

BUILDING PRE-SERVICE TEACHER AWARENESS OF ENGLISH LEARNERS  
THROUGH PARTICIPATORY ACTION RESEARCH

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## Acceptance Page

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## **Abstract**

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### **BUILDING PRE-SERVICE TEACHER AWARENESS OF ENGLISH LEARNERS THROUGH PARTICIPATORY ACTION RESEARCH**

Ten percent of all public-school children in the United States are considered English Learners (ELs) (NCES, 2020). Yet pre-service teachers receive little, if any, training to work with this population during their teacher preparation programs (Harklau & Ford, 2022; Leider et al., 2021; Lopez & Santibanez, 2018; Education Commission of the States, 2014). To address the lack of training in teacher preparation, this practitioner inquiry examines pre-service teachers' perceptions of the knowledge, skills, and mindsets needed to serve ELs in the secondary education content-area classroom and how these perceptions can inform the practice of teacher educators. In phase I of the study, pre-service teachers acted as both participants and researchers as they completed a short-term field experience in a beginning level EL classroom and corresponding participatory action research project that was embedded into their teacher preparation coursework. They analyzed course artifacts and identified themes that described their perceptions of the knowledge, skills, and mindsets needed to serve ELs. In phase 2 of the study, the researcher used thematic analysis to analyze the findings of participants' project in addition to other data sources collected throughout the experience. Overall, eleven key themes emerged that highlight the impact of using participatory action research and short-term field experiences in teacher preparation to serve ELs.

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## Chapter 1 Introduction

*Costumbres... Costumbres... Costumbres.* It was the word that kept running through my mind even though I knew it was not the word I needed. I was 20 years old, studying abroad in a Spanish-speaking country, and paralyzed by the lack of ability to communicate my thoughts to my native Spanish-speaking classmates. They were all staring at me, as someone had asked about the tradition of Halloween in the United States. I desperately wanted to answer, to explain that people dressed up in costumes (the word I was looking for was *disfraces*, not *costumbres*), and to feel like a person who belonged in the classroom. I fumbled for words as I felt my face turning red. The class discussion eventually moved on without me.

I have many memories of my time abroad: the food, the friends, the travel. However, my struggles navigating the language and culture in the classroom profoundly impacted my experience abroad as well as the subsequent course my career has taken as a language educator. Abroad, I found myself in many situations where I did not know what to do in the classroom and my instructors did not know what to do with me as their student. It was hard for me, as I am sure it was hard for them. Throughout my career, this experience has driven me to constantly consider how teachers are prepared to serve linguistically diverse students in their classrooms.

I recognize in this scenario that I was in a privileged position as a white, middle class, US citizen and university student who had elected to travel and experience this discomfort, whereas many current language learners in the United States find themselves in K-12 classrooms through no choice of their own and with teachers who are unprepared to help them learn. And there are many of them. Ten percent of all public-school children in the United States are considered English Learners (ELs) (NCES, 2020). Yet pre-service teachers receive little, if any, training to work with this population during their teacher preparation programs

(Harklau & Ford, 2022; Leider et al., 2021; Lopez & Santibañez, 2018; Education Commission of the States, 2014). All students deserve to be included in classroom life, to be given opportunities to access the content, and to be able to express what they are learning. Therefore, they need teachers who are trained to meet their unique needs as linguistically and culturally diverse students. As a teacher educator, this lack of training of pre-services teachers to serve the ELs in their future content classrooms has driven me to consider what can be done at the teacher preparation level to ensure pre-service teachers are exploring the knowledge, skills, and mindsets needed to be successful educators of ELs. This is not a simple task, given the lack of training that exists and the constraints of the current teacher preparation climate.

In this study, I use practitioner inquiry to examine how pre-service teachers learn about ELs through field experiences and class projects embedded into existing teacher preparation coursework. Here pre-service teachers investigated their own perceptions of the knowledge, skills, and mindset needed to serve ELs in secondary education content-area classrooms as they worked in a local context with middle school EL students. They also explored how the social context of their experience with ELs impacted their learning.

## **Context and Background**

Pre-service teachers tend to receive little training and instruction on working with ELs in the content classroom during their teacher preparation coursework (Harklau & Ford, 2022; Leider et al., 2021; Lopez & Santibañez, 2018; Education Commission of the States, 2014). According to the Education Commission of the States, a nonprofit group established in 1967 to support educational leaders, “over 30 states do not require ELL training for general classroom teachers beyond the federal requirements” (2014, p. 1). The federal requirements, however, focus on what training school districts provide, leaving even less guidance for teacher

preparation programs. Gándara and Santibañez (2016) confirm this lack of training, noting that teacher preparation programs often provide very little training, leaving the responsibilities of training up to school districts. The authors further found that most school districts fall short in providing substantial professional development or training on supporting ELs in their schools (Gándara & Santibañez, 2016).

Lopez et al. (2013) found different preparation requirements across US states, ranging from states that have no specific requirements in regard to working with ELs to states that require all teachers to have some background knowledge and/or skills, to states that offer full certification/licensure in the areas of bilingual or EL education. Similarly, Samson and Collins (2012) found that current requirements for teacher preparation vary greatly state by state, where “some states require specific coursework (Arizona, California, Florida, Pennsylvania, and New York) and others make a general reference to the special needs of ELLs (17 states); several states (15) have no requirement whatsoever” (p.8). Leider et al. (2021) also confirmed this wide variation in teacher certification for working with English learners across the U.S.

In the states that do require pre-service training on supporting ELs in the K-12 classroom, teacher preparation programs often require EL teaching methods or coursework in instructional strategies. In addition, some states require teacher preparation programs to focus on the “diverse cultural needs” of students (Education Commission of the States, 2014, p.1) along with methods courses. While this is a start to addressing the lack of training, the term “diverse cultural needs” is vague and may not specifically require teacher preparation programs to address students’ linguistic diversity in depth or at all.

Failure to prepare pre-services teachers to support ELs is a failure to provide 5 million students (NCES, 2020) with teachers who are aware of and can meet their unique learning needs.

Teacher training impacts these students, as Lopez et al. (2013) demonstrated when they compared the training requirements of the states to the reading outcomes of 4th grade Hispanic ELs on the National Assessment of Educational Progress. Here, they concluded that preparation coursework was positively related to reading outcomes and that states that required all teachers to have some coursework and offered full certification/licensure in EL had higher reading outcomes. Samson and Collins (2012) argue that increased competence in working with ELs will result in higher quality teachers of ELs and thus improve the classroom performance of the students. They conclude “research shows that a high-quality teacher can have a significant effect on student outcomes; thus improving the policies that stipulate teacher knowledge and skills for working with ELLs is one way to improve the educational outcomes for these students” (Samson & Collins, 2012, p.7). EL student outcomes are related to state EL teacher certification requirements (Johnson & Thorne-Wallington, 2021) pointing to the critical importance of preparing teachers to serve this population of learners.

The type of training pre-service teachers receive is not sufficient, either because it does not exist, or exists in a way that minimizes the impact of cultural and linguistic differences. General education pre-service teachers are often trained in best practices and subscribe to the myth that good teaching is just good teaching, regardless of the population being served (De Jong & Harper, 2005). While best practices in teaching English to native speakers is a good place for pre-services teachers to start, it falls short in addressing the challenges of teaching ELs (De Jong & Harper, 2005; Gándara and Santibañez, 2016).

Researchers propose additional teacher training in language that focuses on areas such as second language acquisition theories (De Jong & Harper, 2005; Samson & Collins, 2012), academic language proficiency (De Jong & Harper, 2005; Samson & Collins, 2012), and

linguistic components such as grammar, syntax, etc. (Gándara & Santibañez, 2016; De Jong & Harper, 2005; Samson & Collins, 2012). Cultural awareness (De Jong & Harper, 2005; Gándara & Santibañez, 2016; Samson & Collins, 2012) and assessment of ELs (Lopez, et al., 2013) are also areas for improvement in teacher preparation. There is a need for teacher educators to develop training that identifies and challenges underlying dispositional issues and deficit thinking in regards to ELs among pre-service teachers (Scott & Scott, 2015; Markos, 2012; Fitts & Gross, 2012).

### **Statement of the Problem**

With the variety in teacher preparation program offerings, state licensing requirements, and sociocultural contexts surrounding pre-service teacher experiences, it is unknown which components of EL teacher education will be successful for a specific preparation program and its pre-service teachers. The uniqueness of the individual context, coupled with the current state of teacher preparation, calls for a need to examine how pre-service teachers can become more confident and capable working with ELs within the limits of their current preparation programs.

In Indiana, (where this study occurred) as in many states across the nation, there are multiple pathways to earning a teaching licenses, including traditional undergraduate programs, transition to teaching programs (in which persons currently holding a bachelor's degree can apply), Masters of Arts in Teaching programs, as well as non-university based programs like teaching fellowships and alternative certifications (Indiana Department of Education [IDOE], n.d.). These multiple pathways to pursue teaching licenses in combination with declining enrollment in higher education (Sual, 2022), a national teacher shortage (Walker, 2022), the cost of college, and regulations on student financial aid have resulted in rising pressures on university schools of education to offer teacher preparation programs that can be completed cheaper, faster,

and in less credit hours in order to stay competitive in the current market and attempt to fill the many teacher vacancies. This context makes it difficult for current teacher preparation programs to add coursework and/or additional program requirements regarding ELs even though the sociocultural context and growing number of ELs in K-12 schools calls for it.

Therefore, this study looked at one teacher education program with the goal of deepening understanding of how pre-service teachers' perceptions of working with ELs students are impacted by a K-12 field experience working with ELs that is integrated into their current teacher preparation coursework. This study uses practitioner research to explore pre-service teachers in a specific context in order to examine how the lack of preparation of pre-service teachers to work with ELs might be addressed. Although this study addresses a case at a specific point in time, the findings will provide insights into strategies that may have applications to other teacher preparation programs in local and/or national contexts.

By examining how pre-service teacher perceptions of knowledge, skills, and mindsets are impacted from working with ELs, I explored the impact a short-term field experience and corresponding participatory action research (PAR) project in an EL classroom had in increasing teacher readiness to work with linguistically diverse learners.

### **Conceptual Framework: Contextualized Language Teacher Educations**

Freeman and Johnson's (1998) reconceptualization of language teacher education served as the conceptual framework for the study. Freeman and Johnson (1998) call upon teacher educators to reconceptualize the way they view the knowledge-base for teacher preparation for language educators. This reconceptualization highlights three critical areas for exploration, which they call 1) teacher-learner, 2) social context, and 3) pedagogical process. They ask for "research in language teacher education, as well as proposals, to modify or improve teaching and

prescriptions for what language teachers should know and be able to do ... to be framed within this tripartite systematic framework for the knowledge-base” (p. 406-407). Unlike many other studies that solely focus on what teachers of ELs need to know and be able to do (i.e., teacher-learner), this study expands its focus to analyze all three areas by including the roles of social context and pedagogical process.

This contextualized framework places emphasis on the sociocultural contexts of schools and schooling in which teacher-learners learn about language teaching. Freeman and Johnson (1998) state “that teacher-learners and their learning processes can only be adequately documented or understood if the sociocultural contexts in which these processes take place are explicitly examined as part of that research process” (p. 408). Therefore, the study placed the pre-service teachers and their experiences at the center and provided multiple opportunities for them to examine their beliefs, values, and experiences regarding ELs through the pre-service teachers’ use of a class-wide participatory action research.

### **Two Phases of Action Research**

The framework’s focus on the teacher-learner and on social contexts complemented the use of participatory action research by the pre-service teachers as a way to place knowledge generation in the hands of the pre-service teachers as they examined their learning in a specific context. Participatory action research by design is grounded in the idea that

participants in social and educational life can do research for themselves. Others may also research social and educational life, but participants have special access to how social and educational life and work are conducted in local sites by virtue of being ‘insiders’... that insiders have special advantage when it comes to doing research in their own sites and to

investigating practices that hold their work and lives together in those sites (Kemmis et al., 2014, p.5)

In this study, two phases of research occurred. The first phases consisted of a PAR project that the pre-service teachers conducted within a university teacher preparation classroom. Here the pre-service teachers acted as researchers where they examined the three areas of Freeman and Johnson’s (1998) framework: themselves as teacher-learners, the social context in which they were learning, and the pedagogical processes for teaching ELs in content classrooms. The second phase was a practitioner research project that I conducted as a teacher educator looking at the pre-service teachers’ perceptions working with ELs as they participate in this work.

*Table 1.1 Phases of Research*

<b>Phase I</b>	<b>Phase II</b>
Course, Field Experience, and Pre-Service Teacher Participatory Action Research Project	Practitioner Inquiry
<p>Pre-service teachers act as both participants and researchers as they conduct a semester-long participatory action research project during a course in their teacher education curriculum. The project focuses on articulating their perceptions working with, and learning about, English Learners.</p> <p><i>After completion of the final PAR report, Phase II begins</i></p>	<p>I, as course instructor and researcher, analyze the data produced by the pre-service teachers during their class experience as well as my own notes and class/field observations.</p>

Finally, by using PAR and practitioner inquiry, this project allowed me as the researcher to focus on the questions at hand and employ appropriate methods for answering those questions. As a researcher in the field of education, practitioner inquiry is a logical fit and approach that gets at the lived experiences of those working and learning in the educational system. This approach created a space within which to situate both the pre-service teachers’

PAR project and my practitioner inquiry.

### **Purpose of the Study**

The purpose of this study was to use practitioner inquiry to examine pre-service teachers' perceptions of the knowledge, skills, and mindsets needed to serve ELs in the secondary education content-area classroom as they participated in a short-term field experience and corresponding PAR project that has been embedded into their current teacher preparation coursework. Working as both participants and researchers, pre-service teachers participated in a field experience in a EL classroom for beginners while simultaneously examining 1) their own beliefs and values regarding working with ELs, 2) the social context of learning to teach ELs, and 3) the knowledge and skills they perceive as necessary to their success through their own participatory action research project. Participants were pre-service teachers enrolled in teacher preparation coursework at a small, private university in the Midwest, USA. The course where the pre-service teachers participated in the field experience with ELs was a program requirement; however, participation in this study was voluntary.

### **Research Questions**

This study is part of a larger ongoing practitioner inquiry project in which I as a teacher and researcher seek to answer the following overarching question: How can content and experiences regarding ELs be integrated into current teacher education curriculum? Chapter 3 of this dissertation outlines each phase of the ongoing inquiry and how I arrived at the design of this current study, which is the fifth iteration. Each pilot study leading up to the current study focused on a different experience that was integrated into a teacher education program and its corresponding research question (see Table 1.2).

*Table 1.2 Cycles of Study and Research Questions*

<b>Ongoing Inquiry</b> How can content and experiences regarding ELs be integrated into current teacher education curriculum?	
<b>Study Cycle</b>	<b>Corresponding Research Question</b>
Pilot Study I - Spring Term Course	How can pre-service teachers' experience with service-learning in a stand-alone course on ELs inform my practice?
Pilot Study II - Service-Learning in Early Field Experience	How can pre-service teachers' experience with service-learning in an introductory course inform my practice?
Pilot Study III - Content Literacy Course	How can pre-service teachers' experience with integrating EL content into a literacy class inform my practice?
Pilot Study IV - Field Experience and Photovoice Project	How can pre-service teachers' experience in a short-term field with ELs and photovoice inform my practice?
Study V - Field Experience and Participatory Action Research <i>*Current Study</i>	How can pre-service teachers' experience in a short-term field with ELs and PAR inform my practice?

For this cycle of the study, the corresponding research question is as follows: How can pre-service teachers' experience in a short-term field experience with ELs and PAR inform my practice? In order to answer the question, I considered the following sub-questions:

- What do pre-service teachers perceive as important knowledge, skills, and mindsets when learning to support ELs in the content classroom?
- How does integrating a short-term field experience in an EL classroom and corresponding PAR project into an existing teacher preparation curriculum impact pre-service teachers' perceptions regarding teaching ELs in content area, secondary classrooms?

## Methods

This study used two levels of action research to examine pre-service teacher perceptions of the knowledge, skills, and mindsets needed to work with ELs. First, pre-service teachers participated in a field experience in a beginning level EL classroom and completed a corresponding PAR project. Next, I, as a teacher preparation course instructor, used practitioner inquiry to examine how the field experience and course assignments impacted pre-service teachers' perceptions of working with ELs in the content classrooms.

Practitioner inquiry as a form of action research was chosen for this project due to the method's focus "on altering curriculum, challenging common school practices, and working for social change by engaging in a continuous process of problem posing, data gathering, analysis, and action" (Cochran-Smith & Lytle, 2009, p. 40). PAR was embedded into this project because it allowed pre-service teachers to be at the center of the inquiry and positioned them as creators of knowledge and not merely consumers of it. So, while this study was a practitioner inquiry that focused on my own practice as a teacher educator, it also chronicled a PAR completed by participant researchers who were pre-service teachers. Participants eligible for this study were pre-service teachers who were enrolled in coursework required to complete their degree in secondary teacher education during a specific semester. The course, titled *School, Teaching & Language Learning in a Global Society*, included a one-credit hour field experience in which pre-service teacher participants were placed in a beginning level EL classroom to explore their research questions. All enrolled pre-service teachers in the specific section were eligible to participate, which resulted in eight participants. There were no exclusion criteria that disqualified an otherwise eligible participant. Participants were undergraduate students studying secondary teacher education. I, as the instructor, had no knowledge of which pre-service teachers (n=8)

consented to be part of the study until after final course grades were posted. All enrolled students participated in regular scheduled class events and assignments.

Data for the project was generated and collected from the participants as a naturally occurring part of a course and field experience within the teacher preparation program. Data collection methods included:

1. The collection of participant-developed course materials/artifacts such as reflections, commentaries, and PAR reports produced by participants,
2. Observations and field notes course instructors' field journal
3. Participants' rankings of Indiana State Standards for EL Educators (both at the beginning and end of the experience), and
4. Course evaluations / evaluations of the experience

### **Definitions of Terms**

As with all areas of study, there are several terms and acronyms that need to be defined. For the purposes of this study, the following terms were used:

*English Learner (EL)* - Refers to a student whose native/first language is not English and who has qualified to receive additional instructional support in English Language Development in a K-12 school. There are many terms used to classify students whose native/first language is not English, such as English Language Learners (ELL), Multi-Language Learners (MLL), English as a Second Language students (ESL), English as a New Language students (ENL), Limited English Proficiency students (LEP), and emergent bilinguals. This study will use EL unless directly quoting another author or document. While emergent bilingual tends to be the preferred term used by scholars as it reflects an asset-oriented mindset, in practice, K-12 schools still mostly use EL in daily practice. Therefore, this study will use EL

unless directly quoting another author or document.

*Pre-service teacher:* Refers to a student studying to become a teacher who has not yet completed the teacher licensing requirements per state regulations. Freeman and Johnson's (1998) reconceptualization of language teacher education uses the term teacher-learner to highlight the dual role the teacher plays as instructor but also learner. Other literature uses the term teacher candidate. However, this study will use the most common term, pre-service teacher.

*Content area teacher:* Refers to a teacher who is licensed to teach in a specific content area (for example Math, English Language Arts, Social Studies, Science, Physical Education, etc.) and not specifically licensed to teach ELs. Other commonly used terms include general education teacher or mainstream teacher, which may appear in the literature. This study uses the term content area teacher as it focuses on how pre-service teachers studying to teach a specific content (like math, art, etc.) learn to work with ELs.

*Content area classroom:* Refers to a classroom in which students learn a specific content area (for example, Math, English Language Arts, Social Studies, Science, Physical Education, etc.) in which teachers are licensed in that content area and instruction is guided by the state standards for that content area. The literature may also refer to this as a general or mainstream classroom.

### **Significance of the Study**

This study adds to the growing body of knowledge on how to prepare pre-service teachers to work with ELs in the content area classroom. As mentioned previously in the statement of the problem, the current nationwide teacher shortage, multiple pathways to licensing for teachers, and declining enrollment in higher education have created new tensions in teacher

education that need to be addressed by teacher educators when developing and delivering teacher preparation curricula. This study provides insights into possible pedagogical strategies for teacher educators to consider as the current educational climate calls for infusing instruction and preparation on supporting ELs in the content classroom into existing teacher preparation coursework. The study also addresses how pre-service teachers can be positioned as active learners, researchers, and knowledge generators in regard to learning to work with ELs in the content classroom.

### **Organization of the Study**

This dissertation is organized in seven chapters. This chapter outlined the lack of teacher training to support ELs in the content classroom and introduced a participatory action research project with pre-service teachers to address this deficit within the current and local context of one teacher preparation program. Chapter Two describes the literature in detail regarding the body of knowledge required of teachers to work with ELs and the methods and strategies used to prepare pre-services teachers to work with ELs. Chapter Three provides the local context of teacher preparation and outlines a series of pilot studies that helped me as a teacher educator arrive at the current design for this study. Chapter Four discusses in detail the methodology of practitioner research and provides a description of the procedures that I and pre-service teachers completed in generating, collecting, and analyzing the data. Chapter Five presents the findings of the data analysis of the participatory research project by pre-service teachers and Chapter Six expands upon these findings and includes additional findings from the data analysis of the practitioner inquiry. Finally, Chapter Seven provides an interpretation and discussion of the results, as well as limitations and suggestions for future research.

## **Chapter II - Literature Review**

Although there is a lack of preparation of pre-service teachers to work with ELs, the current literature does offer insight into what teachers need to know and what models might help teacher preparation programs evolve in this arena. In this chapter, I first review Freeman and Johnson's (1998) article *Reconceptualizing the Knowledge-Based of Language Teacher Education*, which acted as a conceptual framework for this study and challenges teacher educators to reconsider the knowledge base for language teachers. Next, I examine each individual area of Freeman and Johnson's (1998) conceptual model, highlighting the current literature in each interdependent area of teacher preparation: the teacher-learner, the role of the social context, and the pedagogical processes.

### **Review of the Conceptual Framework**

In *Reconceptualizing the Knowledge-Based of Language Teacher Education*, Freeman and Johnson (1998) chronicle the history of language teacher education and its knowledge base, outlining how its research foci evolved and expanded over time. They note that initially the focus was on understanding teaching as a discrete body of knowledge. Then in the 1970s, researchers began to focus on the role of teacher cognition and decision making in language teacher education. In the 1990s, the impact of teachers' previous experiences, mindsets, values, and beliefs on teaching entered the conversation of how language teachers learn to teach. Freeman and Johnson concluded that despite the evolution of the research behind language teacher training, "many language teacher education programs continue to operate under the assumption that they must provide teachers with a codified body of knowledge about language, language learning, and language teaching; expose them to a range of teaching practices or methodologies; and provide a field experience in which they are expected to apply their theoretical knowledge in

an actual classroom setting ... the knowledge base of language teacher education often remains compartmentalized in separate course offerings, continues to be transmitted through passive instruction strategies, and remains generally disconnected from the authentic activity of teaching in actual schools and classrooms” (p. 402).

Therefore, Freeman and Johnson called for a new knowledge base in language teacher education and proposed an epistemological framework that focused on the act of teaching itself, specifically “the teacher who does it, the contexts in which it is done, and the pedagogy by which it is done” (p.397). And while the original intent of their article was to redefine how professional language educators are created and trained, the growing population of ELs in the USA and the amount of time ELs spend in the content area classroom, this training is now imperative for not only language educators, but all educators.

Freeman and Johnson’s framework challenged the conventional binary view of language teacher education, which posited subject matter and student learners at either end, with methodology as the bridge between. In contrast, Freeman & Johnson’s reconceptualization highlighted three areas of the knowledge base, which they called 1) teacher-learner, 2) social context, and 3) pedagogical process, as interdependent on each other.

First, their idea of teacher-learner shifts the focus from the K-12 student to the classroom teacher, calling for acknowledgement of the teachers’ prior knowledge, an understanding of how their knowledge developed over time, an examination of the role of the context in their learning, and addressed the part that formal teacher education itself played (p.408).

Next, social context is a critical part of the interdependent framework. The physical, sociocultural and historical processes that shape the schools in which teachers work and learn needed to be considered. How one becomes a teacher is influenced by what they observe

throughout their own education, teacher training, and career in specific contexts and reflective of their own unique lived experiences. Freeman and Johnson (1998) saw schools as “the sociocultural terrain in which the work of teaching is thought about, carried out, and evaluated” (p. 409) and cannot be separated from the teacher-learner.

Finally, in the third arena of pedagogical processes, the focus was not on pedagogical knowledge and disciplinary content knowledge (in this case knowledge of English and second language acquisition). The central component was instead the idea that “teachers must understand their own beliefs and knowledge about learning and teaching and be thoroughly aware of the certain impact of such knowledge and beliefs on their classroom...this drive to understand oneself and the impact of one’s work on others lies at the core of the activity of teaching; it is the wellspring of reflective practice, classroom inquiry, and ongoing professional development” (p. 412).

Overall, Freeman & Johnson (1998)’s framework positioned each of the three areas (teacher-learner, social context, and pedagogical process) as equally important to the knowledge base for language educators. To better prepare pre-service teachers to meet the needs of ELs in their content classrooms, it was important for teacher educators like me to examine each of these areas more in depth to gain a more comprehensive understanding of the current field of language teacher education.

### **Research on Pre-Service Teacher-Learners**

The first area of the EL knowledge base for teacher preparation programs to address is the teacher-learner. Curriculum here focuses on the teacher’s prior knowledge and an understanding of how their knowledge develops over time. It considers the backgrounds and biases of the teacher and how, when, and where teachers grow their knowledge and practice. It

considers the specific knowledge and skills the teachers need in order to be prepared to serve ELs (Freeman & Johnson, 1998).

When it comes to serving ELs in content area classrooms, knowledge of English linguistics appears as an area for increased or improved training of content area teachers (Lopez, 2021; Okhremtchouk & Sellu, 2019; Gándara & Santibañez, 2016; Lucas et al., 2008; De Jong & Harper, 2005; Samson & Collins, 2012). Lucas et al. (2008) outlines linguistically responsive teaching and argues that content area teachers need knowledge in six areas, one which calls for attention to English linguistics. They argue that “all teachers need basic knowledge of the forms of English and the different ways that language is used in schools” (p.365). Pre-service teachers need basic understandings of linguistics such as grammar and syntax (Gándara & Santibañez, 2016; De Jong & Harper, 2005; Samson & Collins, 2012). In addition to general calls for improved linguistics, some scholars argue for training on specific parts of the English Language, such as writing strategies (De Jong & Harper, 2005) or oral language needs (Samson & Collins, 2012).

While concepts in English linguistics (such as morphology, phonetics, syntax, grammar, spelling, etc.) may be absent from content area pre-service teacher programs, Lucas et al. (2008) note that “although teachers whose primary responsibility is to teach students subject matters cannot be expected to become experts on language, they can learn to identify and articulate the special characteristics of the language of their disciplines and make these explicit to their ELLs” (p.365). Other scholars agree that teacher preparation programs need to provide training on academic language and content language demands (Samson & Collins, 2012; De Jong & Harper, 2005). Despite this need, Villegas et al. (2018)’s literature review showed “an absence of studies

that focused on preparing future teachers to analyze the language demands embedded in academic text and learning tasks” (p.152).

Along the same lines of linguistics and academic language, researchers often call for content area teachers to have a basic understanding of second language acquisition (De Jong & Harper, 2005; Samson & Collins, 2012; Lucas et al. 2008; Dixon, 2016). Another component of Lucas et al (2008)’s linguistically responsive teaching framework highlights the needs for mainstream teachers to understand the difference between conversational versus academic language acquisition. In a literature review of 21 peer reviewed articles from 2000-2016, Villegas et al. (2018) found several studies that identified areas of second language acquisition for content area teachers to know, such as distinguishing between conversational language and academic language acquisition (i.e. BICS and CALP from Cummins, 2008) and the role of comprehensible input in language teaching and learning. Lucas et al. (2008) also called for teaching pre-service teachers to provide comprehensible input as well as design instruction to include meaningful opportunities for student output.

Outside of linguistics and theories of second language acquisitions, increased cultural awareness is an area of teacher training in which researchers call for improved training (De Jong & Harper, 2005; Gándara & Santibañez, 2016; Samson & Collins, 2012). While many states’ teacher preparation coursework includes courses in diversity, they may or may not address linguistic diversity or EL needs in depth (Education Commission of the States 2014; Leider et al., 2021). According to Markos (2012), “For many years, the task of educating teachers for ELLs was discussed under the umbrella of preparing teachers for ‘diverse’ populations...but researchers argue that preparing educators to teach ELLs involved specific competencies and dispositions related to linguistic diversity” (p. 42). Here Markos (2012) illustrates how

coursework in multicultural education addresses various forms of diversity but does not typically go in depth on the necessary role of linguistics. Additionally, these courses may be taught by faculty without expertise in EL instruction (Lucas et al., 2008).

Still others advocate for teacher educators to develop training that identifies and challenges underlying dispositional issues and deficit thinking in regard to ELs among pre-service teachers (Norman & Eslami, 2022; Scott and Scott, 2015; Markos, 2012; Fitts & Gross, 2012). Scott and Scott (2015) note that the majority of the teachers in pre-service teacher programs are white, middle-class females, while the students they will be serving are typically more culturally and linguistically diverse, thus creating a disconnect when it comes to understanding how culture and community impact language learning. Villegas et al. (2018) found that 17 of 21 peer reviewed studies on preparing content area teachers to serve ELs in mainstream classrooms focused on pre-service teachers attitudes and beliefs (this is discussed in depth later in this chapter, under *Pedagogical Process*). Advocacy for ELs stems from the goal of creating more asset-oriented teachers, and several recent studies confirm the that pre-service teachers need more opportunity to practice advocacy (Norman & Eslami, 2022; Chang-Bacon et al., 2023).

There are other areas less cited in research, but still important to consider in the preparation of content area teachers to serve ELs. One such area is the role of the teacher's own bilingualism (Guana et al., 2023; Gándara & Santibañez, 2016). Pre-service teachers who learn more than one language are able to better understand the language acquisition process and challenges and this may increase empathy towards ELs (Dixon, 2016). Schultz (2020) found several factors that impacted pre-service teachers' perceptions of ELs, including their previous

experiences with languages other than English and their previous participation in cross-cultural experiences.

Another area is having foundational knowledge about the student's native language and its role in their English literacy development (Lopez et al., 2013; Lucas et al., 2008). Each EL's linguistic and academic backgrounds are unique to them and therefore knowing about the linguistic forms of their native languages, their literacy abilities in their native language, and their prior academic learning and school experience (whether formal/informal or continuous/interrupted) can provide pre-service teachers a background from which to build upon in their own classes (Lucas et al., 2008). This knowledge can help pre-service teachers understand language interference or transfer (De Jong & Harper, 2005), as well as the trajectory of ELs' English proficiency and how to nurture and support it (Lopez et al., 2013).

Assessment is an area where pre-service teachers also need knowledge of ELs and need the ability to adapt assessments for this group of learners (Lopez et al., 2013). However, in Villegas et al. (2018)'s literature review, assessment is not noted as an area that appears often in the current literature. One study from review, Baecher et al. (2013), provided pre-service teachers with the opportunity to assess ELs' academic writing and provide feedback, but the focus of the research was on using blogging with ELs more so than the need for pre-service teachers to learn how to appropriately and fairly assess ELs.

Finally, the knowledge and ability to create a safe and welcoming classroom for ELs is a critical skill for all pre-service teachers to have (Lucas et al., 2008). Such classrooms allow for social interaction among ELs and their peers as well as the opportunity to take risks when practicing new language skills (Lucas et al., 2008). Virtue (2009) studied the journals of pre-service teachers who observed ELs in various settings, including an EL classroom and a content

area classroom at the middle school level. The pre-service teachers' journals reflected that changes in the learning environment (going from an EL classroom to a content-area classroom) produced noticeable changes in student behavior. Students in the EL classrooms displayed confidence and engagement in their lessons and these same students were often silent in their content classrooms. Haynes (2007) provides several examples as to what teachers can do to set up welcoming classrooms, including learning about students' language and culture, understanding student names, getting parents involved, establishing routines, and using classroom buddies.

As outlined above, having knowledge and skills regarding the English language, ELs, and their academic learning are important for pre-service teachers who will have ELs in their content area classrooms. However, equally important is the social context in which they learn these knowledge and skills and the opportunities they have to practice these skills with ELs in authentic learning contexts.

### **Research on Learning to Teach in Social Context**

The second area of Freeman & Johnson (1998)'s framework focuses on social context. It encompasses the idea that learning to teach is not an isolated event or mastery of discrete skills, but instead is shaped by experiences in specific schools and sociocultural contexts that pre-service teachers experience. They argue that these learning experiences, specifically ones that allow students to engage with ELs in authentic contexts, are critical to the knowledge base of a language educator. Therefore, there is a need for teacher preparation to provide EL coursework combined with field experiences working with ELs (Lucas et al., 2008; Huerta, 2022; Sugimoto, 2017). Pre-service teachers need practical experience working with ELs, and when teacher preparation programs provide instruction on cultural competency purely in a classroom and

theoretical setting, it does not suffice (Scott & Scott, 2015). Pre-service teachers' ability to build their knowledge of ELs depends greatly on their ability to interact with the population they are serving in authentic ways and expand upon the theoretical education that they receive in a classroom. Therefore, field experience plays a critical role in the development of the EL knowledge base for pre-service teachers (Sugimoto, 2017; Huerta, 2022; Schultz, 2020).

In teacher preparation programs that address EL needs in the curriculum, there are various contexts programs have used, from home visits (Bollin et al., 2007), community engagement experiences (Campano et al., 2016; Pappamihel, 2007), service learning (Hildenbrand, 2015; Bollin et al., 2007; Tinkler, 2019; Lindahl, 2022) intensive immersive experiences (Scott & Scott, 2015); field experiences in mainstream and EL school classrooms (Fitts & Gross, 2012; Pu, 2012; Virtue, 2009), and virtual communicative interactions with ELs (Mahalingappa et al., 2018; Polat et al., 2019; Baecher et al., 2013).

Moll et al. (1992) advocate for teachers to pursue cultural knowledge of their ELs students outside of the traditional school classroom. Moll et al. (1992) outline a protocol for home study that encourages teachers to interact with students and their families in their homes to promote a strengths-based approach to understanding the unique needs of their learners. By interacting with their students outside of the school, teachers gain a better understanding of ELs and are better positioned to modify the curriculum to reflect the needs and values of their students and their students' cultures (Moll et al., 1992; Bollin, 2007). The home study approach to identifying the students' funds of knowledge can transform the classroom curriculum and school experiences for ELs.

Bollin (2007) shared the experience of pre-service teachers who completed ten weeks of tutoring in the homes of local immigrant students. Participating in visits to EL's homes often put

pre-service teachers in the position of being a language-minority. Through the home visit experience, pre-service teachers gained skills for teaching diverse students, awareness of their own stereotypes and social inequities, and positive relationships with students and families (Bollin, 2007).

In community engagement field experiences, Campano et al. (2016) provide a useful model for taking field experiences into the community. Here, the researchers developed a multi-year partnership with a local, diverse Catholic parish to not only provide community-based experiences for their students, but to work together with community members to advocate for social justice. A key component of their philosophy when developing community engagement experiences for their students was that the experiences were mutually beneficial for both parties and took great care to avoid the “paradigm that positions universities as imparting knowledge in a unidirectional manner to under-resources or minorities communities” (Campano et al., 2016, p.3). This carefully constructed partnership provided students with an opportunity to enter into authentic learning situations.

Pappamihel (2007) found that pre-service teachers who participated in community-based experiences for 10 hours over the course of a semester were able to grow in their attitude and beliefs regarding ELs, make connections between course concepts in second-language acquisition and real-life applications of it in the field, and begin to identify themselves as EL teachers. Community-based experiences provide a mutually beneficial experience for both the pre-service teachers and the communities they serve and often overlap with service-learning experiences.

Service-learning field experiences are another approach for allowing pre-service teachers to engage with ELs in authentic learning situations and can be used to supplement traditional (i.e.

classroom-based) field experiences (Tinkler, 2019). Like community engagement experiences, service-learning can help pre-service teachers gain experience working with ELs when traditional classroom experiences might be limited, either in a school's capacity to host pre-service teachers or in the diversity of students present in the school district (Tinkler, 2019). Through service-learning experiences, pre-service teachers have opportunities to learn and develop skills they might not otherwise be able to in a traditional classroom setting, such as collaborating with and developing relationships with EL families (Hildenbrand & Schultz, 2015; Bollin, 2007; Tinkler, et al., 2022), understanding the role the community can play in supporting ELs (Tinkler, 2019) or increasing their civic awareness (Hildenbrand & Schultz, 2015; Bollin, 2007). Pre-service teachers also felt service-learning experiences added value to their teacher preparation coursework and enabled them to better explain the content they were learning in their courses (Hildenbrand & Schultz, 2015; Tinkler, et al., 2022) and allowed them to address their own biases and negative stereotypes they held regarding ELs (Bollin, 2007).

All teacher preparation programs might not have the means to develop extensive, multi-year partnerships with community organizations like Campano et al., 2016; therefore, less extensive approaches can also be constructed to the benefit of pre-service teachers (Scott & Scott, 2015). Scott & Scott (2015) found that a short, but intensive, summer immersion experience living and working with diverse communities and schools provided their pre-service teachers with opportunities to gain knowledge and experiences working with ELs in authentic situations. Their course design placed students in field experiences located in higher-poverty, culturally and linguistically diverse communities and schools, and combined this experience with culturally relevant texts to deepen understanding of their work.

Fitts and Gross (2012) outlined an even less intensive field experience, chronicling a series of afternoon tutoring sessions with ELs for ten weeks of a semester-long course. Pre-service teachers were assigned a specific student to tutor for the experience, gaining a deeper understanding of that students' academic, cultural, and linguistic needs. Pu (2012) also noted a less-intense, more traditional field experience, in which she studied the narratives written by pre-service teachers who spent 20 hours during the semester at a local school, working with an EL. Pu (2012) found that the narratives of the pre-service teachers addressed themes of home language assumptions, school environment, English proficiency, classroom accommodations, and critical awareness of learning experiences.

Virtue (2009) reported a field experience where pre-service teachers completed observations of ELs in middle schools using a "rounds" approach (an approach frequently used in medical training) that was completed within their regularly scheduled class time, a weekly 3-hour block. Here, pre-service teachers observed ELs in multiple settings, including the EL classroom and a mainstream classroom. This approach allowed pre-service teachers to gain a deeper understanding of how the school experience can differ between the EL classroom, the mainstream classroom, and the school hallways.

Finally, using virtual communicative interactions in the form of blogging or electronic pen-pals (e-pals) can offer teacher preparation programs new ways to engage with ELs, especially if teacher educators are up against constraints put in place by teacher preparation programs/universities, state requirements, or access to ELs via geographic locations (Baecher, et al., 2013; Polat, et al., 2019; Mahalingappa, et al., 2018). Like service learning, online authentic exchanges between pre-service teachers and ELs can be used to supplement traditional classroom placements and add value to teacher education programs (Polat, et al., 2019).

Blogging as an authentic field experience with ELs can provide a platform for multiple pre-service teachers to collaborate with each other as well as ELs. In Baecher, et al., 2013, four high school ELs were paired with both a content-area pre-service teacher and pre-service teacher studying TESOL. Through this experience, pre-service teachers gained an increased understanding of ELs' academic challenges, (in this instance - writing), valued collaboration opportunities among peers, and appreciated being able to have 1-to-1 interaction with ELs. Participation in an e-pal activity with ELs during their teacher preparation coursework also led to significant gains in pre-service teachers in the areas of self-efficacy to work with ELs (Mahalingappa et al., 2018), knowledge of instructional strategies (Mahalingappa et al., 2018), positive beliefs about EL inclusion (Polat et al., 2019) and seeing themselves as responsible for EL's academic success (Polat et al., 2019).

As discussed, many models of field experiences exist in teacher preparation programs, helping pre-service teachers bridge theory and practice in a variety of settings and social contexts. When planning to include field experiences with ELs in the teacher preparation curriculum, it is both important for teacher educators to include early exposure to working with ELs (Huerta, 2022) and to have varied types of field experiences (Schultz, 2020). This exposure and variety "not only broadens the TC's [teacher candidates] perspective of ELs, it also provides greater opportunity for skill development and effective application of appropriate strategies" (p 84).

While the benefits of fieldwork are many, there are also challenges teacher preparation programs must consider when integrating fieldworks with ELs into the curriculum. For example, with service-learning, Hildebrand & Schultz (2015) noted that some participants had difficulties with scheduling and transportation while others found the educational agencies to be

disorganized. Bollin (2007) reported that pre-service teachers expressed concerns about the safety of neighborhoods, feeling uncomfortable with non-English speakers, and nervous about feeling welcomed by parents when beginning their home visits to tutor ELs. Pappamihel (2007) noted that some pre-service teachers were “relieved to be finished with what can be an emotional or awkward experience” (p.50). Field experiences can also be designed based on the needs of pre-service teachers first and not necessarily from a critical theory perspective or the needs of the ELs/community (Lindahl et al., 2022). Field experiences can also be constrained by sources outside teacher educators control, like university or state requirements for licensing and coursework (Baecher et al., 2013; Polat et al., 2019; Mahalingappa et al., 2018).

Despite the challenges, fieldwork seems to be both a common and critical component for preparing content area teachers to work with ELs. In Villegas et al.’s (2018) literature review of 21 peer reviewed articles published from 2000-2016 about preparing mainstream classroom teachers to work with ELs, 17 of the 21 studies reported courses linked with a field experience. Overall, the field experience is a part of the teacher preparation program that challenges pre-service teachers to consider how the social context they are in (the specific school, classroom, community setting, etc.) shapes not only what they are learning about ELs but also what they are learning about themselves as they develop into teachers.

### **Research on Pedagogical Process**

The last area of Freeman and Johnson (1998)’s framework is the pedagogical process. Here, the ideas of teacher attitudes and beliefs, their impact on the classroom, and the role of reflective process and professional development are considered. When exploring teacher attitudes and beliefs in regard to ELs, who are culturally and linguistically diverse students, a place to start is by looking at teacher preparation and its role in developing cultural competency

among pre-service teachers, which calls for pre-service teachers to consider how their own experiences shape their views and to develop pedagogies that are culturally sustaining for their students.

Paris & Alim (2017) define culturally sustaining pedagogy as seeking "to perpetuate and foster - to sustain- linguistic, literate, and cultural pluralism as part of schooling for positive social transformation" (p.1). It has evolved from concepts such as funds of knowledge (Moll et al, 1992), culturally relevant pedagogy (Ladson-Billing, 1995) and culturally responsive teaching (Gay, 2001), which laid the foundation for culturally sustaining pedagogy. Moll et al. (1992) advocate for teachers to pursue cultural knowledge of their ELs students outside of the traditional school classroom. Here the authors outline a protocol for home study that encourages teachers to interact with students and their families in their homes to promote a strengths-based approach to understanding the unique needs of their learners. By interacting with their students outside of the school, teachers gain a better understanding of ELs and are better positioned to modify the curriculum to reflect the needs and values of their students and their students' cultures. The home study approach to identifying the students' funds of knowledge can transform the classroom curriculum and school experiences for ELs. Ladson-Billings (1995), describes the concept of culturally relevant pedagogy, which focuses on students becoming "academically successful, culturally competent, and sociopolitically critical" (pp. 477-478). It highlights students' growth and knowledge, the creation of environments that are culturally affirming to students, and opportunities for students to critically problem solve. Gay (2001) continued to move the field of multicultural education forward in terms of developing teachers who practice culturally responsive teaching, which consists of developing a diverse knowledge base, designing culturally relevant curricula, demonstrating caring, and fostering communication.

Moving from culturally diverse students to those who are also linguistically diverse, Lucas et al. (2008) developed six essential understandings for what they term linguistically responsive educators. These understandings include knowledge of 1) the difference between conversational language and academic language, 2) how to provide comprehensible input and opportunities for meaningful output, 3) the importance of social interaction for ELs, 4) the role of literacy skills in the ELs native language, 5) the role of a safe and welcoming classroom, and 6) linguistic form and function (p.363).

Pre-service teachers' cultural and linguistic competence, including the attitudes, beliefs, and biases they hold regarding teaching ELs in the content-area classroom, impact how they develop and enact culturally sustaining pedagogies as well as linguistically responsive practices in their own classrooms. Cho, Chou, & Wiens (2023) advocate for helping pre-service teachers create an asset-oriented approach to designing inclusive classrooms. The analysis of pre-service teacher attitudes and beliefs has emerged in recent years as a popular field of study. In a review of literature on preparing mainstream teachers to work with ELs, Villegas et al. (2108) found three out of four of the studies they reviewed addressed teacher beliefs about ELs, focusing on either "helping future mainstream teachers form a vision of teaching that is inclusive of ELLs and promoting broader and more affirming beliefs about those students" (p. 142).

Teacher preparation programs have a need for coursework and field experiences that support pre-service teachers in developing positive attitudes and beliefs about working with ELs in the content classroom (Polat, 2019; Huerta et al., 2022). Martin-Beltrán, Durham, & Cataneo, (2023) found that field-experiences greatly impacted pre-service teachers' ability to develop humanizing, intercultural competence. Markos (2012) noted that many pre-service teachers begin their training with a narrow understanding of ELs, leading to deficit thinking about their

students. Knowing that “most studies that explore teacher beliefs toward bilingual students and ELs show that teacher candidates hold negative, simplistic, and often erroneous views of linguistic diversity” (Fitts & Gross, 2012, p.76), it is imperative that teacher preparation programs provide pre-service teachers with opportunities to challenge their existing dispositions.

Experiences where preservice teachers can interact with ELs in authentic situations provide opportunities for pre-service teachers to identify themselves as a teacher responsible for the academic success of ELs (Pappamihiel, 2007). Experiences that call for personal interaction with ELs help pre-service teachers to challenge biases and misconceptions they have in regard to having ELs included in content area classrooms (Bollin, 2007; Polat et al., 2019). Additionally, Huerta et al. (2022) discovered that in-service teachers held more positive attitudes towards teaching ELs in the content-areas than those with less exposure to ELs (i.e., pre-service teachers) implying that more exposure to ELs is beneficial in developing positive attitudes.

However, it must be noted that placing pre-service teachers into field settings where they experience cultural differences and working with ELs first-hand is only the first step, and that not all experiences with ELs are created equal. Sugimoto et al. (2017) warns that “contact with linguistically diverse individuals may not be sufficient for pre-service teachers to adopt linguistically responsive teaching orientations” (p. 168). Pre-service teachers should be placed with classroom teachers who exemplify the beliefs, attitudes, and pedagogies of a linguistically responsive educator.

Teacher preparation faculty also need to design robust assignments and assessments that aid pre-service teachers in making meaning of these experiences. One such instructional strategy that leads students to critically reflect upon their experiences is the use of guided reflection protocols. Using guided reflection protocols to help pre-service teachers examine their own

cultural assumptions and biases when working with diverse groups (Markos, 2012; Sugimoto et al. 2017). Since many pre-service teachers enter their teacher preparation programs with a deficit thinking approach to linguistic differences, field experiences with guided reflection can help pre-service teachers identify their current beliefs, expand upon them through structured field experiences in schools and communities working with ELs, and begin to move towards a strengths-based approach to understanding and addressing differences. For example, Fitts and Gross (2012), who studied pre-service teachers work in after-school ELL tutoring sessions, combined field experiences tutoring EL students with journaling activities that encouraged pre-service teachers to reflect upon their learning. They then used pre-, midterm, and post-surveys, as well as focus groups, to measure pre-service teachers' dispositions when working with ELs. Through these measures, Fitts and Gross (2012) discovered that the pre-service teachers' dispositions had changed over the course and they were more aware of how cultural identity impacted learning. Markos (2012) also found reflective activities to deepen pre-service teachers' awareness of their own dispositions when working with ELLs. She found that guided reflections promoted deeper understanding of pre-service teachers' own dispositions as well as broadened their attitudes when working with linguistically diverse students.

While specific classroom activities such as reflective journals look at the micro level of teacher preparation, Dominguez (2017) takes a macro level perspective when he calls for the decolonization of teacher preparation and asks teacher educators to consider how they are disrupting and unsettling White middle-class norms in their programs. One step in the direction of slowly and systematically decolonizing teacher education programs could be the integration of coursework and experiences that promote the expansion of pre-service teachers' knowledge base regarding culturally and linguistically diverse students such as ELs.

## Summary of the Literature Review

Using Freeman and Johnson's (1998) framework as a guide for this literature review allowed for a holistic review of three areas of pre-service teacher preparation to work with ELs in the content area classroom. A deep look at the first branch of teacher-learner revealed areas in which teacher preparation can expand the knowledge and skills of pre-service teachers in terms of English linguistics (Lucas et al., 2008; Gándara & Santibañez, 2016; Okhremtchouk & Sellu, 2019), academic language and content language demands (Samson & Collins, 2012; De Jong & Harper, 2005), second language acquisition (Lucas et al., 2008; Dixon, 2016), cultural awareness (De Jong & Harper, 2005; Samson & Collins, 2012), dispositional issues and deficit thinking (Scott & Scott, 2015; Markos, 2012; Fitts & Gross, 2012), bilingualism (Gándara & Santibañez, 2016), understanding native literacy skills (Lopez et al., 2013; Lucas et al., 2008) and creating safe and welcoming classrooms (Lucas et al., 2008).

A review of the second branch of social context showed the importance of field experiences where pre-service teachers can learn from ELs in authentic social situations from home visits (Bollin et al., 2007), community engagement experiences (Campano et al., 2016; Pappamihel, 2007), service learning experiences (Hildenbrand, 2015; Bollin et al., 2007; Tinkler, 2019; Lindahl, 2022) intensive immersive experiences (Scott & Scott, 2015); field experiences in mainstream and EL school classrooms (Fitts & Gross, 2012; Pu, 2012; Virtue, 2009), and/or virtual communicative interactions with ELs (Mahalingappa et al., 2018; Polat et al., 2019, Baecher et al, 2013).

Exploring the literature related to the third branch of pedagogical process showed the importance for pre-service teachers to explore their attitudes and beliefs and create culturally sustaining (Paris & Alim, 2017), and linguistically responsive (Lucas et al., 2008) practices in

their future content classrooms. It outlined the importance of micro-level pedagogical practices like reflection (Markos, 2012; Sugimoto et al. 2017) and macro-level practices such as the overall decolonization of teacher preparation (Dominguez, 2017).

While all these areas of teacher preparation are important for creating a knowledge base for pre-service teachers to work with ELs in content areas classrooms, what is missing is how specific teacher preparation programs can address many or all of these areas within the constraints of the current teacher preparation climate, whether those constraints come from their universities, state licensing requirements, and/or the sociocultural and historical contexts surrounding teacher preparation. Dominguez (2017) calls upon teacher educators to “rupture dominant ways of being in and doing school and learning, and redefine whose knowledge ultimately matters” (p.229-230). One way to do this is by using PAR in teacher preparation, which puts the knowledge generation in the hands of the pre-service teachers and ultimately shows them that their knowledge and experiences are powerful. Therefore, this study shows how teacher educators can embed PAR and field experiences into current teacher preparation coursework, allowing for pre-service to explore their own EL knowledge base in terms of Freeman and Johnson (1998)’s three areas of teacher learner, social context, and pedagogical process. Additionally, Villegas et al. (2018) shows that much of the current research in this field that uses an inquiry approach to learning about ELs has pre-service teachers conducting the inquiry while the ELs are the center/object of that inquiry. This study will take a different approach, in that it positions the pre-service teachers as both the inquirers and the persons to be studied.

### **Chapter III - Arriving at the Design**

Teacher preparation programs must grow and evolve over time as student populations change. With 5 million EL students enrolled in public schools across the United States (National Center for Education Statistics [NCES], 2020), teachers need to be prepared to meet the unique learning needs of these culturally and linguistically diverse students. Not only are ten percent of all school-aged children labeled as ELs (NCES, 2020), but many states have experienced large increases in EL populations in recent years. For example, Indiana had the nation's second fastest growing EL population in 2015 (Migrant Policy Institute, 2015) and in one Indiana school district alone, the population of ELs grew from 193 students in 2001 to 4,770 ELs in 2022 (district provided data).

However, despite this population growth, many teacher preparation programs are not providing pre-service teachers with sufficient (if any) training on ELs (Leider et al., 2021; Education Commission of the States, 2014; Gándara & Santibañez, 2016). EL teacher preparation requirements vary across USA states, with some states requiring no training, some requiring specific coursework, and some offering full EL certification/licensure options (Samson & Collins, 2012; Leider et al., 2021).

#### **State Context**

In Indiana, there are multiple pathways to earning a teaching license, including traditional undergraduate programs, transition to teaching programs, Masters of Arts in Teaching programs, as well as non-university based programs like teaching fellowships and alternative certifications (IDOE). As stated in here in Chapter 1, “these multiple pathways to pursue teaching licenses in combination with declining enrollment in higher education (Sual, 2022), a national teacher shortage (Walker, 2022), the cost of college, and regulations on student financial aid have

resulted in rising pressures on university schools of education to offer teacher preparation programs that can be completed cheaper, faster, and in less credit hours in order to stay competitive in the current market and attempt to fill the many teacher vacancies. This context makes it difficult for current teacher preparation programs to add coursework and/or additional program requirements regarding ELs even though the sociocultural context and growing number of ELs in K-12 school calls for it.”

Educators in each state must consider what the state standards call for in terms of preparation. In Indiana, the *Indiana Developmental Standards for Secondary Education* include seven overarching standards and 58 specific indicators dispersed underneath them. All pre-service teachers are to meet these standards and indicators prior to licensure in their general content areas. A review of the indicators showed that only five of the 58 mentioned English Learners or linguistic diversity. The five indicators focused on knowledge of student diversity (1.4), linguistic development (1.1), and processes of second language acquisition (1.6), as well as the ability to differentiate instruction for English Learners (1.6 & 3.6) and adapt assessments for them (4.3) (IDoE, 2010a). *See Table 3.1.*

These five standards are the minimum requirement for pre-service teachers in the state of Indiana in regards to their education and training on ELs. Indiana also offers a licensure option specifically for teaching ELs. For those pre-service teachers seeking this license, they are required to meet the *Indiana Content Standards: English Learners*, which include nine overarching standards and 61 specific indicators dispersed underneath them, all of which focus on ELs (IDoE, 2010b).

Even though all pre-service teachers are required to meet the five developmental standard indicators and have knowledge of student diversity, linguistic development, second language

acquisition, differentiated instruction, and assessments adaptation, these concepts are often part of larger standards, not focused solely on ELs, but where ELs are included as one subset of broader student diversity (*See Table 3.1.*). Therefore, depending on the teacher preparation program, they may get little class time and attention (Education Commission of the States, 2014, p.1).

*Table 3.1 Indiana Developmental Standards - Secondary Education*

Indicator	Indicator Language	Focus
1.1	major concepts, theories, and processes related to the cognitive, <b>linguistic</b> , social, emotional, physical, and moral development of students in grades 5–12, and factors in the home, school, community, and broader environment that influence the development of students at this level	Focuses on learning theory and processes; ELs are a subset of this indicator
1.4	knowledge of types of student diversity (e.g., cultural, economic, and <b>linguistic</b> background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs	Focuses on student diversity; ELs are a subset of this indicator
1.6	processes of second-language acquisition, and the ability to use differentiated strategies based on assessment data to support learning for <b>English Learners</b>	Focuses on second language acquisition; indicator unique to ELs
3.6	the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including <b>English Learners</b> and students with exceptional needs, including high ability and twice exceptional	Focuses on differentiated instruction; ELs are a subset of this indicator
4.3	knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including <b>English Learners</b> and students with exceptionalities, including high ability and twice exceptional	Focuses on assessment; ELs are a subset of this indicator

## **The Teacher Preparation Program**

In the teacher preparation program at the university where I teach, we have integrated these five required standards into our current coursework as called for by the state. However, the standards are often embedded into existing courses where they are taught by faculty with no expertise in supporting ELs. Lucas et al. (2008) stated “it is imperative to keep in mind that faculty who currently teach diversity courses might lack the expertise needed to teach pre-service teachers to be linguistically responsive. Without professional development support for those lacking this expertise, issues of language are likely to get lost within diversity courses” (p.370). Additionally, the university is located in a large metropolitan area in which some nearby K-12 schools have EL populations of 50 percent or more (INDoE, n.d.). In this diverse local context, doing the minimum required by the state did not seem sufficient to me as a teacher educator. As the only faculty member with expertise in working with ELs in our small teacher preparation program, I began to wonder how I could integrate additional content regarding teaching ELs, as well as practical field experiences serving ELs, into our preparation program.

In 2018, the School of Education where I teach launched a redesigned curriculum for secondary education majors, which included a co-major in which pre-service teachers complete a full content major in their desired area (i.e., Math, English, etc.) and a 43-hour major in education. As the program had recently been re-designed, there was no way to create a new specific course within the teacher preparation curriculum designated solely to developing the EL knowledge base of secondary content-area teachers. Russell (2022) found that “course-embedded opportunities supported teachers in developing capacity for the awareness and tensions in teaching ELs, reinforced understandings related to both social and academic language, and provided occasions to own the role and responsibility as a teacher of ELs.” Therefore, my

challenge was to create course-embedded opportunities regarding content and experiences with ELs into existing coursework. This challenge sparked an ongoing, cyclical, practitioner inquiry driven by the overarching question of *how can content and experiences regarding ELs be integrated into the current teacher education curriculum?*

One of Mills’ (2018) criteria for action research (a form of practitioner inquiry) is that the researcher must have control in the project in order to successfully investigate the outcomes of an action. Therefore, I knew that course content which focused on the knowledge and skills required to work with ELs had to be integrated systematically into courses that I would be scheduled to teach, thus providing me with the control to take action and analyze the results. Pre-service teachers typically take nine courses throughout their teacher preparation program prior to their final semester of student teaching (see *Table 3.2 Teacher Preparation Courses and Indiana Standards*). In my faculty role, I would be responsible for teaching three of these courses as they systematically rolled out over four years until the re-designed program reached full implementation and all of the pre-service teachers who entered under the former program had finished and graduated. Therefore, there would be three courses, all with corresponding field experiences, in which I could integrate content and experiences working with ELs.

*Table 3.2 Teacher Preparation Courses and Indiana Standards*

<b>Course</b>	<b>Course Focus</b>	<b>Indiana Developmental Standards - Secondary Education related to ELs that are covered in each course</b>
1	Introduction to education*	n/a
2	Adolescent development	1.1 major concepts, theories, and processes related to the linguistic development
3	Reading instruction	3.6 the ability to differentiate instruction for ELs
4	Teaching in a diverse society	1.4 knowledge of linguistic diversity and the ability

		to use this knowledge to promote learning
5	Content literacy (+ lesson planning)*	n/a
6	Special needs in the secondary classroom	n/a
7	Content methods	n/a
8	School, teaching & language learning*	1.6 processes of second-language acquisition
9	Data literacy and assessment	1.6 processes of second-language acquisition 4.3 assessment processes for ELs

\*Courses assigned to researcher

Additionally, my university requires that every student take one spring term course prior to graduation. Spring term is a three-week intensive course offered in May each year. Typically students take a spring term course after their first or second year, but it can be taken at any time. Spring term courses are three credit hours and meet three hours daily for three weeks. They can be offered on any topic of faculty choice and are designed to allow students to explore new and niche topics. In this system, I would be able to develop a stand-alone course dedicated solely to learning about and working with ELs if I chose to do so.

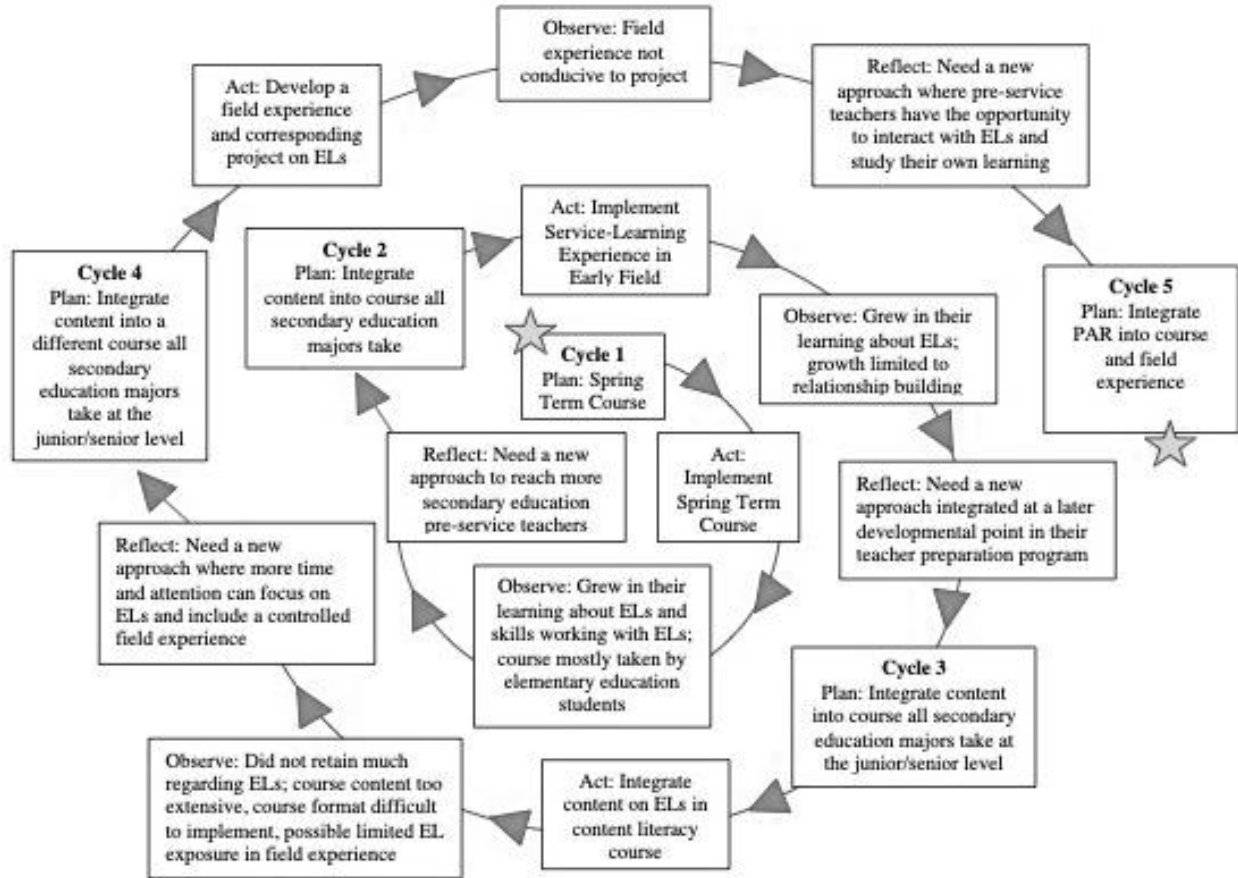
As courses in the new program began to roll out, I started my ongoing practitioner inquiry, going through multiple cycles of pilot research studies in which I tried different approaches until I landed on the current approach for this study, a short term field experience in a beginning level EL classroom with embedded PAR project (see *Figure 3.1 Ongoing Cycles of Research*).

**Pilot Study I: Trying Service-Learning with ELs in an Optional Course**

For the first research cycle, I worked outside of the required teacher preparation curriculum instead of integrating content into it. Taking this approach allowed me to design and

teach a course specific to ELs. A stand alone course allowed me to focus all course content and experiences on ELs and offering a course specific to ELs was being advocated for by the Indiana affiliate chapter of the professional organization Teaching English to Speakers of Other Languages (INTESOL). In 2017, INTESOL produced a white paper titled *English Language Learner (ELL) Preparation for Indiana School Educators: A White Paper* in which they proposed that all pre-service teachers complete a basic research-based ESL methods class as a K-12 licensing requirement in Indiana (INTESOL, 2017, p. 4).

Figure 3.1 Ongoing cycles of research studies



I used the university's spring term option to design a service-learning course in which pre-service teachers spent one hour each day on a lesson about a targeted topic regarding ELs (including, but not limited to, diversity among ELs, second language acquisition, linguistics, standards, etc.). The remaining two hours pre-service teachers were placed in a classroom at a local elementary school with an EL population of 50.6 percent (IDOE, n.d.). The course was taught onsite at the elementary school, making the transition from the course (often held in the K-12 school's media center or a room dedicated to large group instruction) and the classroom practical experience convenient for pre-service teachers. Spring term courses are optional for pre-service teachers as they are not and cannot be required by a major on campus. Therefore, this course acted as an introductory course to working with ELs in the mainstream classroom for those pre-service teachers interested in taking it.

Teaching this course helped me to begin identifying what knowledge and skills pre-service teachers already knew from their previous courses and lived experiences as well as what types of knowledge and skills they identified as memorable and thus meaningful to them as future teachers. However, while assignments and evaluations from the course showed pre-service teachers had deep and enriching experiences in this course, it was an optional course and therefore did not reach many of the pre-service teachers in my target group. Students majoring in elementary education made up the majority of the course registrants. Also, as a spring term course it was to be open to anyone on campus. Therefore, some students in the course came from majors outside of education and were not pre-service teachers. The course was capped initially at 20 students, so seats were limited even if more education (and specifically secondary education students) wanted to take it.

Through reflection on pilot study, I of this research, I concluded that my ability to reach secondary education pre-service teachers was limited with a spring term course. I would continue to offer this course every spring, but I needed to consider taking a new approach moving forward with my inquiry. Therefore, in pilot study II, I integrated a service-learning experience into a course required of all secondary education majors, their first introduction to education course.

*Table 3.3 Pilot Study Summary Chart*

<b>Pilot Study</b>	<b>Academic Year</b>	<b>Term</b>	<b>Pilot Study Focus</b>	<b>Pre-Service Teacher Participants</b>
Pilot Study I	Year 1 2018-2019	May 2019	Trying Service-Learning with ELs in an Optional Course	Freshman / Sophomore Pre-Service Teachers
Pilot Study II	Year 2 2019-2020	Fall 2019	Moving the Service-Learning Experience with ELs to a Required Course	Freshman Pre-Service Teachers
n/a	Year 3 2020-2021	n/a	n/a	n/a
Pilot Study III	Year 4 2021- 2022	Fall 2021	Integrating EL Content into a Required Literacy Course	Junior Pre-Service Teachers
Pilot Study IV	Year 4 2021- 2022	Spring 2022	Considering a Short-Term Field Experience with a Photovoice Project	Junior Pre-Service Teachers
Pilot Study V	Year 5 2022-2023	Fall 2022	Landing on the Short-Term Field Experience and Participatory Action Research Project	Junior / Senior Pre-Service Teachers

### **Pilot Study II: Moving the Service-Learning Experience with ELs to a Required Course**

The first course secondary education pre-service teachers take in this teacher preparation program is a survey course aimed at introducing students to the field of education and teaching as a profession. It addresses big themes within teaching and learning, such as philosophies of

education, learning environments, technology, and working with diverse learners. Part of the course design is to complete field experiences and develop a project within the local educational community.

To address the theme of diverse learners, I chose to develop a field experience and final project in which pre-service teachers completed 15 hours of service-learning working with culturally and linguistically diverse learners in a local after school program. As noted in Chapter 2, there are many benefits to having pre-service teachers participate in service-learning experiences with ELs, such as addressing their own biases (Bollin, 2007), making strong connections to class content (Hildenbrand & Schultz, 2015), and understanding the local community (Tinkler, 2019).

For their service-learning experience, pre-service teachers spent 90 minutes each week for ten weeks supporting refugee students in tasks such as completing homework, starting college applications, developing study skills, etc. Pre-service teachers would also create a project to do with/for the refugee students, such as lead a workshop on FAFSA. Students completed weekly journals on their experience, a midterm and final reflection, and a project presentation.

Through reflection on pilot study II, I concluded that the service-learning experience was beneficial in exposing pre-service teachers to diverse learners and working with youth. However, I believe the pre-service teachers may have been too early in their teacher preparation coursework to make in-depth and meaningful connections that were specific to ELs. Instead, they made connections to the importance of relationship building with students, the need to provide a variety of support to students, and confirmation of their choice to pursue teacher education as a major/career path. These themes emerged from their reflections on the experience and were developmentally appropriate for them at this time as university freshmen in their first teacher

education course. I decided to continue this service-learning project in the course, as there were many benefits to working with refugee students and engaging with the local community. However, for the purposes of training pre-service teachers to work with ELs in the content area classroom I needed a new approach. For pilot study III, I attempted to integrate content knowledge about ELs into a junior level course in which all pre-service teachers enroll.

### **Pilot Study III: Integrating EL Content into a Required Literacy Course**

The fifth course taken by all pre-service teachers is a content literacy course. This course focuses on multimodal literacy, reading and writing strategies in the content area, designing literacy rich lessons, and supporting the content literacy development of all students. With a focus on literacy and language, this course appeared to be an appropriate spot to add lessons on adapting instruction for ELs. Pre-service teachers would also participate in a middle school field experience. Research showed the importance of a field experience and being in authentic learning situations with ELs (Schultz, 2020) and that designing field experiences to be completed with cohorts allows for pre-service teachers to receive support from their peers (Tinkler, 2019). Therefore this course would be ideal in that it involved a field experience and the field experience would be in the same place at the same time for the entire cohort of pre-service teachers.

The course was taught onsite at a local middle school where pre-service teachers took class for 90 minutes and then worked for 75 minutes in a content classroom for their field experience. Pre-service teachers then returned to class for 50 more minutes to debrief the field and continue the lesson for the day. In the second part of class, I began to integrate 30 minute mini lessons specific to ELs that were taught after the field debrief. These lessons focused on concepts like understanding EL diversity, standards, and teaching protocols for adjusting

instruction for ELs. I focused on these topics for the mini lessons because they would have direct applicability to my pre-service teachers as they learned lesson planning and differentiating lessons for diverse learning needs.

Through reflection on pilot study III, I concluded that this approach served as an early step in introducing pre-service teachers to working with ELs. However, the course is already full with content and standards that must be covered and it was sometimes difficult to fit in the mini-lessons. Also, since the mini-lessons were 30 minute add-ons, pre-service teachers didn't appear to take them as seriously as what content was covered in the first part of the lesson. At the point in the morning when the mini-lessons were taught, pre-service teachers had been in the class or field experience for 3 hours already and were ready for a break.

Additionally, the pre-service teachers' field experience focused on designing and implementing literacy rich instruction as well as support for students with special needs. Field placements were made upon recommendation of the school principal and pre-service teachers were matched with teachers in their content area. With this field arrangement it was not guaranteed that the pre-service teachers would have any EL students in their field classrooms or that their teacher would be trained to support ELs in the content area classroom. The role of the host teacher is critical in the development of the knowledge base for pre-service teachers. For example, Sugimoto (2017) analyzed narratives of preservice teachers on their experiences working with ELs in a mainstream classroom for a teacher preparation field experience and found that "when preservice teachers looked to practicing teachers as models, they were left with simplistic and/or uncertain views related to how they could or even should teach ELs" (p. 186). Therefore, moving forward in this ongoing inquiry project, I needed to find host teachers who were trained and knowledgeable regarding supporting ELs' unique learning needs.

I decided to continue the mini-lessons in this course as an introduction to working with ELs. The lessons in the content literacy course would act as a springboard for deeper and richer instruction in a future course, course 8, that focused on school, teaching and language learning. This course already focused on second language acquisition, so it was an appropriate place to focus on additional EL content and skill development. As the course instructor, I have control over the field experience and was able to design the experience to ensure pre-service teachers had authentic experiences with qualified and supportive EL instructors. Therefore, for pilot study IV, I planned for all pre-service teachers to have a short-term field experience in a beginning level EL classroom with a licensed EL teacher and complete an accompanying photovoice project focused on understanding the funds of knowledge that EL students bring into the classroom.

#### **Pilot Study IV: Considering a Short-Term Field Experience with a Photovoice Project**

In pilot study IV, I partnered with two local middle school EL teachers who graciously volunteered to host the pre-service teachers for a short term field experience and allowed them to complete a photovoice project with the ELs during this time. Due to scheduling and transportation time to and from the field experience, pre-service teachers were in the EL classroom for the first 30 minutes of a 75-minute block once per week for 8-10 weeks during the semester. During these thirty minutes each pre-service teacher was matched with a small group of ELs to support. The design of the experiences included five minutes in which students would share information about themselves and their languages with the pre-service teachers. For example, if students were studying body vocabulary, they would teach the pre-service teachers these words in their native languages, whether Spanish, French, Arabic, Swahili, etc. This

approach allowed pre-service teachers to get to know their students and allowed the students to take pride in their multilingual abilities and act as teachers. The remaining time was spent assisting the classroom teachers in whatever activities they had planned for that class period.

Towards the end of the semester, pre-service teachers completed a final photovoice project with their small group of students. Students were instructed to take five photos of things in their homes, communities, and lives that were important to them. They used these photos to create a slide show and the pre-service teachers assisted them in writing captions. Then the students presented their final photos and captions to the pre-service teachers to practice speaking skills. Pre-service teachers analyzed the presentation and completed a final reflection about what they learned regarding the students' funds of knowledge from this project and how they would use this information to plan lessons and supports for these students in their future content classrooms.

Through reflection on pilot study IV, I concluded that the field experience working in a beginning level 1 EL classroom provided students with an opportunity to work in an authentic setting with ELs. Pre-service teachers began to recognize the challenges and rewards of supporting ELs in their academic language development. What did not work in this research cycle was the photovoice project. There were a number of logistical challenges when completing the photovoice, such as having time in class to complete the project and technological difficulties. Several of the students and pre-service teachers were unable to complete the project.

Moving into pilot study V, I continued with a short-term field experience because both research (Schultz, 2020) and personal experience demonstrated that working in authentic situations with ELs is meaningful for pre-service teachers. I decided to switch from a photovoice project to a PAR project because pre-service teachers would have more control over their

learning and the learning outcomes if they focused on studying themselves as they participated in the class and field experience. Jacobs (2016) outlined some of the benefits of incorporating PAR in the education classroom, such as reducing hierarchical classroom practices, enhancing collaborative learning opportunities, and providing authentic research experience. PAR also allowed the pre-service teachers to be part of the knowledge generation and it honored their lived experiences in the EL classroom.

**Pilot Study V: Landing on the Short-Term Field Experience and Participatory  
Action Research Project**

This study looked specifically at the fifth approach in this iterative inquiry process in which I, as the researcher and course instructor, integrated an EL field experience and accompanying PAR into an existing course in the secondary education teacher preparation curriculum. This was the same course used in pilot study IV described above and it was a course required of all pre-service teachers in secondary education. It expanded beyond the five *Indiana Developmental Standards for Secondary Education* that address ELs and allowed pre-service teachers to explore deeper the knowledge, skills, and mindsets they need as a teacher-learner of ELs, how the social context impacts their learning about ELs, and the role of the pedagogical process, including how funds of knowledge and culturally sustaining pedagogies impact their future instruction of ELs.

## Chapter IV - Methodology for the Study Five

For the fifth study cycle in my ongoing inquiry, I used practitioner inquiry to examine pre-service teachers' perceptions of the knowledge, skills, and mindset needed to serve ELs in the secondary education content-area classroom as they participated in a short-term field experience and corresponding participatory action research project that had been embedded into their current teacher preparation coursework. This chapter outlines my positionality as a researcher and how my worldview shaped my approach to the study. It discusses the research methods used to generate, collect, and analyze data as I aim to answer my ongoing inquiry question and the subsequent research questions for this cycle of the study. It addresses how I approach the trustworthiness of my data and considers ethical concerns.

### Research Questions

This study is driven by the overarching question, *How can content and experiences regarding ELs be integrated into current teacher education curriculum?* This cycle of study also addresses the corresponding research question: How can pre-service teachers' experience in a short-term field with ELs and PAR inform my practice? (For a complete list of ongoing inquiry questions, see *Figure 1.2*) In order to answer the question, I considered the following sub-questions:

- What do pre-service teachers perceive as important knowledge, skills, and mindsets when learning to support ELs in the content classroom?
- How does integrating a short-term field experience in an EL classroom and corresponding PAR project into an existing teacher preparation curriculum impact pre-service teachers' perceptions regarding teaching ELs in content area, secondary classrooms?

## **Researcher Positionality**

Before explaining how I have designed this cycle of study, it is important that I articulate my positionality as a researcher. My identity markers, my experiences as a learner and educator, and my worldviews regarding research ultimately impact the approach I take in research design, implementation, and analysis.

### **My Identity Markers**

In terms of identity markers, Sensory and DiAngelo (2012) describe seven dominant/agent groups in society: white, holding perceived citizenship, middle class or wealthy, male, heterosexual, able-bodied, and Christian (p. 42). Using these descriptive groups, I identify as being a member of nearly every dominant group. Although Sensory and DiAngelo (2012) do not focus on language as an identity marker in their work, it is important to include here as well that I am a native English speaker working in the field of second language acquisition in the USA.

Due to my homogenous and privileged upbringing, I sought to learn as much as I could about other ways of doing, living, and being in the world. This sameness sparked a curiosity in me regarding learning about other approaches and understandings of life. Not only did I read about other peoples and cultures and languages, but I desired to experience them. This left me in many situations where I was unable to communicate, where I misunderstood cultural or societal norms and had my own cultural and societal norms misunderstood. My personal struggle in other cultures was temporary, conditional, and self-imposed to some extent. But these personal struggles allowed me to grow my understanding of others, especially those who don't have the privilege to move through the world freely or remove themselves from struggle.

Ultimately, these identity markers have shaped the lens in which I view and experience the world in a way unique to me. Through reflection, I have learned to critically read myself and my position in the world to consider how I perceive others, interact with others, and value their lived experiences even though they are different from my own.

### **My Experiences as a Learner and Educator**

When I left Peru after studying abroad as an undergraduate student and returned stateside to resume my studies, I never forgot the struggle of being a cultural and linguistic minority in the classroom. This experience impacted my trajectory as a learner and an educator, and its legacy continues in shaping my development as a researcher.

As a learner, my experience in Peru can be marked as the impetus in my quest for a more advanced understanding of myself as well as of the “other.” It set me on a path of critical reflection and meaning-making in regards to my own identity and how my experiences have shaped my view of the world. Growing up in a homogenous community, I spent my youth in a small, white, rural, working-class town which sustained itself through factory work and farming. I had very little experience with people of different races, cultural backgrounds, class statuses, or religious practices outside of a variety of Christian-based denominations until I had nearly reached adulthood. Thus, I had a long road ahead of me in learning about who I was so that I could make sense of the “other.” As a teacher educator, I find myself frequently teaching pre-service teachers whose childhood experiences mirror my own. Although not all, many pre-services teachers in my classroom come from dominant societal groups and have not had to question their position in the world.

Who I am as a learner and as an educator influences who I am as a researcher. As a researcher, I believe our interpretation of data cannot be separated from the lens in which we

view the world. Lincoln, Lynham, & Guba (2011) state “this means we are shaped by our lived experiences, and these will always come out in the knowledge we generate as researchers and in the data generated by our subjects” (p. 104), which succinctly sums up my perspective.

### **My Worldview**

From an ontological perspective, I see reality as individually constructed based on personal lived experiences. Thus, reality is unique to each person based on the time period, culture, society, and situations they experience. Therefore, I believe each of my pre-service teachers brings a unique reality and understanding of the world into the classroom. I agree with Lincoln, Lynham, & Guba (2011) when they describe the ontological perspective of constructionists as focusing on “our individual personal reality- the way we think life is and the part we are to play in it is self-created. We put together our own personal reality” (p. 102). However, I feel the need to add to this statement that *how* we are able to create this personal reality is shaped by identity markers and being part (or not) of dominant societal groups. My approach to both education and research attempts to honor the unique reality of each pre-service teacher by facilitating a space for the sharing of these realities and working together in making meaning.

From an epistemological perspective, I believe knowledge is constructed through experience, much like reality. What we know is what we have experienced or interacted with. We negotiate meaning and co-construct knowledge as we move through the world with others. As an educator, I take a hermeneutic approach in my classes, encouraging the pre-service teachers I work with to consider their own perspectives and the unique knowledge base they bring to the classroom while at the same time considering the knowledge and perspectives of their classmates. This is why the use of PAR in the teacher preparation classroom resonates with

me, because it positions the pre-service teachers as generators of knowledge and places value on their perspectives and lived experiences. Noddings (2016) describes hermeneutics as involving “a careful search for meaning without an expectation that exactly one meaning will be found” (p.75). How each pre-service has interacted with the world will influence how they filter information in class and impact how they interpret their surroundings.

Sensory and diAngelo (2012) state that all “knowledge is produced” and that “that all content and all means of knowing are connected to a social context” (p. 7). Therefore, I take seriously the role of the teacher preparation classroom as a space for pre-service teachers to create knowledge and make meaning. That isn’t to say that the classroom is the only place to create knowledge, but it does have a unique capacity to bring together multiple perspectives. However, it is important to note that this view is still limited by who has access to the classroom in the first place. Therefore, I also try to engage my pre-service teachers to learn in and with the community, so they can experience and interact with more individuals, perspectives, and lived experiences that vary from their own and those of their classmates. This perspective drives the need to include field-experiences with ELs in a K-12 classroom setting, and positions it as a critical component for pre-service teachers to experience during their teacher preparation coursework.

Overall, my identity, experiences, and views interact with each other and influence how I interact with and interpret the world, and this includes the research I conduct. I challenge myself in each of these areas to reflect critically upon my own identity and how it shapes my lens and interactions with others, including pre-service teachers. However, I realize that in many ways my privilege is ingrained in me and thus still invisible to me. It takes constant, continuous work on my part to question my own perceptions and interpretations. This awareness drives me towards

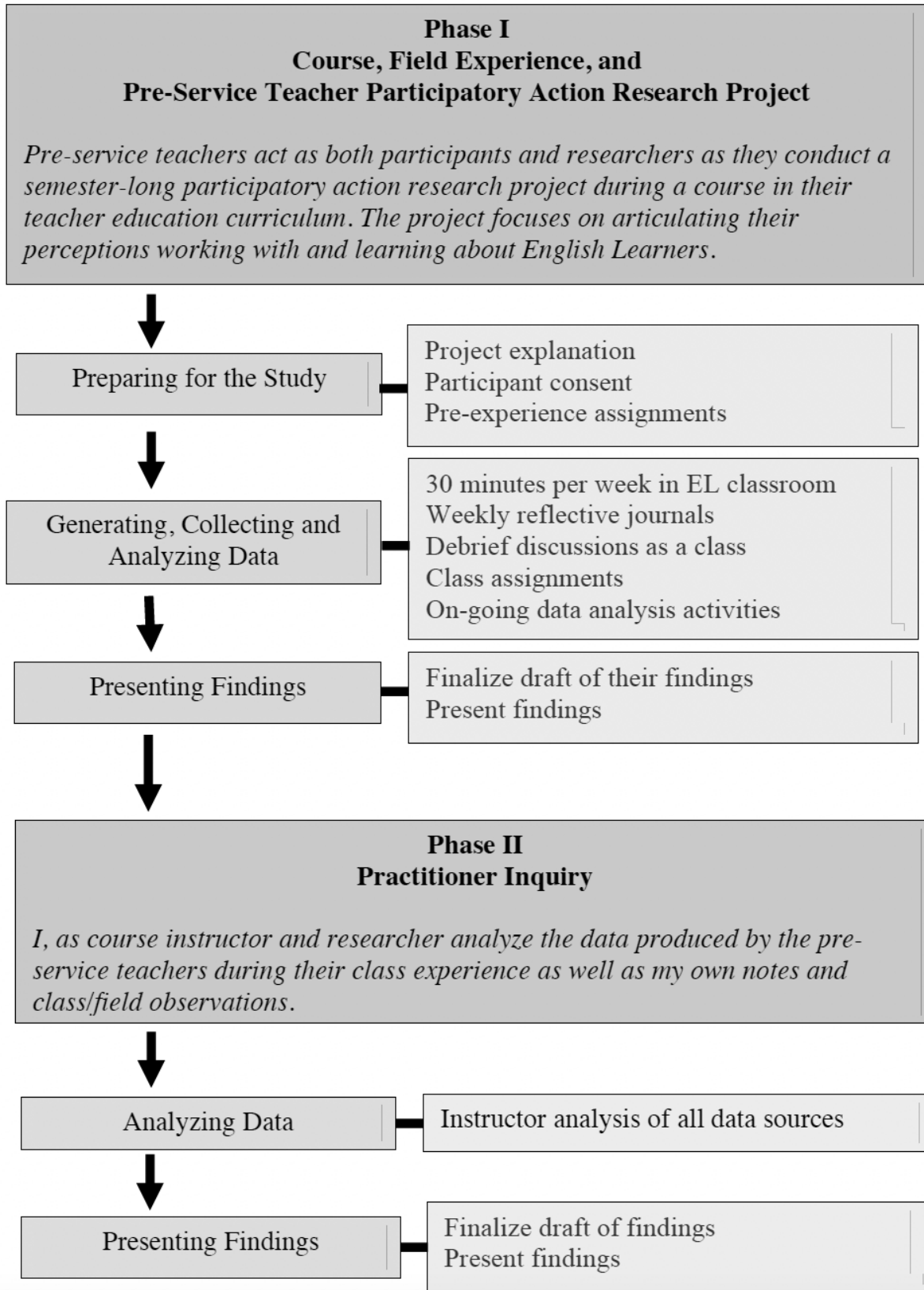
work that honors the lived experiences of those I study and attempts to capture participant voices along with my own.

### **Research Design**

Due to my identity, my experiences, and my ontological and epistemological perspectives regarding research, I chose to use a practitioner inquiry with an embedded pre-service teacher PAR project as my research design. Practitioner inquiry allowed me to hold the dual roles of practitioner and researcher while taking a pragmatic approach to studying questions that impact my work directly as a teacher educator. Taking a pragmatic approach to this research allowed me to create a space within which to situate both the pre-service teachers' PAR project and my practitioner inquiry. Among some of pragmatism's main characteristics are that it 1) balances the natural world and psychological worlds, 2) sees knowledge as both based in reality and constructed through lived experience, 3) emphasizes the role the environment/context plays and 4) views truth as ever changing with time (Greene, 2007). These characteristics of pragmatism complement this study's focus on the role a specific context plays in shaping the experience of pre-service teachers as well as the idea that knowledge is constructed through the lived experiences of the pre-service teachers.

By design, there are two distinct phases of this research project. See *Figure 4.1 Research Phases*.

Figure 4.1 Research Phases



Phase I focused on the PAR project completed by the pre-service teachers and Phase II focused on a practitioner inquiry that I completed as the course instructor. In Phase I, pre-service teachers worked collaboratively across a semester to complete a PAR project. PAR is one form of action research, with a focus on shared ownership, community-based analysis, and orientation toward action (Kemmis, 2014). The use of PAR was particularly appropriate for the pre-service teachers, as they aimed to understand the process of how they learned to serve ELs in their future content classrooms. It positioned them to act as researchers and empowered them in their role as knowledge generators. By design, it placed value on their ways of knowing and ways of making meaning from their experiences. I approached the research design in this way because I wanted the pre-service teachers to work together to make meaning of their experiences while minimizing the influence and power I possessed as the instructor of the course. As the course instructor I provided guidance on the logistics of completing the PAR as a course assignment, but I placed the knowledge creation and analysis in the hands of the pre-service teachers.

Phase II of the project was a practitioner inquiry, in which I analyzed the pre-service teachers' experience working in a beginning EL classroom and their resulting PAR project through the course artifacts they produced and my own researcher observations. Cochran-Smith & Lytle (2009) define practitioner research as a systematic approach to inquiry in which the practitioner also acts as the researcher. Practitioner inquiry is often positioned as an umbrella that encompasses various inquiry traditions, including action research, teacher research, self-study, and communities of practice (Robbins, 2014). Among these multiple approaches, Cochran-Smith & Lytle (2009) have eight outlined common characteristics, which include the following components 1) Practitioner as researcher 2) Assumptions about links of knowledge, knowers, and knowing, 3) Professional context as site for study, 4) Community and

Collaboration, 5) Blurred boundaries between inquiry and practice, 6) New conceptions of validity and generalizability, 7) Systematicity, including data collection and analysis and 8) Publicity, public knowledge, and critique (p. 40). In this study, these characteristics were present in various ways. First, I acted as both the practitioner (teacher educator) and researcher. I used my professional context, the university classroom as the study site. By researching my own work, the boundaries between inquiry and practice were somewhat fluid as I taught pre-service teachers while at the same time I systematically collected data. By embedding a pre-service teacher PAR project into the design, the project took a collaborative approach and placed value on the knowledge and experiences of the pre-service teachers.

### **Role of the Researcher**

As noted in the research approach, I embodied dual roles in this project. The first of these roles was course instructor. As course instructor I possessed intimate knowledge of the course, objectives, and assignments. I had taught courses in this teacher education program for over a decade and this specific course for three semesters. This afforded me the privilege to be able to deeply understand the content, to consider my role and responsibilities as the course instructor, and to acknowledge my power in this position.

As the course instructor, there was an inherent power imbalance between myself and my students, who were the pre-service teachers/participants in this study. Therefore, I designed this project in two phases to help minimize my influence on their data generation and analysis during phase one. During phase one, all artifacts created by the pre-service teachers were course requirements. No additional work was required of the pre-service teachers outside of the course assignments that were stated in the syllabus.

Additionally, I had a relationship with the pre-service teachers. This is the third course the pre-service teachers take with me as their course instructor. Most will have taken an introductory education course and a content literacy course with me prior to enrolling and therefore we had an established instructor/student relationship. I had an opportunity over multiple semesters to build rapport with the pre-service teachers and create a classroom space where pre-service teachers were able to share honestly about their experiences. It was my goal that this honesty be reflected in the data they generate. However, the power imbalance still existed and may have unintentionally or unknowingly influenced their responses and shaped their course artifacts.

Along with the role of course instructor, I also acted as the primary researcher for the practitioner inquiry project. This is a key component of practitioner inquiry; that “the practitioner himself or herself simultaneously takes on the role of researcher” (Cochran-Smith & Lytle, 2009, p.41). Holding the dual roles of practitioner/course instructor and researcher was appropriate for this study due to the research design I have chosen to pursue. As a researcher undertaking practitioner inquiry, I considered the components outlined by Mills (2018) in identifying a problem of study in educational research. He suggests the research should

- 1) involve teaching and learning and focus on your own practice,
- 2) be within your locus of control,
- 3) be a topic you feel passionate about, and
- 4) be something you would like to change or improve (p. 57)

Considering these criteria helped to ensure that I, as the researcher, was entering into an project that was “ able to generate knowledge that is relevant, useful, and beneficial for those involved (Ivankova, 2015, p. 96).

When applying Mills (2018)'s criteria, researching ways to improve the teacher preparation curriculum was an area that I felt passionate about and as a current teacher educator had some control over. As an instructor of several courses within my university's current teacher preparation curriculum, I had the ability to modify teaching strategies, projects, and assignments in attempts to improve outcomes, which in this case, was to improve the preparation of my students (the pre-service teachers) to work with ELs in the content classroom. Undertaking a project in this area allowed me to focus on something I personally wanted to improve but could also improve the overall teacher preparation program at my university.

### **Context of the Study**

#### **The Teacher Education Classroom**

This study occurred within a teacher preparation course that was required of all pre-service teachers enrolled in the secondary or all-grade education programs in my university's School of Education. The required course, titled *School, Teaching & Language Learning in a Global Society*, was a two credit hour course paired with a one credit hour field experience for a total of three credit hours earned by the pre-service teachers toward their degrees.

The course met three times per a week; twice for 50 minutes on campus and once at a local middle school in a beginner EL classroom. The course focused on objectives such as

- preparing educators to better understand the linguistic and cultural backgrounds of certain cultural groups in the local or international community
- empowering pre-service teachers to be advocates in establishing the most appropriate educational environments for students and families from diverse backgrounds
- identifying the impact of culture, ethnicity and language on classroom interactions, community interactions and learning

- applying culturally appropriate instructional and management approaches for successful practice with a new language community
- learning basic second language skills and socio-cultural practices within an immersive environment

These objectives, along with a specific time already set aside for clinical experiences made it the ideal course to embed teacher training to work with ELs. As a teacher educator who continuously is looking to improve teacher preparation to work with ELs, I attempted to embed experiences with ELs into other required courses (see *Figure 3.3 Ongoing cycles of research* in Chapter 3). However, this study's focus was on this particular course.

### **The Middle School EL Classroom (Field Experience Site)**

For the experience, pre-service teachers spent a minimum of 30 minutes a week, for eight weeks participating in a beginning EL classroom at a local middle school. The middle school was located 10 miles from campus and was a traditional public middle school. According to statistics collected by the Indiana Department of Education, the school consisted of approximately 1200 students enrolled in 7th or 8th grade. The school has earned a state grade of C for the last three years. The population of students was relatively balanced in terms of racial diversity, with 25% of the students identifying as Black, 38% identifying as Hispanic and 31% as White. The remaining percentage of students identified as Asian, Mutliracial, or Native American. Sixteen percent of students had disabilities and 73.5% were considered economically disadvantaged (IDOE INview).

In terms of their EL population, 16% of students are labeled as ELs. Indiana belongs to the WIDA Consortium, which according to its website is “a member-based organization made up of U.S. states, territories and federal agencies, and is dedicated to the research, design and

implementation of a high-quality, standards-based system for K-12 English learners.” As a WIDA member, students in these states take an annual exam to measure their English language proficiency and growth from year to year. Students are scored on their listening, reading, writing, and speaking skills. Scores range from level 1 *Entering* learners to level 6 *Achieving* learners (WIDA).

Data collected for the 2019-2020 school year at this middle school show that 35.3% of these students exceeded their annual growth target and 3.4% achieved English language proficiency. In terms of the level of ELs, the EL students scored as follows.

- Level 1 Entering - 6.5% of EL students
- Level 2 Beginning - 18.8% of EL students
- Level 3 Developing - 36.4% of EL students
- Level 4 Expanding - 32.5% of EL students
- Level 5 Bridging - 5.8% of EL students
- Level 6 Achieving (IDOE INview)

Pre-service teachers were placed in Level 1 or Level 2 EL classrooms for the field experience. During their sessions, they participated in the first 30 minutes of a 75 minute class. Each session the pre-service teachers worked with a small group of students. The first 5-10 minutes of class, the pre-service teachers worked on relationship building with the EL students. The EL students shared vocabulary and phrases from their native language with the pre-service teachers. These typically include common sayings (like greetings) or vocabulary they are working on in class that week. This allowed students to celebrate and share their native language and provided pre-service teachers the opportunity to see language and culture in action from an assets-based approach to instruction. The next 20-25 minutes pre-service teachers did language

practice in English with students as the classroom teachers saw fit for the curriculum that week. Pre-service teachers logged their hours, completed weekly reflective journals on their experience, and debriefed their experiences during their on-campus classes.

### **Pre-service Teachers as Participants**

The pre-service teachers that participated in this course were junior/senior level pre-service teachers in a traditional, 4-year, university-based teacher preparation program. The pre-service teachers were dual majors in secondary education and the content area of their choice, which could include the following areas of secondary education: English, Math, Social Studies, Earth Space Science, Theater, or Spanish. They could also be all-grade education majors in Art or Health/Physical Education. Eight pre-service teachers participated in this study, majoring in English (1), Math (1), Social Studies (3), and Art (3) Education. The eight pre-service teachers were enrolled in the course *School, Teaching & Language Learning in a Global Society* during the academic semester of the study, Fall 2022.

*Table 4.1 Pre-Service Teacher Participants*

<b>Participant</b>	<b>Majors</b>	<b>School Year</b>	<b>Gender</b>	<b>Race</b>
A	English & Education	Senior	Male	Latino
B	Math & Education	Junior	Male	White
C	Social Studies & Education	Senior	Male	White
D	Social Studies & Education	Senior	Male	White
E	Social Studies & Education	Junior	Male	White
F	Art & Education	Senior	Female	White
G	Art & Education	Senior	Female	White
H	Art & Education	Senior	Female	White

## **Two Phases of Data Collection**

Data for this study was generated and collected from the pre-service teachers as a naturally occurring part of the course and field experience within the teacher preparation program. There were two distinct data collection and analysis phases, one focusing on the pre-service teachers PAR project and the other focusing on my practitioner inquiry as a teacher educator.

### **Phase I: Course, Field Experience, and Pre-Service Teacher PAR**

During the course, the pre-service teachers participated in a semester-long PAR project in which they generated data about their own experiences working with ELs and then analyzed their experiences along with their peers' experiences for themes that reflected the lived experience of the entire pre-service teacher cohort. In this PAR Project, they acted as both a participant in the study and a researcher conducting the inquiry. They investigated the following questions as part of their PAR:

- RQ1) What do secondary education pre-service teachers believe and value regarding working with ELs in the content classroom?
- RQ2) What do secondary education pre-service teachers identify as impactful in regards to the social context of the field experience in which they are learning to work with ELs in the content classroom?
- RQ3) What do pre-service teachers perceive as critical knowledge and skills for teaching ELs in the content classroom?

Pre-service teachers generated data to analyze throughout several smaller assignments spread throughout the 16-week semester. These assignments included:

- An individual reflection essay on their values, beliefs and experiences regarding teaching ELs to date
- A small group project analyzing the social context of their field experience, including a mind map and one other artifact of their choice (slide deck, narrative, etc.)
- A small group podcast where they analyzed their field experience overall and the knowledge and skills they believe they need as content teachers of ELs
- Individual pre- and post-surveys where they ranked the Indiana State Standards for EL educators as critical knowledge and skills for them to know as content teachers or unnecessary information for them to know as content teachers
- Eight reflection journals on their weekly field experiences
- Personal notes from class or the field that they took during the semester

Pre-service teachers then took these data sets and analyzed their collective experience for their final project in the course, the PAR final report.

## **Phase II: Practitioner Inquiry**

After the PAR project, field experience, and semester ended, I, as the course instructor, collected the data generated by the pre-service teachers. Both the smaller assignments and their final PAR report were collected. Data was in the form of electronic written files and was accessible from the university's online learning management system where all pre-service teachers turned in their course assignments. I downloaded all the data and stored it in a special folder in the university cloud, that is dual authenticated for data protection. All pre-service teachers completed course evaluations as well. These data sources were also stored in the cloud. This data was combined with the observations and field notes from my researcher field journal and comprised the complete data set for my practitioner inquiry study. All data was kept

confidential.

Table 4.2 Course Assignments Chart

Course Assignments Chart					
	Data Source	Details	Instrument	Collection	Time
1	Pre-Assessment	Pre-service teachers complete this assessment before they begin their field experience	EL Teacher Standards Pre-Assessment	Collected during class via Google Form	Week 2
2	Assignment #1 Initial Reflection	Pre-service teachers reflect on what they know, think, feel, believe, and value in regards to working with ELs in the content classroom in narrative form.	No specific instrument used	Submitted to LMS outside of class time	Week 3
3	Assignment #2 Sociocultural Context	Small groups of pre-service teachers design a mind map and one other artifact of their choice that defines the sociocultural context of their field experience and how it impacts what they are learning about ELs.	No specific instrument used	Submitted to LMS outside of class time	Week 7
4	Assignment #5 Key TakeAways	Through a small group podcast, pre-service teachers analyze what they have learned about themselves, others, and teaching, with a specific focus on the knowledge and skills needed to teach ELs in their future content classrooms.	No specific instrument used	Submitted to LMS outside of class time	Week 14
5	Pre-Service Teacher Reflective Field Journals	Pre-service teachers submit a one-page reflection each week on what they did, saw, felt, experienced, and learned in the field.	No specific instrument used	Submitted to LMS outside of class time	Weeks 3-6 & 9-12
6	Post-Assessment	Pre-service teachers complete this assessment after they	EL Teacher Standards	Collected during class	Week 14

		complete their final field experience	Post-Assessment	via Google Form	
7	Course Evaluation Forms	Pre-service teachers complete two evaluation forms, one general one from the University School of Education that all students complete after a field experience, and a second form that is a specific evaluation of the course, including feedback on format, readings, assignments, etc.	University School of Education Field Evaluation Form & Course Specific Evaluation	Collected during class via Google Form	Week 15
8	Participatory Action Research Final Report	Pre-service teachers analyze the data they generated throughout the course for common themes among their cohort.	No specific instrument used	Submitted to LMS outside of class time and presentation of findings	Week 16
11	Researcher Journal	During and/or after each class or field experience, as well as during reviewing course assignments, I journal my observations, insights and reactions to the experiences.	No specific instrument used	Journal entries occur during class, outside or at the middle school during the field experience.	Weeks 1-16

### **Data Analysis Procedure**

For phase II, the practitioner inquiry phase of the study, I used the six steps of thematic analysis outlined by Braun and Clarke (2006), which included: 1) Familiarizing yourself with your data, 2) Generating initial codes, 3) Searching for themes, 4) Reviewing themes, 5) Defining and naming themes, 6) Producing the report (p. 87). In the first step of the process, Braun and Clark (2006) advised “transcribing data (if necessary), reading and re-reading the data, noting initial ideas” (p. 87). During this phase,

- I organized the pre/post-assessment data to see if there are any changes from the pre/post assessment as among the entire cohort, and then I looked specifically at each participant’s pre-and post-survey to determine changes in perceptions among each pre-service teacher. I took note of which indicators on the assessment had any changes and if there were any themes among the standards.
- I read and reread each group of course artifacts including field journals, course assignments, course evaluations, and the final PAR report. I reread my observational notes from my researcher’s journal. As I read through these print resources, I made initial notes and memos regarding any interesting themes that began to emerge.
- For the podcast assignment, I transcribed the dialogue. I then reviewed the transcripts alongside the videos for accuracy. As noted above, I read and reread through the transcripts, making initial notes and memos regarding any interesting themes that begin to emerge.

*Table 4.3 Data Analysis Chart*

<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>
Review Data	Generate Initial Codes	Organize Codes into Themes	Review, Sort, Move, Re-code and Repeat	Phase 5: Finalize Themes
Reviewed and organized all data sets	Coded PAR report, Assignment #5 Podcast, Course evaluations, Researcher notebook, and Pre/Post assessment using open coding	Combined similar codes into thematic categories	Compared Phase 3 themes to the themes that pre-service teachers identified in their final PAR report. Moved, re-sorted and condensed as needed	Eleven total themes emerged. Seven themes appeared in the pre-service teachers PAR report and practitioner inquiry plus four additional themes from the practitioner

				inquiry analysis.
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In phase 2, generating initial codes, Braun and Clark (2006) recommend “coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code” (p. 87). Saldana (2013) notes that “A code in qualitative research is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 3) and offers various types of coding, including descriptive. When coding the data sets for the first round, I initially coded them by hand, writing descriptive codes in the margins to capture a summary of the data that I interpreted as meaningful. I then transferred my hand-written codes into an electronic file, updating and altering initial codes as I re-read and organize them. Eventually, using the same method of open coding with descriptive codes among all my data sets helped me to organize my data in a way that allowed me to move to a second round of coding. In this second round, I will begin to organize and categorize the descriptive codes.

In Braun & Clarke’s (2006) third phase, searching for themes, they stated to collate “codes into potential themes, gathering all data relevant to each potential theme” (p. 87). In this stage, I will reviewed each data set independently before combining all data sets and looked across them for themes, which Braun & Clarke (2006) defined as “something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (p. 82).

Moving into Phase 4, Braun & Clarke (2006) called for the researchers to review themes. This process was cyclical, as I coded, sorted, mapped and re-coded several cycles, moving data around to see how themes related to one another. In this phase I also compared my Phase II analysis to the themes identified by the pre-service teachers in their Phase I PAR analysis.

During this phase, I focused on triangulating the data and identifying themes that are supported across multiple data sets, as well themes found among data produced by different pre-service teachers. This triangulation of data falls under Tracy (2010)’s criterion of credibility, in which she stated, “triangulation in qualitative research assumes that if two or more sources of data, theoretical frameworks, types of data collected, or researchers converge on the same conclusions, then the conclusion is more credible” (p. 843). (See next section for more detail).

The constant moving and sorting of data eventually led to the fifth phase which Braun & Clarke (2006) call “defining and naming themes” (p.87). As I reviewed the data in each category, I was able to see themes emerge within each one.

For example, when I coded the data for assignment #5, I generated the following initial codes during Phase 2, Generate Initial Codes: *Getting to know students, Need kindness and compassion, Need empathy, Relationships, Understanding, Relationship building, Relationships/rapport, Relationship building, Listen to students, Getting to know students, and Want to do enough for all students.* Then in Phase 3, Organize Codes into Themes, I grouped these 11 codes together under the initial theme of Relationships. For Phase 4, Review, Sort, Move, Re-code and Repeat, I compared this theme of relationships to similar themes found among other data sets, such as the Course Evaluations (Getting to know the students) and the pre-service teachers’ final PAR report (Pre-service teachers value relationship building). In Phase 5, I defined and named these ideas as the final theme of *Committing to relationship building with ELs.* See Table 4.5.

Table 4.4: Coding Sequence Sample

Coding Phases	Assignment #5 Sample
<b>Phase 2</b> Generate Initial Codes	1. Getting to know students 2. Need kindness and compassion

	<ol style="list-style-type: none"> <li>3. Need empathy</li> <li>4. Relationships</li> <li>5. Understanding</li> <li>6. Relationship building</li> <li>7. Relationships/rapport</li> <li>8. Relationship building</li> <li>9. Listen to students</li> <li>10. Getting to know students</li> <li>11. Want to do enough for all students</li> </ol>
<b>Phase 3</b> Organize Codes into Themes	Relationships
<b>Phase 4</b> Review, Sort, Move, Re-code and Repeat	Course Evaluation Theme: Getting to know the students PAR report Theme: Pre-service teachers value relationship building
<b>Phase 5</b> Finalize Themes	Committing to relationship building with ELs

**Validating Findings, Assessing Quality**

The purpose of this work was not to make generalizable statements about a population, but rather to use qualitative research practices to generate, collect, and analyze data as well as chronicle the findings of this specific case at this specific time to inform my own practice. The ultimate goal was to reflect on the findings and make actionable changes to improve my practice and the preparation of pre-service teachers to work with ELs in the content classroom. Therefore, I must consider how the design and implementation of this research project will lead to results that are valid and of high quality before enacting any changes to my teacher preparation program based on them. Here I applied Tracy’s (2010) model for quality in qualitative research to ensure that my project addresses these components.

Tracy (2010) presents eight aspects for a researcher to consider when addressing the quality of qualitative research: (a) worthy topic, (b) rich rigor, (c) sincerity, (d) credibility, (e)

resonance, (f) significant contribution, (g) ethics, and (h) meaningful coherence. This project met multiple of these criteria. First, this line of inquiry was worthy of pursuit due to its timely and relevant nature as well as its significance to influence curriculum design and delivery within the teacher preparation program where I am currently employed. It was rich in rigor, combining current research and theories in the field of preparing content teachers to work with ELs with varied and abundant data sources generated and collected within the context I was exploring.

Transparency and self-reflexivity were embedded throughout the research process, thus achieving sincerity. Credibility is considered through an attempt to ensure multiple voices and perspectives were represented in the data and that data was triangulated. Resonance includes transferability, which Tracy (2010) describes as “when readers feel as though the story of the research overlaps with their own situation, and they intuitively transfer the research to their own action” (p.845). Due to the current state of teacher preparation in the state of Indiana and across the United States, I anticipate the research will resonate with many teacher educators. Findings make a significant contribution, with the goal of leading to improved teacher preparation in my current context. Ethical considerations are outlined in the next section, while meaningful coherence was met through by purposefully connecting the goals, design, data collection, and analysis of the project.

### **Potential Ethical Issues Addressed**

As mentioned previously, there was an inherent imbalance of power between myself acting as the course instructor/researcher and my students/the pre-service teachers who are participating in the study. Multiple attempts to address this imbalance have been previously outlined (See *Role of the Researcher* section). Additionally, I have addressed IRB (see *Appendix A*), and data management/storage procedures (see *Data Collection* section) that I have designed

to protect the participants. I also use pseudonyms to protect the identity of the pre-service teachers as well as the middle school building, teachers, and EL students that may be referenced in the data set.

### **Reporting the Findings**

The next two chapters address the themes that emerged in both research phases (See *Figure 4.1 Research Phases*) of this fifth study. In phase one, pre-service teachers completed their field experience and corresponding PAR project, identifying several themes that were impactful to their learning about ELs. In phase two, I considered how the findings of their PAR project, along with other data sources, inform my ongoing inquiry.

## **Chapter V - Phase I Participatory Action Research**

Phase I of this project involved a PAR project completed by the pre-service teachers on their experiences learning to work with ELs. In three teams, the pre-service teachers used open coding to analyze the data they generated through their course assignments (field experience journals, reflections, podcasts, and pre/post assessments). They identified key themes that emerged from the data around the three areas of teacher-learner, social context, and pedagogical process. Finally, they composed a joint final research paper that addressed the findings they discovered.

### **Findings Generated by the Pre-service Teachers**

The pre-service teachers identified several themes that emerged as important to them in regards to what they learned about themselves and their perceptions of working with ELs. They organized these findings around three questions:

- 1) Teacher Learner: What do we, as secondary education pre-service teachers, perceive to be critical knowledge and skills for teaching ELs in the content classroom?
- 2) Social Context: What do we, as secondary education pre-service teachers, identify as impactful in regards to the social context of the field experience in which we are learning to work with ELs in the content classroom?
- 3) Pedagogical Process: What do we, as secondary education pre-service teachers, believe and value regarding working with ELs in the content classroom?

#### **Teacher Learner**

In their final PAR report, the pre-service teachers identified the following as critical skills and knowledge that all pre-service teachers need when they have ELs in their future content classrooms:

- 1) Pre-service teachers perceive the ability to create a safe classroom environment as a critical skill.
- 2) Pre-service teachers perceive the ability to provide appropriate accommodations to students as a critical skill.
- 3) Pre-service teachers perceive the ability to be patient and humble as a critical skill.

### ***Creating a Safe Environment***

The pre-service teachers identified creating a safe environment as a theme that appeared across multiple data sets in their analysis. In their final report, they concluded that it was their main priority as teachers to design and enact safe learning spaces. They cited several examples derived from course artifacts where they had provided ways to create safe learning environments through the use of culture. In their report, they recommended that pre-service teachers “show aspects of students' culture, bring in speakers from students' cultures, highlight cultures in your content, and get to know students and their cultures.”

In order to do this, they reported, pre-service teachers needed to focus on using culturally sustaining pedagogies in their classrooms. They wrote:

EL students deserve to have all the opportunities that other students do in the classroom and it's a pre-service teachers job to provide them with those opportunities. Providing those opportunities means making the classroom an inclusive space full of students' cultures, languages, and accommodations that support EL students directly; the space then becomes safer to learn in.

Additionally, they identified that creating a safe learning environment lends itself to improved teacher/student relationships, arguing that creating a “safe space also provides opportunities for teachers to get to know their students. Getting to know their students means that

they can learn about students' strengths and successes to build upon them.” The pre-service teachers reviewed the pre- and post- assessments from the course where they rated which EL educator standards they perceived as essential for content teachers to know and found that the standards that were unanimously deemed essential referred to student-teacher relationships and creating a safe learning environment. They concluded: “The skill of creating a safe classroom environment is of highest importance to the pre-service teachers. Pre-services teachers find that creating that safe classroom environment needs to incorporate culturally sustaining pedagogies. The use of culturally sustaining pedagogies makes the classroom more accessible to all students.”

### ***Providing Accommodations***

Next, they identified that all pre-service teachers needed to know how to provide accommodations to ELs in the content classroom. The pre-service teachers noted several strategies for supporting ELs, including allowing ELs to draw to express knowledge, translating texts, “watching youtube videos with home language captions on, bringing in cultural artifacts into the classroom during a show and tell, and slowly bringing in the home culture of a minority group students into the curriculum while not singling them out.” The pre-service teachers noted that as a group they believed it was their “responsibility to provide students with the tools they need to learn” and that providing accommodations for ELs is part of those tools. For the pre-service teachers “accommodations make classroom content more accessible to EL students, making it a critical skill.”

### ***Practicing Patience and Being Humble***

The third skill pre-service teachers perceive as critical is patience. Pre-service teachers noted that well-rounded teachers are patient and that patience “gives EL students room and time

to grow without fear.” They noted that almost every pre-service teacher mentioned the importance of patience within the first assignment/data set. As pre-service teachers they saw themselves as empowered as educators and realized that they have the ability to create a learning environment that encourages patience in both themselves and their K-12 students. They also noted that ELs will show growth over time and that “it is unreasonable for us as teachers, especially to students with significant specialties, to expect perfection or near perfection within a short period of time”.

Along with patience they identified allowing themselves to be humbled in the classroom as an important skill. This idea revolved around the need for teachers to be able to understand and empathize with their students. They stated, “Humility can also come from being aware of our students' lives and at home situations along with how that can affect their lives at school... This critical skill allows teachers to consider the fact that there are reasons students have not or can not perform in the way the teacher expects them to due to factors outside of school which they may not think about right away.”

The pre-service teachers also argued that humble teachers also learn from their students and grow from their mistakes. They explained, “Well rounded teachers are humble, they listen to their students, they recognize the difficulties they go through in and out of the classroom, and they learn from their students everyday. Having humility while teaching shows students that making mistakes is a necessary part of learning and growth.”

### **Social Context**

In their final PAR report, the pre-service teachers identified the following themes in regards to the social context of the field experience in which they are learning to work with ELs:

- 1) Pre-service teachers identified the role of place as impactful.

2) Pre-service teachers identified the importance of learning about ELs' Funds of Knowledge as impactful.

3) Pre-service teachers identified their opportunity for personal growth as impactful.

### ***Considering the Role of Place***

First, the pre-service teachers prioritized knowing about the place in which their learning occurred. In their final report, they highlighted the idea of place. They discussed how the funds of knowledge that ELs have are tied to significant places in their lives (e.g. their homes, community, school, etc.). The pre-service teachers found the ELs' individual, cultural, and community assets as they connect to place played a role in shaping their learning experience: "Based on our findings, we have discovered the importance that place and funds of knowledge has on not only the students, but the educators as well. Time and time again in our research, we have discovered multiple mentions of a student's life outside of school and how that affects them in the classroom, or how the concept of place alters one's views and takes on a specific matter."

They also address their field classroom as a place and a specific social context that shaped their learning about ELs. They stated: "The context of the field experience plays a major role in the pre-service teachers learning about working with ELs by shaping how the experience itself is at that given site." They go on to note that this social context "determines what the EL classroom looks like, directly impacting the way that pre-service teachers view the EL classroom and how those students work in a content classroom. These concepts coexist, with each having a direct impact on the other, which is why it matters. We will each have a different social context in our classrooms that determines the way certain things look and run, so it is important as pre-service teachers to understand these effects and how they shape our learning and how they may take shape in our future classrooms."

### ***Learning about Funds of Knowledge***

The pre-service teachers identified the importance of learning about the ELs' funds of knowledge. They were able to learn about the students' funds of knowledge because they returned to the EL classroom each week to participate in their field experience, getting to know the students and developing rapport with them over time. They were able to listen to the students and learn about what was important to their sense of identity. The pre-service teachers noted that in their journals "there were constant mentions of students discussing their backgrounds and how this affected them - in which, we all got acquainted with students and became familiarized with their home of origin. In a sense, this was a large part of their identity, and our journals reflected that."

They also found that learning about the students' funds of knowledge allowed them to get to know students individually, identify what assets they brought to the classroom, and plan supports for the students as individuals. Being able to do this boosted the pre-service teachers' confidence in working with ELs. They stated, "We progressed with confidence as the weeks went by and learned how each student worked individually. We also believe that this [learning about your individual students] is a huge concept to be aware of in any course, diligently working to understand the needs and individuality of each of our students that walks through our doors."

### ***Growing During the Experience***

The pre-service teachers found that the field experience "had an increasing importance to their own personal growth as pre-service educators." They identified the social context in which they were learning about ELs as helping to grow an asset-oriented disposition in them in regards to having ELs in their future content classrooms. In their final PAR report, the pre-service

teachers noted their personal growth, citing examples from early field journals to later journals where dispositional shifts were apparent. They stated:

In journal one, from all [pre-service teachers] we found [pre-service teachers] were hesitant or nervous to approach the students. Specifically, pre-service teachers E and G found that the classroom of ELs should focus centrally on the English language instead of the native, home language of the students. In contrast, the same pre-service teachers, in the middle of journals four, five, and six had a change in their mood towards English....specifically speaking to pre-service teacher G, they expressed sympathy towards the challenges of EL students by stating, '[they] do not understand how students are held to the same standard as a regular student given the fact that they are learning a new language along with new specific content in their subjects in school'.

### **Pedagogical Process**

In their final PAR report, the pre-service teachers identified the following themes in regards to what they believe and value regarding working with ELs:

- 1) Pre-service teachers value relationship building.
- 2) Pre-service teachers believe themselves to be responsible for ELs learning.
- 3) Pre-service teachers draw on personal experiences to shape their beliefs about ELs.

### ***Valuing Relationships***

Pre-service teachers value building relationships with their EL students. By attending a field experience once-a-week for multiple weeks in the same classroom and frequently working with the same small group of ELs, pre-service teachers were able to learn about the ELs' funds of knowledge (as previously mentioned), and also were able to build relationships with the ELs. They noted "how important knowing student's funds of knowledge is for pre-service teachers in

terms of building rapport and relationships with students” and that “teachers can invite students to share their personal histories as a way to build a core for content and classroom relationships.”

### ***Being responsible for ELs’ learning***

The final PAR report revealed that pre-service teachers not only identified as content area teachers but as teachers of the EL students as well. They believed themselves responsible for the ELs’ learning and that it was just as much their responsibility as it was the school’s EL teacher. Their report stated, “At the end of the day, it is the responsibility of the teacher, to the best of his/her/their ability, to ensure that each student is given equal and / or equitable access to the tools and resources that each individual requires for individual success.” They saw themselves as needing to learn about ELs and how to accommodate them in order for them to be successful in the content classroom.

### ***Drawing on Personal Experiences***

Finally, the pre-service teachers noted how their own personal experiences played a role in shaping their values and beliefs regarding ELs. They identified that they all have different backgrounds and lived experiences which ultimately influenced their learning and the lenses through which they view ELs. They drew upon their past experiences to make meaning in the course and field, noting how these experiences shaped what they were currently experiencing. For example, the final PAR report stated that in the podcast assignment, “[Pre-service Teacher A] noted that his high school did not establish an EL program, which led to a lack of appreciation, acknowledgement, knowledge, empathy, and support for students who could have used such a program.” These experiences in their pasts, or lack thereof, allowed for the pre-service teachers to make connections between their learning experiences and those of ELs and to build empathy and understanding.

Overall, embedding a field experience in a beginning level EL classroom with the accompanying PAR project allowed the pre-service teachers to identify nine themes that emerged from their cohort in regards to what they have learned and how they perceived their learning regarding ELs. The idea of knowing students (knowing their funds of knowledge, knowing their communities/places/lives outside of the classroom, knowing them as individuals through relationship building, etc.) emerged as an overarching theme, as well as using this information to create a safe and accommodating learning environment. In the next chapter, these findings from the PAR project were expanded and analyzed in Phase II of the research project, my practitioner inquiry.

## Chapter VI - Phase II Practitioner Inquiry

The pre-service teachers PAR project provided insights into their perceptions about learning to work with ELs that revolved around Freeman and Johnson’s (1998) framework of teacher-learner, social context, and pedagogical process. In Phase II, I considered their findings in combination with additional data analysis from my practitioner inquiry to explore how the pre-service teachers’ overall experience with ELs and PAR informed my own practice as a teacher educator.

### Considering the Whole Picture

In the pre-service teachers’ PAR project, nine ideas emerged as themes from the analysis of their own course assignments (including weekly field journals, a reflection on their values and beliefs, a project on the social context of their field experience, an evaluative podcast of their overall experience in the course and field, and a pre/post assessment on their perceptions of the importance of the EL teacher standards for content-area teachers). Taking their findings into account, I then completed my own thematic analysis (outlined in *Chapter 4*) on several course artifacts, including their PAR final report, the podcast of their overall experience, the pre/post assessment of the standards, course evaluations, and my own researcher notebook. Through this Phase II analysis, I identified all their Phase I Themes to be not only in the PAR final report, but also across other data sets as well. For the Phase II analysis and to answer “How can the pre-service teachers’ experience with ELs and PAR inform my practice?”, I condensed the Phase I findings from nine themes to seven (see *Table 6.1*) and then identified four additional themes (see *Table 6.2*).

*Table 6.1: Phase I and II Theme Alignment*

Theme	Phase I Themes: Pre-Service Teachers’ PAR	Phase II Themes: Practitioner Inquiry
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01	Pre-service teachers perceive the ability to create a safe classroom environment as a critical skill; Pre-service teachers identified the role of place as impactful	Valuing the interconnectedness of classroom and community
02	Pre-service teachers perceive the ability to provide appropriate accommodations to students as a critical skill	Focusing on strategies enacted in practice
03	Pre-service teachers perceive the ability to be patient and humble as a critical skill	Developing positive teacher characteristics
04	Pre-service teachers identified the importance of learning about ELs' Funds of Knowledge as impactful	Understanding and integrating culture into the classroom
05	Pre-service teachers identified their opportunity for personal growth as impactful; Pre-service teachers believe themselves to be responsible for ELs learning	Experiencing personal growth despite challenges
06	Pre-service teachers value relationship building	Committing to relationship building with ELs
07	Pre-service teachers draw on personal experiences to shape their beliefs about ELs	Connecting experiences to the self

**Expanding on Phase I Pre-service Teachers' Findings**

Each of the ideas they identified in the PAR report appeared across several data sets and were validated and expanded upon through my own practitioner analysis. Findings from the seven themes are outlined below.

**Theme 01: Valuing the interconnectedness of classroom and community**

First, the learning environment as a reflection of the interconnectedness of the classroom and community emerged as a key theme. Pre-service teachers addressed the idea that the learning environment needed to be a safe space for students in their PAR report. They noted this could be achieved through integrating culture and culturally sustaining pedagogies into their curriculum as well as engaging with the local community. The creation of this space is related

directly to many of the other themes expanded on in this chapter, such as teacher characteristics, culture in the classroom, and relationship building. Pre-service teacher expanded on the importance of creating such a space for ELs when they made statements such as the following:

- Help them feel comfortable in the classroom. Create a safe learning environment for them so they can learn the language better and have those conversations, like the peers around them that know the language better.
- Provide a learning environment where they feel more comfortable to try different things and speak new languages.
- Like you're literally showing them pieces from your home and your community that are important to you. And so I think that would probably be the most effective in the art environment because it's not a traditional textbook set up, regardless of any student.

Their final evaluations reflected how they value creating connected classrooms and communities as well. Pre-service teachers wrote that they appreciated “learning about culturally sustaining pedagogies” and “learning more about bringing in parents and the community” into the classroom. Ultimately pre-service teachers placed value on the learning environment when working with ELs.

## **Theme 02: Focusing on strategies enacted in practice**

The second theme to emerge was a focus on classroom strategies. Throughout their course artifacts, pre-service teachers identified several classroom strategies they could use to support ELs in the content classroom. In their PAR report, they specifically mention drawing, translating, video captioning, and incorporating culture as ways to engage ELs in the content classroom in phrases such as:

- The ability to have the closed captions

- Click on the transcripts if they have closed captions and just get like the entire script in that translation for the kids
- Use a lot of visual cues
- Translated documents
- Incorporating culturally sustaining pedagogies

The pre-service teachers focused on strategies they saw enacted in practice during their field experience, such as the use of technological tools and visuals. They noticed heavy leaning on translation and using Google translate in the classroom. They concluded that while translation is better than nothing, successful teaching of ELs needs to be more than just translating. ELs need additional support to help them understand the translations. For example, one pre-service teacher said, “Say we’ve got a large population of Chin speakers at a local school. If we as the content teacher do not speak Chin and we just give these students a document that is purely translated, maybe like an English essay, how many times do you think that native English speakers are even going to understand what you gave them without clear, explicit direction, modeling, and building?”

The pre-service teachers also noted that it was important to make accommodations and modifications for all types of learners in their classrooms. However, outside of translations, video captions, and references to incorporating culture to build background, the pre-service teachers were vague in their PAR report on what constituted a good accommodation. The pre-service teachers know they need to make the content/material accessible to their ELs, but from their report it was clear that they still did not have a strong idea of how to actually do this in practice. In their podcast assignment, the pre-service teachers noted that they did learn new strategies to support ELs, but my analysis shows they need further instruction and practice in this

area.

In the pre-assessment where the pre-service teachers ranked their perceptions of the EL standards, the results reflected that of the 61 indicators, four were ranked unanimously as important for content areas teachers to know. Two of these (indicator 4.2 and 4.3) focus specifically on knowing instructional strategies.

- Standard 4: Principles of English Learner (EL) Instruction - Teachers of English Learners (EL) have a broad and comprehensive understanding of effective approaches and evidence-based EL instructional practices, including:
  - 4.2 effective teacher-to-student communication practices, such as providing comprehensible input, providing appropriate feedback, and setting age- and grade-appropriate and developmentally appropriate expectations
  - 4.3 strategies for creating a supportive, student-centered classroom environment that promotes student inquiry, interaction, and collaboration through flexible, data-driven grouping practices in order to facilitate social and academic language development

However, after participating in the course, field experience, and PAR project, none of these indicators were unanimously ranked as important for content areas teachers to know. (While they were not unanimously ranked, pre-service teachers still perceived them to be important with an average score of 2.875/3). From the beginning of the course to the end of the course, it appears the pre-service teachers started to place less value on classroom strategies and more value on culture in the classroom (see *Theme 04* below for more detail).

### **Theme 03: Developing positive teacher characteristics**

The pre-service teachers focused on patience and humility as critical skills for all teachers

of ELs and the importance of these qualities were outlined in their PAR report. Further analysis identified additional teacher characteristics, such as flexibility and adaptability, as present throughout the pre-service teacher's course artifacts. For example, text from the data sets that captured the characteristic of humility included passages such as:

- I think I've gotten humbled by this experience. I think a little bit, like, I think I've had a lot of confidence going into teaching, but this was like, there's always something that you can learn from.
- I was kind of humbled too. It's really hard to relate to the students if you can't help them with their own language.
- And so that's been humbling too, like how do you teach these complicated, complex sentences and complex ideas to them when they're barely getting to know level 1 English?
- And it was really humbling to know, to like, get that experience, that life experience, and to bring that into the culture of the classroom is so humbling and cool to see.
- I was like wow, there's still so much I need to learn.
- For me this course has been hard. Like I don't want to circle back, but like it has humbled me as a teacher. Like reaching ELs is hard and it takes a lot of work and its really like, I thought I was getting the hang of it in junior black, like I was lesson planning. I did two really good lessons for my gateway project in junior semester two. And then this one just humbled me to like 'hey, you're not, you're not as good as you thought you were.' And it really was eye-opening to me that you have to think in different ways to reach other students.

The ideas of being patient and humble appeared across data sets as two important characteristics for teachers to have when working with ELs. The pre-service teachers focused on these two teacher characteristics in their PAR report, noting they are critical skills that all teachers of ELs need to develop. Outside of the pre-services teachers' PAR project, the ideas of flexibility and adaptability were also common among the data sets as necessary characteristics for EL teachers. One pre-service teacher said, "Flexibility for me. I think that I've learned that all students are going to need different care. And one tactic that you are using for this group of students may not work for another. And you need to be flexible in the ways that you're teaching to provide the best learning experience to each student in your classroom. And I think that's important."

They also noted that being committed to helping students succeed was another critical skill. "I want to make sure that every student that comes through my classroom is getting a hundred percent, is getting what they need for further education and to make sure that they're on the right track. And like having all my teachers growing up, I wouldn't say they were bad teachers, but I don't think they did enough. And I want to make sure I do enough," said one pre-service teacher, highlighting the importance of teachers committing themselves to their work and their students.

Even though the focus is on being a teacher of ELs, all the characteristics identified through the thematic analysis of the pre-service teacher's artifacts are important for teachers of all students to know. Teachers need to be patient, humble, adaptable, flexible, and committed with all of their students, not just their ELs. These characteristics have shown up time and again through my ongoing inquiry pilot studies as important for teachers to have, demonstrating that they are key attributes of the teacher mindset.

#### **Theme 04: Understanding and integrating culture into the classroom**

Understanding and using culture in the classroom was a significant theme for the pre-service teachers and showed up across multiple data sets. Learning about students' funds of knowledge, understanding their personal cultural and linguistic backgrounds, and developing a sense of the role of place/community appeared in multiple sections in their PAR report. Their podcast assignments also focused on the importance of culture. In this assignment, they explained how they valued

- connecting content to culture,
- having cultural/racial representation in lessons and that representation matters,
- using culture to create ideal learning environments, and
- incorporating home, community, and native language into the classroom.

For example, one pre-service teacher shared how her learning about culture impacted her future studies as an art educator. She stated “What I’ve learned about myself is I’ve taken a really big interest in incorporating culturally sustaining pedagogies in an art content. It’s actually what I’ve decided to do for my capstone. I’m creating lessons that pertain to using culturally sustaining pedagogies in ways to sustain student identities within the art classroom and within the art content. And so I think that was a really eye-opening experience for me learning about that. And it's something that I'm going to take with me all throughout my teaching.” Other pre-service teachers mentioned integrating culture as well, in phrases such as, “When it comes to my math problems, I would like to have story problems based on the kids in my classroom and their home country or their culture” and “tying in the culturally sustaining pedagogy things we learned into your classroom, so engaging with students, families, cultures and communities.”

Additionally, another pre-service teacher stated,

I think incorporating like all of those funds of knowledge, like the community, like their beliefs, their culture into the art classroom is really essential, especially for, you know, artists express who they are and they do it through their art. And I really wanna make that the main point in my classroom is, you know, expressing who you are and where you come from. You know, what you believe. And I think this class and like our field experience has led us to like learn more about how you can bring in, you know, helping them realize who they are and like bringing it into projects, assignments, and stuff like that.

Their perceived importance of culture was also supported by their rankings of the EL standards in their post assessment. In the post assessment where the pre-service teachers ranked their perceptions of the EL standards, the results reflected that of the 61 indicators, five were ranked unanimously as important for content areas teachers to know. After participating in the course, field experience, and PAR project, all pre-service teachers ranked standards 3.1, 3.2, 3.3, 3.4 and 3.5 as important. All these indicators fall under standard three which focuses specifically on understanding culture and diversity among students.

- Standard 3: Culture - Teachers of English Learners (EL) have a broad and comprehensive understanding of the nature and impact of culture as applied to EL instruction, including:
  - 3.1 major concepts about culture, such as acculturation and biculturalism
  - 3.2 aspects of deep culture, such as values, beliefs, and patterns of communication, and the effects of cross-cultural differences on student learning
  - 3.3 sociocultural variables, such as culture shock and cultural identity, that can influence student learning
  - 3.4 characteristics and contributions of diverse cultural groups in Indiana and the

United States and the effects on student learning, such as cultural conflict and stereotyping, of diversity within the English Learner population

- 3.5 culturally respectful strategies for communicating with students' families and building partnerships with families in order to promote family participation in students' education

It is interesting to note that none of these standards were seen as unanimously important in the pre-assessment, but in the post-assessment they were the only five unanimously ranked at the highest level. This can be interpreted as the pre-service teachers perceiving the culture of the ELs to be more important for them to know as teachers after having participated in the course, field experience, and PAR project. This experience highlighted how understanding culture is critical to the successful teaching of EL and that culture and language are undeniably linked.

#### **Theme 05: Experiencing personal growth despite challenges**

Pre-service teachers found the experience in a beginning EL classroom to be “eye-opening” showing them how much they still need to learn and giving them a greater appreciation for EL teachers. They noted that the experience changed “not just our approach as educators from deficit to asset oriented, but changed the students’ thinking...and the narratives they tell themselves or have been told by others.”

When asked on the final evaluation to give advice to a future cohort of pre-service teachers, one pre-service teacher advised, “Be ready to learn with an open mind and enthusiasm.” The idea of being open minded allowed the pre-service teachers to have an experience where they felt they experienced personal growth. Their personal growth wasn’t without challenges however. Their growth came at the expense of feeling awkward, nervous, and frustrated as they struggled through weekly challenges trying to communicate with the ELs. The

pre-service teachers mentioned how they struggled with some students, often felt unprepared, and had concerns on how to help. Pre-service teachers made comments such as:

- I found myself in situations where there's no verbal communication. They have a very low level of English, and I found myself struggling in situations like that because I don't know where to go from there. I don't know 100% how to help. We've learned tools and stuff, and like, I just still struggle with it.
- What makes me nervous is that I guess in some of the groups that we've worked with this semester, some of the students are really, really hard to work with. And what makes me nervous is having some of those students in my content classroom because I won't have a host teacher to help me. You know, it will be me there.
- I felt awkward in certain projects or like activities that we would help them with.
- I had her try to type it on a translator, like Spanish to English, and it was just so awkward because there was just such a barrier there and I had no idea what to do. I had no idea. So eventually the host teacher came over and helped me. But like, I guess that's where my nervousness stems from.

Despite all the uncertainty, these challenging experiences helped them grow personally during their experience and begin to see themselves as teachers of ELs. The students were their responsibilities not just the responsibility of the EL teacher, but them as content area teachers as well. They shared their experiences in the following ways:

- For me, it kind of opened my eyes to a group that I never really thought that I would have to like, make changes to how I would teach, if that makes sense. I didn't realize how many EL learners there were and how many there could be in my class.
- I have a greater appreciation for EL teachers, even more than I already did, and that's not

something I could say I was able to accomplish without this key first experience

- I remember my history class...there was this one student and... she barely spoke English and it was the same exact boat. Like the teacher did not, I mean, she would go over to her like towards the end of class when we were given time to do homework in class, I guess, and she would help her. But like through the presentations and lecture there was no supports... I feel like it is our job to now take what I guess our previous teachers might have done wrong and build off of that and kind of learn from those mistakes.

### **Theme 06: Committing to relationship building with ELs**

In pilot study II (see *Chapter 3*) freshman pre-service in their first field experience working with ELs in a service-learning setting highlighted the importance of relationship building and the idea re-emerges here just as strongly in the junior/senior year of their teacher education program. One pre-service teacher said “My biggest thing...it’s creating that rapport. You have to be able to create that rapport with the students and have their trust and that they feel welcomed and that it’s a safe place there.”

Others made comments such as:

- I wish we had spent more time with them just because I think we could have been a lot more successful with them during that time for them to just, you know, trust us and you know, we can build more relationships with them.
- Obviously having that, like, the connection, having the rapport I think is important
- We progressed with confidence as the weeks went by and learned how each student worked individually
- Pay closer attention to students backgrounds and experiences

The pre-service teachers perceived getting to know individual students during their field

experiences to be of great value to the preparation to work with ELs. Their field experiences allowed them to build rapport and relationships with ELs as well as understanding, empathy, and kindness. They noted their sadness when finishing their field experience hours and mentioned on their final evaluations that they appreciated “getting to know the students and see what an ELL curriculum looks like.”

### **Theme 07: Connecting experiences to the self**

Connecting their learning and growth to their backgrounds emerged as a final theme from this section. The pre-service teachers began to see how their personal experiences shaped their learning about ELs when they wrote their final PAR report. However, this idea begins to take on a greater significance when looking across multiple data sets. For example, one pre-service teacher made connections to his past language learning experience on several occasions throughout the course. He specifically tied his learning about ELs to his personal language learning experience as a student. In elementary school, his family moved to Puerto Rico where he was placed in a Spanish-speaking classroom as an English speaker. He reflected upon his struggles as a child to participate in school in a second language and connected this experience to how ELs might be feeling in his current field experience classroom. This childhood cultural, linguistic, and classroom experience clearly shaped how this pre-service teacher plans to approach his future content classrooms and ELs that might be in it. He said:

I used that anecdotal story of my own personal education in my reflection to relate to what English learners might be going through. The personal story along with this reflection made me think, am I, or is the educational system as a whole, doing enough for English learner students? In my anecdotal story the clear answer was a definite no. I did a brief stint to my second placement at *Midwest Junior High School* placement and found

out I have an English learner as a second language. The cooperating teacher told me they have a translating app on her iPad that translates the assignment to her native language in order for her to complete the assignments. When I heard this, I thought this is just lazy! This does nothing for the student to help her learn the language. Also, on a social emotional level keeps her thoughts isolated from the rest of class. What if a class assignment or a project requires her to interact with her classmates? How can she accomplish this task without the necessary skills to communicate with her peers? I found it surprising this was the procedure given the district's reputation around the state of Indiana. Surely there is more we can do to help the student adapt to a new area and new language. In comparison to my story of learning Spanish as a second language and this student's experience I do not believe we have really improved besides the effect of technology.

Some pre-service teachers had a lack of cultural and linguistic past experiences which also shaped how they made meaning of their field experiences. Three pre-service teachers specifically mentioned their lack of experiences and how they didn't have a lot of personal background to draw upon. This lack of experience led them to note how important taking a class like this was to their teacher preparation. One pre-service teacher summed up this feeling:

Growing up in like my school, we had, I don't think we had any ELs. I went to a really small, country school and like looking back on it now, I don't think any of my teachers would have known what to do with EL students. I don't know if it's the same for your guys' school, but I think it's definitely changed, like nowadays so many students coming into the schools having to relearn English or learn a whole different language. And I think it's really important that we take these classes just for that because I think, I don't think

any teachers that I had growing up would know what to do. And I think it needs to be taught.

Other pre-service teachers drew upon their experience with ELs during a previous course. One pre-service teacher said, “I expected it to be like my [service-learning] experience, which was quite different than I think some of yours. I worked with Burmese adults, and they spoke little to zero English at all. And we were teaching them how to get their citizenship. Interesting experience. So that was the first time that I’ve worked with anyone for one-on-one EL. And so when I went to the classroom, I was honestly surprised with how much knowledge of English the students did have.”

### **Exploring Additional Phase II Themes**

Additional themes that emerged from phase II analysis that were not focused on in the pre-service teachers’ PAR report. Although the pre-service teachers did not highlight these themes when they addressed their learning in regards to being a teacher-learner, the social context of their learning, or the pedagogical process of learning about ELs, the themes emerged in my practitioner inquiry as notable for pre-service teachers and for teacher preparation curriculum.

*Table 6.2: Additional Phase II Themes*

<b>Additional Theme</b>	<b>Phase II Themes: Practitioner Inquiry</b>
08	Solidifying the career choice to be an educator
09	Maximizing learning in a supportive field experience
10	Expressing concerns about the classroom and curriculum
11	Utilizing PAR as an instructional method

### **Theme 08: Solidifying the career choice to be an educator**

One idea not highlighted in the PAR but that came up in other data sources was the idea that the course and the experience in an EL classroom helped to solidify the career choices of the pre-service teachers. Although the students sometimes felt nervous, awkward, or unprepared, the experience helped them to learn and grow and rise to the challenge of becoming an educator of all students.

One pre-service teacher stated, “From this class I’ve learned that I am excited to use what I am learning in all these classes, learning about CRP [culturally relevant practices], CSP [culturally sustaining pedagogies], and all the offshoots from it. I’m really excited to finally go into the field and use all these theories and put them into practice. When I switched to education, I wasn’t a hundred percent certain I was going to be a teacher. I didn’t know that was what I wanted to do. But after going through this course and learning all about EL learners, I know I want to.” Another echoed the idea. He noted that the field experience “helped remind me more of why I want to go into this process to be one adults that these kids can lean on and learn from”

The idea of the field experience helping pre-service teachers to solidify their career choice was also found in pilot study II after pre-service teachers participated in service-learning with ELs. This shows a pattern that participating in a field experience with ELs helped pre-service teachers to confirm that education was the career path they wanted to follow.

### **Theme 09: Maximizing learning in a supportive field experience**

The next theme identified in my analysis was the role of the field experience. While the field experience helped pre-service teachers to solidify their career choice, they also found the classroom experience working in a beginning level EL classroom to be a critical part of their learning to work with ELs.

Course evaluations showed that through the field experience pre-service teachers valued having practical experience students with different backgrounds that they hadn't experienced before. They were able to work one-on-one and in small groups of students and see what supports could be successful. They found the field experience helpful in connecting course content to practical application. One pre-service teacher stated, "What I learned in this field experience will be helpful in my future classroom because I have seen first hand what we have learned in the class." In regards to the value of the field experience, other pre-service teachers expressed similar ideas:

- I got to experience a lot of different students with different backgrounds that I hadn't before.
- The experiences & strategies learned will allow me to interact with all student, be that with extra help they need with translations or English terminology
- Getting to work one on one with students really put me in a position I had yet to be in
- This field experience has been vital in grounding my reality as a teacher

Being in a field placement that is a supportive classroom for ELs is critical to pre-service teachers learning to work with ELs (Sugimoto, 2017), and pre-service teachers in this study found that their host teachers' teaching styles and abilities were helpful to ELs' learning. One pre-service teacher noted "this classroom values the use of the home language and the assets of students". Pre-service teachers experienced first-hand how EL teachers structure their classrooms and teaching to connect with their students and valued this experience. In their final evaluations, they advised future cohorts to engage in the field experience, telling them to "involve yourself as much as possible. It does not do you anything if you do not involve

yourself” and “put yourself out into the field experiences as much as possible to learn more for your classroom.”

From the analysis, I concluded that having this experience in the field was a key component to their learning. Being in a supportive environment that reflected the ideas they were learning about in the course helped put theory into practice and allowed them to see what asset-oriented instruction looked like in practice.

### **Theme 10: Expressing concerns about the classroom and curriculum**

In a true asset-oriented approach, the pre-service teachers PAR report tended to focus on knowledge, skills, and mindsets that were their assets or that they would be able to achieve, such as being patient and humble, creating a safe learning environment, building relationships, etc. However, across other data sets, they expressed concerns about the classrooms and were more critical of the curriculum for ELs. In response to some of the classroom activities, they made statements such as “They don’t even know the alphabet, why are they making them learn prepositions?” and “It seems like a big jump, learning prepositions a few weeks ago to now writing three paragraphs” and “I feel like standards are pushed so quickly.” They expressed concerns regarding pacing as well as concerns with some of the prompts students were asked to address when they practiced for upcoming standardized tests.

Pre-service teachers also were able to identify the importance of building background and providing context for ELs. In one instance, students were asked to put a sequence of pictures in order. The pre-service teachers noticed that students could sequence a story set in a park more easily than one that involved recycling at school. They understood that students had more background and familiarity with the park than recycling, and their background knowledge made the task easier.

In another instance, they noticed the difference between content and language learning. This was highlighted when they were trying to address both the content and language of a learning task. For example, students were working with a math concept and chart in their beginning EL classroom. One pre-service teacher said “I don’t know how to teach someone to read a chart...Maybe one of the key takeaways is to evaluate whether they know the skills we are asking them, like reading a chart, than to just assume.” Pre-service teachers noticed that teaching ELs is not always a language barrier, but a background knowledge or skill barrier. The pre-service teachers had assumed students knew how to read a chart and the learning challenge was language, not the skill of reading a chart.

They were also aware of the different levels within a beginning EL classroom. One pre-service teacher stated “Is there a better answer? It’s so complex of an issue. Every single kid is a unique case. The level one classroom is A to Z in terms of ability.” Overall, these classroom concerns showed that the pre-service teachers were making meaning from their field experience by analyzing the curriculum and classroom activities with a critical lens.

### **Theme 11: Utilizing PAR as an instructional method**

Using PAR as an instructional method for learning about ELs also emerged as a theme from the researcher notebook and final course evaluations. Early in the course, pre-service teachers were asked to read about doing PAR and create a top ten takeaways list. These lists and the class discussions showed that the pre-service teachers understood the power dynamics in both research/participant and teacher/student binaries that can come from traditional research and how PAR attempts to empower the participants.

Seven of the eight participants completed the final course evaluation, in which three questions were asked specific to the PAR project (See *Table 6.3*). Evaluations at the end of the

course reflected that the pre-service teachers enjoyed the project and appreciated seeing how they matured over the course. Reviewing all their course artifacts across time allowed them to not only see their growth, but the growth of others. One pre-service teacher said the PAR “pushed us to take a look at everyone. It told me if I was alone or not in what I was experiencing.”

*Table 6. 3 Evaluation of PAR*

Evaluation Question	Results (n=7)			Disagree	Strongly Disagree
	Strongly Agree	Agree	Neither Agree nor disagree		
FINAL PAR PROJECT: This project deepened my learning on a related course topic.	4	2	1	0	0
FINAL PAR PROJECT: I liked this assignment.	4	2	1	0	0
FINAL PAR PROJECT: I would recommend keeping this assignment for future classes.	5	1	1	0	0

Additional feedback on the PAR revealed that they liked the different course structure that combined the classes, field experience, and original research. Although it was their first time doing thematic analysis and coding original data, they were successful and found that coding at the end of the semester “wasn’t that time consuming.”

Overall, the pre-service teachers’ PAR report, in combination with my practitioner inquiry analysis, resulted in these eleven themes which provide insight into how content and experiences regarding ELs can be integrated into current teacher education curriculum. These themes inform my practice as to what pre-service teachers perceived as important knowledge, skills, and mindsets when learning to support ELs in the content classroom. They also address

how field experiences in an EL classroom and PAR can be implemented to support pre-service teachers in their learning. The next chapter will address how the themes will inform my practice as a teacher educator moving forward.

## Chapter VII Moving Forward in Teacher Preparation

The intent of this ongoing practitioner inquiry was to better understand how content and experiences regarding ELs can be integrated into current teacher education curriculum. After four inquiry cycles, I arrived at a fifth stage where I explored how pre-service teachers' experience with ELs and PAR could inform my practice. To do this, I focused on what pre-service teachers perceived as important knowledge, skills, and mindsets when learning to support ELs in the content classroom and how integrating a short-term field experience in an EL classroom and corresponding PAR project into an existing teacher preparation curriculum impacted pre-service teachers' perceptions regarding teaching ELs in content area, secondary education classrooms.

This fifth study in my ongoing practitioner inquiry resulted in eleven themes that I identified from the data generated by pre-service teachers. These eleven themes identified what knowledge, skills, and mindsets pre-service teachers found important to their learning, how participation in field and PAR impacted pre-service teachers, and how using field and PAR informed my teaching practice.

### Pre-Service Teacher Perceptions

Identifying pre-service teacher perceptions was a key step in informing my practice as a teacher educator. Understanding what pre-service teachers perceived as important knowledge, skills, and mindsets when they were learning to support ELs in the content classroom highlighted what the pre-service teachers valued knowing and being able to do as content area teachers. Six of the themes that emerged from the data addressed the question, *What do pre-service teachers perceive as important knowledge, skills, and mindsets when learning to support ELs in the content classroom?* Theme 01: Valuing the interconnectedness of classroom and community,

Theme 02: Focusing on strategies enacted in practice, Theme 03: Developing positive teacher characteristics, Theme 04: Understanding and integrating culture into the classroom, Theme 06: Committing to relationship building with ELs,; and Theme 10: Expressing concerns about the classroom and curriculum, addressed the perceptions of the pre-service teachers.

The themes demonstrated that pre-service teachers perceive the following to be important to their preparation:

- The ability to develop a supportive learning environment in which the classroom is connected to the ELs' culture and community.
- The knowledge of classroom strategies to use to best serve ELs in the content classrooms.
- The ability to be patient, humble, flexible and adaptable.
- The knowledge of the ELs' culture and the ability to be an educator who values culture in the classroom.
- The ability to connect with ELs and build relationships.
- The knowledge of how to build background and create lessons that meet the learners' needs.

A common connection between the knowledge, skills, and mindsets that the pre-service teachers identified is that they all are concrete things pre-service teachers will be able to do as new in-service teachers. At this point in their teacher preparation training they are capable of setting up safe learning environments for their students. They now have a handful of strategies they can start off with as in-service teachers. The same idea is reflected in the other themes, such as teacher characteristics and culture in the classroom. Pre-service teachers have the ability to work on themselves and their patience, flexibility, etc. They have the power to learn about their

students' culture and work on their own values. They can put in the effort to build relationships. All of these practices are in their locus of control.

It is not surprising that pre-service teachers have identified knowledge and skills that are teacher-centered. Brunetti & Martson (2018) outline a trajectory of professional development that teachers experience as they grow through the first ten years of their career. They identify six themes: validation, collaboration, relationship with students, continuing professional development, leadership, and balance and argue that these areas develop as a trajectory, with phase 1 (early career educators) focusing more on validation, balance and relationships with students. Where the pre-service teachers are in their professional development as educators mostly focus on them looking inward and focusing on what they can do and control in their classrooms.

Additionally, several of the areas in which pre-service teachers perceive as important are reflective of the current literature on preparing teachers to serve ELs. Lucas et al. (2008) emphasized the content area teacher's role in creating safe and welcoming classrooms and the pre-service teachers agreed on the importance of this skill. De Jong & Harper (2005) and Samson & Collins (2012) called for training in cultural awareness, which the pre-service teachers greatly valued during their experience learning to work with ELs. Paris & Alim (2017) made a case for culturally sustaining pedagogies and pre-service teachers noted the importance of knowing how to connect students' culture to the classroom.

On the other hand, as content area educators, the pre-service teachers did not emphasize the specific language knowledge identified in the literature as critically important for EL teachers, such as English linguistics (Lucas et al., 2008; Gándara & Santibañez, 2016; Okhremtchouk & Sellu, 2019), academic language and content language demands (Samson &

Collins, 2012; De Jong & Harper, 2005), bilingualism (Gándara & Santibañez, 2016), understanding native literacy skills (Lopez et al., 2013; Lucas et al., 2008), or second language acquisition (Lucas et al., 2008; Dixon, 2016).

Specifically, second language acquisition is a concept that appears in the Indiana general education standards as a standard for all content area teachers to know (IDoE, 2010a). Standard 1.6 of the Indiana Developmental Standards for Secondary Education is specific to second language acquisition and is the only standard based solely on ELs (see *Figure 3.1 Indiana Developmental Standards - Secondary Education*). Second language acquisition also appears as Standard 2: Language Acquisition and Development on the Indiana Content Standards: English Learners (IDoE, 2010b).

Despite its emphasis in the literature and state standards, pre-service teachers did not see it as important knowledge for them to have as content-area teachers. In the pre- and post- survey rankings of the EL standards, pre-service teachers ranked standard 2 as the lowest category. Standards 2.2 and 2.4 were seen by the pre-service teachers as the least important for content-area teachers to know.

- Standard 2: Language Acquisition and Development: Teachers of English Learners (EL) have a broad and comprehensive understanding of principles of first- and second-language acquisition and development as applied to EL instruction and assessment, including:
  - 2.2 theories and evidence-based research in first- and second-language literacy development, including the influence of students' primary-language literacy skills and English oral language proficiency on their English literacy development in

the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension

- 2.4 the influence on second-language acquisition and literacy development of linguistic variables, such as cognates and language transfer; individual variables, such as age and motivation; and sociopolitical variables, such as U.S. immigration patterns and differential status of English and the primary language

Mentions of second language acquisition did not appear in any other data source leaving one to conclude that pre-service teachers did not find it personally relevant to their roles as content-area teachers.

### **Field Experience and PAR Integration**

Next, the three themes of Theme 08: Solidifying the career choice to be an educator, Theme 05: Experiencing personal growth despite challenges, and Theme 07: Connecting experiences to the self, addressed the question, *How does integrating a short-term field experience in an EL classroom and corresponding PAR project into an existing teacher preparation curriculum impact pre-service teachers' perceptions regarding teaching ELs in content area, secondary classrooms?* The themes demonstrated how these instructional choices of integrating field and PAR impacted the pre-service teachers' learning experience:

- The field experience and PAR project helped pre-service teachers to validate their career choice.
- The field experience and PAR project encouraged pre-service teachers' personal growth.
- The field experience and PAR project allowed pre-service to connect to their background and lived experiences to make meaning.

For the pre-service teachers, working with ELs in an authentic setting solidified their career choice. Learning about ELs just inside their teacher preparation classroom would have provided them with the knowledge they needed, but by actively participating in the field and PAR they were able to apply that knowledge in a setting, thus becoming more excited about their future careers and classrooms. This finding is consistent with the research on the need for teacher preparation to provide EL coursework combined with field experiences (Lucas et al., 2008; Huerta, 2022; Sugimoto, 2017) and that field experience plays a critical role in the development of pre-service teachers (Sugimoto, 2017; Huerta, 2022; Schultz, 2020).

Field experiences working with ELs can encourage personal growth and lead to pre-service teachers beginning to identify as teachers of ELs and responsible for their learning (Pappamihiel, 2007; Polat et al., 2019). In this study, incorporating field experience and PAR encouraged this type of personal growth. By working hands-on with ELs each week, the pre-service teachers began to see themselves as content teachers who were responsible for the learning of all their students, including ELs.

Additionally, through the field experience, pre-service teachers began to see themselves as teachers and through the PAR project they began to see themselves as scholars. The pre-service teachers realized that although they were nearing the end of the teacher preparation coursework (many of whom only had student teaching left to complete the following semester), they still had a lot to learn about working with culturally and linguistically diverse populations. The experience of working with ELs in combination with research equipped them with the skills to continue their work and studies as they move into their future careers and classrooms.

Participating in the field experience and PAR project appeared to be a highly personal experience for the pre-service teacher even though it was a shared experience among the entire

cohort. Each pre-service teacher was able to connect to their past experiences or lack thereof to make meaning of their current experiences. Shultz (2020) found several factors impacted pre-service teachers' perceptions of ELs including the "prior knowledge of, and experience with, languages other than English; having personal cross-cultural experience; and previous coursework and practical experiences with at least minimal mention of, or opportunity for, supporting ELs in the classroom setting" (p. 76). The pre-service teachers expressed these connections to self in their field experience journals which were then shared among the entire cohort during the data analysis part of their PAR project. Having the two experiences together (field and PAR) allowed the pre-service teachers to make personal connections with their experiences while also learning and growing from their peers, whose perspectives on the experience differed based on their own backgrounds.

### **Improving My Practice**

The overarching goal of this practitioner inquiry study was to improve my practice as a teacher educator. Theme 09: Maximizing learning in a supportive field experience, and Theme 11: Utilizing PAR as an instructional method helped to answer the question, *How can pre-service teachers' experience with ELs and PAR inform my practice?* The themes provided insight that will guide my instructional decision-making as I move forward as a teacher educator:

- The field experience helped pre-service teachers connect classroom content with practical application.
- Pre-service teachers appreciated doing Participatory Action Research as a class project/format of the class.

The field experience plays a key role in the preparation of teachers to serve ELs in their classrooms (Lucas et al, 2008, Huerta, 2022; Sugimoto, 2017), and the pre-service teachers in

this study confirmed its critical importance. The field experience provided the opportunity for pre-service teachers to connect concepts and theories to their classroom practice and this connection was made more powerful when combined with PAR. PAR provided a structure that pre-service teachers could use to make meaning of what they were personally experiencing while at the same time discover similarities and differences among the experiences of others in their cohort.

Jacobs (2016) advocated for PAR as both a process and an experience to use in teacher education, stating “ the opportunity for students and teachers to be involved in a PAR project affords enhanced collaborative learning for both in a variety of areas while co-existing in a more collaborative, non-hierarchical relationship” (p. 53). The data collected from the pre-service teachers reflects this sentiment, in that pre-service teachers enjoyed the project, appreciated its collaborative nature, and acknowledged how it impacted course design and delivery. My experience as a course instructor with PAR combined with the experience of the pre-service teachers as students using PAR led me to conclude that PAR is a highly impactful way to teach pre-service teachers and warrants a place in the teacher preparation curriculum.

Furthermore, integrating PAR projects into teacher preparation acts as a step forward in decolonizing teacher preparation. Dominguez (2107) outlines five elements to decolonize teacher education, one of which is “Decolonial Teacher Education must rethink the ways that field experiences position the expertise of education in relation to youth and community knowledge” (p.236). Using field experiences with ELs in combination with PAR starts to decolonize teacher preparation, as PAR, by design, empowers the pre-service teachers to be knowledge generators and researchers who pull from their own lived experiences, community knowledge, and personal wisdom. Through this experience pre-service teachers learned about others (ELs) and also

learned about themselves as they embodied the concurrent roles of learner, knowledge generator, participant, and researcher.

Miedijensky & Sasson (2020) studied teacher perceptions and performance using PAR in and found that participating in PAR improved the teachers' teaching practices, perceptions of professional development, and performance of tasks. This is further evidence that using PAR in teacher preparation may have positive effects on pre-service teachers, helping them to develop mindsets and practices they can take into their in-service years.

### **Feedback Moving Forward**

Several ideas regarding moving forward as a teacher educator searching to improve her practice on preparing teachers to work with ELs in the content classroom emerged from the course data as well. Feedback from pre-service teachers and patterns in the data show several practical ideas to consider when moving forward, including improved journal prompts, the ability to compare field experiences and social contexts, time in the field experience, additional training on methods and strategies, and using an interest inventory.

### **Connecting Journal Prompts to EL Strategies**

At times the pre-service teachers struggled to make deeper connections between the course content, what they were experiencing in the field, and how these ideas interfaced with themselves as future content teachers. Journal prompts for the field experience were purposefully left open-ended as I wanted to see what they identified as meaningful from their experience. Journaling and reflection can be a powerful pedagogical practice (Markos, 2012; Sugimoto et al., 2017), but needs to be done in a way that helps pre-service teachers make powerful connections. Instead of asking them to reflect on what they did in the field and how it impacted them and their learning, adding more specific prompts might allow them to make deeper connections. For

example, journal prompts could also focus their attention to the specific strategies used by the EL teacher and include questions such as 1) What strategies were used today? 2) How is this strategy supporting their English language development? 3) How might you use this strategy in a “math” class to support your EL students? and/or 4) How does this strategy impact me as a "math" teacher?

### **Providing Opportunities to Compare Field Experiences and Social Contexts**

Another area where pre-service teachers seemed to struggle was gaining a deep understanding of the impact of the social context. Of the three areas of Freeman and Johnson’s (1998) framework, this one appeared to be the most difficult for the students to articulate their learning. Additional course time, readings, and explicit instruction may need to be dedicated to exploring the social context of the field experience and help pre-service teachers make connections between the social and cultural factors and their learning outcomes.

An additional suggestion in this area was to place students in different schools and/or districts, which could highlight more the impact of place/social context/environment on their learning outcomes by allowing pre-service teachers to compare and contrast. This could be done by having pre-service teachers spend time in different settings (4 weeks in one school, 4 weeks in a different setting) or half the students in one school for 8 weeks and half in another school. There are benefits and drawbacks to each of these field models though. While having all pre-service in one school together can allow the cohort to support each other (Tinkler, 2019), it doesn’t allow for comparison across school and classroom cultures. Including more school partners increases the burden on the course instructor, who has to work out logistics with different schools and find additional host teachers that exemplify positive practices with ELs, which is critical to the pre-service teachers’ learning experience (Sugimoto, 2017).

Finally, pre-service teachers suggested adding observations of the content area classroom with a large EL population so they could see how a content area teacher adjusts instruction. They did not want their field limited to only the EL classroom. One pre-service teacher noted in their final evaluation that their experience “gave me real life practice with students but I wish it was a bit more content specific in the classroom.” This is additional evidence that while the field experience has immense value to the pre-service teachers, there still exists ways to improve it.

### **Expanding Time in the Field Experience**

Course evaluations showed the pre-service teachers unanimously wanted longer time in the field. With their course schedules, I as the course instructor was trying to not overload them with time required in the field, but they all recommended longer. There is a clear need in teacher preparation to provide quality field experiences with ELs (Lucas et al., 2008; Huerta 2022), and thus it is important to determine the length of time for maximum impact on the pre-service teacher learning. This study showed that a mere 30 minutes a week for 8-10 weeks (4-5 hours total), had an impact on what the pre-service teachers were able to learn. If it can be worked out logistically, I would extend the 30 minutes per week to 60 minutes and see how the pre-service teachers’ experience changes.

### **Integrating Additional Training on Methods and Strategies**

Pre-service teachers also asked for more methods and strategies to use in their future classrooms. The course design was heavy on understanding student funds of knowledge and culture to develop an asset-oriented approach to teaching and less focus was on the actual methods/strategies. Pre-service teachers however, wanted more practical skills in addition to theory, such as more information on English language development pedagogy and more classes on Sheltered Instruction Observation Protocol (SIOP).

Another practical strategy they wanted to include in their experience was using interest inventories in the field classroom. When expanding on the learning about the culture of the ELs, the pre-service teachers suggested doing an interest-inventory with the ELs they were supporting in their field experience. One pre-service teacher said, “I’ve done an interest-inventory in every class since [our content literacy class] and have found it super helpful in incorporating culture into my lessons. How do you go into a classroom to teach kids and not know anything about them?”

### **Next Steps in the Ongoing Inquiry**

Taking the eleven themes into account and what they reflect regarding what pre-service teachers value in terms of knowledge, skills, and mindsets, and how the field experience and PAR impact learning, and combining this information with feedback moving forward will result in the next phase of this ongoing inquiry.

Moving into Study VI, both the evidence from this project and the literature (Lucas et al., 2008; Huerta 2022; Sugimoto, 2107) shows that field experience is a critical component for learning about ELs and must be retained. Additionally, using PAR as a method to empower pre-service teachers in their learning (Jacobs, 2016) and start to decolonize teacher education (Dominguez, 2017) is an approach that I will continue to use. These two course components provide a structure for how to orient the 400-level, required, teacher preparation course where they will continue to be integrated.

Additional improvements will be included via the feedback from the pre-service teachers, including more detailed journal prompts to help them record their experiences and make connections between the field and course content. Using specific guided reflections for the pre-service teachers’ journals will help them more critically reflect upon their experiences and build

awareness of their own dispositions when working with ELLs (Markos, 2012; Sugimoto et al. 2017).

I will increase the time in the field from 30 minutes to 60 minutes per session to see if and how their learning is impacted by this additional time. I plan to support their learning on the impact of social context with additional lessons and course content, but despite the suggestions to expand the field into different schools, it will be too logistically burdensome for the small outcome it could have. However, I will arrange for the pre-service teachers to observe host teachers in content-area classrooms for a few of the weeks during the field experience. This will help them to see how content-area teachers adjust instruction for ELs and not just how EL teachers support their students in an EL classroom. The challenge here again will be logistics of finding quality host teachers who are willing and able to demonstrate positive teaching techniques for ELs in a content-area classroom, which is a key factor in a successful field experience (Sugimoto, 2017).

While the pre-service teachers request more training on strategies, incorporating more content into this course will be difficult. I do agree that they need more on EL strategies and methods, so I plan on reviewing the course described in Pilot Study III to see if there may be a way to successfully implement lessons on strategies in this course instead. This would enable pre-service teachers to learn about supportive strategies in advance and then try them the following semester during their field experience and PAR project.

I plan to incorporate more lessons on second language acquisition and academic language demands into the previous course as well. Although pre-service teachers did not place a high value on learning these concepts, it is called for by the literature (De Jong & Harper, 2005; Samson & Collins, 2012; Lucas et al. 2008), and state standards (INDoE, 2010a), and there is a

gap in the literature on academic language demands (Villegas, et al., 2018), which may be an additional area of study for me moving forward.

### **Conclusion**

In a teacher preparation climate where there is pressure to prepare teachers faster and cheaper, I feel compelled to develop ways to integrate training on ELs into coursework that currently exists in teacher preparation curriculum. Using a creative combination of field experience and PAR, I have taken a successful step forward in preparing future teachers to meet the needs of ELs in their content classrooms. However, the work is not done.

I will continue to study and improve upon my practice, keeping in mind the words of one of the pre-service teachers in this study. In regards to learning more EL strategies, one pre-service teacher said, “a lot of that comes with time, but what we can do now is create a safe space and environment. We need to know patience; not everything.” His point is important to keep in mind as a teacher educator with limited time and resources to prepare classroom teachers. It is important to remember that their preparation is just a foundation and they will be learning, growing, and participating in professional development in their future schools and throughout their careers. Preparing them is my charge as a teacher educator, but also work that continues on. Empowering them as learners and scholars through PAR, providing field experiences to help them see theory in practice, and emphasizing the role of culturally sustaining pedagogies in creating supportive classrooms for ELs will provide that foundation.

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## **Appendices**

Appendix A: IRB Consent Form

Appendix B: Course Syllabus from SCED 408/409

Appendix C: Participatory Action Research Project

Appendix D: Assignment #1 and Participant Sample

Appendix E: Assignment #5 and Participant Sample

Appendix F: Sample Journal Entry

## Appendix A: Consent Form



Minimal Risk UIndy Study # 01631  
Study Version: 1  
Study Version Date: 4/21/2022  
Informed Consent Form (ICF) Version: 1  
ICF Version Date: 4/21/2022

### School of Education

#### KEY INFORMATION FOR POTENTIAL RESEARCH PARTICIPANTS

There is a growing population of culturally and linguistically diverse students in K-12 schools and many teachers receive little or no training to work with this group of unique learners. I am interested in finding out more about what strategies would be helpful in preparing future educators to serve this group of diverse learners. Therefore, I am conducting a research study and would like you to consider allowing me to use your data, which includes course materials/artifacts, video-recorded interviews, 3) observation and field notes the course instructors' field journal, your rankings of Indiana State Standards for EL Educators (both at the beginning and end of the 16-week course/experience), and 5) course evaluation documents (which are anonymous and will be used regardless on consent).

The study will occur as a natural part of the course SCED-408. Whether or not you decide to allow me to use your data there will be no difference to what you do during the course. Declining will not have any impact on your standing in the course, the department or the University. I will not know who has agreed until after grades have been submitted. There are no risks involved, no direct benefits, and no compensation, but you will be helping me with my research. If you aren't interested, or don't feel comfortable participating, that is totally fine. If you would like to volunteer, please read the following information carefully before providing your consent.

#### CONSENT TO PARTICIPATE IN RESEARCH STUDY

##### STUDY TITLE:

*Exploring Funds of Knowledge through Service Learning*

##### PRINCIPAL INVESTIGATOR:

Katrina Reinhardt

Assistant Professor, School of Education, University of Indianapolis

Graduate Student, School of Education, Indiana University

##### CONTACT DETAILS:

[reinhardtkm@uindy.edu](mailto:reinhardtkm@uindy.edu) / [knobbe@iu.edu](mailto:knobbe@iu.edu) XXX

**PURPOSE AND DURATION:** This study involves research on preparing educators to work with culturally and linguistically diverse students. If I agree to participate, my participation in this study will occur as a natural part of being enrolled in the class. I will not be asked to participate in any activities outside of the course. Participation in this research is *not* a course requirement. The course instructor will not know who is participating until final grades have been submitted.

**PROCEDURES:** You will participate in course activities as naturally occurring as part of the syllabus for SCED-408. The instructor will collect student artifacts developed as part of the course to later analyze their effectiveness at growing pre-service teacher knowledge of working with culturally and linguistically diverse K-12 student populations, with a specific focus on how the artifacts address student learning on Funds of Knowledge. Data collection methods will include 1) the collection of student-developed course

materials/artifacts, 2) the collection of video-recorded student interviews, 3) observation and field notes the course instructors' field journal, 4) Student rankings of Indiana State Standards for EL Educators (both at the beginning and end of the 16-week course/experience), and 5) course evaluation documents (which are anonymous and will be used regardless on consent).

**RISKS AND DISCOMFORT:** There are no foreseeable risks or discomfort associated with this study.

**BENEFITS:** There are no direct benefits to you. However, we expect that the results of this study will add to the growing body of knowledge on how we prepare educators to work with culturally and linguistically diverse students.

**COMPENSATION:** You will not receive any compensation for participating in this study.

**CONFIDENTIALITY:** The results of this study may be published in a scholarly book or journal, presented at professional conferences or used for teaching purposes. However, your name and other identifiers will not be used in any publication, presentation, or teaching materials.

**FUTURE RESEARCH:** It is possible that de-identified data from this study could be used for future research or shared with other researchers for use in studies, without additional informed consent. De-identified means that any codes and personal information that could identify you will be removed before the data is shared.

**WITHDRAWAL OF PARTICIPATION:** Your participation is voluntary. Should you decide at any time during the study that you no longer wish to participate, you may withdraw your consent and discontinue your participation without penalty by contacting Dr. XXX at XXX or XXX

**REQUEST FOR MORE INFORMATION:** You may ask more questions about the study at any time. Please e-mail the principal investigator at [reinhardtkm@uindy.edu](mailto:reinhardtkm@uindy.edu), call XXX with any questions or concerns. In addition, if you have questions about your rights as a participant or any other pertinent questions, you may contact the Human Research Protections office by either emailing [hrpp@uindy.edu](mailto:hrpp@uindy.edu) or calling 1 (317) 781-5774 or 1 (800) 232-8634 ext. 5774.

**SIGNATURE:** I confirm that I understand that I am providing consent for my data (as explained above) to be used for the research and the study procedures. I understand that I may ask questions at any time and can withdraw my participation without prejudice. I have read this consent form. My signature below indicates my willingness to participate in this study.

_____	_____	_____
Printed Name of Participant	Participant Signature	Date
_____	_____	_____
Printed Name of Person Obtaining Consent	Signature	Date

## Appendix B: Course Syllabus from SCED 408/409

### SCED-408 School, Teaching & Language Learning in a Global Society (2 credit hours) Co-Requisite SCED 409 Clinical Experience in Learning in a Global Society

University of Indianapolis

Class Days & Times: Mondays and Wednesdays, 1:00-1:50pm

Instructor: K. Reinhardt

Office: 244N

Email: reinhardtkm@uindy.edu

Phone: XXX

Office Hours: Mondays 11-12; Wednesdays 10-11; or by appointment. Office hours may be on campus or held virtually via Zoom.

Course Format: In-person

Prerequisites: none; open to all UIndy students

Corequisites: SCED 409 (Clinical Experience in Learning in a Global Society)

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#### Course Description

This 2.0 credit hour course is designed to provide educators with basic language skills and related cultural practices through an immersive, community-based approach. Students will be introduced to questions and issues in the social, political, linguistic, ethical and philosophical contexts of education that are of a concern to educators, researchers, and various interest groups, and the various (at times contradictory) positions, policies, and practices that have been devised. The content and assessment in this course will prepare educators to better understand both the linguistic and cultural backgrounds of certain cultural groups in the local or international community. In addition, the course will teach candidates true applications of second language acquisition theory.

#### Vision of the course

Through this experience candidates will be able to make connections between the teaching profession and a particular linguistic and cultural community. In addition, a primary goal of this course is to help students apply ethical and philosophical lenses to examine how teaching and learning influence and are influenced by certain fundamental assumptions and beliefs about the nature of individuals, roles of the teacher and student for bringing about certain ends, and the purpose of schooling in a democratic society. In addition, such knowledge will empower candidates to be advocates in establishing the most appropriate educational environments for students and families from diverse backgrounds.

#### Focus for clinical in the course

The focus of this course is for candidates to learn basic second language skills and socio-cultural practices within an immersive environment, all the while completing a service project in the neighboring or international community. The clinical experience will be housed under studies of philosophical and political systems of schooling. All students MUST also be enrolled in SCED 409 (1.0 credit hour) for the clinical experience associated with this course. Completion of both courses with a grade of C or higher are program requirements and prerequisite for admission to the teacher education program.

#### Essential Questions and Course Objectives:

Essential Questions	Course Objectives
---------------------	-------------------

1. What philosophical and ethical lenses can be applied to teaching and learning and the beliefs about students, teachers, families and communities.	To examine the roles and processes of teaching and learning within a philosophical and ethical lens.
2. What is the impact of culture, ethnicity, and language in the classroom and community?	To identify the impact of culture, ethnicity and language on classroom interactions, community interactions and learning.
3. How do languages and cultures other than English interface with the socio-political context of teaching?	To examine the interface between languages and cultures other than English interface and the socio-political context of teaching.
4. What strategies, in first and second languages, can educators develop for facilitating cooperation and communication between students, families and stakeholders?	To discern what specific strategies facilitate cooperation and communication in the particular student, family and stakeholder groups under study. To apply new language skills to communicate situations with students and families.
5. How do teachers develop teaching and classroom management to apply culturally responsive and developmentally appropriate practice with my learners?	To apply culturally appropriate instructional and management approaches for successful practice with a new language community.

### University Learning Goals

1. Critical Thinking - Students will be able to employ the use of reason or criteria in order to make a judgment.
2. Creativity - Students will be able to develop or apply something new, innovative, imaginative or divergent.
3. Social Responsibility - Students will develop the self, moral consciousness, and responsiveness to others.
4. Performance - Students will be able to convey the expression, demonstration, exhibition, or enactment of meaning.

### University of Indianapolis School of Education Mission Statement

- Preparing transformative educators who work alongside communities to learn deeply and disrupt educational and social injustice.

### University of Indianapolis Teacher Education Conceptual Framework

Teachers are decision-makers who employ their talents, knowledge and skills to...

- Combine **content and pedagogical knowledge** and tools of inquiry to develop meaningful and accessible learning progressions.
- Create **inclusive learning environments** where educators and learners work together to construct meaningful learning.
- Construct high quality **assessments** to inform practice and provide meaningful feedback to learners.
- **Collaborate and communicate** with learners, P-12 educators, and community members to create a community of practice.
- **Critically reflect** on the process of teaching and learning to promote insight and action.

- Cause positive **change through leadership and advocacy.**

**Course Topics**

- Philosophical and ethical lenses in decision making
- Socio-political context of teaching
- New language skills
- Language acquisition theories
- Acculturation, dual cultures and languages
- Socio-linguistic practices
- Linguistic and cultural communities within educational communities
- Culturally responsive teaching

**Course Format**

This course will be composed of class meetings, course readings, and assignments. This course compliments SCED 409, which is an immersive cultural and language field experience.

**Textbooks & Material**

Required:

- Campos, D., Delgado, R., & Soto Huerta, M.E. (2011). *Reaching Out to Latino Families of English Learners*. ASCD.
- Paris, D. & Salim, S. (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. Teachers College Press.
- Laptop computer or iPad or Tablet (this program is 1 to 1).
- All other course readings and materials will be provided on Brightspace.
- A UIndy SoE polo shirt for field visits will be required. More detail will be provided in class.
- There may be background check fees for field experiences.
- Transportation to and from field experiences will be required.

**Assessments:**

Points	Assessments
25	Assignment #1: Initial Reflection
25	Assignment #2: Socio-Cultural Context
25	Assignment #3: CSP Presentation
5	Assignment #4: CSP Learning Log
25	Assignment #5: Key TakeAways
50	Assignment #6: Participatory Action Research Project: Final Paper/Presentation
30	Participation & Attendance

5	Exit Interview, Professionalism, Evals
10	Field Assignments ***Must earn all 10 Field Assignment Points to receive a “Satisfactory” Grade SCED-409 Journals (8), Pre-Standards Survey (1), & Post- Standards Survey (1)
<b>200</b>	<b>Total</b>

**Grading Scale:** Letter grades will be assigned on a percentage basis, with

- 94-100 A
- 90-93 A-
- 87-89 B+
- 84-86 B
- 80-83 B-
- 77-79 C+
- 74-76 C
- 70-73 C-
- 67-69 D+
- 64-66 D
- 60-63 D-
- 59 and below F

Teacher Education candidates must earn at least a C in this block.

**SCED 408/409 Course Calendar-** The course calendar of topics, readings, and assignments is posted in Brightspace.

**Academic Integrity:** The students, faculty, and administrators of the University of Indianapolis commit themselves to the highest level of ethical conduct in academic affairs. The University of Indianapolis, therefore, adopts regulations concerning Academic Misconduct to safeguard the academic integrity of the institution. Academic Misconduct includes, but is not limited to, the following circumstances: (A) Cheating, (B) Fabrication, (C) Plagiarism, (D) Interference, (E) Violation of Course Rules, (F) Facilitating Academic Dishonesty, and (G) Abuse of Confidentiality. For a full statement of the policy refer to the University of Indianapolis Student Handbook, Section I, Academic Information.

(The Student Handbook can be found on the Employee Tab/Handbooks, Policies & Forms: <https://my.uindy.edu:8445/web/home-community/employee-forms>).

**Services for Students with Disabilities:** If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Services for Students with Disabilities office (SSD) in Schwitzer Center 206 (317-788-6153 /[www.uindy.edu/ssd](http://www.uindy.edu/ssd)) for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SSD and the faculty.

**Late Policy:** It is your responsibility to submit all assigned work as scheduled. **All work is due on the assigned day, prior to class time, whether you attend class and field or not.** All dates are to be met. At

each class meeting, you are expected to have read your assigned textbook or other readings. Rewrites are possible with permission of the instructor and must be submitted within 2 weeks of the original posted grade. Please discuss this possibility with the course instructor as needed.

**UIndy Mask Policy:** The University of Indianapolis is managing the circumstances of the coronavirus (“COVID-19) pandemic. For information on the University's response to the coronavirus, the University's mask policy, disability accommodation requests, and to review the University’s COVID-19 policies and protocols, please visit <https://uindy.edu/coronavirus/>.

UIndy updates its policies based on the most current CDC recommendations for Covid. As a result, this course will follow the CDC recommendations for Covid. When visiting a host school, we will follow the school's policy. The course instructor maintains the right to adjust this policy at any time.

CDC guidelines may be accessed at: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/if-you-were-exposed.html>

**Policy Regarding Attendance, Participation, Technology, and Professionalism:** It is expected that students will demonstrate interest, enthusiasm, and professionalism in all courses. Two key components of professionalism are attendance and participation. You will be assessed with regard to these.

**Attendance:** Each absence may result in a reduction of points and may have significant impact on your final grade. Chronically arriving late to class and/or leaving prior to the end of the class will reflect as an absence. It is expected that you will PROACTIVELY contact the instructor about an absence. Students who disrupt the class process by repeatedly returning late from breaks, leaving and returning to class, chatting with neighbors, doing work not related to the class, or sleeping will also be subject to a reduction of their final points total. You may be automatically dropped from the course (Administrative Withdrawal) if you miss two classes consecutively OR 6 total classes between SCED 408/409 combined.

**Participation:** One of the most important characteristics to being and becoming an educator is participation. This includes the aforementioned policies of professionalism and attendance. It further includes, but is not limited to the following: being prepared for class; proactively communicating with the professor and/or classmates when necessary, and verbally sharing your thoughts during class. It is expected that everyone will speak during each class period; further, it may be expected that you begin to teach concepts from the text to your classmates. This is not a class of “sit & get.” **Points will be earned by your participation each and every class.** All candidates are expected to attend each class and participate in the discussions; if you don’t come to class, you can’t participate. Therefore, be aware that attendance is directly related to participation AND course grades. Come prepared to class with texts read, reflections written, and assignments completed. Be ready to observe and ask thoughtful questions during your field time. If you lack professionalism in meeting any of the class policies and procedures, your final grade may be impacted.

**Accountability:** It is your responsibility to acquire class notes from a classmate, keep track of announcements and due dates throughout the semester regardless of your absences. Check Brightspace and your e-mail periodically and consult your instructor and classmates to ensure that you are up to date with announcements and assignments. You are also responsible for learning the material, coming to class ready, and meeting with your instructor if you feel behind, confused, etc.

**Netiquette:** Some things to remember when communicating online and through email:

- 1) Greet the receiver of your message with the proper salutation: Professor or Ms. Reinhardt
- 2) Keep messages short; get to the point and be specific
- 3) Be polite – **please** and **thank you** go a long way!

- 4) DO NOT WRITE IN ALL CAPS; this indicates that you are yelling. Be conscious of unintended tone in what you write
- 5) Write coherent, grammatically correct messages
- 6) Follow the conventions of Standard English - no text message language
- 7) Know where you are sending your message and to whom you are sending
- 8) Avoid long-winded emails & TMI: if you can't say it in fewer than three sentences, visit my office hours make an appointment to see me.

**Telephones and Other Electronic Devices:** Additionally, cell phones ringing and vibrating in class is extremely disruptive so please be sure cell phones are set to SILENT or OFF. There is no reason to text message during class. This is a distraction to you, the instructor, and your classmates, so please save text messaging for outside of the classroom. For students using laptops in class: it is expected that you will continue to remain engaged in the class content and discussion. It is unprofessional and unnecessary to be on websites that have no relation to the course content. Please adhere to these policies.

### **School of Education: Syllabus Policy**

Dear School of Education Students:

Students across the country have received requests for syllabi of specific education courses, particularly in the area of reading and language arts. These requests come from someone claiming to be conducting graduate level research or under the pretense that they are transferring or applying for admission to the college. They use a gmail account and may state that the department/college has given your name to them for research purposes. Your name would never be given out to anyone. In some instances, payment to collect syllabi has been offered to students. Should you receive one of these requests, please do not respond and forward the information immediately to the Dean of the School of Education.

We believe these requests are coming from the lobbying group, The National Council on Teacher Quality (NCTQ) that advocate for educational reforms that do not align with the values of our teacher education program. The NCTQ research methodology does not meet the standards required at The University of Indianapolis. For more information you can go to: <http://aacte.org/News-Room/Press-Releases-and-Statements/latest-nctq-report-validates-concerns-over-groups-flawed-research-and-bias.html>

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## Appendix C: Participatory Action Research Project

### SCED-409 School, Teaching & Language Learning in a Global Society Assignment 6: Participatory Action Research Project

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Teachers often research their own practices to improve their classrooms. This is known as action research. In this course, you will be participating in an action research project, in which you will act as both a participant in the study and a researcher conducting the inquiry. You and your classmates will attempt to discover how participating in a field experience with English Learners shapes your perceptions as a preservice teacher. You will investigate the following questions:

- RQ1) What do secondary education pre-service teachers believe and value regarding working with ELs in the content classroom? How does participation in this field experience foster an assets-oriented mindset in regards to teaching ELs in the content area classroom?
- RQ2) How does the sociocultural context of the field experience impact the pre-service teachers' learning about working with ELs in the content classroom? What is the impact of place?
- RQ3) What do pre-service teachers perceive as critical knowledge and skills for teaching ELs in the content classroom?

#### Instructions

- Through the course of the semester, continuously reflect on the research questions from the PAR project. Course assignments and field journals will help you do this.
- Participate in weekly, in-class discussions on what you are learning from your field experiences in regards to these questions.
- Towards the end of the semester, you will be divided into partners or small groups. Each group will be assigned a research question. Each group will write a paper that answers the question, using the findings from the class discussions and assignments. Each group will also present the results of their paper to the class.
- There is no determined length for the paper or presentation. Please meet all criteria listed below. Projects should be reflective of a 400 level college course.

#### Grading

Projects will be scored holistically based on the following criteria:

- **Course Content:** Did you address the question? Do the findings accurately reflect the experience of the class? Do you connect to one or more major course themes (e.g. Funds of Knowledge, asset-based instruction, culturally sustaining pedagogies, place-based learning, engaging with families, the impact of language and culture on communities and classrooms, etc.)
- **Academically Sound:** Were your papers and presentation reflective in nature but also grounded in theories, readings, research, etc. (Offer your opinions and thoughts on your lived-experiences, but also connect them to bigger ideas and outside support). Did you use data (course generated) to support your conclusions?
- **Professionalism:** Did all members participate? Did your writing meet APA style standards?

## Appendix D: Assignment #1 and Participant Sample

### SCED-408 School, Teaching & Language Learning in a Global Society Assignment 1: Initial Reflections

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Throughout the course we will explore the intersection of language, culture, and ethnicity and analyze their impact on both the classroom and the community. For this assignment, you will reflect on what you know, think, feel, believe, and value in regards to this topic coming into the course.

#### Instructions

Write a 1,000+ word reflection that addresses these questions (about 4 pages double spaced).

Consider the following questions to guide your reflection:

- What experiences have you had working with English Learners (ELs) in the past?
- How do you feel about having ELs in your future content-area classroom? What excites you? What makes you nervous?
- What do you know about working with ELs? What do you wish you knew more about?
- What skills do you think are important to have as an educator when it comes to working with ELs (you can use the survey standards to guide your thinking)
- What do you see as the intersection of language and culture? How does one impact the other?
- How does this intersection impact schools and classrooms?
- What do we need to consider about language (specifically the English language) as we become classroom teachers?
- How do other languages interface with English and therefore impact our classroom teaching?

#### Requirements

- Use Times, 12pt font, double spaced, 12-inch margins. Include a header with your name, assignment #, SCED-408, and date. Header should NOT be double spaced.
  - First Last Name
  - Assignment #1
  - SCED-408
  - Date
- Include a title
- Cite items in APA style as needed.
- Submit your reflection in Brightspace as a Word Doc, PDF, or Google Doc link (with permission for instructor to comment).

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#### *Sample of Assignment #1, Participant C*

English learners are students who are learning English as their second language while having to balance the same amount of course work as regular students. Personally, I think this puts the English learners at a disadvantage because they are basically doing more work for the

same grade. As a student I had to relocate to Puerto Rico for my first two years of my elementary education. When it came for the students to learn the native language which was Spanish, I was relocated to a new class while most of the kids learned their Spanish language and grammar. I never learned Spanish or was even taught basic Spanish while in the new classroom. This put me behind my other students when trying to connect to the students because most of the students spoke and understood Spanish. It was frustrating even if it was a private school where English, was the predominant language. I distinctly remember my teachers giving up on me and giving me useless assignments or the class would essentially turn it into a study hall. My dad's relocation only lasted two years to Puerto Rico and eventually we returned to Fishers, Indiana and one could easily tell that I was behind my other classmates upon my return. I was put into a special reading class and that helped me get caught up with my classmates' abilities. I can relate in some way to English learners as a second language because I was attempting to learn a foreign language at a very young age, but it failed miserably.

I used that anecdotal story of my own personal education in my reflection to relate to what English learners might be going through. The personal story along with this reflection made me think, am I, or is the educational system as a whole, doing enough for English learner students? In my anecdotal story the clear answer was a definite no. I did a brief stint to my second placement at *Midwest Junior High School* placement and found out I have an English learner as a second language. The cooperating teacher told me they have a translating app on her iPad that translates the assignment to her native language in order for her to complete the assignments. When I heard this, I thought this is just lazy! This does nothing for the student to help her learn the language. Also, on a social emotional level keeps her thoughts isolated from the rest of class. What if a class assignment or a project requires her to interact with her classmates? How can she accomplish this task without the necessary skills to communicate with her peers? I found it surprising this was the procedure given the district's reputation around the state of Indiana. Surely there is more we can do to help the student adapt to a new area and new language. In comparison to my story of learning Spanish as a second language and this student's experience I do not believe we have really improved besides the effect of technology.

I do not know much of working with students that are learning English as an aspiring educator. I do know from my own personal experience trying to learn a new language and the student from the *Midwest School District* enough is not being done to bridge the gap. Learning is much more than a student's ability to complete the work given by the teacher. The goal of learning should be to enhance the student's ability to use life skills to solve real problems when it is needed for that student. Putting a student in a study hall or using a device to translate the assignments to their home language is not teaching. I do not accept this as the standard for my own level of teaching. I do not have the answer on what is the best way to relate to these students, but you can eliminate other ways to look at the rest of the options on how to teach these students. I wish I knew how to relate these kids because I know I will have them in my classroom. I know just asking them to translate their assignments is not enough. It isolates the student from the rest of the class's progress into the world of learning. What can you do though?

English learners as students absolutely belong in every classroom. How does one as a teacher incorporate them into the lesson plan? I believe that is something the teacher and his pod of peers along with the English learner resource need to have a discussion. Every student has something to offer the class. If you do not incorporate the student you are failing as a teacher to enrich your students of the culture that student brings. I plan to at least try to know basic

language skills of every student that is an English learner. I think this attempt can at least gain the trust of the student and try to put some effort into the class even if the work is in a difficult language. I want my English learner students to know they have an ally in the school when most English learner students feel like aliens on a different planet. I think I have a special advantage because I know what it is like to be put in their shoes. I came from a school system in the states and was transplanted to a private school in Puerto Rico where the base language was not English.

The feeling of isolation cannot be tolerated as a practice for students that are learning the language spoken as their second language. There needs to be an actual effort of inclusion to these students into the classroom practices. I felt alone and fell behind my peers at two levels: 1. Behind my immediate peers and 2. Behind my peers from my native country which forced me into special classes to get caught back up. In my student teaching placement, I hope to bridge the gap between that English learner with her peers so that student does not fall into the same problem that I did. I think as an educator we can and need to do more for these students. I wish I knew what I could do but I do not know. I hope from this class I will learn strategies that will bridge the gap not only with their immediate peers but with the student's peers from his/her own native country.

## Appendix E: Assignment #5 and Participant Sample

### SCED-408 School, Teaching & Language Learning in a Global Society Assignment 5: Key TakeAways

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This assignment allows you to analyze your learning over the course of the semester, including how course topics and field experiences impacted you as a future educator. Working in partners or small groups, you will record a podcast or videocast to capture a conversation focused on your experiences in the course.

#### Instructions

- Set a time to record with your group.
  - For your podcast/videocast discuss **multiple** questions from the list below. Go where the conversation takes you...Record your conversation and upload to google. Share a link on Brightspace with your instructor.
1. After this course, how do you feel about having ELs in your future content-area classroom? What excites you? What makes you nervous? As a future teacher, how would you use what you learned from the field this semester to inform your curriculum, lessons, planning, classroom, etc.
  2. What were you expecting the course/field to be like before it began? What expectations did you have and/or what did you think would happen? What actually happened? How did your perspectives change (or not) from the beginning to the end of the course/field?
  3. What skills do you think are important to have as an educator when it comes to working with ELs? Why? What experiences changed or shaped your answer?
  4. What (if anything) were you able to learn about the students' Funds of Knowledge (consider personal, cultural, and community assets) during your field experiences working in an EL room?
  5. What do we need to consider about language (specifically the English language) as we become classroom teachers?
  6. What have you learned about yourself, others, and teaching from completing this field experience and/or course?

#### Requirements

- Submit a podcast (audio recording) or video cast (video recording) to Brightspace.
- Aim for a 30 minute + discussion. Talk longer if you need to. It is important to deeply explore the ideas.
- Share time between all participants.
- Make it a CONVERSATION, not a rotation of answers not linked together. In a conversation you respond to each other's comments and build upon them. It should not sound like you wrote some answers are reading from a script. Ewww. And most important, have fun. It should be fun to do and interesting for others to listen to

## Grading

Projects will be scored holistically based on the following criteria:

- **Course Content:** Did you accurately address one or more major course themes (e.g. Funds of Knowledge, asset-based instruction, culturally sustaining pedagogies, place-based learning, engaging with families, the impact of language and culture on communities and classrooms, etc.)
- **Academically Sound:** Were your commentaries reflective in nature but also grounded in theories, readings, research, etc. (Offer your opinions and thoughts on your lived-experiences, but also connect them to bigger ideas and outside support).
- **Professionalism:** Did all members participate? Was it a conversation? Was it 30 minutes or more?

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*Sample of Assignment #5, Transcript from Participants A, B, C & H*

[00:00:01] **Participant C:** Ok. Does anyone have any particular questions that they wanna start with?

[00:00:16] **Participant H:** Start with six.

[00:00:18] **Participant C:** I like six. All right, so six asks, what have you learned about yourself, others in teaching from completing this field experience and/or course. So I've learned that that you a lot about like other perspectives and like you have to be able to be willing to take in those perspectives as a teacher and, and as a student and be respectful of those. I felt like that was a big one for me that I've grown a lot into and being able to hear others' opinions.

[00:01:01] **Participant A:** Can you guys hear me? Okay. So to answer number six, I would say that this field experience has been vital in really grounding my reality as a teacher. I think that before this experience, we didn't really have too much interaction with ELs. I think it was very sparse of, happened to be placed in a room where your lessons or your activities were designed to support an EL that was pretty much the bare extent, but with this course in particular, I was like, wow, there's still so much I need to learn. There's so much I need to recognize still, and so much that there is just so much work goes into being an EL teacher, even in your own classroom as a content teacher. So I have a greater appreciation for EL teachers, even more than I already did, and that's not something I could say was able to accomplish without this key first experience.

[00:02:02] **Participant B:** Yeah. Going off of that I went to a high school where we didn't have EL classrooms, so I don't wanna be cheesy here, but like, I'm about to pull a book from Aladdin. It's like a whole new world, you know what I'm saying? So yeah, this was just, it was kinda like an eye-opener for me. A really good experience just kind of, kind of stepping into a whole different, like, realm of teaching and yeah, like what Participant A's saying, I have a lot of respect for EL teachers. This is not an easy thing to do, especially getting these students up to par with this, all these standards that Indiana is throwing at us. So yeah, I just, I think I've, I think I've gotten humbled by this experience. I think a little bit, like, I think I've had like a lot of

confidence going into teaching, but this was like, like there's always something that you can learn from. So I've definitely learned a lot from this.

[00:02:59] **Participant H:** Yeah. I like the word humble. I mean, it's not like...I guess prideful or something like that, but like, and especially like getting to know some other like backgrounds, like student A, I'm not gonna say his name for the sake of the podcast for like student privacy, but we all know who I'm probably talking about.

[00:03:22] Just like knowing, getting to know who he was, I guess just from what the teachers told me and I just, like it's hard enough when you have a bad home life, but then add on top of it that like you don't speak any English, like you can't read any English or Spanish. And I also just that the last day that we were there, he had got caught vaping right before class.

[00:03:52] And I had...was talking to the teacher and she, they caught it on camera. So like he didn't know yet that he had been caught. But I asked if it was like a bad friend group that he was with or something like a bad influence. And she said that it's not that, it's just he has no like parental structures at home.

[00:04:11] Like he has nobody to look up to and guide him and even his like native language. And I just, I don't know. I just, that was hard to know that some of those students are struggling with everything that could go wrong, so to speak. And I think it just kinda helped remind me more of why I want to go into this profession to at least be one adult that these kids can kind of lean off of.

[00:04:41] **Participant C:** So building off of that, I was kind of humbled too. Like it's really hard to relate to the students if you can't help them with their own language. Like if you, if you can't speak the language or like, that's what I've noticed a lot is like, if you don't have, like, I have little Spanish load so I can speak a little and get to know them a little bit, but it's very, it's at the very level one of Spanish if, if anything.

[00:05:10] And so that's been humbling too, is like how do you teach these like complicated, complex sentences and complex ideas to them when they're barely getting to know level one English.

[00:05:27] **Participant A:** No, I think that's a really great question. I'm not sure if this really falls in line with any other questions that we have. But I think the huge component of EL work in general, it's not so much the hang up on the culture, I mean the language, but on the culture because you might speak Spanish, right? You might have a little bit of work, you might know a little bit of French, or you might know a little bit of like a little bit of a Mandarin. Oftentimes those languages still have specific cultures are attached to from across the world. So Spanish in Mexico's gonna be a lot different from Spanish in Spain or French and France will be a lot different than the French lady languages and like Haiti for example.

[00:06:15] So, I think a big challenge that a lot of EL teachers and really a lot of content teachers should be addressing or should be willing to address is how do you...is that cultural barrier and that'll give you a lot of insight in how to help students as well.

[00:06:37] **Participant C:** How would you guys address, like how would you, if you had your own dream classroom, how would you guys like to address EL learners in the classroom? I know it's off topic, but...

[00:06:50] **Participant H:** Oh, it's not off topic. It's about EL students.

[00:06:57] **Participant C:** Like for me, it's like I just wanna know...I just want them to know that they're safe and that they can speak their culture as well as invite their culture into my classroom as long as it's in context with what we're discussing. Like I don't want it, like for me it's like, like every culture needs to be respected and every culture needs to be brought into the classroom. And so like if you're, for me, I would love to bring in guest speakers of the culture that we're studying in history. For me, that's a big one that I want to do in my dream classroom is bring people from that culture, from the community.

[00:07:44] **Participant H:** Actually going off of that, and one of the most, I guess, memorable history classes, history projects we did was when we each were assigned a country and like, it wasn't like a specific like continent, just like all across the globe. And we had to like bring in either like a food that we made that we made that was like traditional to that country or like bring in like clothing items, even if it was like something we had like drawn or just cause obviously, you know, I couldn't go to China and buy traditional Chinese robes or something. But like it was really neat to see everybody like pick something that they thought was important to like physically bring to class. And I feel like that was one of the most like educational things I had.

[00:08:34] Because it wasn't like just straight up like reading about it, it was trying to like immerse the classroom in it as much as like we literally could. And so I think having like show and tell. That sounds so kindergarten, but like you can't get better than that, you know? Like you're literally showing them pieces like from your home and your community that are important to you.

[00:08:59] And so I think that would probably be the most effective in the art environment because it's not a traditional textbook set up, regardless of any student. And so I think having them bring in items like that or create art pieces that reflect their beliefs, I think would be the most effective in the art classroom.

[00:09:22] **Participant C:** The reason I brought up the question was because I sat in Greenwood Community School for my sophomore year in one of *Instructor's* classes, and they brought in a Chinese survivor from the Taipan, like tanks event that you can't talk about in China. And he talked about the shootings that were happening and he was one of the victims that got out of the country.

[00:09:52] And it was really humbling to know, to like get that experience, that life experience and like to bring that into the culture of the classroom is like so humbling and like, and cool to see like that that's real history. And so that's why I kind of brought that up is like, I would love to bring in that kind of culture into the history classroom. If I, if I have that opportunity, I'll take it.

[00:10:18] **Participant H:** Stuff that's not watered down. As, I mean, it's not like you can like talk about the exact like what the Hiroshima bomb happened in like an elementary classroom. I don't recommend doing that. No, it's definitely school appropriate, but, Sugarcoating things isn't going to get anybody anywhere, you know? And so I think like really describing things in like a real world, real world setting I think is the best that we can do for like these kids in terms of like educating them.

[00:10:51] **Participant A:** Sure. *Participant B*, would you like to have anything with conversation?

[00:10:56] **Participant B:** I would. Okay. Going back to like having your EL students, like seeing in the classroom, I know this doesn't really go with math, but when I was in high school, we had this exchange student from China, and I had this history teacher that was like my wrestling coach in high school.

[00:11:17] So like I had a class with him and he had all the EL students, like all the, I guess not EL students, all the exchange students bring in like stuff from their home country. And like they had the like show and tell and stuff and like I ended up getting like clothes from China, so it was actually super cool.

[00:11:36] Like, but I would like to do that in my classroom. Like, if I have exchanged students in there, I feel like I should just, I don't really want to do that in the beginning of the year. I feel like that'd put too much pressure and too much, like focus on them right away. Like they're gonna be like, oh, like all these kids know I'm from a different country.

[00:11:54] Like right away I feel like I'd give a little bit of buffer time. But when it comes to like my math problems, I would like to have story problems based on the kids in my classroom and their home country or their culture. And if there's, if I go to a school that has like a large, like, variety of African-American students like finding like professors and stuff online that have done cool things in math so they can see themselves in those as like math geniuses, you know what I'm saying?

[00:12:32] Like, I feel like that's, that would be a cool representation of like seeing themselves. So I think, I think that would be very cool. Especially like, I never, they're like, a lot of times, like if I was seeing, like old dudes, old white dudes, you know, like doing all these cool math problems and I was like, well that's, that's only gonna speak to a, like a small group of students. So yeah, that's, that's pretty much what I would do.

[00:12:59] **Participant H:** YouTube super effective. I said YouTube is gonna be like your most powerful tool of all things. Because I feel like YouTube was like a huge part of meme culture growing up for me. But like now it's like, use it for education. But you can literally find absolutely anything on YouTube.

[00:13:22] And so that said, you have to like definitely do your homework before you just like whip it out in class. But like, and also the ability to have the close captions and also if you have, if you can like, click on the transcripts if they have close captions and just get like the entire script in that translation for the kids.

[00:13:43] Would you, I don't know if you can print it, but like it's still accessible. So like you could have the kids follow along on their own Chromebooks and they can like see the timestamps of when they said that, but like, it's in Spanish so they can like get the direct translation. So YouTube is really, really neat in terms of education.

[00:14:02] **Participant A:** Sometimes you find a little too much on YouTube, let's be honest.

[00:14:09] **Participant H:** You really do those 1:00 AM scrollings, they get to you.

[00:14:15] **Participant A:** That Daz Games videos. The latest and greatest.

[00:14:20] **Participant B:** You guys, you guys have ever seen those tiktoks where like, or those like videos, like those lines are like, you go to bed, like watching YouTube and you wake up at like four o'clock in the morning and just the weirdest video on YouTube. You wake, you're like, what?

[00:14:32] **Participant A:** That's been happening to me the past couple nights, so I know exactly. Who was watching the video game tutorial? How did I get to makeup? What is, what is going on? I dunno what's happening. Anyway, another question we'd like to pursue our remaining time?

[00:14:57] **Participant H:** We're good. We started at 9:15, so we have six minutes.

[00:15:06] **Participant C:** For this one, I guess after this course, how do you feel about ELs in your future content classroom? I think we kind of answered that one, but for student teaching, I think it's gonna be a little difficult to, because it's not your classroom and it's gonna be, you kind of have to do what the teacher has been doing with them.

[00:15:27] Previously you have some wiggle room, but like, not a lot. So that's what I'm kind of nervous about, is like, how, how much room can I explore with these students in the, with EL English learners and how, how can I make it more accessible for them? And now the reason I bring that up is because like I have a student in my second placement that literally just translates to documents.

[00:15:53] I'm like, to our native language. I'm like, there's gotta be something more that we can be doing. Like it just, that feels like so lazy. I don't know how you guys would feel about that if you just had a teacher that was like just translating the documents into their native language. Is that doing anything for them?

[00:16:17] **Participant H:** I mean that's, you don't have access, to which, I mean, okay, you can get translated dictionaries and whatnot, but like if you don't have, like, let's say there's one student in that entire school that speaks some language on a, in a tiny Middle Eastern nation that like no one's heard of, you're...until you find something better which would just come with trial and error. I think the best you can do is just translate documents. Yeah. And like use a lot of visual cues, I think because I mean, if you, if, if no one knows that language that you, I mean, that doesn't give you an, an excuse to not teach that student. Like at that time, maybe the best that you can absolutely do is just translate everything and have like heavy visual for that student because you still want them to get educated, but you just, you may not have the best answer or solution at the time. But that just might be what has to be done, just so, you know, they can get the content.

[00:17:25] **Participant A:** Well, lemme put it to you like this, right? I feel like if we just translate a document, and this is more like a extreme example we're working with, but let's go more general, right?

[00:17:34] Like say we've got a large population of Chin speakers at a local school. If we as the content teacher do not speak chin, and we just give, give these students a document that's purely translated for math. It's like an English, maybe like English essay, English story...how many times do you think that the native English speakers are even gonna understand what you gave them without clear explicit direction, modeling, building that sense of knowledge.

[00:18:03] So now not only have you just given a translated document, but the, the regular native speakers don't even understand you've given it to somebody who doesn't even speak English. Right? So, I think that part of it is, you've got to work with what they bring to the table, right? So it may not be a language, it may not even be culture.

[00:18:22] It might just be, okay, this is the circumstance we're in. This is a school we're in. Let's try to incorporate some examples from the local school even. So, like if it's going to be like the elementary grades, right? Maybe they're learning numbers. And so you need to use things like apples or things like spells or things like that is gonna be very more American based, but that is what they're gonna experience in the school.

[00:18:47] Might be what they draw in art class. It might be what they read about in English. At least it gives them some sort of basis to then work backwards from. I think just giving them a document oftentimes the regular students aren't even gonna understand and expecting them to just like work with it. Does not answer any capacity. So that's just my 2 cents though.

[00:19:10] **Participant H:** Just like kind of see each individual scenario kind of a deal. It's not a broad answer. You just have to look at the, the specific scenario. Sometimes I really dislike that, but sometimes it's true. Like you just have to look at what's happening.

[00:19:32] Yeah. And build your answer off of that. It's frustrating to like not have, I wish there was like a legit answer for every problem that we could cross in this aspect. And this, and honestly, this kind of reminds me like I'm really grateful for this course because I like, especially since I'm going into the special ed field, like there are so many kids that are non-verbal like this, the, it's not even a language, different language, like they just do not speak whether it's like a conscious decision due to like a, like a mental disorder or something.

[00:20:10] There's so much, or they just like physically do not have the capability of talking. Like a lot of kids with cerebral palsy can't talk and so I think it allowed me to have the opportunity to like actually think and brainstorm about how do I communicate with somebody that can't, that we can't necessarily verbally communicate together?

[00:20:30] And so how can I still effectively teach a student who, where, I mean it's not even like a language barrier at that point, but just like a speaking barrier, I guess. And I never really got the opportunity in my special ed classes to really think about that. So I was pretty grateful for like the opportunity to brainstorm those concepts I guess for this one, right?

[00:20:52] **Participant B:** No, that I was thinking, I was thinking the same thing because I have mild interventions as my minor too. And so I was thinking like if I'm going to be doing my student teaching, I'm probably gonna do that at *Indiana Middle School* for my special ed. And so I was thinking like, like I was nervous, like I don't think I'm prepared for having EL students in the special ed classroom, you know what I'm saying? Like there's gonna, that's, that's like a whole new level of like, I don't wanna say teaching ability, but that's, that's gonna be a lot of skill that I'm, I feel like it's only gonna be brought, I'm only gonna gain from time, if that makes sense.

[00:21:31] A lot of time, a lot of practice, a lot of, a lot of actually, understanding your students that I can't do yet, because I'm not in there in the classroom yet. Like, I can do like a lot of readings and stuff, but until I'm like actually doing like the work for it, like I just, that, that's just been stressing me out.

[00:21:52] **Participant H:** No stress.

[00:21:54] **Participant C:** For me, this course has been hard. Like, I don't wanna circle back, but like, it, it has humbled me like as a teacher, like reaching ELs is hard and it takes a lot of work and it's really like, I thought I was getting the hang of it in Junior block, like I was lesson planning. Got, did two really good lessons for my gateway in junior semester two.

[00:22:17] And then this one just humbled me to like, "Hey, you got, you're not as good as you thought you were". And like, it really was eye-opening to me that you have to think in different

ways to reach other students like it doesn't just work one singular way and you have to try different things for different students.

[00:22:40] **Participant A:** Yeah, so I think that'd be like a really great way to like end the podcast, right, is maybe each of us mentioned two or three, like qualities, or skills that we think would be really effective for any teacher to have to work with ELs. I can go first. One of my biggest things is like adaptability.

[00:23:00] So I think that teachers should, in most cases, either be very prepared for changing outcomes or be quick on their feet. So adaptability can look like a lot of things. It could look like, no, we just had like a fire drill. So what do I do now? Like with the classroom? But it could also be like, okay, so my incoming class is gonna have like large portion of special needs students or large portion of EL students.

[00:23:24] So how do I go about managing so many different personalities and so many different learning styles all at once. I think that's gonna take time. I do think it's important for emerging teachers to kind of be thinking about is adaptability and obviously kindness and compassion. Because I, I don't think you can be a good teacher without kindness and compassion.

[00:23:46] I think that'll extend back to adaptability too, because if you're not willing to adapt your content, be more accessible. If you're not willing to adapt your teaching style for meet for each a farther span of student, are you really being kind and compassionate? Think of maybe an argument to be had there. I think across those three skills and qualities, that's what I would looking forward to really embracing as this future teacher working with ELs.

[00:24:22] **Participant B:** Two things that I think, um, that I should, that teachers should be able to have or skills, one of them being empathy. I know being able to put yourself in your students shoes, that's always been a very big thing for me growing up.

[00:24:36] I've had two, two of my siblings and I, we are very empathetic. That's kind of like what my, my dad calls us, the empathy twins in my family, but I have a head start with that. But another thing that I think is very important is I know this might sound bad, but like, kind of tough love, like, I feel like, like, but having compassion through that.

[00:25:04] I, these students, a lot of times just from what I've learned from teachers that these students are gonna be able, trying to push to see how much they can get from you. And I feel like, and I like, I, I did that too when I was in high school and middle school. I mean, crap, I do it to *our instructor* right now, but she puts me, she puts me in my place. No, I feel like having that tough love is gonna set them up better in, you know, having good expectations of them, but also with compassion is just gonna be able to like, help, help them go in the right direction. And I feel like that's the best, one of the best things we can do for our students is prepare them better for life.

[00:25:51] **Participant C:** My biggest thing for like with any teacher, and especially with ELs, it's creating that rapport. You have to be able to create that rapport with the students and have their trust and that they feel welcomed and that it's a safe place there. That they can share their culture, their opinions, their thoughts, their ideas, their, their, their like individuality.

[00:26:19] Like that's the biggest thing with me is like, I want to be that teacher that may not be the most popular but I want to know that each student with me knows that they feel safe. And that's my biggest thing is that, and that's, I think through rapport.

[00:26:39] **Participant A:** Participant H, did we lose you?

[00:26:41] **Participant H:** No, my camera shut off. Okay, hang on. Lemme try this. Fail to start the video. *Instructor*, the guests are just gonna look at my name. Okay. I'll just say one thing since the timer is on. I ironically, I think the most important thing you can do is listen, not necessarily... Yeah. Play on words there. Not like necessarily literally, but just students communicate so much through the way they dress and like how they behave in general and like their emotions speak so much louder than words.

[00:27:20] Like I could tell you in that class, even though I've only talked like three of the kids, and I wouldn't even say I talked to them, I could tell you each of those kids who is an introvert, who is an extrovert, who liked being in school, who definitely did not like being in school, half of those kids liked BTS.

[00:27:42] Which is a K-pop group band because they would doodle little like symbols that I knew was like associated with that band on their hands. And you know, these kids like sports. These kid, this kid really liked fashion because that man was well dressed every single day and it just, and that was only with like eight sessions for 30 minutes that I was there.

[00:28:06] And it's just because I like, listened to who they were as a, like an individual, not necessarily through like literal speaking. And so I think that's one last thing that we should all keep in mind, I guess.

[00:28:19] **Participant A:** Yeah, I agree with that actually, I agree with everybody pretty much. I think that we all are gonna be fantastic teachers in the future as long as we take our experiences with us, and really embrace the things that we've mentioned in the podcast. I also think we're gonna get an excellent grade. That's not me trying to forecast anything, *Instructor*. But you know, I think it was...

[00:28:46] **Participant B:** It would've gone better if Participant H's camera didn't go off.

[00:28:50] **Participant H:** But that's, I'm so sorry. I really do not this like the computer's new. I'm not quite familiar with it.

## Appendix F: Sample Journal Entry

Participant A  
 Journal 4  
 10/7/22  
 1:30-2:00pm

For this field experience, I think that my key takeaway was more of a reminder for fellow educators. To be particular, my specific experience from this field visit was that as a teacher in a room full of students, I still maintain a capacity to learn and learn from students nonetheless. That being said, my group of ELs worked a lot with matching numbers and words to the pronunciation of numbers and family. For example, one of the words that I had my students identify in English was the word “forehead.” Though difficult, all the students were able to generate the word from the picture that I showed them. In fact, the Spanish-speaking students taught a new way of expressing that body part: Instead of saying “el centro de la cabeza” (as I would have suspected), they called it “el frente.” Not only did I learn a new way of saying this word in Spanish, I also learned how to say forehead in Amharic. The word for forehead in Amharic is “gumba.” We did this practice with family, numbers and emotions as well. Here are all the words that I learned from my students today:

Angry ● Nayduch tea (nay-duh-tea)	Confused ● Teet	Jaw ● Meniaga ● Mandibula	Forehead ● Gumba ● Frente
Jealous ● Castanda haskugia	Mouth ● Canfa	Twenty-Seven ● Asabelt	

Not only did I have the opportunity to learn a few new words, I was also humbled in my ability to speak two languages because I still struggled with trying to pronounce words in Amharic. I would not say that I personally ever felt above any of the students, but the experience was still a beneficial reminder that I have a lot of learning to do to be the best version of me as a teacher. Along those lines, I personally think that the more I know as a teacher, the better community and cultural resource I can be in my school system.

**Katrina M. Reinhardt**  
**Curriculum Vitae**

**EDUCATION**

**Indiana University**, Ed.D, Literacy, Culture & Language Education December 2023  
**University of Indianapolis**, M.A., Applied Sociology May 2016  
**Indiana University Purdue University Indianapolis**, M.A.T., Spanish August 2008

- Universidad de Salamanca in Salamanca, Spain, study abroad

**Butler University**, B.A., Spanish and Journalism May 2005

- La Universidad de Ciencias Aplicadas in Lima, Peru, study abroad

**PROFESSIONAL EXPERIENCE**

2010-present      **Assistant Professor of Practice**, University of Indianapolis  
                         **Director of the Clinical Partnership Academy** (2020 - present)  
                         **School & Field Liaison** (2010-2018)  
                         **Secondary Education Coordinator** (2018 - 2020)

2006-2010        **World Language Teacher**, Cathedral High School, Indianapolis, Indiana

2005-2006        **Adjunct Instructor**, Indiana University Purdue University Indianapolis

2005-2006        **World Language Teacher**, 21<sup>st</sup> Century Charter School-Fountain Square,  
                         Indianapolis, Indiana

**INDIANA STATE TEACHER LICENSE**

Professional Educator License

- Middle School / Junior High / High School: Spanish
- LVIS License Number: 1581044

**COURSES TAUGHT**

EDUC-100 Explorations in Education  
SCED-102 & SCED 103 Teaching and Learning in Today's Society  
ELED-111 Transformational Teacher Seminar: Collaboration  
FYS-140 Freshman Year Seminar #whatstrending #education  
SCED-320 Multimodal Literacy in the Content Area  
SCED-345 Pre-Residency in MS/HS  
EDUC-300 Social, Political & Philosophical Foundations of Education  
SCED 408 & SCED 409 School, Teaching & Language Learning in a Global Society

EDUC-524 Perspectives in American (US) Education  
EDUC-517 Multimodal Literacy in the Content Area  
SPAN-101 Spanish Language and Culture 1  
SPAN-102 Spanish Language and Culture 2  
SCED-473 Student Teaching Support Seminar

### **ADDITIONAL RESPONSIBILITIES**

Field Coordinator (observation, practicum, and student teaching placements)  
edTPA coordinator  
Junior Practicum Field Coach  
University Supervisor  
Coordinator of Secondary Student Teaching

### **PUBLICATIONS**

**Reinhardt, K.** & Egan, R. (2016). Challenges and Triumphs of Co-teaching in the Foreign Language Classroom. *Report of the Central States Conference on the Teaching of Foreign Languages*, 191-204.

### **PRESENTATIONS**

**Reinhardt, K.**, and Denney, K. (2023). "Using Mind Maps to Identify Meaning-Making about ELs in Pre-Service Teachers." INTESOL 2023 Conference, State Conference, Indianapolis, IN, United States.

**Reinhardt, K.** (2023). "Focusing on Funds of Knowledge: Preparing Teachers to Serve ELLs." TESOL 2023 Convention, National Conference, Portland, OR, United States.

Neitzel, C., **Reinhardt, K.**, Lee, J. and Silcox, S. (2023). "Moving Forward: What Program Completers Have to Say About Their Preparation and Subsequent Practices." AACTE, National Conference, Indianapolis, IN, United States.

Lee, J., Kuykendall, J., **Reinhardt, K.**, Harper, A. & Sinclair, E. (2023). "Our Quality Assurance System Story: Connecting Various Stakeholders for Mutually Beneficial Outcomes." AACTE, National Conference, Indianapolis, IN, United States.

**Reinhardt, K.**, Kost, R., Skinner, K., and Torres, D. (2022). "Serving ELs: Our Teacher Prep Journey." INTESOL 2022 Conference, State Conference, Indianapolis, IN, United States.

**Reinhardt, K.**, Lee, J. and Neitzel, C. (2022). "Micro and Macro Changes: Looking from Multiple Angles at Completer Data to make an Impact." IUPUI Assessment Institute, National Conference, Indianapolis, IN, United States.

**Reinhardt, K.**, Wareham, S. and Isaacs, C. (2022). "Improving Partnerships: Innovative Ideas and Next Steps."

- National Field Experience Conference, Greely, CO, United States.
- UIndy Scholars Showcase, Indianapolis, IN, United States
- Campus Compact 2022 Summit & Research Symposium, French Lick, IN, United States.

**Reinhardt, K.** (2022). “Policy into Practice: Considering EL Services in Middle School.” TESOL 2022 Convention, National Conference, Pittsburgh, PA, United States.

**Reinhardt, K.** (2021). “Addressing the How, What, and Who in Teacher Preparation.” TESOL 2021 Convention, National Conference, Virtual, United States.

**Reinhardt, K.** (2019). “Improving the Online Learning Community Using Digital Tools.” Indiana Foreign Language Teachers Association (IFLTA), State Conference, Indianapolis, Indiana.

**Reinhardt, K.,** and Zepeda, M. (2019). “Using PBL and Action Research to Engage Pre-Service Teachers with ELLs.” Scholars Showcase, University of Indianapolis, Indianapolis, IN.

**Reinhardt, K.,** Ridgway, A. and Lorenzo-Aguilar, M. (2019). “Insights from an edTPA launch: a multi-perspective view of the implications of a new assessment on teaching preparation.” Central States Conference on the Teaching of Foreign Language (CSCTFL), Regional Conference, Columbus, Ohio.

**Reinhardt, K.,** Ridgway, A. and Lorenzo-Aguilar, M. (2018). “edTPA Insights: A Multi-perspective Look at Improving Language Education.” American Council on the Teaching of Foreign Language (ACTFL), National Conference, New Orleans, LA.

**Reinhardt, K.** (2018). “Creating Classroom Community in Hybrid and Online Classes.” Central States Conference on the Teaching of Foreign Language (CSCTFL), Regional Conference, Milwaukee, Wisconsin.

**Reinhardt, K.,** Trapkus-Harris, G., Payne, J. and Olhaut, S. (2017). “Generation Z and the Modern Language Classroom.” Central States Conference on the Teaching of Foreign Language (CSCTFL), Regional Conference, Chicago, Illinois.

**Reinhardt, K.** and Egan, R. (2016). “The Professional Development Implications of Co-Teaching in the Second Language Classroom.” Central States Conference on the Teaching of Foreign Language (CSCTFL), Regional Conference, Columbus, Ohio.

**Reinhardt, K.** (2016). “Meet Generation Z.” Good Teaching Conference of Indiana State Teachers Association (ISTA), State Conference, Indianapolis, Indiana.

**Reinhardt, K.** and Miller, A. (2016). “Teaching and Reaching Generation Z Learners.” North Central Sociological Association (NCSA) and Midwest Sociological Society (MSS) Joint Conference, Regional Conference, Chicago, Illinois.

**Reinhardt, K.**, Egan, R., Hovanec, K. and Jamell, K. (2015). “What’s Really Happening Next Door.” Indiana Foreign Language Teachers Association (IFLTA), State Conference, Indianapolis, Indiana.

**Reinhardt, K.** (2015). “Being and Teaching Generation Z.” Indiana Student Education Association (ISEA), State Conference, Indianapolis, Indiana.

**Reinhardt, K.** and Egan, R. (2015). “Challenges and Triumphs of Co-teaching in the Foreign Language Classroom.” Central States Conference on the Teaching of Foreign Language (CSCTFL), Regional Conference, Minneapolis, Minnesota.

**Reinhardt, K.** (2014). “Creating a Classroom Community: Tools and Strategies for Building Interactive Communication in Flipped, Hybrid and Online classes”. Indiana Foreign Language Teachers Association (IFLTA), Indiana State Conference, Indianapolis, Indiana.

**Reinhardt, K.** and Miller, A. (2014). “Burmese Refugees and Social Capital: Moving from service learning to graduate thesis”. North Central Sociological Association (NCSA) Regional Conference. Cincinnati, Ohio.

Ohmer, S., Ridgway, A. Allen-Sehkar A., and **Reinhardt, K.** (2014). “Hybrid Courses and Learning Modalities.” Central States Conference on the Teaching of Foreign Language (CSCTFL), St. Louis, Missouri.

**Reinhardt, K.**, and Miller, A. (2014). “From Practicum to Proposal: Integrating Service Learning and Social Capital in a Refugee Resettlement Agency.” Association of Humanist Sociology (AHS), Midwest Regional Conference. Indianapolis, Indiana.

Ridgway, A. and **Reinhardt, K.** (2012). “Navigating Teacher Evaluations: A Conversation of Novice and Mentor Teachers.” Indiana Foreign Language Teachers Association (IFLTA), Indiana State Conference, Indianapolis, Indiana.

## **MENTORSHIP**

Acted as a faculty mentor for the following student scholarship:

- Denney, K. (2022-2023). Research Fellow and Presidential Scholar.
- Skinner, K. (2022). “Decolonial Pedagogy: A Pre-Service Teacher's Journey.” English Capstone, Indianapolis, IN, United States
- Cooke, D. (2022). “Contextual Learning through Culturally Responsive Teaching.” University of Indianapolis Summer Research Institute, Indianapolis, IN, United States.

## **PROFESSIONAL MEMBERSHIP**

INTESOL: Indiana-Teachers of English to Speakers of Other Languages

Member 2019-present

Board of Directors; Recording Secretary, 2023 - present

IFLTA: Indiana Foreign Language Teachers' Association  
Member 2006 - 2019  
Board of Directors; Treasurer 2014 - 2016

IAATSP: Indiana - American Association of Teachers of Spanish and Portuguese  
Member 2006 - 2019  
Board of Directors; Secretary, 2011-2013

ISTA: Indiana State Teachers Association / NEA: National Education Association  
Member 2010 - present

SEA: Student Education Association / AE: Aspiring Educators  
Chapter Advisor, 2010-2023

TESOL: Teachers of English to Speakers of Other Languages  
Member 2012 – 2014; 2019-present

## **GRANTS**

UIndy Zervas Grant Recipient. 2022. "Costa Rica."

Inquiry Collaborative Grant Recipient. 2021. "Fostering Mutually Beneficial Partnerships between K-12 schools and Universities: A Case Study" with Dr. Sarah Wareham

National Education Association CREATE Grant Recipient. 2015. "TEACH: Teaching Educators and Connecting Hounds" with University of Indianapolis Student Education Association student leaders.

Inquiry Collaborative Grant Recipient. 2013. "Hybrid Course Redesign: Learning Modalities and Shared Intentionality" with Dr. Sara Ohmer, Dr. Angelia Ridgway, and Dr. Amy Allen-Sekhar.

## **AWARDS AND HONORS**

University of Indianapolis  
2022 Teacher of the Year Finalist  
2018 Teacher of the Year Finalist

University of Indianapolis  
2014-2015 Resident Student Organization Advisor of the Year

Indiana State Teachers Association / Indiana Student Education Association  
2014-2015 Outstanding Local Advisor  
2013-2014 Outstanding Local Advisor

National Education Association

2015 Student Leadership and Professional Issues Conference State Representative

## **UNIVERSITY SERVICE**

Sample of Committees Service between 2010-2023

### ***University Wide Committees & Service***

- University Undergraduate Curriculum Committee
- UIndy Service-Learning Council
- Scholar's Showcase Committee
- University Admissions Committee Freshman Orientation and Registration Day Faculty Speaker
- Faculty Senator
- Faculty Development Committee, Co-Chair
- Future Educator Day Speaker
- Learning Resources Committee, Chair
- Faculty Learning Community: High School to University- Supporting Students' Transition to College
- International Oversight Committee
- Freshman Orientation and Registration Day Faculty Speaker
- Faculty Senator
- Faculty Development Committee, Co-Chair
- Future Educator Day Speaker
- Learning Resources Committee, Chair
- Faculty Learning Community: High School to University- Supporting Students' Transition to College
- International Oversight Committee

### ***School of Education Service***

- Secondary Education Committee
- Petitions Committee
- Search Committee Member:
  - Assistant Professor of Literacy
  - Assistant Professor of Literacy
  - Assistant Professor of Educational Leadership
  - Assistant Professor of Special Education
  - Math Education Instructor for the Department of Mathematics and Computer Sciences
  - Director of Technology Support Services for Information Systems
- CAEP Accreditation, Standard 2
- Elementary Education Committee
- Woodrow Wilson Indiana Teaching Fellows Project Evaluator
- MAT Teaching Applicant Interviews

## **VOLUNTEER EXPERIENCE & COMMUNITY SERVICE**

Education Profession Advisory Board

MSD Warren Township

Member 2023 - present

Bates Hendricks Neighborhood Association

Member 2009 - 2016

Treasurer 2013 - 2015

Board of Directors 2013 - 2016

Exodus Refugee Immigration

Intern, summer 2013

Peaceful Grounds, a project for Global Peace Initiatives

Volunteer, summer 2012

Indianapolis Lighthouse College Preparatory Academy

Volunteer spring 2012