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## Literacy Achievement Gap of Elementary English Learners

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Literacy Achievement Gap of Elementary English Learners  
by  
Bethany Kamps  
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Master's Project  
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Bethany Kamps

## Abstract

Elementary aged students should be reading at grade level at the end of each school year. However, English Learners (ELs) are consistently not meeting this goal. The rise of ELs and current legislation has forced classroom teachers to become the primary educator for EL students. These factors contribute to the literacy achievement gap of elementary EL students. Embedded in a six-week summer literacy program, this project proposes implementing teacher professional development to help close this academic achievement gap. Throughout this PD, teachers will engage in learning centered around effective practices for teaching ELs, team collaboration and coaching, and cultural competency.

Key words: achievement gap, English Learners, professional development, cultural competency, literacy

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## **Chapter One: Introduction**

### **Problem Statement**

According to the Every Student Succeeds Act (ESSA), elementary aged students in the United States should be reading at grade level at the end of each school year. However, only 35% of 4th grade English Learners (EL) achieved the score of “basic” on the Nation's Report Card Assessment (2019), compared to 71% of non-ELs. On average, in Michigan, only 28.1% of 3<sup>rd</sup> through 5<sup>th</sup> grade EL students received the score of “proficient” or above in reading for the 2018-2019 English Language Arts M-Step Assessment. These “proficient” scores decreased over time as students moved to higher grades. In comparison, 47.4% of 3<sup>rd</sup> through 5<sup>th</sup> non-EL students were deemed “proficient” or above in reading, with scores improving as they got older (Michigan’s Center for Educational Performance and Information, 2019).

In Michigan, these national and state test results reveal an enormous literacy achievement gap between EL and non-EL students. If the literacy underachievement of ELs isn’t addressed at a young age, this gap only continues to widen in higher grades (Fry, 2007). There are a variety of factors which contribute to ELs’ underachievement in literacy performance, including varied levels of cultural competency among teachers and minimal in-service teacher professional development once they are in the field. To best support EL students, “sweeping changes are needed in the way that teachers are prepared and supported to better serve this growing population” (Samson & Collins, 2012, p. 20). To improve literacy achievement of EL students, districts that currently have out of school K-5 EL summer literacy



enrichment programs should integrate teacher professional development within these supplemental programs. Throughout this integrated professional development, participating teachers will engage in learning and experiences centered around effective practices for teaching ELs, team collaboration and coaching, and cultural competency.

### **Importance and Rationale of the Project**

ELs have remained the fastest growing student population in the United States. Between 1990 and 2010, schools witnessed an 80% increase in the EL population compared with a 7% growth of the general student population (Breiseth, 2015). In 2017, ELs made up 10.1% of the total student population nationwide with some states, such as California totaling 19% of their student population. Every year our schools become more ethnically and linguistically diverse. Based on these current growth trends, it is predicted that Hispanics will represent 30% of the total student population by the year 2050 (McIntyre, 2010). This demographic shift continually increases the likelihood of teachers working with students who do not yet have proficient English skills to access academic content in mainstream classrooms (Ballantyne et al., 2008).

Quality of instruction has been shown to be more important than the language of instruction, however researchers are finding that ELs are taught by less qualified teachers, compared to their non-EL counterparts, and that many classroom educators lack training in EL teaching instruction and cultural competency (Wixom, 2015). School-based professional development time devoted to preparing teachers to work

with EL students is often nonexistent. A national study highlighted that teachers who had ELs in their class, on average, received only 4.2 hours of professional development on instruction for ELs over a 5-year period (Zehler et al. 2003). Teachers feel unprepared to work with ELs and “lack the training and professional supports to address student’s academic and linguistic needs” (Villavicencio et al., 2021, p. 3). Frustration ebbs from not being able to communicate with students and parents, inadequate materials, and uncertainty of what EL students know and what they need to learn (Shreve, 2005). Research continues to show us that well-prepared teachers make a significant difference in student learning. Adnot et al. (2017) insist, “having an effective teacher can dramatically alter student’s education and economic outcomes” (p. 54). However, public schools are seeing great discrepancy in teachers’ abilities to meet EL students’ needs.

Not only are teachers lacking important training, but schools are currently facing a teacher shortage. Teacher shortages plays a significant role in our achievement gap. Based on data from the 2014-2015 school year, an estimated 68,133 additional EL teachers would be needed for the 2019-2020 school year. During the 2019-2020 school year, 20 states reported shortages of English as a Second Language teachers (U.S. Department of Education, 2021).

Family engagement in education is shown to have a direct benefit for all students. Higher student achievement, better social skills and better behavior are just a few benefits seen when families and schools partner together. Home-school communication is also linked to the success of a student (Harvard Family Research

Project, 2014). Teachers, however, struggle when it comes to communicating with families who are linguistically and culturally different. School and family ties may be obscured by language barriers, immigration status, and level of schooling held by family members (Protacio et al., 2020). In fact, Kirmaci (2019) discovered that teachers are concerned about the lack of professional development geared towards family-school-community interactions. Teachers were interested in growing in these interactions, but they often felt like they were given few opportunities to gain knowledge in this area.

### **Background of the Project**

#### **No Child Left Behind & Every Child Succeeds Act**

Since the implementation of No Child Left Behind (NCLB), we have seen a drastic shift in the ways schools and teachers approach teaching ELs. Not only has the number of EL students increased nationwide, but policies written in regards to instructional programming, due to NCLB, has altered our focus from bilingual education and special programs (such as English as a Second Language) to mainstream inclusion. Although these policies try and attempt to address the problems and challenges facing EL students, it is only furthering in the marginalization of EL students (Villavicencio et al., 2021). The NCLB policy makers created new responsibilities for classroom educators to instruct ELs without providing any additional support. In addition, the adoption of the Common Core State Standards (CCSS) works to increase academic rigor of all students, without taking into account the language and literacy skills of ELs (de Oliveira & Yough, 2015). With the

increase of EL students in schools and the ramifications of NCLB, Noguera (2013) claims, “Every teacher needs to be a teLitacher of English Learners” (as cited in Singer, 2015, p. 7). If schools and policy holders continue to put additional pressure on teachers, then we need to equip every teacher. Thus, schools need to provide the resources necessary for teachers to effectively instruct EL students in their classroom.

Currently ESSA requires schools to report EL students’ progress in English proficiency and standardized testing. This reporting has increased funding geared towards ELs, but federal policies have not stressed an importance for EL teacher training, both pre-service and in-service (Quintero & Hansen, 2017). Furthermore, Gándara & Santibañez (2016), discovered that states vary in regards to EL teacher pre-service requirements. Currently, 28 states provide pre-service and in-service training and professional development for classroom teachers (Rafa, et al., 2020). This training mainly focuses on literacy. Although an important focus, Samson & Collins (2012) feared that this knowledge would not ensure that teachers were equipped with the information they needed to understand research-based methods for supporting EL students on oral language and academic language development. In regards to specialized EL teachers, only 27 states require specific endorsements or certification (Rafa et al., 2020). This inconsistency within the nation’s school systems signal that schools are failing to prepare teachers and ignoring the research that showcases the importance of prepared and professional educators, particularly when it comes to supporting and instructing ELs.

### **Identification & Instruction**

A large obstacle that further exacerbates policy reform for ELs is “proper and coherent identification, placement, and redesignation of English learners in schools” (Garcia, 2012, p. 36). The U.S. Department of Education EL Tool Kit (2017) requires all states to identify ELs, measure their current English proficiency, and administer state testing programs. Specifically, this requires that a home language survey is given to families of current or new students and if a language other than English is spoken in the home, the student is given an English language proficiency assessment. If the student scores below the set levels, then the state and their local school is required to identify that student as an EL and provide the appropriate supports and services until the student is deemed proficient in their English acquisition.

Depending on state laws and the number of enrolled ELs in a district, classroom instruction and support can look very different. Some districts have developed bilingual/dual-lingual instruction while others range from sheltered instruction (Echevarría et al., 2000) provided by the classroom teacher with guidance from an ESL teacher. Others only provide pull out language services. (Benavides et al, 2012). In districts where EL numbers are low, there may be little to no supports provided at all. This lack of supplemental language support is a direct violation of Title VI of the Civil Rights Act of 1964 which was formed due to the historical 1974 Supreme Court case of *Lau v. Nichols* (U.S. Department of Education, 2020).

An area of concern is proper identification and transition from EL services to mainstream classroom (Wixom, 2015). Noted previously, with no common instructional approaches and little professional development provided for classroom teachers, teachers do not feel prepared to meet academic needs of EL students in their classroom (Hiatt & Fairbairn, 2018). In reviewing common EL program models, Collier and Thomas (2009) identified the strongest indicator of long-term K-12 academic achievement was the type of EL program implemented in elementary school. They argue that language is best acquired when the student is engaged in learning that interests them and connects to what a student already knows. The first year they recommend students be enrolled in specific EL classes with a certified EL teacher that has background training in language acquisition and English linguistics. However, this instruction is only effective if the learning is tied to specific content curriculum. EL students will language growth increases when teachers provide specific EL instruction through academic content. Inclusion models such as co-teaching and co-planning are also seen as effective EL programs. The least effective and most commonly implemented EL instruction is the pull-out model where students are removed from mainstream classes for a portion of the day to receive direct language instruction from an EL teacher. This model is ineffective when lessons focus on isolated language skills that don't transfer to what the student is learning in the classroom.

## **Achievement Gap**

Since 1998, leaders in the field have been warning that the varied levels of academic success between race and social class would be a “daunting” and “chronic” problem we would face (Garcia, 2012, p. 1). This gap is not seen with all students. In fact, schools’ failures, as determined by various standardized measures, disproportionately impact students of color. NAEP test results from 1975 to 2008 showed “no significant narrowing of the achievement gap between White and Latino” students (Madrid, 2011 p 7). This gap plays a role in dropout rates, which are four times higher for Hispanics than Whites, (Trumball & Pacheco, 2005) Advanced Placement courses taken, placement in “gifted” classes, and acceptance into college, graduate and professional programs (Garcia, 2012). Moreover, how some schools are currently implementing their EL programs may be widening the achievement gap instead of closing it (Garcia, 2012).

## **Marginalization of Language Minority Students**

Many schools throughout the United States have adopted an English-only academic setting and 30 states have established laws making English their official language (Hanna, 2017). These laws hinder the use of language supports that assist in EL students accessing academic vocabulary used in classes (Pang et al., 2011). This silencing of home languages has further alienated and marginalized EL students. Language is connected to a student’s culture and community. Research has shown that it takes a language learner seven years to fully develop a second language (Cadiero-Kaplan & Rodríguez, 2008). The push for English-only divides a student

between their home language and English. The limiting of home language usage in schools has left many students and families unsure of the value of their home language and how it can be seen as a benefit in education. These authors also state that the push for a single academic language can “do more harm than good when a student’s native language is not recognized as a valuable asset and tool for English language and literacy development” (p. 373).

### **Deficit-Based Perspective**

Teachers lacking proper training, having little experience with culturally diverse populations, increase in high-stakes testing, and teacher accountability measures have led to negative attitudes toSingers having EL students’ mainstream classrooms (Mellom et al., 2018). These negative attitudes cause teachers to view their EL students, their communities, and their abilities as deficit-based. Mellom et al., (2018) states three negative and harmful outcomes that result in this deficit-based perspective. 1) A teacher’s view has a direct effect on expectations of both their students and their role as an educator. A negative view of one’s teaching ability causes a teacher to fell unprepared to teach EL students and unsure if students can overcome barriers they will encounter academically. 2) Teachers views impact their actions and how they interact with students in the classroom as well as how they teach. A teacher’s negative view often results in negative behavior towards EL students. 3) Student’s behavior and learning is affected by their teacher’s belief and attitude towards them. De Oliveira (2015) adds that teachers also feel uncomfortable interacting with students and families that are culturally or ethnically different from



themselves. In addition to these feelings, de Oliveira (2015) states that teachers may carry specific attitudes and beliefs that students from different cultures may be less motivated and capable of learning.

### **Summer Learning Loss**

Throughout a school year, research suggests that students' learning growth is relatively equal. The summer months are when the academic achievement gap widens, often due to socioeconomic and racial status (Alexander, Pitcock, & Boulay, 2016). Summer learning loss, often referred to as the “summer slide,” impacts students' academic performance in a variety of ways. Learning loss results in lower standardized test scores at the beginning of the school year in comparison to a students' end of the previous school year test score. As a result, teachers and students are forced to spend time reviewing and re-learning skills that were already mastered the previous year, and this loss of learning accumulates throughout a student's academic career and can have a negative impact on a student's proficiency in reading and math (Lenhoff, Somers, Tenelshof, & Bender, 2020).

Summer learning loss has been a known phenomenon since the beginning of the 20th century. However, it wasn't until the late 1970s when Heyn (1978) noted that this growing learning loss was attributed to disadvantaged students not having access to learning resources during the summer. Although all students experience learning loss to a degree, higher achieving students were able to make rapid growth when the school year resumed, whereas lower achieving students made slower gains in addition

to losing significant gains during the summer (Lenhoff et al., 2020). Thus, summer learning loss is another contributor to the academic achievement gap that ELs face.

### **Statement of Purpose**

According to Gándara & Santibañez (2016), “the large and persistent gaps in academic outcomes for English language learners compared with other students indicate that something must be wrong with the teaching approaches we’re using” (p. 32). Gándara & Santibañez go on to stress that in order to close these achievement gaps and to build on strengths of EL students, we need to provide EL students with teachers who are not only classified as “good teachers,” but have additional skills and abilities. As noted previously, lack of training for main-stream teachers has left many, if not most, educators feeling unprepared to teach in their ever changing culturally and linguistically diverse classrooms (Gomez & Diarrassouba, 2014). This shortcoming is often cited as a reason for the current EL achievement gap. Thus, by providing teacher professional development focusing on effective instructional practices for supporting EL students, including an emphasis on coaching and collaboration as well as cultural competency, elementary teachers will be better prepared to effectively educate all of their learners.

The purpose of this project is to create a six-week summer school professional development curriculum, to be embedded into an existing summer and/or literacy enrichment program, that will provide elementary teachers with these necessary, additional skills and abilities. Teacher professional development is used to provide solutions to inequities we see in our schools, such as academic achievement among

different groups of students (Molle, 2013). This teacher professional development is focused on enhancing literacy achievement of English Learners at the elementary level and building home-school ties through cultural competency. In a 2015 study, Santibañez and Gándara posed a question to educators about what would be most helpful to address their current teaching challenges. Their responses focused on observing other highly effective teachers, working with a mentor or coach, and being able to participate in a professional learning community. In response to these authors' call for more focused, purposeful teacher professional development, this professional development program will include teacher professional development before, during, and after the 6-week summer school program. Before the summer program begins, teachers will study and work through effective practices for instruction, including what cultural competency means in school and how it impacts and supports student achievement and home connections. Throughout the six-week summer literacy program teachers will continue to meet two hours a week with their collaboration teams (i.e., a smaller group of participating teachers) and two hours a week with the whole group (i.e., all participating teachers). This whole group setting will provide time to reiterate teachers' learning, share ideas and success found in individual classrooms, build upon relationships with each other as educators, and continue to strengthen learning of best practices for teaching ELs.

Once the six-week program has ended, participating teachers will again meet for a day long teacher professional development. At this training teachers will work on solidifying their learning and creating next steps for supporting EL students and

colleagues in the coming school year. Although Grant et al. (2017) encourages flexibility in the scope and sequence of a professional development to be able to target needs that arise, it is important to have a framework to guide teacher learning. This proposed EL-focused professional development program and EL summer intervention program are supported by researchers' work and the components embedded in this program are known to have positive impacts on ELs' learning (e.g., Babinski et al., 2010; Grant et al., 2017; McIntyre et al., 2018; Santibañez & Gándara, 2015).

The primary focus during these professional development workshops will be oral language development, academic language, and cultural diversity (Samson & Collins, 2012). Oral language development will focus on increasing teachers' knowledge and understanding of language as a whole and the role of the individual language components. This will also include instruction on language development and the journey ELs take to become bilingual. Academic language will focus on the type of language that is used for instruction, mainly in cognitively demanding tasks (Adger et al., 2018). These would include discipline-specific vocabulary and the language of text and assessments.

Teachers will also develop an understanding of the language demands involved in academic language because "cultural differences often affect ELL students' classroom participation and performance in several ways" (Samson & Collins, 2012, p. 10). Cultural competency is an area that is often left out of professional development; however, it is crucial. If teachers hope to be successful

teaching EL students, then there needs to be an understanding that culture plays an important role in learners' language and academic achievement. Included in this portion will be support for teachers to develop and foster continual family connections (Grant et al., 2017). In order to provide equity in education and student achievement, development of cultural competency in educators is central (Pang et al., 2011).

### **Objectives of the Project**

Noted previously, the objective of this project is to create a teacher professional development program to be directly embedded in an elementary EL summer literacy program. This teacher professional development aligns with the Education Commission of the States recommendations by ensuring continued professional development training for all educators, focusing on essential knowledge and skills teachers need to effectively differentiate instruction and promote cultural competency (Wixom, 2015).

The first objective will be to support teachers' understanding of effective practices for EL instruction. Teacher professional development before, during, and after the summer program will include instruction for how teachers can best support their EL students. These instructional supports will include language development, specific instructional models and strategies that support EL student's language growth. Teachers will be given time to practice these strategies in their designated classroom and reflect on what they found successful during the weekly professional development timeframes.

The second objective will be to create a community of collaboration among the teachers and coaches. Teachers will be given time to work with their co-teacher throughout the week. This time will include curriculum development, observation, coaching, and collaboration. Teachers will also observe other teaching teams throughout the 6 weeks.

The third objective will be to, throughout the professional development opportunities, develop teachers' understanding of cultural competency. This understanding will help teachers gain insight on their own culture identity as well as understand how culture identity plays a role in their students learning. As part of their work with the ELs in this summer program, participating teachers will engage in instruction that focuses on culture, language, race, and ethnicity.

The final objective will be to provide alternatives for teachers to identify ways to incorporate learning in different schedules, whether that be in a summer school program, throughout the school year, or during summer in-service workshops.

### Definition of Terms

**Achievement gap:** differences in academic achievement among groups of students (Murphy, 2009)

**“Basic”:** denotes a level that indicates a student’s partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade (Nation’s Report Card, n.d.); this level is most often associated with standardized assessments.

**Cultural Competence:** “ability to recognize differences based on culture, language, race, ethnicity, and other aspects of individual identity and to respond to those differences positively and constructively” (Trumbull & Pacheco, 2005, p. 4)

**English Learner (EL):** students who are learning English as a non-native language (Samway, Pease-Alvarez & Alvarez, 2020). These students are served in programs of language assistance and include services such as, English as a second language, language training, and bilingual education (Murphey, 2014).

**Professional Development:** both formal and informal learning opportunities that aid and strengthen a teacher’s competency in areas such as knowledge, beliefs, motivation, and self-regulatory skills (Richter et al., 2010)

**Proficient:** “denotes a level that indicates a student’s performance on a standardized assessment, specifically understanding and application of key academic content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency” (M-Step, 2018, p. 11)

**Teacher Shortage Area:** According to the U.S. Department of Education (2016), “teacher shortage area” means “an area of specific grade, subject matter or discipline classification, or a geographic area in which the Secretary determines that there is an inadequate supply of elementary or secondary school teachers.” (p. 3)

### **Scope of the Project**

This six-week EL-focused and teacher-centered professional development program is focused on K-5 elementary teachers, with the intention that this program will be embedded into an existing or newly created EL-focused summer literacy enrichment program. To make it as beneficial and valuable as possible, there are a few pieces that must be in place at the school level. Support from the administration is essential to the success of this professional development (Darling-Hammond et al., 2017). This area is often lacking in EL teacher support. For example, in a 2015 survey of Los Angeles teachers it was discovered that when asked to rank what supports were given to help with teaching EL students, teachers put support from their school principal last (Gándara & Santibañez, 2016). Although this professional development is designed for classroom teachers in a K-5 building, it is up to the administration, including school principals, to lead by example and support their teachers.

Administrators are the ones who often spear head the efforts of community and family engagement (Wixom, 2015). If the administration is committed, teachers are much more likely to be committed. Teacher participation and collaboration are also key factors to the success of the teacher professional development. Only staff who are employed for the summer learning program will attend this teacher professional



development, with the expectation that once the regular school year begins, those teachers will be experts and leaders in their respective grade levels and help with the transfer of their new knowledge and skills.

Outside the K-5 school setting, there are many factors that can contribute to the EL achievement gap and limit the effectiveness of this professional development. The amount of teachers' prior training and knowledge is an area that may not be controlled at the school level. Other challenges teachers face when serving EL students is the amount of their EL students' prior schooling and/or potential interrupted education, particularly for migrant families. Moreover, additional considerations outside teachers' control and thus not readily addressed by this proposed teacher professional development program include students' responsibilities outside of school (e.g., caring for siblings, working, translating for families) (Breiseth, 2015) as well as socioeconomic factors, health, and limited language services (Samson & Collins, 2012). Research shows that one strong indicator of a successful teacher is bilingualism (Gándara & Santibañez, 2016). However, due to the number of languages ELs may bring to the classroom and the lack of any requirement that teachers be bilingual, this is another area not readily addressed through this professional development program.

## **Chapter Two: Literature Review**

### **Introduction**

Research has shown that an EL student's academic success is connected to the effectiveness and competencies of their teacher (Trumball & Pacheco, 2005). In order for teachers to be more effective and competent they need to be provided with the proper training and resources. As research demonstrates, the quality of a teacher is improved through a variety of in-service professional development methods (Ajani, 2019). Moreover, it has been established by prior research that, "teachers are key to enhancing learning in schools. In order to teach in a manner consistent with new theories of learning, extensive learning opportunities for teachers are required" (Bransford, 2000, p. 203). Moreover, teachers have continually asked for professional development and training related to teaching ELs (Cavazos, Linan-Thompson & Ortiz, 2018). In reviewing the literature, there are many qualitative, quantitative, and mixed method research studies that provide useful findings for supporting the need for additional teacher professional development connected to supporting and serving ELs. Additionally, the research reviewed also informs the proposed development and implementation of teacher professional development focused on increasing EL literacy.

## **Theory/Rationale**

### **Adult Learning Theory**

In the same way teachers strive to educate their students in the most impactful way possible, we need to educate our teachers in ways that will support their learning. In order to do this, teacher professional development needs to be founded on adult learning theory principles (Zepeda, Parylo, & Bengtson, 2014). Adult learning theory, influenced by Malcom Knowles et al. (2005), focuses on andragogy, which is the practice of teaching adult learners, instead of the usual education theories that focus on pedagogy, which centers around teaching children. In other words, Knowles understood that what is best practice in educating children doesn't always work for adults (Ajani, 2019). Knowles viewed adult learning as "voluntary, self-directed, experiential, and collaborative" (Taylor & Cranton, 2012, p. 4).

He credited much of his work to Eduard Lindeman, who viewed education as a lifelong process that was propelled by a learner's needs instead of a set curriculum, since learning requires being engaged throughout the process (Blondy, 2007). Based on his research, Knowles originally established five assumptions of adult learners. His assumptions included self-concept, adult learner experience, readiness to learn, orientation to learning, and a motivation to learn (Pappas, 2013). Later, a sixth assumption was added, the need to know. Outlined below, these assumptions conceived of by Knowles et al. (2005), identify important components that should be embedded in any teacher professional development program, as teachers are

considered adults and professional development is most often understood as programs, events, and adult-centered learning opportunities.

### ***Knowles' Six Assumptions***

**Self-concept.** Learners have an awareness of self and can direct their own learning. Teachers are experts in their field and have the capabilities to take control of their own learning. When professional development focuses too heavily on educating or training teachers, then a conflict is created where the facilitator becomes the teacher and those in attendance revert to child-like behaviors of dependency on the facilitator (Knowles et al., 2005). For professional development to be successful, teachers should take part in their learning experience and gain knowledge for themselves without solely depending on a facilitator or expert.

**Experience.** Whether a veteran teacher or a novice, every teacher has a “reservoir of life experiences” that create “a rich resource for learning” (Zepeda et al., 2014, p. 300). Past experiences influence adults’ readiness to learn and how new knowledge, skills or values are acquired (Ajani, 2019). In regard to adult education, it is best to use the personal life experiences of each adult learner to aide in learning through group discussions, problem solving activities, and peer-helping activities (Knowles et al., 2005). When professional development, including professional development facilitators, ignore personal experience, learners will often see this as a rejection of themselves.

**Readiness to learn.** Teaching is an ever-changing role that adapts with the needs of the students in the classroom. Knowles et al., (2005) explains that when an adult's life situation changes, they become ready to learn new information. This is true in the teaching field since teachers are constantly presented with new curriculum, new students, and new obstacles to overcome. With the increase of EL students in classrooms, teachers' readiness to engage in professional development centered around EL students' success has emerged.

**Orientation to Learning.** Learning is problem-centered and learners are interested in immediate application of knowledge (Zepeda et al., 2014). Motivation to learn stems from the understanding that this new knowledge will help teachers "perform tasks or deal with problems that they confront in their life situation" (Knowles et al., 2005, p. 67). When learning is tied to real-life situations, knowledge is transferred more easily.

**Motivation to Learn.** Although external motivators such as promotions or higher salaries play into every learner's motivation, Knowles et al. (2005) identified the strongest motivators to be the internal pressures adult learners feel, such as, satisfaction in performance and self-esteem. Adults are motivated to continually grow, but this motivation can be hindered by a variety of barriers. One way that Knowles et al. (2005) encourages motivation in adult learners is to clearly state learning objectives at the beginning of any instructional delivery.

**Need to Know.** Knowles' sixth assumption, the need to know, states that the learner needs to know why they are learning something before starting the learning

process. Learners need to see the value of the new information in their lives and they need opportunities to identify and take note of the gaps in their current thinking, including opportunities to clarify what they need to know and where they need to be, moving forward (Knowles et al., 2005).

### ***Whole-Part-Whole Learning Model***

Knowles et al.'s (2005) assumptions establish a theoretical base of adult learners' needs and were created after conducting observations, in-person experiences, and reviewing other theoretical influences (Blondy, 2007). Using the six-assumptions as a foundation for adult learning, Knowles et al. (2005) continued to further structure this type of learning by developing the Whole-Part-Whole (WPW) Learning Model. In this model learners go through a variety of learning segments that work to organize learning experiences. By using the WPW, learners will not only master new skills and gain new knowledge, but they will also practice transferring these skills into teaching instruction (Swanson & Law, 1993).

The first whole, or teaching segment, seeks to establish two main goals. The first is to use advance organizers and the learner's schema to provide a mental scaffolding for the new instruction. Advance organizers, developed by Ausubel (1968), create a mental structure organizing previous knowledge and experiences that an individual has. An advanced organizer contains important introductory materials and can include a variety of formats such as text, graphics, or media (Chen & Hirumi, 2009). Establishing and using advance organizers at the start of teacher professional development creates a clear focus for the learner and introduces the content. The

second goal is to engage the learner and incite motivation. This is done by establishing a purpose for this new learning and creating connections between what will be learned and the learner. One way to encourage motivation is clearly stating learning objectives (Knowles et al., 2005). For this teacher PD we will use learning objectives to help establish our purpose and create our first whole segment. Knowles et al., (2005) argues that the second whole is the most important part of WPW learning. During this portion, adult learners will not only master each piece of the instruction, but they will develop a relationship between those pieces. Creating this relationship will aide teachers transferring their new knowledge from short-term to long-term memory. Not only does this step solidify learning but it also builds confidence of these new skills and knowledge. Through coaching and collaboration, we will establish this second whole by implementing in the classroom what was learned during teacher PD.

In between the two wholes lies the “parts” portion of WPW learning. During this section of adult learning, the learners develop mastery of each individual skill. In order to get to the final whole stage, learners need to have a solid foundation of the new skills and knowledge they are acquiring. The parts portion of this specific teacher PD will focus on learning effective practices for EL instruction such as language development, understanding the process of creating a community of collaboration among the teachers and coach, and learning about cultural competency by viewing culture, language, race, and ethnicity. This style of instruction is effective during adult learning. It provides an overview of learning objectives and what will be

introduced, explicitly teaches the specific skills, and finally integrates these new skills and knowledge into specific instructional practices for teachers.

### **Transformative Learning Theory**

Professional development, with the goal of creating change, must also be supported by tenets of transformative learning theory. Transformative learning theory builds on Knowles' (2005) adult learning theory. Initially introduced by Mezirow (1990), this theory focuses on adult learners' ability to make meaning of the world based on their own experiences (Cranton & King, 2003). Through daily activities, adult learners develop their own system of values, assumptions, and beliefs. They create perspectives based on their community and culture that include stereotypes and prejudices that they are not aware of (Taylor & Cranton, 2012). As with other adult learners, teachers' learning takes place when they are required to examine and think about what they do and why they do it. This learning either causes teachers to reconfirm their current views or develop a new way of thinking (King, 2004).

Mezirow's (1990) transformative theory focuses heavily on sociocultural awareness (i.e., awareness of societies and cultures involvement with communication and context) and understanding (Forte & Blouin, 2016). So, teacher professional development should be informed by and designed with Knowles' et al., (2005) six attributes, this professional development should also ensure a focus on transforming participating adult learners (Mezirow, 1990). Moreover, teacher professional development centered on supporting EL students must also address teachers' cultural competency if the intention is transformative learning that encourages teachers to



engage in personal growth and help create a positive change in the way they and their colleagues address, meet, and support ELs in their classrooms and schools.

When integrating transformative learning (Mezirow, 1990) within teacher professional development, teachers will challenge the way that they think which, in turn, affects their actions. In order to foster better teaching practices, educators must constantly be thinking about and reflecting on their practice (Cranton & King, 2003). Professional development with a transformative view is effective if it involves its participants as “whole persons” including their “values, beliefs, and assumptions about teaching and their ways of seeing the world” (p. 33). Thus, transformative learning is a long-lasting and meaningful type of learning that propels impactful professional development (Weimer, 2012).

Mezirow (1990) argues that becoming literate involves two essential components. The first is having the learner identify and analyze their own assumptions. The second is to be involved in rational discourse. In order to close the literacy achievement gap of ELs, it is not enough for readers to memorize meanings or accumulate basic reading skills. Readers must be able to interpret, reason, scrutinize, and be critically reflective. If teachers hope to instill this type of literacy in their students then they need to first develop it themselves.

Additionally, transformative learning should not be seen as an add-on (Mezirow, 1997). Teacher professional development focused on supporting literacy achievement of ELs needs to include teachers assessing their own beliefs through discourse, reflect on their assumptions, and identify, consider and analyze their

educational practices. Reflection is an important cognitive process that results in valuable learning (Loughran, 2002). Through this reflective process teachers can better define their students learning needs, develop academic objectives, implement instructional methods, and evaluate learner growth.

## **Research/Evaluation**

### **Characteristics of Effective Professional Development**

Noted previously, teacher PD encompasses a wide range of learning opportunities and includes actions and activities that focus on teachers' development through education and training. In an analysis of 23 in-service and 22 pre-service teacher professional development approaches, the most common learning opportunities included a workshop or training element, field experience, and coaching or mentoring (Romijn et al., 2021). In addition to fostering teachers' growth and adding to their knowledge, the end goal of all teacher professional development is to improve students' developmental or educational outcomes (Romijn et al., 2021). Unfortunately, professional development is often not viewed as valuable due to the disconnects with adult learning theories (Cranton & King, 2003). Another criticism is that there is often no clear organization to teacher professional development (Yoon et al., 2007). Although teachers participate in professional development throughout the school year, most report low satisfaction with their learning experience (Smith et al., 2020). With limited resources and time, it is vital to capitalize on any form of professional development a district will provide for their staff. When professional development is executed intentionally, it has been shown to "save districts money,

improve student learning, and reduce teacher turnover” (Smith et al., 2020, p. 80).

Based on a review of relevant research, the following are key components of effective teacher professional development.

### ***Context***

When designing professional development, context (i.e., environment, student population, resources, and school improvement goals) needs to be taken into account.

When context is ignored and a uniform approach is implemented instead, teacher professional development is not likely to be successful (Trumball & Pacheco, 2005).

When context is understood and highlighted, it ensures relevant teacher professional development (Cavazos et al., 2018). For example, in a mixed methods descriptive study Cavazos et al. (2018) reported that teacher’s motivation and commitment to professional development increased when participants took the time to identify the needs of their learner. In another study, Romijn et al., (2021) evaluated 45 teacher professional development programs focusing on intercultural competencies. Their findings showed that when teacher professional development is embedded within the school and the wider context of the community, it is more likely to be effective.

As noted in chapter one, by focusing on EL literacy development during an established summer school program, a specific context is established which may further support teachers’ professional learning. In this setting, teachers will have a clear understanding of who their learners are, what resources they have available, and what the goals of the summer program are. During the first day of teacher PD, time will be devoted to creating awareness in regards to the rise of EL learners and

understanding who the EL learners are in their community. On the third day of PD teachers will be given time to take what they have learned in the past three days and connect it to their specific EL students in their class. This will include looking at their students test scores from the end of the school year, looking through some of the student work that has been provided from their previous teacher, and accessing and understanding their language scores based on their WIDA test. Understanding this context and knowing who the learners in your classroom are will continue to make this teacher PD as effective as possible.

### ***Content Focused***

Professional development activities must provide teachers with “appropriate knowledge, skills and attitude that can be integrated into their classrooms” (Ajani, 2019, p. 199). Using the Team Teaching and Learning framework, Smith et al. (2020), found that focusing on content knowledge had a positive impact on teacher knowledge, skills, and classroom practice. In their qualitative study they determined that providing content knowledge focused on EL teaching strategies provided teachers with the expertise and hands on experience they needed to immediately apply their new knowledge of content in the classroom. These researchers also noted that providing teachers with a deeper understanding of subject-area knowledge, teaching methods, and learning objectives will create a positive impact on student learning.

Several teacher PD objectives will focus on teachers tying in their new learning with the content they will be teaching during the six-week summer program.

This will include developing content area and language-based learning objectives, engaging in strategies that help activate student's prior knowledge, and practicing effective EL instruction.

### ***Duration***

Too often teachers experienced a one-time professional development that is centered on addressing a problem in their school with no follow-up. This type of professional development is not as effective (Villavicencio et al., 2021). Not only does teacher professional development need to be on-going, it must also provide teachers with appropriate time to “learn, practice, implement, and reflect upon new strategies” (Darling-Hammond, Hyler & Gardner, 2017, p. 1). Professional development needs to be continuous in order to result in a teacher's growth and development (Ajani, 2019). For example, researchers found that 49 hours of contact time had a positive effect on student achievement and that any amount of time under 30 hours was the threshold for effective learning (Smith et al., 2020). Smith based his research on a 2007 study (Yoon et al.). Yoon et al., (2007) examined more than 1,300 studies addressing the effect of teacher professional development on student achievement, they determined that providing an average of 49 teacher professional development hours can increase student achievement by 21 percentile points.

Based on the findings from both Smith et al. (2020) and Yoon et al. (2007), the proposed teacher professional development outlined in this project will include 48 hours of learning, practice, implementation, and reflection. Teachers will meet for a three-day training before summer school starts, totaling 21 hours. Throughout the six-

weeks teachers will meet with their team for two hours a week and as a whole group for an additional two hours a week, totaling 12 hours throughout the summer program. After the summer program has ended, teachers will attend a six-hour, one day teacher professional development.

### ***Teacher Involvement***

When we include learners in the designing and planning of their own learning it creates a sense of ownership and importance. When teachers are encouraged to aid in the designing and planning of their learning, it helps ensure effectiveness (Ajani, 2019). The National Council of Teachers of English (2019) stresses the importance creating professional development *with* teachers instead of the common framework of professional development *for* teachers. Svendsen's (2020) literature review focused analyzing studies in which teachers are engaged as learners in professional development. The results of this literature review show that teacher professional development is successful when teachers are allowed to make decisions about curriculum and how they will continue to learn as educators. Providing teachers with opportunities to engage in what they are learning and try out the teaching strategies will solidify their learning (Darling-Hammond et al., 2017).

### ***Collaboration & Coaching***

Not only is it necessary to learn the appropriate skills to teach your students, but it is equally as necessary to have collaboration with other teachers. According to Villavicencio et al. (2021), when teachers are provided with opportunities for

“collective inquiry and deep collaboration with other teachers” they are enabled to excel in their own classroom teaching (p. 2). These researchers conducted a comparative case study of two International Network Public Schools and two non-network public schools, focusing on collaborative structures and practices and the effect on student success. All of these schools serve newcomer immigrant students. Through interviews, field studies, and focus groups, the level of teacher collaboration was assessed. The schools with the highest level of student achievement were those that included grade-level team meetings for three hours a week, curriculum co-planning that was project-based and interdisciplinary, co-planning that included collective responsibility and diversity of voices, and teacher learning that was led by teachers. This study strengthens the understanding that collaboration requires teachers to have regularly planned times to meet, with everyone’s voice being heard. These meetings allow teachers to reflect on and share new information, discover new teaching practices, and discuss the needs of the learner. This necessary time and space to collaborate has been tied to teacher satisfaction and retention, stronger professional learning and higher outcomes and opportunities for students.

Collaboration can often start with an intense dread of vulnerability. Often teachers are reluctant to rethink their current understanding and learning involves the process of becoming vulnerable and taking risks, something that teachers are not accustomed to doing (Bransford, 2000). However, Bransford (2000) notes that teachers learn best when interacting with other teachers. In order to create effective teacher collaboration, Babinski et al. (2018) conducted a study focused on integrating

two crucial pieces into teacher collaboration: one being a working alliance and the other focusing on time, structure, accountability (TSA). Working alliance highlights effective communication and reciprocal leadership. TSA involves creating a structure to the collaboration process. This structure includes time management, framing a working relationship through group norms and roles, and setting accountability measures. By embedding this collaboration framework into their teacher professional development and instruction, a positive impact was found on teachers' use of EL specific instructional strategies and EL students' literacy outcomes. Teachers felt supported in implementing new strategies that they had learned during the teacher professional development.

Based on these findings and recommendations, each week, throughout the six-week summer program, teachers will be provided two hours a week to meet as a grade-level team. This is in addition to the time teachers will have before and after the summer program and the two hours a week for whole group collaboration. This collaboration time will be centered around observation discussions, sharing of ideas, and developing relationships. By allowing teachers to work together in small groups, focused on a specific grade-level content and curriculum, they can build that trust and community to continue to grow as educators.

Not only is it crucial to support each other during the professional development, but once that community of trust and appreciation is built, teachers will continue to collaborate after professional development is done. In fact, a "conductive environment enables teachers to share, brainstorm, collaborate, and problem-solve



common classroom challenges, based on their experiences in the profession, therefore building a community atmosphere of trust and appreciation” (Ajani, 2019, p. 200).

When professional development isn’t paired with follow-up support, teachers are unlikely to alter any instructional practices (Cavazos et al., 2018). One outcome that this professional development hopes to achieve is that when the regular school year begins, after the conclusion of the summer literacy program, teachers who participated in this professional development will be able to assist their school and grade-level colleagues and share their new knowledge and expertise.

### **Characteristics of Effective English Learner Professional Development**

With the continued growing number of EL students, schools need to provide more professional development to help elementary teachers effectively instruct ELs in their classroom. Effective EL instruction includes a focus on learners’ language acquisition and development with specific instructional models and strategies that will support EL students’ growth in language and content (He & Prater, 2010). In a 2018 study (Hiatt & Fairbairn), teachers listed language instruction and the desire to understand language acquisition better as a top need. Their recommendations to enhance EL professional development in the language domain includes understanding the second language acquisition process and understanding factors that impact language acquisition such as educational background and first language. Other recommendations include supporting a teacher’s knowledge of their students’ language levels, social versus academic language, and how to teach academic language.

Studies also show that teachers who are trained in linguistic and cultural diversity provide higher quality instruction for their students. However, even with the best intentions, most teachers are not currently prepared to teach students from diverse backgrounds (Hardin et al., 2010). In a 2010 study, Hardin et al., implemented and evaluated teacher PD focused on supporting pre-kindergarten teachers working with EL students. This PD included three training sessions that focused on identifying cultural practices, classroom strategies that support language development, and effective steps to strengthen teacher, family, and community relationships. Through evaluations and self-assessment checklists the study was shown to be an effective. The study showed a positive impact on teachers practices in supporting EL students and their families.

An important influence in the following sections comes from Trumball and Pacheco's (2005) work, including the idea that when teachers are socioculturally aware of their students' diverse backgrounds, they are better able to affirm those students and help them feel valued. This awareness transfers into promoting equity for all learners. Moreover, these authors assert that effective teachers of ELs are those who create connections with their students, create and implement instruction that activates a student's prior knowledge and builds on their background, stretches their students thinking, and has an understanding of how EL students construct knowledge. Through a focus of cultural competency teachers will be able to better understand themselves and their students.

### ***Cultural Competency***

Teacher's ability to teach, credentials, and experiences are all important pieces in determining a teacher's effectiveness in educating diverse learners, however, all of these factors are meaningless if a teacher lacks cultural competency (Ukpokodu, 2011). Culturally relevant teachers understand the diversity and complexity of our world and strive to help students understand and value their own culture while also understanding other cultures (Ladson-Billings, 2016). In an effort to narrow the existing achievement gap, teachers must develop an understanding that one's culture strongly influences the instructional process and the attitudes, values, and behaviors that students and teachers bring into the classroom (Coleman, 2014). Through professional development, cultural competencies can be built within a school. Cultural competency focuses on developing "skills and awareness related to issues such as culture, language, race, and ethnicity" (Trumbull & Pacheco, 2005, p. 1). It is being cognizant of one's own and others' cultural identity(s) and having the willingness to learn and celebrate varying cultures and community norms (Coleman, 2014). Teachers who possess cultural competency are able to comprehend, understand, and behave positively when faced with instances where culture diversity, assumptions, values, and traditions vary (Pang et al., 2011). Pang et al. (2011) continues to stress that when teachers are culturally competent, they are able to make learning meaningful and comprehensible for all students by utilizing a student's culture.

In order for teachers to help expand their student's cultural competency, they first must reflect on their own view of the world. This type of reflection, called cultural proficiency, is an inside-out process (Campbell Jones et al., 2010). Teachers first reflect on their own cultural identity and history before they can begin to understand others. McAllister & Irvine (2000) label this self-awareness of a teacher's own culture as a prerequisite for developing multicultural understanding. Self-awareness is difficult for teachers who have always remained in the majority culture. Those in the majority never have to examine their own culture and beliefs or conform to another culture in order to function. Most teachers struggle to recognize their culture and are often unaware of how their cultural beliefs and values shape their worldview, expectations, judgements, interactions, and decision making (Ukpokodu, 2011).

Little research has been focused on cultural competency professional development and its effect on EL literacy achievement. However, in Coleman's (2004) two-phase quantitative study conducted in a large suburban school district in central Virginia the researcher focused first on a content analysis of the teacher professional development plans that each district created in order to determine what cultural competency was already embedded in teacher professional development. The second phase focused on surveys given to teachers who participated in cultural competency professional development in order to better see how cultural competency is implemented in the classroom. Of the 38 elementary schools that submitted their professional development plans, only 43% included planned cultural competency

activities. Based on the survey results, teachers who had been trained in cultural competency responded positively when asked about their perspective of implementation. When asked how long schools focused on cultural competency initiatives after the training was given, there was a steady decline. Immediately following training, 58% of schools indicated a focus and by the end of the four years only 5% of schools had included cultural competency in their teacher professional development. Coleman (2004) concluded by suggesting teacher cultural competency include buy-in from participants and ensuring the use of a validation assessment or evaluation tool to refine training.

Moreover, effective teachers are those who are sensitive and aware of various cultures (Gomez & Diarrassouba, 2014) and the impact that those cultures have on a learner. When introducing teachers to cultural competency, focusing on culture, language, and race and ethnicity are important places to begin. In order to be culturally relevant, then, it is necessary for teachers to review their practices and look at current teaching methods through different cultural lenses (Hardin et al., 2010). Noted more recently, “research has conclusively shown that teachers who have developed multicultural competency are likely to be more successful at meeting heterogeneous learners’ academic needs” (Gomez & Diarrassouba, 2014, p. 90). As noted by Trumbull and Pacheco (2005), cultural competency is evident in multiple ways. This includes when teachers 1) acknowledge that a student’s culture plays a role in their education; 2) strive to learn about the cultures represented in their

classroom and community; 3) utilize cultures as a foundation for learning; and, 4) value and appreciate students' cultures.

**Culture.** Culture is the core of everything we do in education. It effects our curriculum, instruction, and assessments (Gay, 2000). Culture is an essential and ever-present influence on how we teach and learn (Ukpokodu, 2011). Consideration of a student's culture is a necessity of effective teaching (Pang et al., 2011). An individual's culture directly affects how a person learns, recalls, reasons, and communicates (Trumball & Pacheco, 2005). When teachers strive to develop an understanding of their students' culture, as well as their own culture, they are able to form connections with students and their families (Trumball & Pacheco, 2005). This form of connection, care, and trust is necessary when teachers are striving actively engaging their students in learning (Pang et al., 2011). Teachers can support culture connections by utilizing text that connect to student's cultural backgrounds. This help students to make connections with the material and see that their culture is valued in the classroom. These types of connections are vital to effective teaching (Pang et al., 2011). Teachers can make further culture connections by conducting student interviews, talking with students, and participating in home visits (Gay, 2000).

In order to develop cultural awareness, teacher professional development needs to focus on understanding teachers' own cultural identity(s) and understanding the culture of their students. This can be accomplished by engaging in self-awareness (Gallavan, 2000) and reflecting on specific biases, misconceptions, and prejudices

that teachers may have (Pang et al., 2011). When teachers understand their own culture identity, providing culturally relevant curriculum and instruction can begin.

**Language.** In order to succeed academically, students need to be proficient in oral and written language. Schools strive to help students become literate and to be proficient with academic language. When a student is part of a multilingual society it becomes more challenging to reach these goals. Both teaching and learning are dependent on language (Trumball & Pacheco, 2005). In Gomez & Diarrassouba's (2014) study they discovered that language was the biggest cultural barrier that teachers faced. These results highlight the need for culture and language to be integrated into the classroom through instructional activities to benefit both diverse students and mainstream English-speaking classmates.

To better support EL students, Trumball & Pacheco (2015) provide guiding assumptions about language. These include the understanding that language differences are connected to a student's culture difference, no language is better than another language, students can master multiple languages, students' home language should be respected, and a student's language development needs to be supported by all teachers. When a teacher understands a student's culture it provides understanding of a students' language differences. This understanding can help remove any incorrect assumptions that teachers may have about language and celebrate the students and languages in their classroom.

**Race & Ethnicity.** Race and ethnicity are two factors that determine a students' school experience. A person identifies who they are, where they come from,

and what their place in the world is based on their race and ethnicity. Ethnic identity, cultural background, and student achievement are all interconnected (Gay, 2000). Developing cultural competency around race and ethnicity will help teachers ensure equity for all students (Trumball & Pacheco, 2015). Keeping all students to high standards, providing a safe environment of students where they feel they are accepted, and understanding how racism has negatively impacted our educational system are all steps to help students succeed. In a study analysis, McAllister & Irvine (2000) examined how racial identity impacts counseling, education, and psychology. In this literature review they found that those who had positive racial identity, both of their own race and others, were able to accept racial differences, value how race influences behaviors and attitudes, and display less racist behavior. Not only do students need to have positive views of their own race, but teachers need to foster positive racial identity in their classroom through their own behavior, attitudes, and instruction.

### **Summary**

Adult learning theory (Knowles et al., 2005) and transformative theory (Mezirow, 1990) offer information relevant to how to best educate and support adults' professional development. In order to effectively educate adult learners, learning must involve collaboration, be voluntary, and allow for the learner to be a part of the instruction development (Taylor & Cranton, 2012). Noted previously, Knowles et al., (2005) established six assumptions related to the ways adults engage in the learning process. These assumptions focus on self-concept, experience, readiness to learn, orientation to learning, motivation to learn, and the need to know.



Grounded in these assumptions and when integrating these theories to support adult learning, teacher professional development can be used to educate teachers with positive and effective outcomes.

A teacher's personal experiences, values, assumptions, and beliefs impact their view of the world and how they make meaning (Cranton & King, 2003). Thus, teacher professional development focused on engaging teachers in sociocultural awareness and understanding can grow teachers personally and as agents of change in their communities. In order for teacher professional development to be useful and effective, context, content, duration, teacher involvement, collaboration, and coaching are all key pieces needed in instruction. When these aspects are integrated in professional learning, schools can hope to achieve their goals of improving students' developmental and/or educational outcomes (Romijn et al., 2021).

Not only does the teacher professional development design need to be effective, but when seeking to support teachers' understanding and ability to support ELs a focus on improving EL literacy also needs to be addressed. In order to close the achievement gap and support ELs' literacy, teachers also need to engage in cultural competency instruction. Engaging in cultural competency through participating in teacher professional development will not only allow them to better understand themselves as educators but will help them learn and appreciate the cultures and values represented in their classrooms (Trumball & Pacheco, 2005). Focusing on culture, language, and race and ethnicity allows teachers to become aware of how a student's identity shapes who they are as a learner.

### **Conclusion**

To close the literacy achievement gap for EL students, teachers need to be adequately trained to support EL learners in their classroom, collaborate with other educators, and develop cultural competency. Teacher PD embedded in an established EL summer school program will provide teachers with the appropriate training, collaboration, practice, and implementation that is necessary for effective instructional changes during the summer literacy program as well as moving forward during a traditional academic year. By implementing this teacher PD, educators will be more confident and equipped with knowledge and understanding necessary to support EL literacy development.

### **Chapter Three: Project Description**

#### **Introduction**

Literacy achievement of elementary EL students continues to be lower than that of their non-EL peers (Nation's Report Card Assessment, 2019). This literacy achievement gap continues to grow, which is due, in part, to mainstream teachers being ill-prepared to educate and instruct EL students effectively (Samson & Collins, 2012). To support classroom teachers and close the EL achievement gap, districts can implement an EL-focused teacher PD, embedded in a six-week summer literacy program aimed at supporting ELs when they are not in school.

This teacher PD will provide teachers with opportunities to develop their understanding of effective practices of EL instruction such as language development, instructional models, and strategies to support language growth. Throughout this summer program elementary teachers will be engaged in a community of collaboration and coaching to reinforce, implement, and strengthen their learning (Villavicencio et al., 2021). Teachers will also spend time throughout the PD to develop their understanding of cultural competency (Ladson-Billings, 2016). Additionally, teachers will reflect on their own culture identity and gain insight on the role culture identity plays in their students learning (Coleman, 2014).

This chapter provides an overview of the project. First, the project's components will be identified and appendices of all materials used throughout teacher PD will be explained and provided. In addition, the format for coaching and collaboration sessions will be articulated and presented. Next, the criteria for

determining the success of this project will be evaluated. These evaluation tools include a teacher survey, student literacy growth data, and developing a plan for continuing learning and collaboration after PD has ended. Basic steps for implementation of this PD and ways to adapt this PD without a summer literacy program are included in this chapter. Finally, the chapter will end with concluding thoughts based on the previous chapters.

### **Project Components**

#### **Teacher Professional Development**

The EL literacy achievement gap is partly due to ineffective teaching approaches that are currently being used (Gándara & Santibañez, 2016). Training in effective EL instruction has not progressed at the same rate as the EL population. This lack of training has left classroom teachers feeling unprepared and ineffective (Gomez & Diarrassouba, 2014). In order to eliminate these problems, providing teacher PD can help foster academic achievement for our EL students and provide teachers with the confidence and knowledge they need to be successful (Molle, 2013).

The first component of this project is to support teachers' understanding of effective practices for EL instruction, collaboration and coaching, and cultural competency. This will be accomplished by developing a teacher PD (Appendix A) that will take place before, during, and after the six-week summer literacy program. The days before and after the summer literacy program will be full PD days totaling six hours each. During the summer literacy program, teachers will meet for two hours every week.

In order to build a strong working relationship and create a community among the teachers, an inclusion activity will be included in the beginning of every PD.

Ajani (2019) states that in order to establish a conducive learning environment, there needs to be a community of trust and appreciation. By taking the time at the start of each PD to get to know each other, this supportive environment will be established. In that same regard, to effectively educate adult learners, teacher PD needs to involve collaboration and communication among participants (Taylor & Cranton, 2012). Each session will incorporate a way for teachers to collaborate with a partner, small groups, or as a whole group. Engagement strategies will aid in group discussions as well as, provide strategies that teachers can use in their classroom to support dialogue and discussions with their EL students.

Another piece that is included with every PD is an agenda (Appendix B). This agenda will provide an overview of the day's objectives and topics that will be discussed. Knowles et al. (2005) Whole-Part-Whole Learning Model encourages the use of an agenda to provide scaffold for new instruction and incite motivation and a desire to learn from participants. Teachers will also be provided with graphic organizers for taking notes during each PD (Appendix C). Since all learners are different, a variety of graphic organizers are included. One of the graphic organizers is based on the popular Cornell Notes by Walter Pauk (n.d.), others include free-style notes and columns. At each table teachers will also be provided with a variety of highlighters, markers, and writing tools if they wish to color code their notes.

### ***Pre-Summer Literacy Program***

Teacher PD before the summer literacy program begins, will focus on laying the foundation that will help teachers effectively teach their EL students, build a working alliance with their co-teacher, and understand how culture affects learning and instruction.

**Day One.** The first day of the teacher PD (Appendix D) will focus on understanding the context of the school and the learners, providing background information on the achievement gap of EL students, and engaging in lessons that focus on language acquisition and second language development. At the start of the day the instructor will provide information about themselves to help develop a relationship with the teachers. After that, the “prior to PD” survey (Appendix E) will be administered. This survey will inform the instructor of the teachers’ current understanding of EL instruction, coaching and collaboration, and cultural competency. The instructor will use this information to help guide discussions and lessons during the PDs scheduled throughout the summer literacy program. By understanding the needs of the learners, this PD can create a more relevant teacher PD and increase teacher’s motivation and commitment to learn (Cavazos et al., 2018).

Following the survey, the group as a whole will spend time discussing who ELs are in the context of the nation and the district, as well as discuss the achievement gap and its importance. Providing teachers with this background information on ELs and the current achievement gap affirms Knowles et al., (2005)

need to know assumption. Adult learners need to understand and value why they are learning something in order to move forward with instruction.

Once the problem has been established, the teachers need to be aware of what the solution is. What are the plans to fix the achievement gap and support EL students? The plan includes effective EL instruction, coaching & collaboration, and cultural competency. This plan will be shared at the start of every PD following the first day in order to remind teachers why they are attending this particular teacher PD. This reminder will continually unite teachers' motivation to learn and provide a clear focus.

With the foundation established, instruction on language will begin. Discussions about second-language acquisition myths will take place and the instructor will facilitate learning and conversations around language development and academic language. This portion of the day will engage teachers in the “parts” aspect of the Whole-Part-Whole Learning Model (Knowles et al., 2005). Teachers will gain skills to provide scaffolding and differentiation at each language acquisition stage. In order for teachers to implement these strategies throughout the summer literacy program, they need to have a solid foundation (Knowles et al., 2005). Providing instruction on language acquisition and strategies that support EL students' growth in language will give teachers the tools to effective EL instruction (He & Prater, 2010).

**Day Two.** The second day of PD (Appendix F) will focus on developing effective instructional practices to support EL students and laying the foundation for successful coaching and collaboration. In order to close the literacy achievement gap

of EL students, these instructional practices are focused on literacy instruction. Literacy instruction practices are content focused, which enables teachers to begin implementation of these practices immediately (Smith et al., 2020). Practices include pre-reading activities that activate student's background knowledge and hook the reader and vocabulary instruction.

The pre-reading strategies were accumulated with the support of Colorín Colorado which is a researched based website that provides support for teachers and families of EL students. Some of these pre-reading strategies include motivating the reader, making connections to students' lives, pre-teaching vocabulary, and encouraging students to make predictions throughout reading. After developing an understanding of each strategy, teachers will practice implementing these strategies. Immediate application of skills that are tied to real-life situations will allow new knowledge to be transferred more easily (Zepeda et al., 2014). In small groups, teachers will be given a variety of culturally responsive children's books. Their task will be to read through the book and choose a pre-reading strategy that they would use in their classroom with their students. They will then briefly share their text, their strategy, and what implementation would look like in their classroom.

Another strategy is the Visual Thinking Strategy (VTS) (Robertson, 2006). This strategy involves students building upon their background knowledge through discussion and collaboration. VTS is a simple strategy that involves taking a picture or a painting, that aligns with an upcoming unit or the reading, and posing three



questions to the class. 1) What is going on in this picture? 2) What makes you say that? 3) What else can we find?

Those three simple questions will force students to activate any existing schema that connects with the picture or painting and promotes discussion. Discussions involve students telling you what they believe is happening in the picture, and also justifying their opinion by providing reasoning. During the discussion the teacher provides paraphrasing of what the students have said, points at what is being observed on the picture, and makes connections between each student's observation. Teachers will find that the discussions are rich and allow teachers to get a glimpse of what their students know about a certain topic.

The final portion of the day will be devoted to creating a positive environment to engage in coaching and collaboration. Providing collaboration opportunities allows teachers to further their learning and excel in classroom instruction (Villavicencio, 2021). A framework for effective coaching and collaboration will be provided through the use of a Working Alliance (Appendix G), Norms of Collaboration (Appendix H), and a Social Contract (Appendix I). Incorporating these pieces enables teachers to feel supported which has been shown to have a positive impact on teacher collaboration (Babinski et al., 2018).

**Day Three.** The third day (Appendix J) will focus on teacher's cultural competency. Since learning about cultural competency is an inside-out process (Trumball & Pacheco, 2005), teachers will first engage in self-awareness activities that shine a light on their own identity and culture. Teachers often view themselves

initially as being cultureless (Ukpokodu, 2011). Once teachers have reflected on their own culture and identity, they will begin to look at the impact a student's culture, language, race and ethnicity has on their learning.

Throughout the day there will be discussion times devoted to cultural connections. These discussions will build relationships among the teachers, shine light on culture differences, expose culture practices teachers didn't realize exists, and provide questions that teachers may want to engage their students in during the summer literacy program. These questions include, what traditions do you have when a new baby arrives, how do you celebrate new year's, where did you grow up and how did it shape who you are today, and what was special about birthdays in your family.

The goal in engaging in cultural competency is to bring about change. In order to support this change, Mezirow's (1990) Transformative Learning Theory becomes involved. Mezirow established two essential components to achieving this transformative learning. The first is that the teachers must identify and analyze their own assumptions, often referred to as self-awareness. Teachers will examine their self-awareness by thinking about their culture, beliefs, and values. An activity developed by Commisceo Global (n.d.) that will encourage self-awareness is to view self-awareness as a lens in which individuals see the world. This lens is formed by the culture we live in and it helps us see what is right and wrong. Teachers will be provided a lens template (Appendix K) that they will fill out during the day with ways in which their culture affects their view of the world. While doing this, teachers will

either reconfirm their world view, or if necessary, develop new ways of thinking that will support the academic success of EL students (King, 2004). The second component (Mezirow, 1990) is that teachers need to be involved in rational discourse. During this day's PD, teachers will take the time to engage in discussions centered around developing cultural awareness, developing culturally relevant instruction, developing language instruction, recognize guiding assumptions about race and ethnicity, and support students' identity development. One of these discussions will center around valuing each students' name. Teachers will watch a poetry slam presentation titled "Unforgettable" (Matam, Acevedo, & Yamazawa, 2014). "Unforgettable" urges both students and teachers to understand the importance of a person's name. To pronounce the name correctly and to see that a person's name is an important part of their identity. Discussions around topics like these are valuable in guiding teachers through transformative thinking.

On the first day, teachers were engaged in learning about EL students as a whole. This step is an important for laying the foundation of learning and for establishing Knowles et al. (2005) need to know assumption. Although this learning about EL students as a whole is beneficial, diving even further into the specific context of a particular school and community will increase effectiveness of learning (Romijn et al., 2021). A portion of day three's PD will involve devoting time for teachers to understand the specific learners in their classroom. This will include looking through any portfolio the school may have on a student, any assessment

scores (DRA2+ or WIDA), and any other information that would be helpful in understanding the learners.

The final portion of day three's PD will be set aside for teachers to take their new learning and prepare to implement it into their lessons. This is the final piece in the Whole-Part-Whole Learning Method (Knowles et al., 2005). Co-teachers will spend time collaborating and choosing what effective EL strategies to implement during the first week of instruction. Teachers can use this time to develop more content and language objectives,

### ***During Summer Literacy Program***

After these three full days, teachers will continue to meet as a whole group once a week and continue to develop and refine their teaching instruction. Grant et al. (2017) sheds light on the fact that effective PD must allow for flexibility in the instruction and structure. Teacher PD during the summer literacy program will allow for this flexibility. Blondy (2007) echoes that thought. She states that lifelong learning should be focused on a learner's need, instead of a set curriculum. The focus each week will vary depending on the coaching and collaboration sessions. During each collaboration session teachers will prepare both a noticing and a question that they will then share with the whole group. These questions and noticings will guide the PD sessions during the summer literacy program. Since the first round of coaching and collaboration falls on the same week as the first whole group teacher PD, an agenda (Appendix H) and a lesson (Appendix I) have been created if needed. This lesson focuses on content objectives and language objectives. Including

language objectives allows for EL students to have equal access to the content even if they are not yet proficient in English (Himmel, 2012). Just like the PD before the summer literacy program, the PD during the summer literacy program will devote the beginning portion to building relationships and staying connected. This may entail sharing good news with each other or participating in a whole group inclusion activity.

### ***Post-Summer Literacy Program***

The final day of PD (Appendix J) will involve teachers reflecting on their learning journey, assessing student growth, and planning next steps to continue this learning (Appendix L).

The teacher reflection involves teachers creating a poster to display that includes strategies they found helpful, interesting things they learned, biggest takeaways, areas they want to learn more about, and questions they still have. Upon completion, posters will be displayed throughout the room. Everyone will then engage in a gallery walk. A gallery walk is a strategy that allows participants to examine others work at their own pace and make connections and observations. Teachers are encouraged to write additional thoughts on others posters and “star” statements that resonate with them.

The data review will provide both the instructor and the teachers insight as to the effectiveness of this particular teacher PD in closing the literacy achievement gap of EL students. Teachers will review their students beginning DRA2+ scores with

their final DRA2+ scores and engage in discussions surrounding the data. Data will include the overall growth scores as well as the growth in all three assessment components (engagement, oral fluency, and comprehension).

The implementation plan (Appendix L) provides a framework for creating an effective way to share new learning with colleagues in the upcoming school year.

Teachers who attended the PD will have better understanding and knowledge retention when encouraged to teach what they have learned (Koh et al., 2018). Some ways that teachers may share what they have learned throughout the summer literacy teacher PD with colleagues would be, to provide time for grade levels to meet together and share, set aside whole group teacher PD during the school year and ask a few teachers from the summer literacy program to present, or allow for teachers who didn't participate in the summer literacy teacher PD to observe classroom instruction from those who did. It is recommended that administrators review these implementation plans and include one or a variety of them throughout the upcoming school year.

### **Coaching & Collaboration**

The second component of this teacher PD is supporting teachers throughout their coaching and collaboration experience, which deepens their understanding and implementation of classroom instruction (Villavicencio et al., 2021). Teachers will meet once a week for two hours during their designated collaboration times (Appendix A). Half of the time will be devoted to co-teachers sharing observations and noticings about instructional practices throughout the week. The other portion of

the time will be spent in discussion, but with the assistance of the PD instructor. The instructor is there to help guide teachers through their discussions and provide resources and information as needed.

A general working alliance or a framework for optimal working relationships (Appendix G) will be given to guide collaboration conversations. This working alliance focuses on effective communication skills and understanding reciprocal leadership. In order to facilitate conversation, sentence stems are provided. These sentence stems were adapted from Aguilar's (2013, General Coaching Sentence Stems). These sentence stems encourage continual conversations and creates a community of nonjudgmental responses. Teachers will also be given effective collaboration norms (Appendix H). Norms of collaboration help create a community where participants are all focused on positive growth and increasing student achievement. Established norms allow for teachers to take risks in their discussions, knowing that the other members in their group are there to be a support (Bransford, 2000). The last piece in creating effective collaboration is creating a social contract (Appendix I). Teachers will work together to create their own social contract. A social contract is a document with agreed upon guidelines that each member will follow in order to make collaboration enjoyable, beneficial, and effective.

### **Project Evaluation**

This project will be evaluated in three ways. The first is using a Likert scale survey, designed by the author. This survey was designed to focus on the three main aspects of this specific teacher PD; effective EL instruction, coaching &

collaboration, and cultural competency. Questions were drawn from a variety of resources such as The Multicultural Awareness, Knowledge, and Skills Survey (D'Andrea et al., n.d.) and Attitudes and Perceptions based on Race in Elementary Education (James, 2004). Questions were also developed by the author with the scope and sequence of the teacher PD in mind. This survey will be administered before and after the six-week summer program (Appendix D). During the first day of teacher PD, teachers will fill out a five-point Likert scale that evaluates teachers' confidence in teaching EL students, their cultural competency, and their current coaching and collaboration methods. The survey will ask teachers to rate their confidence from "no confidence" to "very confident" in a variety of areas. There will also be questions that require teachers to provide a short response and self-reflect. The final two questions were adapted from Mellom et al., (2018) teacher logs that require teachers to reflect on their learners and what language means to each of their students. The survey prior to teacher PD will provide the PD facilitator insight as to what strategies teachers already feel confident with at the start of the PD and what would be some areas to help develop during coaching instruction as well as the whole group PD during the summer literacy program. This insight will provide the instructor with the experiences and existing knowledge that teachers bring to the PD which will in turn aide in group discussions and learning (Knowles et al., 2005). The survey after teacher PD will help gauge how effective this particular teacher PD was in developing teacher confidence, cultural competency, and ability to collaborate. This survey will guide future use and development of this specific teacher PD. It will also provide district administration



insight as to what areas teachers may need further support on during the following school year.

The second evaluation tool will be analyzing participating elementary students' literacy scores and growth rates. Students will be assessed at the start of the program and again at the end of the program using district required literacy assessments. This six-week summer literacy program currently uses the DRA2+ reading assessment (Beaver & Carter, 2006). This formative assessment evaluates three components of reading: engagement, oral reading fluency, and comprehension. Students are assessed and given a reading level of "independent" or "instructional". DRA2+ allows for teachers to observe, record, and evaluate students reading abilities. These scores will be compared to previous summer programs that did not include this specific teacher PD. Percentages of students who made their growth goal during the six-week summer program will be compared to percentages of students in previous years. If the teacher PD shows itself to be successful, districts should expect to see student's literacy scores increase substantially more than in previous years and for students to meet their summer literacy growth goal. If a district does not have access to previous summer literacy program scores, then districts can use student's scores from the previous end of the year to the previous beginning of the school year. These scores will most likely reflect students summer reading loss without direct literacy instruction.

The final evaluation piece will be a teacher-constructed implementation plan (Appendix L) that is created during the final PD session. This implementation plan

will layout each grade level's desired action steps for transferring their new understanding, with colleagues who did not attend this PD, in the upcoming school year. These plans will show the instructor what the key take-aways from this PD were and show administrators what teachers value the most.

### **Plans for Implementation**

This project will be presented to the coordinators of an existing summer EL program in West Michigan. These coordinators have an established six-week summer EL program for students in grades K-5. Although this project is designed to be embedded in an existing six-week summer EL program, it can also be adapted to guide implementation of a new summer EL program or adapted to fit into teacher PD throughout the school year. This project could be spread across the school year or a designated semester. PD before, during, and after the selected time duration would need to be provided. Administration would also need to provide teachers time for team collaboration in their weekly schedule.

In order for this project to be implemented successfully, districts will need to employ a qualified EL certified teacher to lead this teacher PD, who will also need to be available for collaboration and coaching. Ideally, this certified EL teacher will already be working in the district and have existing relationships with classroom teachers and the EL students. The primary role of this individual will be to coordinate, plan, and lead all teacher PD (before, during, and after the summer program) and check-in with teaching teams throughout the six-weeks to support EL-focused instructional practices and answer questions. This teacher should have

experience working with ELs, understand the content of this specific teacher PD, and be open to, and skilled at, teacher coaching.

### **Project Conclusion**

Through the implementation of this EL-focused teacher PD, participating teachers will be better prepared to provide effective instruction for their EL students, collaborate with colleagues, and be culturally competent members of their school and community. Gaining this new knowledge and insight will improve literacy achievement for elementary EL students and contribute to closing the achievement gap that is currently impacting EL students. Not only will participating ELs' literacy achievement be improved, but by taking time to focus on a population that is often neglected and misunderstood, the attitudes, behaviors, and instructional practices of classroom teachers who work with EL students will improve.

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## **Appendix A**

### **Summer Literacy Program Schedule**

# SCHEDULE

## SIX-WEEK EL SUMMER PROGRAM

School start time: 7:45

End time: 2:00

First day of school: June 24, 2021

Last day of school: August 5, 2021

## TEACHER PD SCHEDULE

All Day PD (8:00-3:00): June 21, 22, 23 & August 6

After School PD (2:00-4:00): June 24, July 1, 8, 15, 22, 29

## COACHING & COLLABORATION

Teachers will meet as a grade level from 2:00-4:00 on their designated week day during the 6-week summer program for a total of 6 times.

EL coach will spend first hour with one team and then join second team in discussions and collaboration

Kindergarten & 3rd Grade Team: Mondays

1st & 4th Grade Team: Tuesdays

2nd & 5th Grade Team: Wednesdays

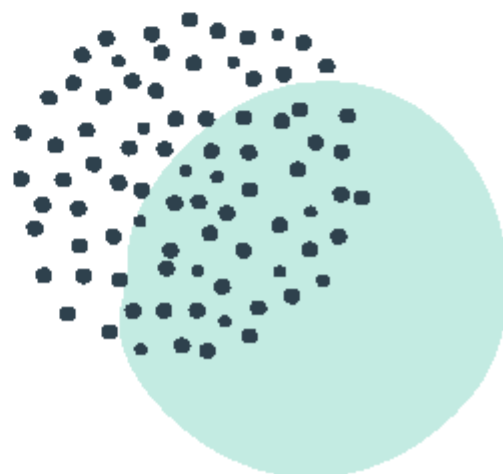
## TOTAL HOURS

Whole Group PD: 36 hours

Coaching & Collaboration: 12 hours

Total: 48 hours

created by: *Bethany Kays* 2021



# SCHEDULE



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Whole Group PD	Whole Group PD	Whole Group PD		
2	K/3rd	1st/4th	2nd/5th	Whole Group PD	
3	K/3rd	1st/4th	2nd/5th	Whole Group PD	
4	K/3rd	1st/4th	2nd/5th	Whole Group PD	
5	K/3rd	1st/4th	2nd/5th	Whole Group PD	
6	K/3rd	1st/4th	2nd/5th	Whole Group PD	
7	K/3rd	1st/4th	2nd/5th	Whole Group PD	Whole Group PD

created by: *Bethany Krapp* 2021

## **Appendix B**

### **Note Templates**

TOPIC:

KEYWORDS

NOTES

SUMMARY

TOPIC:

NOTES



TOPIC:

NOTES

TOPIC:

NOTES

## **Appendix C**

### **Teacher PD: Pre-Summer Literacy Program Agenda**

# DAY 1

## TODAY'S OBJECTIVES

### **Today we will**

- Understand the context of their community & students
- Discuss the steps necessary to close the literacy achievement gap for our EL students
- Describe second language acquisition and what can be done to support students throughout
- Differentiate between social language & academic language

### **I know I am successful when I can**

- incorporate scaffolding into lessons to meet my learners where they are
- identify academic language in a lesson & provide support to make learning comprehensible

## AGENDA

- Survey
- Inclusion
- Who Are Our ELs?
- Achievement Gap
- Language Acquisition Myths
- Second Language Acquisition
- Lunch (12:00-1:00)
- Oral Language Development
- Academic Language

## DAY 2

### TODAY'S OBJECTIVES

**Today we will**

- engage in effective EL instruction
- lay the foundation for coaching & collaboration

**I know I am successful when I can**

- implement strategies to support my EL students
- create a social contract with my co-teacher

### AGENDA

- Effective EL instruction
  - Pre-reading strategies
  - VTS
  - Word Splash
- Lunch (12:00-1:00)
- Coaching & Collaboration
  - Working Alliance
  - Norms of Collaboration
  - Social Contract

## DAY 3 CULTURAL COMPETENCY

### TODAY'S OBJECTIVES

#### **Today we will**

- reflect on our own identity & discuss how it impacts our teaching practices
- see how our students' culture, language, race & ethnicity impacts their learning

#### **I know I am successful when I can**

- share the importance of cultural competency in education
- choose two ways I will support my students' culture

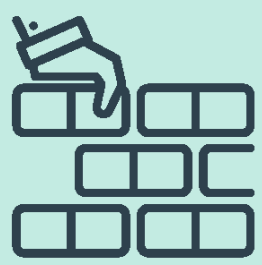
### AGENDA

- Inclusion
- What is Cultural Competency?
  - Self-Awareness
  - Culture
  - Language
  - Race & Ethnicity
- Lunch (12:30-1:30)
- Understanding your learners
- Preparing to Implement New Learning

## **Appendix D**

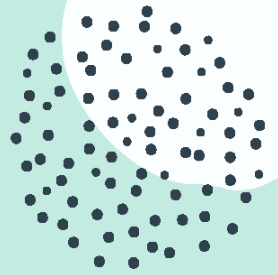
### **Teacher PD: Day One Presentation**

# LAYING THE FOUNDATION



## About the Presenter

Presenter will fill in information about themselves  
in order to build a relationship with teachers.





- SURVEY
- INCLUSION
- WHO ARE OUR ELS?
- ACHIEVEMENT GAP
- BREAK
- LANGUAGE ACQUISITION MYTHS
- SECOND-LANGUAGE ACQUISITION
- LUNCH
- ORAL LANGUAGE DEVELOPMENT
- ACADEMIC LANGUAGE

## Agenda

## Survey

**PLEASE COMPLETE THE SURVEY  
FOUND ON YOUR TABLE**

# Inclusion



1. Everyone at your table needs a different color marker
2. Discuss qualities/attributes that you all have in common.
3. Pass the paper around to each member to record your answers -each person must write something with their own marker

## POSSIBLE SENTENCE STARTERS

One thing we have in common is \_\_\_\_\_

Another quality we share is \_\_\_\_\_

We all \_\_\_\_\_

In addition we share \_\_\_\_\_

# Inclusion

With your table discuss the following questions:

1. What supports were provided to make this activity more understandable?
2. How would an activity like this support our EL students?
3. How could you use an activity like this in your classroom?

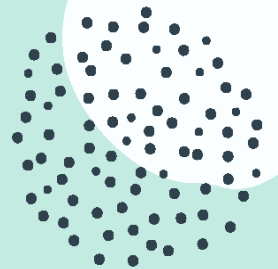
# Objectives

## Today we will

- Understand the context of our school, students, and community.
- Discuss the steps necessary to close the literacy achievement gap for our EL students
- Describe second language acquisition and what can be done to support students throughout
- Differentiate between social language & academic language

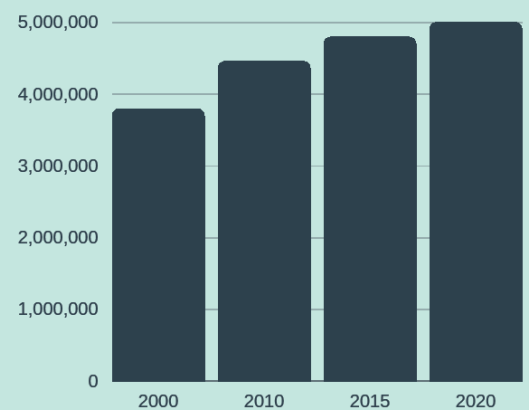
## I know I am successful when I can

- incorporate scaffolding into lessons to meet my learners where they are
- identify academic language in a lesson & provide support to make learning comprehensible



# Rise of ELs

- ELs have remained the fastest growing student population in the US.
- Between 1990–2010 there was an 80% increase in the EL population
- It is predicted that by 2050 Hispanic students will represent 30% of the total student population



## Who are your ELs?

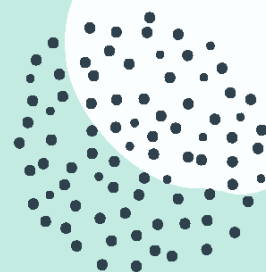
At your table discuss what your experience with EL students has been like.

Guiding Questions

Where were they born?

What was their language level like?

How did you communicate with parents?



## 2014 NATIONWIDE FACTS ABOUT EL STUDENTS

1

### LIVE

There are EL students in all 50 states  
In Michigan we have 90,508 EL students currently enrolled (6.3%)

2

### LANGUAGE

ELs speak nearly 150 languages  
In Michigan  
43.4% Spanish  
26.3% Arabic  
2.7% Bengali  
2.2% Albanian  
25.4% Other

3

### BIRTH PLACE

The majority of EL students are born in the US.  
85% of pre-K-5th grade and 62% of 6th-12th grade

4

### POVERTY

Nearly 60% of ELS are from low-income families

5

### LONG-TERM ELS

60% of ELs in 6th-12th grade are long-term ELs

Long-term: enrolled in US school for 6+ years without attaining academic language proficiency



Every EL student is different, with their own strengths and weaknesses.

Some may have

- little or no formal schooling
- strong skills in their native language
- strong family support
- high levels of moving between schools
- high levels of personal responsibility

As educators it is OUR job to meet them where they are and to instruct, encourage and support them.



## Achievement Gap

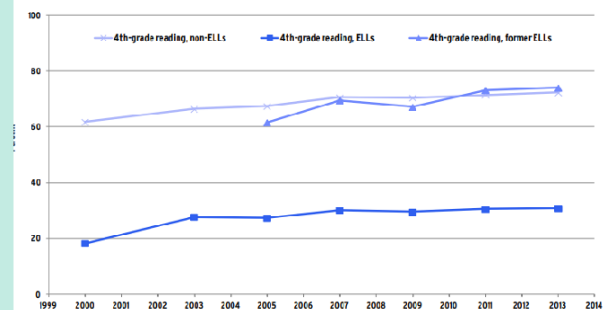
### LANGUAGE ARTS M-STEP

2018-2019 test for grades 3rd-5th

- **28.1%** of ELs were proficient
- **47.4%** of non-ELs were proficient

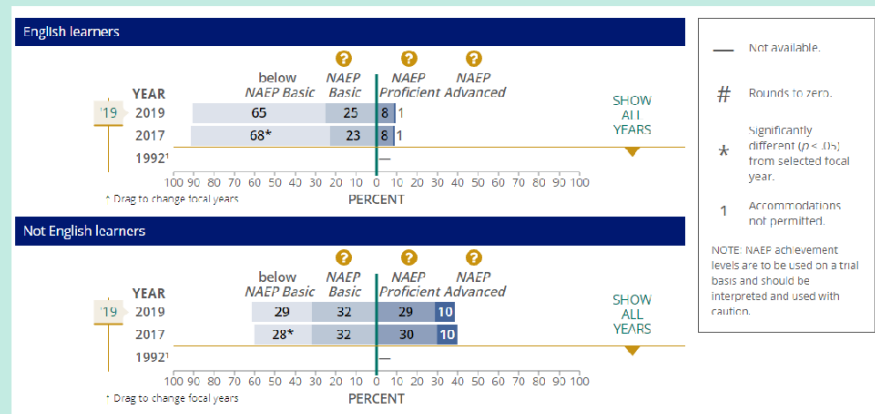
## NATION'S REPORT CARD

Percent of U.S. public school students scoring at the basic level or above in 4th-grade reading, by English language learner status: selected years, 2000-2013



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress Mathematics Assessments (NAEP), 2000-2013 Reading Assessments. Accessed through the NAEP Data Explorer, at <http://nces.ed.gov/ipedsreportcard/naepdata/>

## NAEP 2019 Comparison



- ELs are the fastest growing student population
- Every year our schools become more ethnically & linguistically diverse
- Current policies (NCLB & ESSA) are shifting the way we teach ELs. ELs are spending more time in mainstream classrooms than in bilingual or special programs (ESL, newcomer, etc).
- Classroom teachers feel unprepared to work with EL students

**Why does  
this  
matter?**

## TQE Discussion

Find somebody who has the same birth month as you.

Talk with them about your:



- Own **Thoughts**



- lingering **Questions**



- **Epiphanies**

from what we just discussed



**"Every teacher  
needs to be a  
teacher of  
English  
Learners."**

-Noguera, 2013

## SO WHAT ARE WE GOING TO DO TO FIX THIS?



1

### EFFECTIVE EL INSTRUCTION

Learn, practice, & implement effective EL instruction for any grade in any content



2

### COACHING & COLLABORATION

Observe & discuss instructional practices each week with co-teacher and coach.



3

### CULTURAL COMPETENCY

Understand how culture, language, race, & ethnicity of our students and ourselves impact our learning.

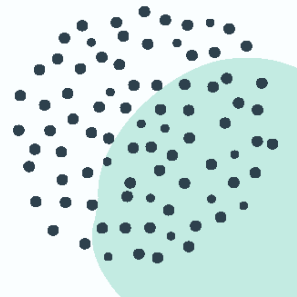
# BREAK

10 minute break

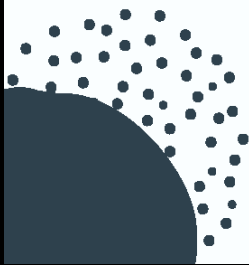


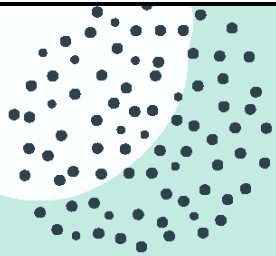


# MYTHS ABOUT SECOND LANGUAGE ACQUISITION



**Myth 1: Children learn a second language quickly and easily**



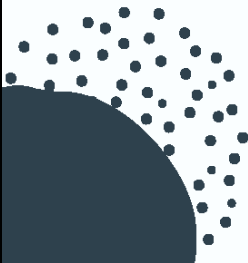


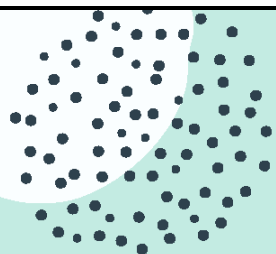
Language learning is complex and requires teacher support over several years.

A 2010 study by Saunders & Goldenberg found

- It takes English learners 4 to 6 years to achieve "early advanced" proficiency
- Fewer than half of the students analyzed reached native-like oral English proficiency by grade 5
- Beginning speakers advance to middle level of proficiency fairly quickly but take much longer to progress from middle to upper levels of proficiency

**Myth 2: The more exposure to a second language, the quicker students will learn the language.**

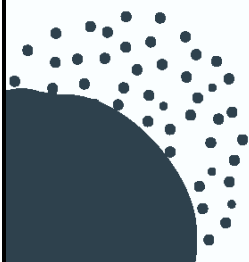


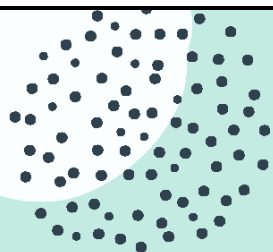


This myth is the assumption behind the push for English only instruction, such as Proposition 227 in California.

However, research has shown that when a child receives bilingual education they are able to acquire English language skills just as quickly and successfully as students in English-only programs

**Myth 3: When students are able to speak a second language they have mastered it**

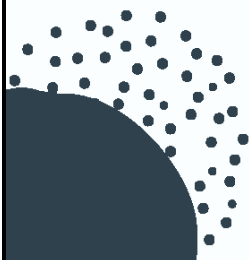


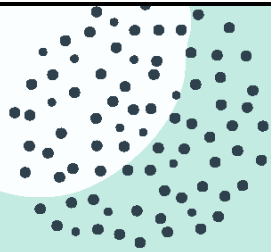


Often times teachers believe that students are ready for an all-English curriculum as soon as they hear the students speaking English on the playground or with friends.

Children who are proficient in social interactions are not necessarily ready for all that classroom instruction entails

## **Myth 4: All children learn language the same way**

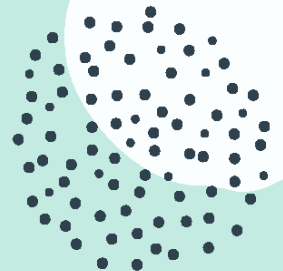




Families have different ways of talking. Schools often use language functions & styles that are found in mainstream families. Social class also influences learning styles.

Second language learning takes longer, is harder, and involves more effort than many realize.

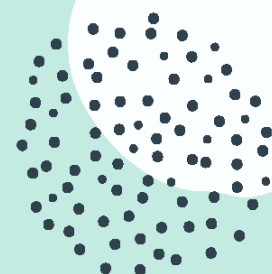
## Oral Language Development



### DISCUSSION POINTS

"To learn language, we must use language"  
(Singer, 2018)

# Language Acquisition Basics



Two language acquisition categories: first-language & second language

First-language: universal process regardless of language

Second-language: assumes knowledge in a first language & entails the steps an individual goes through as he/she learns the parts of a new language (vocabulary, phonological components, grammar, & writing systems)

## PROCESSING INPUT

Second language is often acquired like a first language:

hearing or reading understandable pieces in authentic contexts

**(comprehensible input)**


Listening to language and exposure to increasingly more difficult vocabulary

## PRODUCING LANGUAGE

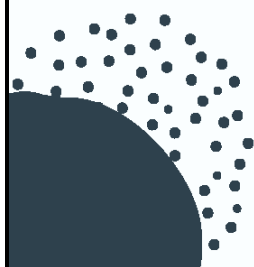
Output that causes learners to process new language in a deeper and more lasting way than just listening


## NEGOTIATING MEANING


Process in which those involved in the conversation come to a mutual understanding of what is being said. This involves using verbal and nonverbal strategies to interpret, express, expand, and refine the ideas, thoughts, and subtle variations in meaning throughout a conversation.

 <p>Pre-production</p> <p>Early production</p> <p>Speech Emergent</p> <p>Beginning Fluency</p> <p>Intermediate Fluency</p> <p>Advanced Fluency</p>	<h2 data-bbox="1096 262 1567 336">6 STAGES OF SECOND LANGUAGE ACQUISITION</h2> <p data-bbox="560 378 1559 451">Also referred to as the "silent period", when a student takes in a new language but does not speak it.</p> <p data-bbox="560 462 1550 535">Student begins to speak using short words &amp; sentences, but the emphasis is still on listening &amp; absorbing the new language.</p> <p data-bbox="560 556 1559 619">Speech becomes more frequent, words &amp; sentences are longer, but student still depends on context clues &amp; familiar topics. Vocabulary knowledge increases &amp; errors decrease</p> <p data-bbox="560 640 1494 703">Speech is fairly fluent in social interactions. New context &amp; academic language are challenging and students will struggle to express themselves due to gaps in vocabulary</p> <p data-bbox="560 724 1526 829">Communicating is fluent. Student is able to speak almost fluently in new situations or in academic areas, but there may still be a few gaps in vocabulary knowledge and unknown expressions. Few errors occur and student is able to demonstrate higher order thinking.</p> <p data-bbox="560 850 1518 924">Student communicates fluently in all contexts and can converse in new contexts and with new academic information.</p>
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**How can I support my EL students throughout the language acquisition process?**





 <p>Pre-production</p>	<h3>6 STAGES OF SECOND LANGUAGE ACQUISITION</h3> <ul style="list-style-type: none"> <li>• Emphasize listening comprehension by using read-alouds and music</li> <li>• Use visuals and have students point to pictures or act out vocabulary</li> <li>• Speak slowly and use shorter words, but use correct English phrasing</li> <li>• Show and say at the same time ex. "Open your book" and then open a book</li> <li>• Gesture, point and show as much as possible</li> <li>• More advanced classmates can help support new learning through interpretation</li> <li>• Avoid excessive error correction. Instead reinforce learning by modeling correct language usage when students make mistakes</li> </ul>
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 <p>Early production</p>	<h3>6 STAGES OF SECOND LANGUAGE ACQUISITION</h3> <ul style="list-style-type: none"> <li>• Continue the strategies listed above, and add opportunities for students to produce simple language</li> <li>• Ask student to point to pictures and say new words</li> <li>• Ask yes/no and either/or questions</li> <li>• Have students work in pairs or small group to discuss a problem</li> <li>• Model a phrase and have students repeat it and add modifications <ul style="list-style-type: none"> <li>◦ ex. "This book is very interesting" "This book is very boring" etc</li> </ul> </li> </ul>
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 <p>Speech Emergent</p>	<h3 style="text-align: right;">6 STAGES OF SECOND LANGUAGE ACQUISITION</h3> <ul style="list-style-type: none"> <li>• Introduce more academic language &amp; skills by using the same techniques as before, but beginning to use more academic vocabulary</li> <li>• Introduce new academic vocabulary and model how to use it in a sentence</li> <li>• Provide visuals &amp; make connections with student's background knowledge as much as possible</li> <li>• Ask questions that require a short answer</li> <li>• Introduce charts &amp; graphs by using easily understood information such as class food preferences</li> <li>• Have students re-tell stories or experiences &amp; have another student write them down.</li> <li>• During writing, provide students with a fill-in-the blank version of the assignment with the necessary vocabulary listed on the page</li> </ul>
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 <p>Beginning Fluency</p>	<h3 style="text-align: right;">6 STAGES OF SECOND LANGUAGE ACQUISITION</h3> <ul style="list-style-type: none"> <li>• Have students work in pairs &amp; groups to discuss content</li> <li>• Use "Think, pair, share" to process new language &amp; concepts</li> <li>• Ask questions that require a full response with explanation</li> <li>• Ask questions that require inference &amp; justification of the answer</li> <li>• Ask students if they agree or disagree with a statement &amp; why</li> <li>• Model more advanced academic language structures             <ul style="list-style-type: none"> <li>◦ "I think" "In my opinion" "When you compare"</li> </ul> </li> <li>• Re-phrase incorrect statements in correct English or ask the student if they know another way to say it</li> <li>• Have students make short presentations, provide them with necessary phrases &amp; language and allow them to practice with a partner</li> <li>• Continue to provide visual support &amp; vocabulary development</li> </ul>
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 <p>Intermediate Fluency</p>	<h3 style="text-align: right;">6 STAGES OF SECOND LANGUAGE ACQUISITION</h3> <ul style="list-style-type: none"> <li>• Identify key academic vocabulary &amp; phrases &amp; model them.</li> <li>• Use graphic organizers &amp; thinking maps &amp; check and make sure the students are filling them in with details</li> <li>• Help students make connections with new vocabulary</li> <li>• Create assessments that give students an opportunity to present in English after they have practiced in small groups or pairs</li> <li>• Introduce more academic skills, such as brainstorming, prioritizing, categorization, summarizing, &amp; compare &amp; contrast</li> <li>• Introduce idioms &amp; give examples of how to use them</li> <li>• At this level, students need more correction/feedback on errors</li> <li>• Adding language goals with students can be helpful &amp; will show you what specific areas need more modeling &amp; correction</li> </ul>
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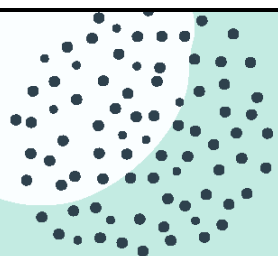
 <p>Advanced Fluency</p>	<h3 style="text-align: right;">6 STAGES OF SECOND LANGUAGE ACQUISITION</h3> <ul style="list-style-type: none"> <li>• Continue to develop language skills as gaps arise by using the previous strategies.</li> <li>• Although student seems fluent, they may still benefit from visual support, building on background knowledge, pre-teaching vocabulary, &amp; making connections between content areas</li> <li>• Offer challenge activities to expand the student's vocabulary knowledge             <ul style="list-style-type: none"> <li>◦ identifying antonyms &amp; synonyms</li> <li>◦ thesaurus</li> </ul> </li> <li>• Demonstrate effective note-taking &amp; provide a template</li> <li>• Offer error correction on academic work &amp; on oral language</li> </ul>
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## Snowball Discussion

1. Turn to your partner and discuss the following questions
  - a. What is a strategy you can implement right away
  - b. What is something you want to learn more about
  - c. What questions do you still have?
2. When you are done, both you and your partner join another group of two.
3. Share out your thinking with them.
4. Next, join a group of four to form a group of eight
5. Keep going until we are all in a group together

# LUNCH

12:00-1:00



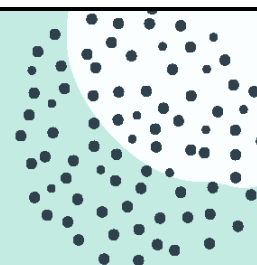
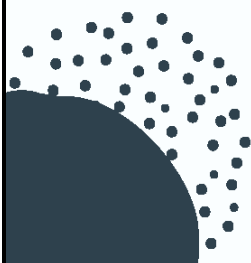
A student's reading level is determined by his/her knowledge of words. Students need to have an understanding of the words in order to comprehend the text. If we hope to aid in comprehension, then we need to teach word meaning.

To know what a word means, students need to know:

- ability to define a word
- ability to recognize when to use that word
- knowledge of its multiple meanings
- ability to decode and spell the word

## Tier 1 Words

WORDS THAT EL STUDENTS  
TYPICALLY KNOW IN THEIR  
FIRST LANGUAGE.



- Often times you can point to a picture of these words or easily act them out (butterfly, run)
- Other times you may need to provide a quick explanation (ex. uncle)
- Cognates are often tier 1 words (family/familia, presentation/presentación)

## Tier 2 Words

MORE COMPLEX & MORE  
ABSTRACT.  
OFTEN HIGH FREQUENCY  
WORDS THAT OCCUR ACROSS  
CONTEXTS.

- Multiple meaning words (trunk)
- Important & useful to understanding the text (character, setting, plot)
- Words that have connections to other words & concepts (between, among, combine)
- Words that are understood, but need more instruction (shy, ashamed, stubborn)
- These words should be addressed in pre-teaching

## Tier 3 Words

LOW-FREQUENCY WORDS THAT  
ARE FOUND IN CONTENT  
BOOKS

- Best taught within the specific context (atom, sedimentary)

# Main focus is on Tier 2 words

THESE ARE THE WORDS THAT  
WILL EMPOWER STUDENTS TO  
COMPREHEND AT HIGHER  
LEVELS.

## Kinder/1st

- annoy
- curious
- fair
- gigantic
- invite
- notice
- protect
- squirm
- wonder

## 2nd

- amusing
- classify
- diagram
- drowsy
- flock
- investigate

## 3rd

- agreeable
- assist
- credit
- defend
- examine
- gist
- persuade
- unite

## 4th

- accurate
- automatic
- calculate
- distribute
- insert
- justify
- persist
- scarce

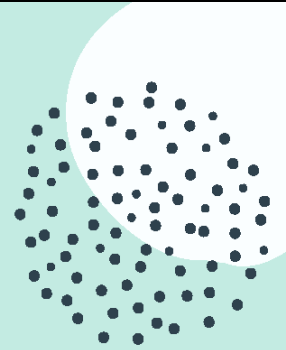
## 5th

- abolish
- briskly
- cease
- dissatisfied
- escalate
- hostile
- illegible
- reference

## Discussion

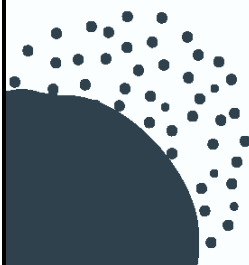
With your co-teacher, make a list of other  
words that would be Tier 2 in your grade level  
and a list of words that would be Tier 3

## Academic Language Development (Tier 2)

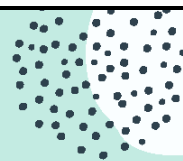


"Set of words, grammar, & organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts" (Zwiers, 2014)

## How can we support our EL students with academic language?



## Modeling Academic Language



Three ways to model language are found in the following teacher conversation. See if you can identify them.

Teacher: What does the third prong of an electric plug do? It conducts electric current from...

Student: From us electro...shocked.

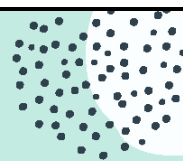
Teacher: Yes, it helps prevent us from getting electrocuted, true. But electrocution happens when...

Student: When you touch a wire, the electricity goes through you.

Teacher: Yes, we might say a person creates a short circuit *through which* the electric current flows. Let's repeat that together

Both: A person creates a short circuit *through which* the electric current flows.

## Modeling Academic Language



Three ways to model language are found in the following teacher conversation. See if you can identify them.

Teacher: What does the third prong of an electric plug do? It conducts electric current from...

Student: From us electro...shocked.

Teacher: Yes, it helps prevent us from getting electrocuted, true. But electrocution happens when...

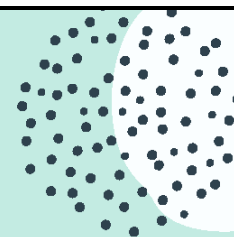
Student: When you touch a wire, the electricity goes through you.

Teacher: Yes, we might say a person creates a short circuit through which the electric current flows. Let's repeat that together

Both: A person creates a short circuit *through which* the electric current flows.



## Modeling Academic Language



### SENTENCE STARTERS

Often used to help students write, but can also be used to help students in clarifying what they are trying to say.

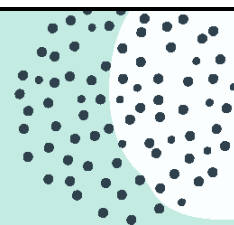
### PACE & EMPHASIS

Focus on key words. Often spoken slowly and loudly.

### REPETITION

Having students repeat what has been said or using the same phrase numerous times throughout the discussion.

## Scaffold Thinking & Language



### GESTURES & FACIAL EXPRESSIONS

These nonverbal movements help to clarify and emphasize difficult language. Nonverbal strategies help aid in lasting learning. Movements can help make academic language more animated and help students form images in their mind of abstract concepts.

Use the examples provided or as a class create a motion connected to academic language.

#### LANGUAGE

#### ACTION OR EXPRESSION

*For this reason, because of this, thus, hence, therefore*

Hands make forward pushing motion

*And, furthermore, moreover, in addition*

Hands make a rolling forward motion

*In conclusion*

Start with hand open and then close to make a fist

*For example, for instance*

Have pointer finger touch finger on the other hand

*On the other hand, nevertheless, then again, even though, despite, however, but, yet*

Put one hand out, palm up and then put the other hand out, palm up

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## Sources

created by *Bethany Kamps* 2021

**Appendix E**  
**Teacher Survey**

## TEACHER SURVEY

## TEACHER SURVEY

PRIOR TO PD:

---

I am comfortable with teaching EL students.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

I feel comfortable differentiating instruction to meet the needs of all learners

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

I use visual aids, gestures, or physical prompts while interacting with students.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

I feel confident providing feedback to colleagues and receiving feedback

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

My classroom has books, pictures, and other material that reflect the culture and ethnic groups of my students.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

AFTER PD:

---

I am comfortable with teaching EL students.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

I feel comfortable differentiating instruction to meet the needs of all learners

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

I use visual aids, gestures, or physical prompts while interacting with students.

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Strongly Disagree

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I feel confident providing feedback to colleagues and receiving feedback

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Strongly Disagree

Strongly Agree

---

My classroom has books, pictures, and other material that reflect the culture and ethnic groups of my students.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

created by: *Brittany Kamps* 2021

---

Attitudes of teachers can impact students in positive ways

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

I am aware of different cultures and how a person's culture impacts their learning.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

I understand the term ethnicity.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

I am comfortable communicating with families of my EL students.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

I understand language development and second language acquisition.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---



---

I think that my cultural background influences the way I teach, think, & act.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

I am aware of different cultures and how a person's culture impacts their learning.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

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Strongly Disagree

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Strongly Disagree

Strongly Agree

---

I understand language development and second language acquisition.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree

Strongly Agree

---

---

What teaching strategies do you find the most effective for supporting EL literacy development?

---

What teaching strategies do you find the most effective for supporting EL literacy development?

---

In what areas of teaching EL students would you like to receive support?

---

In what areas of teaching EL students did you feel the most supported in?

---

What do you know about the home language and cultural background of the EL students in your classroom?

---

What do you know about the home language and cultural background of the EL students in your classroom?

---

Describe EL students' use of their home language at school.

---

Describe EL students' use of their home language at school.

**Appendix F**  
**Teacher PD: Day Two Presentation**



**EL SUMMER  
LITERACY  
PROGRAM**

# COACHING & COLLABORATION



## SO WHAT ARE WE GOING TO DO TO FIX THIS?

**1****EFFECTIVE EL  
INSTRUCTION**

Learn, practice, &  
implement effective EL  
instruction for any grade in  
any content

**2****COACHING &  
COLLABORATION**

Observe & discuss  
instructional practices each  
week with co-teacher and  
coach.

**3****CULTURAL  
COMPETENCY**

Understand how culture,  
language, race, & ethnicity  
of our students and  
ourselves impact our  
learning.



## INCLUSION

### EFFECTIVE EL INSTRUCTION

Pre-Reading Strategies  
Visual Thinking Strategy  
Word Splash

## LUNCH

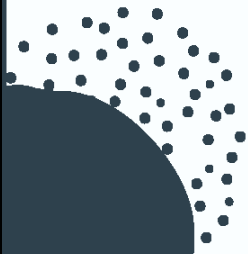
### COLLABORATION & COACHING

Working Alliance  
Norms of Collaboration  
Social Contract

# Agenda

## Inclusion

### WHODUNIT

1. On an index card write something interesting you have done
  2. I will collect all of the notes and throughout today's PD I will have someone pull one out to read to the group
  3. That person's job is to figure out who the card belongs to
- 

## SHARE 4 "WHODONIT"S

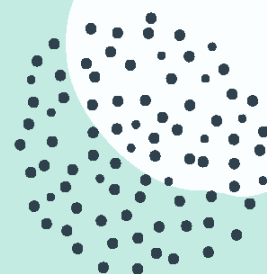
### Objectives

**Today we will**

- engage in effective EL literacy instruction
- lay the foundation for coaching & collaboration

**I know I am successful when I can**

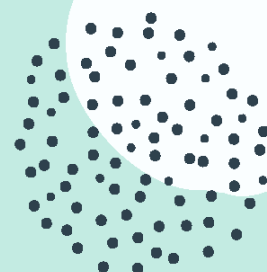
- implement strategies to support my EL students
- create a social contract with my co-teacher



## Pre-reading activities

These activities may motivate students interest, activate prior knowledge, or pre-teach tricky concepts & vocabulary.

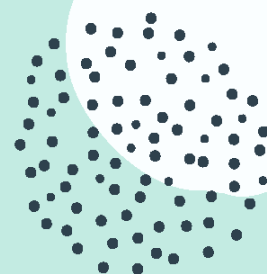
ELs often struggle jumping into new texts without any additional background support. If a student has no background knowledge then they will struggle to comprehend.



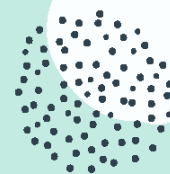
## Pre-reading activities

These activities may motivate students interest, activate prior knowledge, or pre-teach tricky concepts & vocabulary.

ELs often struggle jumping into new texts without any additional background support. If a student has no background knowledge then they will struggle to comprehend.



## Pre-reading strategies

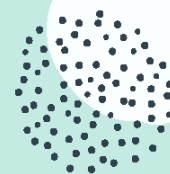


**Hook the students:** Try activities that will hook the students on the new topic. If you are reading about frogs, bring a frog into class. If the book contains flying a kite, bring in a kite to fly.

**Build text-specific knowledge:** activate prior knowledge. Ask students what they know about a topic. Use a KWL or a Thinking Map to organize information

**Make connections:** Connect the story to your life as an example or have the students reflect on a connection they have in their life. If the story is about being nervous about a test, ask them to share a time they were nervous about a test

## Pre-reading strategies



**Pre-teach vocabulary:** This involves new words and reviewing familiar words

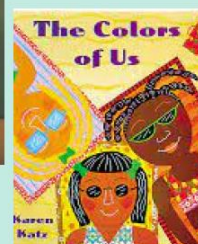
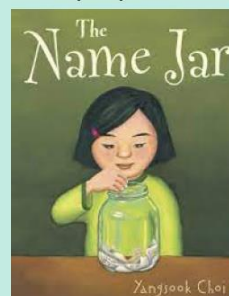
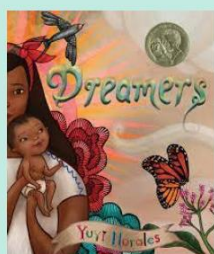
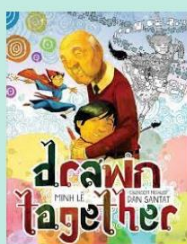
**Pre-teach concepts:** Provide examples and connections when teaching a concept that is difficult to understand. Envy may be difficult for young learners to understand at first. Provide examples or show pictures that will help students with these connections

**Predicting & direction setting:** Help your students by focusing on what is important to look for as you read. Make predictions as you read and peak students' interest

# Implementation



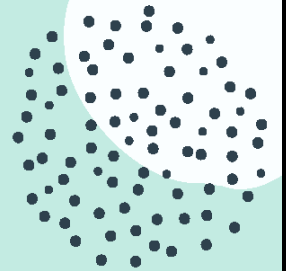
1. Each table will be given a culturally responsive children's book
2. As a team, pick at least one pre-reading strategy that could be implemented with this book
3. Discuss what implementation would look like and be prepared to share out with the whole group



SHARE 4  
"WHODONIT"S

# Visual Thinking Strategy

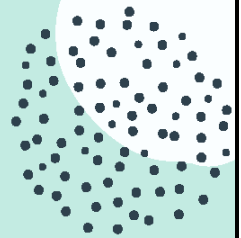
created by Abigail Housen



This is a very simple activity that helps build students' background knowledge and develop thinking skills that support understanding. This strategy is often used as an introduction to a unit

## Method

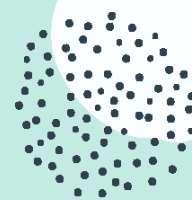
1. Choose an interesting picture or painting that connects to a topic of the story to be read
2. Show the students and state, "What's going on in this picture?"
3. Allow for a student to respond and then ask, "What makes you say that?"
4. Once they are done sharing address the class with, "What else can we find?"



During the discussion the teacher must

1. Paraphrase each student's observation
2. Point at what they are observing
3. Make connections between the student's observations
4. Remain neutral, do not say they are "right" or "wrong"

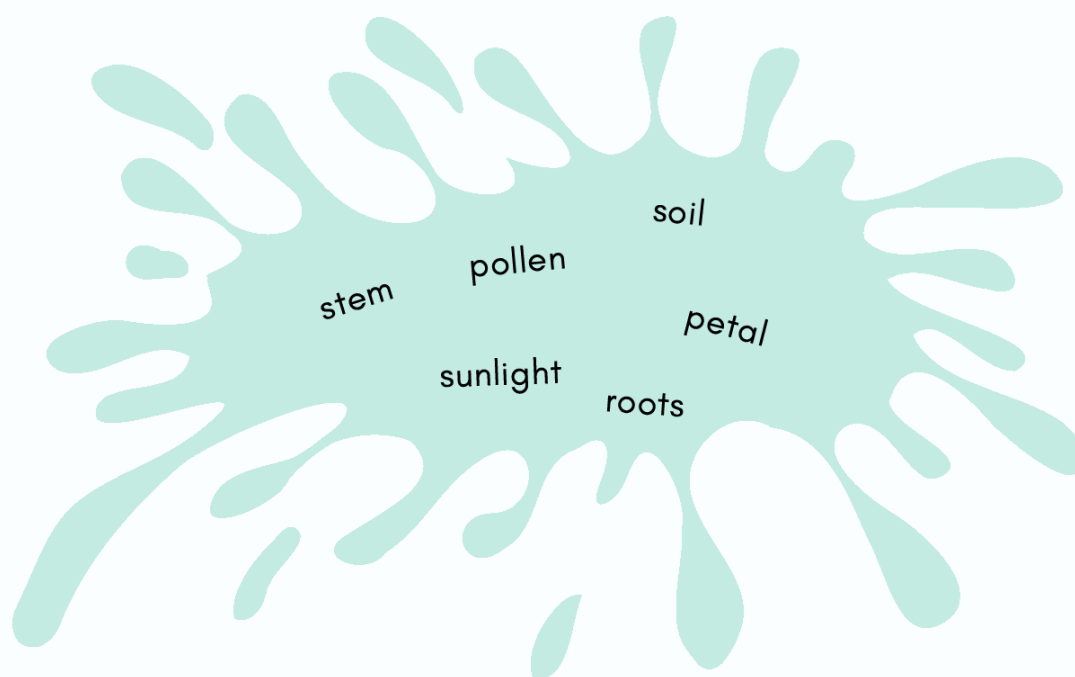
## Word Splash



1. Before beginning a new unit or prior to a reading, display or "splash" a variety of words or phrases on the board. The amount of words and phrases will vary depending on grade level
2. Have students spend time grouping the words together into a variety of clusters
  - a. Students can circle groups of words, color-code them, or draw lines
3. In pairs or whole group, have students discuss how they grouped their words and have them make predictions on what they will be learning

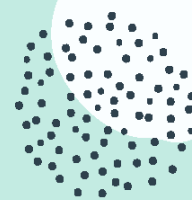


Now let's try it ourselves!



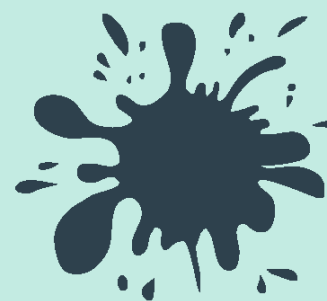


## Word Splash

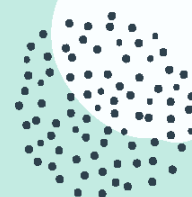


### ALTERNATIVES

- have students write a paragraph using all of the words
- use pictures instead of words for beginning readers
- ask students to create their own word splash at the end of a unit



## Word Splash



1. Before beginning a new unit or prior to a reading, display or "splash" a variety of words or phrases on the board.
2. Have students spend time grouping the words together into a variety of clusters
  - a. Students can circle groups of words, color-code them, or draw lines
3. In pairs or whole group, have students discuss how they grouped their words and have them make predictions on what they will be learning



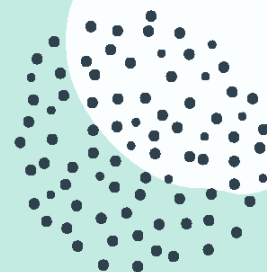
# LUNCH

12:00-1:00



SHARE 4  
"WHODONIT"S

# Coaching & Collaboration



## EFFECTIVE COLLABORATION

1

### TIME

Each week groups will have 2 hours set aside to collaborate

2

### WORKING ALLIANCE

Effective communication & reciprocal leadership

3

### NORMS OF COLLABORATION

These basic principals will help create a safe and meaningful working environment

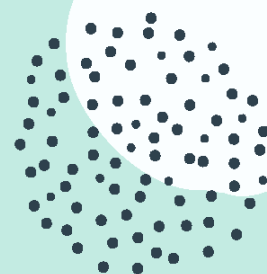
4

### SOCIAL CONTRACT

Together you will create a set of "rules" or "guidelines" for what you envision your collaboration to look like/sound like/be like.

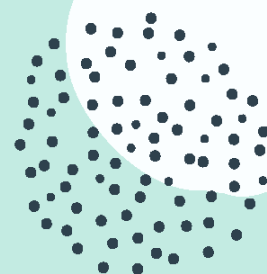
## Working Alliance

This working alliance will serve as a guide during collaboration times.  
Follow the steps provided and use the sentence starters to engage in meaningful, productive discussions.



## Norms of Collaboration

By following these norms, groups can work on accomplishing goals more effectively.  
Putting these behaviors into practice will help develop trust, understanding, and respect among those involved.



# Social Contract

Establishes expectations and holds one another accountable to follow those expectations.

With your co-teacher take time to develop your social contract. Discuss what expectations each of you have in order to make collaboration as effective as possible. Once you have an agreed upon list, sign at the bottom.

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## Sources

created by *Bethany Kump* 2021

**Appendix G**  
**Coaching & Collaboration: Working Alliance**

# WORKING ALLIANCE

## COLLABORATION PROTOCOL

### Opening Discussion

1. Review your groups social contract
2. Read the Norms of Collaboration together
3. Each person choose one you would like to focus on and share with your partner

### Lesson

1. Share out things you felt went well throughout the weeks lessons
2. Provide noticings for each other connected to lessons and instruction *These are always judgement free!*
3. Identify 2 or 3 specific questions to discuss together
4. Discuss questions and use the following sentences to guide your discussion

### Going Forward

1. Discuss next steps based on discussion
2. Prepare one question and one noticing that you will share during whole group PD

**"THE MOST VALUABLE RESOURCE THAT ALL  
TEACHERS HAVE IS EACH OTHER. WITHOUT  
COLLABORATION OUR GROWTH IS LIMITED TO OUR  
OWN PERSPECTIVES."  
- ROBERT JOHN MEEHAN**

created by: *Bethany Krapp* 2021



# WORKING ALLIANCE

## SENTENCE STARTERS

### ACTIVE LISTENING

- Here's what I think you are saying...is that accurate?
- Can you help me understand that better?
- I never thought about...
- In other words...

### NONJUDGMENTAL RESPONSES

- I noticed how when you..the students really...
- I'm interested in learning more about...
- I'd love to hear more about...

### CLARIFYING STEMS

- Let me see if I understand...
- I'm curious to know more about...
- I'm intrigued by...
- I'm interested in...
- I wonder...

### PROBING STEMS

- What's another way you might...?
- What would it look like if...?
- What sort of an impact do you think...?
- When have you done something like...before?
- How did you decide...?





## **Appendix H**

### **Coaching & Collaboration: Norms of Collaboration**

## NORMS OF COLLABORATION

- PROMOTE A SPIRIT OF INQUIRY AND CURIOSITY.

Seek first to understand before advocating for your own idea(s)

- PAUSE.

Pausing before responding and/or asking a question allows for think time

- PARAPHRASE.

Efficient paraphrases help all members hear and understand ideas being presented.

- PROBE FOR SPECIFICITY.

Ask questions to increase clarity and understanding as well as precision of the group's thinking.

- PAY ATTENTION TO SELF & OTHERS

Watch for body language and check perceptions by paraphrasing and probing for specificity.

- PRESUME POSITIVE INTENTIONS.

Choosing to believe that each teacher and his/her students are doing the best they can with the tools they have.

**Appendix I**  
**Coaching & Collaboration: Social Contract**

## SOCIAL CONTRACT

In order to promote a positive working relationship, feel supported, and be willing to be open with one another, we agree to the following:

SIGNED:

created by: *Bethany Krapp* 2021



## **Appendix J**

### **Teacher PD: Day Three Presentation**

**EL SUMMER  
LITERACY  
PROGRAM**

# CULTURAL COMPETENCY



## SO WHAT ARE WE GOING TO DO TO FIX THIS?

**1****EFFECTIVE EL  
INSTRUCTION**

Learn, practice, &  
implement effective EL  
instruction for any grade in  
any content

**2****COACHING &  
COLLABORATION**

Observe & discuss  
instructional practices each  
week with co-teacher and  
coach.

**3****CULTURAL  
COMPETENCY**

Understand how culture,  
language, race, & ethnicity  
of our students and  
ourselves impact our  
learning.

- INCLUSION
- WHAT IS CULTURAL COMPETENCY?
- SELF-AWARENESS
- CULTURE
- LANGUAGE
- RACE & ETHNICITY
- LUNCH
- UNDERSTANDING YOUR LEARNERS
- PREPARING TO IMPLEMENT NEW LEARNING

## Agenda

## Inclusion

### I AM, BUT I AM NOT

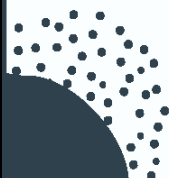
1. Take your piece of paper and fold it in half to make two columns.
2. In the first column write the words "I Am" on top
3. In the second column write "I Am Not" on top
4. In between these two columns write the word "But"
5. The final phrase will read "I am...,but I am not...."
6. Take time to fill in the first blank with a word that describes and identifies you
7. Then fill in the second blank with a common stereotype (either good or bad) about your description or identifier
8. Write at least 5 sentences

ex. **I am** blond, **but I am not** dumb.

# Inclusion

## SHARE YOUR THINKING

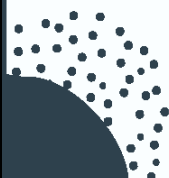
1. Walk around the room.
2. When you hear the music stop, find a new partner and share your sentence with them
3. When the music starts up again, start walking
4. Continue this cycle until activity is done



# Inclusion

## GROUP DISCUSSION

What were some sentence you wrote or you were told from others?  
Was it easier to come up with negative stereotypes or positive?





## Objectives

### Today we will

- reflect on our own identity & discuss how it impacts our teaching practices
- see how our students' culture, language, race & ethnicity impacts their learning

### I know I am successful when I can

- share the importance of cultural competency in education
- choose two ways I will support my students' culture

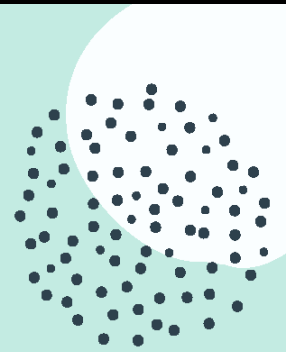
## What is cultural competency?

Entails recognizing the differences from different cultural groups, responding positively to those differences, and interacting effectively in a variety of cultural environments.

## Why is it important?

Culturally responsive teaching creates a positive impact on students' learning.

Developing cultural competency helps us understand, communicate, and interact with our students and their families who may have a different culture than our own.

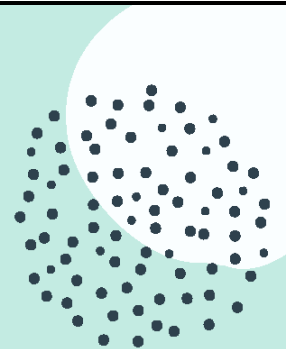


## Why is it important?

Often we are unaware of our cultures and unaware that our culture beliefs & values shape our worldview, expectations, judgements, communication, interaction, and decision making.

Self-awareness is key to be culturally relevant.

Self-awareness opens doors in our mind that help us piece together how we are shaped by the world around us.



## Self-Awareness

Our cultural lens is formed by the culture in which we live.  
Our lens filters the world and helps us with knowing what is right or wrong.  
We all have a slightly different lens that filters our world.  
We all have a natural tendency to see things differently



## Self-Awareness

Although we are all wearing lenses, it is important to know that our lenses will change throughout the day and throughout our lives.  
The only way to know if our lenses are working is to understand ourselves & our influences that affect how we see the world around us



## Self-Awareness

Eye Contact:

Imagine you are staring into the eyes of a person in your family.

How does it feel?

Now imagine you are look at a stranger, someone of the opposite sex.

How do you feel now?

Now imagine the face of a stranger or the same sex.

How do you feel now?



## Self-Awareness

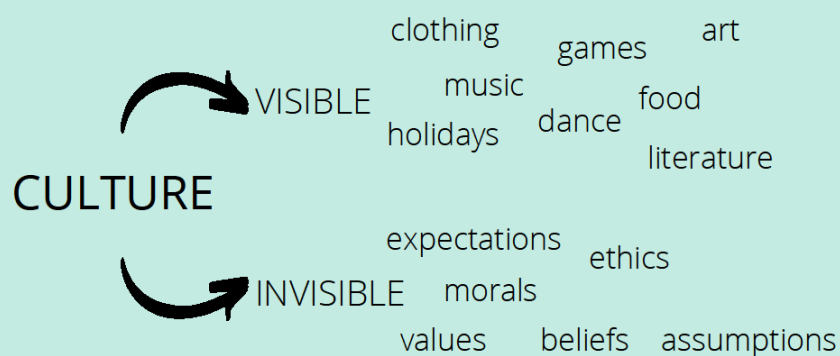
Eye contact is a very basic expression of our cultural values.

Eye contact can be seen as a sign of respect or disrespect depending on your culture.



## Self-Awareness

Using the template provided, fill in each lens  
with aspects of your culture.  
Both the visible & invisible.



## Cultural Connections

Find someone who you don't know very well.

Talk with your partner about where you grew  
up and how it has shaped who you are.

# BREAK

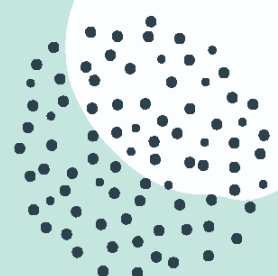
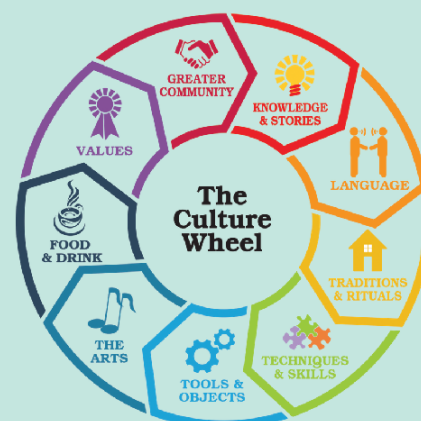
10 minute break



## Culture

Culture: ways of living; shared behaviors, beliefs, customs, values, and ways of knowing that guide groups of people in their daily life and are transmitted from one generation to the next

It affects how people learn, remember, reason & communicate



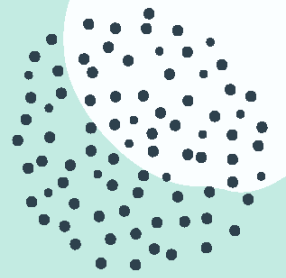
### Developing Cultural Awareness

Teachers need to develop an awareness of their own cultural identity, values, attitudes, and biases. Oftentimes we view ourselves as not having a culture. This is mainly due to the fact that most of us are in the dominant culture.

#### Discussion

What does the ideal student look like?

Take a few minutes and jot down some notes and then share with your table.



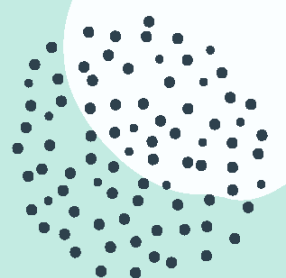
### Developing Cultural Awareness

Teachers need to be knowledgeable about the culture of the school and try and accommodate that culture to students' needs. Culturally competent teachers strive to incorporate elements of other cultures into the classroom and school.

Schools often idolize the dominant culture.

- Students should ask questions
- Students need to be independent
- Focusing on individualistic & independence-oriented

These ideas may go against a student's culture if they have been raised to be interdependent and cooperative



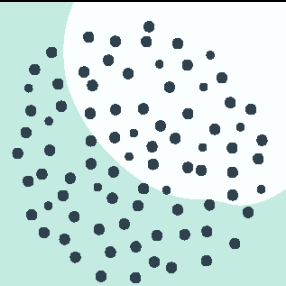
## Developing Culturally Relevant Instruction

### **Connect students' interest & background knowledge to content standards.**

Connecting interest and background knowledge to content can increase student's involvement in learning activities, as well as promote reading engagement & comprehension.

#### **Discussion**

In the first few days of the literacy program, how can you get to know your students interest?

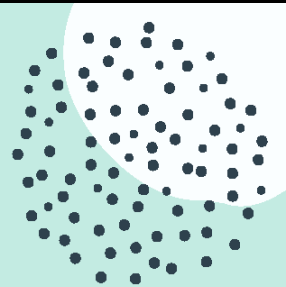


## Developing Culturally Relevant Instruction

### **Use a range of classroom participation structures & keep note of students participation**

The dominant culture of schools often impact how we encourage classroom participation. Provide opportunities for students to interact in a variety of ways

- whole group
- small group
- pairs





## Developing Culturally Relevant Instruction

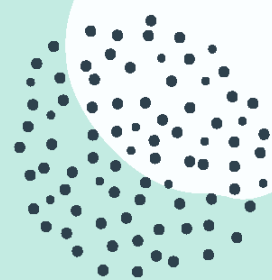
### Allow for learning to be more than linguistic

Students need a variety of venues to learn.

- art
- music
- building

### Discussion

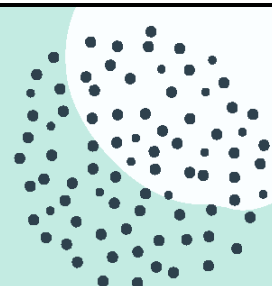
What other ways could you promote student learning that didn't involve language?



## Cultural Connections

Find someone who is about your height.

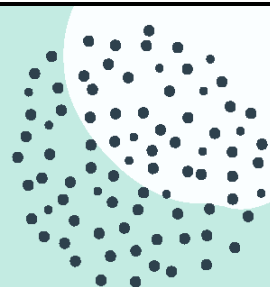
Talk with them about birthday traditions you had growing up. What made birthdays important to you as a child? Do you still keep those tradition?



# Language

Language: primary way of communication, a symbol system that can represent thoughts

"Language is the most flexible & powerful symbol system available to human beings for representing and communicating thoughts" (Trumball & Pacheco, 2005, p 127)



## Guiding Assumptions about Language

Language differences & cultural differences go together

- children learn not only vocabulary & grammar of their home language, but also its uses

All dialects are of equal linguistic value

People are capable of mastering multiple language & dialects

All students need to learn standard English

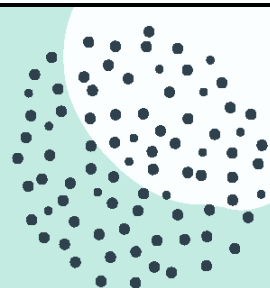
- this is necessary for school & job success

Students' home languages & dialects should be respected

- Interfering with a student's home language can contribute to social & developmental problems

Teachers need to support language development

- Our students know 2 or more languages! How cool is that!



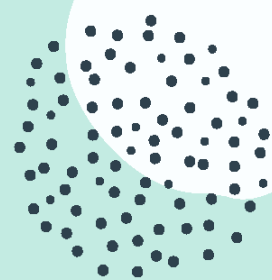
### Developing Language Instruction

Understand student's orientation to literacy and their families' literacy histories.

How is literacy approached by their family?

Support transfer of skills from students' home language

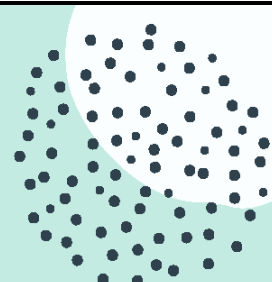
- use cognates
- connect similarities to ease learning



### Developing Language Instruction

Expect all learners to read and write at high levels

- Provide read-aloud of difficult books
- Listen repeatedly to books
- Use guided, repeated oral readings to support fluency



## Cultural Connections

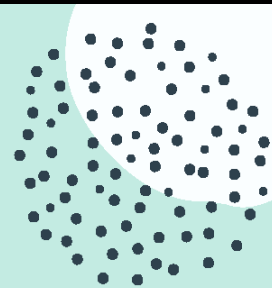
Find someone you haven't talked to today.

Talk about any traditions you have when a new baby arrives.

How do you celebrate their coming?

What do you do for the arrival?

Are there any special celebrations during the babies first year of life?



## Race & Ethnicity

Race & ethnicity provide a sense of who a person is, where they come from, and what their place in the world is

Race: socially constructed category of people, grouped on the basis of physical characteristics

Ethnicity: membership in or identification with a group that has common geographic origins, history, culture, language, and religion



### Guiding Assumptions about Race & Ethnicity

A sense of acceptance & belonging support identity & academic engagement

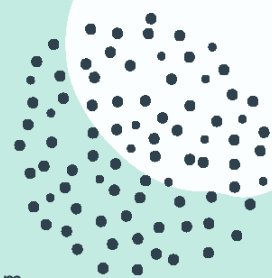
- when students feel accepted they are more likely to participate in the classroom
- when it isn't valued students feel the need to disengage from participating or conform to a different identity

Everyone has a racial & ethnic Identity

Racism Persists in the U.S.

Racism takes different forms

To ensure equity, racism must be addressed



### Guiding Assumptions about Race & Ethnicity

A sense of acceptance & belonging support identity & academic engagement

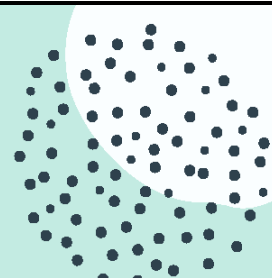
- when students feel accepted they are more likely to participate in the classroom
- when it isn't valued students feel the need to disengage from participating or conform to a different identity

Everyone has a racial & ethnic Identity

Racism Persists in the U.S.

Racism takes different forms

To ensure equity, racism must be addressed



# BREAK

10 minute break

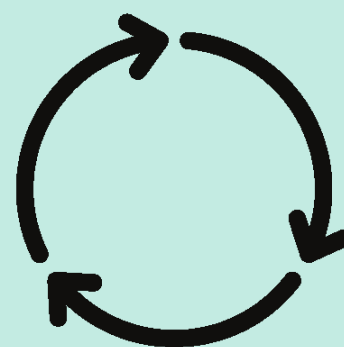


A healthy identity development is connected with a sense of belonging & willingness to participate in learning

When students feel supported & accepted by their peers they develop a sense of belonging

Belonging is associated with engagement & academic performance

**When students feel that they belong, they become more engaged, and when they are engaged, they are likely to perform better.**



## Supporting Students' Identity Development

Understand the importance of identity development in students

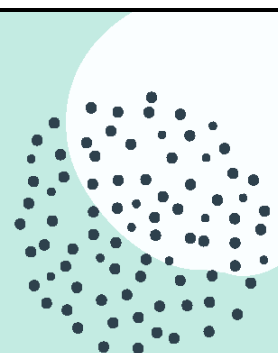
Recognize students' internal strengths, respect their identities and support identity development

Respect students' home language & dialects

### Discussion

If a classroom supports students' identity what would the classroom:

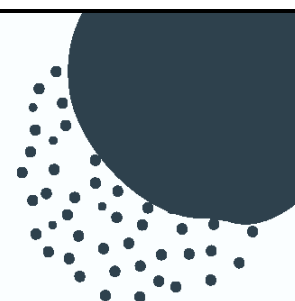
- look like?
- sound like?
- feel like?



According to Ladson-Billings (2001)

- Teacher understands culture and its role in education
- Teacher takes responsibility for learning about their students' culture and community
- Teacher uses student culture to support learning
- Teacher promotes a flexible use of students' local and global culture

**What does a  
culturally  
competent  
classroom look  
like?**



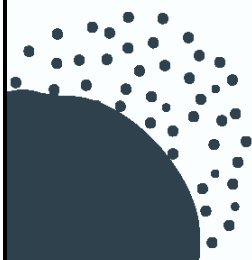
"I see you. I acknowledge your presence in the classroom. I know your name and I can pronounce it correctly. I respect your life experiences and your intelligence. I believe in you and I will hold both you and myself accountable to honor your capacity to learn. I enjoy being in this work with you."

HOWARD, 2006, P. 130





**Why is our name important?  
How can you show you value  
your students names?**



Think-Pair-Share Discussion

**LUNCH**

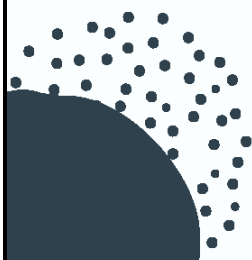
12:30-1:30



# Understanding your learners

We will devote the next 45 minutes to understanding our EL students in our classrooms.

This could include: looking over previous literacy assessments, reviewing any data that was shared from previous classroom teacher,



# BREAK

10 minute break



# Plan for implementation

The remainder of our time will be spent working with your co-teacher to prepare on implementing our new learning into your lessons.

This could include

- developing content & language objectives
- going over academic language scaffolding
- What other else could be discussed?

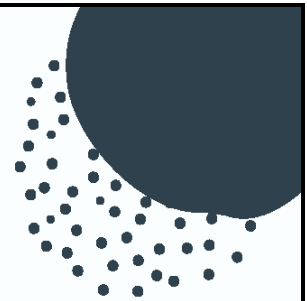


● Ladson-Billings, G. (2001). *Crossing over to Canaan*. San Francisco: Jossey-Bass.

● Trumbull, E. & Pacheco, M. (2005). *Leading with diversity: Cultural competencies for teacher preparation and professional development*. Brown University and Pacific Resources for Education and Learning.

● Saunders, W. & Goldenberg, C. (2010) Research to guide English Language development instruction. *Improving education for English Learners: Research-based approaches*. 21-81

● Vulture, C. (n.d.). Self-Awareness is Key to Cultural Awareness. Commisceo Global Consulting Ltd. <https://www.commisceo-global.com/blog/self-awareness-cultural-awareness>



## Sources

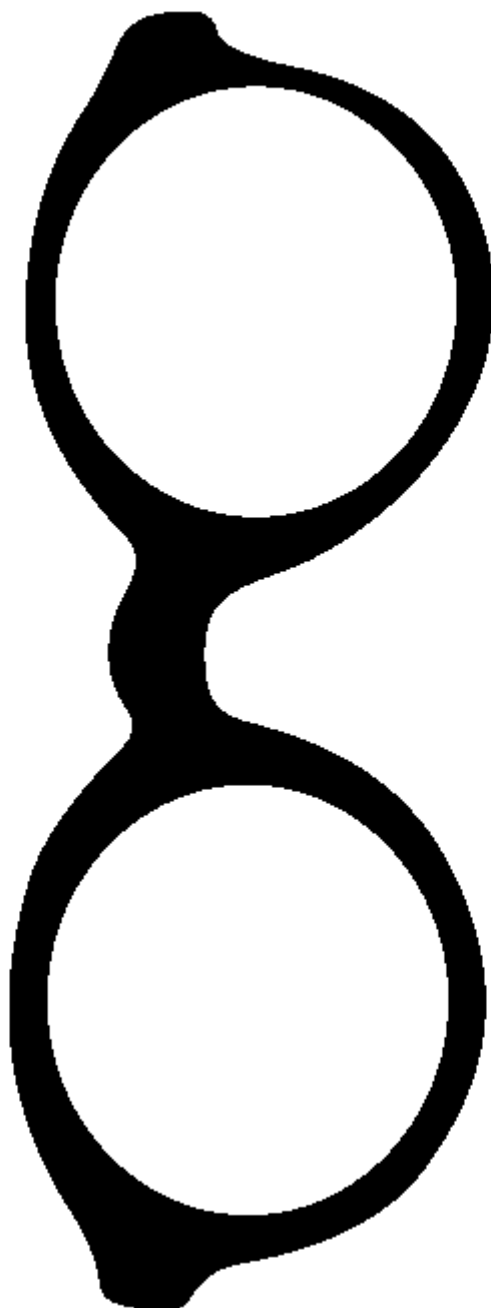
created by: *Betty Kamps* 2021

## **Appendix K**

### **Lens Template**

## SELF-AWARENESS

Visible: food, art, music, clothing, dance, games, literature, holidays  
Invisible: morals, beliefs, values, ethics, assumptions, expectations



created by: *Bethany Krupp* 2021

**Appendix L**  
**Implementation Plan**

## IMPLEMENTATION PLAN

GRADE LEVEL:

## HOW

How should this  
information be  
shared?

## WHEN

When and for how long?

## WHAT

What should be  
shared?

## WHY

Why is this the most  
effective way to share  
information?

DESIRED  
RESULTS

What do you hope to  
achieve?

## **Appendix M**

### **Teacher PD: During Summer Literacy Program Agenda**



# WEEK 1

## TODAY'S OBJECTIVES

### **Today we will**

- understand content-area and language-based learning outcomes & objectives

### **I know I am successful when I can**

- collaborate with my teaching partner to create content-area and language-based learning outcomes & objectives for our students.

## AGENDA

- Good News
- Content Area Objectives
- Language Objectives
- Coaching & Collaboration Discussions Share Out

## NOTES

## **Appendix N**

### **Teacher PD: Week One Presentation**

# WEEK 1



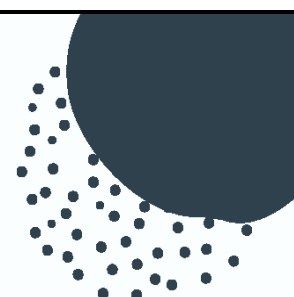
GOOD NEWS

CONTENT AREA  
OBJECTIVES

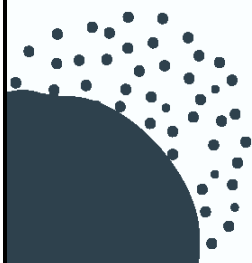
LANGUAGE  
OBJECTIVES

COACHING &  
COLLABORATION  
DISCUSSIONS SHARE  
OUT

## Agenda

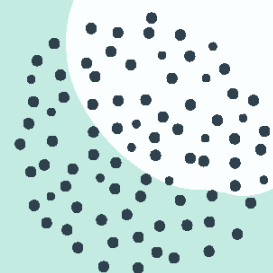


## Good news



YOU MADE IT THROUGH THE FIRST WEEK OF  
THE SUMMER PROGRAM! WHAT IS SOMETHING  
GOOD THAT HAPPENED THIS WEEK?

## Objectives



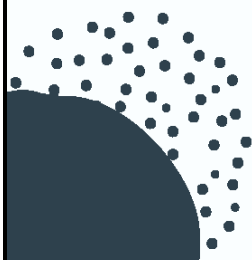
### Today we will

- Understand content-area and language-based learning outcomes & objectives

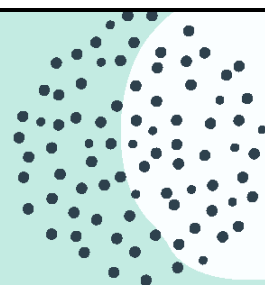
### I know I am successful when I can

- collaborate with my teaching partner to create content-area and language-based learning outcomes & objectives for our students.

## Content-area learning objectives



## Why does this matter?



When we are clear on our learning outcomes we can create assessments that accurately measure student's progress and plan appropriate instructional experiences

When we share these learning outcomes with students before instruction we help students understand the expectations and promote self-evaluation

ELs benefit when they know what they are intended to learn both in content & language. Sharing learning objectives helps contextualize instruction which builds comprehensibility.

## IMPLEMENTATION

1

### THINK

In one content area, think about what concepts are essential for ELs to understand

2

### DISCUSS

With your co-teacher discuss the concepts you identified

3

### DETERMINE

With a clear understanding of the concepts determine the content-area learning outcomes that students must master

4

### WRITE

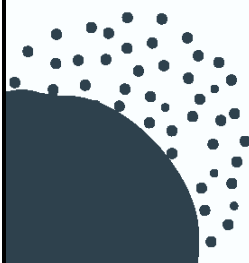
While planning next weeks lessons, write lesson objectives based on the learning outcomes you & your co-teacher identified

5

### REVIEW

Review your students language proficiency levels. Differentiate learning outcomes that are appropriate for each EL in your class

## Language Based Learning Objectives



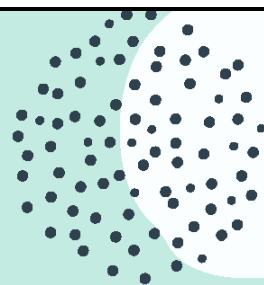
## Why does this matter?



Implementing language objectives can ensure that our EL students have equal access to the curriculum even if they may not be fully proficient in English

We know that second-language acquisition requires opportunities for our students to be exposed to, practice with, and be assessed on their language skills

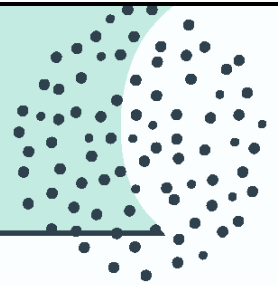
## What is a language objective?



Lessons objectives that **specifically** outline the type of language students will need to learn and use in order to accomplish the goals of the lesson.

These tie in with the content objectives and address the academic language that will be needed during the lesson

# What is a language objective?



Include the 4 language skills

- speaking, listening, reading, & writing

and also may include

- language functions related to the topic of the lesson
  - justify, hypothesize
- vocabulary needed to be able to participate in the lesson
  - axis, locate, graph
- language learning strategies that support comprehension
  - questioning, making predictions

## 3rd grade Science

### Content Area Standard

Students know that matter has three forms: solid, liquid, and gas.

### Content Objective

Students will be able to distinguish between liquids, solids, and gases and provide an example of each

### Language Objective

Student will be able to **orally describe** characteristics of liquids, solids, and gases to a partner



### 4th grade Math

#### Content Area Standard

Draw and identify lines and angles, and classify shapes by properties of their lines and angles

#### Content Objective

Students will be able to classify triangles based on their angles

#### Language Objective



Talk with your co-teacher about a possible language objective

## IMPLEMENTATION

1

### DECIDE

What **key vocabulary, concept words, and other academic words** students need to know

2

### CONSIDER

What are the **language functions** related to this topic (ex. describe, explain, compare, or chart)

3

### THINK

What **language skills** are necessary for students to be successful

4

### CONSIDER

What **tasks** are students completing in this lesson and what language is embedded in assignments

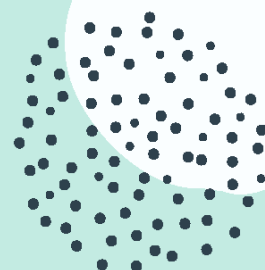
5

### EXPLORE

What **language learning strategies** may lend themselves to the topic of this lesson

## Work Time

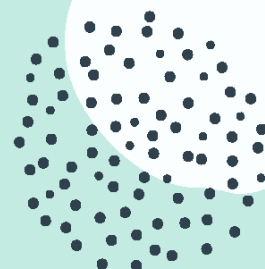
With your co-teacher look through the lessons in the coming week. Create content and language objectives based on what we learned and practiced today.

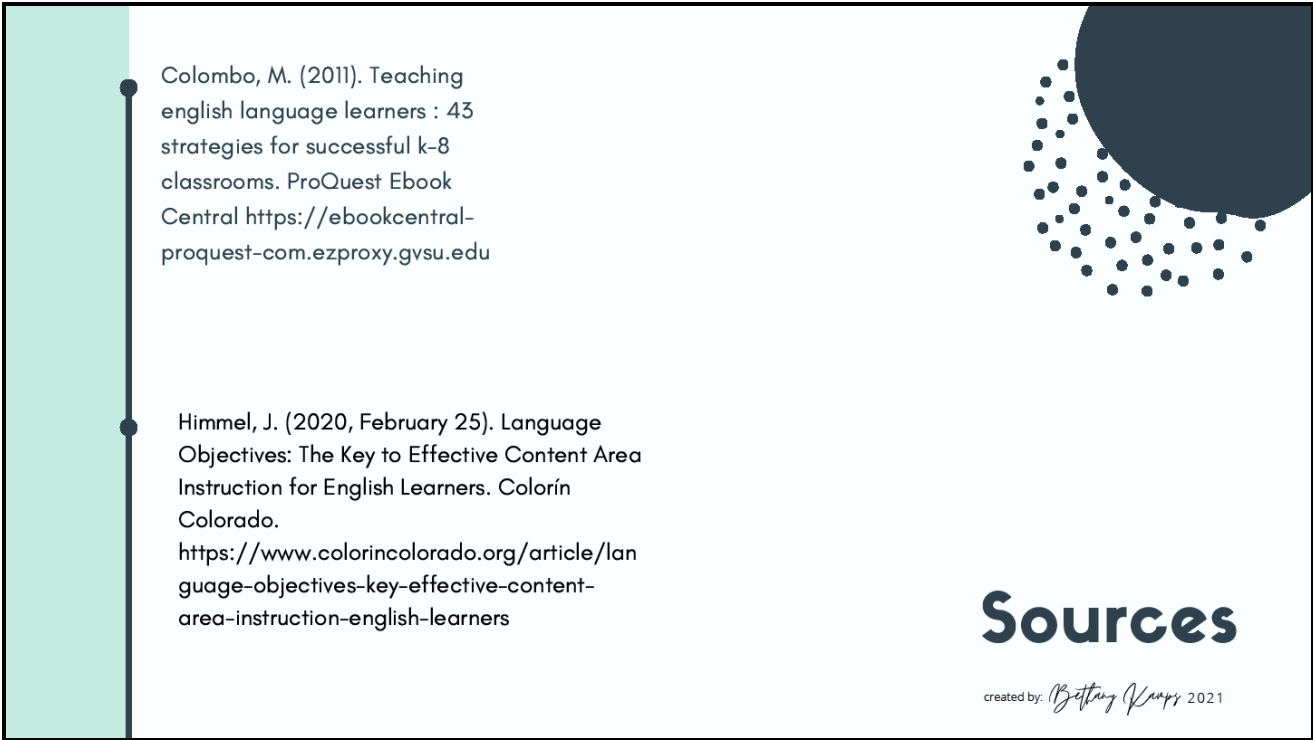


## Discussion Share Out

During your coaching & collaboration time you were asked to bring 1 question & 1 noticing to group time.

1. Find a partner in a different grade level than yours.
2. Share your question and noticing.
3. When we come back together as a group we will share out what **your partner's** noticing & question were.





Colombo, M. (2011). Teaching english language learners : 43 strategies for successful k-8 classrooms. ProQuest Ebook Central <https://ebookcentral-proquest-com.ezproxy.gvsu.edu>

Himmel, J. (2020, February 25). Language Objectives: The Key to Effective Content Area Instruction for English Learners. Colorín Colorado.  
<https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners>

## Sources

created by: *Bethany Krump* 2021

## **Appendix O**

### **Teacher PD: After Summer Literacy Program Agenda**

# FINAL DAY

## TODAY'S OBJECTIVES

### **Today we will**

- review literacy data
- participate in reflection
- create an implementation plan for sharing new knowledge and understanding with colleagues during the upcoming school year

### **I know I am successful when I can**

- create an action plan to share summer learning

## AGENDA

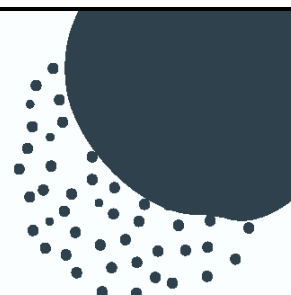
- Inclusion
- Review
- Data Discussion
- Lunch (11:30-12:30)
- Implementation Plan
- Survey

## **Appendix P**

### **Teacher PD: Final Day Presentation**

**EL SUMMER  
LITERACY  
PROGRAM****WRAP-UP**

- INCLUSION
- REVIEW
- DATA DISCUSSION
- LUNCH 11:30-12:30
- IMPLEMENTATION  
PLAN
- SURVEY

**Agenda**

# Inclusion

## 25 REASONS TO BE PROUD

1. Take a piece of paper and create a list of 25 reasons you have to be proud!
2. As a group we will create a master list so be prepared to share a few or your reasons



# Inclusion

**You should be proud!** You have worked hard these past 6 weeks.

What would be the benefits of having your students engage in an activity like this?





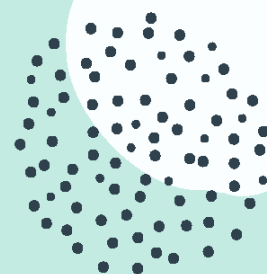
# Objectives

## Today we will

- Participate in reflection
- Review literacy data
- Create an implementation plan for sharing new knowledge and understanding with colleagues during the upcoming school year

## I know I am successful when I can

- create an action plan to share summer learning



## WHAT HAVE WE LEARNED

1

### EFFECTIVE EL INSTRUCTION

Learn, practice, & implement effective EL instruction for any grade in any content

2

### COACHING & COLLABORATION

Observe & discuss instructional practices each week with co-teacher and coach.

3

### CULTURAL COMPETENCY

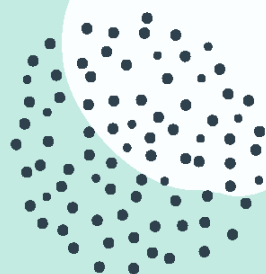
Understand how culture, language, race, & ethnicity of our students and ourselves impact our learning.

## Review

We will spend time reviewing what we have learned these past 6 weeks

Discussions may include:

- strategies you found the most helpful
- something interesting you learned
- your biggest takeaway
- best memory of the program
- something you want to learn more about
- things you still have questions about

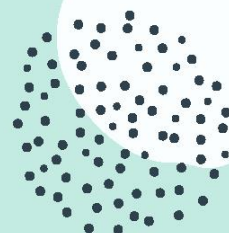


## Gallery Walk

Based on your discussion, co-teachers will create posters reviewing and reflecting on the summer literacy program and teacher PD  
**Be Creative!**

Once posters are completed we will post them around the room. We will then engage in a gallery walk. This entails walking around the room (at your own pace) and viewing the posters that your colleagues have made.

Take a marker with you and add additional thoughts on others posters and star statements that resonate with you



# BREAK

10 minute break



## Data Review

### With your co-teacher

1. Review DRA2+ scores
2. Compare beginning of the literacy program data with end of literacy program data
3. Prepare to share your findings

### Guiding Questions

- Were there any significant changes?
- What reading component had the most growth?



# LUNCH

11:30-12:30



TELL ME AND I  
FORGET

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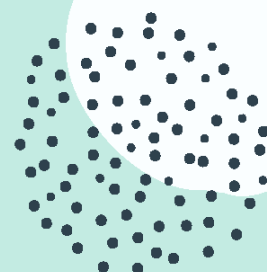
TEACH ME AND I  
REMEMBER

---

INVOLVE ME AND I  
LEARN.

BENJAMIN FRANKLIN

# Implementation Plan



**HOW CAN WE CONTINUE THIS  
LEARNING & SHARE WHAT WE  
KNOW WITH OTHERS?**

With your co-teacher we will spend time collaborating on ways that we can share what we have learned and experienced with our grade level teams this upcoming school year.

This implementation plan is a tool you can use (or make your own) to help guide your thinking.

We will work on this for 30 minutes. When we finish we will share out our ideas with the whole group.

## IMPLEMENTATION PLAN

GRADE LEVEL:

### HOW

How should this information be shared?

### WHEN

When and for how long?

### WHAT

What should be shared?

### WHY

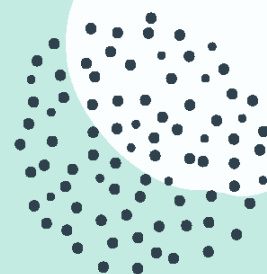
Why is this the most effective way to share information?

### DESIRED RESULTS

What do you hope to achieve?

created by *Gifted Kids* 2021

## Survey



**NOW THAT WE HAVE  
COMPLETED OUR EL PD, PLEASE  
COMPLETE THE FOLLOWING  
SURVEY**

"Sometimes a simple, almost insignificant gesture on the part of a teacher can have a profound formative effect on the life of a student."

PAULO FREIRE

# thank you

Thank you for showing up and  
investing in your students

Christians, K. (2019). Teacher Professional Development: 3 Activity Ideas for School Leaders | Network for Educator Effectiveness. Network for Educator Effectiveness |. <https://neeadvantage.com/blog/teacher-professional-development-3-activity-ideas-for-school-leaders/>

## Sources

created by: *Bethany Kump* 2021

## **Appendix Q**

### **Permissions**



4/19/2021

Grand Valley State University Mail - Permission to use EDR 685 Norms of Collaboration



Bethany Kamps &lt;kampsb@mail.gvsu.edu&gt;

---

**Permission to use EDR 685 Norms of Collaboration**

1 message

---

**Erica Hamilton** <hamilter@gvsu.edu>  
To: Bethany Kamps <kampsb@mail.gvsu.edu>

Wed, Apr 14, 2021 at 10:34 AM

Hi Bethany,

You are welcome to use and include the Norms of Collaboration that we used in EDR 685, which I created, for your EDR 693 project.

Take good care – Erica

**Erica Hamilton**

*Associate Professor  
Literacy and Technology  
Pronouns: she/her*

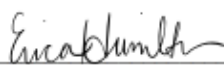
**Grand Valley State University**  
488C DeVos  
Grand Rapids, MI 49504  
cell: 616-589-4838  
[hamilter@gvsu.edu](mailto:hamilter@gvsu.edu)

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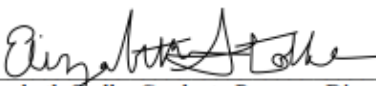
**Data Form**




The signature of the individual below indicates that the individual has read and approved the project of Bethany Jean Kamps in partial fulfillment of the requirements for the degree of Masters in Education.

  
 Erica Hamilton, Project Advisor
 
 4-26-21  
 Date

Accepted and approved on behalf of the  
Masters of Education Program

  
 Elizabeth Stolle, Graduate Program Director  
 4/21/21  
 Date

Accepted and approved on behalf of the  
Literacy and Technology Unit

  
 Sean Lancaster, Unit Head  
 4/26/21  
 Date