy.RL.K1.3), "characters, settings, and major events in a story" to "compare and contrast the adventures and experiences of characters in familiar stories" (CCSS.ELA-Literacy.RL.K3.9). The focus of this day's lesson was to compare what was similar between the story of Knuffle Bunny and Corduroy. The language objective was for each student to use the vocabulary word 'similar' in a

comparison sentence. For example, "Knuffle Bunny and Corduroy are similar, because they both lost something." At this point, there were contentious dynamics between the teachers and school administrators. Teachers felt pressured to ensure students met proficiency on the bi-weekly written assessment (Field notes, week 4). For Señora Herrera, the pressure was so great that she expressed to me on multiple occasions that she felt she wanted to quit.

Overall, she implemented 58.33% of the SIOP features. The areas of lowest average were *interaction* and *practice and application.* In terms of interaction, she relied primarily on teacher-directed talk and an occasional question to the whole group answered by a single student. Students turned to talk to their neighbor only two times and were not given explicit permission to 'clarify key concepts' in Spanish. Spanish was used by both teacher and students. Señora Herrera used Spanish clarify the meanings of vocabulary, translate a students' Spanish response to English, and reiterate whole group directions. Practice and application was a planned component of the lesson as a written component, but not for meeting the oral language objective for using the word similar in a sentence. Without strong *interaction* and *practice and application* components, this lesson left Señora Herrera feeling 'challenged' by trying to cover too much in too little time (YH, written reflection, week 4).

The combination of several factors including low *interaction*, limited opportunities for practice and application, an emphasis on teacher talk, and selection of a content objective over the level of her students resulted in only 42% of her students meeting the content and language objectives. In her reflection, she recognized that the pacing was inappropriate for language level of students and stated she would, "Continue creating opportunities for students to develop their oral language." (YH, written reflection, week 4).

Classroom observation 2 marked a turning point for Señora Herrera. After several informal coaching conversations, we jointly planned the lesson on a non-fiction text of life cycle of a frog. This lesson addressed the weekly content standard of "describe the connection between two events in a text" (CCSS.ELA-Literacy.RI.K1.3). She described connections as the sequenced stages in a frog's life. Therefore, the language objective was to "use sequencing words and the name of each stage to connect at least two stages of the frog's life". The greatest improvement from observation 1 to 2, was the careful planning to ensure the content was provided as *comprehensible input* for the language proficiency of her students. In addition, she increased *interaction* throughout while providing multiple opportunities for *practice/application* across all modalities of listening, speaking, reading and writing. Even with this substantial improvement at 83.65% of SIOP features present, there continued to be areas for improvement, specifically in differentiating for all levels of language proficiency and learning.

For classroom observation 3, Señora Herrera spent several weeks planning independently and discussing her ideas with me, because this was her formal evaluation for the year. This was a math lesson on subtraction where she used the analogy of bowling. She designed the lesson to have multiple opportunities for various types of whole group responses to guiding questions and interaction student to student. In addition, students were able to interact at the carpet and at their desks with a bowling kit. Not only did she demonstrate 95% of SIOP features present, she was also rated as 'exemplar' across all areas of the Danielson rubric by the Vice Principal.

The purpose of classroom observation 4 was to provide a comparison less on the same standard as observation 1. However, several unforeseen circumstances of a winter storm and subsequent low student attendance led to this lesson only having partial implementation. Señora Herrera addressed these barriers by modifying portions of the lesson day and still including

88.89% of the SIOP features. Since half of her class was not present, one of the components that she removed was the assessment portion, reducing the average of this component to 2.75.
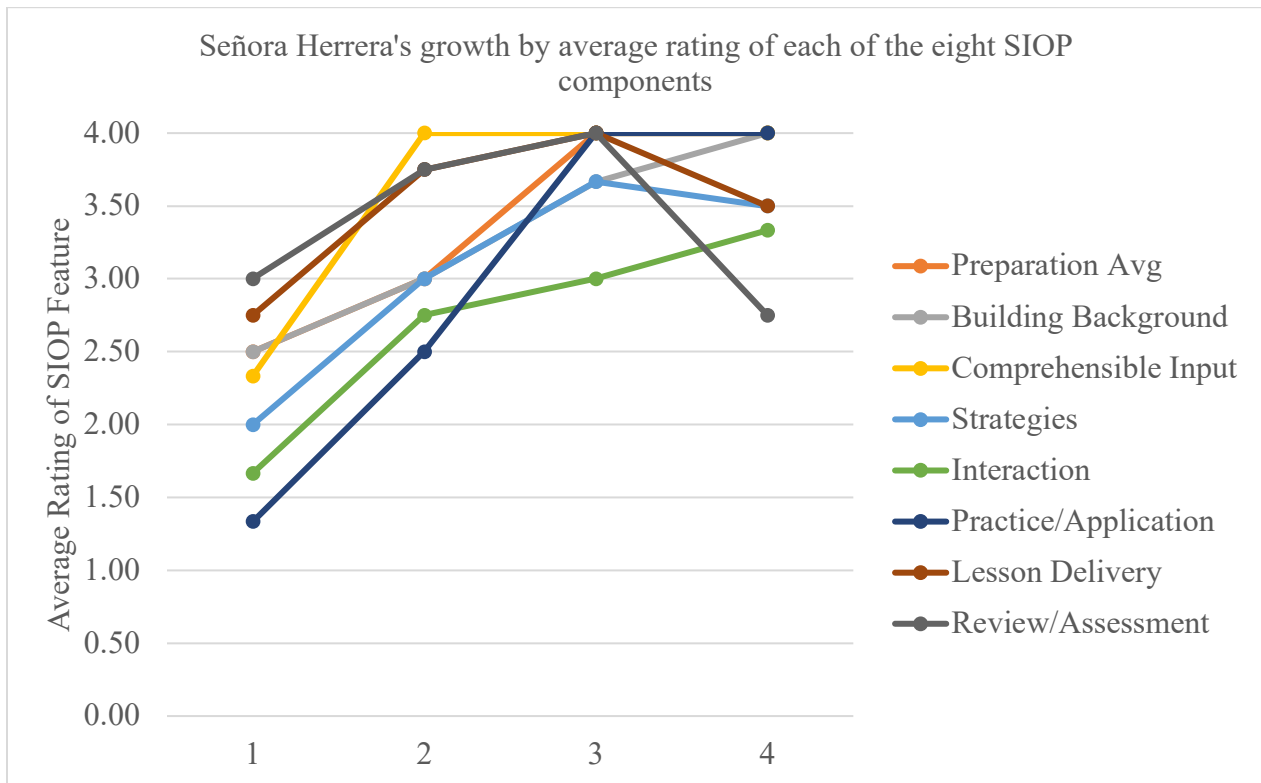
Figure 4.3 Señora Herrera's growth by average rating of each of the eight SIOP components.

Overall, Señora Herrera increased implementation of all thirty SIOP features across each of the eight component areas. She became more consistent with setting aside time to build background, plan for comprehensible input, and provide multiple opportunities for practice and application. The area of interaction continued to be the lowest average of all components. This area includes discussion teacher to student, student to student, wait-time, and clarification of key concepts in Spanish. While Señora Herrera increased interaction, she continued to rely on teacher-talk, this would be one area for improvement she could continue to develop through integrating more whole group response and supporting strategic use of Spanish between students.

Developing practices through coaching

The following vignettes provide examples of the two themes that emerged from Señora Herrera's data, *integration* and *willingness to act.* Together these themes paint a picture of how Señora Herrera's sociolinguistic consciousness informed her instructional practices within the classroom (*Practice of Teaching)* as well as advocacy for broader school-wide systems change (*Practice of Advocacy*).

Vignette 1 depicts how prior to coaching her *willingness to act* was restricted by environmental factors such as the adoption of a bi-weekly common grade level assessment, colleagues uninformed about oral language development, and strong oversight by administrators. These environmental factors left her feeling fearful of implementing *Practices of Teaching* that addressed the oral language development of the newcomer emergent bilinguals in her classroom. Vignette 2 portrays how the coaching conversations provided her with the safe space to collaborate with the coach as a colleague to balance the broader goals to meet grade level English Language Arts (ELA) standards, while integrating SIOP features which supported the oral language development of her particular students. In this way she began to *integrate* her *Knowledge of the Other* into Lesson Delivery, effectively improving her *Practice of Teaching.* In addition, feeling successful in her classroom instruction fueled her confidence to extend her *willingness to act* into the arena of grade level meetings. Vignette 3 marks her initial engagement in *Practices of Advocacy*.

The theme of *integration* emerged across all of my interactions with Señora Herrera. *Integration* refers to the integration of all six strands of the CCCE model. For Señora Herrera, it felt forced to walk step-by-step through each strand of the model. With minimal prompting she would spiral through each strand over and over throughout the lesson planning process,

constantly pulling from knowledge strands to inform practices strands. In addition, she would refer to assessment of student learning (*Practice of Knowing the Other*), reflections on previous lessons, and new knowledge on biliteracy theory of bridging languages to inform instruction (*Practice of Teaching*). While evidence of this *integration* of knowledge and practice occurs through all vignettes, I especially highlight this theme in Vignette 4. Finally, Vignette 5 demonstrates how through *integration* and *willingness to act* are essential components to her developing *understanding of intersectionality*.

YH vignette 1: Feeling silenced.

This coaching conversation is an excerpt from a broader debriefing of observation 1. After I shared the SIOP observation data with her, Señora Herrera expressed frustration with herself for scoring below 80% of SIOP fidelity. She explained the lack of evidence-based practice in her classroom observation was due to the pressure she felt to design her lessons in line with her grade level colleagues. However, these colleagues had only one or two students classified as ELLs, while her class included 18 native-Spanish speakers, a majority of which did not have school experience, and just one native English-speaker. The coaching conversation began with her confession of how the dynamics of the kindergarten grade level planning meetings impacted her teaching, voice, and confidence.

"Then we're pulling the texts, but we're not really analyzing the text. It's coming out of nowhere. It's, it's, it's a random decision. It's not a thorough decision like, well, really these two texts lend me to teach to the standard. I'm just randomly making something up to make it fit when it doesn't fit," she critiqued the meetings with a sense of responsibility to do something to about the instructional planning decisions.

"But when I sit there and when I'm there, honestly, the words don't come out of my mouth the way that they should. I think I, that I panic and um, I'm not as, um, assertive, I think, when I'm in there. I feel a little bit intimidated by admin, by my colleagues that seem so knowledgeable and so outgoing and yeah," she confessed her feelings shaking her head with disappointment in herself.

She continued on describing the meeting structure, "This is about weather," she referred to the upcoming selected text, "and [it's] so easy to do the thing," she pointed to the Promethean Smart Board ©, "That I feel- not being able, I'm not that techie, I'm not very techie. I'm more of sort of a chart paper. I'm more, I'm a little old school." Pausing, she did not feel necessary to go into detail about what we had both observed in the meetings that snap judgement decisions, the loudest voices, and use of technology were valued over careful curriculum planning (YH, post-conference 1, week 5, 21:20-22:28).

Exasperated, Señora Herrera took a deep sigh and exclaimed,

"I would have done this differently! I would've done this differently…"

She went on to restate what we had discussed about the structure of a SIOP lesson. She noted that she had skipped the pre-teaching of vocabulary and building background "Like I did the vocabulary ahead. Like what you were saying."

Referring to the upcoming lesson, she expressed the conflict between allotting the appropriate time to these SIOP lesson features with the time and materials the administrators assigned to this ELA content standard on identifying the main idea. In order to reach this ELA standard, she knew it was necessary to give these newcomer emergent bilinguals the content knowledge of weather.

"First, for them, I need to <u>activate</u> their prior knowledge! Do you know what weather is?

I can't....I know what is best practice, [Coach], I know this. I know. but I feel like...."

I acknowledged these conflicting pressures,

"You feel that pressure to try to do what everybody else is doing..."

Señora Herrera sighed,

"I just wish I was planning with a teacher that's teaching ELL students. Because it

doesn't make sense that I'm planning with people that don't have their ELLs in mind.

Their challenges are not my challenges and I clearly saw it today with Brittany* (the only

native English-speaker in her class) and I watched the video [of the pre-coaching

classroom observation]."

In the video, Señora Herrera had observed how Brittany was the only student who was able to

verbalize the ELA reading objective. This both validated her lesson delivery and evidenced her

felt 'failure' to meet the needs of her majority classroom of emergent bilinguals.

She felt comparing herself and her students to the other kindergarten classrooms did not

recognize the contrasting demographics,

"And that's what they have in their classes. But I need to reach to Arnold*. I need to

reach to all of them."

In this statement, Señora Herrera expressed her commitment to ensuring the success of all of her

students, even Arnold, the lowest performing emergent bilingual in her class. Still, she felt this

task was impossible given the new pressures for all classrooms to deliver the same ELA

assessment every two weeks. She questioned the motives of the school administrators,

"No? So that's why they put me in here. Then, why do you give me all the ELL? So when

you do your grouping, they (administrators) don't know how to group the kids. You

should balance. When you have, you have this type of school, you cannot have a room [of 99% Spanish speakers], you're segregating all the ELLs into this classroom."

"Absolutely," I acknowledged her observation that by placing the majority of emergent bilinguals into only two out seven kindergarten classrooms, they were segregated within the school.

Finally feeling heard, Señora Herrera went on to explain how she understood English immersion classrooms should be designed to foster English language development among entering (this district labeled as LYA, or Level 1 on the WIDA rubric) and beginning (labeled as LYB or Level 2 on WIDA) bilingual students.

"They should be mixed with within mainstream," she asserted. To be specific, she explained how having a nearly linguistically, homogenous classroom impacted her ability to design effective instruction and foster oral language development,

"I can't, I can't group, I can't do think-pair-share, because you and I are monolinguals or you're a B, but you're low B and I'm an A."

She referenced the visual supports and scaffolding she embedded into her lesson as if she had cheated, "Without providing, giving them the vocabulary words without having this," pointing to a graphic organizer on the whiteboard, "Would they have been able to do it? No. Not yet."

I responded by encouraging her that this instructional design was not only valid for her class, but for the other kindergarten classrooms as well,

"But that's wonderful! You know, just because they have, um, English speakers in their classes doesn't mean they shouldn't be using that kind of stuff too. Because those kids, I mean they're not, everybody needs language. Right?"

From this point, I offered her the option of continuing to design the upcoming shared reading lessons with oral language components. I suggested she take a long-term perspective and modify expectations for her classroom to match what short term objectives were reasonable to meet the long term goal of Level 3 English language proficiency by the end of kindergarten.

"…There's lots of instructional supports to get to that level, to that level 2. Um, identify what you're sharing. Um, so let's talk about what, what you're going to do tomorrow, tomorrow or do, you know, or even over the next two weeks." (YH, post-conference 1, week 5, 00:00-07:32)

In this vignette, Señora Herrera explained the sociopolitical barriers she perceived were preventing her from taking action. She expressed emotional engagement with emergent bilingual students, but felt disparaged and disempowered, as evident from statements such as "I can't [do the same as my colleagues]" and "this is my struggle". She had expressed in detail how she would *integrate* her critical conscious *Knowledge of the Other,* however, she does not see a path forward. In other words, her *willingness to act*, was hindered by fear. In the end, she resigned to accepting the situation as impossible, "You know, so it's that kind of thing. Whatever." (YH, post-conference 1, week 5, 05:49)

YH vignette 2: Developing a 'willingness to act' in practice of teaching.

During the coaching phase, she began to deconstruct this fear of implementation. Her advocacy began at the level of classroom instruction, expanded to referring individual students for additional support services, agency to advocate for all emergent bilinguals with her grade level colleagues, and ultimately advocacy for all emergent bilinguals across the school. To her development, I provide excerpts from a coaching conversation and a grade level team meeting.

Facilitating this growth began with our first coaching conversation. Initially, coaching supports entailed the provision of a 'safe harbor', where she had explicit permission to implement best practices within the classroom.

As I initiated this coaching session, I began to offer Señora Herrera options that allowed her to address the oral language development of her students, while also staying within the school policy for all teachers at the grade level to use a common bi-weekly assessment on the same text. In the following excerpt, Señora Herrera describes her concerns for the next lesson she is planning and how the text her colleagues selected does not provide the text features to support the strategy she taught her students to use to identify the topic.

YH: Now, this is my struggle. Okay. This text, Storm. How do I wrap my head around that the storm is part of the weather. Because they want to see weather up here too. So how? I read the book it doesn't say weather at all.

Coach: Cause they are, okay.

YH: So these are types of types of weather, but we're inferring that. So what? Okay. So through the pictures, oh, I'd have to, I'd have to take a different spin. Through the pictures we're going to use the pictures to come up with a topic and not the words. In this book I was able to come out with a topic with the words and the pictures, but with this book I can't because the topic is going to take me to storm. Can you reread the book? Huh?

Coach: What if you rewrite the book too?

YH: Yeah!

Coach: What if you put in the line at, um, look at the weather? Yeah. I'm going to cover this and I'm going to put it as weather, yeah. Yeah. Look at that as, um, a storm is coming. That's fine. Even if it said A storm is weather.

YH: Oh yeah. Look at the sky. Look at the clouds at big storm is coming. Look at the weather. A storm is coming.

(YH, post-conference 1, week 5, 09:09-10:37)

Through the simple act of offering her permission to modify the "common text", Señora Herrera's creativity was released. She finally had permission to adapt the 'rules' handed down by school administrators and design her lesson to fit the needs of her students. I showed her how she could work within the 'rules' to meet the needs of her students by adapting the words in the text.

As I observed how Señora Herrera was using the WIDA rubric appropriately to design instruction to match the level of her students, her fluidity with identifying the listening, speaking, reading, and writing proficiency of her students in English and Spanish. She *integrated* knowledge of language, literacy, and active learning strategies to design explicit instruction. She used interactive strategies to support language goals, accommodations such as visuals and drawing for students to show understanding through listening skills as outlined on the WIDA rubric for Level 1 and 2s.

Señora Herrera acknowledged the limited language support of the text. She *integrated* her knowledge of second language acquisition and disciplinary language specific to weather to make the content relevant and accessible to her students, also known as using comprehensible input on the SIOP. Through this coaching conversation, Señora Herrera became aware of how she could be part of the solution. She emerged from 'emotional engagement' about the restrictions of the school environment to meet the needs of emergent bilinguals, to 'critical action' allowing her to

actively design lessons to incorporate the funds of knowledge she students brought to the classroom.

YH vignette 3: Integration for whole group instruction.

One component of building her self-efficacy towards *Practice of Advocacy* was through embedding instructional practices for oral language development within her shared reading lessons. This felt, to Señora Herrera, to be a risk. She was concerned that if administrators did a 'walk-through', they would not see her lesson as teaching toward the standard. The day I observed her teach the life cycle of a frog she brought new life to the classroom.

During a coaching conversation, we had written a clever song for students to rehearse the stages in sequence. We had intentionally designed the language of the song to be 'comprehensible input' for her students. This meant, phrases repeated, also chunked into meaningful and memorize-able pieces, and set to a familiar rhythm that bridged the repetition for long-term memory. She intentionally repeated the transition words she had introduced to her class the previous week including "first", "next", "then", and "last". She had two language objectives, 1) define the vocabulary words for the stages of the life cycle of the frog and 2) use transition words to sequence these stages.

In addition, we collaboratively chose gestures for transition words and body movements for each phase of a frog's life for students to act out. The lesson format for teaching this song followed a model, guided practice, and interaction format. In the model section, Señora Herrera and I planned to take turns acting out the lines of the song. For guided practice, she would lead the class in a call-and-response format through the song. Then, to support acquisition of the lyrics and body movements, we would split the class into two groups for each of us to walk-through the song by pairing partners who alternated verses (partner A sang line 1, then partner

B sang line 2, ect.). Following the group interaction, students would return to their desks to independently make paper plates as a pond gluing down the stages in sequence. Additionally, this would serve as an individual assessment of lesson's content objective (identify connections in the text through making connections between the life cycle of the frog). With this format we attempted to include all applicable components of a SIOP© lesson.

It took us over an hour to write the song, plan the format, and even longer for her to prepare the details. This was definitely more time intensive than planning a 45-minute lesson should typically be, required time outside her regularly-scheduled planning time, and delayed her from spending time at home with her husband and four children. However, for her, the time investment was a necessary sacrifice to ensure the success of each and every one of her students.

The day of the life cycle of the frog lesson, I walked into the classroom to see she had typed out the lyrics of the song to display on the Promethean Smart Board ©. Underneath the words were visual prompts to guide the students in remembering the four stages. I noted how she had continued to think of ways to use multi-sensory inputs to support students' listening comprehension. Truly eye-catching, however, was the excitement and enthusiasm she embodied while delivering this lesson. Previously, she her anxiousness about 'following the expectations' of administrators had overflowed into her interaction with students. I had observed a hurried lesson, cutting off students, over-bearing teacher talk, no use of multiple modalities of response, and little interaction between students (see SIOP checklist). When we debriefed that previous lesson, she had explained she felt pressured to include "two lessons in one" (post conference 1, week 5 and coaching conversation, week 13).

But this day followed our discussion and agreement that language development took priority. This support gave Señora Herrera permission to shine as the bubbly, expressive,

entertaining teacher whose lesson is so well-structured it allows for planned spontaneity. Later in the coaching phase she reflected, "The language development, esso, esso fue, para mi, I think that was the key…that changed everything." (YH, coaching conversation week 13, 00:27-00:36). After walking through the song and role playing as a class, she announced,

"Ok, now we're going to play. I'm going to do or say something that a frog does. And you and your partner have to figure out, 'What am I?' Am I frog? Am I a tadpole? Am I froglet? Or am I an egg?"

Turning to me, she gave me directions as well, "[Coach], I do one, you do another one…"

Addressing the students again, she encouraged them to reference the visual supports around them, "So you have to look and guess, the pictures are here and the vocabulary are here," she pointed to graphic organizer on the white board. (YH, classroom observation 2, week 9, 12:36 -13:45)

As we took turns demonstrating the vocabulary, she went first and wagged her hands palm to palm for a tadpole swimming away. The children shouted, "Tadpole!" She called on a student to come point to the picture and the word on the graphic organizer. To ensure 100% participation and practice pronunciation, she had all students split the word into syllables and put it back together. Moving on she said, "Everyone, close your eyes!" I crouched down crouched down into a ball to form a frog egg. Some students shouted frog, while others shouted egg. She pointed to how my hands formed the shape for an egg and reviewed the connection in the sequence of the life cycle. "Who lays the eggs?" she asked as she reminded them of the information they had read in the text.

Once more we had the students close their eyes, they opened them to see their teacher dropped to the ground as if doing the worm on a dance floor, she hopped and wagged a tail like a froglet slowly losing its tail. The atmosphere in the room lifted! Every child giggled and volunteered to participate and point to the graphic organizer. "Rosalinda, come show the picture! Jason, I love how you're paying attention. Can you show the word?" Most of all, Señora Herrera beamed and said, "Yay! Good job!" to all of her students, "We did a lot of work this morning, but the work is not over yet!", as she moved to transition them to their desks for the plate activity. "Look what you are going to do!" she exclaimed as students clapped with excitement (YH, classroom observation 2, week 9, 17:12-17:30).

YH vignette 4: Extending 'willingness to act' to practice of advocacy.

Grade level meetings were structured with two objectives. First, teachers reported student progress on the last common assessment on the ELA standard. Following this report, the meeting facilitator, either an administrator or coach, posed discussion questions to spur conversation about which instructional strategies did or did not support student learning. Señora Herrera began using the WIDA rubric to track student progress and provide evidence of the effectiveness of providing oral language supports within shared reading lessons. As she designed a weekly routine, that included differentiated supports for whole group and small groups, the majority of her students made progress. By sharing these strategies alongside student data at grade level data meetings, she strategically advocated for these best practices in front of her grade level team members and administrators. The following vignette portrays the initial grade level meeting, as the Literacy Coach commented, where Señora Herrera 'really came out of her shell' (Literacy Coach, kindergarten grade level data meeting, week 7, field notes).Vignette 3 is an excerpt from this data meeting.

By nine o'clock, all attendees of the kindergarten data meeting, had taken their seats, including all seven kindergarten teachers, the Vice Principal of Curriculum and Instruction, the Literacy Coach, and myself, as the coach. During the meeting several topics were discussed.

First, the meeting began with discussion on how to accurately apply the newly adopted rubric used for the weekly common reading assessment. Next, each teacher reported the percentage of students who met proficiency according to the rubric. Then, team members turned to discussing math. As usual, Señora Herrera had remained generally quiet through these topics. However, in the last ten minutes, the literacy coach posed the question,

> *Let me go back to the written response from them [students]. So, in looking at your scores, would you say that the students were able, what, where was the area that had the highest score when you've had, within your rubric? (Literacy Coach, data planning meeting, week 7, 29:06)*

Several teachers contributed comments about how all of their students scored well in the area of 'Listening' [comprehension], but the majority were below a rating of 2 in writing. Statements were made that this was just too high of expectations, that their "ELLs can't write", because of "the language barrier". Hearing this deficit language about students, Señora Herrera provided a counter-story about her class. She painted a detailed picture of the Sheltered English Instruction approach she took to designing her lessons over the previous weeks. Her grade level colleagues quieted their side-conversations to listen. Señora Herrera emphasized how she scaffolded learning and built in opportunities to develop oral language skills in English. The graphic organizer in figure 4.3, known as Process Grid in Project GLAD, shows the finished product after collecting the information from the two texts throughout the week.
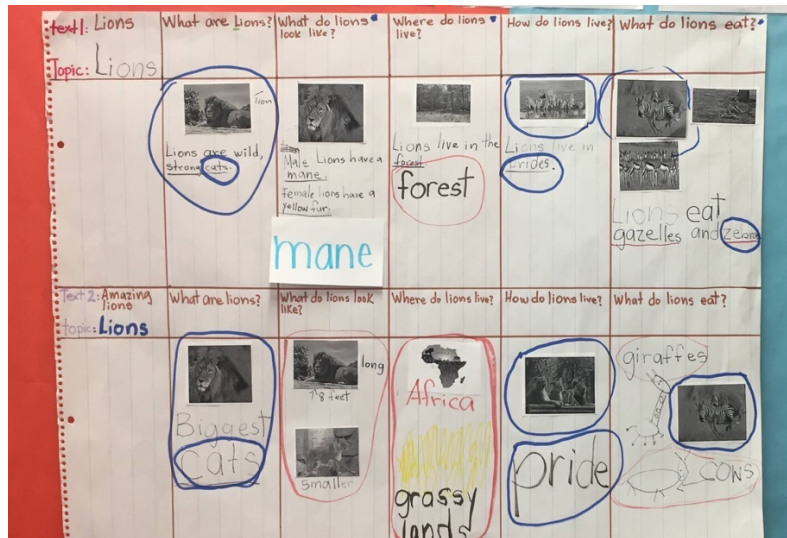
Figure 4.4 Señora Herrera's graphic organizer for teaching standard: comparing two non-fiction texts.

To provide opportunities for students to show understanding through listening activities

such as sorting. She taught vocabulary upfront and took a whole day to ensure students could

identify, articulate, and use the target vocabulary for the book. She brought in how she

strategically used strategies such as color-coding, using a graphic organizer to create visual

organization of the theme, and modeled the target reading strategy (how to identify key details in

a text). Finally, she used the graphic organizer to provide students prompting for responding to

'guiding questions' (see the questions in the top row of the graphic organizer).

Her hesitancy at pushing her colleagues too much was evident when she qualified these

actions as necessary "...because my class is ELL." (YH, data meeting, week 7, 31:54). Shortly

following that qualifying statement, she gathered confidence and asserted, "and I think it works

for all for all learners. You know, they're learning to write, too." (YH, data meeting, week 7,

31:11).

Her colleagues responded with affirmations and nodding heads. This acknowledgement

fueled her confidence and led to more explicit description of the supports she's built into her

lessons for oral language development. Then they enthusiastically responded with requests for

her to send her lesson plans, pictures of her materials, and target vocabulary.

YH: *...And then the chart, this is how it looks, topic (points to the top of the chart). And then your animals. You can have the animal's name and then the picture, what the animal, what it's using to survive. Where in the Arctic because the Arctic is my topic. Right? And then you go back—*

K teacher A: *Send it! So we don't have to reinvent the wheel.*

YH: *I'll take pictures of what I've done and then I'll send it. If I don't, do it that way [pauses] I don't know what will happen.*

K teacher A: *I wish I had heard it before, because I would have used it rather than the other one.*

K teacher B: *Exactly!*

K teacher A: *So share because you have good ideas.*

YH: *Yeah. (sighs) Okay.*

[laughter from whole group]

YH: *Thank you.*

YH: *Yeah. I don't think fast like you guys, but when I go in the classroom, I reflect, I read it. I look at this day, what I said, [and think] No, this not matching. I can't teach it this way and then I think it through again.*

YH: *Like, like I'm working my brain now over this. (continues on to explain what she is thinking about for the upcoming weeks).*
                (Kindergarten grade level planning meeting, week 7, 35:13-36:09)

This grade level meeting marked a change in Señora Herrera from feeling *silenced*

among her colleagues to feeling empowered to advocate for all learners.

Demonstrating critical consciousness of sociolinguistic issues: Analysis of Señora Herrera.

The development of the Practice of Advocacy was particularly evident in Señora Herrera.

In our initial coaching conversation in week 5, Herrera already demonstrated an *integration* of all

CCCE knowledge strands, but lacked efficacy with how to take critical action with regards to the sociopolitical dynamics within the school, or *willingness to act*. During coaching, she began *to act* through several bold, assertive actions. First, she began re-claiming her agency in designing classroom instruction that aligned with the language needs of her emergent bilinguals. Next, she shared these effective practices with her grade level colleagues at grade level meetings. In subtle ways, she also began to demonstrate her expertise to administrators through reporting the progress of her students, sharing specific strategies, and her formal observation by the vice principal where she received 'exemplary' ratings across all domains. After receiving this validation of her *Practice of Teaching*, Herrera raised her ideas more frequently at grade level meetings taking on a leadership role. She felt this *act* was necessary and grounded in an ethical decision to provide educational opportunity to her classroom of emergent bilinguals.

Furthermore, she integrated this knowledge with observations of the struggling learners in her classroom. Through tiered-instruction she planned for differentiation between students who primarily needed support to acquire English and students who additionally struggled due to learning issues.

> Um, how do I know? So, um, everyone has their, um, their white board. We're all writing how many fish we're in the fish pond because they don't yet know the numbers. One through five. They (the struggling students) cannot write how many they have in the hole, how many are in the hole, because the pre-requisite skills that they need for this lesson, they're lacking. They don't have it. So, I find myself and I was struggling with that. Because then the rest of the class can, and then those three can't. (YH, coaching conversation, week 12, 31:56)

She referred to the special education evaluation team the students who continued to show signs of learning issues including, lack of progress, low retention of skills, and disconnected understanding of concepts. However, she did not stop with the 'referral'. In addition, she brought these concerns to our coaching conversations where we problem-solved inclusive supports, additional practice, and identified specific objectives. In essence, we planned specially designed instruction for each individual student who was struggling in reading.

> YH: So the majority of the class is walking with me and then I have these three that I'm not able to walk along with a class.

> Coach: Do they need like a pre-teach?

> YH: They need a pre-teach teach of what I taught in August, September. And um, *I'm by myself here*. So my struggle is how do I reach out to them?
>
> So if you notice they're not even here, they're ready to here (with the other groups) because when these kids are playing games, they're with me (at a small group table). Those three are with me. So it's, it's kind of like a game but, again, I have these for them, (references the visually supported worksheets specifically made for the 3 struggling students).
>
> (YH, coaching conversation, week 12, 35:04-35:17)

This individualized instruction within the multiple tiers of support that she designed in her daily schedule was already paying off by January. Always the optimist, she resisted labeling the student who consistently struggled across all subjects, because she saw progress.

> YH: Arnoldo, at least, He's, he was born here and he has siblings at home to speak English to him. So even Arnold, today Arnold show me that he understood the story of the gingerbread man.

> Coach: What did he do?

> YH: He recorded, I record what he said in the end. He knew that the fox ate the gingerbread man. I recorded the words.
>
> (YH, post-conference, week 14, 33:04-33:16)

This describes how understanding intersectionality is part of the theme of integration. In order to make the instructional decisions for specially designed instruction, she integrates her

Knowledge of Self and *the Other* to design a practice of teaching that meets the student's individual needs, demonstrating a *Practice of Knowing the Other*. When she had exhausted her expertise trying to provide Arnoldo an intervention to meet his needs, she wrestled with the ethical decision of whether to refer him for a special education evaluation. Even after observing his struggles with learning simple English phrases, the warning signs that he also was delayed in speaking Spanish, and difficulty with learning letter sounds, she hesitated, "I don't want say it's a learning disability," she confided in me, "But he's not making progress like Rosalinda*" (YH, post-coaching interview, 04:45).

Ultimately, she referred three students for a special education evaluation. One student who had issues of speech related to articulation with English and Spanish sounds. Another student who had severe emotional and behavioral challenges, which impeded her ability to benefit from instruction. Finally, after months of providing Arnoldo with accommodations, modifications, and individualized small group reading intervention, she also began the process of referral based on his non-response to intervention. She clarified her final decision by referring to multiple sources of data she had collected over the year which indicated to her that she had made every effort to support Arnoldo and there was indeed that a possibility that he was also struggling due to a learning disability (YH, field notes, post-coaching).

The ultimate expression of this *willingness to act* was evident in her successful advocacy which resulted in the approval to start a dual language program at the school the following school year. Following the coaching, she reflected on her class as a whole and these individual students. She continued to be dissatisfied with the amount of supports and the quality of education the students had access to. After the coaching had seized, she began to raise these issues at grade level meetings. Then, an opportunity presented itself. She heard of a new

initiative to implement dual language classrooms across the district. She took into her own hands the mission to bring this initiative to Santa Monica Elementary. Through several conversations with school and district administrators, she successfully negotiated to start two sections of kindergarten Dual Language classrooms in the 2019-2020 school year. Through the coaching she was given permission, security, a 'critical friend' who allowed her to apply her knowledge, see the possibilities for making change, and take concrete action to lead systemic change to improve access to educational opportunity for all emergent bilinguals at her schools.

The Case of Ms. Stephanie Honey (SH)

Ms. Honey is a White, novice teacher in her third year of teaching first grade. Ms. Honey obtained her teaching credential through the residency program at the local university also based in this school. In total, she has worked at Santa Monica Elementary for 4 years. This was her first year with a classroom with a majority of students classified as ELL,

> I have majority ELL students. There's about, I want to say 19 ELLs, and then the rest of them are general Ed…. It's Mexico, Honduras, Guatemala. (SH, pre-interview, week 4, 00:00-00:40)

Personal Background

Ms. Honey was unsure of how to conceptualize herself as a cultural being. She did not attach her identity to specific cultural, racial, or linguistic categories. This was also true of her conceptions of others as void of culture. She resisted categorizing people or in any way drawing attention to their cultural, linguistic or ability. However, she consistently attached emotions to describe 'their limited resources' as 'hard' and 'sad to see'. Furthermore, she was unable to

articulate the economic status of the emergent bilingual students in her classroom to any broader sociopolitical influences. Figure 4.2.1 is a visual representation of Ms. Honey's knowledgebase along a continuum of critical consciousness. Overall, Ms. Honey expressed emotional engagement and initial questioning of the status quo, but she expressed complacency resigning to accepting this is just the way things are. In the sections that follow, I will elaborate Ms. Honey's dysconcious orientation across each knowledge strand in the CCCE model.
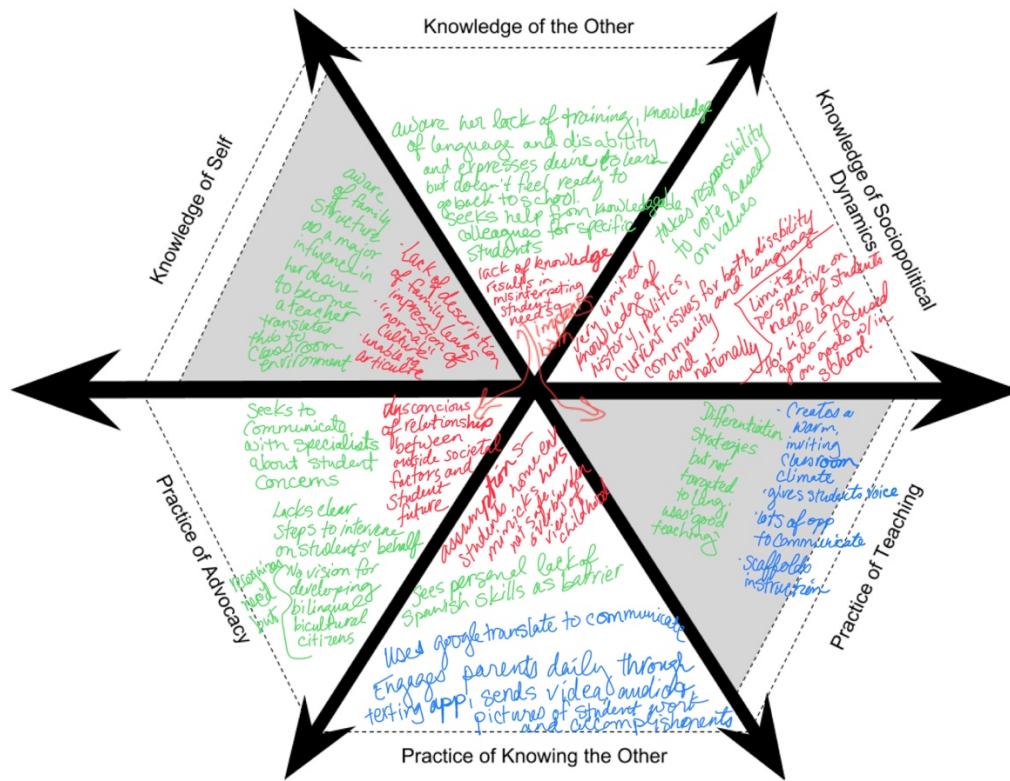
Figure 4.5 Ms. Honey's expression of sociolinguistic consciousness pre-coaching.

Knowledge of Self.

When asked about her family background and cultural values, she was at a loss of what to say. Her response was location-based.

> My family was mainly from Ohio, but they all moved down here when I was a baby, so I've mainly been in Florida for my whole life. (SH, pre-interview, week 4, 08:11-08:30)

The lack of detail is evident of what King (1991) refers to as 'ordinariness'. In essence, by belonging to the dominant White American culture, she perceived herself as culture-less and her connection to any cultural heritage or ancestry was reliant on access to an online report.

When asked for elaboration, she seemed at a loss for what to say and referred back to a singular attempt at learning her cultural heritage through a brief search of an ancestral heritage website at the university. There she found her family background includes "Irish and French-Canadian", but she shrugged away the relevance and concluded, "they have been here so long" (SH pre-interview, week 4, 8:01-10:12). Her explanation of what ties her family together was simply "we usually come together for just holiday dinners" and "every Sunday night".

Yet, when she was prompted to talk about her educational experiences, she contrasted the structured school environment with a picture of the unpredictable, permissive home environment she experienced growing up with a single mom and no father figure. As she summarizes, "It's always been like I'm the parent and she's the mom. So, going to school it was like, I could take a breath and my teacher was my mom for the moment" (SH, pre-interview, week 4, 13:22). She describes a home life where she was unsupervised and free to do "whatever I want", because home was a "party scene". Although her initial description of being in Florida her 'whole life' gives the impression of stability, in actuality she moved six times in high school alone due to her mother's unstable relationships. She lists the moving as a continuous cycle:

> My mom would get a boyfriend and then we would move in with the boyfriend…So I'd have to move my school, then they'd break up and I'd have to go back.....So it was constantly like, mom's house, boyfriend's house, grandma. Aunt's house, Grandma, and boyfriend. (SH, pre-interview, week 4, 13:22-14:53)

She articulates that this was "hard" and school provided an "escape" from the instability in her home environment.

Knowledge of the other.

I probed further to understand the relationship between her home culture and school culture by asking about her experiences with people from diverse backgrounds. She began with a broad generalization, "I've always gone to public schools in more of the 'rough' areas." (SH, pre-interview, week 4, 10:57). When asked to define what she meant by 'rough', she avoided providing a direct response and deflected to the broader reputation her schools' had within the city, "It was just like, we were always like *that school* that people were like, Oh, you go to 'that' school." She replied, giggling uncomfortably (SH, pre-interview, week 4, 11:05 - 11:56). I continued to probe for more specifics asking whether there was 'more diversity', she acknowledged, "Yeah". Only when I clarified, "More African American?", did she specify a racial demographic breakdown, "It was like African American and then Hispanic, and then 15-20% white," but stopped there. I inquired whether she had been friends with different groups, and she stated, "They mixed a lot. Yeah."

The way Ms. Honey hesitantly referred to the cultural and racial backgrounds about the people around her as well as her own, provides insight into both her minimal conception of herself as a cultural being, *Knowledge of Self*, as well as her limited *Knowledge of the Other*. Through positioning her identity in relationship to other groups, there is an implicit sense of herself that she regards as ordinary and not necessary to describe.

Knowledge of sociopolitical dimensions.

Her dysconscious orientation was also apparent as we discussed sociopolitical dynamics of disability in schools. The personal experience with people with disabilities that she

acknowledged, occurred through a high school peer mentoring program referred to as, Best Buddies, which promoted social inclusion of students with intellectual disabilities by pairing them with regular education peers. She explained, "A lot of our 'friends' in high school were, like, had Down Syndrome. But that's the only exposure." (SH, pre-interview, week 4, 09:40 - 10:50). At first, I took her statement literally, assuming she was saying other students with Down Syndrome had actually been her 'friends', however, after multiple classroom observations and meetings, it became clear that she refers to other students as 'friends' and this term does not indicate a mutual friendship. Within this short response, Ms. Honey expressed an emotional engagement to the effect of sympathy to the 'plight' of students with disabilities and a desire to help. Still, these feelings were focused on a singular categorization of disability implying the stereotypical portrayal that disability refers to an intellectual deficiency. Furthermore, her dysconsciousness of the role of ablism in society surfaced when she attempted to explain the issues people with disabilities face,

> Like getting judged early on and like not getting the right kind of resources to help them. Kind of like a 'go away' kind of thing. Instead of 'come here, how can I help you?' Which is nice at our school, because I feel like we have a lot people that are like, come on, let's see how we can help you. But I get nervous for when the kids get older and go to high school. I get scared that they might not have as many resources or as many people who understand them. (SH, pre-interview, week 4, 21:02 - 22:00)

Phrases like 'nice', 'nervous', and 'scared' emphasized her emotional engagement with the difficulty of implementing inclusive practices and adequately serving students with disabilities. At the same time, phrases such as 'how can I help you?' portrayed the pervasive savior mentality absent of a social justice stance toward advocacy and promotion of self-determination.

When asked about broader influences on the implementation of inclusive practices in schools, she focused on the local politics,

> SH: But I get nervous because I know there have been a lot of cuts in the district. I feel like they always cut the most important jobs first. Like the writing coach who was helping us. So, I always get nervous they are going to take those jobs away, like the ESE team (Exceptional Student Education). Because I know our ESOL team went from like 6 or 7 to, I think it's now 3. It's hard because I know we're the ESOL teacher too, but it's hard when there's 22-23 of them to do one on one and give them--it's hard. So, I get nervous they're going to cut those.
>
> C: Are you aware of other ways those decisions are made?
>
> SH: I guess like the people voting for like who gets in? (raises voice in a questioning tone) (SH, pre-interview, week 4, 21:02 - 23:04)

Her minimal *Knowledge of Sociopolitical Dimensions* of systemic issues of racism, monoglossic ideology, and ablist discrimination seemed to result in a feeling of powerlessness to effect change.

In sum, Ms. Honey expressed emotional engagement across knowledge and practice strands evident of one who has an emerging consciousness of sociolinguistic issues through emotional engagement, but a persistent dysconsiousness expressed through complicity with the status quo (see Figure 4.2.1.). While she did not express apathetic feelings or attitudes, her knowledge and practice were expressly dependent on what opportunities she was afforded to learn about herself as a cultural being, others, or sociopolitical dimensions of culture, language, race, or disability. As an adult, Ms. Honey had yet to take ownership of her own identity development.

This dependency thinking persisted throughout the coaching. In her final reflection, she owned the description of herself as 'ordinary', however, deflected the responsibility for this dysconscious orientation as outside her locus of control:

I feel like growing up I didn't get an exposure to my culture in a broad spectrum. I feel

like my outward look just appeared as "White, some kind of Irish", but my family wasn't

aware of our culture and where we came from. (SH, post-coaching reflection, 4/23/19)

Practice of Teaching Summary.

In contrast to her dysconcious expression of knowledge of sociolinguistic issues, Ms.

Honey implemented the highest percentage of SIOP features of all cases throughout the coaching

beginning with observation 1 at 58.62%. After receiving feedback during the debrief and

participating in two co-planned and co-taught lessons, she quickly adopted the absent features as

reflected in the ratings of observation 2 at 93.97%, and observation 3 at 94.64% (see Figure

4.2.2). These scores reflect her strong classroom routines, highly structured whole group

instruction, and interactive style.
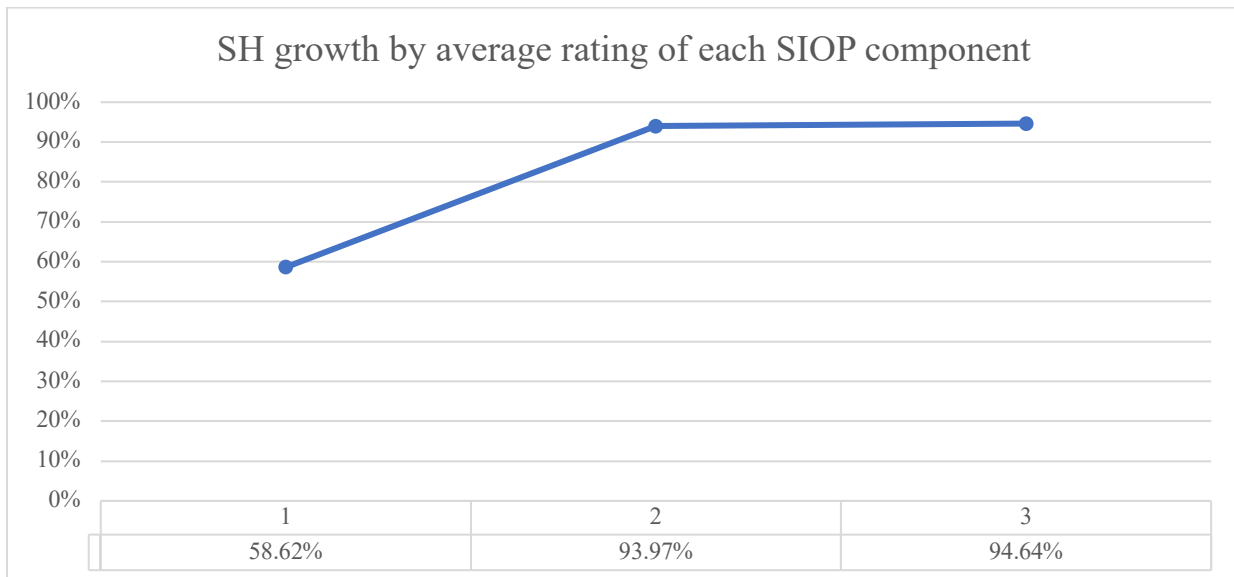
Figure 4.6 SH growth by average rating of each SIOP component.

Before coaching began, she already regularly incorporated interactive features such as,

choral response, a total physical response routine for teaching vocabulary she refers to as

'gestures and words', think-alouds, and visuals. These strategies contributed to ratings of 3 and above in SIOP components of Lesson Preparation, Lesson Delivery, and Comprehensible input.

Figure 4.2.3 reveals the components where she directly improved the implementation of additional key features. In lesson preparation, language objectives were a major feature that improved through coaching. In building background, she became more consistent with reviewing prior knowledge. For strategies, she became more explicit with her class when she was teaching a reading strategy. Overtime, she established strategies such as color-coded, paragraph frames that became part of her instructional routine (adapted from Step to Writing©). Under interaction, she began to purposely pair students on the carpet and at their desks based on English and Spanish proficiency in speaking and writing. This allowed her to encourage the use of Spanish between students to clarify understanding of content. Practice and Application was a component that provided the most challenge for Ms. Honey, because it required designing a gradual release of responsibility between modeling and independent work, incorporation of all language skills, and use of hands-on materials. Ms. Honey's strength in Lesson Delivery, for delivering highly-structured whole group instruction, meant that it was a challenge for her to translate that into differentiated independent practice. Finally, the Review and Assessment portion improved as she added routines of bringing the class back together for review of the content concepts of the lesson.
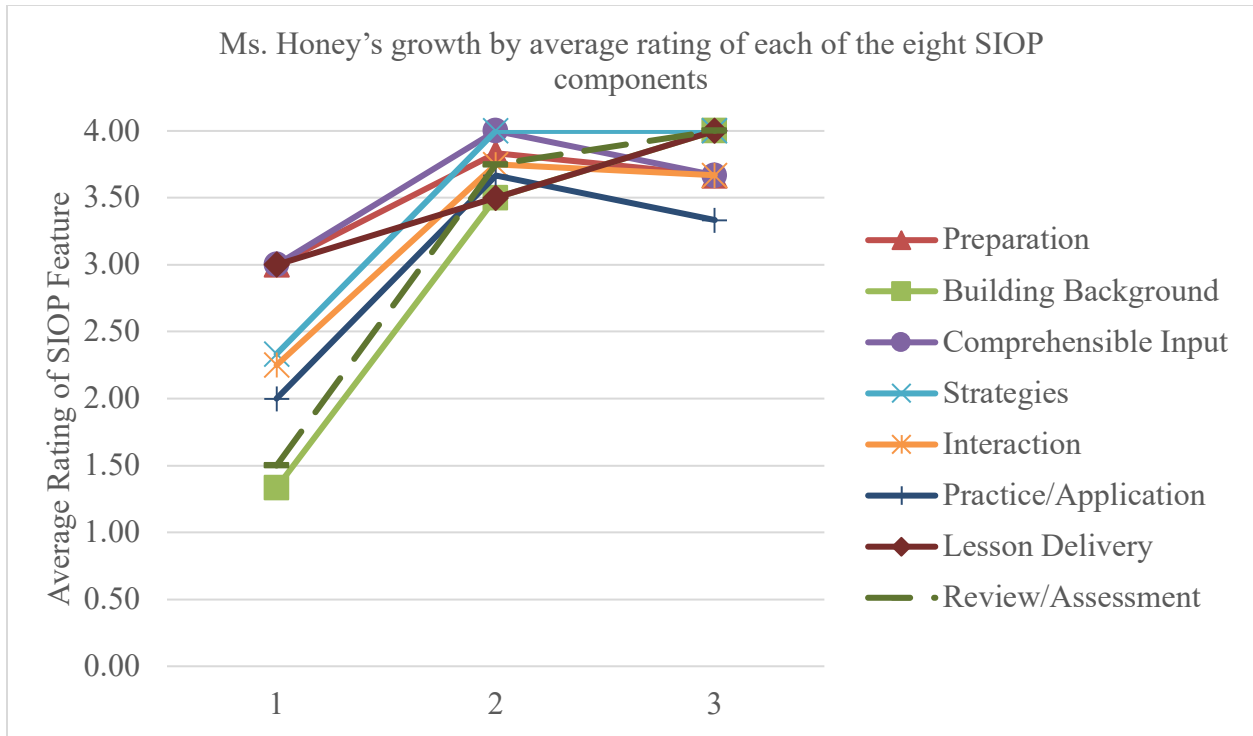
Figure 4.7 Ms. Honey's growth by average rating of each of the eight SIOP components.

Developing Knowledge for Understanding of Intersectionality Through Coaching

Coaching Ms. Honey was less about critiquing the instructional practices she included, and more a critique of what was excluded. In the 'White space' of her classroom, her students' Latinx and Black cultural funds of knowledge were invisible beyond the color of their skin. The following vignettes provide insight into the contrast between Ms. Honey's limited knowledge alongside a well-developed *Practice of Teaching.* Vignettes 1 and 2 follow up the findings from the SIOP summary with a 'thick description' of what her classroom of emergent bilingual students experienced during her whole group instruction. Following the classroom observations, I describe the coaching conversations we engaged in while debriefing. It was through these conversations that I became aware of Ms. Honey's need for building a knowledgebase to inform the nuances important for addressing the needs of the emergent bilinguals in her class who may also be struggling due to a learning disability. During coaching, we continued to discuss

structures for whole group instruction, but her primary area of growth occurred in the minute ways she began to adapt instruction to be more inclusive of her struggling emergent bilingual students.

SH Vignette 1: The Ms. Honey Persona.

Ms. Honey's teacher identity was clearly communicated through her classroom design. When we discussed her motivation to become a teacher she cited the influence of her teachers who gave her a sense of predictability and security in her otherwise chaotic home life.

> Cause I used to always like, um, the movie Matilda? I used to always want to be Miss Honey because I had teachers that were like that. And I would always ask for, like, extra worksheets and extra books and I would go home and play school and I can't wait to be a teacher. (SH, pre-interview, week 4, 15:38-16:03)

While Ms. Honey does identify herself with "Ms. Honey" from the movie Matilda, here I describe how she embodies this persona in quite the dysconscious way. Persona is about the image you portray, where the word identity is a personal perception. She is intentional about the ambiance; however, she was uncritical of this persona as an identity constructed from her cultural and linguistic background.

> *The first thing you notice when you walk into Ms. Honey's classroom is that it actually smells like honey. Sweet aromas from the glade plug-in fill the room. Her classroom is situated with multiple common areas supporting the theme of building community. A reading center meets you to the right of the door defined by bookshelves at 1st grader eye-level, a teal houndstooth and beige carpet, comfy pillows and a basket of stuffed animals to read with. A small group kidney table sits in the corner of this reading center. This is clearly Ms. Honey's mission control. Half the table is covered with teacher guide books, leveled books on the shelf,*

binders with student data, and a marker caddy, all the materials necessary for delivering guided reading groups readily available.

At the center of the room, the desks form pods of four and outline the main whole group area. Here, at the focal point of the room, the whiteboard displays each subject's daily learning objective. During whole group time, students leave their desks to sit on their assigned letter animal on the alphabet carpet. Every child knows their place and their 'turn-and-talk' partner.

To the left side of the whiteboard is a Promethean Smart Board ©, which Ms. Honey adeptly uses to support each of her lessons. Complimenting this teacher use of technology, is a student technology center set against the windows. Set up to appear as a mini-internet café, there is a white high-top table with a swivel stool next to the laptop cart and rack of headphones.

Finally, back in the farthest corner of the room set behind the Promethean Smart Board© sits a large teacher desk, but she never once sat there in all the times I visited her classroom. When I asked Ms. Honey about the motivation for her classroom design, she sweetly replied,

because a lot of our kids, like they go home and they're making dinner for their, their parents or like the parents are really extreme at home and they're like yelling at the kids and just quick escalating, (she snaps) Nope!

So, I try to make this space a really patient and calm space for them cause they're like, I know I liked when I came to school and the lights were down low and there was like schedule every day and we stuck to it. (SH, pre-interview, week 4, 15:09-15:36)

SH vignette 2: Observation 1.

With all students seated on the carpet, Ms. Honey moves in front of the Promethean Smart Board© and announces, "Alright, go ahead and…Track me!" Using blinking fingers in

rhythm with her words, she scans the class for their compliance with the direction, but finds only 60% of students responding with blinking fingers and a unison, "Track you!"

> *"I see my friends [students] doing it. When I say, 'Track me!' that means you sit on your bottom, your eyes are glued to me, and our voices and mouths are closed." In pantomime, Ms. Honey accompanied each phrase with a gesture. Always referring to her students as 'my friends' and other classes as 'our friends', she set an atmosphere of community and mutual responsibility for the classroom environment.*

> *"We have a lot of extra bodies in here today, so I need my friends to be leaders. Ms. Henderson's class knows what their 'shared reading' looks like, they need to know what ours looks like." From the beginning of each lesson, Ms. Honey teaches the behavior she expects. Her engaging presence commands 100% participation. In a fun, engaging manner, she challenges the students, as she rotates the edge of the carpet saying, "Alright, let's see if our trackers are working—" (SH, classroom observation 1, week 4, 03:05-04:20)*

Through pre-teaching behavior expectations, she set the stage for the high percentage of student participation she expected throughout this lesson and each lesson I observed. The SIOP calls for "frequent opportunities for interaction" between teacher and student, as well as among students (Echeverría & Short, 2011). Ms. Honey built in interactions throughout her whole group, teacher-led instruction. In observation 1, I observed how she used whole group, choral response in tandem with turn-and-talk to provide multiple opportunities for response for all students as well as a time to check for understanding.

> *"Mirrors on!" she announced with her hands twisting on either side of her face.*
> *Students mimicked, "Mirrors on!"*

Supporting the students visiting from the other class she explains, "That means you throw your hands up and you copy everything I do. Ready?" She asks and does a visual scan of the class, making eye contact with all students to acknowledge their compliance with the direction.

"Gestures and words!" She stated with hand motions, students repeated, "Gestures and words!" while mimicking her.

"Topic!" patting her head as students repeated, "Topic!" copied her gesture.

"...what the text—" students repeated.

"...is all about." Students copied. Immediately, she dove into one more repeat of this procedure which provided guided practice before releasing students to practice independently. "Ok, I want you to teach the person next to you. Ok? So you are going to 'sticky hi-five' the person next to you and teach the person what 'topic' is. Go!" Students follow through turning to their partner to repeat the definition of topic with gestures and words. (SH, classroom observation 1, week 4, 04:20-4:57)

The lesson that followed delved into a text titled, 'Bats'. As stated to her students the English language arts standard for this lesson was to 'identify the topic and key details'. She used the Promethean Smart Board © to present the book for all students to see and participate with to learn a strategy. For identifying the key details, she used the highlighting and circling tool to model. As a class, she led students through identifying characteristics of bats, where bats live, and what bats eat. For each 'key detail' she used think-aloud strategically,

Student shared, "Bats are mammals?"

Ms. Honey rephrased, "Bats are mammals. Is that a key detail that you learned from the text?"

"Yes!" the whole class shouted.

"I go in my text, and I have to—" She explained, turning back to the projected text, a student finished her think aloud with her, "—circle it!"

"Circle it or underline it. That way I know that's one of my expert words. What other key detail did you learn from the text?" she continued on, as hands raised across the carpet. (SH, classroom observation 1, week 4, 09:15-09:50)

In this first lesson, I observed how Ms. Honey's instructional approach creates a safe place for her emergent bilinguals to practice language as a group and with a partner. Her interaction routine provides new language in chunks, easily comprehensible for all levels of English language proficiency and ensures multiple opportunities to practice the new phrases. With such a comprehensive, well-developed *Practice of Teaching,* the debrief of classroom observation was a celebration of the many strengths she demonstrated in the classroom. However, discussion of these strengths in the debriefing session that followed revealed areas for potential growth in two areas, Lesson Preparation and Practice/Application, both require a strong background in *Knowledge of Self, the Other,* and *Sociopolitical Dimensions.*

In the debrief of Observation 1, she explained that this lesson was not typical. It happened to be a day when another teacher was absent, and she was given an additional 5 students from a different class. These students had not read the same text for their shared reading, therefore, Ms. Honey felt pressure to catch these displaced students up with her class. This put her out of her typical routine in several ways. First, there was not a review of vocabulary, or 'expert words' as she refers to them. Second, there was not a review of the KWL chart (What I *K*now, What I *W*ant to know, and What I *L*earned) to activate prior knowledge of Bats. Third, during the independent work time, students from both classes mingled across the room rather than in the intentional pairings I would observe in later lessons.

Also, her intention behind this first lesson was not to build oral language, but to teach students how to identify the topic and key details in a non-fiction text about Bats. In the debrief of this lesson, we walked through the SIOP checklist discussing what each feature meant and what area to focus on through coaching.

Through inquisitive questions and acknowledgement of her feelings of inadequate knowledge and expertise with emergent bilinguals, Ms. Honey demonstrated her *willingness to act.* She repeatedly expressed a desire to do more and improve when discussing specific students, "I feel like there's more I could do for him, I just don't know." (SH, post-observation debrief, week 4, 15:00-15:37), as well as her class as a whole.

> SH: So what would it, like, sound like, like if I would've did it for this lesson, what would a language one sound like?
>
> Coach: Well, let's see. You wanted them to pick up on? Um, cause I did hear kids say the main topic is Bats. So the um, objective for them could be that you want them to use the sentence starter. The main topic is____.
>
> SH: Ok, so list it.
>
> (SH, post-observation debrief, week 4, 33:37-34:09)

In contrast to this carefully, designed and executed whole group lesson, Ms. Honey struggled to differentiate across levels of language proficiency and ability for small group and independent work. Across each classroom observation, I observed her masterfully lead her class as a group, yet when they dispersed to their desks to complete independent work, students were often lost and off-task. This reflected her strength in designing instruction to teach the content standard, but her expressed difficulty with differentiating for students below grade level,

> I'm also struggling, but I don't know what to do, because there's only one of me. Because the lower group that I want to help and scaffold more. There are so many different levels in that group, I'm struggling with what to do. (SH, post-observation 1 debrief, week 4, 15:00-16:00)

Throughout coaching Ms. Honey, she brought up feelings of inadequacy to support her emergent bilinguals with low English proficiency, because she did not have the Spanish-speaking ability to translate for them.

With Ms. Mendez, she reads it in English and then in Spanish too, I feel like that is really helpful. I just want to make sure I'm doing the most I can for him, because I don't want him to just sit there and not understand what the story's about. Like he's able to see the pictures, I feel like it's easier in non-fiction, because it's the illustrations and photographs of Bats so he knows it's about Bats. (SH, post-observation debrief, week 4, 15:00-16:00)

These themes of *inadequacy* and *helplessness* toward supporting her students with low English proficiency developed into emerging *Knowledge of the Other* and specific changes in her *Practices of Teaching* throughout the coaching cycles as she learned additional ways to plan for second language acquisition beyond reliance on impromptu supports such as translation.

SH vignette 3: Identifying oral language progress.

By week 15, Ms. Honey and I had co-taught several lessons together and I had provided small group supports to the students she identified as struggling. In this pre-conference to her second formal observation, I decided to check-in about how she was providing opportunities for guided practice and the scaffolds necessary for students to transfer what she modeled whole group into their independent practice and application activities. One strategy she adopted was a color-coded paragraph routine, I had suggested, which uses stop-light colors; green for topic, yellow for supporting details, and red for telling more.

> Coach: I know at the beginning of the year we were talking about transferring that, what they did whole group to their desks. How is that going?
>
> SH: A lot better. They've been more accountable. I think it is because of, when we started the color-coding (Step Up to writing color-coding using stoplight colors for paragraph). Because they were able to take more ownership. I noticed them going back and even when they would re-read it to me, they notice a word is missing. So, they go back and fill it in.

For specific students she discussed progress she has seen in what they produce independently.

SH: I still have a few like Alex and my new one…I gave her the [graphic organizer] with, like, the sentence frame? and that helped her. But I'm like Yes! She was able to tell me a bunch of stuff. (Shuffles through student papers). Oh yeah, so she said, "In the text, the author thinks the pigs are dirty, because they get in the mud." She took all the words from- I made a word bank that had 'pigs', 'dirty' and 'because'. And she put a period. And I just let her write and she gave me this picture. I didn't used to get sketch and labels either. And then on the back it, kind of like, [reads] "will pigs are kind of baby". So, it's like after she finished the sentence, she, kind of like, didn't know where to go from there, but she saw the other kids writing and kept writing. But that's the growth for her. And then Alex always gives me at least a sketch now.

She was able to design scaffolds for students. For each shared reading lesson, she differentiated the written response across three levels; 1) sketch and label, 2) word banks and a paragraph frame, and 3) lined writing paper. All levels had access to the model paragraph she completed during whole group. While these were excellent supports for written language, I was interested in how she viewed their oral language development.

Coach: How much do they speak to their partners?

SH: A lot better now. Alex, I put in a new group with Sam. Who is really, really high and she speaks Spanish too. So she kind of goes back and forth with them. They are a group of 3. I feel like having more in there will help them talk more to each other, because before they were just sitting there, they were just like... (models gazing around) But he's trying really, really hard. Like if we are singing a song, he like (motions mouthing), he's moving his mouth. Then I'll have a friend sing it to him in Spanish. Like the gingerbread man was a read aloud on Myon. He was like 'run- run- fast'. Like he was cluing in to the words. It was really nice to see.

Coach: They need that time to repeat and hear the language.

SH: So, someone came in and he perked up and said, "Hello! How are you?" And everyone was like, "Alex is speaking English!" and I was like, "Yeah, he can do it." So, it's nice that they are rooting him on.

In this reflection, she clued in on how Alex was beginning to experiment with speaking English. This student arrived in here class as an immigrant from Honduras in the first month of school. Throughout the fall months, he had primarily communicated in Spanish to his peers and Ms. Honey had relied on peers to translate instructions and content. While she provided differentiated

worksheets, peer mentors, and other accommodations, these supports only provided Alex and others developing oral English exposure to general education content, not explicit instruction in English. Ms. Honey expressed her awareness of this limitation when I asked about what supports she felt she needed.

> I feel like it would be nice to have more push-in to do the letters and sounds and forming a sentence. Cause like I need an intervention because we haven't had someone come in like beside me having my volunteer every Thursday try to work with him [Alex], I haven't had anyone come in for him in months. Months! And so, it's hard. A lot of pressure on me to have to do. Especially with my class being high [student count] for our school, 23 kids with a kid who doesn't know all his letters and then also a kid who's reading, like, a third-grade level book. Like, how do I? I am only one person. How do I show him [Alex] enough love and attention and her [an above grade level student] enough because I saw- it like broke my heart, …. she went down 51 points. (SH, pre-conference, week 15, 15:56-16:47)

Again, Ms. Honey showed her highly invested emotional concern for all of her students, but at a loss of what she could do to find a solution. While it was accurate to identify Alex's need for letters and sounds, this reflected the priorities of administrators at grade level meetings rather than his specific needs for oral language development. Furthermore, her description of 'love and attention' implied that he was deprived of care. There are several interpretations of this phrase. First, she often used this type of general statement to refer to the difficulty of allotting time to provide individualized instruction. Second, she also implied throughout our discussions that students at this school come from home environments where they are deprived of adequate parenting.

Um, I notice a lot of them don't have a lot of money at home… And I have a couple of mine who don't have a Christmas tree… There are like three that come in very consistently like every morning. So, they are very, very helpful and they are reading every night with them at home. I think it's hard because there is a language barrier…We had a parent event and they all came in. They were taking pictures of their kids. Almost every parent came in for that. They just have limited resources. (SH, pre-conference, week 15, 32:41-33:48)

Similar to her description of her students' home environment prior to coaching (SH, pre-interview, week 4, 15:09-15:36), she seemed to project her personal growing up experience on that of her students. With this dysconscious orientation of her *Knowledge of the Other,* she had difficulty across the three practice strands. In terms of *Practice of Teaching,* she struggled to identify a students' individualized instructional needs. In the area of *Knowing the Other,* her perception that a 'language barrier' and lack of 'money' prevented parents from supporting students with homework or providing adequate 'love and attention' limited her ability to cross cultural borders. She limited her actions to feelings that 'parents are so involved' and emailing the parent resource coordinator for clothing donations.

In addition, without the *Knowledge of the Other,* in regards to the second language acquisition process, she was unable to navigate the sociopolitical dynamics of the school to advocate.

It's hard because at the MTSS meetings, yeah. It's kinda just said over and over again like that they are getting the services me and Ms. Mendez are like, but they're not. Like, and when they [Bilingual Aides] do come like, and I feel bad cause I love the person who's in charge of like pulling the services, but she comes, it's like, sometimes it'll be late and then

there's only like 10 minutes before lunch. So, it's only like 10 minutes with them every other couple of weeks. So, it's like not consistent. So, it's hard when like you go to the meetings and I bring them up and they just tell me like they need more time, which is right. They need time. But they are not getting time and the resources. (SH, pre-conference, week 15, 36:13-37:07)

As she described, during these student assistance meetings, referred to as MTSS, Ms. Honey would describe the reading scores of her low-performing students such as Alex. Then the other team members, including the principal, school psychologist, and ESL resource teacher, would defer to his recent arrival to the country and decide to all for 'more time' for the student to acquire English (field notes, 1st grade level meeting, week 12).

SH Vignette 4: Including struggling learners in whole group instruction.

In the following excerpt from classroom observation 2, Ms. Honey skillfully used multiple SIOP strategies to enable a student, who was still in the early stage of English language acquisition, communicate with the whole group.

'Ding-dong, ding-dong!' Using her door-bell chime, Ms. Honey called the class' attention back from their partner discussions. Making eye-contact with Alex, she asked, "Do you want to share with the class?"

Addressing the whole class, Ms. Honey explained,

"I heard Sam and Alex doing some really good things. They were doing a really good job asking each other questions. And I think Alex has something he wants to share with our class. Will you come up here? Alex, are you ready to share? Ok, Sam you're going to help, because Sam, you were asking him some really good questions, right? Can both of you stand up? So, Alex' got the floor."

She gestured for the whole class' support and the class automatically replied in chorus, "Oooh Chaka!"

Ms Honey inquired, "Ok, what did you ask him, Sam?"

Sam whispered to Ms. Honey and pointed to the screen.

"Ok, so, she asked him, 'Here is the boy.'" Ms. Honey pointed to the comic strip of the Gingerbread Kid story on the screen. "Do you see the boy up here?" reaching up to the comic strip on the screen depicting the story of the Gingerbread Man.

Students responded, "No" as Alex shook his head.

"So, that means they are… what?" she asked as she bent down alongside Alex gesturing for him to respond with the gesture for 'different'.

Several students shouted out to help, "Different!"

"And he said in Spanish, difer-, difer-" as she studdered, a student spoke out to support her—"Diferente!"

Excessively rolling the r, Ms. Honey acknowledged and validated their home language use through her own attempt, "Diferrrente! What else do you see that is diferrrente?" Speeding up her rate of speech, she enthusiastically urged him on. "Point to it! What else is different?" Alex quietly offered, "Cow?"

Ms. Honey confirmed, "the cow? Point to the cow!"

Alex reached up to the screen to point to the character 'cow' in the Gingerbread man.

Ms. Honey turned to the class, "Alex says, 'The cow is different'. Agree or disagree?"

Across the carpet, the students responded giving thumbs up.

Ms. Honey validated Alex' participation in the class discussion, "Alex, look at your class! Look they agree with you! Ok, you can sit down." Alex beamed, clearly proud of his

contribution. She tapped his shoulder and motioned him to return to his spot on the carpet. Immediately, she carried on. "Who can add on to Alex? What other character was not in the Gingerbread Kid?" (SH, classroom observation 2, week 15, 04:03-06:02)

Within whole group instruction, Ms. Honey made strategic instructional decisions to facilitated Alex's ability to access the general education content and communicate with his peers. comprehensible input through a comic strip version of both stories they had read that he could use in partner discussion. She intentionally paired him with a peer proficient in speaking English and Spanish who could translate the teacher's instructions. Most importantly, she treated him as a valuable resource in the classroom, validating his use of his home language to meet the content objective of the lesson.

In contrast to this well-orchestrated whole group instruction, during the independent practice portion of the lesson Alex' learning objective was less defined. The following is an exchange between himself and another peer. They were assigned to practice asking the question, "What is different?" and answering with words or pointing to the comic strip of the two stories.

"Here's what I want you guys to do." Sam and Alex sat a small desk in the corner of the room with their writing journals out and the comic strip reference sheet for the Gingerbread Man and Gingerbread Kid stories. "I want you to open up to a new page. We are going to take our paper and split it in half. Ok, you guys? We are going to take our paper and write same on one side and different on the other."

Turning to Alex, she said, "Write that on yours too."

Turning back to Sam, she asked, "How do you say that in Spanish?"

"Hmm…Iguales [equals]?" Sam guessed.

"Ok, did you hear what she said?" Axel nodded. "And how they are---?"

"Diferente!" Alex completed her sentence smiling confidently.

"So, I want you to look at your paper together and find at least one reason they are the same and at least one way they are different. Ok? You can talk in Spanish. Ok?" With that Ms. Honey left Sam to teach Alex and returned to her small group of 'bubble' kids on the carpet. This decision complied with the directive given by administrators to focus efforts on the students whose scores were just below grade level with the goal of ensuring they met grade level by the end of the year.

Meanwhile, Sam was the only instructional resource Ms. Honey could use to guide Alex through completing the assignment. Sam and Alex looked at sheet and pointed out, "Cow es diferente!" Alex quickly wrote 'cow' on the 'iguales' side of his journal and announced, "Ya, terminé [I already finished]!" Sam looked at his writing journal and corrected his error, "Nooo, diferente está acá!" tapping her pencil insistently on the other side of his journal. "Huuh? Ahh!" Alex reflected and began to erase but noticed his pencil didn't have an eraser, so he started grabbing for Sam's pencil saying, "Dámeló [give me it]!" She refused and he relented, "Vama lá!" [Honduran slang for 'go ahead do it'] He backed away as she erased 'cow' for him. Their exchange continued on for 15 minutes before Ms. Honey transitioned the class to lunch.

Instead of capitalizing on her success with Alex whole group, during her small group time she passed Alex on to another student to tutor him. As a result, Alex spent the rest of the class using only Spanish with sporadic use of English nouns from the story. In addition, Ms. Honey used impromptu translation from a student, which narrowed the understanding Alex could have of the activity and the new English vocabulary 'same' and 'different'. Sam chose 'igual', but she could have also use 'lo mismo' or 'similar'. The most academically appropriate word

would have been 'similar', because this is actually a true cognate of 'similar' in English with the same definition with only a slightly different pronunciation.

SH vignette 5: Using realia to include emergent bilinguals.

Going into the next unit, Ms. Honey and I problem-solved how to plan for supports of students like Alex, José, and Roxi. She began to get more creative with tools to use to encourage their communication in whole group.

> Um, should I make like a, cause it's hard to see and even like in the picture of the book, it's hard to see like what the paw actually looks like. It just looks like a bunch of water (one the blurry projected image). So I'm like nervous for my friends who don't have exposure to what a paw is, won't really be able to see what it is. So what if I make just like a little picture with like, a Google image or close up of a paw? (SH, pre-conference, week 16, 17:29)

We discussed how to use the realia in multiple ways as a tool for students to demonstrate their 'listening comprehension'.

> SH: Um, can I even bring in a bear?
>
> Coach: Yes! That would be awesome.
>
> SH: Yeah. So we'll come to end up there, but it has like some, yeah, I could bring it, I think that's a great idea. You can have one that he's working with. Right.
>
> Coach: Um, and even if when people are talking about what they learned about what the animal looks like, if he can show Oh, back aspect, that would be listening.
>
> SH: That would be really cool. Okay. So I'll bring one of those things. Of course.
>
> Coach: Yeah. And you can just, yeah. Maybe Sam can say, "Show me. Show me the bear's paws." and Alex shows the paws. That'll show he just processed language. (SH, pre-conference, week 16, 19:09-19:51)

By giving students a concrete example of the difference between paw and claw on a

stuffed-animal, while not exactly realia, it provided a hands-on, concrete object for students to

attach meaning to these vocabulary words that did not have a direct translation in their home language. However, on the day of, she did not follow through in small group to use bear for a listening activity. Instead, Alex was again paired with another student to use the graphic organizer for a 'question and answer' oral practice (Q: What do Bears have? A: Bears have…). Alex struggled with understanding the sequence of steps, purpose of the activity, and with English pronunciation. When I mentioned this to her later, she admitted she hadn't noticed.

SH vignette 6: Planning for individualized instruction

When I observed the class in their research work, Alex was assigned to collect notes from a Myon© book. He jumped from book to book on Myon © the book was audio, but still very high above his ability to comprehend. There was no patterned language. The text mixed information about what tigers eat, where they live, and what they look like. Some texts only had some of this information and required the ability to collect information across texts. Alex was not prepared to complete these tasks independently. As a result, he ended the unit at the end of January, still unable to verbalize what he had learned in English and very sparse ideas in Spanish. The figure below shows the contrast between Alex's end of unit assessment with a student who is also an emergent bilingual, but scored proficient.

"It's hard when he's the only one on his level. I almost wish there were more like him."

(SH, post-conference, post-coaching, 16:47-17:01)
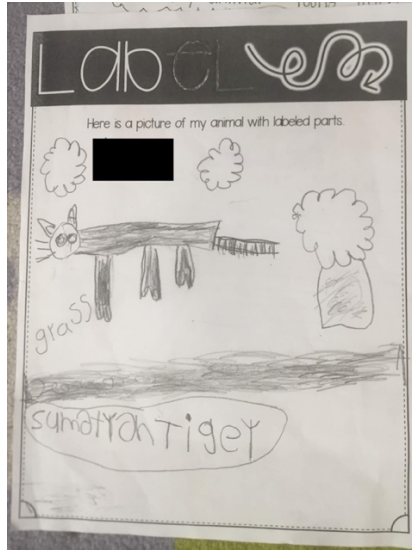
	Alex		Xigrid (LYC student)
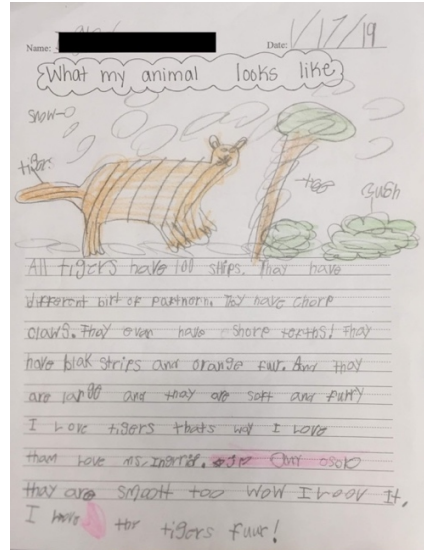
Figure 4.8 Comparison of student work of two emergent bilinguals, a struggling reader (Alex) and a student at grade level.

Demonstrating practice in the absence of knowledge: Analysis of Ms. Honey.

Overall, Ms. Honey a strong competency with instructional practices for whole group instruction. However, these practices were insufficient to address the individualized needs of her diverse group of emergent bilinguals. While she readily admitted that this was 'hard' and something she was 'struggling' with, she resigned that it was 'too much' for her to handle on multiple occasions (see quotes in each vignette). Ultimately, she felt addressing the needs of her emergent bilinguals was beyond the scope of her expertise and furthermore, there were other school personnel who "have degrees in that". This displaced sense of efficacy abdicated her from any personal sense of responsibility to improve her knowledge. Unfortunately, this dysconscious orientation across knowledge strands may have repercussions for Alex's equal opportunity to an education.

With nearly 30 years of experience as a teacher in Puerto Rico and east coast states, Señora Mendez was the most experienced teacher among the cases, although new to Santa Monica Elementary. She transferred there two years before this study after many years at an elementary school in another area of the school district.

Señora Mendez obtained her teaching credential in Puerto Rico and had begun a Master's in Special Education there when she and her family decided to relocate to a north-eastern state in 1986. Her motivation for beginning the degree in Special Education was initiated by her son's early diagnosis with a learning disability in kindergarten. However, the new school district supported her to complete a Master's in Bilingual Education instead. In 2002, her mother became too ill for her to manage supporting her while working, as a result, the entire family joined her sister in Florida.

Personal background.

Senora Mendez clearly defined herself as a Puerto Rican, a devoted member of her family, with unique learning challenges. Throughout our interactions Señora Mendez shared stories of attending Catholic schools in Puerto Rico through becoming a teacher and moving to the continental US. Through every step of the way she was supported by, or supportive of, a family member. However, she related this as a matter-of-fact. As if all people hold the same values and would make the same decisions if found in similar circumstances. This perspective of her beliefs and values communicated a perspective of 'ordinariness' as defined by King (1991) and portrayed elements of dysconsciousness of the true diversity within and across cultural and ethnic groups.

Knowledge of Self.

Growing up in Puerto Rico as the daughter of a Catholic school teacher, Señora Mendez relocated to the northeast in 1986. Her background was as intersectional as those of the students she served, as a Puerto Rican living in the continental United States, identifying as having a 'processing deficit', and being bilingual in Spanish and English. Still, across these diverse experiences, she maintained a *dysconscious* orientation across all knowledge and practice strands. The following excerpts highlight her persistent misconceptions as well as misattribution of responsibility on individuals rather than understanding of the sociopolitical dynamics surrounding culture, learning/schooling, and emergent bilinguals.

Apparent in Mendez's discussion of her personal background is a strong presence of decision-making weighing both economic and family-centered decisions. As a teacher in Puerto Rico, she was only earning $500 per month. Her son had been diagnosed with a learning disability in reading in kindergarten, but in Puerto Rico inclusive special education had not yet been implemented. Since her brother lived in a northeastern state, he encouraged her to move there for economic reasons as well as school supports for her son. She explains,

> You know, there's a moment in your life that you want the best for your family…. Sometimes that's what we do. You leave your country looking for better life, a better job, opportunity and quality of life. So, we moved to [northeastern state] and I, they offered me $22,000 a year. Couldn't believe it! So, we decided to move. (GM, pre-interview, week 4, 00:01:23)

The move meant that not only the family unit of herself, her husband and son, but also her parents. Eventually, her mother became 'bed-ridden' and Señora Mendez felt it was impossible to give her mother the care she needed while working full-time. Once again, when

life circumstances overwhelmed her immediate family, the extended family offered support. Her sister encouraged them to relocate to Florida, "because, in Puerto Rico, you take care of your own. It's a very strong family unit" (GM, pre-interview, week 4, 00:06:00-00:6:09).

> In 2002…My mother was sick, and she said that I need her to help because there, in Puerto Rico, you take care of your own. It's a very strong family unit…And my son decided to come too, I was not going to leave him behind. So, we came in 2002. And I think it was the best decision. (GM, pre- interview, week 4, 00:06:00)

Mendez referred to this move as 'the best decision' for several reasons; 1) better weather, 2) a big Hispanic community, 3) job opportunities, and 4) being close to family. Through these stories, Mendez's family values and strong ties to the Puerto Rican culture were consistent and strongly emphasized.

> Coach: Was it a big culture change from [the northeast]?
>
> GM: Oh, 100% because [southeast] is the weather. Yes. There's a big Hispanic community plus, but they have the good opportunities. So, you'll find both worlds. We love it here. We love it here. (Gm, pre-coaching interview, week 4, 00:06:09-00:06:13)

Despite my inquiry into culture, her response emphasized surface-level characteristics.

Another unique characteristic of Señora Mendez's background was her personal identification with having a "processing deficit". She remained consistent with her emphasis on the key role of family-centered supports in providing her access to educational opportunities. She fondly described her mother as her personal advocate, tutor, and emotional support.

> GM: I think that I have processing deficit. If they had tested me, I think, I would have some kind of learning disability, because when I went to high school, they told my mother that I was not college material.
>
> Coach: Really?

GM: It takes, takes me longer to process. It takes me longer to learn. My brothers were excellent. I had two brothers and one more sister. And they had- they were in advanced classes. They went to the University of Puerto Rico. I couldn't go there. I didn't do good on tests. I was not a good test taker. (Mendez, pre-interview, 00:09:24 – 00:10:00)

Her personal understanding of her learning differences was that learning 'takes me longer'. She described this as impacting her test-taking skills and preventing her from attending the public university with her brothers and sister.

…But my mother never make me feel different, she never. She understood that not every child is the same and she was an expert in teaching students with learning [difficulties] because she was patient.

Coach: Oh, Did she have a special training or did she just-?

GM: No, no she has a lot of experience. (GM, pre-interview, 00:10:08-00:10:26)

Furthermore, her son was identified with a learning disability in Puerto Rico. She experienced first-hand the scrutiny school personnel can subject parents to when a child struggles in school. She recalls,

"He went to kindergarten and he couldn't write. So they called me into the office and they told me that he was lazy, spoiled, and I was not helping him at home. So "what are you doing? You're a teacher!"" (pre-interview, 00:11:31).

While these comments represent stereotypes of students with disabilities, she does not refer to these comments as insults, but rather a wake-up call. In response, she immediately took responsibility, admitting that she suspected "he has processing deficits like me" (GM, pre-interview, 00:12:33-00:12:52).

Knowledge of the Other.

The contradictions between her beliefs, values, and attitudes of others were most stark in our discussion of bilingualism, dis/ability, and culture. In terms of bilingualism, Señora Mendez held positive beliefs about the value of two languages, but understood how the bilingual brain functions as monoglossic,

> I believe I have two brains. And that's what I thought because the first thing they told me when I moved to Massachusetts is that I should not speak Spanish at home. Well I said, you know, this is where he come from. And I said to him, you know, [my son], you have two brains when you have two languages and I believe that you don't have to lose one, to gain one. That's what they need to understand. They think that they really have to erase everything in order to become bilingual. (GM, pre-interview, 16:36-17:49)

On the one hand, her perspective was that students should maintain their home language and culture,

> My goal this year from like culture say want them to feel proud of where they come from. (GM, pre-interview, 20:36)

On the other hand, Señora Mendez spoke of her students in othering terms. She often objectified her students and their parents using deficit language describing them as poor, uneducated, and lacking in motivation.

> So, there are so many pieces. That it is hard.
>
> …And some of our students the only meal they eat is here.
>
> …That they have a dialect. So, it's double. That's very hard.
>
> …You know, we do consistency in school and then we do the same and we make sure.
>
> And there are still students who struggle.... (GM, pre-interview, 21:32-37:38)

Although Señora Mendez shared the same ethnic and linguistic identity as the majority of her Latinx students, this distancing between her and her students may be related to their contrasting economic and cultural backgrounds.

Knowledge of Sociopolitical Dimensions.

Through this personal experience she became familiar with the lack of supports for students with disabilities at that time. The sociopolitical dynamics of Puerto Rico and the continental United States meant that the implementation of special education law (Pub. Law 94 142, Education for All Handicapped Children of 1975) had yet to be fully realized. As a result, she says, "in Puerto Rico that time they send them to institutes". Luckily, there was another family at the Catholic school with a son with cerebral palsy. This family had the power and influence to 'demand' they include his son and provide a special education teacher. "And that's how my son started with her and getting all the help and night and day. Night and day."

She acknowledged that relationships with students and families required knowing their culture, building trust, and awareness of the sociopolitical climate influencing parents' willingness to access services or enter the school. However, when asked to describe the specific steps she has taken to engage parents and the community her response is to describe the services offered by the school. When she did invite families into her classroom and so few came, she explains that families are 'intimidated', 'have to work', and lack motivation because 'they don't want to improve'.

Yeah, so but maybe it's we're, it has to be socioeconomic. They don't want to improve, it's like a cycle. They have to get better.

. . . because they don't want to learn the language. you know they stay in their own group. Some parents try to, some of them are--- let me tell you, the Hispanic kids, they always

well dressed up, but I'm seeing that these parents, because they weren't, they need to work. Some of them have 2 or three jobs and these children are being raised by babysitters, older brothers. So, they don't have the time to be with their children. Yeah, that's sad. (GM, pre-interview, 24:35)

Overwhelming barriers left Señora Mendez felt helpless to effect change.

Coach: Are politics influencing school?

GM: Yeah. Night and day, night and day. Because if they're sick, they're afraid to take them to the doctor. You find kids come to school sick when they shouldn't. And they're afraid to come. And the first thing you have to say that, no questions are asked. And these stories they tell you about what they go through, so many facing death, Aye!

They also have to deal with [como yo digo?] Prejudice with our own teachers? So it's difficult, not all [teachers], not all, but it's that it's just such a different culture. (GM, pre-interview, 29:58-32:54)

Señora Mendez believed if her heart is in the right place, she was doing what she could for her students and their families. Throughout the interview she raised issues of barriers to students' learning in terms of language level, reading skills, lack of motivation by families to learn English or maintain Spanish of their children, assumptions of cultural values, and economic struggles.

One of the things that I believe is that, I don't want to look good, I want to be good. And sometimes I'm not good in the looking good area. And that's what I think of all of this. Sometimes I get in trouble. So because I want to be good, I want, I want to know them. I want to really know, Eh, how can a student come and learn if they don't have food or

they're homeless or there's alcoholism or drugs or abuse or, you know, there are other needs that you need to think. How can I? (GM, pre-interview, 32:02)

Across her personal story, her son's story, and her approach to students with learning disabilities in her classroom. Señora Mendez reiterates her beliefs that students with disabilities and students learning English as a second language. If students encounter the intersectionality of both, they need even more time and she believed that retention is one of those tools for providing more time.

Practice of teaching summary.

For Señora Mendez, I intentionally conducted more coaching cycles than the other cases in an attempt to build rapport and support her growth. In addition to these formal coaching cycles, I also provided demo lessons and planned for co-teaching. Across observations 1 thru 3 represent a period of resistance to change. In general, she defended her 'teaching style' as what worked 'for her'. She expressed frustration with the alternative 'routines' I demonstrated, indicating that they 'confused' the students. In debriefing observation 3, we talked through these challenges. In addition, observation 4 would be her formal observation by the vice principal. Subsequently, in the two weeks leading up to observation 4, her orientation changed, and she became more open to suggestions and attempting my recommendations for lesson preparation.
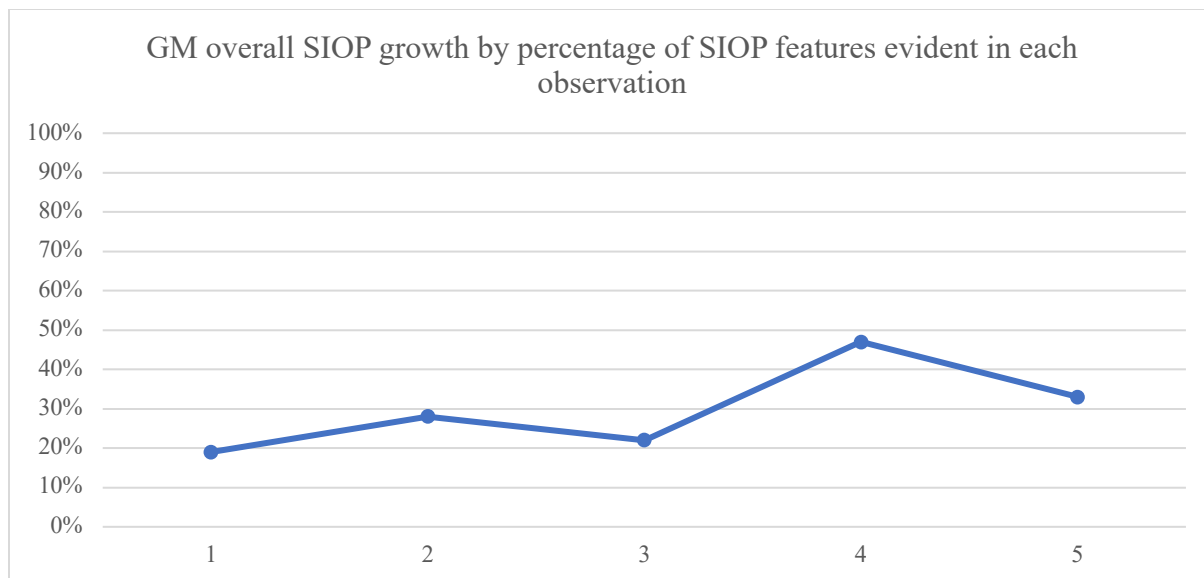
Figure 4.9 GM overall SIOP growth by percentage of SIOP features evident in each observation.

Observation 5 occurred in the last week of the coaching period. This followed a week of absences due to family illness and cancelation of another observation because she had not planned. For observation 5, she had not planned more than the content objectives and the assessment. I provided a reading strategy for gathering evidence from the text, color-coding, and a lesson structure for modeling, guided practice, and independent practice. This lesson was co-taught, however coded based on the lesson delivery components she provided. The graph of SIOP features reveals the specific components that were not maintained from observation 4 to 5. While her absences contributed to the lack of thorough lesson preparation, she also explicitly expressed this was not her priority, "There are more important things in life," she confided in me during our pre-conference discussion (GM, pre-conference, week 15, field notes).
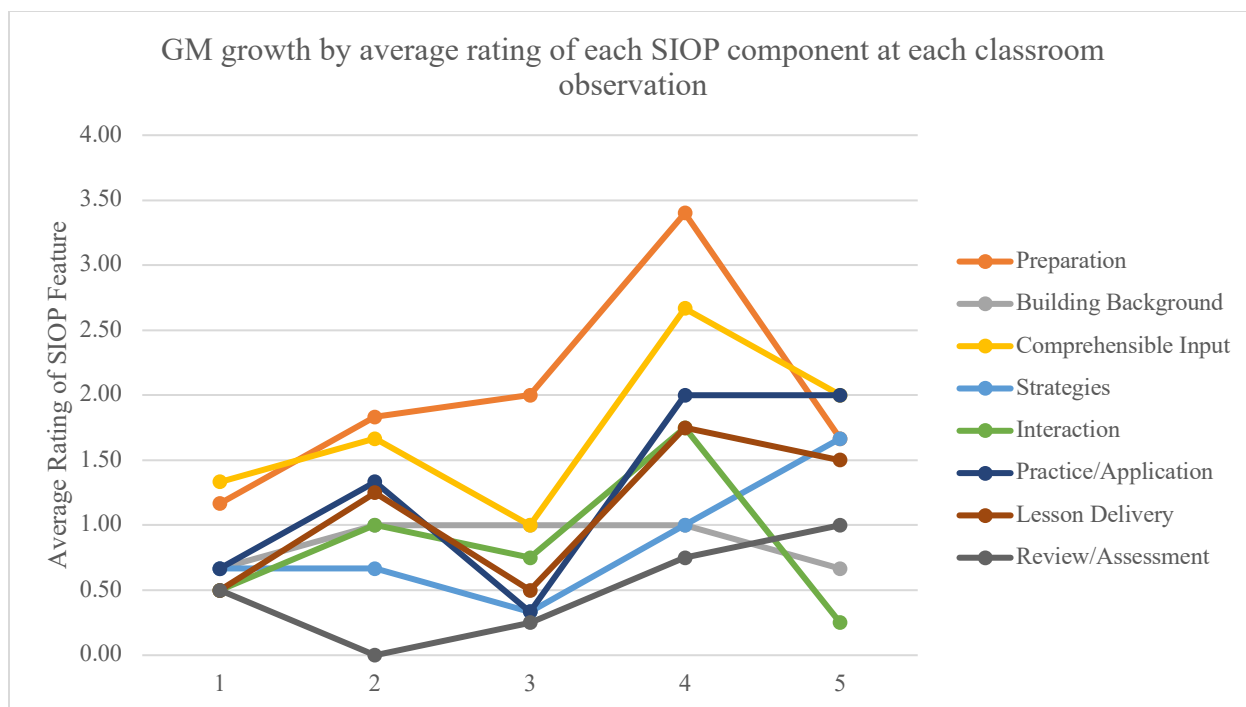
Figure 4.10 GM growth by average rating of each SIOP component at each classroom observation

Observation 5 revealed when the strategy and practice/application SIOP features were prepared for her, Señora Mendez was willing to incorporate them into her lesson delivery. Still, the questioning techniques, lesson structure, and interaction was heavily teacher-led and did not encourage oral language development for her students. Furthermore, she intentionally segregated the lowest performing six emergent bilingual students to one table and assigned me to supporting them. In the vignettes that follow, I juxtapose her expressed knowledge of emergent bilinguals with the absence of practices and her denial of a need to change.

Dysconscious teaching identity: The *disconnect* between knowledge and practice strands

I was met with strong resistance to change throughout the coaching cycles with Señora Mendez. My intention was to encourage her to incorporate her in-depth knowledge and rich personal experiences with language, culture, and learning into her instructional practices. However, in each coaching session I was met with outright refusal "I'm not going to change" (GM, coaching conversation, week 10), to defensive denial, "But usually even if you are not

being observed, in our weekly meetings we *do* plan. Okay?" (GM, post conference, week 15, 6:00).

GM vignette 1. Confusion

The vignette that follows occurred during a lesson on the life cycle of the butterfly. The language arts objective was for students to be able to make connections between two portions of the text.

Señora Mendez entered the room a tall, strong presence. As she hobbled between the desks, she delivered instructions to students in a tone of flat affect.

"Sit down!"

"Use the bathroom, quickly!"

"Put away your notebooks."

After nine minutes of corralling the students to their seats, she finally announced,

"Now, 1, 2?"

Students shuffled quietly to their desks as they replied, "Eyes on you!"

Sitting down at the Promethean Smart Board ©, Señora Mendez pulled up a diagram of the life cycle of the butterfly from the text. Without building background or including students in setting the learning objectives, she dove into the lesson.

> *...Because sometimes we, and that happens to Señora Mendez, we forget. So we go back to the text. We go back to the text—to see—what -did-we-learn. And that's ok-if you need to go back to the text. Okay? (GM, classroom observation 1, 9:00)*

Returning to the text, Señora Mendez began reading,

> *A butterfly egg is small--.*

> *Okay?*

So that's one of the things that we learned that 'A butterfly egg is small'.

So, let me use my marker. So sometimes, later, if Señora Mendez give you a paper, you can go back to the text and look for evidence. If you say, 'Aye, Señora Mendez, we learn about egg.' But then you show me where did you learn about eggs.

'It will hatch soon.' So, we know it will hatch. And what is going to come out of that caterpillar? Eh, egg? A ca-ter-pil-lar.

Some students responded and repeated the syllables in caterpillar with her.

Look at all the things we learned from that! That the butterfly egg is small, that it will hatch soon, and that a caterpillar will come. Okay?! Let's go to the next page. (GM, classroom observation 1, 09:00-10:53)

As a coach, there were many areas for improvement that emerged in this forty-five minute lesson from classroom management and student engagement to lesson structure and strategy modeling. However, I chose two features as the focus of my feedback, the intentional use of Spanish for fostering understanding and interaction. I decided to ask Señora Mendez to review the video before I provided feedback, however, she insisted,

GM: Give me one thought.

Coach: One thought?

GM: Umm hm,

Coach: One thought, well, the two things to think about when you watch the video, is like how you use Spanish. And, and thinking about what, what you want them to learn when you Spanish. What, what are the ways you are using Spanish in the lesson and, and what are ways you might think about using Spanish in the future and

then, and, and how often the kids have--, are able to interact. I know we talked about interaction. So those are-

GM: Interaction within themselves?

Coach: Umm hmm... With each other and also with what you're presenting, you know, did they have, um, what you're modeling, how long, you know, my, when do they get to—

GM: Wait time?

Coach: Not wait time, but how long does it until they get to try what you're modeling.

GM: Okay.

Coach: So how, when do they get to the guided part? When do they try find key details, making connections, identifying the topic.

GM: Well, not in the first day that you introduce the standard. Because It's a process. It's a wait process.

Coach: Yes. I, I'm referring to just the little bits of information. So, if you share some information, do they get to talk about it or try it with that information that you share? Is that what you mean by give you something to look for.

GM: Like, eh, Didn't you think they didn't have any time to tell me or talk within themselves? Eh, about what we were talking about? When they were able to share in the table. And when I use my Spanish is that sometimes I really need to make sure that they understand because they said, and I don't know if they're not participating because of the language? Or they're not participating because they don't know what's happening. So I make sure when I use my Spanish.

Coach: Okay. Well, so that's an interesting question.

GM: So you don't think I should use my Spanish? (GM, post-conference, week 4, 01:48-04:18)

From our initial coaching conversation, I experienced a defensive response to any feedback I provided to Señora Mendez. In this exchange, she asked for 'one thought', I gave her two topics to consider when she reviewed the video of her observation. First, I suggested that she think about *how* she used Spanish to support *understanding* of the key concepts. Secondly, I asked her to pay attention to *how often* students get to *interact* with 'little bits of information'. In response to both of these recommendations for reflection, Señora Mendez immediately responded with a defensive stance giving her reasons for using Spanish and explaining this lesson was not meant to have interaction.

GM vignette 2: Fear of implementation.

In this section of preparing for interaction, vocabulary, and selecting the content and language objectives, Señora Mendez jumps around, constantly changing the focus of her upcoming lesson.

In Jack and the Wolf the objective was character traits and lesson learned. She envisioned doing the same lesson over with the new book, while I was attempting to expand her repertoire of routines. I walked her through a process for learning vocab and her understanding was the goal was to write one sentence.

As a coach I made the mistake of assuming she was following me. However, in re-reading I see how I was talking over her zone of proximal development (Krashen & Terrell. I did not model for her what I showed the kids. Although I kept trying to break down the information be using visual, modeling, showing student work, or prompting her while she was teaching.

None of this helped her envision my vision. In her mind she had to meet the standards and have the students do that with 1 sentence or more every two weeks.

Meanwhile, I had a long-term vision of building routines in the classroom that would help students build the repertoire to meet those goals over the long term. Our visions were competing. Her trust in me was low. Her expectations for the students was low. The pressure and stakes for her job were high.

> Coach: Um, retelling, um, and retailed us as a whole class. Then they can go to their desks like and do you the retell at their desks? I could type this up for you. So they can, um,
>
> GM: We gonna do one card, one card at a time, I want them to be able to do one card at a time. Look at a card and tell what happened.
>
> Coach: Yeah. So when we did, so one way to encourage their interaction is to give different people in the class the card. So when I modeled this for the small group, I said, Mia, without these, these would be better. Maybe as you can give these specifically to kids so they can fill-- find what's missing. (GM, post-conference, week 8, 00:26)

In retrospect, I wish that I had played the role of the helper for the struggling students. She was focused on a negative vision of what they could do. Instead, I could have focused on demonstrating success with them until she saw and was interested in expanding it to the other students. In this sense, my coaching role/researcher, limited me from using all the options at disposal to me. In the past, I would act as a change agent, by demonstrating that change was possible and successful. This would build rapport and trust and interest. In this case, I attempted

to use instructional strategies to a teacher that wasn't interested in these strategies, only outcomes.

> We gonna do some of the character traits also. We talk about Mia. And the events too. You have it right here, so we just have to-- And then we can add in the, uh, story like we did with Jack and the Wolf. So, I have to look at this story to see what part- what pictures from the book I want to, so we have more, more of the, we can. (GM, post-conference, week 8, 03:39)

I explained how I structured vocabulary instruction within a small group. Here response was:

> GM: Okay. Yeah, I wanted them to start writing a sentence.
>
> Coach: With the meaning of the word
>
> GM: Meaning or the meaning in this story
>
> Coach: Mm hmm. Right
>
> GM: I want them to connect those words to the story. (GM, post-conference, week 8, 07:17)

My intention behind demonstrating this strategy with students she identified as low-performers was to demonstrate multiple modalities of response, show evidence of students being successful, and acquire vocabulary in a meaningful way. What she heard was that instruction was 'easier' in small group and that is why the students were successful.

> GM: but did you feel that in a smaller group it was easier?
>
> Coach: Uh Huh. Yeah. Yeah. They need to reinforce—
>
> GM: I think that even that group was a little too big. So because you still had a lot of levels of there even there. You had? Did you have [struggling reader boy, A], No [A] went to the computer. So you have [struggling reader boy, R] and [struggling reader boy, B}. That I'm still working on how to make a sentence, how does that go. How to make a

sentence. And yeah, I think we, we'll get there. That's my hope. We'll get there. So I see progress, I see progress. (GM, post-conference, week 14, 08:47)

GM Vignette 3. Mis-Understanding Intersectionality.

Following an informal co-teaching session in week 10, we discussed the students she had identified as struggling with reading beyond just learning English as a second language.

GM: And you had Richard and Jesus. He, he can barely write. He's writing is completely ineligible. I cannot.

Coach: [going to the students' desks to take out their writing journals] Oh yes. I see what you mean. This is him copying. Yeah. Yeah. He has a hard time,

GM: When he goes on his own, you barely understand anything he is writing. He didn't. When I told them [teachers from last year] that sometimes they talk a little, they were so surprised because they didn't open their mouth all year. They thought that they were mute. Truly, the teachers thought that they were mute. One is [teacher name]. And the other one I, they didn't speak at all. They didn't speak out. And you can tell them and they can look at you.

Coach: Yes. But I see it when I asked them today [during whole group], do you think even if they're going to tell me a word in Spanish. I want you to think of a word about how she felt.

GM: Because, but they talk to each other. But they do not participate at all.

Coach: Yes, I know noticed.

GM: Yes, they're getting better. But they don't. They don't [male student, female student]. It is not that. It's that the foundation is not there. It is very difficult to

continue to build upon something that- We need to start building first. (GM, post-

conference, week 11)

With the interpretation that these students have always struggled, that they don't try, and

that the 'foundation is not there', she sentenced the struggling learners to a fate of perpetual

failure to meet grade level. Throughout our coaching conversations, Señora Mendez expressed

persistent deficit perspectives in regards to struggling students. She continually attributed their

struggles to a problem within the student such as, i.e. lack of motivation, or otherwise outside her

control, such as a lack of foundation from the previous year. Holding these barriers as

formidable, she did not seek a solution or ask for ideas, she was simply resigned that they would

continue to struggle no matter what she did as a teacher.

GM vignette 4: Coach supported implementation.

This lesson was set within a broader unit referred to as 'Explorations'. As the final

product from this unit, students were expected to produce an animal report. This lesson follows

three pre-lessons where other first grade teachers had led students through gathering information

from a text on bears to produce a class report on bears. However, due to her absences, her class

had only completed the graphic organizer, not the full report. Nevertheless, Señora Mendez

moved on, keeping pace with the rest of the grade level. The focus of this lesson was on the

Practice and Application of a strategy for gathering evidence on "what the animal looks like". As

the coach, I provided her with a strategy to implement. I anticipated that students would need

guidance to define what characteristics of an animal would fit under "what the animal looks

like". Therefore, I drew the anchor chart with three sections of color, size, and body parts. Each

section was color-coded to match a stickie note. Each table group was provided with a stack of

these stickie notes and given a text on either penguins or alligators. During the practice and

application portion of the lesson, Señora Mendez and I circulated the room checking in with the groups. The following excerpt comes from one group of four that only Señora Mendez monitored.

Genesis raised her hand and made eye-contact with Señora Mendez. "What?" Señora Mendez said curtly. Genesis giddily pointed at some information she found interesting within the penguin text. Señora Mendez nodded.

"But you're looking for the color," she corrected Genesis. She took Genesis' blue stickie note from her and pointed at the picture of the penguin. "And you have to write it!" She raised her voice while giving the order. "Get your pencil. You have to write it." She restated the direction before walking away to another group.

The students continued looking at the text and discussed amongst themselves. "It's color. It's here," said Genesis. "It's black," Fernando agreed. "Black?" Mercedes asks, a student who only recently arrived from Central America. "Black," confirmed Fernando as he pointed toward the color chart on the wall near their table,

"Fernando and Jorge, you don't need to copy her. Okay?" Señora Mendez interjected as she passed by their group again. "It says it right here. Okay, go ahead Jorge. What color? What color? Black and--?" She walked away to a different group. Without missing a beat, the students continued, "Look. See, black. B-L-A-C-K," he spelled as his group members wrote on their stickie notes. Señora Mendez returned, "It's right here," pointing at the chart they were already copying from.

After a brief check with another group, she returned to check their progress, reading only from Genesis' stickie notes she noted, "Yeah, black and white." With just a single affirmation, "Okay," she confirmed they had noted the penguin's color and could move on.

"Now you have to find the body parts. What body parts do penguins have?" without waiting for a response from the students she urged them on, "What body part do you see the penguins have? Turn the pages. What body parts? Turn the pages! Go ahead! What body parts do they have?"

Fernando gasped with excitement at the picture of a baby penguin on the next page, "Grey?" he asked. Señora Mendez raised her hand, firmly shaking her finger with each word, "Grey-is-a-color." Then bending down to the book, she explained, "We are talking about what body parts they have. They have eyes, what else?" She walked to Mercedes' book. Pointing at the page, she bluntly stated, "Body part, red bills." Students began writing and Señora Mendez walked to a different table group.

In this vignette, Señora Mendez's demeanor with her students consisted of a flat affect with stern correction, expression of disappointment, but not a single positive affirmation. Furthermore, it was clear there was no support for language. Señora Mendez consistently relied on command statements or testing questions when interacting with her students. She rarely waited for a student response to her questions, nor did she give students a model for how to respond. The result of this lack of support for oral language was evident in students' peer interactions. The emphasis on getting the 'right' answer, completing the assignment, and following instructions did not provide students with an opportunity to experiment with language to discuss new ideas and information found in the text. Students' demonstrated engagement in the lesson through compliance with instruction. Even so, Señora Mendez rarely acknowledged when a student complied with her directives, only when they did not. From cuing into student conversations where only one to two-word phrases were used, it was clear that this atmosphere

of compliance came at the cost of students' oral language development, and therefore, their performance on written assessments as well.

Asserting knowledge without implementing practice: Analysis of Señora Mendez.

Señora Mendez demonstrated a *dis*-integration of knowledge and practices. Without the *willingness to act*, coaching had a minimal impact and ultimately there was not the leverage surrounding the coaching to enforce the need to act. Although, Señora Mendez asserted that her students were making progress, it is difficult to measure whether students were actually making adequate progress because the assessments used were teacher-created. However, at grade level meetings, in comparison to her colleagues, Señora Mendez consistently reported a higher percentage of students performing below proficient on the weekly common reading assessment.

Señora Mendez often made contradictory statements regarding her beliefs, values and practices. Through the coaching cycles, it became evident that Señora Mendez was *dysconscious* of the contradictions between her expressed beliefs and practices. Through coming to know her, I understood this 'uncritical habit of mind' to be a function of 'learned helplessness' as a result of Señora Mendez's lifelong struggle with a self-ascribed 'processing deficit'.

The Case of Ms. Jerae Good (JG)

Ms. Good is an African American woman in her late 20s. She graduated from the local public university with a teaching credential in Elementary Education. As part of the program she also completed the requirements for the state ESOL and Reading endorsement. She was immediately hired by one of the five most under-performing schools in the district, Bedford Elementary, which serves a 95% African American student population. After completing her

first-year teaching kindergarten there, she was exhausted by the extremely challenging conditions. Ms. Good nearly decided teaching was not for her.

> I wasn't going to come back to teaching after [Bedford Elementary]. I was just like, 'I need a break for right now to get my mind right.' Because [Bedford] was a very, you know, I had kids fighting *me*. (pauses) Cursing me out! (JG, personal background interview, 20:14)

In order to give herself space to make a decision about next steps, she spent a year substitute teaching. It was during this year off that Ms. Good was scooped up by the Vice Principal at Santa Monica Elementary and encouraged to apply for a position there.

> …When I originally came here, I was a substitute and apparently the class was *really* bad. And I came in and turned the classroom around. The other classroom teacher and [the Vice Principal] noticed and they said, "Hey! You got to join our team!" (JG, personal background interview, 20:00)

This study occurred in her second-year teaching kindergarten at Santa Monica Elementary.

Personal Background

Knowledge of Self.

Ms. Good presented as reserved and often did not share in group situations. Many of her colleagues were surprised to learn her age, because her conservative-dress and reserved-demeanor portray maturity. However, one-on-one she was assertive, inquisitive, and had a wry sense of humor. She had a knack for frankly noting the absurd. The contrast between her demeanor in these separate settings appear to have arisen from the dynamics of growing up in the "Kingdom" as a Jehovah's Witness.

> I would say only whatever beliefs was coming from the Kingdom was what I was exposed. So that kind of shaped me a lot. (JG, personal background interview, 03:44)

Even though Ms. Good grew up in the pre-dominantly Black neighborhoods surrounding Santa Monica Elementary, her identity centered primarily around "the Kingdom". When I asked her to describe her growing up experience, she emphasized how her mother's dedication to the "Kingdom" and desire for "good southern ideals" shaped her childhood.

> I grew up in [local metropolitan area around Santa Monica Elementary]. My mother's a good old country girl. My Dad was from the city, so he was like a city slicker (1:04)….[My dad] didn't really have those same views…I think. My dad left when I was a very young, very young age. (JG, personal background interview, 03:07)
>
> She [my mom] was more of this easy type of woman who wanted to always do the right thing. She grew up in the beliefs of religious beliefs, the Bible, and then in that regard, wanting to be married, children, wanting to have a home. So, all of those ideas that I feel like are just 'good southern ideals' that people want when they, you know, growing up. (JG, personal background interview, 01:04-01:46)

While Ms. Good only indirectly referred to her racial or cultural identity, she was clearly reflective about the role of religion in shaping who she had become. During her high school years, Ms. Good she began to turn away from the Kingdom, when her mother "had less control over what I did" (JG, personal background interview, 06:32). Eventually, her mother, step-father and sister also left the Kingdom. Even so she was adamant that this sheltered upbringing, "still impacts my social life today as an adult" (JG, personal background interview, 05:07). Though Ms. Good was hesitant to address herself as a cultural being, by questioning her religious upbringing and seeking to mature in her understanding of the world, she seemed to be developing an emerging consciousness in the strand of *Knowledge of Self*.

Knowledge of the other.

Ms. Good was very clear about her need for professional development in the area of *Knowledge of the Other*. With this awareness, she often relied on her Spanish and Creole-speaking colleagues to gain more understanding of emergent bilinguals and other cultures. For example, Ms. Good often asked Señora Herrera to speak with the students who did not have enough English skills to communicate when they were sick or had other needs. On multiple occasions Ms. Good expressed gratitude for Señora Herrera and her Spanish-speaking ability, "Thank god for Herrera, And that they, they hired her" (JG, personal background interview, 43:12). Even still, Ms. Good focused on the linguistic skills Señora Herrera and other bilingual colleagues brought to the school community, but did not speak to the cultural funds of knowledge,

> And I think that that diversity is so important because while I was at [Bedford], um, the staff was diverse. There are a lot more African American teachers there, but at the same time, the demographics are the same as the teachers. But they didn't shy away from hiring a teacher who was Muslim or Caucasian and one of the teachers knew Creole. …[another teacher] had a student who she was having issues with, but because that other teacher knew Creole that teacher was able to communicate with the parents. (JG, personal background interview, 43:12-43:48)

Still, she was wary of any discussion that went "too deep" (JG, post-conference, week 16). As a result, she could not see the macro- and meso-systems impacting her life, as well as, her students'. In essence, these power structures were invisible to her. Through coaching, a light began to reveal other another 'part' of her,

But then after coming here, that part of myself that I didn't even use as a teacher, I realized I needed to use that to really reach the students in my classroom. (JG, personal background interview, 05:59)

She attributed her lack of knowledge of other cultures to growing up in the Kingdom. In addition to being taught by her mother 'to always do the right thing', growing up in the Kingdom required her to compartmentalize her life. While her mother valued that her daughters "got an education" (04:30), it was considered a necessary evil in the sense that school exposed children to beliefs incongruent with their religion. She described going to school as the place where she "got some exposure" (09:44) to ideas outside "whatever beliefs was coming from the Kingdom" (03:44).

So even though there was this opportunity to be open about things, I always had to remember the Kingdom… So I feel like my, my environment at school was,
"Hey! That is a great way to look at it." Or, "I didn't know that that was going on."
But at the same time [I thought], "This is not something I can take home to my mom, my sister." (JG, personal background interview, 9:44)

Overall, she had limited exposure to outside cultures, beliefs, or values. In her words, she lived in "the bubble", referring to the Kingdom Hall.

Despite Ms. Good's deep reflections about the role of religion in shaping her exposure to the outside perspectives, she was just beginning to articulate of how this religious structure shaped her cultural ways of being and perspective on what is considered 'normal'. For example, while pondering an interaction with a parent, who appeared to provide little structure at home, she reflected on how she perceived this permissive parenting style,

How do I deal with parents who just say I don't have rules at home? and [say], "I could

care less what [my daughter] does." That [the daughter] would have that ability to tear up

paper in front of Mom, and there's nothing [done]? I don't see how she [the daughter]

gets away with that. But that, *that* was alarming to me. (JG, post-conference, week 15)

She immediately identified that this may be her own bias and directly connected this bias to the

beliefs and values from her background.

But I can see how my viewpoint and how I grew up may not be the case for everyone.

And that, that might be a bias of myself. (JG, post-conference, week 15)

By recognizing her beliefs as a perception, rather than a commonly held norm, Ms. Good

exemplified her *willingness* to learn, develop and change her practices. Even though she had

grown up with limited exposure to other cultures and ways of being, she was "exploring" (JG,

personal background interview, 47:38) and displayed an *emerging consciousness* of the unique

differences between *the Self* and *the Other*.

Knowledge of sociopolitical dimensions

As with the other *Knowledge* strands, Ms. Good perceptions of the sociopolitical

dimensions surrounding race, language use, and disability in society were characterized by new

found ponderings. Her initial responses on these subjects did not directly address the

sociopolitical dynamics of race, culture, or language on her own experience as an African-

American woman, or that of her Latinx students. It seemed that no matter how I probed about

these topics, she returned to the confinement of the Kingdom.

Coach: Was there a cultural difference because you're in the kingdom from being

exposed to other black culture things?

JG: I think in the Kingdom Hall it was more of not particularly your race but what your beliefs were and that you served God. So, you could be Caucasian, Asian, as long as you followed the teaching of the Kingdom Hall, then you know, it was fine.

Coach: But I mean, did it impact like cultural things you're exposed to? Like TV shows you watch, your music that you listen to, or friends that you can have and what they were doing, you know, if it was under the church guidelines or not? Like those kinds of, like, the social impact?

JG: I think the social impact. Uh, hopefully I'm answering the question…Overall, I feel like it put this bubble around me. And so I got some exposure from when I went to school, but most of the time it was me, the bubble, and the hall. (JG, personal background interview, 13:16 - 15:22)

As she stated, her exposure to culture outside of the Kingdom was generally limited. Key elements of her formative years provided her with some insights into the complexity of sociopolitical dynamics. In particular, she had the unique experiences through her mother's re-marriage to a musician from Ghana who regularly performed at a Nigerian church. Through attending this church with her parents, she was exposed to cultural, linguistic, and sociopolitical dynamics of immigration. She recalled singing the church songs in the Nigerian languages. In addition, she studied Spanish in high school. However, rather than watch Novellas to improve her Spanish skills, she would watch Japanese Anime with subtitles to learn Japanese.

Her family moved often and when asked about where she attended school, she listed at least five public elementary schools. She even recalled attending Santa Monica Elementary school in first and second grade. Her nonchalance about 'moving often' communicated how the

volatile nature of affordable housing has been normalized for her as a woman of color living in marginalized neighborhoods surrounding this metropolitan area. While Ms. Good was not apathetic, her lack of questioning and identification of systemic issues revealed her *dysconciousness* towards sociopolitical dimensions of language and race in her community.

As I observed her in collaborative settings, I was struck by Ms. Good's silence in group settings and that her personal religious, cultural and racial background were never brought into discussions at grade level meeting. Even as issues of civil rights and Black leaders were discussed during Black History month, the issues such as immigration, fair housing, and disproportionate arrests of Black youth facing the school community seemed to remain invisible to her as well as her White colleagues (kindergarten grade level planning, week 16, field notes). Across the twenty-six grade level meetings I observed, her colleagues did not inquire her perspective or input even once, nor did she offer.

Her funds of knowledge remained invisible in the school, also hidden from her sight were incidences of stereotypes from colleagues. On several occasions, I witnessed other school personnel make presumptuous statements about Ms. Good's personality, teaching ability, and professional behavior, when she was not in the room. I found myself challenging such comments from her colleagues, school administrators, and other instructional coaches.

For instance, following a professional development day, one of her colleagues commented to the entire grade level team that she was paired with Ms. Good, "And she's really funny, I had no idea." (Field notes, kindergarten grade level meeting, week 16). On another occasion, I approached a school administrator to confirm the coaching schedule and was given the suggestion to look out for Ms. Good's instructional practices, because though she had demonstrated strong classroom management, "the substance wasn't always there" (kindergarten

grade level meeting, week 4, field notes). During the coaching cycle, Ms. Good was absent on the day she was assigned to be observed for grade level 'learning walks'. An instructional coach posited,

> "Do you think she waited so late to tell me this time conflict hoping she'd get out of it? I mean this has been on the schedule for weeks. Why did she wait until now to tell me the conflict?" she commented with a smirk.
>
> I replied, "I don't think she's trying to 'get out of it'. I think she's quite overwhelmed. She tells me she stays until 6 or 7pm planning. I think she honestly got confused. She said something about the schedule changing."
>
> The instructional coach paused and considered this, "Hmmm, yeah the schedule changed."

Throughout the field observations, it seemed the school staff had drawn conclusions about Ms. Good without taking the time and consideration to actually get to know her. In this discussion, the instructional coach also gave an example of a time she had coached Ms. Good and there was a miscommunication. After making this connection, the instructional coach began to see Ms. Good in a different light. While my outsider status provided me with access to beliefs and attitudes may have influenced Ms. Good's professional experiences at this school, Ms. Good just felt out of place. She seemed to be oblivious to these microagressions, she expressed an internalized, self-perception as not good enough (kindergarten grade level meeting, field notes, week 8).

After the coaching phase had concluded, she confided in me that she had put in for a transfer to another school. I inquired as to whether the lack of diversity across staff had played a

role in feelings of frustration about working at Santa Monica and influenced her desire to leave. She emphatically dismissed the idea.

> Um, No…[in a quiet tone]. I *do* realize that Santa Monica does need to invest in hiring a more diverse staff just to meet that diversity in the students. But um, that wouldn't be the reason why I'm going. (JG, personal background interview, 44:47)

Without addressing the sociopolitical dynamics of race and culture at Santa Monica Elementary, Ms. Good went on to compare and contrast characteristics of her classroom dynamics at this schooled compared to her previous school. Inquiring further, I described how I had perceived grade level planning for the unit during Black History month as reliant on the "stereotypical" civil rights story and that anything deeper was up to whether the teacher "felt that way". With this specific example, Ms. Good began to see the differences with her previous school, Bedford, where the majority of teachers were African American,

> I guess, I guess in that way. Because at Bedford, when Black history month came, it was all out! Trumpets! Trombones! People dressed up! African clothes! The parade. It was books. They were like on the television, they had trivia *every day* for that whole month! ([47:12](#))

Even still, her perception of what it meant to bring culture into the classroom was focused on surface features of culture (Cummins, 1979), rather than the depths of culture which influence ways of being, knowing, and especially learning.

> Yeah. So, I guess. So, if you look at it that way. But I know that when, when I went to my PD, seems like [Santa Monica Elementary] is trying, you know? Even though it's kind of scratching the surface, I guess. In the PD, we were talking about how we can go

deeper than just that. Celebrating Christmas and Easter and really getting down to, 'Hey! These are holidays all around the world.' ([47:45](#))

Summary of personal background.

As a young woman, new to her profession, and newly relocated outside the neighborhood she grew up in, Ms. Good represented an overall orientation to *emerging consciousness*. In terms of *Knowledge of Self* she was highly reflective about the role of religion in shaping her beliefs and values. While she was critical of the isolation from outside ideas and beliefs, she was 'uncritical' of the impact that religion had on other components of her identity such as race, culture, or language. In the "Invisible Man", the author, Ellison, described his own journey towards recognition of himself as a Black man in a world of color-blindness. He likened this allegory to music, something you can hear, but is invisible to the eye,

> Before that I lived in the darkness into which I was chased, but now I see. I've illuminated the blackness of my invisibility—and vice versa. And so I play the invisible music of my isolation. (Ellison, p. 13)

Such an idea of Blackness was invisible throughout Ms. Good's telling of her story. She seemed *dysconscious* of the "blackness of [her] invisibility" (Ellison, p. 13), as well as, the role her blackness played in her experience in the school environment. From the initial interview, through the coaching and into the post-coaching follow-up interview, Ms. Good did not directly talk about the sociopolitical dimensions of being a Black woman teaching Latinx students and Black students. Even though she was one of the few people of color in this school, she did not see this as a factor in her level of comfort she felt about teaching there. Furthermore, she only distinguished the differences between her Black students and Latinx students on the basis of

174

language, not culture. On the occasions, I attempted to address the invisibility of her students in the school curriculum, and she resisted, saying that was going "too deep".

In this close retelling of Ms. Good's upbringing and early career experiences, it became evident that Ms. Good was not yet *critically conscious* across any of the *Knowledge* strands. Throughout the coaching experience she demonstrated a *willingness to act* through questioning her practices, seeking feedback, and incorporating the new information into her knowledge and practice. Ms. Good oriented herself as a lifelong learner, when asked why she had decided to ask for a transfer she described her reasoning as,

> So, I think the, the key aspect is exploring. I want to see different areas of teaching…I feel like if I just stay, I don't see what else is out there. So, I think that's what I really want, just to see what's out there. (JG, personal background interview, 49:08-49:43)

Even still, from an outsider perspective, I saw her desire to leave the school as part-and-parcel to a school culture of colorblindness and a lack of mentorship. This atmosphere left Ms. Good in perpetual isolation within the school community, where her *willingness to act* had not been fostered through opportunities for professional growth.

Practice of Teaching Summary

Ms. Good's pattern of growth during the coaching cycles appears inconsistent when only considering the SIOP percentages. However, closer examination of our coaching conversations revealed her impressive growth in how she 'thinks about practice'. As Ms. Good attested to, her classroom management skills were her strength. Across all classroom observations, Ms. Good used positive reinforcement through praise and a behavior clip chart to acknowledge students who followed her classroom expectations. She also consistently pre-taught her expectations

before each lesson. Beyond behavior management, features specific to language development were only partially or inconsistently implemented throughout the coaching.

Figure 4.11 JG overall SIOP growth by percentage of features evident at each observation

In observation 1, Ms. Good delivered a lesson on ELA standard for finding the main topic in a text about bubbles. The lesson represented 57.5% of SIOP features. Overall, the lesson included successful classroom management and shared reading practices effective for native English speakers, however, intentional use of language-specific instruction was not included. The lesson lacked SIOP features such as an explicit language objective, support for clarification of key concepts in Spanish, or review of vocabulary. Some of the practices Ms. Good already included in her repertoire were also supportive of emergent bilinguals, such as 'guarded vocabulary', a term in Sheltered English Instruction for selecting wording and sentence structures which match the age and language level of the students. In addition, she was explicit

about the purpose of the graphic organizer used to identify the main topic and key details from the text.

The contrast between observation 2 and 3 scores reflect a pivotal moment in the coaching cycle. Both of these lessons occurred within a three-week unit on animal life cycles designed by the kindergarten grade level team to focus on the ELA standard on making connections. In observation 2, I observed a lesson on the ladybug life cycle where she struggled to make the content relevant to her class. For example, the content objectives were presented but not in student-friendly language, the worksheet had little to do with the content of the lesson, and beyond the turn-and-talk strategy there were no meaningful activities that provided language practice opportunities across all modalities of response. Following the lesson, Ms. Good and I discussed these absent features and I provided her with the "Consciousness Wheel", as she referred to it, to guide her in planning her next lesson on the life cycle of the turtle. As a result, Ms. Good drastically improved her lesson preparation and delivery for observation 3 (see Figure 4.4.2). The details of this growth are elaborated on in the section on her development through coaching.
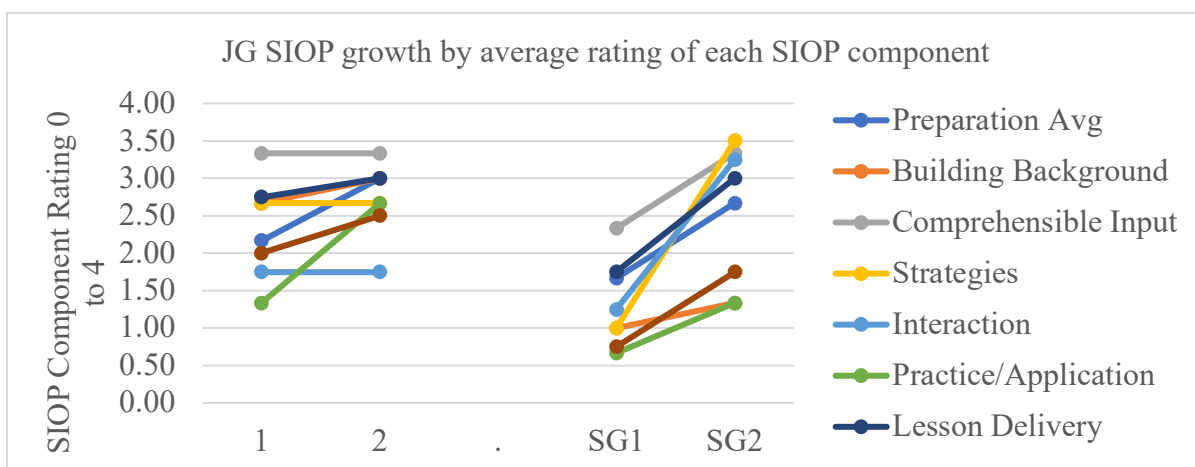
Figure 4.12 JG overall SIOP growth by percentage of features evident at each observation

Following this improvement within whole group instruction, Ms. Good expressed a desire to equally develop her instructional planning and delivery within small group instruction. Observation 3 was the initial observation of a small group lesson and observation demonstrates her growth following modeling, data-based leveled grouping, and coaching conversations on using leveled readers. Again, Ms. Good incorporated multiple SIOP components thoroughly improving the quality of her small group instruction with the lowest performing emergent bilinguals in her class.

Developing 'integration' of knowledge/practice with a 'willingness to act'

From the first conversation I had with Ms. Good, she expressed a desire to grow and be 'good' at teaching. She puzzled over the needs of specific students whose demonstrated discrepant skills in math and reading,

So, something is going on with that transfer over to reading. Yeah, so, I *definitely* want to work together. (JG, pre-interview, week 4, 06:48)

She asked for 'strategies' to work with 'her ELLs'. Overall, she demonstrated a 'willingness to act' through the desire to improve her instructional delivery, "We'll move forward and see what I need to work on" (JG, pre-interview, week 4, 21:18). She felt that the behavioral challenges she experienced at the previous school, Bedford Elementary, had required her to hone her classroom management skills, while the needs of the students at Santa Monica Elementary challenged her to deepen the instructional quality of her teaching practice (JG, personal background interview).

In the vignettes that follow, I will provide evidence for Ms. Good's *emerging consciousness* of the role of sociolinguistic knowledge in her teaching practice. Throughout the coaching cycle she demonstrated a *willingness to act* by taking coaching feedback and

immediately applying it to her instructional planning and delivery. As a result, of this dedication to her own professional development, Ms. Good began to evidence the ability to *integrate* knowledge of sociolinguistic issues into her practice. Furthermore, she reflected on her students' learning in response to her instruction further informing her understanding of theory, demonstrating the application of what Cochran-Smith and Lytle (1999) refer to as knowledge-*of*-practice. Overall, Ms. Good appeared to be on the path toward *critical consciousness* of sociolinguistic issues. In her final written reflection, she willingly admitted,

> I had very little knowledge of how to support my ELL students…[and] students with disabilities. My knowledge has grown [about] ELL learners…[but] my knowledge of learning disabilities still needs development and exposure to more effective instruction practices…(JG, written reflection, post-coaching)

JG Vignette 1: Disintegration of literacy and language.

In the first classroom observation, Ms. Good demonstrated strong classroom management and teacher-student interactions alongside missed opportunities for supporting oral language development.

Walking into Ms. Good's classroom gives one a sense of order, predictability, and tranquility. Students follow routines like clockwork. Ms. Good is always kind and direct. When it is time for students to come to the carpet she always delivers the same script, "If you're a girl, stand up and walk to your spot." After a pause and all students arrive, she repeats, "If you're a boy, stand up and walk to your spot." Then she turns to the white board to review behavioral expectations,

Ok, you should be sitting criss-cross applesauce. Aaron, Yohely, moving that clip up.

Steven, you should be sitting with your hands in your lap. Remember you start on purple

and work your way down.

Without a pause, she dove into the purpose of the lesson,

> *"Ok, what time is it?"*
>
> *All students chanted, "Reading time!"*
>
> *"Now I want to show you the graphic organizer. Say that with me!"*
>
> *Students and JG repeated every syllable in tandem, "Gra-phic-or-ga-nizer."*
>
> *"Now this is going to help me organize my information. Now at the very top, I'm going to*
>
> *put my main topic. Look at this. It reminds you of a house, doesn't it? Does this remind*
>
> *you of a house? Give me a thumbs up if this makes you think of a house!"*

All students raised their thumbs in the air, though several who did not yet speak English looked

around in confusion. The confusion spread across more students' faces as she added more

vocabulary to describe the graphic organizer while also connecting back to a previous days'

math lesson.

> *"That's right, this looks just like a house. At the top you see the what?"*
>
> *Scattered voices, "Roof."*

From the limited responses, it seemed most students did not know the word 'roof', but Ms. Good

was not dissuaded. She went on and began using math vocabulary to draw attention to the

shapes forming the house.

> *"That's right a square. We are using those two shapes to make our graphic organizer.*
>
> *And a great way to remember what this is called is our "Main Topic House". Can you say*
>
> *that with me?"*

Students and Ms. Good chanted, "Main-Topic-House."

The next task was to have students 'teach' their partner the definition of what a main topic is. To define 'main topic' she made another analogy to taking a 'big picture'. Once again, the delivery of instruction encouraged teacher-to-student interaction, but left more than half the students confused which vocabulary was pertinent.

This is our graphic organizer! Now, what you're going to do is, you're going to turn to your partner. And you're going tell your partner, "What was the main topic of our book, "Bubbles, Bubbles Everywhere"? What was the BIIIIIG picture?

Extending her arms out she elongated the word big and then brought her hands together to gesture as if taking a picture.

Can you do that with me?

For the next minute or so, Ms. Good led her students in practicing opening arms wide for big and bringing them in to take a 'picture' over and over. Once she accomplished full participation across the class, she changed to describing a strategy for identifying the main topic.

So we are going to think about what was the 'big picture', what was this mostly about? what was that information that kept doing what?

She began gesturing for repeat, two pointer fingers rotating around each other. Most students looked around at each other for some hint to the answer. Some select students mumbled, "Bubbles." One student called out, "Coming back!"

Ms. Good probed for the specific word they had learned the day before, "What do I call it? That coming back?"

Pausing, she only received blank stares, so she answered, "Repeat."

Students begin gesturing and saying with her, "Repeat. Repeat."

"Can you do that with me? I like how Valeria is looking at someone else do it. If you're not sure, Selvin! Repeat, repeat, repeat. Guess what that means? When you see Ms. Good do that, you're going to say what?"

She continued gesturing with her fingers and students followed.

"We look for information that 'repeats', to help us find the main topic. So, I want you to tell your partner what were some words or pictures that repeated to help you know the main topic was about? Turn to your turn-and-talk partner. In 5-4-3-2-1."

Across the carpet, each student turned to neighbor. In one group of three, one student immediately shared extatically with his two partners. "Bubbles!" he announced while lifting his arms like an enormous, expanding bubble growing within his arms. Just in time, Ms. Good looked down to see Pedro's gestures. As the other partner groups continued their sharing, she immediately acknowledged his group's on-task behavior for the whole class to hear.

"I love how Pedro and Diamond are making eye-contact. Moving that clip up, good job! They have their eyes zeroed in on each other. That's essential number 2."

As Ms. Good bent down to listen to another group, Pedro continued to lead his group. Also in this group of three, was a student new to speaking English, named Sergei. Pedro, the strongest English-speaker in the group, had some understanding of the instructions and began speaking to his peers.

"Have the big bubble. The bubble was so big. I saw lots of bubbles. So big."
Pedro continued, attempting to share. Though he stumbled over the words, he enthusiastically kept expanding his arms as if holding a large bubble. Meanwhile, Sergei and Diamond just watched and listened.

Ms. Good called the class back together and went through the routine of calling on an individual student to share with the whole group. The student she selected was able to identify

'bubbles' as the main topic, but he was not able to phrase his response into a sentence. Only then did Ms. Good communicate to the whole class that she expected them to speak in complete sentences.

> *"How can you say that in a sentence? How can we talk like a first grader?"*
>
> *David, searching for the words mumbled, "The-umm-the-bubbles?"*
>
> *Ms. Good gently acknowledged David's attempt, "David has that sentence structure just a little bit. He has the word 'bubbles' but he needs some other words to go with it. So Ms. Good is asking, What- is the main topic? So how can we respond to that?"*
>
> *A native English-speaker, Da'Marea, stood up, "He keeps seeing bubbles, bubbles over and over."*
>
> *"Over and over and over again, right? That's a great way to identify our main topic. But Da'Marea what was our main topic? The-main-topic-- Can we use that sentence structure? What was the main topic?"*
>
> *Da'Marea, "The main topic is bubbles."*
>
> *"That's right! The main topic is about bubbles."*

With that Ms. Good moved on. (JG, classroom observation 1, week 4)

In this introductory portion of the lesson, gives a glimpse into Ms. Good's strengths and challenges. From the beginning of the lesson, students followed routines and complied with instructions and she immediately provided positive reinforcement in the form of praise while referencing her classroom behavior management system. In addition, she provided abundant opportunities for Interaction (SIOP) with predictable opportunities for whole group, peer-to-peer, and teacher-to-student responses. The introduction of vocabulary such as 'main topic' and 'repeat' were given with gestures and student-friendly definitions. She even seemed to check for

understanding using a physical response (gestures for main topic and repeat). All of this would be generally comprehensible, *if* her classroom had been only composed of native English-speakers.

With 50% of her class at various levels of English proficiency in their second month of English-submersion instruction (García & Kleifgen, 2018), there were many students lost, confused, and looking around for peers to copy. At several key junctures, she might have rectified this confusion. First, the language objective needed to be explicitly stated upfront. By giving students a sentence frame such as, "The main topic of this book is…" all students would have been prepared to answer her question using a complete sentence structure.

To increase access to the content, Ms. Good may have had the whole class repeat the sentence or allowed emergent bilinguals with stronger English vocabulary to translate "roof" or "square" into Spanish. Furthermore, the lesson began without activating background knowledge and several emergent bilinguals did not know what bubbles were. In sum, this lesson used an unfamiliar topic to teach a novel reading strategy. As a result, her students compliantly responded without building meaning. Figure 4.4.3 illustrates the feedback Ms. Good received color-coded on the critical consciousness continuum from *dysconscious* (red), *emerging* (yellow), *cognitive awakening* (green), to *critical conscious* (blue).
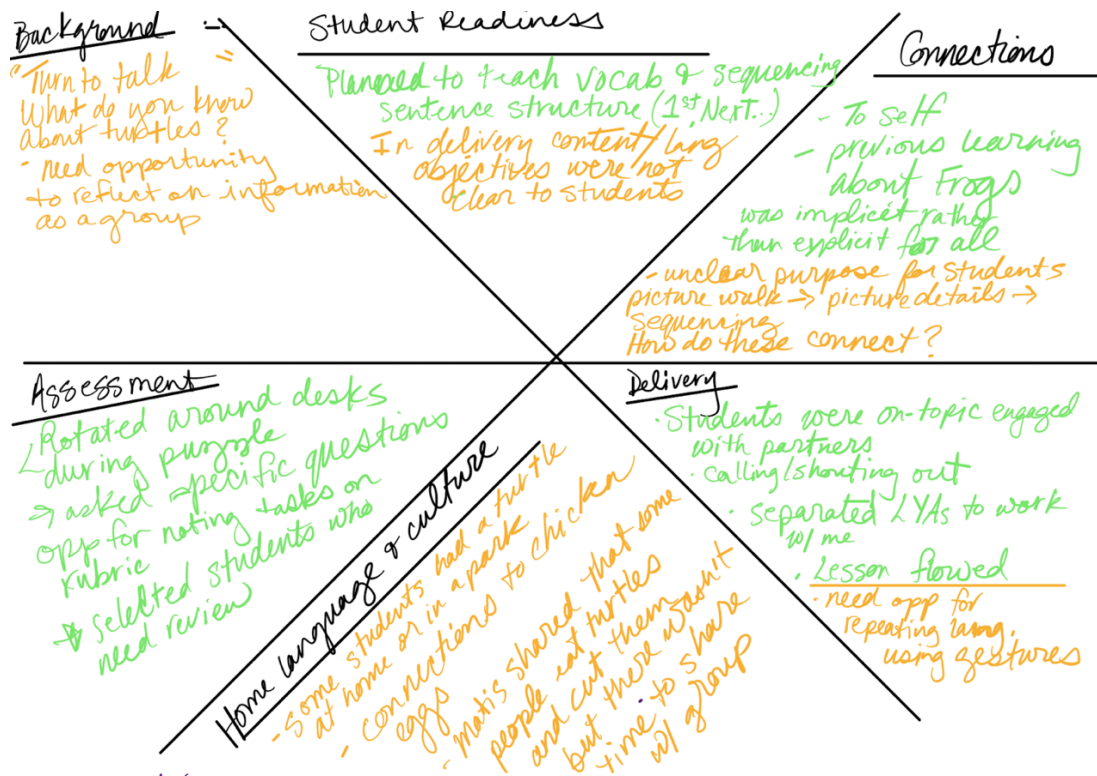
Figure 4.13 Coach's feedback to JG following classroom observation 2 using the CCCE model.

While Ms. Good did not have the knowledge to dissect the linguistic features of her lesson, she was cognizant of that her lesson delivery was not reaching all of her students.

Some students were not discussing the topic to the rigor that I anticipated. I wanted students to pull information from the text during their discussion to support their reading. Mostly, my ELL struggled to communicate and discuss their thinking. My grouping for discussion needs to be changed. (JG, written reflection, week 4)

In the post-conference session debriefing this lesson, Ms. Good readily accepted feedback and began to think about how she could make her expectations for oral language development just as explicit as her behavioral standards.

JG Vignette 2: Beginning to 'integrate' by applying "The CCCE model".

After debriefing the lesson, she requested more 'strategies' to reach 'her ELLs', I sent her the CCCE model to guide her lesson planning (see figure 4.4.4).
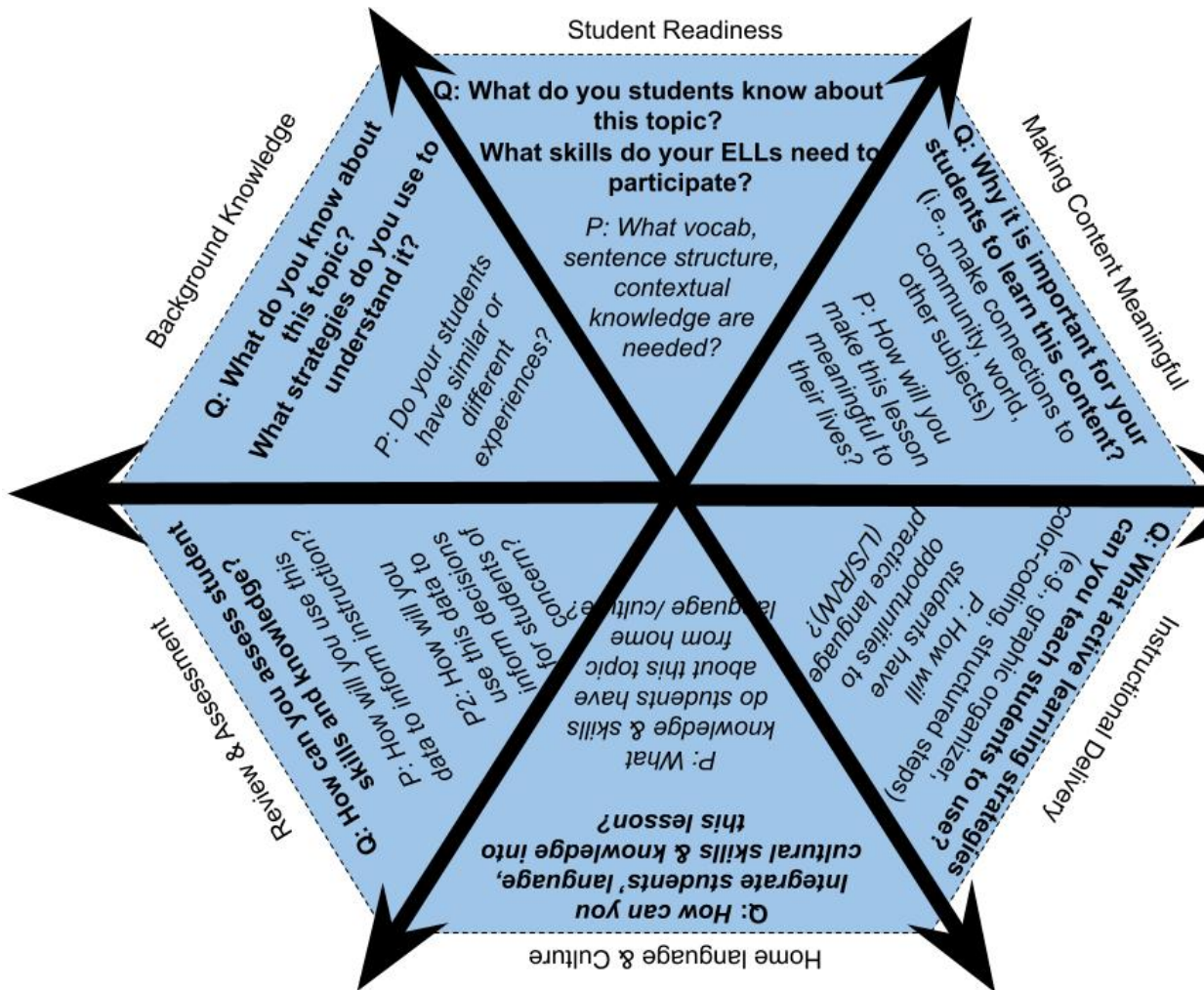
Figure 4.14 CCCE lesson planning wheel provided to Ms. Good.

In our next coaching conversation, she announced that she had used 'the wheel' to plan out her whole week for teaching the life cycle of the turtle. As she walked me through her response to the prompts on 'the wheel', she showed evidence of integrating her emerging knowledge of oral language development and culture into her lesson. Under *Knowledge of Self,* she planned to provide images and a video of turtles, in case any students had not yet experienced a turtle. We discussed possible questions to activate background knowledge,

JG: So the question is, what do you know about turtles? I know a turtle is an animal who lives in water.

Coach: Have you seen a turtle?

JG: That'd be a good question!

Coach: Or where have you seen a turtle? (JG, coaching conversation, week 10, 8:46)

For *Knowledge of the Other*, she focused on how she would support vocabulary acquisition.

> I thought about vocabulary and how I could introduce it. And that's why I made the puzzle, because I felt like the puzzle would be able to help them and I can point and they can make that connection versus it's just me saying it for…for my students who, I guess, you know, kind of like how she has her English-speaking student over there.
>
> But for the students that they're going to need more than that, that's where the puzzle comes in and it's something that I can point to. Because I find myself when I get to my English Language Learners there's nothing there for me. It's on the board. (JG, coaching conversation, week 10, 10:21)

During planning, she focused on the content vocabulary of the life cycle of the frog. However, during instruction she also introduced the transition words, 'first', 'next', 'then', and 'last'. She still did not see the need for direct instruction of these words. Again, the 'linguistic' features were invisible next to the 'content'.

For *Knowledge of Sociopolitical Dimensions*, the lesson planning wheel calls on teachers to consider "Making Content Relevant" (see figure 4.4.4). Ms. Good considered the relevance of the content of the book as she turned the wheel and asked herself,

> And why is it important for your students to learn this content?
>
> The introduction to my lesson is pictures of turtles. Then a video giving them the opportunity to turn-and-talk to tell their partner what they know about turtles. So they're going to be making connections that way.

It's going to be a turn and talk. Where have you seen this animal in the world? Have you

seen it at a zoo?

Just kind of bringing some relevance there versus we just start looking at the book. (JG,

coaching conversation, week 10, 11:42)

The intention behind this strand was to encourage teachers to think beyond the present moment

and connect the content and learning strategies presented in the lesson to a broader purpose for

student learning. Ms. Good misunderstood "making content relevant" as 'activating prior

knowledge'. Even still, her willingness to attempt to apply the wheel on her own showed a strong

willingness to act. Furthermore, Ms. Good continued to deepen the quality of her lesson as she

took the knowledge strands and began to problem-solve how she would apply practices to

support student learning.

Turning to the *Practice of Teaching* strand, Ms. Good thought of 'the strategies' she

currently used in her classroom while also incorporating new ideas. First she described how she

intended to foster oral language development through opportunities for speaking to peers,

So, we want to have a discussion. You might hear me say to them that I want you to

"teach" your partner. So, making it seem like, hey, you can be a teacher just like me. You

can teach each other.

And I've been calling out some people during discussion like, "Oh, you know, Elisa did a

great job teaching her partner what she really knows about something."

So I wanted to change how I speak to them. (JG, coaching conversation, week 10, 12:54)

Next, Ms. Good described strategies to support listening comprehension using a hands-on

activity,

And then, 'What strategies can you use to support their skills and knowledge?' I used this one, Instructional delivery (pointing to the list on the *Practice of Teaching* strand).

I was thinking about pairs.

The whole group responds. I was also doing the visual supports so…I was focused on pairs and visual supports. And that [visual] was the puzzle.

So, they were going to use the puzzle as a way to kind of focus on this is going to support you in learning the lifecycle of a turtle.

So that's…that's how I planned it. (JG, coaching conversation, week 10, 12:54)

In this was Ms. Good began to incorporate multiple modalities of response for fostering language development. She supported listening comprehension by providing each table group with puzzle pieces of the life cycle of the turtle to sequence. Reading comprehension skills were required for matching labels of life cycle stages to pictures. Speaking skills were developed through the provision of question and answer stems. Finally, written language development was practiced through the final assessment where students drew and labeled the three stages of life a on graphic organizer.

JG vignette 3: Instructional decision-making for struggling learners

After integrating the 'wheel' into her lesson planning routine, Ms. Good began to ponder how to address the needs of five students who were emergent bilinguals and struggling with reading. During whole group, she had previously segregated low English proficient emergent bilinguals to one corner of the carpet. In weeks 11-16, our coaching conversations turned to how she could purposefully pair students. Ms. Good started finding ways to integrate students across levels of English proficiency through providing opportunities to respond with pointing and gestures,

Next, when they come back, [the content object] is going to be character, setting, and major events.

And I was thinking about I would have my exemplar. But when they go back to their seat, kind of like we did the Venn diagram, but instead of it being in a Venn diagram, maybe it could be: 'Here are the characters', 'Here are the settings', and let's talk about the major events and putting the pictures there.

So, like maybe, I would have a picture of Nora. I think the book that we're reading is *Noisy Nora*. So, I would just have a single picture of Nora, her Dad, Kate, Father and [the little boy character]. But then they would have to put [each picture] underneath characters so they're able to identify the characters. (JG, coaching conversation, week 12, 5:54)

Her creativity began to blossom as she saw ways to 'reach' her students with low English proficiency.

To address the individual and small group needs of her struggling learners, Ms. Good and I discussed the importance of intricate instructional decisions from lesson planning to delivery and interpretation of assessments. For guided reading, she began to access a selection of leveled readers for teaching alphabetic principle as well as language development.

In the first small group observation (see figure 4.4.1 and 4.4.2), the students were reading a book called, "How I ride to school". The patterned text used the frame, "I ride ___ to school". However, one of the students repeatedly read, "I go ___ to school". Ms. Good initially responded with corrective feedback which addressed the issue as if the student was struggling with decoding "ride" as a CVCe word. Instead, I suggested that the student may not be as familiar with the word "ride" as the word "go". Ms. Good reconsidered and re-taught the student addressing the meaning of "ride" versus "go" (JG, field notes, classroom observation 3). She was

stunned at the difference between addressing students' vocabulary knowledge over focusing on letter sounds and decoding. Later she reflected on this group of five struggling readers saying,

JG: How can I meet that need? Now I have a child here that's struggling where we're writing it in the air, we're seeing it out loud, we're doing the fun and the games and yet he's still not getting it. What can I do now? so that's where I am with, Selvin, I was like that with Mathis but Mathis is slowly coming out of that silence period and really showing what's going on up there.

Coach: Right. That's what's interesting I think for me to work with you and would like to know that I can. When you say to see what's going on up there, it's like I can see, if I just speak to them in Spanish, but for you is like there's like this closed window, it's like open the window!

JG: I want to try to get in there, but yeah, it's like, how? But the strategy you, you taught me allowed me to crack it open. (JG, coaching conversation, week 15, 30:55-31:55)

Researcher Reflexivity

My Actions as a Coach.

In the pre-coaching phase, I situated myself as a participant-observer, a listener. With this orientation, I attended grade level meetings to collect field notes. I observed classrooms of my focus teachers to learn their teaching styles and common practices. I participated as one within the group, but I did not attempt to enact change in the school practices. I reframed from providing input into grade level meetings or discussions. I did not provide professional development or coaching duties. I made note of the school environment, how I interpreted the

actions within the school environment, the roles of the teachers in the school, and the language used to describe emergent bilinguals and struggling readers. In this way, I gathered information on the starting point, where I began as a coach, where my teaching participants were in terms of my research questions, and how the fluidity of the school context influenced this starting point.

Coaching consisted of navigating the context, navigating different teacher personalities, and staying the course to implement coaching cycles (pre-conference, observation, and post-conference) the goal of developing and understanding of the intersectionality of language, literacy, and learning disabilities. Instructional coaching of four unique teachers required differentiation of the coaching tools, modifying the language used to communicate, and adjusting goals to the teacher over time.

Table 1 provides a timeline of the data collected and actions I took as a coach throughout the Coaching Phase. For each participating teacher, I conducted at least three formal coaching cycles (pre-conference, classroom observation, and post-conference). In addition, I supported teachers through coaching conversations, attendance at grade level planning and data meetings. As a participant-observer across each of these settings, I was constantly involved in data analysis by aggregating information and forming assertions. Through categorizing by a priori codes, I was able to aggregate data across teacher cases and data sources to form assertions of how teacher knowledge, practices and understanding of intersectionality developed through the coaching phase.

During pre-coaching I selected specific goals for each teacher and a greater goal overall based on the Cultivating Critical Consciousness in Educators (CCCE) model. When I initiated coaching, I sought to share knowledge and practices across the six strands with the goal of providing a counter-discourse and advocate for emergent bilinguals and individual struggling

learners. I accomplished this through sitting at the table and participating in grade level planning

to disrupt. My presence allowed me to speak up, re-direct, and provide resources that disrupted

the negative deficit-oriented discourse about emergent bilinguals at kindergarten and first grade

levels. I provided resources and models of effective instructional practices that support English

language acquisition during whole group shared reading and small group guided reading. Even in

this positioning, I felt my ability to truly advocate for my ideals was compromised by the state-

and district-imposed language policies. My past coaching experiences have taught me that

bringing light to the needs of marginalized students is the first step toward systemic change. The

ethical questions this awareness raises are a necessary step for teachers and administrators in the

process of *dysconsciousness* to *critical consciousness*. Through wrestling with ethical dilemmas

of the language in order to experience the cognitive dissonance necessary to instigate changes in

practice.

Upon reflecting on this starting point, I made specific goals for each teacher. These goals

were two-fold, between their personal goal for improving student learning and the goal I selected

towards expanding their sociolinguistic consciousness of the needs of the emergent bilinguals in

their classroom. With each teacher, we discussed their personal goal and how I could be a

resource to support them toward this goal. As a coach, I oriented myself as a scaffold, providing

them with access to knowledge, practices and understandings of emergent bilinguals that they

may need to meet their goals, but not yet be aware of. I oriented myself as a listener, presenter of

new ideas, and a support to implement new ideas. I attempted to qualify this position and make

my intentions known to the participants by explaining my goals and the study. However, I found

these teachers were not accustomed to an egalitarian relationship. They expected me to take the

expert role, even authoritarian and tell them what to do. The principal actually advised me to do

this as well. I resisted this power position I was being pushed toward by continually responding to questions with my own wonderings, admitting to my fallibility, asking their opinion, complementing (praise and follow up).

Dual roles.

A researcher is typically an outsider who seeks to follow a protocol, collect data, and interpret the situation. As an outsider, I was able to be a trusted confidant, provide emotional and professional support, access to effective practices and resources. In contrast, my role as an instructional coach placed me as an insider operating under the pre-existing power structures within Santa Monica Elementary. However, at the end of the day, I could walk away without repercussions to my livelihood. While engaged with the participating teachers, I weighed the value between adherence to the study design and respecting the competing priorities of classroom teachers. I acknowledged the pressures of expectations from administrators, limits of time, and the difficulty of attempting new practices. I attempted to navigate these challenges within the constraints of the school environment while maintaining adherence to the goals of the study.

The duality of my role allowed me to collect 'data' through ongoing interpretation and 'continuous attention' (Stake, 1995, p. 43). As a researcher, I collected field notes which documented the contextual features, the events, my role, and bracketed my thoughts and interpretations as a coach. I also conducted semi-structured interviews, recorded coaching conversations, and classroom observations interpreted through a priori codes derived from the conceptual framework guiding the study. As a coach, I reviewed this data to make data-informed decisions about how to best support each focus teacher toward sociolinguistic consciousness in their shared reading lessons.

Summary of Findings: Understanding the Sociolinguistic Consciousness of Each Case

These four cases represent four different variations of expertise in knowledge and practices. First, I portrayed Señora Herrera who demonstrates a strong knowledge base across all three strands in terms of understanding bilingualism. In addition, with minimal intervention, she was able to integrate this knowledge into practice. Through integration of both knowledge and practice, she expressed a nuanced plan for understanding the intersectionality of a particular struggling student in class. As an exemplar teacher, the case of Señora Herrera provided insights into understanding what critical consciousness of sociolinguistic issues for emergent bilinguals can look like.

The next case of Ms. Honey provided an example of a teacher who implemented Sheltered English instruction with high fidelity according to the SIOP, however, expressed minimal knowledge of bilingualism, culture, or disability. Within this case, I highlighted how her lack of knowledge impacted her ability to understand the intersectionality of struggling emergent bilinguals in her classroom. As a result, she expressed difficulty with each practice strand. While her whole group instruction demonstrated effective *Practices of Teaching*, she admittedly struggled with planning for differentiation in whole group and designing individualized interventions. Her limited knowledge of Latinx culture and the Spanish language also restricted her ability to engage her students and their families. While she put in place structures to engage students her in the classroom, her *Practice of Knowing the Other* was marked by a dysconsciousness of her tendency toward deficit thinking and maintenance of stereotypes, such as assuming that low socioeconomic status equated with a dysfunctional family structure. Ultimately, without the knowledgebase and critical consciousness in any of the three strands, she

was unable to effectively advocate for students' needs. When attempts to advocate for her struggling emergent bilinguals met with barriers, she retreated and resigned to inaction.

Following this case, I explored what it might mean to have a strong knowledgebase, but not implement effective practices. Señora Mendez had the personal and professional experience as well as the continuing education in bilingual and special education to express in depth knowledge across all three strands. Nevertheless, she demonstrated a traditional, teacher-directed teaching practice, which did not adequately foster students' oral language development. Her persistent deficit perspective accompanied a resistance to trying new strategies and methods. While she expressed knowledge, she lacked the critical 'habit of mind' (King, 1991) for her knowledge to influence how she practiced.

Finally, Ms. Good presented the case of a novice teacher who was developing in both knowledge and practice, but who embodied the desire to develop a 'critical habit of mind' and *willingness to act* necessary to make growth toward critical consciousness. By ending the report of findings with her case, I set the stage for the discussion and implications of this study's findings for teacher development of sociolinguistic consciousness.

Understanding Teacher Development of Sociolinguistic Consciousness.

Consistent across all cases were three themes, *willingness to act, integration,* and *dysconsciousness of intersectionality. Willingness to act* refers to a teacher's orientation towards change. Dispositional features of each case illuminated characteristics of teachers that influenced each teacher's *willingness* to engage in coaching and grow towards the critical conscious stage of taking "critical action" (Watts et al., 2011). *Integration* is a theme that extends the notion of "Knowledge-of-Practice" defined by Cochran-Smith (1997) to the construct of sociolinguistic consciousness. In sum, *integration* of knowledge strand with each practice strand represented

deeper presence of sociolinguistic consciousness. This concept was defined by Freire (1970) as praxis;

> But human activity consists of action and reflection: it is praxis; it is transformation of the world. And as praxis, it requires theory to illuminate it. Human activity is theory and practice; it is reflection and action. (Freire, 1970, p. 125)

Finally, across all cases there was limited understanding, or *dysconsciousness of, intersectionality* of emergent bilinguals with learning disabilities. Teachers relied on a narrow, stereotypic definition of disability as referring to visible characteristics, rather than understanding dis/ability as a broad identity category encompassing a diversity of physical, intellectual, emotional, behavioral, and learning differences. In addition to this general unfamiliarity, teachers were all hesitant to refer a student to special education services. Overall, *intersectionality* of emergent bilinguals with learning disabilities was invisible, indistinguishable, undefinable, and untouchable for each case.

> When people lack a critical understanding of their reality, apprehending it in fragments which they do not perceive as interacting constituent elements of the whole, they cannot truly know that reality. (Freire, 1970, p. 102)

CHAPTER 5: DISCUSSION

Bilingual education scholars have listed a number of factors necessary to adequately prepare teachers to serve the growing population of emergent bilinguals. This list includes sociocultural competence, linguistic knowledge, and knowledge of the second language acquisition process (August & Hakuta, 1997; Cummins, 1979; Echeverría et al., 2011; de Jong, Coady & Harper, 2011; Lucas & Villegas, 2013). But scholars also "contend that it is not enough" to have knowledge, teachers need a critical orientation toward language and bilingualism (Palmer & Martínez, 2013, p. 274). In an educational system dominated by a monoglossic ideology of bilingualism that privileges English over non-dominant languages, teachers must critically examine their instructional practices with emergent bilingual students. Furthermore, teachers need to be aware of each students' humanness as bilingual, bicultural beings (del Carmen Salazar, 2013). These scholars call for a global factor referred to as sociolinguistic consciousness.

This construct emerges from the process of conscientização, conscientization, proposed by Freire as becoming conscious of one's own positionality and taking action to challenge existing structures. Freire asserts that conscientization is achieved through dialogue, "the common task of learning and acting" (Freire, 1970, p. 90). In this collective case study, I engaged four teachers in four cycles of coaching surrounded by continuous coaching conversations on embedding sociolinguistic practices into their shared reading lessons. Through this dialogic process, I sought to understand how these teachers developed sociolinguistic

consciousness, and in turn, improved their understanding of intersectionality in emergent bilinguals with or without learning disabilities.

In chapter 4, I reported each teachers' process of conscientization through coaching. In this chapter, I summarize the findings from the cross-case analysis across each knowledge and practice strand. Subsequently, I discuss how these findings inform the broader body of literature on preparing sociolinguistically conscious teachers through supporting growth in three areas; a) knowledge, b) practices and c) an understanding of the intersectionality between language and learning.

Following the discussion, I consider how the importance of sociolinguistic consciousness holds implications for future research and the lifelong learning of teachers through professional development. The limitations of these findings are addressed in terms of this research design, this particular school context, and the uniqueness of these cases. To understand these limitations, I reflect on my own "learning and acting" as a coach and researcher to add to the understanding of how scholars engage in dual roles within participatory action research. In conclusion, I revisit how the collective findings inform the Cultivating Critical Consciousness in Educators (CCCE) model and provide promise for developing teachers' readiness to serve emergent bilingual students with or without disabilities.

Summary of Cross-Case Analysis

As described in chapter 1, the CCCE model integrates conceptual models from three areas of the literature, 1) stages of critical consciousness, 2) the relationship of knowledge and practice in teacher education, and 3) culturally and linguistically sustaining pedagogies. Previous studies on the development of critical consciousness have focused on youth (as summarized in Carlson, Engebretson, & Chamberlain, 2005; Freire, 1970; Watts et al., 2011). Carlson, Engebretson and Chamberlain (2005) witnessed four stages of conscientization within African American youth ranging from passive adaptation, emotional engagement, cognitive awakening to the intention to act. For those experiencing oppression, Friere (1970) included a stage prior to passive adaptation, referred to as "magic level of consciousness" (Carlson et al.., 2005, p. 847) or an orientation to passive acceptance of their positionality within society. Among pre-service teachers, King (1991) identified the privileged passive acceptance among White pre-service teachers as dysconsciousness. In addition to passive acceptance, she found pre-service teachers hold "an uncritical habit of mind that justifies inequity and exploitation by accepting the existing order of things as give" (King, 1991, p. 135). In contrast, "critical, transformative teachers [hold] a pedagogy of social action and advocacy that really celebrates *diversity*" (King, 1991, p. 134). In Chapter 4, I reported each case individually to illuminate the intricacies of sociolinguistic consciousness through providing the reader with a vicarious experience of their stories (Stake, 1995). In the cross-case analysis, each teacher's case was instrumental for revealing the nuances of the phenomenon of sociolinguistic consciousness and understanding this development in practicing teachers (Stake, 2005).

I followed Stake (2005)'s multi-case study process for cross-case analysis and focused on the constituent parts of each case instrumental to understanding the construct. First, I categorized

their development across three strands of knowledge and practice derived from the priorities of culturally and linguistically sustaining pedagogies. Then, I examined how the proposed stages of consciousness appeared across these particular four cases. I looked for patterns of "unanticipated as well as expected relationships" (Stake, 1995, p. 41) between knowledge and practice strands. Looking at both typical and unusual characteristics of each case supported the interpretation of findings into assertions about this collective case of teachers (Stake, 1995).

In Table 5.1, I provide a summary of each teachers' orientation on the continuum of consciousness across each knowledge strand. Table 5.2 summarizes each teachers' orientation on the continuum of consciousness across each practice strand. Finally, Table 5.3 summarizes the descriptive factors commonly considered in studies of teachers' dispositions toward diversity contrasted with the descriptive factors that surfaced through the cross-case analysis.

Table 5.1 Cross-case findings of sociolinguistic consciousness across knowledge strands.

	Dysconsciousness	Emerging Consciousness		Critical Consciousness	
Strands	Sra. Mendez	Ms. Honey	Ms. Good	Sra. Herrera	Cross-case Findings
Knowledge of Self	Well-developed cultural, linguistic, and learning identity, but carries assumptions that others hold the same values and beliefs	Underdeveloped personal identity, invisible whiteness, culture-less, ordinary	Religious identity, invisible cultural identity, searching	Well-developed personal, cultural, linguistic, and learning identity, contrasts her values with differences of the Other	- is informed by cross-cultural experiences, but a non-dominant cultural background does not necessarily correlate to critical awareness of self as a cultural being
Knowledge of the Other	Claims knowledge without clear articulation, deficit language to describe values, beliefs, culture of students and families	Admits to limited knowledge of other cultures, second language acquisition or disability	Admits to limited knowledge of other cultures, second language acquisition or disability	Articulated knowledge of bilingualism, second language acquisition, and Latino cultures across countries	- factual, foundational core of knowledge is essential to understanding the Other - linguistic exposure facilitates understanding - defining the Other from Self facilitates conscientização
Knowledge of Sociopolitical Dimensions	Lists barriers, apathetic, resignation to overwhelming barriers, no vision of solution	Vague, distanced understanding of political system, does not distinguish between local and national, unaware of systemic issues of oppression, emotional attachment to students based upon pity and a desire to help them, no vision of systemic solution only reliant on her ability to help them	Aware of inclusive education, but unsure of her personal beliefs Aware of immigration issues pertaining to individual level seeking citizenship -wary of discussing systemic issues of oppression, considered such topics "too deep"	Critical awareness of inequitable immigration laws, seeks to deliver dual language immersion in order to provide marginalized Latinx communities with opportunity to preserve their home language, Vision of solution for bilingualism, Conflicting values toward pros/cons of inclusive education social vs. academic benefits to all students	- knowledge of systemic issues does not equate to critical action and solution - lack of foundational knowledge of governmental system make it difficult to interpret/see the invisible - attitudes of deficit view prevent view of a solution to barriers
Knowledge Assertion	Developing towards critical consciousness in the knowledge domain incorporates factual knowledge and experiential knowledge				

Table 5.2 Cross-case findings sociolinguistic consciousness across practice strands.

Strands	Dysconsciousness Sra. Mendez	Emerging Consciousness Ms. Honey	Ms. Good	Critical Consciousness Sra. Herrera	Cross-case Findings
Practice of Teaching	Traditional, teacher-led instruction, limited interaction, ineffective use of L1 translation -no differentiation of materials in whole group	Strong, consistent use of high percentage of SIOP features in whole group lesson delivery, small group supervision, limited individualized, differentiated instruction	Strong classroom management, developing implementation of SIOP features, inconsistent use of features, classroom allows for small group interventions	Strong incorporation of SIOP features, differentiates for all levels of English language proficiency, supplemented with specially designed instruction, small group and one on one	- bilingual ability does not equate to practices - SIOP does have an impact on majority of class, not account for small group practices
Practice of Knowing of the Other	Intention to engage parents without action	Uses technology to regularly communicate student progress with parents, Invites parents into classroom on her terms, Misinterpretations and misattributions of students' home cultural practices as symptomatic of 'limited resources' and lack of engagement as due to 'language barrier'	Seeking to balance between no boundaries between personal and professional life to balanced, struggles with how to communicate with non-English speaking parents, accesses colleagues to interpret and translate school-home communication	Utilizes her assignment to dismissal to regularly communicate with parents, open communication, intimate knowledge of each child's home life, culture, nation of origin, and family values Incorporates this interpersonal knowledge into curriculum and lessons	- Monolingual English speakers struggle with how to "crack open the window" to know their students and families - Bilingualism facilitates communication -cross-cultural competence enriches it - disposition authenticates, purpose-driven
Practice of Advocacy	Lists barriers, apathetic to change	Attempts to advocate for individual students following school procedures, but complicit, resigned to barriers	Reflective of 'missed' students in previous years, actively seeking colleague's input to ensure the early identification, unsure how to navigate barriers, unaware how sociopolitical dynamics influence how her recommendations are received	Critical action toward advocacy of individual emergent bilinguals struggling to read and sees long-term vision for improving educational opportunity of all students at her school, actively engaged in systemic change	- K of SD is essential to navigating local political, procedural barriers to advocacy - expertise of K of O, legitimize referral, informs intervention, - intersectional knowledge is necessary to have efficacy about advocating for individual students
Practice Assertions	1) Profound knowledge is foundational to thorough practice (critical action), 2) knowledge without a 'willingness to act' was a barrier/limited development of practices, 3) Practice of Teaching without knowledge does not meet the needs of all students				

Table 5.3 Comparison of demographic and dispositional factors influencing understanding of intersectionality across cases.

Factors:	First Grade		Kindergarten	
	Sra. Mendez	Ms. Honey	Ms. Good	Sra. Herrera
Teacher Experience	Experienced 30+ years	Novice 3 years	Novice 3 years	Experienced 15+ years
Educational Experience	MA in Bilingual Education, Continuing Education courses in Special Education	BA in Elementary Education, ESOL & Reading Endorsement (Residency Program)	BA in Elementary Education, ESOL & Reading Endorsement	MA in Bilingual Education 3 years of law school in Cuba
Bilingual experience	Native Spanish Speaker	2 years of high school Spanish	Exposure to Japanese, Urba, and Spanish	Native Spanish Speaker
Racial/Cultural identity	White/Latina/Puerto Rican	White/Irish/southeast US	Black/Religious/southeast US	White/Latina/Cuban-American
Willingness to act	Resistant to coaching, explicitly stated "I'm not going to change."	Accepted coaching sessions, asked questions, but did not integrate suggested practices into daily practice	Welcomed coaching, asked questions, integrated coaching suggestions	Collaborative coaching relationship, sought feedback, confided in coach, integrated feedback into long term goals
Integration	Disconnect between knowledge and practice, misinterpretation of knowledge applications	Strong practice, contrasted with limited knowledge, struggled with differentiation and individualized instruction	Emerging practices and developing knowledge, questioning, seeking solutions to individual student needs	Strong knowledge and dedicated to improving practice through collaborative planning with coach, accessing literature, incorporating knowledge to continuously refine practice
Understanding of Intersectionality	- Monoglossic view of bilingualism - label-focused diagnosis of disability - No individualized specially designed interventions	- English-only perspective invisibility of disability - strong accommodations and modifications - limited specially designed instruction to leveled books	English-only perspective, cross-linguistic experiences - minimal experience, knowledge of disability - integrated *new* accommodations and modifications & new SDI - questioning 'missed' students from previous years	- Translanguaging pedagogy, heteroglossic view of bilingualism - comparison to trajectory toward bilingualism to identify struggling learners - sociocultural background knowledge to inform decision on SDI and Special Education referral

Sociolinguistic Conscious Knowledge.

The framework for linguistically responsive pedagogy Lucas and Villegas (2013) proposed sociolinguistically conscious teachers have two characteristics, first "an understanding that language, culture, and identity are deeply interconnected" and secondly, "an awareness of sociopolitical dimensions of language use and language education" (p. 102). From the findings derived from these cases, I contend that 'understanding' and 'awareness' cannot develop without both factual and experiential knowledge. Through constant comparison of the knowledge strands, three assertions emerged to inform teacher consciousness in the knowledge domain, 1) teachers with cultural and linguistically diverse backgrounds drew on experiential knowledge, 2) teachers with factual knowledge of the Other, and 3) the interdependence of each strand.

Knowledge of self: Factors vs. disposition of willingness to act.

Table 5.3 illustrates how critical consciousness did not align with any of particular combination of age, teaching experience, educational level, bilingualism, or cultural/racial characteristics in the case of these particular teachers. However, all of these characteristics were present for Señora Herrera, whose *critical conscious Knowledge of Self,* was marked by critical reflection of herself as a cultural being with the *willingness to act.* In contrast, Señora Mendez, whose personal background paralleled Señora Herrera's, actively resisted engaging in dialogue and critical reflection. In describing her values and beliefs, Señora Mendez made extrapolatiotns that all humans hold the same beliefs and made value judgements towards those who have not acted in accordance with her beliefs. Still, Ms. Honey and Ms. Good entered the study with much less experiential and educational knowledge. Both of these novice teachers struggled to articulate their own personal cultural, linguistic, or learning identities. Even so, they were *willing* to accept feedback and reflect on their positionality.

These findings provide compelling evidence to assert that a conscientization along the strand of *Knowledge of Self* is informed by cross-cultural experiences, but a non-dominant cultural background does not necessarily correlate to critical awareness of self as a cultural being. However, a *willingness to act* through active interrogation of personal beliefs and values, contributes to the process of conscientization. This assertion substantiates Freire's (1970) conceptualization that "dialogue cannot exist…in the absence of a profound love…love is commitment to others" (p. 89). Likewise, a strong commitment to critical reflection on one's *Knowledge of Self* occurred in accordance with a commitment understanding *the Other*, the following strand *Knowledge of the Other.*

Knowledge of the other.

As referenced in Chapter 2, language education scholars have called for all teachers to be prepared with significant knowledge base on bilingualism, second language acquisition development, acculturation, and the interdependence of language and literacy development. This recommendation has been made by a national panel of scholars (August & Shanahan, 2007) as well as teacher educators (Villegas et al., 2018), yet the quality of English as a Second Language (ESOL) coursework varies widely. As a group, these teachers had all attained either an ESOL endorsement through meeting state requirements or completing a Master's in Bilingual Education. However, only Señora Herrera was able to articulate theories of second language acquisition, identify linguistic characteristics of various Spanish dialects and indigenous languages, and attach these theories to student learning needs. Ms. Good and Ms. Honey readily confided that they did not feel their coursework had provided sufficient knowledge for them to understand the needs of their emergent bilinguals. Finally, Señora Mendez attested to having the knowledge of bilingualism and learning differences. However, she was unable to articulate this

knowledge in a coherent manner to inform instructional design. Furthermore, she characterized emergent bilingual students and their families with deficit language.

In this collective case study, factual, foundational core of knowledge was essential to each teachers' level of understanding the Other. Exposure to other languages facilitated understanding the second language acquisition process for emergent bilinguals. However, Señora Herrera's critical reflection on her own personal English language ability provided her with a metacognitive awareness of language learning process. Because of the important role metacognitive awareness played for her, Señora Herrera intentionally used 'think alouds', active learning strategies, and bilingual labels to support her students' metacognitive awareness of their English language acquisition process.

Furthermore, cross cultural experiences seemed to foster critical reflection and support defining *the Other* from the *Self* for both Ms. Good and Señora Herrera. In sum, factual knowledge of cultural and linguistic diversity in combination with experiential knowledge from cross-linguistic and cross-cultural experiences seemed to play a role in teachers conscientization of *Knowledge of the Other*.

Knowledge of sociopolitical dimensions.

Across these cases, teachers held various beliefs, attitudes, and factual knowledge of inclusive and language education. Again, dysconscious orientations to this strand were characterized by limited knowledge, a deficit perspective of students and their families, feelings of apathy, and a lack vision for finding a solution. For Señora Mendez, a strong deficit perspective and *unwillingness to act* overshadowed her knowledge of systemic issues. Ms. Honey and Ms. Good both lacked the foundational knowledge of governmental systems and the policymaking process to engage in critical reflection of systemic marginalization of emergent

bilinguals or students with disabilities. For both novice teachers, these systems were invisible to their daily practice, making it difficult to interpret what they could not yet see. Señora Herrera's experiential knowledge as an immigrant from a country with a different governmental system and background in law school, played a significant role in her critical reflection of inequities impacting her students. Overall, *willingness to act* was an important characteristic in this strand, since apathetic attitudes and a deficit view prevented a vision toward finding a solution to systemic issues.

First, each teacher did draw from their personal background experiences in describing their knowledge of *Self, the Other,* and *Sociopolitical Dimensions.* As several studies have noted, knowledge is often informed by cross-cultural experiences (Barnes, 2006; Palmer & Menard-Warnick, 2012; Valesquez, Just & Triscari, 2013). Still, for Señora Mendez and Ms. Good, a non-dominant cultural background was not sufficient to foster critical reflection into forming a self-conception as a cultural being.

Secondly, factual knowledge was also essential to laying the foundation for accurate, strengths-based understanding of *the Other.* Experiential knowledge from personal exposure to the second language acquisition process facilitated understanding for Ms. Good, Señora Mendez, and Señora Herrera. Critical reflection on the distinguishing features between the *Self* and *the Other* provided teachers with 'Ah-Hah' moments about ways they could be part of the solution.

Thirdly, factual and experiential knowledge were foundational, but insufficient for a critical awareness of *sociopolitical dimensions.* A lack of foundational knowledge of governmental system made it difficult to interpret and see the invisible structures of systemic marginalization. Without this knowledge, Ms. Good, Ms. Honey, and Señora Mendez attributed the struggles of immigrants to individual factors such as a lack of motivation, lack of personal

resources (SH), or the language barrier (JG). Conversely, awareness of systemic issues faced by immigrants and speakers of non-dominant languages did not necessarily equate to critical action and a vision of being part of the solution, when attitudes of hopelessness and learned helplessness were present. Interdependence between knowledge strands seemed to indicate a domino effect. Once a teacher has made a strong commitment to critical reflection on one's *Knowledge of Self,* a commitment to understanding *the Other* and the broader *sociopolitical dimensions* of language use in society. Furthermore, cross-cultural experiences seemed to foster critical reflection and support defining *the Other* from the *Self* for teachers who had already committed to doing the work. In sum, factual knowledge of cultural and linguistic diversity in combination with experiential knowledge from cross-linguistic and cross-cultural experiences seemed to play a role in teachers conscientization in the *Knowledge* domain.

Supported by studies of youth and pre-service teacher preparation (Gay & Kirkland, 2003; Palmer & Menard-Warwick, 2012; Watts et al., 2011), this assertion further corroborates the important role of coach to raise the affective barrier felt by the formidable task of challenging systemic issues. The coach mediated this affective barrier through guiding each teacher to explore real solutions to their felt barriers.

Through understanding the role of knowledge in the development of sociolinguistic consciousness teacher educators can design the scaffolds pre-service teachers need to engage in conscientization. Furthermore, knowledge alone is not enough. Only knowledge combined with a commitment to interrogate one's understandings and awareness of sociolinguistic issues -

Sociolinguistic Conscious Practice.

Three assertions emerged from the cross-case analysis of teacher practices. One, profound knowledge was foundational to thorough instructional practices and critical action.

Two, knowledge without a *willingness to act* was a barrier and limited the development of each of the practice strands. Three, *Practices of Teaching*, as measured by the SIOP, without knowledge left the most vulnerable students underserved.

Practice of teaching.

Drawing from Lucas and Villegas (2013), the *Practice of Teaching* strand references one of the four types of "pedagogical knowledge and skills of linguistically responsive teachers" (p. 101) or "a repertoire of strategies for scaffolding instruction for ELLs [and] the ability to apply temporary supports" (p. 102). In the CCCE model, I proposed a definition that requires teachers to go beyond scaffolds and supports "to apply and integrate knowledge of Self, the Other, and Sociopolitical Dimensions to design classroom instruction to meet the multidimensional needs of their particular students" (Appendix E). In order to analyze data on both the design of instruction and the application, I examined classroom observations from a behavioral and sociolinguistic perspective. From the behavioral lens, I looked for a repertoire of strategies, operationally defined by SIOP©. From the sociolinguistic consciousness lens, I looked for the ways pedagogical strategies leveraged students home language and culture to support "complex language and literacy use…that not only scaffold instruction, but transform lives" (García & Kleifgen, 2018, p. 86). Through contrasting these quantitative and qualitative data, I problematized the outcomes-based models that have dominated language instruction of emergent bilinguals with the sociolinguistic perspective that culture and language are inextricably interconnected and interdependent during the language acquisition process (Cummins, 2007; García & Kleifgen, 2018).

In spite of the prominent use of the Sheltered Instruction Observation Protocol (SIOP), I found limitations of this tool to thoroughly assess the evidence of practices that meet the

multidimensional needs of all students in the classroom. SIOP differentiated high implementers from low implementers, however, the SIOP ratings did not distinguish high implementers with a strong knowledgebase from those with minimal knowledge of language and culture. From an outcomes-based perspective, a thorough knowledgebase may appear to have little importance if instructional practices are sufficient to support students to meet the content and language objectives. Yet, what this comparative analysis of quantitative and qualitative measures revealed, was the effectiveness of the whole group instruction did not necessarily equate to adequate language supports for students performing significantly below grade level.

Practice of knowing the other.

If *Practice of Teaching* indicated effectiveness with whole group instructional delivery, *Practice of Knowing the Other* illustrated each teachers' aptitude with addressing individual needs across whole group, small group, and design of individualized interventions. Across cases *conscientization* in this strand was related to the depth of each teachers' *understanding of intersectionality.* In other words, the more intimate relationship the teacher had with her students' and their family, the more she was able to address their language as well as learning needs.

Practice of advocacy.

Señora Herrera provided an exemplar of what a teacher can accomplish with a firm knowledgebase that is *integrated* into her teaching practice. With both of these already existent, the coaching cycles served as a conduit to further integrate these components into her lessons and units. In addition, I served as a mediator translating the top-down initiatives into intentions rather than mandates. This gave her the freedom to take action, advocate for her students' needs, and be herself in the classroom. By the end of the coaching cycle, Señora Herrera was speaking

up in grade level meetings and taking a leadership role in the school. In essence, she truly embodied the *Practice of Advocacy*.

Factors Influencing Sociolinguistic Consciousness

Willingness to Act.

A *willingness to act* refers to the active interrogation of personal beliefs and values, contributes to the process of conscientization. This assertion substantiates Freire's (1970) conceptualization that "dialogue cannot exist…in the absence of a profound love…love is commitment to others" (p. 89).

Since Ladson-Billings (1995) introduced culturally relevant pedagogy to the field of teacher preparation, the predominant focus of teacher educators has been on developing teachers' awareness of themselves as cultural beings (Sleeter & Owuor, 2011; Villegas et al., 2018). Across these four cases, *Knowledge of Self* varied in unique ways interdependent on each teachers' opportunity for cross-cultural experiences in their lives as well as a dispositional orientation to a *willingness to act*.

Whether particular individual characteristics or life experiences pre-disposes a teacher to a *willingness to act,* has been the subject of several correlational studies. Employing measures of cultural competence and linguistic knowledge, researchers have used factorial analyses to look for relationships between categorical identity characteristics and positive beliefs about diversity (Vázquez-Montilla, Just & Triscari, 2014; Sawyer et al., 2016). While bilingualism, age, and depth of cross-cultural experience are often characteristics common among educators with positive beliefs toward cultural and linguistic diversity, they have not been found to be

determinant factors, especially, in regard to, enacting effective instructional practices (Coady, Harper, & de Jong, 2016; Sawyer et al., 2016).

Strong knowledge across in *Knowledge of Self* and *the Other* were integral to the first component of sociolinguistic consciousness, "an understanding that language, culture, and identity are deeply interconnect" (Lucas & Villegas, 2013, p. 102). Additionally, understanding the individual characteristics of knowledge development in each of these cases provided a deeper conceptualization of developing towards critical consciousness in the knowledge domain. Overall, conscientization incorporated factual knowledge, experiential knowledge, and a disposition toward a *willingness to act*. Furthermore, factual knowledge without a *willingness to act* limited the extent to which a teacher could profoundly develop across any of the practice strands.

In order to rethink the dominant discourse on language, learning and culture, teachers need *Knowledge of the Sociopolitical Dimensions* of language and language education within their society (Lucas & Villegas, 2013). Across these cases, teachers held various beliefs, attitudes, and factual knowledge of inclusive and language education. Again, dysconscious orientations to this strand were characterized by limited knowledge, a deficit perspective of students and their families, feelings of apathy, and a lack vision for finding a solution. Overall, *willingness to act* was an important characteristic in this strand, since apathetic attitudes and a deficit view prevented a vision toward finding a solution to systemic issues.

Integration.

The compelling evidence gathered across these cases suggested that profoundly complex factual and experiential knowledge is foundational to thorough implementation of instructional practices, building rapport, and critical actions to transform schooling. *Practice of Teaching*

without substantial knowledge did not support teachers to meet the intersectional needs of emergent bilingual students who may also be struggling to read due to a learning disability.

Understanding intersectionality.

Largely absent from the data collected from each case as well as the school context at large, was a critical consciousness of intersectionality of emergent bilinguals. Hopewell and Escamilla (2014) substantiated that a *trajectory toward bilingualism* (TTB) as a promising practice for reducing the false positive identification of emergent bilinguals with learning disabilities.

In the unique case of Señora Herrera, understanding of intersectionality arose as an intuition from comparing a struggling learner to characteristics she considered on the typical trajectory toward bilingualism. Through incorporating the WIDA Can Do Descriptors as a rubric for her bi-weekly assessments of the ELA standard, Señora Herrera was able to make these intuitions explicit. First, she was able to articulate her concerns about a struggling student by citing observable and measurable discrepancy in this student's language and literacy skills. Secondly, this rubric enabled Señora Herrera to distinguish students making progress in oral language from those who continued to remain in the "Entering" stage of English language proficiency (WIDA Can Do Descriptors ©).

García and Ortiz (2013) proposed a framework for interpreting sociopolitical dimensions of language use and education on emergent bilinguals suspected of a disability. These scholars list five considerations for "examination of more than one category of difference" (p. 34). Still, the literature on how a teacher would apply such complex reasoning are just emerging. The case of Señora Herrera provides such a model.

Ms. Good, on the other hand, displayed how given coaching and the tools she could enter into complex analysis of language and learning without bilingual skills herself. Without experiential knowledge with language learning, she was still able to *integrate* knew knowledge of second language acquisition to question her own history of hesitance to refer emergent bilinguals to special education. Then, she applied the WIDA rubric to differentiate the progress and learning of students of concern. Ms. Good, then, extended this analysis to improve her instructional decision-making for individualizing reading interventions and identifying which students demonstrated learning concerns beyond second language acquisition.

Both of these cases provide hope to the fields of teacher education and special education. In the review of the literature provided in Chapter 2, found only limited literature on methods and strategies for preparing prospective teachers. This collective case study employed the method of coaching conversations and the tool of a conceptual model for sociolinguistic consciousness. Together this method and strategy supported Ms. Good with the tools that allowed her to "crack open the window" (JG, post-conference, week 16) and connect with her emergent bilinguals. Additionally, while teacher education scholars assert the importance of sociolinguistic and critical consciousness on theory, there has been limited models of what sociolinguistic consciousness looks like in a practicing teacher. The case of Señora Herrera shows that given the expertise of knowledge and practice combined with sociolinguistic consciousness, practicing teachers are capable of understanding intersectionality and appropriately identify students deserving of special education services.

Limitations and Delimitations

In qualitative research, the purpose of data collection is to understand the environment rather than instigate control over possible influencing factors. As a result, this collective case study brought to light contextual features which hindered teacher development of sociolinguistic conscious under the CCCE model and may delimitate how future research may proceed. The findings from this study should be considered in light of the limited time frame, the number of teachers, the dual role of the researcher as coach, and the school context.

Conducted over sixteen weeks, this study reflects the timeline common among studies of preservice teachers developing critical consciousness (Barnes, 2006; Palmer & Menard-Warwick, 2012). However, other studies of professional development for practicing teachers have occurred over a period of one to two years (Batt, 2010; Echevarría & Short, 2011). The findings of each case show limited growth in both knowledge of sociolinguistic issues and SIOP practices. The time period also limited the pre-coaching phase, which was essential for building trust and rapport with each teacher. However, four weeks was not sufficient for all four teachers to connect with myself, as the coach, on such sensitive topics as their personal, cultural, and teaching identities. As Barnes (2006) encountered, short-term studies seem to provide just enough time to expose beliefs, but insufficient space to explore and develop those beliefs. Still, the length of this study was adequate to gain sufficient data to address the purpose of understanding sociolinguistic consciousness across all four teachers.

The number of teachers in this study was both a limitation and a delimitation. Including four cases was instrumental in providing insights into the similarities and differences across a diverse set of teachers. Nevertheless, the number of teachers in such an intensive study also impacted the feasibility of implementing the CCCE model equally across cases.

The number of teachers was also a factor in the effectiveness of the dual role of a researcher as coach. The difficulty of simultaneously managing four schedules, four different individualized goals, and four contrasting teaching styles consumed my time as a coach. As a result, the dual role may have impacted the quality of field notes, amount of data collected, and data analysis. Despite these challenges, the benefits of the dual role of a researcher as coach deserve further consideration in the research. First, as the sole protagonist in each story, the teachers were assured that their confessions, strengths and weaknesses, would be safe between us. Secondly, data analysis was enriched by my firsthand experience with the data. Ultimately, the duality of the role required my full participation and investment thereby also impacting my own development sociolinguistic consciousness.

Many of the challenges encountered implementing the CCCE model could be attributed to the complex structure of the school's professional development with divergent topics being implemented its inaugural year. Future research should consider the role the CCCE model can play as the primary tool guiding professional development, curriculum planning, and assessment.

The generalizability of findings in qualitative research occurs through the naturalistic interpretation of the reader. Therefore, the context of each case represents features unique to their personal background, context, and the time period of the lived experience of coaching. Furthermore, the interpretations of the findings on my own ontological perspective and lived experience.

Implications.

Nonetheless, in an interpretive research paradigm case study adds to the broader social construction of the truth about teaching emergent bilinguals. The assertions that emerged pose implications for a) teacher preparation programs, b) design of job-embedded professional

development methods, and c) conducting research where the researcher takes on dual roles of researcher and participant.

For teacher preparation programs.

For each teacher, the factual knowledge they gained in their teacher preparation programs was "not enough" (Palmer & Martínez, 2013). Both Ms. Honey and Ms. Good completed the requirements for the state English as a Second Language endorsement during their teacher licensure programs. Still, the both expressed disappointment in the minimal knowledge and practice they received to serve emergent bilingual students. As Ms. Good summarized,

> I went to [the local research university]. And they gave me clearance. They said, "Good to go!" But am I good to go? [No], there's some more I can learn. But that's where we are right now.

Teacher education literature asserts "learning tasks" (Lucas & Villegas, 2013), essential knowledge for mainstream teachers of ELLs (de Jong, Harper, & Coady, 2013), and development of cultural competence (Sleeter & Owuor, 2011). The findings from this collective case study corroborate similar findings that isolated coursework on knowledge of second language acquisition nor unsupported field placement for instructional practices are sufficient to prepare sociolinguistically conscious teachers. The critical skill both of these methods fail to foster, is the complex analysis required for instructional decision-making.

For professional development: Coaching with the CCCE model.

The unique incorporation of coaching methods with a conceptual model for cultivating critical consciousness fostered this instructional decision-making in shared reading lessons. Such methods could be included in both teacher educators and school-based professional development. Of the five critical features of professional development Desimone (2009) identified, the context

of this studied afforded the implementation of three out of five. Due to the contextual limitations of the school setting, content acquisition and collective participation were not fully developed features. The findings regarding knowledge reflect the importance of allotting time for deep learning of new content.

The coaching facilitated the individualization of professional development. As a coach, I was able to adapt according to each teachers' needs through coaching conversations. While all participants participated in a minimum of three formal coaching cycles, some teachers required a formal structure to lesson plan, some referenced the coaching wheel to plan, and others preferred more informal collaborative conversations. Each participant required different number of coaching conversations, co-teaching, modeling, and post-conferences.

The contextual barriers play an influential role in job-embedded coaching. I encountered several road blocks to implementing the study along its original design. For example, coaching was interrupted by multiple demands on teacher time and energy, navigating meetings, planning needs, life interruptions such as illness, prioritizing of testing, lack of dedicated time solely for coaching cycles. Flexibility of implementation was key to navigating the school context.

For professional development, there are several important recommendations to consider. Teachers need to be treated like professionals and given opportunities to understand complex social problems facing our marginalized communities. Only with this knowledge can they effectively seek solutions. Teachers need to 'think through' their teaching. Effective instruction doesn't just happen, but it requires careful planning and the integration of multiple categories of knowledge. Teachers need a 'willingness to act' to make progress on the continuum of consciousness. This willingness may be intrinsic for some, but for others it may require a long-

term investment to build rapport and provide the scaffolds for a teacher experience success in trying something new.

For participatory action research: dual role of researcher-coach

…The knowledge we generate affects us not others; the researcher is necessarily a part of the data he or she helps to generate. (Susman & Evered, 1978, p. 600)

The complexity of analysis required of teachers today supports the importance of researchers to engage in schools. Participatory action research offers five principles to guide furture scholars in this role, most importantly, the principle of reflexivity (Heikkinen, Huttunen, Syrjälä, & Pesonen, 2012). García and Ortiz (2013) provide guidance on placing the intersectionality of the researcher, teachers, and especially the vulnerable students they serve at the forefront. My experience illuminates the strengths and challenges such positionality. On the one hand, the embedded nature of a researcher-participant allows for constant intake of data through continuous attention (Stake, 1995). Furthermore, presence fosters relationships with the participants and the extended family of social relationships within a school. On the other hand, the "general load" (Stake, 2005) on the researcher risks the absence of data. Future studies employing these methods should explore how technology can support the collection of data and bracketing of roles to adequately document the simultaneous nature of being acting as researcher and coach.

Conclusion

In chapter 1, I referenced the lofty goals of sociolinguistic consciousness and the impact it could have on teachers and most importantly, their students historically marginalized for their unique linguistic and learning backgrounds. I asserted that greater sociolinguistic consciousness

could empower teachers to prevent learning disabilities (García & Ortiz, 2013; Artiles et al., 2005), to improve instructional practices (Coady, Harper, & de Jong, 2013), and ultimately advocate individual students (Hoover & deBittencourt, 2018), and promote systemic change (Cummins, 1979). The findings from this collective case study contribute to the fields' collective assembly of compelling evidence that teachers, equipped with sociolinguistic conscious, indeed have the capacity to affect change at the individual, as well as, the systemic level through re-envisioning professional development. Instead of looking at professional development as a point A to point B, professional development for sociolinguistic consciousness under the CCCE model is about fostering teachers' commitment to lifelong learning, trial and error, growth and reflection. The CCCE model represents a method to engage teachers in the dialogic conversations necessary to challenge their growth, whether through internal reflection or with the support of a coach.

> If I do not love the world—if I do not love life—if I do not love people—I cannot enter into dialogue. (Freire, 1970, p. 90)

Freire's words capture the soul of teaching and learning, through calling on liberators and the oppressed to enter into a conversation. In this study, I heeded Freire's call to utilize dialogue as a tool for conscientização, consciousness building of sociolinguistic issues particularly for students like Arnoldo and Alex. Through dualistic roles of being the researcher and coach, I studied this process as I was implementing it. This positionality took me deeper into conversation between myself as a coach and myself as a researcher, challenging my own capacity for critical reflection on ideas the hegemony of the English language, literacy, and dis/ability. Ultimately, the participatory nature of this study was transformative not only for the participating teachers, but for my own conscientização.

Likewise, García and Ortiz (2013) call for "transformative research [that] involves ideas, discoveries, or tools that radically change our understanding" of intersectionality (p. 44). The research design, tools, and discoveries of this collective case study contribute to understanding of what constitutes as transformative research. What is more transformative than the conscientização of the oppressor and the oppressed?

Assertions from the cross-case analysis operationalize the construct of sociolinguistic consciousness and how it may appear on a developmental continuum. Through making that which is eternally complex, observable, the Cultivating Critical Consciousness in Educators models enables dialogue. The nature of dialogic conversation is reciprocal communication where knowledge is exchanged and co-constructed. The individual diversity of each case illuminated the importance of such intimate professional development for specialized knowledge and practice. As teacher educators, we seek to prepare liberatory teachers and democratize educational environments to liberate students marginalized by their linguistic and learning backgrounds. In fact, our own process of conscientização is just as important as those we seek to influence.

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APPENDICES

Appendix A: Sheltered Instruction Observation Protocol

RUBRIC Adapted from SIOP for Individual Lesson Plan Demo for EED 577

	Highly Evident		Somewhat Evident		Not Evident	
I. Preparation	4	3	2	1	0	NA
1. Clearly defined **Content objectives** for students.						
2. Clearly defined **Language Objectives** for students.						
3. **Content Concepts** approp. For age and educational background level of students.						
4. **Supplementary materials** used to a high degree, lesson clear and meaningful. (Graphs, models, visuals)						
5. **Adaptation of content** (text assignment) to all levels of student proficiency.						
6. **Meaningful activities** that integrate lesson concepts (surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening and/or speaking.						
II. Instruction						
Building Background	4	3	2	1	0	NA
7. **concepts explicitly linked** to students' background experiences.						
8. **Links explicitly made** between past learning and new concepts						
9. **Key vocabulary emphasized** (introduced, written, repeated and highlighted for students to use)						
Comprehensible Input	4	3	2	1	0	NA
10. Speech approp. For student's proficiency level (slower rate and enunciation, simple sentence structure for beginners						
11. **Explanation** of academic tasks clear						
12. Uses a variety of **techniques** to make content concepts clear (modeling, visuals, hands-on activities, demonstrations, gestures, bodylanguage)						
Strategies						
13. Provides ample opportunities for students to use **strategies**						
14. Consistent use of **scaffolding** techniques throughout lesson, assisting & supporting student understanding (think-alouds)						
15. Teacher uses a variety of **question types, including those that promote higher-order thinking skills** (literal, analytical, & interpretive questions)						
Interaction	4	3	2	1	0	NA
16. Frequent opportunities for **interaction** & discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts						
17. **Grouping configurations** support language & content objectives of the lesson						
18. Consistently provides sufficient **wait time for students responses**						
19. Ample opportunities for students to **clarify key concepts** in L1 as needed with aide, peer or L1 text						
Practice/Application	4	3	2	1	0	NA
20. Provides **hands-on** materials and/or manipulative for students to practice using new content knowledge						
21. Provides activities for students to **apply content and language knowledge** in the classroom						
22. Uses activities that integrate all **language skills** (reading, writing, listening, speaking)						
Lesson Delivery	4	3	2	1	0	NA
23. **Content objectives** clearly supported by lesson delivery						
24. **Language objectives** clearly supported by lesson delivery						
25. **Students engaged** approx. 90% to 100% of the period						
26. **Pacing** of the lesson approp. To the students' ability level.						
III Review/Assessment	4	3	2	1	0	NA
27. Comprehensive **review** of key vocabulary						
28. Comprehensive **review** of key content concepts						
29. Regularly provides **feedback** to students on their output (language, content, work)						
30. Conducts **assessment** of student comprehension and learning of all lesson objectives (spot checking, group response) throughout the lesson.						

Appendix B: Pre/Post-Interview Protocol

I would like to ask your permission to record this interview for the purposes of accurate transcription.

The recording will be used for transcription purposes only. Without your recorded permission today, I will not record the interview. Rather, I will just take notes. Whether the interview is recorded or transcribed from notes, you will have an opportunity to read it and provide any clarifications and/or corrections to content that you feel might not accurately or fairly represent you.

Personal Beliefs Questions:
Personal History:
1. *I'd like to learn about your cultural and language background.* What can you tell me about where you grew up? What languages were you exposed to? (i.e. Experiences growing up, friends, family members, etc.)
   a. What experiences did you have with people with disabilities or learning differences in your home or community?
2. Now let's talk about your school experiences. Where did you go to school? How would you describe the atmosphere and learning environment school(s) you attended?
3. Sometimes we talk about how students have different values and expectations at home than at school. Is this something you can relate to?
4. What experiences did you have with people with disabilities or learning differences in your school experience?

Immigration: (Think about how to frame this area – how immigration status may impact daily lives)
Our personal life experiences and choices are often influenced by government and policies. Immigrant families face specific challenges depending on their immigrant status.
1. What do you know about current issues relating to immigrants and refugees in the US?
2. How do you believe these policies have impacted schools?
3. What do you know about the current issues facing the immigrant community surrounding Mort? How do these issues impact the students in your classroom?
4. What impact, if any, do immigration policies and the issues facing the local community have on your teaching or classroom dynamics?
Probe if necessary: In what ways have immigration policies impacted you and your family?

Disability:
We often take for granted our able minds and bodies, but some of us have had friends and family members with disabilities. We might also become aware of issues facing people with disabilities through social media and movies.
1. What issues are you aware of facing people with disabilities?
2. In general, how well do you believe schools serve students with disabilities?
3. *Federal laws provide students with disabilities the right to an IEP. I am interested in what your experience has been with students with IEPs and how you see your role.* What role do general education teachers have in serving students with disabilities?

239

4. What do you know about learning disabilities in reading?
5. In what ways do you think about learning differences when you plan lessons or how you deliver instruction?

Bilingualism:
What do you know about being bilingual? *I believe I have two brains.*
Bilingual: How do you use your bilingualism on a daily basis?
English-only: Can you tell me about your experiences with languages?
What is your impression of how important bilingualism is to your students and their families?

Bilingualism in Schools:
What approaches to teaching students who speak a language other than English are you familiar with?
How do you think students who speak a language other than English should be taught?
How do you think ALL students should be taught language?
What role do general education teachers have in serving students who are bilingual?
Follow-up based on survey responses

Culture:
How would you describe the relationship between culture and language?
In what ways does culture impact your students' readiness to learn?
In what ways do you think about culture when you're planning lessons or how you deliver instruction?

Classroom
Let's begin with talking about your classroom and what types of students you have this year. Tell me about your students. What are their cultural and language backgrounds? What personalities do you have in your class? What kind of learning challenges do your students face?
Do any of your students have diagnosed disabilities? Are there any students who you think might be at risk of a learning disability? Do you think any of them show evidence of learning problems (generally)?

Working with Families:
Tell me about working with families of your students. How would you describe the role families play in their students' schooling? Would you say they are supportive? Involved? Engaged?
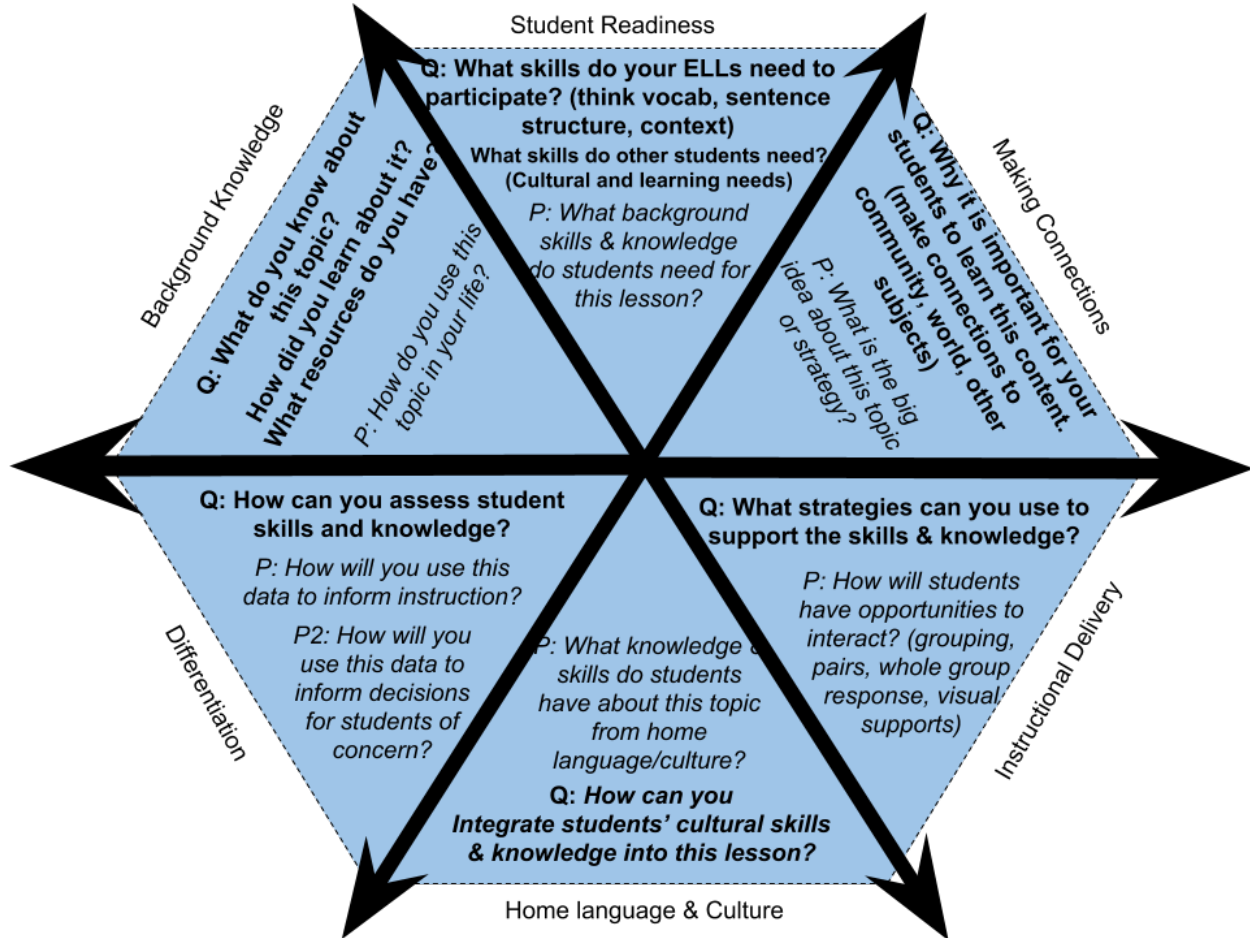*Do you find there are differences among families?*
What barriers do you think they face in being involved in their child's education? What do you think should be done to address these barriers?
What barriers do *you* face in trying to involve parents in their child's education? What do you think should be done to address these barriers?
Understanding/thoughts of university area community?

Appendix C: Coaching Tool

Student Readiness

Background Knowledge

Making Connections

Differentiation

Instructional Delivery

Home language & Culture

Q: What skills do your ELLs need to participate? (think vocab, sentence structure, context)
What skills do other students need? (Cultural and learning needs)
P: What background skills & knowledge do students need for this lesson?

Q: What do you know about this topic? How did you learn about it? What resources do you have?
P: How do you use this topic in your life?

Q: Why it is important for your students to learn this content. (make connections to community, world, other subjects)
P: What is the big idea about this topic or strategy?

Q: How can you assess student skills and knowledge?
P: How will you use this data to inform instruction?
P2: How will you use this data to inform decisions for students of concern?

P: What knowledge & skills do students have about this topic from home language/culture?
Q: How can you Integrate students' cultural skills & knowledge into this lesson?

Q: What strategies can you use to support the skills & knowledge?
P: How will students have opportunities to interact? (grouping, pairs, whole group response, visual supports)

Appendix D: Field Notes Template

Dates:	People Present:	Type of Meeting:	
What Happened	What I noticed	What do I think	Next Steps
<u>Overall</u>			
<u>Kindergarten</u>			
Kindergarten - JG			
Kindergarten – YH			
First grade			
First grade GN			
First grade <u>SH</u>			

Appendix E: Data Analysis Consciousness Coding Rubric

Strand	Dysconscious Passive adaptation: displays apathy, dependency thinking, or intense distrust	Emerging Emotional engagement: examples of cognitive dissonance/awakening, questioning, but complicity – feels unable to take action or see a solution	Critically Conscious critical awareness; actively engages in critical reflection, a social justice mindset, envisioning of a *new future* – takes action to be a part of the solution
Knowledge of Self self-awareness of one's own beliefs, values or attitudes associated with their particular categories of identity and how this identity orients one to particular experiences across all ecological systems	struggles to identify cultural identity and how personal beliefs and/or attitudes or values originated, identifies as void of culture, or family as 'typical'	identifies personal beliefs, attitudes or values; expresses emotions about heritage; signs of cognitive dissonance between previous beliefs and present experiences	critical awareness of personal beliefs and cultural identity, family history, and the role it plays/has played in influencing one's development
Knowledge of the Other factual and experiential understanding of other cultures, languages, and other groups outside one's inner circle	displays apathy, dependency thinking, or intense distrust of other cultures, languages, and groups outside their inner circle	identifies factual information about the beliefs, attitudes or values of other cultures, languages, and groups	Actively engaged in building a rich complex knowledge of other cultures, languages and groups
Knowledge of Sociopolitical Dimensions understanding of how social, political, or economic structures	struggles to identify systemic structures; apathy towards the role of macro- and meso-systems in student	identifies some role of systemic issues, may express change in beliefs due to particular experiences, but	Actively engaged in critical reflection on sociopolitical dimensions and the influence on their students' education;

	influence one's development and access to educational opportunity	development; misattribution of marginalized groups to individual characteristics	cannot identify ways to make change	articulates how this knowledge influences instructional design and advocacy decisions
Strand	Dysconscious	Emerging	Critically Conscious	

Strand	Dysconscious	Emerging	Critically Conscious
Practice of Teaching applies and integrates knowledge of self, the Other, and sociopolitical dimensions to design classroom instruction to meet the multidimensional needs of their particular students.	Dismissive of the role of identity in instruction; presumes that all students benefit from the same instruction, unaware of their lack of instructional skills for diverse students	demonstrates an emergent understanding of the role of identity in instruction and recognizes responsibility; adapts some curriculum, uses some strategies, but may express low efficacy to meet their students' needs	critical awareness of the role of identity in instruction and learning; actively orients instruction toward social justice; high self-efficacy in accessing resources to meet students' instructional needs
Practice of Knowing the Other applies knowledge of other cultures, languages, and other groups outside one's inner circle to build rapport and engage the students and families at their school	Assumes other groups outside their inner circle have similar ways of knowing and/or being; interprets families or students' behaviors from a deficit perspective	identifies different ways of knowing/doing of other cultures, languages, and groups, but expresses complicity or low efficacy in one's ability to bridge cultural or language barriers	critical awareness of others' ways of knowing/doing; actively engages in cross-cultural communication; takes action to change school culture to support student and family engagement

244

Practice of Advocacy applies their knowledge of sociopolitical dimensions (social, political, or economic structures) to actively advocate for individual and groups of students who have been historically marginalized in schools	displays apathy and deficit perspective towards struggling students; attributes student struggles to individual characteristics; advocacy limited to following school procedures without questioning status quo or considering implications	identifies the need to advocate for students' access to educational opportunity, may express change in actions due to particular experiences and new knowledge, may advocate for specific students, but cannot identify ways to make systemic change	Actively engaged in critical action to make systemic changes to support marginalized groups within their school; uses specific knowledge of students' unique needs to guide instructional design and advocacy decisions

Appendix F: IRB Approval

USF
UNIVERSITY OF SOUTH FLORIDA

RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FWA No. 00001669
12901 Bruce B. Downs Blvd., MDC035 • Tampa, FL 33612-4799
(813) 974-5638 • FAX (813) 974-7091

11/26/2018

Alta Broughton
Teaching and Learning
4202 E Fowler Ave, EDU 105
Tampa, FL 33620

RE: **Expedited Approval for Initial Review**

IRB#: Pro00036911

Title: Cultivating Educators' Critical Consciousness of Language and Learning Needs of Emergent Bilinguals

Study Approval Period: 11/24/2018 to 11/24/2019

Dear Ms. Broughton:

On 11/24/2018, the Institutional Review Board (IRB) reviewed and **APPROVED** the above application and all documents contained within, including those outlined below.

Approved Item(s):
Protocol Document(s):

IRB Pro00036911_Broughton_version1.docx

Consent/Assent Document(s)*:

IRB Pro00036911_Broughton_PLC_School_personnel_CCCE_Version1.docx.pdf
IRB Pro00036911_Coaching_teachers_Informed_Consent_CCCE_Version1.docx.pdf

*Please use only the official IRB stamped informed consent/assent document(s) found under the "Attachments" tab. Please note, these consent/assent documents are valid until the consent document is amended and approved.

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review research through the expedited review procedure authorized by 45CFR46.110. The research proposed in this study is categorized under the following expedited review category:

(5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis).

(6) Collection of data from voice, video, digital, or image recordings made for research purposes.

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval via an amendment. Additionally, all unanticipated problems must be reported to the USF IRB within five (5) business days.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

Melissa Sloan, PhD, Vice Chairperson
USF Institutional Review Board