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ACCEPTANCE

This dissertation, INVESTIGATING ELEMENTARY SCHOOL TEACHERS' INTERACTIONS RELATING TO NEWCOMER EMERGENT BILINGUAL STUDENTS, by AMELIA ASHWORTH CAIN, was prepared under the direction of the candidate's Dissertation Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree, Doctor of Philosophy, in the College of Education and Human Development, Georgia State University.

The Dissertation Advisory Committee and the student's Department Chairperson, as representatives of the faculty, certify that this dissertation has met all standards of excellence and scholarship as determined by the faculty.

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AMELIA ASHWORTH CAIN

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INVESTIGATING ELEMENTARY SCHOOL TEACHERS' INTERACTIONS RELATING TO
NEWCOMER EMERGENT BILINGUAL STUDENTS

by

AMELIA ASHWORTH CAIN

Under the Direction of Barbara Meyers

ABSTRACT

Five of the top 16 counties in the United States with the fastest growth in the Latino population from 2000 to 2007 are in Georgia (Pew Hispanic Research Center, 2015). The Georgia metropolitan area where the study occurred has more Latinos than Austin, Tampa, Fort Lauderdale, or Tucson (Pew Hispanic Research Center, 2015). Particularly following the New Latino Diaspora (Hamann, Wortham, & Murillo, 2002; Murillo, 2002; and Villenas, 2002) schools in the Southeastern United States have more and more Spanish-speaking students (Pew Hispanic Research Center, 2015). However, most classroom teachers have not received specialized training or professional development relating to these students (Ballantyne, Sanderman, & Levy, 2008; Barrera & Jiménez, 2000; Carrasquillo & Rodríguez, 2002; Dove & Honigsfeld, 2010; Echevarria, Short, & Powers, 2006; Kim, 2010; Walker, Shafer, & Iiams, 2004). My

study's purpose was to explore the interactions between an English to Speakers of Other Languages (ESOL) teacher (myself) and classroom teachers in my school relating to newcomer emergent bilingual students. The main research question guiding this study was: What happens when an ESOL teacher and classroom teachers intentionally gather to focus on newcomer emergent bilingual students? Teachers attended 12 weekly gatherings which were audiotaped, transcribed verbatim, and analyzed. This study exemplifies practitioner research and thematic analysis of the data. Sociocultural theory (Vygotsky, 1978, 1986) and critical pedagogy (Freire, 1970) frame this study and were used as interpretive lenses for data analysis. Five major themes emerged: newcomers, resources, connections with classroom experiences, perceptions, and professional development. Findings related to teachers' sense of self-efficacy relating to newcomers, their awareness of linguistic and cultural issues, and the importance of the social-emotional climate. A kit for classroom teachers of newcomers was prepared. Recommendations include support for classroom teachers who receive newcomer students—resources for the first days with a newcomer and ongoing interaction with other teachers for discussing strategies and reflecting on classroom experiences. Additional research is needed to increase awareness of the transition for classroom teachers and students when a newcomer arrives.

Index Words: Newcomer students, Emergent bilinguals, English learners, Sociocultural theory, Critical pedagogy, Teacher professional development, Teacher development, Teacher self-efficacy, Practitioner research, Funds of knowledge, Thematic analysis

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Doctor of Philosophy

in

Early Childhood Education

in

Early Childhood and Elementary Education

in

the College of Education and Human Development

Georgia State University

Atlanta, GA

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IN MEMORY OF

Mother and Daddy (Nannie Margaret Kay Ashworth and Horace Greeley Ashworth)

and

Aunt Dollie (Dollie Cain Weaver)

For their faith, their work ethic, and their lifelong unselfish service to others

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Take delight in the LORD, and he will give you the desires of your heart (Psalm 37:3-4, New International Version). “Mira que te mando que te esfuerces y seas valiente; no temas ni desmayes, porque Jehová tu Dios estará contigo en dondequiera que vayas (Josué 1:9, Reina-Valera 1960).

Mr. Kenneth Mavity, my high school Spanish teacher, was instrumental in my starting down this particular road. I remember that he wrote in one of my yearbooks the following quote. At the time I did not understand the meaning. I am beginning to experience its meaning now: “Caminante, no hay camino. Se hace camino al andar.” My paraphrase would be: Traveler, there is no path. The path is made as you walk.

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LIST OF ABBREVIATIONS

ACCESS	Assessing Comprehension and Communication in English State-to-State
CUP	Common Underlying Proficiency
DLL	Dual Language Learner
EIP	Early Intervention Program
EL	English Learner
ELL	English Language Learner
ESOL	English for Speakers of Other Languages
GACE	Georgia Assessments for the Certification of Educators
LEP	Limited English Proficient (as defined in Title IX of the No Child Left Behind Act of 2001 (NCLB, Public Law No. 107-110)
L1	First language
L2	Second language
MKO	More knowledgeable other
NCLB	No Child Left Behind

RESA	Regional Educational Service Agency
UACM	Urban Accelerated Certification and Master's
W-APT	WIDA-ACCESS Placement Test [W-APT]
WIDA	World-Class Instructional Design and Assessment
ZPD	Zone of proximal development

Investigating Elementary School Teachers' Interactions Relating to Newcomer Emergent Bilingual Students

Since Ponce de Leon's arrival in March 1513 on the shore of what would later become part of the state of Florida, portions of the United States have had Spanish-speaking inhabitants. In 1519 Spain claimed the entire Gulf Coast of Texas as a result of the Pineda expedition. In 1542 Cabrillo explored the coast of California, claiming western North America for Spain and naming it California. Haymes and Kilty (2007) write that the United States has had Spanish-speaking inhabitants since the founding of St. Augustine—considered the oldest city in the United States—by Spanish colonists. Spanish Jesuits had established a mission in Virginia in 1570—decades before English-speaking settlers arrived there (Gradie, 1988). Not until 1607 and 1620 did English-speaking people live on this continent (Bradford, 2006; Morgan, 1971).

Even though Spanish-speaking people have lived in the United States for centuries, in 1960 Latinos numbered fewer than 6 million and were concentrated in regions. Now the widely dispersed population of more than 53 million Latinos comprises more than 17% of the nation's population (Pew Hispanic Research Center, 2015). Latinos still reside in areas where they have traditionally settled. However, Latinos also continue to disperse throughout the United States (Pew Hispanic Research Center, 2015). The Pew Hispanic Research Center refers to both Hispanics and Latinos, apparently interchangeably. For example, a blog posting title asks, "Is speaking Spanish necessary to be Hispanic?" The first sentence of the posting states that "most Latinos say it is not necessary to speak Spanish to be considered Latino" (February 19, 2016).

Georgia is the tenth state in the United States based on Latino population (with 880,000 Latinos in 2011—9.8% of the state's total population) (Pew Hispanic Research Center, 2015). Georgia is also the tenth state based on the rate of Latino population growth from 2000 to 2011

with a percentage change of 103% (from 434,375 to 879,858). Of the 10 counties in the United States with the greatest Latino population growth from 2000 to 2011, three of those counties are in Georgia—Stewart (1754% growth), Telfair (849% growth), and Paulding (442 % growth).

The Atlanta metropolitan area is among the top 25 in the United States when counting the Latino populations (Pew Hispanic Research Center, 2015).

Implications for Educators in Response to the Growing Latino Population

My Experiences as a Teacher

My personal experiences are representative of my county, my state, and the United States. When I became a public school teacher in 2005 in Dalton, Georgia, 18 students were in my class. Fifteen were Latinos from Mexico, one was Vietnamese, one was African-American, and one was Caucasian. The following year in a rural school in Northwest Georgia I had 20 students. One was a Spanish-speaking girl from Mexico, one was African-American, and the others were Caucasian. My family moved to the Atlanta metropolitan area the following year. I accepted a job as a second-grade classroom teacher. The first year in my current school I taught one newcomer student—a girl who had recently moved to the United States from Mexico and who could read and write in Spanish. Another year I taught a newcomer boy from Vietnam. He could read and write in Vietnamese. One year I taught two newcomers—a girl and a boy from Mexico. During the nine years I have taught in this school, I have had at least one newcomer in my class each year. My only newcomer who did not speak Spanish was the boy from Vietnam. See page 24 for information about newcomers and related terminology.

I requested information from our county school district about newcomers to my school during the past decade. These students had moved from another country to Georgia during the

current school year or the previous year and had enrolled in the school where I teach. Table 1 shows the number of newcomers and countries of origin for each year.

Table 1
Newcomers in My School 2006-2015

Year	Total Number of Newcomers	Number of Newcomers from Mexico	Countries of Origin of the Remainder of the Newcomer Students
2006	42	28	El Salvador, Honduras, Norway, Panama, Cameroon, Nigeria, Argentina, Kenya, Puerto Rico, Indonesia, Venezuela, Vietnam
2007	36	25	Argentina, El Salvador, Honduras, Jamaica, Kenya, Liberia, South Africa, Brazil, Cameroon, United Kingdom
2008	32	22	Cameroon, Cote D'Ivoire, Nigeria, Norway, Venezuela, Cameroon
2009	19	12	Pakistan, El Salvador, Puerto Rico, Brazil, Dominica, Cameroon
2010	15	7	Bahamas, Cameroon, Nigeria, Guatemala, Vietnam, Liberia
2011	10	2	Brazil, Puerto Rico, Guatemala, Cameroon, Russian Federation, Honduras
2012	4	2	Nigeria, Puerto Rico
2013	6	1	Germany, Puerto Rico, Vietnam, Virgin Islands (US)
2014	4	3	El Salvador
2015	9	2	El Salvador, Puerto Rico, Cameroon, Honduras

Although the number of newcomers in my school has decreased during the past decade, the representation of non-Spanish-speaking countries continues. At the time I began my study with three classroom teachers in my school, one of them received a newcomer emergent bilingual student from Cameroon. (His identity has been disguised. He was actually from a different non-Spanish-speaking country.) Observing her and hearing about her experiences with him added a dimension to our gatherings that we would not have experienced if we had focused only on Latino students. Chapters 4 and 5 include accounts of this teacher's experiences with this newcomer from Cameroon and with a Spanish-speaking newcomer from Mexico.

The Changing Population in My Metro Area

In 1989 the county where I conducted this study had 100 students who qualified for English for Speakers of Other Languages (ESOL) services. My county school system is the second largest in the state of Georgia. In 2015-2016 my school had 177 students who qualified for ESOL services.

Information from my county school system's web site states that in 1989 students qualifying for ESOL services were from 20 countries and spoke 10 major languages. The students were mostly Asian and Eastern European with strong native language and literacy skills. In 2014 the number of students receiving ESOL services in my county had skyrocketed to more than 12,000 students from over 130 countries with 83 major languages.

An adjacent county experienced a drastic increase in the number of Latinos from 269 in 1990 to 1,398 in 2000 to 7,584 in 2011 (Pew Hispanic Research Center, 2015). In one decade the Latino population increase was 420%. Because five of the top 16 counties in the United States with the fastest growth in the Latino population from 2000 to 2007 are in Georgia (Pew Hispanic

Research Center, 2015), my study is timely and has implications for a state that would not have been known for its Latino population 30 years ago.

As Table 1 illustrated, most of the newcomer emergent bilingual students in my school have been Latinos. Suárez-Orozco and Gaytán (2009) point out that the label *Latinos* is used only in the United States to refer to a heterogeneous group primarily from Latin America originally (Mexico, Central America, and South America). Some Latino immigrants speak indigenous languages—speaking little Spanish and no English (Semple, 2014).

Passel and Taylor (2009) state that a Latino or Hispanic is defined in two ways by a 1976 act of Congress and the results of it. One approach defines a Latino or Hispanic as anyone who traces his or her roots to 20 Spanish-speaking countries from Latin America or Spain (but not Portugal or Brazil). The other approach says that a Latino or a Hispanic is anyone who says that he or she is and nobody who says that he or she is not. Some sources claim that all Latinos are Spanish-speaking. Other sources posit that Latinos are from Latin America (the label is based on nation of origin and not necessarily language). A survey of Spanish-speaking individuals in 2008 found that 36% of the respondents prefer the term “Hispanic,” 21% prefer “Latino,” and the others have no preference (Passel & Taylor, 2009, p. 31).

For definitions of other terms related to this study, see the Glossary in Appendix A.

Latino populations are not growing everywhere in the United States. From 2010 to 2014, the Latino population *declined* in two Georgia counties with large Latino populations—Clayton and DeKalb. In DeKalb the population was 64,279 in 2014, down 4% from 2010 (Pew Hispanic Research Center, 2015). Although the growth in the Latino population in the Southeastern United States peaked in the mid-1990s, current population numbers of Latinos justify focusing this study on newcomer students. The Latino population in the United States does continue to

grow in many places, and yet most public school teachers are Caucasians (Robinson & Clardy, 2011). In 2011-2012, 81.9% of teachers were Caucasians (National Center for Education Statistics [NCES], 2015), and many of them are fluent only in English (Aminy & Karathanos, 2011).

Preparing Preservice and In-Service Teachers for Linguistically Diverse Students

Not only do teachers not represent the ethnic and linguistic diversity of their student populations, but also few teachers are specifically trained to meet the needs of English learners (Ballantyne et al., 2008; Barrera & Jiménez, 2000; Carrasquillo & Rodríguez, 2002; Dove & Honigsfeld, 2010; Echevarria et al., 2006; Kim, 2010; Walker et al., 2004). Robinson and Clardy (2011) state that many teachers report that they have neither the cultural knowledge nor the experience of living in diverse environments. Therefore, teachers need to be explicitly taught skills for teaching diverse student populations.

In recognition of these compelling demographic trends, some teacher preparation programs are now including three or four courses for the ESOL endorsement as part of the Bachelor of Science in Early Childhood Education or Elementary Education. However, most current teachers do not have the ESOL endorsement (Ballantyne et al., 2008; Carrasquillo & Rodríguez, 2002; Walker et al., 2004) and have little, if any, training in meeting the specific needs of linguistically diverse students (Dove & Honigsfeld, 2010; Kim, 2010; Walker et al., 2004).

Hutchinson (2012) emphasizes the importance of preparing preservice teachers to work with this population by confronting their feelings and assumptions and developing effective strategies so that they are confident as they teach in multicultural, multilingual classrooms. This theme, including teacher dispositions and perceptions, arose in my study.

Teachers in rapid-influx areas (areas where significant numbers of immigrant and/or refugee populations arrive over a short period of time) may be overwhelmed by this drastic change

in demographics. The issue of feeling overwhelmed arose in my study also. These teachers may experience a change in attitude toward students because of the ethnic, cultural, and linguistic diversity in their classes. Valdés (2001) states that the character of the community and the schools often changes. When a neighborhood that had been predominantly White and middle class becomes ethnically and linguistically diverse because of a rapid influx of immigrants, some educators do not know how to adapt to the changing student population of their schools. Some teachers choose not to adapt, modeling a “sink or swim” (submersion) approach to instruction.

Some school districts provide additional professional development for teachers of English learners, but this gesture may be inadequate. For example, I had the opportunity to provide professional development in a neighboring county in my pilot study. I would describe this effort as insufficient and will explain why later in this chapter.

My county offers courses so that teachers can receive their ESOL endorsements through Metro Regional Educational Service Agency (RESA). The ESOL teachers and classroom teachers in my school have received their endorsements from colleges, from courses provided by Metro RESA, and through Georgia Assessments for the Certification of Educators (GACE). However, even though teachers have received their ESOL endorsements, they still have stopped me in the hallway at school or have come to me before or after faculty meetings when newcomer emergent bilingual students are assigned to their classrooms. Because I am an ESOL teacher who taught newcomers when I was a classroom teacher, other teachers come to me for guidance. Apparently, classroom teachers do not feel fully prepared to teach newcomer emergent bilingual students. This lack of self-efficacy is addressed in Chapter 5. Participants’ comments relating to self-efficacy were on both the pre-study and post-study questionnaires and will appear in the overview of the thematic analysis in Chapter 5.

As an elementary school teacher for the past 11 years, I have had many opportunities to interact with other teachers. My interactions with these teachers suggest that teachers perceive that they can teach Latino English learners who have been in the United States for a number of years (even if the approach is to have another student translate for the teacher). Although newcomer emergent bilingual students may not arrive frequently, any teacher may feel overwhelmed and request help from other teachers or academic coaches when a child arrives who does not speak English. In this dissertation I use the term “newcomer emergent bilingual students” to refer to those students who have recently arrived in the United States from another country and who are learning English as a second language or as an additional language. García (2009); García and Kleifgen (2010); and García, Kleifgen, and Falchi (2008) use the term “emergent bilinguals” rather than English learners or “dual language learners” (Gutiérrez, Zepeda, and Castro, 2010). García et al. (2008) use “emergent bilinguals” to refer to students who are becoming bilingual through schooling and through acquiring English; therefore, these students are able to continue to function in their home language (L1) and in English (p. 6).

Even bilingual teachers who speak Spanish have mentioned needing help when a newcomer arrives. Several factors make a newcomer emergent bilingual student’s arrival even more challenging for a classroom teacher—if the child speaks a language other than Spanish or if the classroom teacher does not speak the newcomer’s primary language or home language (L1), if the child arrives during the school year (not at the beginning), and if the child is in a higher grade (not kindergarten or first grade). These challenges will be addressed in Chapter 5.

Research and Classroom Practices

When I began working on my Ph.D., I mentioned studying opportunities for teachers to acknowledge, demonstrate respect for, and make connections with students’ L1. A professor

commented that research has supported that approach for a number of years. I had wondered why elementary school teachers often are not expressing connections with the Spanish language.

Were teachers not aware of ways to connect with the Spanish language or were they unaware of the merit of articulating these connections? For example, many teachers I know have studied Spanish in high school or college. Do they purposefully express connections with color words (*verde/verdant*, etc.) or with number words (*uno/unit; tres/tricycle; cuatro/quadrilateral*, etc.)?

Another example of verbalizing connections would be by referring to cognates. Cognates are word pairs that are very similar in both languages; for example, *rectangle* and *rectángulo* or *triangle* and *triángulo* or *independence* and *independencia*. Jiménez (2001) states that a specific way teachers can communicate that students' Spanish-language abilities are a valuable resource is to encourage students to consider their cognate vocabulary knowledge. When possible, teachers are encouraged to teach cognates in the child's primary language (Calderón, Slavin, & Sánchez, 2011). I also wondered whether teachers were aware of the value of understanding Spanish's transparent orthography and vowel sounds. The transparent orthography means Spanish is highly regular in its phoneme-grapheme (sound-symbol) correspondences. For example, in Spanish each vowel makes only one sound (unlike English with each vowel having several sounds or being silent).

My Pilot Study

Because of my background in Spanish and my interest in equipping classroom teachers to relate to Latino newcomers specifically and to emergent bilingual students generally, I designed and implemented a pilot study. I conducted it in an elementary school in a neighboring county in 2011 to examine teachers' attitudes and practices relating to Latino emergent bilingual students (August 2011 through January 2012).

My interest in Spanish began when I was in second grade. On my report card that year, Spanish was listed in addition to Reading, Math, Spelling, Handwriting, and other subjects. I remember learning numbers and colors in Spanish. We also listened to a vinyl recording in order to learn a song called “Los Pollitos.” When I entered high school, I took Spanish my freshman and sophomore years. After my sophomore year, I was chosen to attend a six-week summer program in Spanish called “Governor’s Honors Program” (GHP) at a college in another part of the state. Although my high school teacher was a man from Georgia who had studied in Spain, my GHP teacher was a Cuban woman. My love for the Spanish language grew that summer. After college, I lived in Argentina for almost two years. When I returned to the United States, I lived in Texas while I completed my master’s degree—continuing to relate to Spanish-speaking individuals from a variety of countries. Then I moved to Florida where I had opportunities to interact with Spanish-speaking co-workers from Cuba. Later in Tennessee and now in Georgia I seek opportunities to develop my knowledge of Spanish. A few years ago I passed the Georgia Assessments for the Certification of Educators (GACE) in Spanish. I look for ways to enhance other teachers’ awareness of the Spanish language, because it is the home language of many of our students.

The school population where I conducted my pilot study was approximately 18 percent Latino, eight percent African American, two percent Asian, and 72 percent Caucasian. The school had approximately 20 Latino students in each grade level (with more in kindergarten than in the upper grades).

I became aware of this school because my neighbor was the ESOL director for that county. She had told the principal of the school about my desire to conduct a professional development seminar to equip teachers to build on the first language (L1) of Latino students. The

principal offered her school as a site for the seminar. She chose the kindergarten teachers as the participants in my study because the number of Latino students in kindergarten (approximately 30) was higher than the numbers in other grade levels. The school was in a somewhat rural area and was experiencing an influx of Latino students. The school principal welcomed me and endorsed the professional development I designed to support the school's teachers.

Teachers and paraprofessionals who agreed to participate consented to attend a 30-minute orientation to the study, attend a one-hour professional development workshop, respond to weekly email check-ins, schedule a 30-minute classroom observation, participate in a 15- to 30-minute individual interview, and attend a one-hour concluding meeting. Ten individuals were invited to participate in this research project, and five of the six kindergarten teachers attended the professional development workshop and allowed me to observe them in their classrooms.

The Professional Development Session

During the one-hour professional development workshop, I introduced decoding of words in Spanish and in English—words such as *dime*, *dame*, and *pared* that could be decoded in both languages. We looked at ways Spanish and English are alike and ways the two languages are different—including vowel sounds, additional letters in the Spanish alphabet, nuances of *c* and *g* in Spanish, the silent *h* in Spanish, the sound of the letter *j* in Spanish, and accent rules. We also reviewed making nouns plural in Spanish and using the four definite articles correctly (*el*, *la*, *los*, and *las*). I mentioned challenges Latino emergent bilingual students face, such as distinguishing between *b* and *v*, between *b* and *p*, between *d* and *th*, and between *dr* and *jr*. Students in my school often write *jrink* and *jrill* instead of *drink* and *drill*. We concluded by thinking about perceptions of animal sounds in other languages—Spanish, French, Russian, Swedish, and so forth. We encode spoken language, so written words relate to what we hear and speak (Perfetti, 2003).

At the conclusion of the session, I gave each kindergarten teacher a journal. I told the teachers they would return the journals to me at the end of the study. I did not stipulate what I expected teachers to write in the journals, though.

The responses of the teachers to this professional development session were minimal; for example, after the first week of the 12-week professional development project the kindergarten teachers no longer responded to the weekly email check-ins, even though I had expressed that expectation at the beginning of the study and participating teachers had signed the consent forms specifying that involvement. The teachers attended the presentation and allowed me to observe in their classrooms and interview them; however, only one of the kindergarten teachers showed any interest in making connections with children's first language (L1).

One Positive Response

The teacher who responded positively is a Caucasian woman who has taught kindergarten through third grade for the past 26 years with 20 of those years in her current school. When describing professional development needs, she emphasized understanding—ideas to help the children understand vocabulary and to help her understand students' vocabulary development. In her journal she noted an instance when she brought realia (authentic objects) to help students understand something with which they were unfamiliar. When firefighters had presented a fire safety lesson and said not to play with matches, students asked, "What are matches?" Ms. Eagleston (pseudonym) answered the question to the best of her ability and brought matches the next day. In her journal she also documented her curiosity about the pronunciation of the *Ju* at the beginning of Juan's name. Because she teaches students the sound(s) each letter makes and would have taught them the /j/ sound of words like *jam* and *jelly*, she was curious about the /hw/ at the beginning of Juan's name.

Several perceptions were unique to this teacher. She was the only teacher in the study who referred specifically to content I had presented during the hour-long professional development session at the beginning of the study. In response to the first weekly check-in, she replied, “Yes! It has been helpful. I have never taken a Spanish class. The information on pronunciations was very helpful. It is good to know that all letters represent one sound, unlike the English language. Also, it is good to know about the word *dime*. (This is one word we use frequently.) I did not know it means ‘tell me.’ Thanks for the colors, days, numbers, and months in Spanish.”

Her responses on the pre-study questionnaire had been general and minimal. For example, in response to the question “What do you know about vocabulary development for English language learners?” she had responded, “Prior knowledge, visual pictures to make connections.” On the final questionnaire in response to the same question, she wrote:

All vowels have only one sound. Some phonemes may not be present in English language learners, and may be hard for a student to pronounce. It is important for instruction to have meaning so that the words and sounds students are manipulating are familiar. It’s necessary for ELLs to have knowledge of the English vocabulary words within which they are to understand phonemes. We need to teach phonemic awareness while also teaching vocabulary words, their meaning, and their pronunciation.

A Range of Possible Responses

I had offered a “smorgasbord” of options to personalize teachers’ professional development, but kindergarten teachers took no initiative to seek any of them. After my pilot study I developed the following range of responses of what a teacher might be willing and/or able to do to show awareness and respect for children’s L1 and to include Latino children’s L1 in interactions and instruction (1-least; 12-most). (1) Send home notes in Spanish and English (by

enlisting the school's parent liaison or a translator provided by the school system or an online translation provider). (2) Provide a translator for parent-teacher meetings. (3) Provide translation for other school events (Parent Teacher Association [PTA], etc.). (4) Pronounce each child's name correctly. (5) If a child struggles to understand a word or concept, ask other Spanish-speaking children how to say the word or explain the concept. (6) Find and provide cognates and simple vocabulary words in Spanish for words kindergarteners are learning in English: months, days, numbers, shapes, colors, and so forth (Calderón et al., 2011). (7) Practice Spanish pronunciation to be able to read the Spanish words provided in #6. (8) Consult with someone when planning a lesson to seek ways to weave in Spanish words—for vocabulary (comprehension) and for making connections with students' prior knowledge. (9) Observe a demonstration by a bilingual teacher/ consultant to see ways to incorporate Spanish for scaffolding instruction for ELLs (Fennema-Bloom, 2010). (10) Set a goal for learning and pronouncing Spanish equivalents for words kindergarten students are learning (see #6 above). (11) Plan a unit with a consultant to become aware of possibilities for incorporating Spanish words. (12) Ask the consultant to observe attempts to incorporate Spanish in instruction and give feedback or suggestions.

I listed the first action as the easiest or most basic because the schools in which I have taught have provided translated materials to be sent home. The school administration also enlists translators for parent-teacher conferences and other meetings. Pronouncing a child's name the way the child prefers seems like a simple task for a teacher, and yet I am aware of students whose names are pronounced differently from one year to the next depending on the teacher. See a visual representation of the progression depicting a teacher's awareness of and respect for students' L1 in Appendix B.

As the previous range of responses mentions, I offered the possibility of consulting with a teacher while planning lessons, implementing a demonstration lesson for teachers to observe, assisting in unit planning, and/or observing a teacher in order to offer suggestions of ways to incorporate Spanish into instruction. These teachers had been chosen by the principal to participate, and their lack of interest was obvious. I had no reason to suppose that they perceived that the professional development was needed. They taught in English and had not asked for any training in teaching Spanish-speaking children or in relating to their families.

Initiating, Planning, and Implementing Professional Development

The principal as a gatekeeper (Wanat, 2008) had made the decision from a position of power. The teachers had acted compliantly—as expected by their supervisor. Wanat (2008) distinguishes between access and cooperation. The principal had granted access to the teachers for the professional development; however, the teachers' cooperation was not guaranteed.

Another drawback of the professional development was the method of presentation. Even though I had sought input from the teachers, my approach was more “sage on the stage” (transmission or banking method, Freire, 1970) than interactive. The content was relevant to the students in their classes and the families of those students (Knowles, 1980), but only one of the six kindergarten teachers seemed motivated to do anything with the content I presented.

My Next Step: Interviewing Bilingual Teachers

As I reflected on my experiences with the monolingual teachers in my pilot study, I wondered if teachers who could speak Spanish were using children's L1 during classroom instruction. Was the fact that the kindergarten teachers were monolinguals the reason why they showed little interest in referring to their students' L1? The following summer I interviewed two bilingual teachers—one was an ESOL teacher from South America and the other was a North

American teacher who had lived in Central America for two years. They stated that they did not refer to children's L1 during classroom instruction. The first refused to speak any Spanish with her students. She said she would turn with her back to students if they attempted to communicate with her in Spanish.

The other teacher said that her second graders could speak English and did not need her to speak Spanish with them. She occasionally spoke Spanish "for fun," but not to supplement instruction. She had used Spanish with kindergarten students during the first weeks of the school year but did not continue to use Spanish throughout the year.

Anticipating This Study

After I conducted my pilot study, I noted that additional research was needed to identify classroom teachers who were demonstrating awareness of and respect for students' first language (L1). The current research project is a follow-up study investigating interactions between classroom teachers and an ESOL teacher (myself) focusing on newcomer emergent bilingual students. Another area of needed research continues to be relating to professional development for elementary school classroom teachers in order to increase awareness of effective strategies for teaching the growing number of emergent bilingual students in their classes.

As I continued to think about my pilot study, I reflected on different choices I could have made. For example, I could have invited any teacher who was interested in participating instead of having the principal choose the kindergarten teachers because of the number of English learners in that grade. Adult learning theory (Knowles, 1980) confirms teachers' desire to choose aspects of their professional development. These reflections led me to study the literature about professional development, critical pedagogy, sociocultural theory, second language learners,

practitioner research, the sociopolitical climate in which we teach, and teachers' sense of self-efficacy. My readings and reflection led me to design the current study.

The School Where I Teach

When I was interviewed for my current teaching position in 2007, the principal communicated her vision of inclusive education. Her goal was to have co-teachers in each classroom and have every teacher receive the ESOL endorsement (Theoharis, 2007). For teachers who did not have the ESOL endorsement already, the county school system and Metro RESA provided the three required courses for the ESOL endorsement during after-school sessions for the remaining teachers. Theoharis (2007) describes the principals of two schools like mine who implemented inclusive practices in order to disrupt and subvert the marginalizing and minoritizing of students. These principals were committed to principles of social justice and equity. Instead of pullout or tracking, classes in my school were heterogeneous with both teachers in each class teaching all students. One exception was in a few cases special education students were pulled out of our classroom.

The leaders of the schools described by Theoharis and the leaders of my school were striving to transform the schools to benefit the most marginalized students and families. In fact, four years ago my school was recognized as a 90/90/90 school (Reeves, 2003). More than 90% of the students were eligible for free and reduced lunch, 90% or more of the students were members of ethnic minority groups, and 90% or more of the students met the district or state academic standards.

Chandler Springs Elementary School (pseudonym) was built in 1953. During 2014-2015 there were 166 ESOL students, and during 2015-2016 there were 177. The total enrollment in 2015-2016 was 360 (dropping from a maximum enrollment of 663 in 2007, the year I arrived).

Across the street from the school parking lot, I can see a tattoo parlor, a diner, and a mattress store. I also see several apartment buildings and individual houses. Our school is one short block from a five-lane thoroughfare. At this intersection I can see an indoor shooting range, a Chinese restaurant, an auto parts store, a Mexican restaurant, a church, a grocery store, and several vacant spots in a strip mall.

Our school is a Title I school, and many students receive free or reduced lunch. Title I schools receive additional funding from the United States Department of Education because of high numbers or high percentages of students from low-income families (U.S. Department of Education web site, 2016a). Our school has a program called “Backpack Buddies” for sending home nonperishable groceries with students each Friday.

Culturally and Linguistically Responsive Teachers

Because so many of the newcomers in my school are Latinos, during the past nine years I have looked for classroom teachers who are willing to use Spanish (for example, cognates of academic vocabulary words or comments to clarify or confirm comprehension during guided reading) (Calderón et al., 2011). The young woman who co-taught with me for three years did use Spanish throughout the day as needed with our two students who arrived from Mexico and Puerto Rico with no knowledge of English words. When I asked her why she was willing to refer to Spanish words during classroom instruction, she replied that she had taken a course in diversity as part of her Urban Accelerated Certification and Master’s (UACM) degree—a teacher preparation program which included an urban education track. Her university’s web site states that the urban education option includes the ESOL endorsement—instruction and experience in ESOL, cultural responsiveness, and inclusive education. Her preservice education had increased her awareness of ways to connect with diverse students.

Again last year the woman with whom I taught used everything she could remember from high school Spanish in order to “build bridges” with a student who had recently arrived from El Salvador and with other students who have been in the United States for relatively short periods of time. She and I used Spanish words to support language arts (parts of speech and prefixes and suffixes, for example), academic vocabulary in social studies, and other areas. When I asked her why she was willing to refer to students’ L1, she commented that as part of her urban education teacher preparation program in a different university in the same metropolitan area as the first teacher, she had taken a course relating to cultural diversity. She said it had “opened her eyes” to different customs and to students’ background knowledge. Her name is Bailey (pseudonym), and she chose to be one of the participants in my study.

Instigation for This Study

In light of the opportunities I have had to co-teach with women who have referred to students’ L1, I wanted to explore additional opportunities to interact with a group of teachers (beyond the one-on-one relationships that I have enjoyed in my school in the past). As Orellana and Reynolds (2008) point out, a teacher does not have to speak Spanish fluently in order to connect with students’ first language (L1). One year a newcomer from Vietnam was assigned to my second grade class. The student could read and write in Vietnamese. Even though I know no Vietnamese, my students and I talked about (and wrote on the board) common words in English, Spanish, and Vietnamese—names of family relationships (father, mother, sister, brother, grandfather, grandmother, and so forth), items in our classroom, animals, foods, and other common or frequently used words.

This year three colleagues in my school were willing to consider ways to improve the learning for newcomer emergent bilingual students even though recent legislation in Georgia

might be perceived as anti-immigrant (for example, HB 87 empowering police to investigate the immigration status of suspected illegal immigrants [Bolton, 2012]). The initiative of these teachers is surprising in light of the fact that the Georgia Department of Education web site had only one sentence about respecting and referring to the first language (L1) of emergent bilingual students (Georgia Department of Education web site, 2014). With the implementation of dual-language immersion initiatives, mention of learning a second language is increasing on the Georgia Department of Education web site (2015).

At a county professional development session, the presenter referred to English as “the target language.” Specifying “the target language” did not acknowledge additive bilingualism or biliteracy, and yet teachers in my school were willing to participate in my study focusing on newcomer emergent bilingual students—devoting 30 to 60 minutes each week for 12 weeks for a teacher-initiated gathering. When speakers or writers refer to English as “the target language,” they are ignoring the linguistic resources of students’ homes and communities. Referring to English as “the target language” could also support the philosophy that English is the privileged language (Crawford, 2000a; Cummins, 2000), and children’s home languages are not privileged. “English threatens to overwhelm national and regional languages, especially in situations where language education policies privilege English” (García, Bartlett, & Kleifgen, 2006, p. 208).

Conceptualizing My Study

When I was conceptualizing my study, I considered several possibilities—all relating to emergent bilingual students. At first I wanted to study what an ESOL teacher was doing to connect with and build on students’ L1. My job as a teacher is a full-time responsibility, so I was unable to devote the time to study another teacher’s practice. I did interview two bilingual

teachers who have their ESOL endorsements about their use of Spanish with Latino students. (See page 16.)

With the number of dual-language immersion schools in Georgia increasing (Georgia Department of Education web site, 2016), I contemplated studying a bilingual kindergarten teacher's approach to instruction in Spanish with a diverse group of students in a neighboring county. Again, the time away from my own job was an issue I could not resolve. As I listened to teachers in my school talk about the challenge of being assigned a newcomer, I realized that a study relating to classroom teachers who receive newcomers was a possibility.

My full-time job would not allow me to have ongoing opportunities to observe other teachers during the day, so I decided not to study teachers' classroom practices. I have attended dozens of professional development sessions ("one size fits all"). I wondered what could occur if we teachers initiated and conducted a constructivist approach to professional development relating to newcomer emergent bilingual students, so that is the study I implemented.

As I designed this study, I was thinking on two levels—what might occur with other teachers during the weekly gatherings and what should be occurring in classrooms that include newcomer emergent bilingual students. If I were asked to list the principles that guide my instruction as I interact with students and teachers each day, I would include sociocultural theory—particularly awareness of zone of proximal development (ZPD) (Vygotsky, 1978, 1986), theories relating to active and meaningful learning (Darling-Hammond, 1997; Freire, 1970), and funds of knowledge (González, Moll, & Amanti, 2005). These same theories guided me as I facilitated the weekly gatherings with classroom teachers in my school. I approach this study as a practitioner and researcher, reflecting and communicating from an insider's perspective.

I have attempted to model an outlook based on funds of knowledge—acknowledging and building on individual strengths and interests, rather than seeking to identify deficits and remediating—both in my relationships with classroom teachers and with the students I teach. My study specifically refers to sociocultural theory (particularly a learner’s Zone of Proximal Development [ZPD]) and active, meaningful learning.

Purpose

The purpose of this study is to investigate the interactions that occur between an ESOL teacher (myself) and classroom teachers in an elementary school in an urban setting. The interactions relate specifically to newcomer emergent bilingual students. The study examined how teachers interacted, why they were willing to participate in the weekly gatherings, and what the results of the 12 gatherings were. Hutchinson (2012) emphasizes the value of English as a second language (ESL) teachers working with classroom teachers in order to develop sensitivity so that all teachers are prepared to support the personal and academic growth of all learners.

My study is significant because it is “grass roots” or “bottom up” professional development. Although I am a doctoral student, in my school I am an ESOL teacher who conducted this study with my peers—without direction from or involvement of administrators. My study is one step toward social justice—doing the opposite of minoritizing. Rather than assuming that classroom teachers were aware of the linguistic resources of newcomers and the cultural capital of each student, my study created an opportunity to increase teachers’ awareness of students’ languages and background knowledge. As an advocate for students, desiring to implement aspects of Freire’s critical pedagogy (1970), I strive to ensure opportunities for *all* students to engage in meaningful learning. The weekly gatherings were one initiative that could contribute to professionalizing teachers to meet the needs of these newcomer emergent bilingual students.

Even though the state and county do not expect this additional gathering each week, we were allowed to meet with the hope of accomplishing something positive—in ways teachers think and relate to these students. My study was an attempt to address both professional development of classroom teachers and relevant, engaging instruction of newcomer emergent bilingual students.

Research Questions

The main research question guiding this study was: What happens when an ESOL teacher and classroom teachers intentionally gather to focus on newcomer emergent bilingual students? Sub-questions supporting the main research question were: (1) Why were classroom teachers willing to participate in the study? (2) What are teachers' perceptions of newcomers before and after the study? (3) What are teachers' perceptions of their self-efficacy when teaching newcomers before and after the study? (4) What are teachers' perceptions of professional development? (5) What aspects of the weekly gatherings did classroom teachers find most useful and least useful? (6) What recommendations do the teachers in this study make for other classroom teachers of newcomers?

The county school district where I conducted this study has a list of current research priorities. My study relates to three of these research priorities—Professional Development, Instructional Techniques, and Technology and Student Learning. The professional development was teacher-initiated and included weekly gatherings to focus on newcomer emergent bilingual students who speak little English. Georgia is a member of the World-Class Instructional Design and Assessment (WIDA) consortium. Therefore, the assessment used to determine newcomer status for my study was the WIDA Assessing Comprehension and Communication in English State-to-State (ACCESS) Placement Test (W-APT). A W-APT score of 1.0 indicated newcomer status for my study (WIDA, 2016).

Because my school has used an innovative model for providing ESOL services, my study sheds light on ways teachers provide for the educational needs of these newcomer emergent bilingual students. In my school every classroom teacher is expected to have the ESOL endorsement. The endorsement is obtained by taking three courses at a college or university, by taking courses through the county school district or Metro RESA, or by passing the GACE test. The courses relate to applied linguistics, cultural issues, materials and methods, and assessment. Each classroom teacher has been the ESOL teacher of record for each English learner in our school.

Terminology

Dobozy, Campbell, and Cameron (2012) emphasize the importance of systematic and comprehensive language for describing events or phenomena in a scientific manner—particularly when relating to changes in educational practices and the development of new educational theories and pedagogies. A variety of labels has been used when referring to the students I have in mind as the focus of my study. Short (2002) refers to “recent immigrant English language learners” and “newcomer students.” Her article examined the growing number of newcomer programs in urban middle schools and high schools. Short described the program designs, educational goals, instructional practices, and “acculturation strategies” in these schools (p. 173).

Fix and Capps (2005) call these students “immigrant children,” “newcomers as children of immigrants,” “children of immigrants,” and “immigrant students.” Their article related to policy and the No Child Left Behind Act. Because so many of these students live in urban areas, the challenge of responding to “immigration-led demographic change falls primarily to increasingly diverse schools in major urban areas” (p. 2). When describing challenges these schools face, Fix and Capps include poverty and students whom teachers refer to as “long-term LEPs.”

These students “have not learned English” after seven or more years in U.S. schools (p. 3).

However, many of these students were born in the United States.

Limited English Proficient (LEP) is the label used referring to individuals “above the age of 5 who reported speaking English less than ‘very well,’ as classified by the U.S. Census Bureau” (Zong & Batalova, 2015). “In *Lau v. Nichols*, the U.S. Supreme Court affirmed the Department of Education memorandum of May 25, 1970, which directed school districts to take steps to help limited-English proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs (United States Department of Education web site, 2016b). Referring to a child as “LEP” focuses on what the child does not have (proficiency in English) rather than acknowledging the child’s linguistic and cultural resources.

Suárez-Orozco, Pimentel, and Martin (2009) write about “newcomer immigrant youth” (p. 712). Their article related to academic engagement and student achievement. Wright and Li (2008) use the phrase “newcomer English language learners” (p. 237). They write about the accountability of high stakes math testing and its effect on newcomer English language learners. Calderón et al. (2011) call these students “adolescent newcomers” (p. 112) and “newcomers” or “newcomer ELLs” (p. 55). Waggoner (1999) refers to “newcomer and linguistically different youth” (p. 13). Harklau (2000) mentions “newcomers in elementary school” (p. 48). She also studied newcomers in their last year of high school and beginning years of college. Cummins (2008) and Cummins, Bismilla, Chow, Cohen, Giampapa, Leoni, and Sastri (2005) refer to “newcomer students” (p. 41). Duff (2001) calls the adolescents “newcomers” (p. 104) and “newcomer ESL students” (p. 118). Pease-Alvarez, Samway, and Cifka-Herrera (2010) refer to “newcomers to English” (p. 324).

I use the term “newcomer emergent bilinguals” to refute deficit perspectives that focus on English as the target language and to avoid referring to dual language instruction as though a bilingual person’s brain had two parallel monolingual tracks—without acknowledging translanguaging. García and Leiva (2014) refer to translanguaging as the flexible and dynamic use of linguistic resources by bilingual individuals. Throughout this paper I refer to “newcomer emergent bilingual students” to designate students who have recently arrived in the United States—who have been here for less than a year—and who are beginning to learn the English language in addition to their first language (L1). I will use “emergent bilinguals” to refer to students who have been in the United States for a year or more and who are learning English as a second language while maintaining their first language (L1). When students are no longer served through an ESOL program because they have acquired sufficient proficiency to exit such a program, they may be called “proficient bilinguals” (Gort, 2014).

Significance of the Study

Although previous studies have related to collaboration of English teachers, math teachers, and other classroom teachers (for example, Hammarwall, 2013; Levine, 2010) and to teacher attitudes toward English learners (Karathanos, 2009), my study examined the interactions between an ESOL teacher (myself) and classroom teachers in an elementary school with the goal of benefiting newcomer emergent bilingual students. Two aspects of my case study are especially significant—the weekly gatherings were a “grass roots” initiative (bottom-up approach to professional development), and my study was conducted by an “insider.” Cochran-Smith and Lytle (2009) affirm the value of teacher inquiry and practitioner research. They acknowledge the challenge that we teacher researchers face in our efforts to democratize educational opportunities for all students. Ferguson (2000) asserts that in the hierarchy of knowledge in academia or in a

university setting, her life experiences were ignored as if they had never occurred. My approaching this study as a practitioner-researcher affirms the value of a teacher's experiences. I believe that during the 12 weekly gatherings we teachers constructed knowledge through our conversations (Cambourne, 2001; Cochran-Smith & Lytle, 2009; Vygotsky, 1978, 1986). I purposefully chose the word *gatherings* because it is not laden with the possible connotations of other terms like *meetings* and *professional development*.

The ethnic, cultural, and linguistic diversity in many classrooms is a reality. The metropolitan area where I conducted the study has more Latinos than Austin, Tampa, San Jose, Fort Lauderdale, Tucson, or Corpus Christi (Pew Hispanic Research Center, 2016). The fact that so many Latinos live in the area surrounding my university and the school where I teach enhances the significance of the focus of my study.

This case study adds to the literature in several ways. At a micro level it enhances awareness of newcomer emergent bilingual students in the school where I teach and awareness of the needs of their classroom teachers. My study provides information for the county school system about resources for classroom teachers and about professional development for teachers. Beyond my county, classroom teachers and school administrators in the state of Georgia as well as other "new settlement areas" resulting from the "New Latino Diaspora" (Hamann et al., 2002; Murillo, 2002; Villenas, 2002) can benefit from this study of a teacher-led professional development initiative. As we experienced when my study began, the newcomers also come from countries with languages other than Spanish. Newcomers are not a monolithic group. The varied ages, languages, and abilities of students contribute to the diversity of newcomer emergent bilingual students in our schools. The kit we created and developed would be helpful for a classroom teacher of any newcomer regardless of the linguistic and cultural background(s) of the student(s).

The insights we explored relating to the social-emotional climate of the classroom and the importance of developing relationships are relevant for all teachers, not just teachers of newcomers.

The fact that the study is investigative means that it will inform future research possibilities. It may enhance instruction of newcomer emergent bilingual students where the study is conducted. Participants implemented strategies and received materials that may be helpful for them and for future teachers of newcomer emergent bilingual students. This teacher-led initiative relating to newcomer emergent bilingual students contributes a distinct facet to our understanding of classroom teachers' perceptions of professional development and their awareness of issues relating to newcomer emergent bilingual students.

Another aspect not to be overlooked is the social justice stance of including newcomer emergent bilingual students in classrooms rather than minoritizing or marginalizing them (Theoharis, 2007). Theoharis and O'Toole (2011) emphasize the need for educators to participate in the national debate on best ways to educate students whose home language is not English—advocating for these students. My study addresses issues of social justice because my approach is the opposite of the deficit perspective regarding minoritized students. This deficit perspective continues to be too common among teachers (even a teacher in this study). I attempted to encourage teachers' and students' awareness of “language as a resource” (Ruiz, 1984). Ruiz (1984) articulated three views of language—language as a problem, language as a resource, and language as a right. I wanted teachers to view students' L1 not as an obstacle to be overcome but as a foundation upon which students could develop knowledge of additional languages.

I approached my study from a perspective of critical pedagogy and sociocultural theory (acknowledging each learner's ZPD). I facilitated weekly gatherings with classroom teachers in order to consider the education of newcomer emergent bilingual students with the hope that their

learning needs would be met because teachers perceive students' funds of knowledge (González et al., 2005) and individual strengths and interests.

In the following chapter I will examine literature relating to sociocultural theory and critical pedagogy—the theoretical framework for my study. Then I will address topics that have surfaced in this introduction—specifically, the sociopolitical climate in the United States following the New Latino Diaspora of recent decades; teacher dispositions and expectations relating to emergent bilingual students; and teachers' collaboration as a form of professional development. Chapter 2 also will address literature relating to practitioner research.

Hornberger (2007) reminds us that “multilingual learners deserve our continual reimagining and opening up of educational spaces that foster their ongoing development and creative transformation of their transnational—and biliterate—lives and literacies” (p. 333). For this reason I conducted this study. The issue of newcomer emergent bilingual students is complex with layers of implications to be considered from the perspective of the ESOL teacher, the classroom teacher, and the child. My desire is to increase awareness of the changing student demographics in many schools and highlight areas for improvement in the ways we relate to newcomer emergent bilingual students and their families.

2 REVIEW OF THE LITERATURE

This literature review provides an overview of the relevant literature that informed my research. After an introductory section, the first part relates to sociocultural theory and critical pedagogy—the theoretical underpinnings for my study. The next section addresses the sociopolitical climate in the United States and implications for educators in light of the changing student demographics in recent decades. The following section relates to teachers' dispositions and attitudes toward emergent bilingual students and teachers' expectations of these students. The next part examines the literature on collaboration as a form of professional development for teachers. The final section relates to practitioner research—leading into Chapter 3 with the description of my approach to this study.

I need to explain why this literature review does not include research studies relating to newcomers. When I conducted a search using Google Scholar and identifying the key words of “newcomer” and “elementary school,” the results included two articles. One was about high stakes testing in Arizona (Wright & Choi, 2008) and the other was about the dental health of immigrant children in newcomer schools in San Francisco (Pollick, Rice, & Echenberg, 1987). When I conducted a search using EBSCO and identifying the key words of “newcomer,” “English learners,” and “elementary school students,” I found guidelines for the education of adolescent newcomers (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006); an article about school reform and standards-based education (Echevarria et al., 2006); perceptions of English learners across educational settings (Harklau, 2000); and ways to affirm identity in multilingual classrooms (Cummins et al., 2005).

Although the above-mentioned articles were not based on research studies, I will summarize their content here. Wright and Choi (2008) found that recent policy changes had resulted in

confusion over what constituted quality instruction or “sheltered English immersion.” Teachers perceived that English learners often were experiencing “mainstream sink-or-swim” instruction (pp. 1-2). They had the impression that high-stakes tests were resulting in instructional practices that did not meet the linguistic and academic needs of English learners.

Pollick et al. (1987) examined the need for dental treatment among “non-refugee immigrant children” and “refugee children” and the incidence of dental caries (p. 782). Francis et al. (2006) state that empirical research on the education of adolescent newcomer students is limited. They espouse explicit instruction for adolescent newcomers to support their reading comprehension, intensive instruction in academic writing, systematic assessment of these students’ strengths and needs, and targeted instruction in vocabulary.

The search results did include a study of “newcomer” children in non-metropolitan public schools in Japan (Burgess, 2007), but the word *newcomer* had a different meaning in that context. I found one article with guidelines for classroom teachers of newcomers (Cohen & Daniel, 2013) and no studies relating to needs and expectations of classroom teachers of newcomers. Cohen and Daniel (2013) articulate the importance of classroom routines, suggest assigning a buddy to each newcomer, emphasize the role of relationships with students’ parents, and conclude the article with 14 instructional strategies.

I also searched in Google Scholar using the terms “immigrants” and “refugees.” I found a national study of kindergarteners by Crosnoe (2005) relating to the segregation of children from Mexican immigrant families in elementary schools. I found a literature review by McBrien (2005) relating to the needs of refugee students, but it did not deal specifically with elementary school students. My study will begin to address a gap in extant literature relating to classroom teachers of newcomer emergent bilingual students. Because of the paucity of articles relating to

newcomers, after addressing sociocultural theory and critical pedagogy, the remainder of the literature review relates to the sociopolitical climate of my study, teachers' attitudes and perceptions, collaboration as a form of professional development, and practitioner research.

Sociocultural Theory

Sociocultural theory and critical pedagogy are the underlying theories influencing my approach to this study. Vygotsky (1978, 1986) and those who extended his work (such as Rogoff, 1994) conceptualize learning as a social process. Rogoff (1994) writes about a community of learners in which learning happens as people participate in shared endeavors with others. Bransford, Darling-Hammond, and LePage (2007) attest to the need for teachers to be aware of students' life experiences, behaviors, and beliefs about themselves and about schooling. Teachers' "sociocultural consciousness" helps them understand their own interactions with students and develop knowledge of ways to incorporate students' cultures and experiences into their teaching in order to enhance learning (p. 36). Freedman and Appleman (2008) point out that sociocultural theories guide us to focus on children's identity development across time through interactions with others in a community of practice. Bakhtin (1981) elaborates on the role and function of dialogue—interaction that Vygotsky would attribute to relationships with more knowledgeable others (1978). Neither Vygotsky nor Bakhtin viewed identity as fixed. They posited that one's identity changes as a person has experiences within communities of practice (Freedman & Appleman, 2008).

Bruner (1996) states that learning and thinking are situated in cultural settings. He elaborates by saying that education exists in a culture. Schools, as entry points into the culture and not just places of preparation for participating in the culture, are responsible for equipping

students with a sense of agency and self-esteem in order to cope with the world outside of the school (Bruner, 1996).

Atkinson (2002) refers to two environments for language learning. One environment is like a lone cactus in the desert, hoping that a rare cloud might result in a shower of rain to provide life-giving sustenance. The other environment is like a tropical rainforest “teeming with life, sounds, growth, and decay—a lush ecology in which every organism operates in complex relationship with every other organism. Each tree . . . developing continuously and being sustained through its involvement in the whole ecology” (Atkinson, 2002, p. 526). It is my hope that classroom environments will nurture the sociocognitive language development of emergent bilingual learners in an interactive, ecological setting like this one.

Nieto (1999) emphasizes the importance of the social context for learning. She states that students learn best when they are active and collaborating with others, and yet many teachers continue to tell students to sit still and be quiet. Tappan (1998) highlights Vygotsky’s belief that a child’s speech is as important as action in attaining a goal—for example, in solving a problem. He elaborates that speech is even more important when actions are complex and solutions are less direct.

Meyer (2000) writes about teachers’ responsibility to recognize and remove barriers to meaningfulness for emergent bilingual students. Teachers’ instructional work includes helping “construct their [students’] understanding and participation” (p. 228). Meyer states that through dialogue with adults, students learn to transfer their prior experiences and background knowledge into words. She highlights the importance of “effective teacher talk, teacher-student interaction, and adult support for students’ developing oral and written language production” (p. 228).

From a sociocultural perspective, teachers are like gardeners—planting seeds and nurturing plants to provide an environment that is conducive to learning (Atkinson, 2002; Vygotsky, 1978), welcoming a myriad of opportunities for students to interact with teachers and other students and with the books, technology, and other items in the classroom. Teachers also might be likened to construction workers. Bruner (1996) states that teachers do not wait for students' readiness to happen. Teachers scaffold instruction by interacting with students at the stage where they are now—providing support so that students can experience success. Fennema-Bloom (2010) points out that the scaffolding teachers provide at the level of each child's zone of proximal development (ZPD, Vygotsky, 1978) is perceived as a ladder that "connects the current level of the learner with the next level of learning or acquisition, thus forming deeper connections between new material and existing schemata" (p. 33).

Souto-Manning (2010) exhorts teachers to be aware of the influence that their cultural and linguistic practices have on students' identities. When teachers learn about students' families' funds of knowledge, those sources of cultural capital can be implemented to enrich instruction and to enhance student engagement. González et al. (2005) communicate the value of teachers' building on the home language of students in order to capitalize on those children's abilities. Jiménez (2001) states that a specific way teachers can communicate that students' Spanish-language abilities are a valuable resource is to encourage students to consider their cognate vocabulary knowledge, "translate judiciously," paraphrase, and reflect using either or both of their languages (p. 157). Bilingual students often display linguistic fluidity and cognitive flexibility (Souto-Manning, 2010).

Although Locke perceived children's minds as "blank slates" (Henson, 2003), studies in recent decades demonstrate the wealth of knowledge, experience, and vocabulary that children

have developed by the time they enter school. Teachers need to interact with children in meaningful ways to continue to build on students' cultural competence (Gutiérrez & Rogoff, 2003). Jiménez and Rose (2010) state that many teachers have low expectations for students who are learning English as an additional language. Too many teachers exhibit deficit-model thinking for these students. Brooks and Karathanos (2009) also point out that educators often view diverse languages as obstacles, expecting students from various cultural and linguistic backgrounds to adapt to English-only classroom environments. Halcón (2001) contends that in spite of research findings about bilingual learners (concerning which methods and languages should be used for teaching them) the nineteenth-century deficit model of "the other" still prevails (p. 69). Monzó and Rueda (2001) state that teachers' lack of knowledge of students' languages, cultures, and communities contributes to their deficiency perspectives. Ayers (2001) writes about the prevalence of deficit thinking in schools in the United States.

Delpit (1995) points out that when teachers are not aware of the potential of their students, they will "under-teach" them regardless of the methodology being implemented. My study was an attempt to increase teachers' awareness of the strengths and the potential of newcomer emergent bilingual students and to develop more positive relationships with these students.

Critical Pedagogy

Freire (1970) proposed that teaching and learning are reciprocal. Students become teachers, and teachers become learners. In this scenario, teachers become involved in discovery alongside students, not merely depositing content into students' minds as teachers stand in front of the class. Nieto (1999) points out that even though most public school teachers are Caucasian women and students are more and more diverse, the traditional approach has been to "instruct

students in the ways of White, middle-class, English-speaking America and, in the process, to rid them [students] of as many of their differences as possible” (p. 142).

Darling-Hammond (1997) emphasizes the importance of relationships between teachers and students in pursuing meaningful challenges and developing lifelong capacities for learning. Freire (1970) espouses engaging learners with the world, not attempting to transmit knowledge or deposit content as expressed in the banking metaphor. Cambourne (2001) makes clear that learning is about making meaning. He posits that what a person has learned is the sum of the meaning-making experiences a person has had. Caine and Caine (1991) state that a challenge for teachers is to integrate new content into real-life experiences in order to promote meaningful learning and student engagement. When teachers and students share common languages, cultural understandings, and experiences, they may develop more meaningful relationships and more effective learning opportunities (Monzó & Rueda, 2001).

Meyer (2000) challenges teachers to be aware of and to seek to remove barriers to meaningful instruction for emergent bilingual students. These barriers include: cognitive load, culture load, language load, and learning load. Culture load includes ways teachers expect talk to occur in their classrooms. “Teachers may have strong beliefs about when students should speak in class and when they should not” (p. 231). These beliefs differ from country to country, from region to region, and from one teacher to another. When teachers spark students’ curiosity and interest in learning, Meyer contends that a “yearning” is unleashed that will energize or motivate students to overcome these barriers (p. 229). She encourages teachers to become aware of students’ funds of knowledge (González et al., 2005) and to communicate conceptual connections in order to build on students’ prior experiences and background knowledge.

Nieto (1999) agrees with Freire's expectation of engaged learners. She posits five principles of learning. Learning is actively constructed. It builds on experience. It is influenced by cultural differences and the context in which it occurs. Also, "learning is socially mediated and develops within a culture and community" (p. 3). Those who suppose that learning occurs when students are presented with facts for remembering are attempting to decide what knowledge is most valuable (Nieto, 1999) and are perpetuating hegemony—social, cultural, and/or linguistic influence exerted by a dominant group. Her view would be consistent with funds of knowledge (González et al., 2005)—viewing and valuing students' assets instead of referring to them as "disadvantaged" or "at-risk" (Nieto, 1999, xvii).

Freire (1998) refers to teachers as cultural workers and expresses the need for teachers to be courageous (Freire & Macedo, 1995). By implementing an innovative professional development initiative for classroom teachers of newcomer emergent bilingual students, I hoped to demonstrate courage and to fulfill my role as a cultural worker as I attempted to contribute to the scholarship on teacher-initiated professional development, teacher perceptions and attitudes, and newcomer emergent bilingual students.

Context of the Study

Fitzgerald (1993) traces the history of bilingualism in the United States, beginning with pre-colonial and colonial times when bilingualism was at least accepted and protected. Times of high immigration have been associated with declines in the acceptance of bilingualism. When the United States is participating in military endeavors in other parts of the world, there is a tendency toward more nationalism and even isolationism. Nieto (1999) also points out that attitudes toward languages in the United States have oscillated between "grudging acceptance and outright hostility" (p. 60). Reasons for these attitudes have been justified as being essential for "social

cohesion and academic success” (p. 60). Proponents of these restrictive attitudes expect assimilation and conformity—the melting pot.

Fitzgerald (1993) points out that in 1971 Massachusetts was the first state to pass a law promoting bilingual education. In 1981 California began a bilingual education project. However, in 1986 California voted three to one to declare English as the state’s official language (Fitzgerald, 1993). Since that time 30 states have declared English as the official language (English First web site, 2015; U.S. English web site, 2015). Oklahoma, Kansas, Idaho, Arizona, Iowa, and Missouri most recently have passed official English legislation. Alaska and Massachusetts have overturned official English laws (English First web site, 2016). Groups like “English First” disparage those who “do not want to assimilate into American culture” as though “American culture” were homogenous or monolithic (English First web site, 2014). This organization is attempting to implement legislation that would make English the official language of the United States. According to the English First web site, a Georgia statute in 1986 made English the state’s official language.

Arizona, California, and Massachusetts also have passed legislation to restrict or prevent bilingual education that had been implemented for decades (Gándara, 2015). Crawford (2000b) states that the passing of Proposition 227 in California reflected the perception that upholding English as the language of the United States was an attempt to preserve a way of life. However, García’s (2000) research on California’s response to Proposition 227 found that successful child-care providers support children’s ethnic identity, promote cross-cultural understanding, foster the preservation of children’s home languages, and encourage bilingualism among all children.

As Tatum (2003) points out, “Language is inextricably bound to identity” and is not just a tool for communication. The title of a book by González (2006) confirms this idea—*I Am My*

Language. Anzaldúa (1999) goes even further, “Ethnic identity is twin skin to linguistic identity . . . Until I can take pride in my language, I cannot take pride in myself” (p. 39). Language is “the carrier of cultural values and attitudes” (Tatum, 2003, p. 139). Crawford (1989a, 1989b) states that during the early 1900s, World War I and the “Americanization” era, an ideological link was established between a person’s ability to speak English and American patriotism, and between speaking other languages and disloyalty to the United States.

Rolón (2005) asserts that conceptualizing Latino students’ culture and language as assets rather than deficits is an effective strategy for improving their learning experiences at school. Although some people focus on what children cannot do, exemplifying a deficit mentality, I believe emergent bilingual students as individuals (and classes in elementary schools as entities) benefit when language is viewed as a resource (Ruiz, 1984). When students are punished for speaking L1 at school, teachers are expressing the view that “language is a problem” (Ruiz, 1984). Advocates are needed to promote awareness of “language as a right” (Ruiz, 1984).

The sociopolitical climate in which I conducted my study relates not only to the students and their backgrounds but also to teachers’ working conditions. Scherer (2012), in an interview with Linda Darling-Hammond, states that “some politicians and philanthropists have adopted a very punitive and shortsighted approach”—emphasizing students’ scores on standardized tests and not professional development for teachers and adequate resources for schools. These educational policies leave “teachers underprepared and undersupported,” creating an “anti-profession” with scripted curriculum and lack of trust (p. 22). Darling-Hammond goes on to state that successful schools create and sustain environments where teachers are given opportunities to grow and learn and have the tools they need. In these settings teachers can be content and successful in their work (Scherer, 2012).

Servage (2009) also sheds light on the environment in which some teachers work. She posits that when administrators approach professional learning communities from a “managerial stance,” this “disempowering” and “low-trust approach” “likely creates more problems than it solves” (p. 163). In such settings “teachers’ choices and behaviours are the product of control and accountability mechanisms rather than an internalized and reflective sense of professional ethics” (p. 163). Servage goes on to say that these low-trust climates result in defensiveness and resistance to change. She encourages consideration of professional learning communities as sites that would nurture social justice. I hoped that my study would contribute to teachers’ awareness of issues relating to social justice.

Teachers’ Perceptions of Emergent Bilingual Students

Bruner (1996) states that beliefs and assumptions about teaching reflect the teacher’s beliefs and assumptions about the learner. For this reason it is crucial that teachers perceive emergent bilingual students as being capable learners. Nieto (1999) points out that school conditions and climate along with the attitudes and beliefs of teachers can foster or hinder learning.

Caine (2010) and Caine and Caine (1991) point out the interrelatedness of each person’s body, thoughts, and emotions. They state that emotions are involved in every thought, decision, and response. Therefore, a student’s mastery of new content (or development as a language learner) is influenced by his or her emotions. Learning is enhanced by positive emotional experiences and diminished by threat or stress. Krashen (1982) proposes the affective filter hypothesis. He writes about lowering each student’s affective filter in order to enhance language learning. When teachers plan for instruction that makes material feel familiar and appealing in some way to learners, learning is enhanced (Caine, 2010).

Schools are responding to the Latino influx in a variety of ways. Although the federal government requires that all students legally and morally deserve an appropriate education and teachers must provide adequate instruction for English learners (ELs) (Lau versus Nichols, 1974), some schools or teachers provide inappropriate or no modification of instruction, assessment, and activities (Matthews, 2007). Teachers may assume that ELs are someone else's "problem" (Lee & Oxelson, 2006; Matthews, 2007). When ELs are "pulled out" of the mainstream classroom for language instruction, these sessions may not be integrated with "regular" curriculum (Matthews, 2007; Penfield, 1987). This approach may marginalize students (Matthews, 2007). Quality language instruction should not be occurring only during the pullout session with an ESOL endorsed or qualified teacher (Matthews, 2007). English learners benefit from a school climate that values bilingualism; however, many teachers rarely even acknowledge children's first language (L1) (Lee & Oxelson, 2006; Matthews, 2007).

A common practice is to pull out English learners for a 30- or 45-minute segment of English as a second language (ESL) instruction each day. During the rest of the day these students attend regular classes in a sink-or-swim instructional environment, usually with teachers who are not prepared to teach them (Calderón et al., 2011). This approach existed in the school I studied in a pilot project. Although teacher preparation programs and professional development seminars are needed, teachers' willingness to encourage biliteracy is also a factor to be considered. This attitude is consistent with the sociopolitical climate in states that are passing anti-immigrant laws, such as Arizona, Alabama, Georgia, South Carolina, Indiana, and Utah (American Civil Liberties Union, 2014).

Teachers' Dispositions and Attitudes Toward Emergent Bilingual Students

Schussler and Knarr (2013) state that dispositions include teachers' behaviors and the impetus behind those behaviors—*what* teachers say and do and *why*. They refer to dispositions as a “panoptic, multi-faceted approach” (p. 73). Dispositions include teachers' words, actions, and attitudes. Schussler and Knarr (2013) specify that dispositions include a person's *inclinations* to behave in certain ways, the *context* of a given situation, and a person's *awareness* of those inclinations and “what the context requires for desired outcomes to be reached” [italics in the original] (p. 73). For example, teachers may have knowledge or ability and yet “not be alert to when a situation calls for these competencies” (Schussler & Knarr, 2013, p. 73). Sensitivity goes beyond having knowledge and skills to making choices to implement what is known in “relatively uncued conditions” (p. 73). Teachers are expected to meet the needs of all learners every day—not just for an assignment in a diversity course. Teachers are constantly enacting their values during their interactions with students (Schussler & Knarr, 2013). Teacher educators have reported that the values preservice teachers articulate may not align with their actions in classrooms. Understanding how to enhance preservice teachers' awareness of their dispositions is crucial (Schussler & Knarr, 2013).

Robinson and Clardy (2011) point out that teachers' attitudes and dispositions toward culturally and linguistically diverse students influence how they interact with and reflect on literature about diversity as well as their relationships with students who exemplify other languages and cultures, coming from backgrounds that are different from the teacher's. Some teachers hold assimilationist views often resulting in subtractive bilingualism when students learn English at the expense of their L1. Teachers may count as valid and valuable only the language and culture of the dominant group (Robinson & Clardy, 2011).

Schussler and Knarr (2013) state that dispositions influence the awareness of preservice teachers of their own perceptions and of ways to connect their intentions with their practice in specific teaching situations. They express a word of caution relating to behavioral checklists as an attempt to assess preservice teachers' dispositions. Such checklists reflect a reductionist approach limiting or disregarding the capacity of the observer to address meaningful aspects of teaching such as the underlying impetus that drives teachers' behaviors and the goals teachers are attempting to achieve.

Fitchett, Starker, and Salyers (2012) write that preservice teachers who were exposed to "an in-depth culturally responsive teaching epistemology" were more efficacious in their abilities to teach multicultural social studies content. Fitchett et al. (2012) suggest that a "comprehensive culturally responsive methods course inspired efficacious attitudes toward teaching diverse learners" (p. 585). They clarify that in order for preservice teachers to "enact culturally responsive pedagogy, they have to feel efficacious in their ability to implement this praxis in the context of their own classrooms" (p. 589). They continue that successful implementation of culturally relevant teaching depends on teachers' understanding and belief in these principles.

Wasicsko (2007) refers to teacher dispositions based on three categories: teacher behaviors, teacher characteristics that represent attitudes persistently demonstrated, and teacher perceptions that represent core values. Some scholars perceive dispositions as temperaments, beliefs, attitudes, personality traits, or ideas that an observer can infer from a teacher's behavior (Burant, Chubbuck, & Whipp, 2007; Shively & Misco, 2010). Shively and Misco (2010) state that expected teacher dispositions might include positive attitude, open-mindedness, a caring attitude, "appreciation of diversity," empathy, "a sense of efficacy," "tolerance of ambiguity," and "a tendency to consider both short and long term effects" (p. 11). Shively and Misco (2010)

exhort teacher education programs to introduce definitions of dispositions, expectations, and the rationale for those expectations at the beginning of the program so that future teachers are aware of expectations of the teaching profession.

In light of what I had experienced as a classroom teacher and what I had observed when interacting with Latino students, I hoped that other teachers would be interested in learning about Spanish pronunciation and cognates. During my pilot study, I designed a professional development presentation to overview Spanish orthography and cognates. Cummins' (2000) theory of Common Underlying Proficiency (CUP) and his Interdependence Hypothesis support developing teachers' awareness of students' L1 in order to improve L2 learning. Two previous studies have related to classroom teachers' awareness of children's first language (L1) and responsibility to make connections with it. Karathanos (2009) found that although mainstream teachers of kindergarten through twelfth grade support use of children's first language (L1) in theory, that belief does not "translate" into classroom practice.

Lee and Oxelson (2006) found that kindergarten through twelfth grade teachers who had not received training as language educators were negative or indifferent toward heritage language maintenance. The teachers in the Lee and Oxelson study claimed that any use or development of literacy in children's first language was the responsibility of their parents—that it was not the job of teachers to develop or maintain children's L1. Lee and Oxelson (2006) contend that all educators would benefit from understanding the critical role and functions of heritage languages in the personal, academic, and social development of linguistic minority students. Cohen and Sherman (2014) emphasize students' need to "maintain the integrity of the self," because "self-protective defenses . . . can hamper performance and growth" (p. 333). Threats and

affirmations relate to the self's need to be "adequate" and "efficacious" (p. 334). An intervention of self-affirmation has shown benefits lasting for months or years.

Karabenick and Noda (2004) posit that teachers who were more supportive of English learners were more likely to believe that L1 proficiency improves school performance and does not interfere with learning a second language. They state that these teachers also had a higher sense of self-efficacy and took a "mastery" rather than a "performance (or competitive) approach to instruction" (p. 55). Karabenick and Noda (2004) also write about the importance of teacher attitudes because they influence teachers' motivation to engage with students. This engagement often leads to "higher student motivation and performance" (p. 56). Teachers' attitudes also affect "teachers' receptivity to professional development efforts to improve ELL-related capabilities and to dispel unwarranted beliefs . . . that, unchallenged, can impede attempting new instructional practices that are more conducive to ELL student success" (p. 56). I think teacher attitudes did influence the receptivity of participants in my study, as Chapters 4 and 5 will show. Karabenick and Noda (2004) posit that teachers with more positive attitudes toward English learners "were more likely to believe they were capable of providing quality instruction for ELL students" (p. 70). In my study I also saw the effect of a teacher's attitude toward a newcomer on her belief that she could teach him effectively, as Chapters 4 and 5 will show.

Meyer (2000) exhorts teachers to respect students' "worlds." A teacher lightens the "cultural load" when she treats emergent bilingual students, their families and communities, and their primary languages and cultures with acceptance and respect, not criticism (p. 232). When teachers build personal relationships with students and their families, they begin to understand how students' words and cultural practices have meaning within that context—beyond the classroom. When teachers observe emergent bilingual students, particularly newcomers, in order to

understand children's reactions and responses, they are increasing the possibility for mutual trust to develop.

When teachers expect emergent bilingual students to participate in ways that children are not yet capable of, silence and non-participation may result. These students need teachers to find ways for them to participate and feel included, respected, and successful as they are acquiring English and learning the subject matter of school (Meyer, 2000). When teachers focus on English without acknowledging or demonstrating interest in students' L1, we lose opportunities to learn about other ways of knowing and experiencing the world (Robinson & Clardy, 2011).

Nieto (1999) points out that teachers' actions influence whether and to what extent students learn. She also believes that all students can learn when they are given opportunities to "interact socially and appropriately with others" (p. 16). Emergent bilingual students particularly need opportunities to interact with other students—participating in conversations in English. Emergent bilingual students need more than the typical IRF interaction with a teacher. Sinclair and Coulthard (1975) labeled the IRF structure—Initiation (by the teacher), Response (by the student[s]), and Follow-up (by the teacher). Language in the classroom often follows a predictable and highly structured sequence.

Although Bradley and Reinking (2011) write about preschool classrooms, the principles also hold true in elementary schools—particularly with emergent bilingual students. Bradley and Reinking express the importance of developing children's oral language because of its role in literacy development, including comprehension. Bradley and Reinking encourage teachers to be more responsive to children's questions and comments and "to encourage children to give more elaborated responses" (p. 367). They point out that [preschool] teachers often have strong beliefs and well-established routines and practices and may be resistant to change even though research

demonstrates the intervention or modification as having benefit for children. Bradley and Reinking list three factors that may influence teachers' abilities to connect research and practice. Teachers' attitudes and beliefs about teaching influence their ability to adopt new practices. Contextual factors such as curriculum and instructional support influence teachers' ability and desire to change. Teachers also "need time and opportunities to reflect on their knowledge and experience in relation to the research" (p. 368).

Noel (2008) addresses teachers' attitudes toward students with an overview of the deficiency orientation and the difference orientation. These orientations may relate to culture, race, learning styles, languages, and other factors. Key distinctions between the deficiency orientation and the difference orientation are "*who* is seen as needing to change or improve" and whether "there is *one* way of learning or solving problems" [italics in original] (p. 127). The deficiency orientation compares what the teacher knows and expects with what the student knows and expects. This comparison may relate to cultural resources the teacher has or with which she is familiar. A deficiency orientation "allows teachers to put the responsibility for students' failure on the students and then to ask the students to change" (p. 128). This belief could be summarized as "I could teach these students better if they were just more like me" (p. 128). A teacher who holds the difference orientation, as opposed to the deficiency orientation, views students' characteristics as possible strengths that could be beneficial in the teaching-learning environment. Teachers who espouse the difference orientation reflect on their own pedagogy, the curriculum, and the structure and expectations of the school in order to find ways to acknowledge and build on students' strengths and interests even if these traits or abilities do not "fit the mainstream profile" (p. 128). This orientation could be summarized as "I could teach these students better if I just knew more about them" (p. 129).

Hamre and Pianta (2006) state that teacher demographic factors do not predict or show correlation with the quality of teacher-student relationships. Hamre and Pianta (2006) explicitly refer to teacher experience and education, stating that they show little relation to teachers' or students' reports about quality teacher-student relationships. However, teacher's beliefs and perceptions about students and their roles do influence the formation of supportive teacher-student relationships.

Teachers' Professional Development Relating to Emergent Bilingual Students

Although state programs to address the needs of English learners began in the 1970s (Fitzgerald, 1993), the number and diversity of ELs today necessitates more attention to the issue. Including students' native languages (L1) in instruction enhances their success in school (Karathanos, 2009), and a link is evident between ESL-specific university preparation and support for and use of students' L1 during instruction (Karathanos, 2009). University preparation certainly influenced the two teachers in my school who used Spanish to connect with Latino students—especially with the newcomer emergent bilingual students.

Monolingual mainstream teachers' understanding of second language acquisition and their attitudes toward students' first language use significantly influence the educational experiences and academic outcomes for English learners (Karathanos, 2009). Another consideration is that teachers may support the theoretical principles underlying using a student's L1 during instruction; however, teachers may be less positive about its practical implementation (Karathanos, 2009). A benefit of specific professional development (or college courses) is the emphasis on the role of students' L1 in promoting development academically, linguistically, and socially (Karathanos, 2009). Proficiency in L1 can transfer to a student's second language (L2); therefore, teachers can promote academic achievement for English learners in L2 by helping

Latino students access the content and build literacy skills in L1 (Karathanos, 2009). Hutchinson (2012) states that “the time to develop the understanding and knowledge for working with ELLs is during teacher preparation programs” (p.51). She continues by proposing that this preparation relate to preservice teachers’ underlying assumptions and attitudes toward ELLs and their knowledge and understanding of ways to support ELLs in mainstream classrooms.

If teachers do not speak students’ L1, they can obtain learning resources in that language, pair students who have the same L1 but differing abilities in English, or enlist parents or volunteers who are proficient in the student’s native language (Karathanos, 2009). Monolingual teachers can take initiative, such as enrolling in Spanish or French classes, buying games and CDs in other languages and English, and finding ways to express affection and communicate trustworthiness to emergent bilingual students (Gillanders, 2007). If L1 is suppressed or if students are punished for speaking in their native language at school, teachers may espouse ideologies of assimilation and monolingualism (Delpit & Dowdy, 2008; Karathanos, 2009; Lee & Oxelson, 2006; Pimentel, 2011).

Not surprisingly, there is considerable variability among teachers regarding beliefs, attitudes, and practices toward using students’ native language (L1) in the classroom (Karathanos, 2009). Teachers with English as a second language (ESL) certification tended to have more positive attitudes toward their ELL students’ native languages and use of the L1 in instruction than teachers with traditional certification (Karathanos, 2009; Lee & Oxelson, 2006). Teachers who work with emergent bilingual students found professional development most helpful when it provided opportunities for practice, demonstrations with students, and personalized coaching (Calderón et al., 2011). Barrera and Jiménez (2000) point out that most teachers of Latino

students are European American and are novices who have not received training in teaching children from diverse backgrounds.

The Center for Latino Achievement and Success in Education (CLASE) has compiled and synthesized results from work completed by 24 teams throughout the state of Georgia. Four needed elements surfaced most often: school climate, professional development, innovative programs, and family engagement (Musetti, Matthews, Padilla, & Perez-Knapp, 2005). My study was an attempt to address the area of professional development for in-service teachers.

Professional Development for Teachers

Webster-Wright (2009) points out that even though research findings show how professionals learn, professional development in schools typically continues to focus on delivering content rather than “enhancing learning” (p. 702). She recommends a shift from delivering and evaluating professional development programs to “understanding and supporting authentic professional learning” (p. 702). Webster-Wright posits that professional learning is “continuing, active, social and related to practice” (p. 703). I was striving for the 12 gatherings of my study to be active and related to our practice with newcomers in our school. Webster-Wright reviewed studies including those in which “traditional notions of professional development” were “disrupted” (p. 8). I also was attempting to provide an experience for the classroom teachers in my school that was “other than” what we have typically experienced as professional development.

Shiveley and Misco (2010) point out that schools of education have struggled with ways to “infuse, teach, and assess dispositions in systematic ways within their teacher education programs” (p. 9). Robinson and Clardy (2011) explore whether teacher education programs address issues relating to cultural and linguistic diversity packaged as a diversity course or infused throughout the entire program. Robinson and Clardy (2011) also write about “safe havens.”

Teachers need these safe havens as spaces for dialogue and reflection. Students need these safe havens to avoid feeling silenced by the culture of power in their school and community (Robinson & Clardy, 2011).

Talbert-Johnson (2006) expresses the need for teacher education programs to create learning climates and expectations so that preservice teachers self-reflect and develop “critical cultural consciousness” as part of the routine, normative demands of being a teacher (p. 147). King (1991) coined the term “dysconsciousness” referring to “an uncritical habit of mind (including perceptions, attitudes, assumptions, and beliefs) that justifies inequity and exploitation by accepting the existing order of things as a given” (p. 134). It is not a lack of consciousness but an impaired consciousness. Although the term originated referring to racial inequities, the principles hold true relating to teachers of students from other cultural and linguistic backgrounds.

Borko (2004) points out that there are key elements of any professional development initiative for teachers. These elements include the teachers, who are the learners; the facilitator, who guides teachers as they construct new knowledge and practices; and the context in which the learning occurs. These elements were present in my study within the context of the school where I teach. In some states teachers are required to display competencies that actively support students’ development of social and academic proficiency in speaking and writing (Meyer, 2000). Talbert-Johnson (2006) refers to the work of John Dewey by emphasizing three characteristics that teachers need in order to connect knowledge and skill: open-mindedness (freedom from prejudice); wholeheartedness (willingness to examine oneself, admit mistakes, and learn from them); and responsibility (the desire to learn new things and to teach in a way that engages students). Chapter 6 will include recommendations for teachers’ professional development that resulted from my study.

Levine (2010) overviews types of teacher learning communities as forms of professional development. These various groups are referred to in the literature in a variety of ways—generative professional development, communities of practice, professional learning communities, inquiry communities, instructional communities of practice, and Critical Friends Groups (National School Reform Faculty web site, 2014). My research project is positioned among these studies because it is based on inquiry among peers in an elementary school setting. It was generative in the sense that we created the newcomer kit for classroom teachers, and it was iterative and dynamic. The conversations occurring during each gathering were not predictable. Putnam and Borko (2000) posit that effective learning experiences for teachers should be grounded in their own practice and conducted at school, often in individual teachers' classrooms (p. 6). The weekly gatherings that formed part of my study were grounded in teachers' practice, and each gathering occurred in the classroom of one of the participants in my study.

Bronfenbrenner (1977, 1979) emphasizes the importance of observing behavior in natural settings, while participants are interacting with familiar acquaintances over prolonged periods of time. For this reason, I was a participant-observer interacting with co-workers over a 12-week period of time. Bronfenbrenner's ecological theory emphasizes the priority of relationships occurring within nested contexts—a microsystem, a mesosystem, and a macrosystem (1979). Although his writings relate to child development, the principles also are relevant for professional development. These contexts or systems provide an environment that guides and nurtures human growth. The microsystem includes the immediate face-to-face environment. The mesosystem comprises linkages such as between home and school (a combination or configuration of microsystems). The macrosystem consists of the overarching patterns of a given culture including bodies of knowledge, beliefs, customs, and lifestyles (Bronfenbrenner, 1994).

Ball (2009) challenges educators to reconceptualize current perceptions of professional development and to do more to nurture teachers' reflection and critical, generative thinking. Levine (2010) affirms synergy, saying that working with others makes possible our participating in practices and having thoughts that we would not have had on our own. Last year a classroom teacher and I experienced synergy when we planned together—creating opportunities for emergent bilingual students that we could not have done if we had planned separately.

Servage (2009) posits that presently the expectation of professional learning communities includes the technical and managerial dimensions of teachers' work at the expense of craft knowledge and critical perspectives. My study related to teachers' craft knowledge and included critical reflection. Ball (2009) refers to generative professional development as "a process of self-perpetuating change" which inspires and influences a teacher's pedagogical practices (p. 48). The knowledge becomes generative when the teacher makes connections with students' knowledge and needs. The teacher plans based on those connections and that knowledge. Last year as the months of the school year passed, I saw the classroom teacher with whom I worked begin to make more and more connections with students' background knowledge, interests, and needs. I anticipated similar discoveries and accomplishments during my study with classroom teachers.

Servage (2009) also includes the idea of change or reform, pointing out that the purpose of professional learning communities is not to perpetuate or reinforce existing teaching practices. She asserts that a benefit of professional learning communities is teacher socialization. Often the socialization of in-service teachers is "hidden and haphazard," with few teachers embracing a professional identity that is linked to the larger professional culture (p. 152). Professional learning communities provide opportunities to combat professionalism that may be "diffuse and

implicit, fraught with unexamined assumptions, and offering few opportunities to openly express, test, and refine beliefs and practices” (p. 153). I expected our 12 weekly gatherings to provide opportunities for the participants to express openly their beliefs and practices in a mutually respectful, trusting environment. Kim (2010) encourages administrators to provide opportunities for teachers to decide what areas they would like to study and to develop knowledge that is practical and useful in their classrooms.

Studies with a Similar Approach in Different Settings

A study of self-motivated teacher collaboration. Hammarwall (2013) examines six teachers’ perceptions of collaboration. She was seeking to discover the most meaningful aspects of both formal and informal collaboration. The teachers in Hammarwall’s study perceived collaboration as positive and productive. Sharing one’s practices with other teachers occurred regularly and usually informally. Typically the cooperative activities of the teachers in Hammarwall’s study were “self-initiatives” inside and outside of school. These teachers expressed the desire for opportunities to observe peers’ classes and to share information and resources in more structured ways with time for follow-up discussions. Possible short-term benefits might include resolution of challenging classroom management situations and advice from experienced teachers. The teachers in my study had opportunities to share practices regularly each week for a period of 12 weeks, to discuss challenges, and to receive feedback from peers. We did not observe one another teaching in classroom settings. In Hammarwall’s study, teachers’ perceptions reflected a bottom-up approach to professional development as my study did.

A Critical Literacy in Action inquiry group. Van Sluys, Lewison, and Flint (2006) collaboratively worked for five years with a group of teachers who were interested in critical literacy. They participated in monthly study groups and observed elementary school teachers’

classroom practices. They invited researchers to address the personal, social, and sociopolitical aspects of education in general and classroom practices in particular. As I conducted my study, I considered personal, social, and sociopolitical issues as well as the actual content of the conversations during the weekly gatherings and during the interviews with teachers. Van Sluys et al. (2006) were striving to see beyond what appeared natural or invisible. I was seeking to identify issues that seemed natural, and therefore were invisible at first glance. Because research is a situated social practice, I needed to pay attention to local meanings as well as influences of larger social systems—our county school district, state, nation, and world.

An invitation at the conclusion of the article intrigues me. The authors encourage teacher-researchers to participate in dialogue with colleagues about teaching experiences—analyzing interactions or activities through multiple analytic lenses. I expected to do this with the classroom teachers in my study. We occasionally reflected on teaching-learning experiences through the lenses of sociocultural theory (Vygotsky, 1978); and active, meaningful learning (Darling-Hammond, 1997; Freire, 1970) considering what newcomers were capable of doing and discussing ways to engage them in experiences that were meaningful for them.

A mathematics teacher study group. Kahn, Musanti, McLeman, Menéndez-Gómez, and Trujillo (2008) studied a group of teachers who were exploring problem solving as part of the mathematics curriculum. In their study the teachers met twice a month for two hours each session. They explored mathematical problems, analyzed student work, and discussed related literature. During the same time period a second group met nine times and explored mathematical tasks as learners, reflected on their practice, and analyzed student work. In this study the sessions were videotaped, and follow-up semi-structured interviews with the teachers also were video-taped. Interviews were designed to give teachers opportunities to reflect on the work they

had done together as a study group. Teacher reflections included in this study were somewhat similar to teacher reflections and comments in interviews during my study. For example, the teachers in this study reflected on their instructional practices, expectations, and notions of what English learners need to know. They discussed developing students' academic vocabulary, using students' L1 to support learning, creating learning situations that encourage students to interact with and learn from others, and supporting students in becoming active thinkers and developing higher order thinking skills. This study was exploratory, like mine, and contributes to the literature on professional development for teachers of Latino students. Teachers need space for reflection on their practice, the content, and the impact on student understanding.

Teacher talk in another mathematics study group. Crespo (2006) examines the conversations generated in an elementary teachers group working together on mathematical problems and analyzing students' work. She identifies two distinct forms of talk—exploratory and expository. Exploratory talk is characterized as interactive, sometimes playful, and less formal. Exploratory talk seemed more “tentative and improvised,” and there was more interaction and involvement (p. 39). Teachers' comments revealed uncertainty and exploration of ideas that were new to them. I hoped for this form of talk during the 12 weekly gatherings in my school. Unlike exploratory talk, expository talk does not help teacher groups become learning communities.

Crespo (2006) also studies the type of facilitator conversational strategies that promote or interrupt participants' conversational patterns. I attempted to facilitate conversation so that teachers participated freely in the weekly gatherings. Crespo (2006) describes facilitator moves that promote and sustain group discussions. For example, the facilitator may push participants to elaborate on their ideas, ask them to respond to others' comments, and encourage them to comment on what made or did not make sense. Not surprisingly, Crespo (2006) points out that

the success of the learning opportunities for teachers depends in large part on the quality of the conversations that are generated. The teacher group in Crespo's study had two goals that are comparable with the objectives of the weekly gatherings we implemented in my school. Teachers were seeking to develop their understanding and expand their knowledge of students' thinking.

A Study with Similar Content

Intensive professional development in Montgomery County Public Schools. Marietta (2010) describes the implementation of groundbreaking policy and practice in a Maryland school system. From 1998 to 2010 the English learner population in the Montgomery County School System increased 104% (Marietta, 2010). Marietta (2010) states that there are few studies of system-wide success stories showing improved equity and overall student achievement. The first step that this system took was to implement systemic, integrated, high-quality early learning. The system's administrators articulated five recommendations at this point. They were: establish a district-wide goal relating to early learning, craft district-wide strategies to meet the goal, align early learning programs with K-12 strategies, balance teacher support and accountability, and innovate and monitor for continuous improvement (Marietta, 2010).

The professional development implemented in this study is similar to the professional development in my study because it influences teachers' awareness and their perceptions of these students. It also considers how each teacher's responsibilities mesh within the K-12 overall strategies. This study, like mine, relates to innovative approaches for equipping teachers.

The Montgomery County School System took initiative to develop relationships with students' families. Their approach was to identify the strengths of children and their families and facilitate relationships between school and home by giving parents and teachers a common language and structure in which to learn from each other (Marietta, 2010). As the next section

delineates, as a teacher among teachers I have attempted to highlight awareness of students' strengths, language development, and cultural backgrounds.

Practitioner Research

Because I was an insider in this study, I was conducting practitioner research. Cochran-Smith and Lytle (2009) point out that the goal of teacher learning initiatives like mine is “the joint construction of local knowledge, the questioning of common assumptions” and thoughtful critique of research by others. They describe this subject-generated knowledge as fluid and dynamic—constructed through the interactions of the participants in a learning community. This was the case with my study, and the knowledge construction occurring within or resulting from conversations was surprising to the participants.

I welcomed and was grateful for the opportunity to participate in this exploratory study with the hope of challenging ideas about “teaching, learning, learners, diversity, knowledge, practice” and other issues relating to my role as a teacher (Cochran-Smith & Lytle, 2009, p. 3). I embraced the idea of blurring the lines between theory and practice, between knowing and doing, and between analyzing and acting (Cochran-Smith & Lytle, 2009). Limited research has been done, particularly from an emic perspective, relating to classroom teachers of newcomers in elementary schools (Cochran-Smith & Lytle, 2009).

Cochran-Smith and Lytle (2009) also point out that a result of the current political climate and resulting educational policy is the “reemergence of transmission models of teaching and learning” (p. 7). I have observed this expectation in my school, especially with the recent adoption of scripted curriculum for reading and writing. The current emphasis on readiness for college and careers as the central purpose of schooling is accepted and taken for granted (Cochran-Smith & Lytle, 2009).

Fairclough (1989) writes about the insidious power of ideas that become perceived as “common sense.” He positions these assumptions as part of the hegemony that maintains the power hierarchy that exists. The standards movement (including Common Core) and college and career readiness are part of the current expectations that lead to more attempts at transmitting content rather than facilitating learning experiences (Cochran-Smith & Lytle, 2009; Scherer, 2012). As Cochran-Smith and Lytle (2009) point out, my efforts throughout my study were an attempt to grapple with issues of social justice in my school and community. I want the education of newcomers to be meaningful for them, and I want classroom teachers to have the resources they need to facilitate learning for *all* students regardless of language, ethnicity, and cultural backgrounds.

My hope is that the findings of my study would reach beyond my school, county, and state. I agree with Cochran-Smith and Lytle’s perception (2009) that gatekeepers, policymakers, and politicians need to become aware of and value practitioner research. These stakeholders determine “what counts” and “what we should do about it” (p. 35). As Cochran-Smith and Lytle stated about their work, I hope that my study will provide grist for others to consider ways to take action to improve educational practices with newcomers in the future.

As I transition to Chapter 3 and my description of the actual study, I reflect on who I am as a person and a teacher. Reynolds (2005) writes about teachers’ (lack of) awareness of aspects of the environment. The weekly gatherings provided opportunities for the four of us to pause and focus on newcomers. The gatherings broadened my thinking to go beyond cognates, academic vocabulary, and connections with students’ L1 to students’ identities and sense of self-efficacy. I also became more aware of the importance of teachers’ dispositions. The study deepened my interest in supporting classroom teachers who are assigned newcomer students. Chapter 3 will

delineate my approach to the study including data collection and analysis in order to answer the research questions.

3 METHODS

This chapter presents the research design, the research questions, and the methodology. The methodology section of the chapter includes information about the participants, the data collection instruments used in the study, data collection and analysis procedures, and a discussion of the specific measures taken to ensure trustworthiness.

Research Design

My investigation implemented a case study design (Merriam, 2009; Yin, 2009). This case study was bounded by context (one elementary school in a metropolitan area of the Southeastern United States) and time (2014-2015 school year). The unit of analysis being studied was the interactions between myself (an ESOL teacher) and the three elementary classroom teachers who chose to participate in the 12 weekly gatherings. To gain an understanding of these interactions between the classroom teachers and me, I examined multiple sources of evidence (Yin, 2009) including verbatim transcripts of the 12 weekly gatherings, verbatim transcripts of the individual interviews, pre-study and post-study questionnaires, researcher's memos, and participants' weekly reflection forms. I made every effort to include information about the interactions gleaned from all data sources (Merriam, 2009). A case study design led me in analyzing how and why these classroom teachers interacted with me relating to newcomer emergent bilingual students.

Table 2 provides a summary of the characteristics of case study design used in this study. Although case studies as a form of inquiry do not depend on participant-observer data, I included participant-observer data as well as questionnaires, verbatim transcripts of interviews, and researcher memos.

Table 2
Case Study Design and My Study

Case Study Characteristics	Application to Study
A case study illuminates a set of decisions—how those decisions were implemented and what the results were. Case studies deal with real-life settings (Yin, 2009).	I investigated the interactions between an ESOL teacher (myself) and classroom teachers in the context of relationships that nurtured dialogue concerning newcomer emergent bilingual students.
Case study methodology uses varied data collection methods (Yin, 2009).	Multiple data sources were used to answer the research questions: pre-study and post-study questionnaires, verbatim transcripts of individual interviews, researcher memos, verbatim transcripts of weekly gatherings, and participants’ weekly reflection responses.
A case study is a bounded system (Merriam, 2009; Yin, 2009).	The unit of study was the interactions between an ESOL teacher (myself) and the classroom teachers who chose to participate in the weekly gatherings bounded by context (one elementary school in a metropolitan area of the Southeastern United States) and time (2014-2015 school year).
Case study topics include relationships and projects (Yin, 2009).	The study focused on interactions and captured themes that emerged and results of interactions from multiple perspectives.

Research Questions and Corresponding Data Sources

Table 3 includes the research questions and data sources relating to each question.

Table 3
Research Questions and Data Sources Relating to Each Question

Research Questions	Data Sources: Interviews; Pre-study questionnaires; Post-study questionnaires; Verbatim transcripts of weekly gatherings; Researcher memos; Weekly reflection responses
<p>Main Research Question</p> <p>What happens when an ESOL teacher and classroom teachers intentionally gather to focus on newcomer emergent bilingual students?</p>	<p>Data Sources</p> <ul style="list-style-type: none"> • Verbatim transcripts of weekly gatherings • Weekly reflection responses • Email messages • Researcher memos of conversations

Sub-questions Relating to the Main Research Question

- | | |
|--|---|
| 1. Why were classroom teachers willing to participate in the study? | <ul style="list-style-type: none"> • Pre-study questionnaires • Post-study questionnaires • Interviews |
| 2. What are teachers' perceptions of newcomers before and after the study? | <ul style="list-style-type: none"> • Pre-study questionnaires • Post-study questionnaires • Interviews |
| 3. What are teachers' perceptions of their self-efficacy when teaching newcomers before and after the study? | <ul style="list-style-type: none"> • Pre-study questionnaires • Post-study questionnaires • Interviews |
| 4. What are teachers' perceptions of professional development? | <ul style="list-style-type: none"> • Verbatim transcripts of weekly gatherings • Pre-study questionnaires • Post-study questionnaires • Interviews |
| 5. What aspects of the weekly gatherings did classroom teachers find most useful and least useful? | <ul style="list-style-type: none"> • Verbatim transcripts of weekly gatherings • Weekly reflection responses • Post-study questionnaires • Interviews |
| 6. What recommendations do the teachers in this study make for other classroom teachers of newcomers? | <ul style="list-style-type: none"> • Weekly reflection responses • Post-study questionnaires • Interviews |
-

Participants

The participants were the classroom teachers in my elementary school (kindergarten through fifth grade) who chose to participate (in response to my invitation in December 2014) and myself. All classroom teachers were invited to participate in the study. Three teachers accepted the invitation to participate—Bailey, Laila, and Kyle (pseudonyms)—although several other teachers expressed interest. Table 4 provides an overview of all of the classroom teachers in my elementary school.

Russo (2004) describes an urban school as one that exhibits the following characteristics: location in an urban area rather than a rural or suburban area or a small town, high poverty, high proportion of minority students, relatively high proportion of English learners, and the designation of “high need.” My school definitely meets the first four criteria to qualify as an urban school. Urban schools also often have less experienced teachers. Partee (2014) states that schools with predominantly minority student populations “are more likely to be staffed with novice teachers” (p. 5). Jacob (2007) writes about the difficulty that urban schools face in hiring and retaining excellent teachers. Eckert (2013) also states that high poverty, high minority schools generally have less experienced teachers and higher rates of teacher attrition.

Table 4 includes the number of years each classroom teacher in my school has taught. As Table 4 shows, my school conforms to Partee’s statement about novice teachers. In 2015-2016, only three classroom teachers had taught for more than three years. During 2014-2015, KH was the only male classroom teacher. In 2015-2016, there are no male classroom teachers, and the three ESOL teachers are the only ones with ESOL endorsements from colleges or universities.

Thirteen of the 15 classroom teachers are Caucasian; two are African-American; no classroom teachers are Latinos. According to the county school system web site, the 2015-2016 student demographics for my school show 70% Latino; 20% African-American; and the remainder “White/Caucasian,” “Asian,” or “Multiracial.”

Asterisks (*) indicate individuals who are not teaching in my school during 2015-2016. The symbol (†) under the category of Educational Background indicates the ESOL endorsements obtained from universities—not the school district, Metropolitan Regional Educational Service Agency (Metro RESA) courses, or Georgia Assessments for the Certification of Educators (GACE).

Table 4

Teacher Demographics for My School 2014-2015

Grade	Name	Years Teaching	Years at CSES	Educational Background
K	RI	17	10	BS, CCSD ESOL
K	NT	3	3	BS, Metro RESA ESOL
K	OB	5	4	BS (Ed. Admin.), Master's in Public Administration, CCSD ESOL
1	BP	3	3	BS, GACE ESOL
1	DD	3	1	BS
1	FP	3	3	BA (Psy.), MAT, Metro RESA ESOL
2	TT*	5*	3	BA (Fine Arts: Painting), MAT (TESOL)†
2	MM	9	9	BS, M.Ed., CCSD ESOL
3	LD	3	3	BS, GACE ESOL
3	EI*	18*	6	BS
3	KH (only male)*	14*	14	BS, Master's in Ed. Leadership, Univ. ESOL†
4	EF	3	3	BS (Human Resource Mgmt.), MS (Educ. K-5), GACE ESOL
4	LD	1	1	BS, ESOL in process (Metro RESA)
5	TC	1	1	BS, ESOL in process (Metro RESA)
5	KN*	9*	2	BS (Anthropology); MS (Elem. Ed.); Univ. ESOL†

Introduction of the participants. Four people attended the gatherings. Bailey and I attended all 12. Laila attended 11. Kyle attended five—Gathering 1, Gathering 2, Gathering 3, Gathering 10, and Gathering 12. Kyle took a leave of absence from school following the birth of his son. I would like to introduce the four of us.

Amy. This is my eleventh year as a public school teacher and my ninth year in the elementary school where I conducted the study. I taught first grade for two years before coming to my present school. At Chandler Springs (pseudonym) I began as a second grade teacher. Then I co-taught second grade with a young woman who had received her bachelor's degree in business management and her master of arts in teaching in an Urban Alternative Certification Master's (UACM) Program. We looped up with our students to third grade and to fourth grade. Then I became an ESOL teacher. For the past two years I have worked with kindergarten and first grade students.

Kyle. Kyle had been teaching at Chandler Springs for three years when I arrived. He had taught kindergarten through third grade and could speak Spanish. The previous principal described Kyle as a "free spirit" and said that everybody loved him. Kyle is loving toward the students and taught art as a special activity one year. He would be described as easygoing and creative. I had been on the same grade level team with him in second grade for a couple of years. During my study he and Laila were classroom teachers in third grade.

Bailey. Bailey and Laila came to Chandler Springs at the same time. I met them during pre-planning more than three years ago. Both had recently completed their work for a bachelor's degree in Early Childhood Education (urban education cohort). Bailey was a co-teacher in one of the three fourth grade classes. Laila was a co-teacher in the second of the fourth grade classes. I was a co-teacher in the third class in fourth grade that year.

The following year Bailey taught alone in one of only two fourth grade classes. The new principal changed the approach to instruction and eliminated co-teachers in each classroom. I became an ESOL push-in teacher, spending half of my day with Bailey in fourth grade and the other half of my day in kindergarten. During Bailey's third year in our school (2014-2015), she moved to first grade. She is still teaching first grade during 2015-2016. She loves the younger students and is aware of what they will need in order to be successful in later grades.

Laila. After one year in fourth grade, Laila moved to third grade. She continues to teach third grade. She has push-in teachers for ESOL, Early Intervention Program (EIP), and special education. The purpose of the Early Intervention Program (EIP) as stated on the Georgia Department of Education web site (2016) is "to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time."

Four teachers in our school nominated Laila for teacher of the year during 2014-2015—her third year as a classroom teacher. Two of those teachers were her colleagues in third grade, the third teacher was Laila's EIP/ESOL push-in teacher, and the fourth teacher was a fourth-grade teacher (a first-year classroom teacher). When Laila sends an email from her school account, under her name she includes this quote: "*Truth that penetrates the head is informational, but truth that penetrates the heart is transformational.*"

Data Collection Instruments

Questionnaires. The pre-study and post-study questionnaires are data sources for answering research questions that are sub-questions of the main research question. Both the pre-study questionnaire and the post-study questionnaire address sub-questions 1, 2, 3, and 4: Why were classroom teachers willing to participate in the study? What are teachers' perceptions of

newcomers before and after the study? What are teachers' perceptions of their self-efficacy when teaching newcomers before and after the study? What are teachers' perceptions of professional development? The post-study questionnaire also addresses sub-questions 5 and 6: What aspects of the weekly gatherings did classroom teachers find most useful and least useful? What recommendations do the teachers in this study make for other classroom teachers of newcomers? The questionnaires offer data points for triangulation in addition to the weekly reflection responses and the interviews at the conclusion of the study.

Pre-study questionnaire. The pre-study questionnaire included eight questions and was designed to accomplish several purposes. First, it confirmed each teacher's years of teaching experience and educational background. A specific aspect of the teacher's educational background is the type of ESOL endorsement the teacher received—whether it was obtained through undergraduate college courses, a stand-alone program, Metropolitan Regional Educational Service Agency (Metro RESA) courses provided by the county school system, or Georgia Assessments for the Certification of Educators (GACE). Second, teachers described their attitude toward newcomer emergent bilingual students. Finally, teachers suggested ways to help themselves feel more capable or better equipped to teach newcomer emergent bilingual students. This part of the questionnaire related to teachers' sense of self-efficacy. The answers to the final three questions shaped the content of the first weekly gathering. Two of the questions were: How would you describe newcomer emergent bilingual students and how would you describe your effectiveness as a teacher of newcomer emergent bilingual students? See Appendix D for the entire pre-study questionnaire.

Post-study questionnaire. The post-study questionnaire included 11 questions and addressed several research sub-questions—What aspects of the study did classroom teachers find

most useful and least useful, why did classroom teachers say they chose to participate in the study, and what recommendations did classroom teachers make for other classroom teachers of newcomer emergent bilingual students in the future? See Appendix E for the complete post-study questionnaire.

Interviews. I conducted one open-ended, semi-structured 25- to 85-minute interview with each classroom teacher who participated in the study. Each interview was audiorecorded and transcribed verbatim. Interviews are an essential data source in this case study (Yin, 2009). They enabled me to collect information about the participants' backgrounds, perceptions, and understandings. The interviews were designed to seek a deeper understanding of participants' perceptions. The protocol included nine questions; however, the actual interviews varied. One question was: What ideas do you have for continuing to implement what we have begun? See Appendix F for the open-ended, semi-structured interview protocol.

Weekly reflection forms. At the conclusion of each weekly gathering, each participant received a reflection form to complete and return to me, initially on paper (Gathering 1 through Gathering 5) and later via email (Gathering 6 and following). See Appendix G for sample formats showing possibilities for participants' reflection notes. Two of the three participants completed these weekly reflection forms; Kyle did not complete them.

Reflections on daily teaching. Although the participant consent form had specified "Reflect on each day's teaching of emergent bilingual students by indicating a 'high' and a 'low' on each day's lesson plan," no participants completed this expectation. When I anticipated this action and included it on the consent form, I was envisioning that a teacher with a newcomer would note some activity or interaction with the student that had seemed engaging or productive—something to consider using again in some way in the future—and indicating if an activity

had not been appropriate for use with a newcomer. However, since only one participant had newcomers in her class and one of the newcomers was sent to kindergarten and first grade for reading and math, this “reflection on daily teaching” by indicating a “high” and a “low” seemed less important and even reductionist. Also with only three participants who had agreed to attend the 12 weekly gatherings and complete the weekly reflection forms, I did not push participants to do this daily reflection. No written reflections on daily teaching were obtained. See Appendix H for the participant consent form.

Researcher memos. I began memoing before I formally invited teachers to participate in my study, as I talked with teachers about possibilities for my study. I documented the content of informal conversations (on the phone, in the hallway, in the workroom, or in someone’s classroom). I also kept emails sent and received relating to the way to introduce the study and invite teachers to participate. I noted the topics in which teachers expressed interest (for example: which words in English have cognates in Spanish and what emergent bilingual students can do during independent practice time following reading and writing minilessons). I continued to memo following weekly gatherings and noted inquiries or comments from classroom teachers throughout the study. Table 5 provides an overview of the data I compiled and analyzed.

Table 5
Data Types and Quantity of Each Type

Data Types	Quantity
Verbatim Transcripts of Weekly Gatherings	12
Verbatim Transcripts of Individual Interviews	3
Pre-study Questionnaires	15
Post-study Questionnaires	3
Weekly Reflection Responses from the 3 Participants	20* (none from Kyle)

* I do not have Bailey's weekly reflection response for Gathering 4. Laila was absent during Gathering 2. There was no weekly reflection following Gathering 12, only the post-study questionnaire.

Procedures

Data collection. In early July of 2014 I sent the permission request form for conducting my study to the county school system. On November 24, 2014, I received approval via email from the county school system to conduct my study in the school where I teach. In August 2014 I submitted an Institutional Review Board (IRB) request at my university for permission to conduct this study. I received IRB approval from my university on December 10, 2014. Because of the scheduling of faculty meetings in my school, I was unable to invite teachers face to face. On December 12, 2014 (one week before our two-week winter break), I sent an email to my principal asking for permission to send an email to all classroom teachers.

Good morning!

May I please send this invitation email to classroom teachers today?

My university's IRB has approved my study.

I'd like to know by the end of next week which teachers choose to participate.

We would begin half-hour get-togethers (working around other meetings after school) the second week of January.

Thank you for your support of my work.

My principal gave me approval saying, "Yes ... Let me know if you need anything else."

On December 12, 2014, I invited classroom teachers in my elementary school (kindergarten through fifth grade) to participate in my study. See Appendix I for the email invitation. When I sent the email invitation, I also put a pre-study questionnaire in the school mailbox for each of the 15 classroom teachers. All 15 teachers completed and returned the pre-study questionnaires.

The day that I sent the email invitation, our school's academic coach found me in the cafeteria after school as I was conducting my car rider duties and asked if she could participate in my study in order to support me. I told the academic coach that the participants needed to be

classroom teachers in our school, but I really appreciated her interest and support. I wanted her to be aware of what I would be doing.

I mentioned the coach's interest to Bailey (a teacher who had already committed to participate). I said the study needed to be what we teachers chose and generated that might be helpful to other teachers in the future and definitely would attempt to meet current needs. She agreed that the participants in my study needed to be peers without involvement of anyone who was part of administration.

Classroom teachers who signed consent forms agreed to participate in 12 weekly gatherings beginning in January 2015. (See Appendix H for the participant consent form.) Participants' responses on the pre-study questionnaires and their input during the first weekly gathering influenced possible protocols or agendas for subsequent weekly gatherings. Because the study was iterative, the structure of the weekly gatherings was subject to change. The approach to the gatherings did change after Gathering 6. I will explain that change when I summarize each gathering in Chapter 4.

A few teachers were interested in participating in my study but had scheduling conflicts with the after-school gatherings. Other teachers listed lack of time, maternity leave, overwhelming responsibilities, and personal reasons for choosing not to participate. The final teacher who chose not to participate listed her reasons as: "Time restraints [sic] based on additional duties/obligations placed on teachers by administration (e.g. data taking/recording/reporting, required professional development that we did not ask for/sign up for but are obligated to attend, unrealistic lesson plan requirements)."

Weekly gatherings. I offered the teachers who chose to participate a smorgasbord of possibilities during the first weekly gathering—ways of thinking about teaching newcomer

emergent bilingual students. The framework for the 30- to 60-minute weekly gatherings somewhat followed this structure: (a) What teachers need to know, (b) what teachers need to have (support for teaching, such as visuals, games, dictionaries, and web sites), and (c) what students can do (strategies for active involvement in learning). To avoid the hierarchical, “top-down” power structure I observed during my pilot study, I wanted to be sure that my role in this study was perceived as a peer, collaborator, facilitator, and resource—not an authority figure. If a participant mentioned interest in a resource or a topic, I located the resource or information about the topic and emailed it to the participants or presented it at the next gathering. For example, on Laila’s weekly reflection following Gathering 6, she commented that she would like to learn more about translanguaging. I provided articles to help participants become more familiar with the construct. (See Appendix K for content I provided.)

My goal was to be responsive to my colleagues’ needs and interests. As I anticipated each gathering, I was aware of topics participants had mentioned during previous gatherings. For example, we had follow-up conversations about motivation and about newcomers’ background experiences and prior knowledge. I attempted to provide opportunities for participants to reflect on their experiences with newcomers and to encourage them to express their perceived needs as they anticipated teaching newcomers in the future. My thinking was “both . . . and . . .”—reflecting on the past and anticipating the future.

Transcription of audio recordings. I attempted to transcribe all of the recordings for the weekly gatherings. Because I was teaching full-time, I was unable to keep pace with transcribing the recording for each weekly gathering. I communicated with an applied linguistics professor who introduced me to a recent Ph.D. graduate who had incorporated transcriptions in her dissertation. She gave me a template for styling, shared her dissertation with me so that I could see

how she described the transcription process, and publicized my need for transcriptionists on her department's listserv. I offered 50 dollars for each transcription. Wendy (pseudonym), the Ph.D. graduate, and another applied linguistics professor confirmed that the amount was reasonable. Apparently a typical pay rate is one dollar per minute of recording. The recordings for the gatherings varied in length from 35 to 51 minutes. In several cases I had begun the transcription but had not had time to finish it. As the school year ended, I was transcribing the interviews.

Here is an example of an email enlisting an applied linguistics student to complete a transcription.

I have emailed Gathering 5 to you. There are 3 participants.

I am the first voice you hear.

The second one is BP (Speaker 2).

The third one is LD (Speaker 3).

If you can't distinguish between Speaker 2 and Speaker 3, that's OK.

When I receive your transcript, I will check it against the audio.

I'm attaching the template for styling and a sample transcript that a recent Ph.D. graduate in Applied Linguistics gave me.

Thanks SO much for your help with this.

Please email me if you have any questions.

I'll pay the \$50 through Paypal or by check when I receive and check your transcription.

I enlisted three individuals to transcribe audio recordings of the weekly gatherings at a total cost of 450 dollars. The transcriptionists did not know me or our school or anything about the project. One young woman has her master's degree in applied linguistics. She indicated many

times that she could not understand a word or phrase that was said. As part of the transcription, a young man typed, “What would day say or do?” He heard *day* (from us participants) instead of *they*, and the context did not provoke him to change the word. I am not sure whether English is his first language, but he “misheard” the *d* and *th*. He also typed, “You’re making really good hedge way.” This young man is just beginning his studies at my university in Applied Linguistics. He had not done a transcription before, but he assured me that he had accurately typed everything that was said. He had emailed me saying: “I apologize if the punctuation is a little funky, this is my first time transcribing anything. I did my best to follow the guidelines you provided. I will say however, I was quite diligent on what was actually said, so I stand by my accuracy.” In addition to verifying the wording of each transcription, I spent hours styling the transcriptions so that I could pull them into NVivo for coding.

The preceding paragraph about transcriptionists’ perception of what was spoken is important from several perspectives. During our gatherings we often reflected on students’ perceptions of what we (teachers) were saying. The need for teachers’ awareness of differing perceptions of what is spoken became more and more clear to us during the 12 gatherings. My reading each transcript slowly and carefully while I listened to each audio recording is an important step that contributed to the trustworthiness of my study. As I describe in detail each action I took and reasons for it, I want future researchers to be aware of how tedious this process of transcribing or of proofing transcriptions is.

Although I had paid 50 dollars for each transcription (approximately 45 minutes), one woman needed six hours to transcribe the recording for a gathering. I needed more than 10 hours to transcribe each gathering’s audio recording that I typed. I was determined to get each word correct, and many times more than one person was talking—the healthy back and forth of

conversation. I was surprised that the recommended rate for transcribing an audio recording was one dollar per minute in light of one transcription requiring six hours and others requiring more than 10 hours each for me to transcribe. A payment rate of 50 dollars for 10 hours of work seemed low to me.

Issues or obstacles relating to the transcription included difficulty understanding what was said, particularly when more than one person was talking at the same time. Transcriptionists had difficulty distinguishing between the voices of Bailey and Laila. In one place the transcriptionist typed, “That’s where we’re at a house so burned, I think we don’t know.” Bailey actually said, “That’s where we’re at a loss of words. I think we don’t know.” That transcriptionist has a master’s degree in applied linguistics. A transcriptionist typed “car door” instead of “card or.” During one gathering we were talking about Brain Pop videos and sight words, and the transcriptionist typed “brown pot” and “site words.” I am aware of these discrepancies between what transcriptionists typed and what participants actually said, because I carefully checked each word of each typed transcription against the audio recordings—the gatherings and interviews that I had typed and those typed by other transcriptionists. As mentioned previously, this layer of checking contributes to the trustworthiness of my study.

Interviews. Each interview was recorded and transcribed verbatim. I wrote researcher memos immediately following each interview—allowing me to continue constant comparative analysis of data (Bogdan & Biklen, 2007; Merriam, 2009). In addition to analyzing the transcripts of the interviews and the weekly gatherings, I also analyzed the other data sources (participants’ weekly reflection forms and pre-study and post-study questionnaires).

I used a responsive interviewing model. Each interview occurred at a time and location that was convenient to the participant and ensured privacy. Each teacher chose to be interviewed

in his or her classroom. Because the study was iterative and the interviews were semi-structured, the questions in the protocol reflect a starting point—my thoughts as I began to design this study. The initial interview protocol included eight questions relating to the following areas: the participant's background, expectations of the study, reasons for participating in the study, perceived benefits of participation in the study, suggestions for other classroom teachers of newcomers, and suggestions for teachers' professional development in the future. See Appendix F for the complete list of initial questions for the interview.

Data analysis. Qualitative research is flexible (Creswell, 2013; Merriam, 2009). The researcher, data, and participants inform subsequent steps. Data collection and analysis provoked additional and unforeseen questions. Coding included initial coding (open coding)—reading and reflecting on the data line by line. I conducted the first round of open coding in NVivo. NVivo is a software tool for data analysis (QSR International, 2015).

As I was transcribing the interviews, after the third one I realized that I needed to focus on what the participants said about themselves and their students before I coded and analyzed the verbatim transcripts of the 12 gatherings. I expected to put descriptions of participants before the chronological descriptions of the gatherings. I believed readers of this dissertation would perceive the gatherings differently if they had background information about the participants.

I saw wisdom in looking closely at each participant (especially interviews) before coding the gatherings—who the teachers are, what they do, how they express their perceptions, and what initiative they take. Initially I coded the three interviews in NVivo—line by line open coding. As I did the coding on Laila's interview in NVivo, I realized the codes were starting to overlap. I needed to tease apart nuances and be more specific.

Then I coded the verbatim transcripts for the first three gatherings in the same fashion. I began to experience limitations in the functionality of NVivo (during the second week of the 30-day free trial period). I had difficulty tracking portions I had coded, and I was unable to print and sort data in the ways I had anticipated. I bought ATLAS.ti and began open coding the verbatim transcripts for the weekly gatherings in ATLAS.ti. I did not begin with the interviews this time, because I realized the interviews relate more directly to the research sub-questions and to teachers' perceptions. A benefit of using ATLAS.ti is the systematicity it provides when codes are assigned or revised throughout the data sources. This systematicity contributes to the trustworthiness of my study. The coding was not done in a haphazard way. Codes were applied in a sequential, comprehensive way. See Table 6 for a list of codes after the first iterations of coding.

Braun and Clarke (2006) advise researchers to code for as many potential themes as possible during the early stages, because a researcher cannot know what might be of interest during a later stage of the analysis. After identifying 127 topics during my initial reading and open coding and labeling seven possible categories, I combined and refined topics in order to have only 85 topics. I continued to refine and collapse codes. Figure 1 shows a portion of the entire list of codes. Even with the small print, there was not room to show the codes relating to perceptions and to professional development. The list in Figure 1 shows codes relating to the first themes at this point in the coding process.

In ATLAS.ti groundedness refers to the number of data segments (quotations) associated with a particular code. For example, Figure 1 shows that Beginning with a Newcomer appeared 157 times. When I coded all of the data sources, I found 118 times when conversations or written comments related to Oscar, Laila's newcomer emergent bilingual student from Cameroon.

Because Figure 1 shows coding through the letter N, Oscar's name does not appear. The blanks represent Laila's newcomer emergent bilingual student from Mexico who could read and write in Spanish (Karen), Bailey's newcomer student from the previous year (Laura), and a Vietnamese emergent bilingual student (Lydia). Instead of inserting pseudonyms in this figure, I have deleted the students' actual names and left blanks. In ATLAS.ti when I was coding, I had referred to students' actual names. The blanks here are to protect student identities.

Braun and Clarke (2006) also mention that a researcher can code data into as many themes as they fit into initially, knowing that an extract may be uncoded and recoded many times. I went through this process in ATLAS.ti, because I had coded some excerpts under several themes. Later I had to refine my work and identify the best fit for each code.

Thematic analysis can be done at an explicit level or at an interpretative level (Braun & Clarke, 2006). I conducted coding and analysis at an explicit level—identifying themes based on the surface meanings of the data, not looking beyond what participants said or wrote. After analyzing and coding the data, I reflected in order to interpret the significance of what was communicated.

I did not merely examine what was said but what circumstances led the participant to think that or to express those feelings in that way. For example, Bailey and Laila commented on students' noticing when teachers were not feeling well. I needed to consider teachers' physical well-being or feeling stressed and overwhelmed as an influence on their participation in the gatherings. When Bailey had implemented a suggestion, her eagerness to tell us about the experience was noticeable. When participants were stressed with report cards or some other aspect of assessment, their initiative during the gatherings was influenced by those pressures.

Table 6

List of Codes from Early Open Coding

Date/Time: June 29, 2015; 11:36 A.M.

Active listening	Newcomers' feelings
Assessment	Newcomers' initiative and success in the classroom
Beginning with a newcomer	Newcomers' L1
Clarification	Newcomers' writing
Classroom teachers' differentiation	Opportunities to practice
Connections with classroom experiences	Oscar
Connections with home or family	Overwhelming expectations of classroom teachers
Constructivism	Perception of what is spoken
Content	Professional development
Contextualized learning	Reflection
Cultural differences	Relationships
Empathy	Remembering previous experiences with newcomers
Encouragement or affirmation	Resources
Expectations of newcomers	Resources for writing
Experience	Role of teachers
Idea_Possibility	Routines and classroom expectations
If then . . .	Scaffolding
Implementation	Scheduling and coordination with support teachers
Implications	Schooling
Interest in language learning	Schools with newcomers
Introduction	Students' perceptions
Karen	Teacher dispositions
Kit	Teachers' awareness
Language and identity	Teachers' perceptions of newcomers
Laura	Technology
Learning environment	Transitions for newcomers
Lydia	Unaware of passing of time in the gathering
Misunderstanding or deficit perspective	Visual support
Newcomer's age and grade	Vocabulary
Newcomers' background knowledge	ZPD

Analysis of verbatim transcripts of gatherings. Data analysis was ongoing and iterative. This process meant that I moved back and forth between my data and related articles. For example, I began to do additional reading relating to teacher dispositions and relating to deficit versus difference perspective. Additional readings I did as I was analyzing data after transcribing the audio recordings of the gatherings and interviews are incorporated in the conclusion and

discussion found in Chapter 6. They are not included in Chapter 2, because at the outset of my study I was not aware that findings would lead me to explore some of the areas I address in Chapter 6. Ramalho, Adams, Huggard, and Hoare (2015) point out that conducting the literature review before data collection could be perceived as “confining” instead of “guiding” (p. 1). Glaser and Strauss (1967) state that conducting the literature review early in the process could stifle the research, limiting the emergence of themes from the data.

I conducted a constant comparative approach to data analysis (Bogdan & Biklen, 2007). Following each weekly gathering, I listened to the audio recording. I also emailed the digital file of the audio recording to my advisor. I made a commitment to forward the recordings to her to hold myself accountable for this step after each gathering and to keep her informed of my progress and of the content of the conversations during the weekly gatherings.

After each audio recording was transcribed, I analyzed the transcript. I analyzed each transcript from two perspectives. First, I listened to each digital recording reflecting on the flow of conversations, the topics mentioned, and the types of comments or questions participants initiated. Second, I looked more closely at possible themes or categories the comments related to—thematic analysis (Braun and Clarke, 2006). Because learning in teacher discussion or collaboration groups is discourse-based, I looked for patterns of interaction and ways comments or questions promoted or inhibited participation (Crespo, 2006).

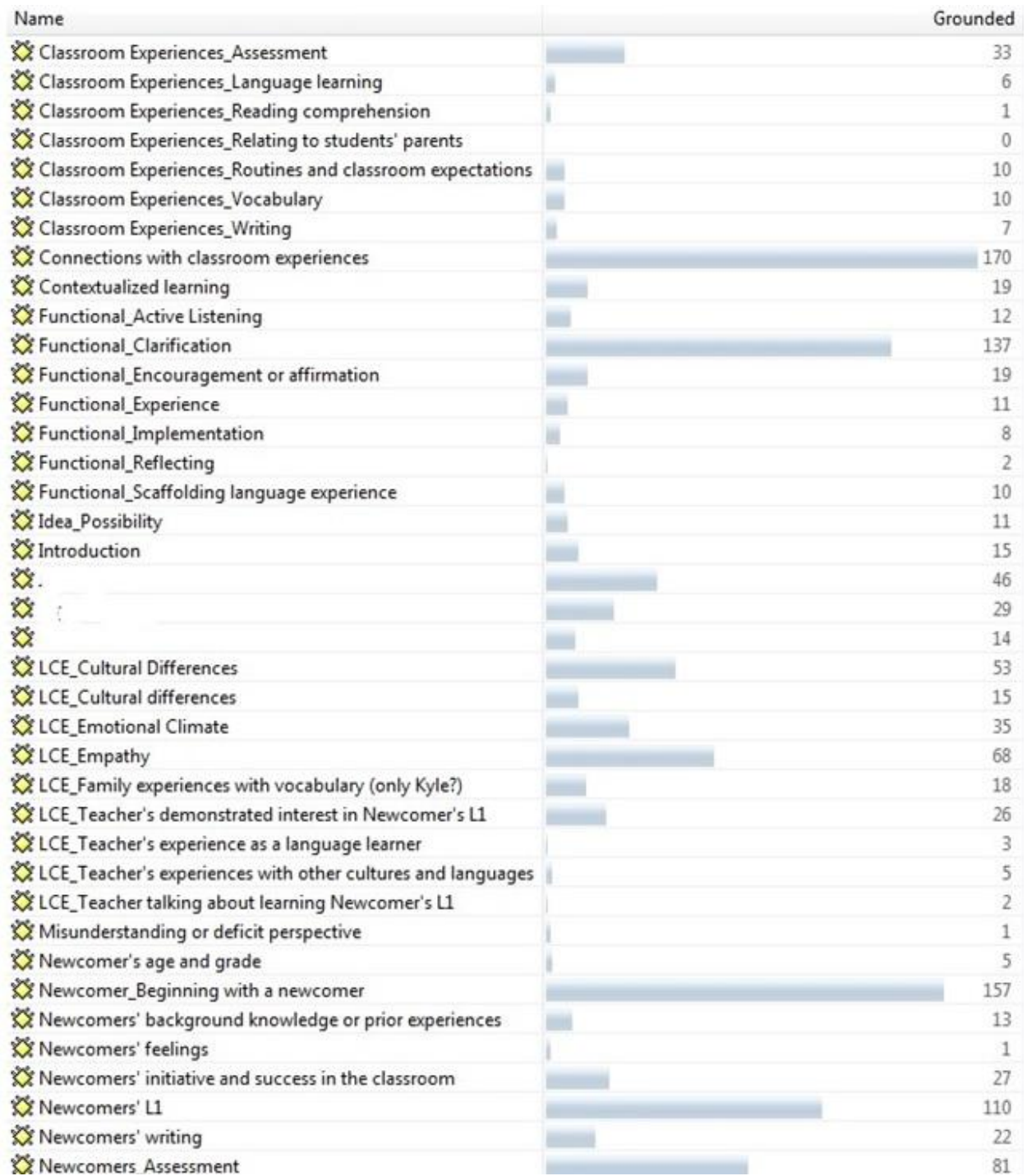


Figure 1. Refined codes in ATLAS.ti

After listening to the recording of each gathering, I made notes for myself of items to investigate or provide for the next gathering. For example, after listening to the recording for Gathering 3, I made the following notes.

For Gathering 4

Laila, what content do you need to assess?

Bailey, if you got a newcomer now in first grade, what content would you want to assess?

Let's try creating an assessment. Find out class sizes and composition.

Prepare If . . . , then . . . scenarios for group to respond.

Prepare table of contents for kit.

If you were packing a kit to have available, what would you want to make sure you had in it?

Prepare a number-words matching assessment.

Find level A or B nonfiction books to translate into French.

Check my Raz-Kids books.

Check GKIDS (Georgia Kindergarten Inventory of Developing Skills) and math task analysis from RTI.

This approach continued through all 12 weekly gatherings. Each week I considered my role as facilitator to make sure I was supporting participation by all teachers and reflecting on the content being considered. After all of the recordings of the gatherings had been transcribed, I looked at the contents of each transcript by date, and I compiled each person's comments in order to track each teacher's participation in the weekly gatherings over the entire length of the 12-week study.

After I had conducted open coding for all 12 gatherings, I perceived six themes. I printed the transcripts of the 12 gatherings from ATLAS.ti and applied the six themes to all of the codes I had labeled for the first three gatherings, color-coding the six themes I had identified. At that point in the process the themes were: newcomers, assessment, language, connections, kit, and

professional development. Then I read the printed transcripts again, noting the color-coded theme beside each code. After reading the transcripts for the first three gatherings, I realized that I needed to adjust two of the categories in order to have a better fit. Using the revised six categories (newcomers; resources; perceptions; classroom experiences; culture, language, and empathy; professional development; and functional codes) I color-coded the remainder of the transcripts (Gathering 4 through Gathering 12). I used the word *functional* at this point in the thematic analysis to refer to aspects of the interaction during the gatherings, not with the content of what was spoken. (I will address further revision of this theme called “functional” later in this chapter.)

I returned to my list of codes and labeled each one with a letter indicating a possible theme or category. N represented newcomers, P represented perceptions, R represented resources, C represented connections with classroom experiences, L represented language and culture, PD represented professional development, and F represented functional. I needed to be sure that all of the codes related to the six themes.

At this point I met with my advisor, and she provided guidance for creating my coding book—making sure each code was distinct and precise. Then I printed the transcripts of the 12 gatherings again. This time in addition to color-coding the six themes, I also developed a coding table. The coding table (Table 7) shows the codes under each theme and the gathering and line in ATLAS.ti in which each code first occurred. Thinking about the first occurrence of each code helped me reflect on the development of the themes. The development of themes over time—across the 12 weekly gatherings—could be perceived like a flowchart or like river systems with tributaries. See the coding trees in Chapter 5 for the development of each theme.

Table 7

Development of Themes in the 12 Gatherings During Analysis in ATLAS.ti.

Newcomers	Resources	Classroom Experiences
<ul style="list-style-type: none"> • Remembering previous experiences with newcomers (1.35)* • Newcomers' initiative and success (1.37) • Beginning with a newcomer (1.41) • Assessment (1.48) • Newcomers' writing (1.86) • Newcomers' age and grade (1.94) • Newcomers' L1 (1.106) • Teachers' expectations of newcomers (1.140) • Oscar, Karen, Laura (newcomers) (1.142) • Newcomers' background knowledge (1.166) 	<ul style="list-style-type: none"> • Kit (a system, 1.32) • Resources for opinion writing (1.34) • If . . . , then—subset of kit (1.38) • Technology (1.159) (Raz-Kids, Imagine Learning, Edusmart) • Videos (Brain Pop)—subset of technology • Web sites—subset of technology • Visual support for ELs (2.95) 	<ul style="list-style-type: none"> • Connections with classroom experiences (1.9) • Vocabulary (1.173) • Assessment (2.16)
Perceptions	Language, Culture, and Empathy	Professional Development
<ul style="list-style-type: none"> • Feeling overwhelmed (1.42) • Teachers' perceptions of newcomers (1.57) • Teachers' awareness (1.67) • Teachers' perception of teaching (1.71) • Students' expressed perceptions of teachers (1.112) • Teachers' perception of self-efficacy (1.132) • Perception of what is spoken (1.172) • Deficit or negative (1.196) • Teachers' perceptions of cultural differences (1.207) • Students' perceptions of newcomers (3.25) 	<ul style="list-style-type: none"> • Family experiences with vocabulary (only Kyle) (1.25) • Emotional climate (feeling comfortable and safe—willing to take initiative) (1.70) • Teachers' experiences as a language learner (1.208) • Teachers' experiences in other cultures and with other languages (3.65) 	<ul style="list-style-type: none"> • Content (articles, information about language learning, etc.) (2.1) • Book studies (2.129) • Constructivism (5.140)

*Each number in parentheses indicates the Gathering number and the line number in ATLAS.ti when the topic was first mentioned.

Table 8
Codes and Themes

Codes from ATLAS.ti for Gathering 1 through Gathering 12	Themes (Categories)
Active listening	FUNCTIONAL*
Assessment	Will fall under Newcomers and Classroom Experiences
Beginning with a newcomer	Newcomers
Clarification	FUNCTIONAL*
Classroom teachers' differentiation	Classroom Experiences
Connections with classroom experiences	Classroom Experiences
Connections with home or family	Perceptions
Constructivism	Professional Development
Content	Professional Development
Contextualized learning	FUNCTIONAL*
Cultural differences	Language, Culture, and Empathy
Empathy	Language, Culture, and Empathy
Encouragement or affirmation	FUNCTIONAL*
Expectations of newcomers	Newcomers
Experience	FUNCTIONAL*
Idea_Possibility	FUNCTIONAL*
If . . . , then . . .	Resources
Implementation	FUNCTIONAL*
Implications	FUNCTIONAL*
Interest in Language Learning	Language and Culture
Introduction	Professional Development
Language and identity	Language and Culturs
Laura (Bailey's newcomer last year)	Newcomers
Learning environment	Classroom Experiences
Lydia (Bailey's Vietnamese student)	Classroom Experiences
Karen (newcomer in Laila's class)	Newcomers
Kit	Resources
Misunderstanding or deficit perspective	Perceptions
Newcomers' age and grade	Newcomers
Newcomers' background knowledge or prior experiences	Newcomers
Newcomers' feelings	Newcomers
Newcomers' initiative and success in the classroom	Newcomers
Newcomers' L1	Newcomers
Newcomers' Writing	Newcomers
Opportunities to practice	Classroom Experiences
Oscar (newcomer in Laila's class)	Newcomers
Overwhelming expectations of classroom teachers	Perceptions
Perception of what is spoken	Perceptions

Professional development	Professional Development
Reflection	FUNCTIONAL*
Relationships	Newcomers
Remembering previous experiences with newcomers	Newcomers
Resources	Resources
Resources for writing	Resources
Role of teachers	Perceptions
Routines and classroom expectations	Classroom Experiences
Scaffolding	FUNCTIONAL*
Scheduling and coordination with support teachers	Perceptions
Schooling	Perceptions
Schools with newcomers	Newcomers
Students' perceptions	Perceptions
Teachers' awareness	Perceptions
Teachers' dispositions	Perceptions
Teachers' perceptions of newcomers	Perceptions
Technology	Resources
Transitions for newcomers	Newcomers
Unaware of passing of time in the gathering	Perceptions
Visual support	Resources
Vocabulary	Newcomers
ZPD	FUNCTIONAL*

* What is labeled as FUNCTIONAL deals with aspects of the interaction, not with the content of what was spoken. This label was later changed to "Participation."

After I color-coded the second printing of the transcripts, I inserted the changes into ATLAS.ti. For example, if the code had been "Beginning with a newcomer," I changed the name of the code in ATLAS.ti to be "Newcomers_Beginning with a newcomer" so that the code list would sort by themes (because the name of each theme would appear before the specific code). See Table 8 for this revised list.

Most of the codes relating to newcomers were introduced during Gathering 1 when we were brainstorming what we hoped or expected to accomplish during the 12 weekly gatherings. Table 9 shows the codes mentioned during Gathering 1. Only the codes for newcomers' expectations, newcomers' behaviors, and interactions with newcomers arose in later gatherings (Gatherings 4, 5, and 7).

Table 9
Codes During Gathering 1

Gathering	Codes
Gathering 1 (Because we were brainstorming, a lot of topics were mentioned.)	Functional_Clarification Introduction Connections with classroom experiences Language, culture, and empathy_Family experiences with vocabulary Resources for writing Deficit or negative perceptions Remembering previous experiences with newcomers Newcomers' initiative and success in the classroom Resources_Kit (If . . . , Then . . .) Beginning with a newcomer Teacher feeling overwhelmed Newcomers' assessment Beginning with a newcomer Newcomers' L1 Resources_Technology Teachers' perception of students' L1 Classroom emotional climate Classroom routines, procedures, and expectations Teachers' perception of teaching Newcomers' writing Newcomers' age and grade Teachers' demonstrated interest in newcomer's L1 Teacher talking about learning students' L1 Students' expressed perceptions of teachers Teachers' perceptions of self-efficacy Functional_Encouragement or affirmation Perceptions_Interested in learning something Newcomers' background knowledge or prior experiences Perception of what is spoken Classroom experiences_Vocabulary Perceptions_Teachers' awareness

Several codes seemed to need to appear under more than one theme. For example assessment fit under newcomers, resources (kit), and also classroom experiences. L1 also fit under newcomers; culture, language, and empathy; classroom experiences; professional development; and perceptions. I continued to refine codes to avoid overlap or repetition.

During my first round of open coding as I coded the verbatim transcripts for the first three gatherings, I had listed assessment and language as two of the major categories. Even now they are pervasive, arising in several contexts. See Figure 2 for the development of the theme of assessment. See Figure 3 to observe how the theme of language (L1) interrelates with assessment, perceptions, and resources.

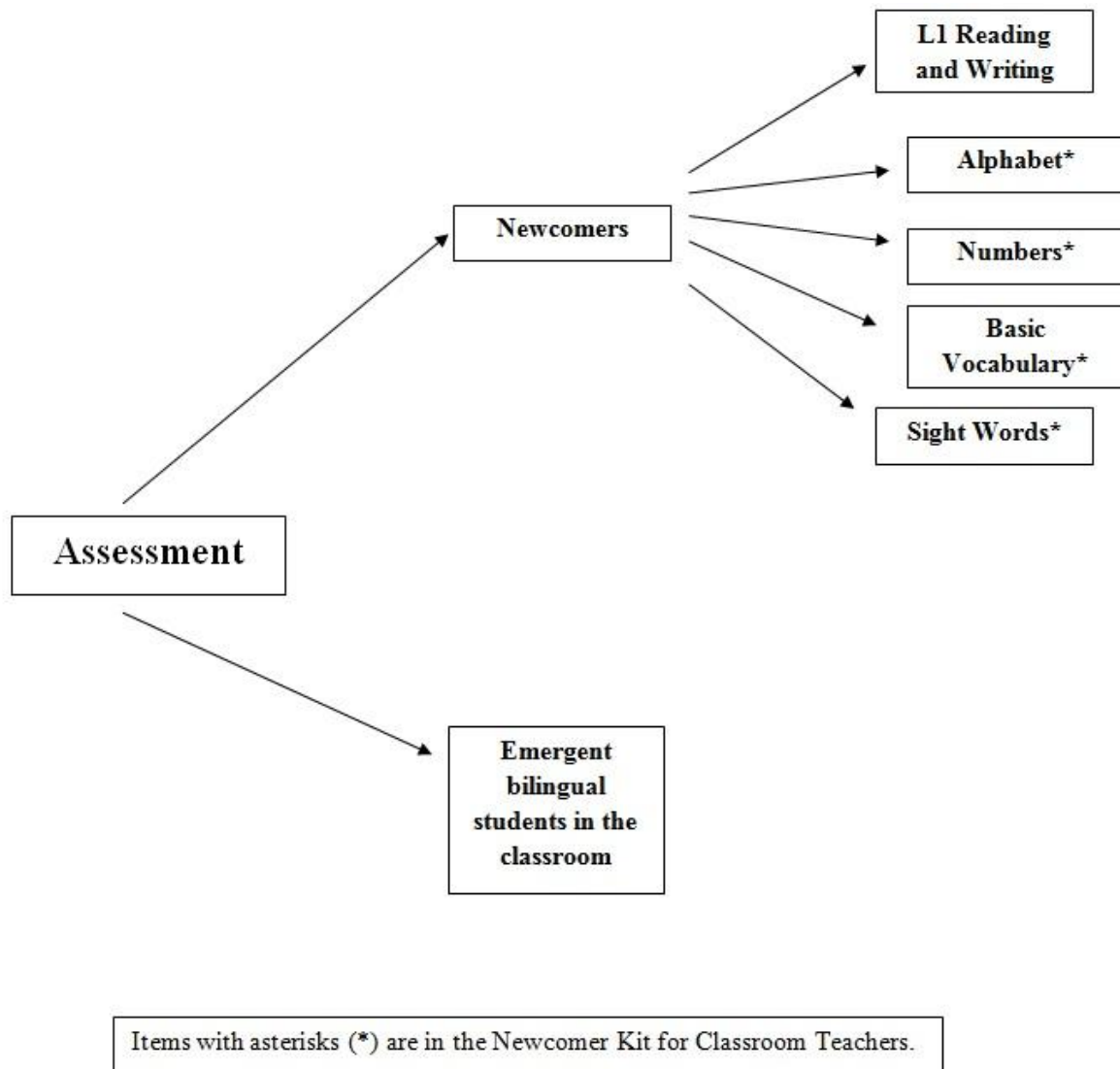


Figure 2. Development of the theme of assessment

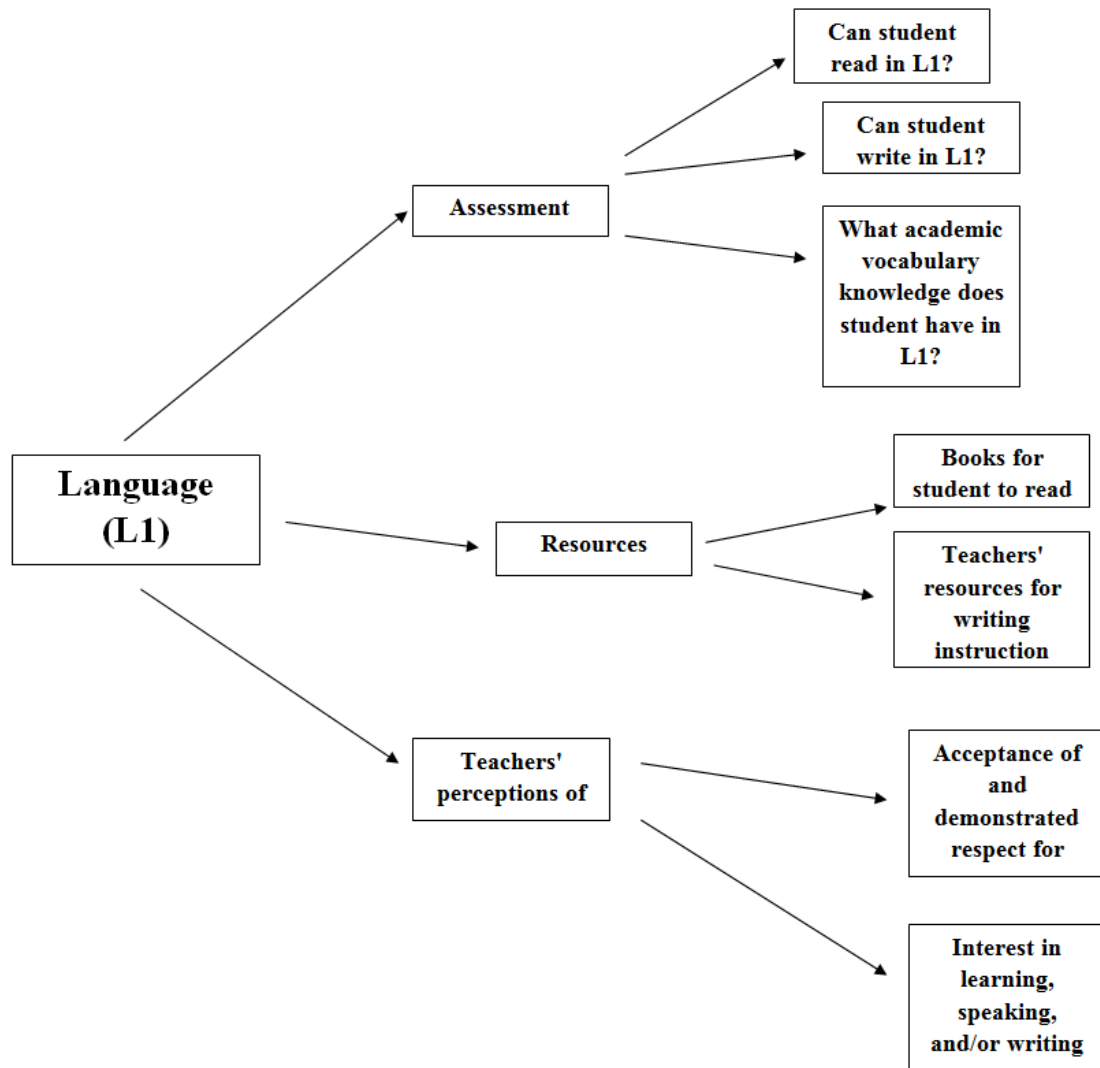


Figure 3. Development of the theme of language (L1)

After developing my code book, I summarized what occurred during each weekly gathering by rereading each transcript page by page—looking for themes. For example, see Table 10 for the summary of Gathering 1. (For the summary of each of the remaining 11 gatherings, see Appendix J.)

Axial coding is another type of coding involving sorting, synthesizing, and organizing data, and then putting the data together in a new way. After I had used open line-by-line coding initially, I implemented axial coding as a subsequent step in the data analysis process.

Table 10

Summary for Gathering 1

Gathering	Date	Persons Present	Amount of time (minutes and seconds)	Major Topics Discussed
Gathering 1	January 13, 2015	Bailey, Kyle, Laila, and Amy	50:45	<ul style="list-style-type: none"> • Introduction to the study • Overwhelming expectations of classroom teachers • Newcomer kit • Assessment and differentiation (knowing what students are capable of) • Beginning with newcomers • Language, culture, and empathy (experiences of language learning)

I implemented three levels of induction. The first level was open coding which was used to deconstruct the text. The second level served to reconstruct the first level codes into categories or themes. The third level related these themes to one another (Patton, 2002). I also followed Glaser and Strauss's (1967) open coding system, writing anything that came to mind while reading each transcript. Tentative codes and categories (themes) were explored and rearranged to ensure that codes were representative of the data, exhaustive, and mutually exclusive (Merriam, 2009).

Consensual coding. I attempted to implement consensual coding with a partner who recently received her Ph.D. in Early Childhood Education at my university. Consensual qualitative research (CQR) was developed in the early 1990s, attempting to integrate the best features of existing methods at that time, to be rigorous, and to be easy to learn (Hill, Thompson, & Williams,

1997). My partner and I planned to review transcripts of weekly gatherings independently (and later review the interview transcripts) in order to segment the data into domains and then develop the domains from the data. Because of a family emergency, my anticipated coding partner was unable to code transcripts. She and I did meet for a peer review session to analyze together the codes I had completed for three transcripts from the weekly gatherings.

A peer auditor. I invited an auditor to determine whether the data were coded in reasonable and consistent ways, to ensure that all important material had been included in the themes, and to confirm that the wording of the concepts captured what was found in the raw data (Hill et al., 1997).

The auditor I enlisted is a recent Ph.D. graduate from a university in another Southeastern state. Her studies relate to ESOL programs in the state of Georgia. I will describe the process she and I followed. I sent the following to her via email on September 21: drafts of chapters 1-3, the verbatim transcripts for the 12 weekly gatherings, the abbreviated code book for use in coding four of the weekly transcripts, and my more comprehensive code book (with illustrative quotes). I communicated that my advisor had suggested that I ask her to code three or four of the transcripts using my code book to see if the data were covered by my codes and to verify fit. I encouraged her to provide suggestions, give feedback, and express any questions.

She read the first three chapters of my dissertation, giving feedback on September 26, 2015. She read the verbatim transcripts for Gatherings 1, 3, 6, and 10. Then we met in person on September 28, and she expressed her initial impressions of what she had read and made suggestions about content and format. We also discussed the research questions, and she wanted to make sure that she was “on the right track.” After that visit, she color-coded Gathering 1 on a printed copy of the transcript using the color-coding from my code book. She mailed the printed,

color-coded copy to me on October 17, 2015. On October 12, 2015, she had refined the categories in my code book and commented specifically on quotes in the code book from Gathering 1.

As she was coding Gathering 3, she decided to abandon coding by hand and do it on the computer because just the one gathering alone made her feel as if she “was swimming in data.” (I know the feeling after “swimming” in 12 transcripts for the weekly gatherings plus the interviews and other documents throughout the summer.) She color-coded Gatherings 3, 6, and 10 on the computer using the revised code book and continuing to refine as necessary. She also provided written comments on each transcript and in a summary email after completing her work on each gathering on October 17, 2015. She made additional comments on the entire code book and summarized her comments on the abbreviated, color-coded code book.

For the most part she used my original code book to guide her color-coding of the transcripts. She proposed that a better approach to her coding of Gatherings 3 and 6 would be to focus on the excerpts that contribute to a larger theme rather than the codes themselves. Two of the topics that she felt were most evident in these transcripts dealt with the theme of perceptions—particularly teachers’ awareness and teachers feeling overwhelmed.

I reviewed the revisions she suggested for my code book and collapsed codes where possible, resulting in the overview found in Table 11. When I looked at her color-coding of themes and read her comments and questions, her perceptions of how comments contributed to larger themes were instructive for me. I would attest to the benefits of having peer review or inviting a colleague to audit one’s work. Hill et al. (1997) confirm the value of an auditor or reviewer to ensure that the coding captures the essence of the data and that the findings represent the data. This accountability and the repeated checking of codes are consistent with Braun and Clarke’s (2006) criteria for conducting thematic analysis.

Table 11
Revised Overview of Themes and Codes

Themes	Codes
Newcomers	Beginning with a newcomer: Strategies of peer helper/concrete materials/hands-on activities/flashcards Newcomers' L1 Newcomers' assessments Newcomers' age and grade Newcomers' initiative and success Newcomers' background knowledge Teachers' expectations of newcomers
Resources	Kit (a system) Resources for writing If . . . , then . . . (subset of kit)
Connections with Classroom Experiences	Connections with classroom experiences Social and emotional climate Assessment (This one typically relates to Bailey. She is often observing and reflecting on what her students are capable of doing.)
Perceptions	Deficit or negative Teacher's awareness Teachers feeling overwhelmed Teachers' perceptions of cultural differences Students' perceptions of newcomers Teacher's perceptions of newcomers Teacher's perception of self-efficacy Teacher is interested in learning something
Professional Development	Professional development (in general) Book study Constructivism (only in Gathering 5) Content and language information

Functional

Clarification

Encouragement or affirmation

Evidence of active listening

Experience (participation in an activity instead of a discussion)

Although much of the analysis related to the 12 gatherings and the individual interviews, I did carefully consider other data sources as the remainder of this chapter indicates.

At this point I need to point out that two of the themes could be considered a priori, because the pre-study questionnaire included questions about newcomer emergent bilingual students and about professional development. The topic of professional development was addressed during the gatherings only when I asked participants specific questions about it. I coded some portions of the transcripts of the weekly gatherings as professional development, because we were experiencing professional development as we discussed content, talked about the book studies we were required to attend, and reflected on topics relating to language learning.

I realized that the label “functional” for the sixth theme was too generic. In fact, these codes do not represent a theme per se. Rather, it would be more accurate to refer to these as “participation” codes because the clarification, active listening, encouragement, and affirmation functioned to facilitate the participation of others during the gatherings.

Thematic analysis. Braun and Clarke (2006) list many advantages of thematic analysis. One benefit is that “the results are generally accessible to the educated general public” (p. 37). Because I want to influence educators and policy makers, I want the findings of my study to be understandable for this audience. Braun and Clarke (2006) also point out that thematic analysis is suitable for informing policy development.

Thematic analysis is useful for participatory research, and my practitioner research fits that category. It is also applicable when summarizing features of a large quantity of data. The verbatim transcripts of the 12 weekly gatherings plus the interview transcripts, weekly reflection

responses, questionnaires, and researcher memos constituted a really large body of data.

Thematic analysis can result in unanticipated insights. Unexpected findings occurred in my study, because inductive analysis resulted in the themes. I was not looking for what I expected or hoped to find. I was analyzing what was said or written in order to identify topics or categories.

Braun and Clarke (2006) spell out six phases of thematic analysis. My analysis was consistent with these six phases: becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, refining themes, and choosing compelling extract examples for the written scholarly report. The final phase includes making sure that the themes relate to the original research question(s).

Braun and Clarke (2006) also include a 15-point checklist of criteria to ensure rigor throughout the process of thematic analysis. They specify that the first step of the process is transcription, and the transcripts have to be checked against the recordings for “accuracy” (p. 36). I carefully verified the wording of each transcript—those that I typed and those that were typed by applied linguistics students and graduates. The second step in the process is coding. Braun and Clarke (2006) stipulate that each data item be given equal attention in the coding process. I carefully coded and revisited the codes for the verbatim transcripts of all 12 gatherings time after time. Even though the questionnaires and interview transcripts did not relate to the main research question, I read and reread them—looking at each participant over time and comparing each participant with the others.

Another requirement states that themes are not generated based on only a few vivid examples but that coding has been “thorough, inclusive, and comprehensive” (p. 36). I was careful not to pull what I anticipated but to choose excerpts that were representative of participants’ comments in each gathering or context. Using ATLAS.ti ensured that I collated all

relevant extracts for each theme. My color-coding of themes and reviewing the transcripts for two gatherings with a peer and the transcripts for four gatherings with a peer auditor fulfills the expectation that themes be checked against each other and against the original data. Braun and Clarke's (2006) final criterion under the category of coding states that themes be "internally coherent, consistent, and distinctive" (p. 36). My advisor and the peer auditor helped me ensure that each theme was distinctive. It was challenging for me to avoid overlap of themes, because several of them are related so closely. See Figure 4 for the major steps of my data analysis.

Braun and Clarke (2006) list four criteria under the category of analysis. They specify that data be analyzed—not merely paraphrased or described. I have attempted to be wise and tactful as I examine possible interpretations of and reasons for my colleagues' comments and behaviors. The analysis needs to be consistent with the data, with excerpts supporting the claims. I believe the extracts I have chosen do support or illustrate the themes I have articulated.

Braun and Clarke (2006) state that analysis should tell a convincing and well-organized story about the data and topic. Crafting the data and analysis into a reasonable structure, rather than simply a list, has been a challenge. Braun and Clarke's (2006) final criterion under the category of analysis states that there be a good balance between analytic narrative and illustrative extracts. I have included enough quotations from the participants so that the reader could perceive the voice of each teacher—not imposing my own voice or subjectivities onto what the other participants were saying.

Braun and Clarke (2006) emphasize the importance of allowing enough time to complete all phases of the analysis without rushing or giving any part merely "a once-over-lightly" (p. 36). The fact that I spent the summer transcribing and coding the interviews and the transcripts for the 12 weekly gatherings, spent the fall summarizing the 12 weekly gatherings and determining

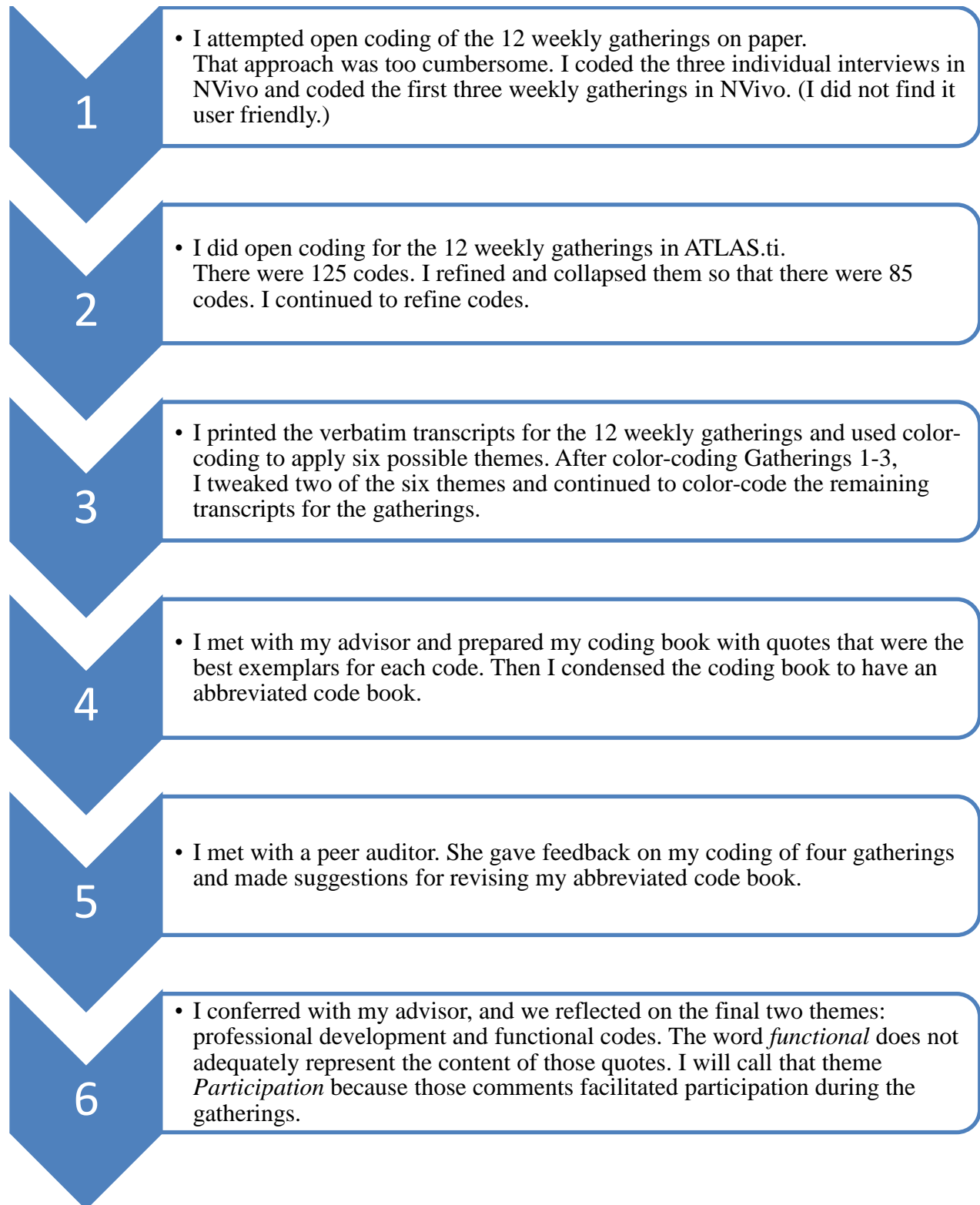


Figure 4. Major steps of data analysis

which excerpts to include, and spent December through March refining the structure of the dissertation has allowed significant time for rereading and reflecting on the content and the process.

Braun and Clarke's (2006) final category relates to the written document. They include four criteria here. The first criterion states that the specific approach to thematic analysis is explicated. I have done that here and throughout my description of coding and data analysis. The second criterion states that my described method matches my reported analysis. The third criterion states that the language and concepts used are consistent with the epistemological position of the analyst. The fourth and final criterion states that the researcher is active in the research process; "themes do not just 'emerge' " (p. 36).

Thematic analysis may result in apparent contradictions or inconsistencies across individual accounts or between one data source and another (for example, between Laila's interview and her comments during the weekly gatherings). These contradictions are significant, and thematic analysis illuminates these inconsistencies.

Braun and Clarke (2006) identify potential pitfalls to be avoided when doing thematic analysis. The first pitfall is the failure to analyze the data. Quotations need to illustrate the points the researcher is making about the data and should support the analysis.

A second pitfall is using data collection questions (such as those found in the pre-study and post-study questionnaires or in the individual interview protocol) as the themes. This was not the case in my study, because my inductive analysis of the verbatim transcripts of the weekly gatherings and the interviews resulted in the themes. The themes do not match the questions in the questionnaires or the interviews although two of the questions on the pre-study questionnaire did relate to newcomers and to professional development.

A third pitfall is a weak or unconvincing analysis. In some cases the failure could result from not providing adequate extracts to support a theme. I did not resort to “anecdotalism”—using only one or a few instances of a comment and embellishing those excerpts to the point of labeling a theme. The fourth and final pitfall is a mismatch between the data and the analytic claims. In this case either the claims are not supported by the data or the extracts suggest a different analysis or contradict the claims.

The Goal of Trustworthiness

As I conducted this study, I was striving for trustworthiness (Lincoln & Guba, 1985). Guba and Lincoln (1981, 1982) used the concept of trustworthiness as a substitute for reliability and validity. Guba proposes the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). The notion of reliability in qualitative research is discarded, because it is not possible with emergent design.

Strategies to Ensure Trustworthiness

Credibility. Lincoln and Guba (1985) refer to techniques that contribute to a study’s credibility—prolonged engagement, persistent observation, and triangulation as well as member checking of the verbatim transcriptions of the 12 gatherings, the verbatim transcriptions of the individual interviews, and the final draft of Chapters 4-6. One way credibility is assessed is from the perspective of the information sources. When participants view the study as credible, readers of the study also perceive the results as being credible. I interacted with the teachers in my study each week for 12 weeks and beyond that time period for interviews and member checks. They suggested no additions, deletions, or revisions after receiving the transcripts of the 12 gatherings, the transcripts of the individual interviews, and the final draft of Chapters 4-6.

Transferability. I used thick description (Lincoln & Guba, 1985) to support trustworthiness. I carefully documented the interactions between classroom teachers and myself (the ESOL teacher). Findings resulting from the study may be transferable to other people, situations, and settings.

Dependability. To establish dependability (Lincoln & Guba, 1985), I defined my research process and prepared for others to examine my research design. My findings are “consistent with the data collected” (Merriam, 2009, p. 221). I attempted to establish dependability (Lincoln & Guba, 1985) by using strategies such as triangulation, communication of my researcher positions, and audit trail (Charmaz, 2006; Merriam, 2009). These strategies are explained in detail below.

Triangulation. Triangulation occurs when more than one data source provides supporting evidence of emerging themes and perspectives (Creswell, 2013; Lincoln & Guba, 1985). Triangulation is one method of ensuring consistency and dependability of a research study (Lincoln & Guba, 1985; Merriam, 2009) and can include data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. I achieved data triangulation by using multiple data sources including interview transcriptions, researcher memos, transcripts of weekly gatherings, and participants’ questionnaires to help establish trustworthiness. However, the inclusion of multiple data sources is not adequate for triangulation (Yin, 2009). Data sources were compared and cross-checked to ensure that patterns and themes are consistent across the data sources. Having mentioned comparing and cross-checking, I must include one caveat.

The nature of my study—the fact that my approach to the 12 weekly gatherings was constructivist and iterative—meant that the questions on the pre-study questionnaire and the

post-study questionnaire overlapped only slightly with the conversations that occurred during the 12 gatherings. When I was crafting the wording of the questionnaires, I was aware of the opportunity they would provide to ask about teachers' perceptions of newcomers, participants' perceptions of self-efficacy, and their perceptions of professional development. At that time, before the weekly gatherings began, I did not know that one of the overarching themes would be perceptions. I did know that conversations during the gatherings would relate somehow to newcomers and that I was attempting an innovative approach to professional development. In the case of my study, I could not look for consistency or even complementarity from one data source to another; for example, between the questionnaires and the transcripts of the weekly gatherings.

I was able to see differences between what was said during the weekly gatherings and what was written on the weekly reflections and on the pre- and post-study questionnaires. The questionnaires and weekly reflection responses could be described as teachers' self-reported practices and perceptions. The transcripts of the weekly gatherings include conversations about classroom occurrences that depict or demonstrate dispositions, self-efficacy (or lack of it), and teachers' awareness or cultural understanding.

In an effort to triangulate across data sources, after conducting the thematic analysis in ATLAS.ti, I printed the pre-study and post-study questionnaires, the interview transcripts, and the participants' weekly reflections to color-code them using the codes listed in my abbreviated code book. In the case of the pre-study and post-study questionnaires, the questions relating to newcomer emergent bilingual students and professional development mapped onto the themes with those labels. However, participants also made reference to their sense of self-efficacy (an a posteriori theme), their need for resources (another a posteriori theme), their awareness of

other cultures and languages (another a posteriori theme), and their perception of teaching (an additional a posteriori theme).

The thematic analysis section described in Chapter 5 demonstrates how participants' responses in writing on the questionnaires and weekly reflection forms compared with their spoken comments during the gatherings and their comments during the individual interviews.

Audit trail. In qualitative research one way to contribute to a study's dependability is through an audit trail (Lincoln & Guba, 1985; Merriam, 2009). An audit trail is a detailed record of how data were collected, coded, and analyzed throughout the entire study. I kept a researcher journal and recorded reflections, questions, problems, and decisions to support the dependability, consistency, and trustworthiness of my study. My researcher journal also documented each step of the research process. Each piece of data collected was noted in order to establish a chain of evidence (Yin, 2009). Decisions I made with the data were recorded in my researcher journal. All data are stored on my home computer, which is located in a locked office and is password protected. Hard copies of materials are kept in a locked filing cabinet in my home.

Confirmability. Shenton (2004) states that confirmability includes the steps a researcher takes in order to demonstrate that findings emerge from the data and not from the researcher's own predispositions. I provided each participant with her (his) interview transcript, the verbatim transcripts for the 12 weekly gatherings, and the final draft of Chapters 4-6; and I offered to meet to review the documents for clarification (Creswell, 2013; Lincoln & Guba, 1985). Shenton (2004) also emphasizes the importance of ensuring that the experiences and ideas of the participants, rather than the preferences of the researcher, are depicted. Triangulation is a way to support confirmability and reduce researcher bias (p. 72). I acknowledged reasons for the choices I

made and included in the discussion section findings that are not consistent with my presuppositions. My researcher memos are one way I tracked my perceptions and conclusions.

Assumptions and Limitations

There was no way to know how many classroom teachers would choose to participate in the study. Three communicated their interest to me before I issued the official invitation. In 2014-2015 the school had 18 classroom teachers of kindergarten through fifth grade. I predicted that three to seven would be a reasonable number of participants to anticipate. In fact, three classroom teachers did choose to participate in my study. Their reasons for participating are included in Chapter 5.

The fact that I am a teacher in the school where the study was conducted is both a strength and a limitation. It is a strength, because I have a relationship with each of the participants. It is a weakness because my perceptions are influenced by my years of experience in this setting. The size of the group of teachers and the time expectation of 12 weeks are also limitations. It is important to note that the information gleaned during this study is exploratory in nature and presents a beginning understanding of how interactions between an ESOL teacher (myself) and classroom teachers could benefit teachers and also children who are newcomer emergent bilingual students.

Another goal I had as I conducted this study is based on Yin's (2009) characteristics of an exemplary case study—significance, completeness, consideration of alternative perspectives, and engaging manner of writing. The study is of ongoing significance. Yin (2009) states that significance exists when the case is of general public interest. People continue to be interested in issues of equity, immigration, civil rights, and education of family members or acquaintances. The completeness of the study is demonstrated through the thoroughness of the data compilation and the variety of sources of information—interviews, email messages, verbatim transcripts of

weekly gatherings, questionnaires, teachers' reflection forms, and researcher memos. Consideration of alternative perspectives is shown through the diversity of teachers who were invited to participate. Yin (2009) repeatedly mentions the need for and value of a clear and engaging writing style. I strive for these qualities in my writing.

The Role of the Researcher

I was an active participant in this study; therefore, it was necessary to identify personal values, assumptions, and biases at the beginning of the study (Charmaz, 2006; Creswell, 2013). Because of my previous experiences, I brought certain biases to the study. My opportunities to live in Argentina and visit other countries have strengthened my ability to speak Spanish and have nurtured my interest in other cultures. Reflecting on my own upbringing and the example of my mother and my grandmother, I view the adult's interaction with children as a priority. Foundational experiences are important for children and for beginning teachers. The early years of teaching are critical, and I acknowledge the importance of collaboration as well as mentoring or peer coaching.

Prolonged engagement allowed me to enter the participants' worlds, and get to know their perspectives, as well as gain a better understanding of the context in which this research is situated. Obviously, my insights and understandings are partial. Kutz (1997) refers to ethnographic studies of speech communities, particularly focusing on ways people use language in varied social contexts. Working within an interpretive qualitative framework, I have been actively involved in the worlds of research participants and have made an effort to gain an understanding of their lives (Charmaz, 2006). DeWalt and DeWalt (2011) state that participant observation improves both the quality of the data gathered during fieldwork and its

interpretation. It also encourages the articulation or development of new research questions and hypotheses as a result of time spent on the scene.

Regarding my role in the weekly gatherings, I functioned in several capacities. First, I viewed myself as a facilitator of discussions. I encouraged participation. I was striving to be a catalyst or provocateur to nudge classroom teachers to consider possibilities they may not have tried before. For example, I mentioned taking time to do introductions and a get-acquainted activity when a new student arrives—not just on the first day of school. I suggested the use of a flashcard helper to make better use of class time and transitions. I suggested an activity that a newcomer could participate in and experience success and gain confidence. I mentioned opportunities for students to rehearse what they are learning and make connections with previous experiences and background knowledge. Bailey and Laila mentioned each time that my suggestion was something new—something that had not occurred to them previously.

I modeled respect for others and acceptance of differing views. Referring to three qualities of care (Noddings, 1988), I was present and available, interactive, and interested in what others said. For example, I stayed after a gathering twice to hear more about the experiences of one of the participants. One of my goals during the gatherings was to facilitate conversations, so I was aware of listening carefully to encourage reflection and to acknowledge each participant's comments. I was a learner among learners—not simply a transmitter of information. I offered participants sample protocols from the National School Reform Faculty web site as options for agendas for the weekly gatherings in order to mitigate or mediate my position of power—to avoid positioning myself as an expert, and purposefully to view myself as a learner among learners in a community of practice.

Based on the input from the three participants, particularly during the first gathering, we left the agenda open so that the interactions would adhere to constructivism—not following a syllabus or any preconceived outline or structure. We established a time to gather each week and possible dates for gatherings. Since Laila was the only participant with a newcomer in her class when we began the study, we could not bring “a child” or a student’s work to focus on during each gathering. The contents of the gatherings developed based on the pre-study questionnaires and based on the participants’ comments during each gathering.

In Chapter 4 I will answer the first research question chronologically by providing a narrative summary of each of the 12 weekly gatherings plus a summary of participants’ weekly reflections and my own reflections and insights. Then in Chapter 5 I will present the thematic analysis of the data—listing and giving examples of the five major themes and specific codes under each one. In writing about the emergence and analysis of themes, I referred to my code book and to each code on ATLAS.ti to look at all of the quotes from the transcripts of the 12 gatherings and interview transcripts that supported each code. I also considered participants’ pre-study and post-study questionnaires as well as their weekly reflection responses.

Chapter 6 will include a discussion of my findings, my articulation of implications of my study, and suggestions for future research. Teachers, administrators, school system leaders, and college and university professors can benefit from the discoveries I made during my study.

4 FINDINGS: THE GATHERINGS

In this chapter the main research question will be addressed chronologically with data relating to the 12 weekly gatherings. The main research question was: What happens when an ESOL teacher and classroom teachers intentionally gather to focus on newcomer emergent bilingual students? As the summaries in this chapter show, Gathering 7 was a turning point in the study. After a “snow break” and almost a month without gathering, my thinking shifted from providing content and expecting participants to reflect and respond to facilitating language-learning experiences for the participants. Their engagement in the language-learning experiences led to lengthy discussions of their feelings and impressions following those activities.

Answering the Main Research Question Chronologically

Gathering 1

We had arranged to gather in Laila’s classroom on Tuesday afternoon, January 13, 2015, at 2:45. I provided a variety of snacks. We sat around a rectangular table in four chairs (two chairs on each side of the table). I was seated beside Bailey across from Laila and Kyle. During Gathering 3 through Gathering 12, I sat beside Laila and across from Bailey. I realized during the first gathering that my facial expressions and body language could encourage Bailey to participate. When I sat beside her, we could not realize that benefit of increasing her participation.

Table 12
The Participants

Name	Position	Description
Amy	K/1 ESOL push-in teacher	Researcher and facilitator of the weekly gatherings; 11th year as a teacher; B.S. from Camden College, Master of Religious Education from Tucker Seminary; ESOL endorsement from Camden College; speaks Spanish fluently

Bailey	First grade classroom teacher	Third year as a classroom teacher; B.S. from Lilburn State University; ESOL endorsement by passing the GACE; she attended all 12 gatherings
Laila	Third grade classroom teacher	Third year as a classroom teacher; B.S. from Lilburn State University; ESOL endorsement by passing the GACE; 6 years as a P.E. paraprofessional; she attended 11 of the 12 gatherings
Kyle	Third grade classroom teacher	15th year as a classroom teacher; B.S. in Elementary Education, Master's in Educational Leadership, and ESOL Endorsement from Lilburn State University; speaks Spanish fluently; married a woman from Mexico; he attended only Gatherings 1, 2, 3, 10, and 12

I clarified expectations of the study for the three participants including the use of pseudonyms in the verbatim transcripts and in the actual dissertation so that participants and students would not be identifiable. I introduced the constructivist and iterative aspects of the study. I asked the three participants for input into the structure or agenda for future weekly gatherings. The three participants had not experienced this type of professional development before. Although some of the classes I have taken have included constructivist aspects, I had not experienced this type of professional development as an elementary school teacher. I verbalized that my role would be facilitator, catalyst, and resource person. I led an overview of the scheduling of subsequent gatherings. We decided that we needed to have three of the four participants present in order to have a gathering. Kyle notified us that he would be absent for a few weeks of family leave when his wife had the baby.

Bailey expressed that she wanted to create a system where teachers could find what they needed when they received newcomer students. She wanted to include “If . . . , Then . . .”

scenarios. Laila also wanted resources to help her newcomer emergent bilingual students with opinion writing. Bailey wanted to recall what she had done with newcomers in the past. Because Bailey and Kyle did not have newcomer students this year (although they had many emergent bilingual students), our discussions included issues that all classroom teachers face, such as: differentiation, support (or lack of it), changing schedules, and assessments. Participants communicated that classroom teachers feel overwhelmed and frustrated sometimes. Another issue that was mentioned was teachers' needing to support not just different levels of content knowledge but also different levels of language learning. Participants expressed the challenge of teaching students who are on so many different levels of language learning. See the Glossary in Appendix A for information about second language learning and the WIDA Can Do Descriptors.

Laila expressed concern over behavior issues with a newcomer from Cameroon and the inability to communicate with the child and his parents. She also asked about coping with students' expressed boredom. Bailey voiced concern over emergent bilingual students who are not newcomers and yet they are not understanding what she is saying.

A major area of need is assessment. The issue of assessment seems to relate to two major themes—resources and also connections with classroom experiences (particularly the ongoing, informal assessment of all students, but especially the emergent bilingual students). The participants commented that they need to know whether newcomers can read and write in L1. What resources are available to assess a child in his or her L1? How can we assess children's background knowledge? What prior schooling have newcomers experienced? How can teachers become more aware of each child's cultural background? Bailey expressed her desire to help students gain confidence and develop relationships. We mentioned ZPD and ways to express appreciation for students' cultures and demonstrate interest in their L1.

Summary of Participants' Weekly Reflections

Bailey. She stated that she learned that other teachers feel the exact way she does about where to start with newcomers—even teachers who speak Spanish (Kyle). She wants to remember the benefit of connecting with the child and of valuing the importance of L1. When she receives a newcomer, she will start with classroom vocabulary and color words to help the student feel successful. She is curious about resources in other languages besides Spanish.

Laila. She commented that next year she plans to implement a new word of the week in the languages that are represented in her classroom. She still has questions about assessing newcomers “in their native language when resources are non-existent or limited.” She also has questions about communicating with parents who speak languages other than Spanish. Laila wants more information about writing strategies.

Kyle. He did not complete any of the weekly reflection forms for the five gatherings he attended.

My Perspective and Insights

As I think about our weekly gatherings as a form of professional development, I wonder what constitutes professional development. In our school I would say that teachers would perceive as professional development meetings that usually occur after school. During typical professional development, teachers may consider topics that relate to teaching and then have time to reflect and discuss the experience. In the case of these 12 weekly gatherings, I saw that results and implications were not predictable. Professional development did not adhere to a schedule. When I commented that more than 30 minutes had passed at the end of Gathering 1, the participants continued to talk. I believe when the content is meaningful, people choose to invest time.

As I reflect on the conversations during the gatherings through the lenses of sociocultural theory and critical pedagogy, I see that during Gathering 1 we did mention each student's ZPD. We also discussed the need to know about students' background knowledge and prior experiences including family and culture. These topics of conversation support or complement my focus on sociocultural theory and my interest in funds of knowledge. Acknowledging and valuing students' L1 and striving to help students gain confidence and develop relationships—as Bailey pointed out—also are consistent with Vygotsky's and Freire's work. Bailey articulated the importance of “connecting with the child.” This emphasis on relationships is pervasive in sociocultural theory (Vygotsky, 1978, 1986). Bailey's mentioning starting with familiar classroom items to help newcomers develop vocabulary in English is consistent with Freire's methods for teaching Brazilian peasants to read.

The perceived value of a newcomer kit for classroom teachers expressed during Gathering 1 established it as a probable theme that would be present throughout the 12 gatherings. In fact at the conclusion of the study, all of the participants mentioned the kit as one of the most beneficial outcomes of our gatherings. See Appendix L for the contents page of the newcomer kit for classroom teachers. Because Laila also mentioned the need for resources to assist her in teaching writing to newcomers, the newcomer kit and other resources later were subsumed into the major theme of resources.

Initially, after Gathering 1, I thought that assessment would be one of the major themes. Although comments about the need to be able to assess students surfaced during most of the gatherings, those assessments fall into two distinct categories—knowing what a newcomer is capable of doing and informally assessing classroom students who are emergent bilinguals in order to determine whether obstacles relate to language learning or to content knowledge.

Before Gathering 1, I placed large sheets of paper on three of the tables in Laila's classroom. On each of the three sheets I had written one of the three topics listed in the notes that follow. I anticipated that the large sheets of paper would serve as a place for compiling the results of our brainstorming.

Notes after Gathering 1

These were actual notes we made on large sheets of paper displayed in the room where we gathered. Each numbered bold heading appeared at the top of one of the large sheets of paper. Underlined words are what I had written on large sheets of paper and placed on tables around the room before the participants arrived. I had written ideas that the participants had expressed previously. The categories were my initiative based on teachers' previous comments and pre-study questionnaires. The rest of the words in these notes were written by the three participants during the gathering. I have included these notes to document the many topics that arose as we brainstormed what we hoped to accomplish during our 12 gatherings—issues to consider and resources to find or create.

1. Possibilities for us to consider

- A kit for classroom teachers to use when a newcomer emergent bilingual student arrives
- A record of what has been tried
- Resources
- Routines and expectations

2. Issues for classroom teachers of Newcomer Emergent Bilingual (NEB) students

- Assessment
Native language resources
How can you determine background knowledge?
- Differentiation
Many newcomers:
—each different levels: WIDA; Time (bang for buck)
- Resources (visuals, technology, other)
Writing (Laila)
Genres
- Where do we start?
How can we know where the student is?
Can they read/write in L1?

- Literacy in L1
- Behavior
Don't understand; bored
- Personnel support
Changing schedules
- Timing
We can support for 10 minutes, but what can they do independently? (Bailey)
- K&1 students just beginning to write

3. Questions

Can the newcomer EB student read and write in L1?

Can anyone in the class speak the newcomer emergent bilingual student's language?

I did not use tear sheets in subsequent gatherings for several reasons. During the first gathering participants asked questions like “Do you want me to put writing resources? Is that what you want me . . . ?” and said, “I didn't know if you wanted me to put that.” I did not want future conversations to focus on pleasing me. The paper also distracted us from conversations. Preparing evidence diminished the focus on the talk. I knew that I could refer to the spoken comments on the recordings for documentation of content.

Reflecting on the beginning of the gatherings, I remembered Bailey's and Laila's stated reasons for participating in the study—rapport with other teachers and someone to consult with about newcomers. The importance of relationships cannot be overestimated—peer relationships and relationships between students and teachers in an elementary school. During future gatherings Bailey and Laila commented that they were willing to attempt tasks and take initiative—willing to be vulnerable—because they were with friends and they felt safe.

See Appendix K for resources I sent to participants via email the weekend after the first gathering. The web sites were provided in response to Laila's request for resources relating to opinion writing in Spanish.

Gathering 2

Bailey, Kyle, and I gathered for 47 minutes on January 20. I provided snacks. Because Laila was unable to attend, we gathered in Kyle's classroom this time. We began by talking about our perceptions of professional development. Reflecting on the previous gathering, Bailey commented that it helped her remember ways she had started by building a relationship with the newcomer emergent bilingual student she had taught in fourth grade last year. Then Bailey mentioned emergent bilingual students in her class who are hesitant to speak in front of others.

Bailey described times during a phonemic awareness segment each day when she observes students' participation in order to assess them informally. Kyle mentioned the need to determine whether a student's lack of participation relates to language or to the content. Bailey also described an emergent bilingual student who often is inattentive. She wondered whether the inattentiveness related to listening comprehension in English or to developmental readiness.

Bailey and Kyle discussed Spanish-speaking students' ability to perceive and distinguish between similar beginning sounds such as /d/ and Θ (th) and between /b/ and /v/. Because Bailey had mentioned in Gathering 1 the need for development of "If . . . , Then . . ." scenarios, we pursued this issue in Gathering 2. We described a situation so that Bailey would recall what she had done when she taught a newcomer emergent bilingual student the previous year. We brainstormed based on the child's being a Spanish-speaking first grade student. At this point topics relating to the theme of newcomers were mentioned. What can classroom teachers do to welcome the newcomer and help him or her transition? How can teachers find out about previous schooling and background knowledge? Is the newcomer able to read and/or write in L1? What can teachers do to develop a relationship with each newcomer and communicate acceptance and respect for each newcomer's L1? How can teachers find out newcomers' interests and abilities?

Assessment issues relating to the alphabet and to numbers surfaced. We noted that these get-acquainted items and assessment tools could and would be included in our newcomer kit for classroom teachers.

Then we transitioned into recalling what Bailey had done with her newcomer student the previous year—learning color words using English and Spanish. Bailey—learning Spanish—was modeling being a language learner for her newcomer who was a Spanish-speaking student. Bailey also had used picture cards of basic classroom items: paper, pencil, marker, glue, scissors, and so forth. We noted the need to include such cards in our newcomer kit so that teachers would have them for future use with newcomers. Kyle mentioned the need for newcomers to feel comfortable and accepted. I suggested that seeing familiar items (a calendar, numbers, colors, and so forth) could help newcomers develop vocabulary, feel successful, and gain confidence.

We recalled web sites and computer software we had used in the past—Brain Pop videos, Raz-Kids books, Edusmart, and Imagine Learning, for example. Then we began talking about children’s perceptions. Because words in Spanish do not begin with *sc* or *sp*, Spanish-speaking students often pronounce the words *school* and *space* as “eschool” and “espace.” Young children also often associate warm temperatures with summer and cool temperatures with winter regardless of the month of the year. None of us had realized that our awareness of four distinct seasons relates to our location in the Southeastern United States and to our awareness of the 12 months and four seasons (abstract categories, not experiential realities).

Kyle mentioned that his Mexican wife uses the word *suéter* (when speaking Spanish) to refer to a variety of articles of clothing—from sweatshirts to jackets and coats. Bailey stated that her English-speaking sons who are in middle school also put on sweatshirts even though she has told them to put on jackets.

Kyle and Bailey brainstormed resources and types of assessments that would be beneficial to include in the kit. They talked about possible experiences with newcomers the first day and first week. We concluded the gathering by anticipating what we might discuss the next week when Laila returned.

Summary of Participants' Weekly Reflections

Bailey. She wrote about Kyle's sharing about the "culture of Hispanics—well-educated= respectful, well-behaved." She also commented on the use of one word for several items of clothing (jacket). She plans to be thinking about next year in first grade—what kinds of things might be needed in a kit: social studies and science vocabulary with pictures, feeling words, and setting (when/where). She wonders how teachers can know whether children's understanding and focus relate to language or to "attention deficit."

Kyle. He did not complete any of the weekly reflection forms for the five gatherings he attended.

My Perspective and Insights

My feelings following this gathering were positive because Bailey, Kyle, and I had focused on resources needed for the newcomer kit for classroom teachers in order to relate to children in ways they could understand. This type of interaction is consistent with Vygotsky's notion of ZPD (1978, 1986) as well as Freire's teaching based on meaningful interactions (1970). We brainstormed, exploring possibilities in ways that were collaborative and constructive. We considered learning and the emotional climate in the classroom from the perspective of the newcomer who was beginning to learn English. This gathering was gratifying because we made progress in the development of the newcomer kit for classroom teachers.

As Bailey mentioned during this gathering, she values professional development sessions that include or acknowledge the need for time for teachers to apply or use the idea. She wants suggestions that can improve her teaching or can provide more varied opportunities for student engagement in learning. Bailey also has expressed that she appreciates having an opportunity to focus on what has been successful, to recall those experiences, and to keep a record of what was done.

Gathering 3

I provided a variety of snacks for participants to enjoy. All four of us were present, and the gathering on January 27 lasted 36 minutes. We began with Bailey and Kyle telling Laila about the previous week's gathering because she had been absent. They mentioned the use of one word by some Spanish-speaking individuals—*suéter*—to indicate a variety of items (jacket, sweatshirt, pullover, or coat). We mentioned students' perception that temperature determines which season it is. For example, if it is 80 degrees, many children think it is summer. If it is 40 degrees, they believe it is winter—regardless of the month.

I mentioned the challenge newcomers face in accurately perceiving what they hear. For example, many individuals do not pronounce the final consonant of the word *and* when we say the three colors of the United States flag—red, white, and blue. Children often write what they hear—*N* and *R* instead of thinking about the function of each word—*and, in, on, an, or, are,* and *our*.

Kyle mentioned encouraging higher order thinking by guiding children to ask questions—verbalizing what they hope to learn. I mentioned asking students an open question such as “What do you notice?” Bailey told us about comments her students had made about her appearance. Laila stated that three of her students had entered the classroom that morning asking if she

was feeling better that day. She had not realized the students noticed the difficult day she had had the previous day. Bailey expressed the need for clear, explicit routines and procedures. After being away for the weekend and spending one day with a substitute teacher, Bailey's students seemed to have forgotten what she expected.

We began discussing what needs to happen with any new student and what is needed especially with a newcomer emergent bilingual student. I asked what teachers would like to know from parents, as part of getting acquainted with new students. Bailey and Laila commented that it is difficult to remember what they did with newcomers in the past. I asked how they as teachers have helped newcomer emergent bilingual students transition and experience a sense of belonging in their classrooms.

I also asked participants when they traveled in other countries what had helped them feel comfortable there. Bailey mentioned pictures, icons, signs, and someone who could help her get from one place to another. I suggested considering a brief math activity on the day that a newcomer arrives so that the child could see something familiar, participate in some way, and begin to feel successful. See Appendix N for a PowerPoint slide with a sample math activity that might appeal to newcomers.

In January Laila had been assigned a newcomer student from Cameroon. His name is Oscar (pseudonym). On Oscar's first day at our school during a math lesson about fractions, he had raised his hand wanting to participate. Laila asked us about Imagine Learning—a software program for newcomer emergent bilingual students in our school. Kyle affirmed the benefit of and need for finding ways to connect with students. Laila stated that she does not know what her newcomer student actually knows. She acknowledged she was struggling with him and commented that her resources are so limited. She stated that she does not know whether he is literate.

As we talked in anticipation of the next gathering, Laila commented that she would like to be able to assess what newcomers know.

After Gathering 3 I stayed, and Laila told me about Oscar's writing. He had begun to enter the room each morning, put away his things, get a book, and get a pencil and paper to write. He copied the words from a book about Clifford, the big red dog. Laila commented that she remembered that Karen, her other newcomer student, also had copied words from a book.

Summary of Participants' Weekly Reflections

Bailey. She commented that she was interested in learning about "selected mutism vs. silent period." She also wants more ideas of "how to ensure students feel welcome the first day." The one thing she wants to see happen during the next gathering is putting into action the making of the kit.

Laila. She stated that she learned "an important tool to help a newcomer feel welcome could be a teacher's 'All About Me' book and lots of visual support." She wrote that she would implement "more higher order thinking skills, specifically student-driven questions prior to a lesson/unit . . . maybe use to assess at the end." She still has questions about "the best way to assess a newcomer when the resources in his/her native language are limited."

Kyle. He did not complete any of the weekly reflection forms for the five gatherings he attended.

My Perspective and Insights

Laila's comments about what she does to help a newcomer transition into her class did not include developing relationships between her and him or between him and the other students. The "transition" related to names of objects and locations in the school.

I noticed that even though I had suggested using an open question with students, such as “What do you notice?” Bailey answered the question instead of considering implementing my suggestion. She connected with things her students had noticed and commented on.

Bailey and Laila were interested in Kyle’s interactions in Spanish with the members of his new family—his Spanish-speaking wife, his bilingual stepsons, and his baby. Conversations occurred about Kyle’s home life in Gathering 2, Gathering 3, Gathering 10, and Gathering 12. Kyle’s experiences and Bailey and Laila’s interest in them increased their awareness of students’ L1 and cultural differences (including parents’ expectations, such as “bien educado”).

Another instance of teachers’ increased awareness occurred during Gathering 3 when we were talking about students’ comments about seasons. This conversation highlighted the value of different experiences and the necessity of building background knowledge for newcomers. Laila had an “ah-ha” moment: “That’s interesting to think . . . you wouldn’t even think about knowledge of the seasons as being their background knowledge.”

An extensive dialogue (almost 100 lines in the transcript) during Gathering 3 related to what Kyle was learning in a book study teachers in our school were required to attend. He mentioned giving students opportunities to express questions, and the discussion proceeded to include higher order thinking, informal assessments, and KWL charts (what students know, what they want to learn, and what they learn). The gathering provided opportunities for teachers to collaborate and share ideas.

During this gathering there was a lengthy exchange about what students notice. The conversation also could be viewed as teachers’ being overwhelmed. Students often notice when teachers are stressed, are tired, or are experiencing headaches. Strategies that were mentioned for newcomers include concrete materials, hands-on activities, and peer helpers.

Gathering 4

On February 3 Bailey, Laila, and I gathered for 40 minutes. Snacks were provided. Kyle was not present, because his wife had a baby. He was taking family leave and did not return until Gathering 10. Bailey, Laila, and I began our discussion by talking about assessing newcomers—what teachers would need to know. We mentioned students' background knowledge, such as awareness of four distinct seasons. Then we discussed what we notice in different learning environments and what contributes to a positive emotional climate. How can we help newcomers feel comfortable and secure? Then we reflected on what students notice. We considered ways to affirm and give visibility to students' L1.

Bailey wondered if an emergent bilingual student in her class was struggling with learning English or was having difficulty processing. Bailey also mentioned informally assessing emergent bilingual students—not just newcomers—as they participate in classroom activities. Laila mentioned how exhausting having a newcomer is and described challenges classroom teachers face.

We identified basic vocabulary items to include in the kit—where teachers might begin with a newcomer. I suggested that a teacher of a newcomer provide some activity the first day so that the child could see something familiar and experience success. Laila mentioned that she does not know how much Oscar actually knows. Is he unable or unwilling to demonstrate learning in ways she expects? Laila also asked what she should put on progress reports and report cards for Oscar. Laila expressed that she does not know how to scaffold instruction to make the third grade standards accessible to her newcomer from Cameroon who is just beginning to learn English.

I mentioned the benefit of labeling in English items in the classroom environment. Laila had been talking with our school's math coach about differentiating instruction for a measurement activity so that her newcomer from Cameroon could participate.

Bailey recalled her experiences with a newcomer emergent bilingual student the previous year. We mentioned the role of consistent routines and procedures in helping a newcomer feel secure and comfortable participating. We also discussed items for our newcomer kit for classroom teachers including tools or activities for getting acquainted with newcomers.

Laila mentioned challenges relating to her newcomer's behavior and the use of the school's color-coded behavior system. We discussed different schooling expectations in other cultures. Then we talked about helping newcomers adjust to the expectations of schooling in our culture. We concluded by talking about cultural differences in communication.

Summary of Participants' Weekly Reflections

Laila. She stated that she was reminded of how important it is to make connections with "new ELLs . . . first impressions are *so* important." She plans to implement a Get to Know You activity "to send home with parents to learn more about child." She would like to have this questionnaire in several common languages. She wants more information about Imagine Learning (a computer program being used with 30 emergent bilingual students in our school).

Bailey. I do not have Bailey's weekly reflection for Gathering 4.

My Perspective and Insights

I was trying to guide Laila to consider schooling from Oscar's perspective. Teachers can find out about a new student in a variety of ways. A teacher can discover students' interests and abilities and observe a child's choices during recess, during lunch, and before and after school.

We talked about possibilities for the newcomer kit. Bailey and Laila were curious about a kindergarten student who speaks at home but not at school. They asked about the difference between a second language learner's "silent period" and selective mutism. Bailey reflected on informal assessment of emergent bilingual students' listening comprehension. We also talked about the seasons and students' background knowledge.

See Appendix K for content I provided via email after Gathering 4.

Gathering 5

On February 10 I provided snacks for Bailey and Laila to enjoy. This gathering lasted 48 minutes. As Bailey and Laila were eating, I showed them two articles—one about children from other cultures and about getting acquainted with their families (Espinosa, 2005) and the other about poverty (Noguera, 2015). After we talked about cultural differences, I showed Bailey and Laila the first mock-up of the kit in a loose-leaf binder.

The kit included initial assessment pieces and a list of technological resources such as Raz-Kids, because it has electronic books available in several languages. We talked about a 1-2-3 step-by-step approach to welcoming a newcomer emergent bilingual student. I mentioned including color words, number words, and sight words. Bailey commented that she and Laila did not realize what they would like to have in the kit until we began talking. She has commented several times, "I don't know what I don't know." She had asked for "If . . . , Then . . ." scenarios. I told her that I was continuing to work on articulating those. Bailey also mentioned that she is not "in the same shoes" as Laila because Laila had two newcomers. Bailey had taught a newcomer emergent bilingual student the previous year.

We mentioned using a questionnaire to get acquainted with students. We also talked about the role of schooling. We are curious about cultural differences in expectations of

schooling. We reviewed the page I provided about what to do first when a newcomer arrives. We talked about Imagine Learning, the software program being used with newcomers in our school.

Bailey asked a question to clarify Laila's comment about her newcomer struggling with short vowel sounds—attempting to understand why the student was having difficulty. Laila mentioned using the Google Translate app to communicate with her newcomer from Cameroon. She commented that teaching newcomers from Spanish-speaking countries is easier than teaching students whose L1 is not English or Spanish. She expressed frustration with the Cameroonian newcomer's behavior.

Bailey commented about different individuals' perceptions of personal space. Her students want to be closer to her physically than she is accustomed to or comfortable with. Laila requested that I provide written phrases in French such as "Hi. My name is ___" even though she had mentioned using the Google Translate app at other times when she needed to translate for her newcomer student from Cameroon.

I prepared a "Get Acquainted" PowerPoint presentation and showed it to Bailey and Laila. I had used it with Oscar the first day he was sent to a first-grade class for reading. I wanted Bailey and Laila to see another way to get acquainted with a newcomer emergent bilingual student. See Appendix O for the PowerPoint presentation. I added visual representations to support the questions about students' family compositions. I also provided graphics including colors and photos to show students' favorite sports and hobbies. We discussed assessment activities for our newcomer kit relating to the alphabet and to numbers. Bailey commented that one of her emergent bilingual students cannot write the numbers from 1 to 20. She wondered if the student could put the number cards in order and/or match the number card with a picture showing that quantity.

Bailey and Laila concluded the gathering by commenting that when they arrived, they did not know what they were going to say.

Summary of Participants' Weekly Reflections

Bailey. She wrote that our discussions about conversational language picture cards had been beneficial. She anticipates that during the next gathering we might develop the “If . . . , Then . . .” book (ABC list and conversational picture cards). She wrote that the kit “looks great! I want one.”

Laila. She wrote about three things she found beneficial in today’s gathering—“using flashcards as a time filler (already implemented), looking at resource book for newcomers, and the time we have to share about what is working.” Her comment affirms the value of a safe place where we trust each other. She is “looking forward to seeing the progress with the resource book.”

My Perspective and Insights

Participants’ comments at the end of the gathering confirm their lack of experiences in a constructivist setting. We teachers are accustomed to transmission of information from a hierarchical organization—not to acknowledging the construction of knowledge by us. Bailey contributed suggestions for the kit and asked questions attempting to understand. Laila critiqued items for the kit—giving feedback on colors and photographs.

I had stood at the board at the front of Laila’s classroom to show Bailey and Laila the computer files with the preliminary items for the kit. I was not comfortable standing at the front of the room and talking *to* them. During future gatherings I stayed seated in order to talk *with* the other participants.

Gathering 6

As usual, a variety of snacks was provided when participants entered the room. Bailey, Laila, and I gathered on February 19 for 37 minutes. Bailey commented that she had implemented the flashcard helper suggested in Gathering 5. She chose a Vietnamese emergent bilingual student.

I commented that Lydia, the Vietnamese student, was the quietest person in Bailey's class. Bailey explained how she had presented the idea to her students. I said that I thought Lydia would gain confidence from having this leadership role in Bailey's class. Bailey responded: "For sure, because she came up to the board today to do ten less, and she did it accurately and could explain her answer. She just glowed! She was smiling."

Then Bailey asked Laila about her implementation of the flashcard helper. Laila replied, "I did, but not with one of my ESL kids. I did it with one of my very hyper children—the one who screamed out 'It's snowing!' yesterday in the middle of reading and scared us all to death." Bailey asked if the flashcard job had been helpful. Laila replied that it had been.

Bailey also mentioned a blog she had read on Facebook. It dealt with teaching idioms to English learners. Laila said, "You have to draw a literal picture of what that means and then talk to them about what it really means." She described times when her students had commented on her use of idioms. Bailey mentioned a conversation with a first grade English learner who took her comments literally.

Laila recommended two books relating to idioms, *More Parts* and *Even More Parts*. She said that they were "the best books for teaching idioms."

That's how I teach it every year. I start off with that and then I let them draw the literal pictures, and then I use it in context and we talk about what it means, and then the rest of the year it's all "You used an idiom!"

I gave Bailey and Laila an excerpt from *Learning Is a Verb*. It dealt with teachers' expectations of students, culture, processing, and short-term memory. Bailey recalled learning about John Dewey during one of her education courses. Then we continued to talk about making connections (as Bailey had just done with her undergraduate course). I explained my thinking in the choice of the excerpt. I pulled a part that focuses on relationships, because Bailey and Laila had been talking about the importance of starting the year with relationships.

Bailey mentioned that her students were learning about Paul Revere. After having taught fourth grade the previous year, she was aware of how students would build on what they were learning about individuals like Paul Revere in first grade in order to understand the American Revolution in subsequent grades. Laila also commented on the connections students make and on learning in context.

Laila told us that her students were really engaged when she read a chapter to them each day about Franklin D. Roosevelt. She said, "It was just funny that they would get that excited about reading about Franklin D. Roosevelt." Bailey commented that we had observed in fourth grade how much the students enjoyed learning about people.

Bailey commented that she was reminded of her experience teaching writing that day. She thought an assignment was going to be difficult for her first graders—writing a review of a book or movie. She had found something they could connect to—a movie called *The Incredibles*—so they were able to tell her their opinions about it. Then her students could tell her,

“This writer asked questions. This writer told us about the movie. This writer said I give it a rating. I give it a thumbs up.”

Laila expressed a connection with teaching prefixes and suffixes. She said that in the past every year she had taught them in isolation, and stated, “I’ve never been successful with it.” Students had not remembered the meanings of prefixes. This year she had begun teaching prefixes and suffixes in context and had experienced positive results. Then Bailey commented on students’ expressed connections.

Bailey and Laila were continuing to reflect and make connections with the printed excerpt I had provided. One excerpt included a chart about academic vocabulary in L1 and L2 (Bedore, Peña, and Boerger, 2010). As we were concluding the gathering, Bailey expressed connections with her Vietnamese students and with her neighbors.

Summary of Participants’ Weekly Reflections

Bailey. She commented that she was reminded of the importance of connecting learning to writing. She also recalled how much our fourth grade students had enjoyed learning about people during social studies. Students can connect with biographical information about important individuals and can attach facts to something else they have learned (schema). Bailey wrote that she would like to guide students to write more about what they are learning, and she identified the challenge of spelling for some first graders. “They are getting so caught up with spelling they can’t get their ideas out.” She acknowledged that she is still wondering:

Why having told Lydia one time about her new job as the flashcard person, she did her job effectively the very first time I asked her. Why is it that I have to remind my other students (non-ESL and ESL alike) many times before it connects with them, but Lydia did her job without reminders or questions for me?

Laila. She communicated the value of contextualized learning and of connections:

One thing I gained from our meeting today is the affirmation that students learn concepts better through contextualization rather than in isolation. . . . Students seem to latch on to the information better and are able to retain it longer because they are able to make connections.

She wrote that she would like to learn more about translanguaging. “I found it fascinating and would like to learn more about how different languages influence others.”

My Perspective and Insights

When Bailey described her conversation with first graders about the map, she functioned as a More Knowledgeable Other (Vygotsky, 1978). She was not lecturing the students—transmitting information. She was meeting a student where the student was, demonstrating awareness of the student’s ZPD. Bailey’s comment about her fourth grade students’ being interested in important individuals in history showed her awareness of their connections and her desire to “start where they are” (ZPD).

The gatherings allowed teachers a venue to reflect on their classroom experiences. One conversation during this gathering related to the importance of making language learning (idioms, prefixes, and suffixes) relevant, meaningful, and engaging for emergent bilingual students. Creating context for emergent bilingual students to learn content is essential for supporting their second language development (Cummins, 2000). Emergent bilingual students probably gained confidence in Laila’s and Bailey’s classes as a result of the emotional climate lowering their affective filter (Krashen, 1982). See Appendix K for content I provided via email after Gathering 6.

Gathering 7

We had missed a week of school because of snow and were unable to gather the following week. After almost a month's break between gatherings, I began Gathering 7 on March 17 with a language activity. Both Bailey and Laila had studied Spanish for two years in high school.

I put six stacks of 3-by-5-inch cards in a row in the middle of the table. Each stack had five word cards with a category name on top: frutas, colores, números, días de la semana, misceláneo, and meses [fruits, colors, numbers, days of the week, miscellaneous, and months]. Snacks were provided again. (This gathering lasted 41 minutes.)

Bailey and Laila began to choose cards and attempt to say the English translation for each Spanish word: los números, siete, diez, mil, ocho, and dos; los colores, negro, azul, rosado, rojo, and amarillo; los días de la semana, and misceláneo. Both Bailey and Laila struggled with *mano*, the Spanish word for *hand*:

Laila

Man? [laughter] Just add an O. Mano. [laughter] [long pause] Not baño . . .

[laughter] I know that one.

Amy

Es una parte del cuerpo. [It's a part of the body.]

Bailey

Part of something . . . cuerpo?

Amy

Tiene cinco dedos. [It has five fingers.]

The remainder of the experience continued to demonstrate Bailey's and Laila's metacognitive strategies to make meaning from the words in Spanish. Laila remembered having seen the word *lápiz*, but she did not recall what it meant. Bailey thought the word was feminine because the first two letters were *la* (even though *la* was not separate, as the feminine singular definite article would have been). She even wondered if it was a shirt or collar—something with a lapel. Even though there was a printed accent mark over the *a*, Laila asked if the pronunciation was “la peas.” I attempted to provide scaffolding (still in Spanish) by saying, “Necesitan lápiz y papel para escribir.” [“You need pencil and paper in order to write.”] After this sentence from me, Laila responded, “Pencil?”

After the final category, I asked for their impressions.

Amy

How do y'all feel?

Bailey

Uh, incompetent.

Laila

No . . . I mean 50 percent. Yeah, I feel like I was partly successful. I didn't sit here and go “I don't know.”

Bailey

Ooh! Yes, that's a good lesson in listening in another language and processing . . .

Laila

It's also a good lesson in thinking about how your students feel when you're putting all these English words in front of them and going, you know . . . And they're like . . .

Bailey

And listening to what she says in Spanish. I hear part of it.

Then I gave them a writing activity. Laila commented, “And we have to write it in Spanish? Oh, boy!”

Bailey responded, “We didn’t sign up for this part.”

Then Laila continued, “You have very high expectations. I don’t know about this.”

When I looked at Bailey’s writing, I noticed several things. Although she knows color words in Spanish, she did not change *amarillo* to the feminine form to agree with the noun *banana*. Although she knows that words in Spanish are spelled the way they sound, and she knows how to pronounce *siete*, she wrote *seite*. The next question asked for the meaning of *blanco* (white) and the meaning of *azul* (blue). Bailey wrote beside each word that they were colors. For the following question, ¿Puedes escribir más colores en español? [Can you write more colors in Spanish?] she wrote her favorite color in English and in Spanish. When we were talking about the activity, she wanted to be sure that we discussed the final question ¿Cómo se dice en español? [How is this said in Spanish?] She felt confident about translating *black* and *green* into Spanish. She also may have remembered ¿Cómo se dice . . . ? What she did in Spanish is so similar to what emergent bilingual students do in my school in English.

Both participants stated that they felt more confident with the activity requiring writing than they did with the initial activity with the vocabulary cards and speaking. Laila said that the writing activity was a little scary because sometimes she did not know what it said.

We also talked about standardized tests and the difficulty of comprehension when the content is decontextualized. Laila told us more about her perception of challenges relating to her newcomer from Cameroon. Laila told us that she had gotten permission from the school

principal and from the student's parents to send Oscar to kindergarten and first grade for instruction in reading and math. We concluded this gathering with Laila's news that she was sending Oscar to kindergarten and first grade for instruction in reading, writing, and math.

Summary of Participants' Weekly Reflections

Bailey. She wrote:

The games we played in Spanish helped me to understand language learning from my student's prospective [sic]. It was difficult with having only some knowledge of a few words. Even when you gave us clues, I had to concentrate to listen for words I knew so that I could try to understand what I was to do.

She continued:

It really just makes me more cognizant of how my students feel who are learning another language. It opened my eyes to be more patient when students aren't understanding as quickly as I would like and to be clearer about my directions. After all, if I only understood a few words when given clues/directions, they feel or will do the same as I did. They will only be able to act on with what they know.

Laila. She commented that she had become even more aware of "how ELL students feel when presented new information in English." She wrote that the game with the Spanish flashcards was "definitely an 'A-Ha' moment for me. I have thought about it before, but the activity helped me realize at a deeper understanding."

In response to the question about using ideas from the gathering to promote student engagement or learning, she mentioned the possibility of using flashcards for introducing cognates in students' L1 to assist in developing academic vocabulary.

She wants to continue to explore ways to teach writing to “ELL students. I feel I am always at a loss when it comes to teaching writing, especially to Level 1 students. Your resources have been great, but it’s definitely an area I need to grow in.”

My Perspective and Insights

I was pleased that both Bailey and Laila were so engaged in the second language learning experience in Spanish. I attempted to include words that they would know—within their ZPD. For example, the categories of colors and numbers are common words that students might know in a second language. Participants’ reliance on L1 and lack of attempts to pronounce words in Spanish—even though Spanish has a transparent orthography—were interesting to me. Throughout the activity Bailey and Laila were striving to make meaning, not to sound out words.

I continue to think: What do students need in order to be successful? I ask this question relating to the participants in my study and relating to the emergent bilingual students in my school.

After the writing component, Bailey commented that she felt more confident with writing than she did with reading or speaking. Laila said, “I’m advanced. Muy bien.” They were joking and bantering with each other because of their friendship and their background in classes together. They felt more comfortable attempting a challenge in the presence of friends. I want to reflect more on what this insight says about the importance of students’ relationships with peers and with the teacher in the classroom. This experience was a turning point in our gatherings. Participants’ awareness of language learners increased following this Spanish flashcards activity.

After this gathering I sent an email to Bailey saying that I wanted to “get at” ZPD of their Spanish vocabulary, and I didn’t want Laila to feel “put on the spot.”

I'm fascinated that the part that I thought would be *more* difficult was less stressful for you. I'm also interested in the fact that my comments in Spanish contributed to the challenge of the flashcards. There was *a lot* to think about from your informal assessments in Spanish.

Other emails that I sent to Bailey following this gathering stated:

I was thinking about *mano*—like doing something MANually or to MANipulate. (It must be from Latin. I never studied Latin, though.) I had never thought why we say “alphabet” for the ABCs. I suppose now that it's alpha beta (the first two letters of the Greek alphabet). I think it's interesting that in Spanish they refer to the *abecedario* (a be ce [the name of each letter—think the short e sound]).

I had felt as if I were “pulling teeth” in my attempts to nurture conversation during the first six gatherings. I viewed my role as a catalyst (conversation starter) and resource person. After the “snow break” when we resumed with Gathering 7 after almost a month, I provided more experiences—opportunities for the participants to attempt language exercises and experience empathy. Bailey and Laila seemed more engaged in the experiences and more talkative throughout the remainder of the gatherings.

See Appendix K for content I provided via email after Gathering 7.

Gathering 8

As Bailey and Laila were eating snacks I had provided on March 26, I began the gathering by showing them a screen clip of a page from “The Three Little Pigs” in French. The line of text was: “Je souffle fort, mais le maison ne tombe pas!” We struggled to make meaning out of this sentence in French that was taken from a familiar story. Bailey and Laila relied on the picture to make meaning.

Bailey mentioned the word *souffle*.

Laila said, “Fort. Souffle.”

Bailey commented, “We’re always talking about food.” Then she connected the word *maison* with mesa (her knowledge of Spanish).

Laila wondered if *maison* meant *mansion*. Then she asked, “Is this ‘Three Little Pigs?’ ” She acknowledged, “I’m using the picture.” Neither Bailey nor Laila could make meaning from the printed words in French.

After showing that screen shot, I played a video of “The Three Little Pigs” in French, but the musical accompaniment based on a Lady Gaga song was a distraction to Bailey and Laila. After the video I asked them, “So how do you say ‘little pig’ in French?” It had been repeated *many* times in the song. Neither Bailey nor Laila knew, and they seemed confused that I would ask. I told them, “Petit cochon.”

Laila

What?

Amy

Petit cochon.

Laila

That’s pig?

Amy

Petit . . . little. Cochon—c-o-c-h-o-n.

Laila

You say those words just like Oscar. They almost sound *angry* when they’re talking.

CoCHON! CoCHON!

Amy

The French sound system. Can you imagine if your teacher was talking like that, and then she says, “OK. Write in French about the characters.” I think. “I don’t know how to write in French.”

Then I played an audio recording of “The Three Little Pigs” in German. The story was spoken with no music in the background. Laila told us that her husband could count in German, so she had heard numbers before. I gestured first and house; second and house; and third and house (holding up fingers for the numbers and drawing a house in the air as if I were playing charades).

Bailey

But I don’t know. It was really hard to pick up any words. I did not recognize any word. Even with you drawing the picture [with your hands], I couldn’t pick it out the next time.

Amy

Uh-huh. The *first* little pig. . . but it was *hard*. I heard house and straw and wolf. And then I understood “kleinischteinzen” had to be little pig, because she kept repeating that. The repetition . . .

Then I played a portion of a video of a children’s picture book in Vietnamese. This time we made meaning only from the illustration, “OK,” and the question marks. After the Vietnamese book portion, I showed them a story printed in French. Bailey recognized the word *rendez-vous* and the word for three.

After watching the videos and listening to an audio recording of children’s stories in other languages, I gave Bailey and Laila the verbatim transcript from the beginning of Gathering 7 when they had attempted to read the flashcards in Spanish, and I asked them what they noticed.

Then I handed out highlighters and encouraged Laila and Bailey to mark each word they had said in Spanish during the activity with the 36 Spanish word cards. Almost everything they said was in English—using their L1 to make meaning out of the Spanish words on the cards. Bailey highlighted the words she had spoken in Spanish, and Laila highlighted her words in Spanish. Bailey commented, “Looks like Amy’s doing all the Spanish talking.”

I reminded them that I had not told them how to play the game. When I looked at the transcript for the previous week’s gathering, I was reminded of the significance of their L1. They were reading for meaning, relying on L1. I had not said, “How much Spanish can you speak?” I just kept talking in Spanish, and they processed the printed words to make meaning. Both Bailey and Laila had studied Spanish for two years in high school, and Laila had been on mission trips to Mexico twice. Laila said that she could not speak Spanish but her daughter could. When Bailey asked Laila if she could understand what was being said in Spanish when she was in Mexico, Laila replied that she could understand more than she could speak.

Bailey mentioned the possibility of a different game. She wondered what would have happened if I had “set the tone” by saying that Bailey and Laila had to speak only Spanish. I commented that I did not think they would have wanted to return for the remaining gatherings. Laila remarked, “If you say to your students you can’t speak Spanish in here—like you can only speak English, what are they gonna do? Like some of them would just shut down and be like . . .”

Bailey pointed out that while I was talking in Spanish she kept “trying to pull on every word” she knew to hear everything and try to understand.

I commented on their attempts to read the words in Spanish. Then we talked about what helps us function well physically, emotionally, and socially in school. I had sent the participants

articles and videos about stereotypes. (See Appendix K.) Laila looked at one relating to French, and Bailey watched a video about Asian-American students.

Bailey commented on the initiative and intrinsic motivation of one of her Vietnamese students (the flashcard helper). Then she compared the Vietnamese emergent bilingual student with an emergent bilingual student from El Salvador.

Laila brought us up to date on recent happenings with her newcomer from Cameroon. We ended the gathering looking again at the pages of the transcript from the previous week's gathering. Bailey and Laila were searching for some evidence of their use of Spanish. We mentioned again the value of their L1 and their students' L1.

Amy

In my first school the superintendent said, "I don't want to hear a word of Spanish spoken in this building. They hear enough of that at home." And you think if I had told you all "You cannot say anything in English. You may not communicate in English . . ."

Laila

I'm telling you. I would shut down and be like "You know what . . . then I'm not doing anything for you." So . . .

Amy

I know. It would be over. "She said we can pull out at any point. Well, I'm pulling out today!"

Laila

Uh-huh! Yep! 'Cause I still have a bunch of kids in here at recess, if they're just . . . if I say, "You may talk quietly at your table," they speak in Spanish! I mean they're over there conversing in Spanish.

Bailey

Mine do that too.

I commented, “We have never chosen to be in a place where we don’t speak the language. I never would, but these children don’t choose.” Then I asked Bailey and Laila what factors they thought contributed to their children’s success. Laila mentioned structure and accountability. Bailey said their needs were met, and their self-esteem was a positive.

We talked about the diversity among our emergent bilingual students. We also discussed reaction range and the influence of the environment on learning. Then Laila told us that Oscar seems to be thriving in first grade. She said that he had balked or been resistant to her: “I mean in here he wouldn’t do anything for us. I mean he would sit down and say, ‘Let’s write some sentences.’ ‘No!’ ” (This gathering lasted 48 minutes.)

Summary of Participants’ Weekly Reflections

Bailey. She wrote that it was hard to pick out [spoken] words in other languages. “Even when you reminded us with gestures, it was hard to recognize the same word being used over and over again. . . It makes me more cognizant of my students who are learning English. They, too, are holding on to every word, yet it can be so challenging to comprehend even when it is said numerous times.”

She said that she might show the story in Vietnamese for her students “to see what they think of it and if they can understand it.” Her response to the question about additional ideas to consider showed her reflection on her practices and her desire to implement whatever might be helpful for her students.

Laila. She acknowledged that it was difficult to listen to the stories in other languages. “Although, I was interested to listen yesterday because there was no real attachment for me, I can relate to how a student might lose interest when the motivation is not present.”

She stated that our looking at how many times she and Bailey had actually spoken Spanish while “reading” the flashcards helped her understand the importance of allowing students to “speak their native language, so they do not lose it. This is especially important during L1.” (I was not promoting the expectation that educators provide activities in students’ L1, even though I advocate for biliteracy and respect for students’ L1. I do not know what Laila’s final sentence about being “especially important during L1” means. Maybe she was thinking of Level 1, referring to a beginning speaker of English.)

She wrote that hearing about how students progress based on their home environment, school culture, motivation, and so forth helped her understand differences in our students. She continued to express interest in resources for teaching writing.

My Perspective and Insights

This gathering included issues relating to cultural understanding and empathy. I believe our attempts to make meaning from videos, audios, and texts in other languages changed our perspective. When we listened to the stories in French, German, and Vietnamese, we did not have background knowledge in those languages to assist our understanding.

Bailey’s reflection indicated that she was imitating the activity (Vietnamese video) “at face value,” not understanding that my intent had been to make participants aware of challenges for second language learners, metacognitive strategies for making meaning, expectations beyond a learner’s ZPD, and multisensory experiences.

Freire (1970) wrote about praxis (where theory is implemented in practice). I hope that our gatherings were more than just talk. My goal was that our conversations would influence our thinking and therefore our attitudes toward students and our actions in classrooms.

Gathering 9

As Bailey and Laila arrived on March 31, they chose from the snacks I had provided. I had sent the participants an article about “not learning English” (Kohl, 1992) to try to expand thinking beyond lacking motivation, and I sent an article about Chinese and Mexicans’ perceptions of language learning (Leer, 2013). The article stated that Chinese individuals or families who come to the United States learn English. Mexicans often view children as translators and language brokers. Although these articles use the labels of Chinese and Mexicans, I do not want to imply that these groups are homogeneous. The article merely provided perspective on the expectations of individuals and families from different linguistic, cultural, and ethnic backgrounds.

Bailey mentioned that the article stated that Chinese (and in the case of her students—Vietnamese) individuals value education. The article mentioned that Mexican families often use children as translators because the parents may not know English as well as the children do. I commented that the Spanish-speaking child may function as a language broker—translating in a doctor’s office or assisting in the completion of paperwork when students are being registered for school. Bailey stated that the Spanish-speaking children may be given responsibility too quickly. She also commented that Mexicans can “get along” in this country because the United States is “accommodating” to Spanish.

No mention was made of the Spanish explorers and colonizers who were in North America in the 1500s. Laila mentioned the documents she sends home in English and Spanish, but not in French.

I mean that's kind of unfair. I mean I don't know. I do feel sorry for him [Oscar] when I send things home. I know they can't read it in English, and I know they can't read it in Spanish.

Bailey mentioned the value of peer support in attempting something new. She also told us that she presents content and provides learning opportunities every way that she knows how: "We always say that multiple exposures . . . That's something we always say, but I think I run out of ideas. What is another way I can show this?"

We concluded this gathering talking about a book excerpt by Katherine Paterson (1995) in which she talked about her family's move to Japan when she was five years old and the cultural and linguistic expectations associated with that transition and the move back to the United States years later. (This gathering lasted more than 51 minutes.)

Summary of Participants' Weekly Reflections

Bailey. I asked, "What is one instructional change you will try, following up on conversations during our gatherings?" Bailey replied:

In my classroom I have implemented ready-made flash cards with sight words and math facts. Students are learning that while they wait in line, or when they have finished their work, that they can make the best use of their time by memorizing/learning sight words and flash cards. Sure, they have learned that there is positive reinforcement from me, but it also teaches them a great study skill of using time wisely.

In response to the question "Why are you willing to try it?" Bailey replied, "Why not? This approach can only benefit students' learning. Additionally, my students are like sponges right now. They are so eager to learn new things and love when they

recognize what they've learned in print or in everyday life. I enjoy seeing them make the connections and their love for learning. They will think this activity is fun!

She commented that she would be able to assess the efficacy of the strategy in about a week.

Laila. When asked about one instructional change she would try, Laila said, "With testing upon us and the end of the year, I'm not sure if I will be able to implement something new at this point. There are some things that we have discussed during our time together that I plan on using next year." She wrote that she would like to try allowing students to create questions they would like to learn about and possibly using them to help create assessments.

"Another instructional change I plan to make is using the newcomer resources you are gathering for us. I am so excited to have this resource!"

Laila wrote that she believes student-created questions will enable children to be more engaged when "learning about a new unit" and "will allow students to take ownership in their learning and provide for accountability, if I use some of the same questions they created to assess their learning." She also wrote:

I am interested in trying the newcomer resources because I think it will help me be more purposeful in my experiences of trying to get to know the new students both personally and academically. I feel it will also expedite the process of being able to assess them, so instruction can begin as quickly as possible based on their current levels of functioning and will help me scaffold their learning practices.

My Perspective and Insights

During this gathering we talked about different cultural expectations of language use and schooling. We had read an article about Chinese families and about Mexican families and their

expectations of children's language learning. With caution about stereotypes and use of labels to create a sense that the people of any nationality are monolithic, we reflected on situations when our students are expected to translate for their parents.

Gathering 10

On April 14 once again I provided a variety of snacks for the participants to enjoy as they were getting settled at the table. Because Kyle was back after his six-week leave of absence to be with his newborn son, we recalled experiences during Gathering 4 through Gathering 9. Bailey mentioned our conversation about the learning environment and student seating in the classroom. Then she told Kyle about their Spanish vocabulary card activity with six categories. Kyle asked if they had experienced anxiety during the activity. Bailey replied:

No, because we were saying that's what made the difference, is that, if you're learning a new language or trying to read a different language, if you're comfortable with the people you know, you're gonna . . . be willing to participate more. But she had the six index cards. They were different categories, so like one said "colores" in Spanish. So we're like, "Oh, OK, we know this is color words." One was a miscellaneous pile. We had no idea. We struggled. And Amy tried to connect . . .

Laila interrupted, "But she scaffolded and it was good." She and Bailey commented that they would not have felt as open to attempting to understand the words if they had been with people they did not know. Kyle mentioned similar experiences with his wife.

Bailey and Laila asked Kyle questions about his new family—language(s) spoken with the baby and with his two stepsons. Bailey told Kyle more about the activity with the Spanish vocabulary cards. I commented, "And I didn't tell them what to do with the cards. I just said

‘¿Cuál categoría?’ . . . And apparently nothing I said helped. They were like my face and my hands, but my words . . . ”

Bailey

We were watching like Do you want us to pick a card? Oh, you, oh, OK, she wants us to do this! And I was like, the card?

Laila

So we started figuring out what we were doing, but it started that way.

Bailey

I was gonna say we also realized that, for me, I shouldn’t say, “we,” because I don’t want to speak for you, but I felt like it was easier for me to read the Spanish words than to talk about . . . I feel like if I can read it, then I can understand more than I can actually process orally.

Bailey told Kyle about our experience listening to “The Three Little Pigs” in French and German.

Laila commented, “That was interesting.”

Bailey continued, “Now, that really helped me understand how these second language learners feel because Amy kept doing the picture in the box. I couldn’t pick out the word *pigs* over and over again. We didn’t know what . . .” Bailey said, “We were like, ‘Nope.’ It was so hard to focus, right?”

Laila acknowledged, “I couldn’t find one word that I could recognize.”

Bailey went on, “And even I think she told us afterwards, they kept saying, she kept saying something over and over. And I was like I did not pick up on that. I did not pick up on any words.”

Kyle told us about some of his first experiences as a second language learner when he went to Mexico.

You're trying to process so much and it's just overwhelming sometimes and even though it's supposedly on your level, and these language classes I was taking were supposedly on my level. I was at the time intermediate. It wasn't advanced- it helped me progress in the language more but by the second hour, I was you know, glazed over . . .

As we were reflecting on Gathering 8 and our attempts to understand familiar children's stories in French and in German, Bailey expressed a connection with classroom experiences:

It just made a connection with me about that, because we were just talking about learning a different language and how we didn't pick up on the same word even though we heard it over and over again. Reading with students, and I present a vocabulary word, and I'm like "This is the word; this is the word *dog*. We're gonna see it again. What's this word? Dog." I'm just using an example. Then we go back and look at the text; they don't recognize it.

I referred to the Spanish vocabulary cards activity during Gathering 7 again. "Back to the cards . . . Bailey said, 'What if Mrs. Cain had said, "Solamente se habla español. No se puede hablar inglés?" ' ' [Only Spanish is spoken. English cannot be spoken.]

Bailey

That's not what I said!

Laila

I was about to say, I don't remember her saying all that [laughter].

Bailey

I think I know what you just said, but I was like "Wow!"

Amy

And Laila said, “I would have shut down, like if you had said, ‘No English,’ I would have shut down.”

Laila

I would’ve been like I have no idea what you’re talking about.

Kyle

And because, there becomes a block really, it’s sort of like you’re not open to receiving any more . . .

Laila

Yeah, and it means nothing. I have no connection with it. It has no meaning anymore.

Kyle told us about the effect the stress of language learning had on his emotions:

I remember when we first started traveling to Costa Rica. I didn’t speak any Spanish at all. I just remember feeling like you know, just, so out of, I felt all out of sorts. I didn’t say hardly anything in English when I finally got around my friends. I was just so sorta out of sorts because I’d never really traveled out of the country before. And . . . even in English, even when I was around my friends. I met a new guy, like my friends who lived down there at the time. A guy they knew down there was like, “What’s wrong with him? Does he ever talk?”

Laila referred to something she had mentioned in a previous gathering: “And we talked about too, like when Spanish-speaking people come to the United States, we have so much that’s dual language.”

Bailey mentioned an article we had read. It stated that Spanish-speaking children function as translators for their parents or for other members of the family. We talked briefly about

stereotypes. Then I mentioned stereotype threat, and we commented about intrinsic and extrinsic motivation.

Since the first gathering we had talked about the importance of being able to assess newcomers regardless of their L1. I enlisted Kyle to role-play an assessment activity with me which required no conversation.

I placed cards with uppercase letters of the alphabet on the table between us. I began matching lowercase letters with uppercase letters. Then I waited for him to continue to match lowercase letters with the corresponding uppercase letters (following the pattern I had begun). Then I placed A, B, C, D, E, F, G and waited for him to continue H, I, J, K and so forth. I did this approach with uppercase letters and with lowercase letters. Later I placed several uppercase letters with one missing, such as J, K, __, M, N, O, to see if he would provide the correct missing letter. I also placed a string of lowercase letters with one missing, such as p, q, r, s, __, u, v.

Then I did similar approaches with numbers. I put 1, 2, 3, 4, 5, 6, to see if he would keep going with 7, 8, 9 and so forth. I placed 19, 20, ____, 22, 23 to see if he would put 21 in the blank space. I had planned to put 17, 27, 37, 47, to see if he would continue with 57, 67, and so forth. Because of time limits, I did not continue with the number patterns.

When we stopped the role-play that we had done without speaking, I wondered what Bailey's and Laila's perceptions or insights had been. I said: "Any comments? You want to write it or just talk?"

Bailey

Well I noticed it was easy for him to do if you modeled it and he did it.

Laila

I noticed he started touching the cards before you told him to do anything . . . But I noticed, most kids if you were sitting there doing that with them they would just, I mean they would just kind of be watching you like, they wouldn't just all of a sudden start touching and feeling comfortable enough to start manipulating things.

Kyle

To get involved.

Bailey

But you pointed, touched, didn't say anything, but he knew what to do.

I asked participants how knowing whether a child could put the letters of the alphabet in order would be helpful: "If he could do that, what would you know, like how would that be helpful? You could shelve the books in the library." Bailey and Laila commented about the need for a child to know letter names and letter sounds. I mentioned, "That gets at the dual language thing, because if we were teaching children Spanish, it wouldn't start that way. It would start with syllables. So if they've been in a different school, they wouldn't have started with 'This is this letter; this is its name; this is the sound,' like we would." I wanted them to know that onset and rime or phoneme segmentation would not be the way children had been taught to read in other languages.

Then we looked at the vocabulary cards (including shapes, colors, foods, and familiar objects) and sight word assessments to be included in the kit. Bailey and Laila referred once again to their experience with Spanish words during Gathering 7. I told them that I would put the kit on the staff drive of our computer network at school. I intended to put a CD in each kit, but it

seemed unnecessary to provide a CD for each participant since the digital files were available at school.

As we were concluding this gathering, I asked participants about books to include in the kit so that teachers could begin reading instruction in English with newcomer emergent bilingual students.

Thinking about the logistics of the availability and storage of books led to a discussion. Bailey asked whether the books would be stored in a central location at school so that all teachers would have access to them. I clarified that the books were common—available in the school’s book room. Bailey and Laila commented that they had not thought about specific books that newcomers could actually read as they were beginning to learn English. Bailey and Laila talked about whether to put one copy or three copies of each book in the kit. I recommended that along with each book that I provided in the kit for reading instruction with a newcomer I would include suggestions of ways the book might be used or reasons I had chosen the book.

Bailey identified another type or format of assessment that is especially challenging for emergent bilingual students. She commented, “Matching throws them off, and I don’t know why that is.”

Summary of Participants’ Weekly Reflections

Bailey. She confirmed the value of the “category” game in Spanish and was interested in the fact that she and Laila actually spoke little in Spanish “but were able to read . . . the document you created.” She was also surprised that after hearing words repeatedly in “The Three Little Pigs” videos in other languages, she still did not recognize them.

She commented on “two interesting ideas: 1. There are many, many activities that I can do with EL students as soon as they arrive to my classroom that do not require that we speak the

same language.” She mentioned pointing and modeling the expectation as I had role-played with Kyle during the gathering. The second idea was using a predictable nonfiction text with beginning readers.

She affirmed that her travels have made her more “empathetic to how others feel when they are away from what is familiar.” She believes those travels have helped her be more sensitive and patient when interacting with others.

In response to the question about relating to parents in ways that help them be aware of the value of L1 and strategies for language learning, she asked about printable resources we could send home with students at the beginning of the school year. She also mentioned that we can highlight the value of being bilingual during parent nights and parent-teacher conferences. She stated that parents also need to value L2 so that they can speak to others and support their children in their involvement at school.

Laila. She commented that the role-play with Kyle helped her understand the importance of getting acquainted with new students personally and academically. She stated that it was easy for her to see how she could assess a student and interesting to watch Kyle’s interactions. She commented that what she saw in the role-play would allow a teacher to “expedite the process of assessment” so that the teacher could “begin instruction as quickly as possible based on the student’s current levels of functioning and will help in knowing how to scaffold instructional practices.” She also wrote, “A definite implication of motivation with students is how well they will perform. I have learned a lot by observing Karen and Oscar this year. Karen’s motivation is highly intrinsic and Oscar’s is very extrinsic. These different types of motivation have definitely impacted the progress each student has made in my class this year.”

In response to the question asking how her travels had influenced her teaching, she replied, “I’m not sure if you are asking about traveling to other countries or not, but one way it impacted recently was my trip to Washington, DC.” She took photos of the architecture to relate them to what third graders learn about Greece. “I showed it to my students this past week and it was very meaningful because we had already learned about it and it became very real for them instead of just looking at it in a book. They enjoyed it so much and it was a great review before the testing.”

In response to the question about relating to parents, she wrote that communication is important. Although she had spoken with Karen’s mother during the parent-teacher conference in October, she had not spoken with her since then because “she has excelled so much in my room that I really have not had any concerns.”

Kyle. He did not complete any of the weekly reflection forms for the five gatherings he attended.

My Perspective and Insights

The question on the weekly reflection about the influence of personal travel on one’s teaching was intended to relate to Bailey’s and Laila’s experiences in Mexico and in any other country where they did not speak the language.

Kyle made an interesting point that I had never thought of. He said that cognates were hard to pick out in the context of a discussion. I replied that my saying “categoría” in Spanish had not connected for Bailey and Laila. If they had seen the printed word, I am confident that they would have immediately thought of the English word *category*.

Gathering 11

Although I had provided choices of snacks, neither Bailey nor Laila ate anything. This was the only week when they did not partake of any food I had brought. I mentioned resources such as Colorín Colorado. I had translated some phrases into French because Laila had requested them, but she is unable to read (or pronounce) them. She mentioned Google Translate—a free app that can be put on a smart phone. Laila stated that she had used the app with Oscar several times and that our principal had used it to communicate with him. She spoke into the phone in English, and the phone spoke the translation aloud in French.

Bailey told us that she had read a bilingual book, *Con Mi Hermano* [*With My Brother*], to her first graders. They cheered for her after each sentence. She stated, “You know, so unsure of myself but I wanted to show them that I’m sounding out the words too. I don’t know what they are.” She modeled being a second language learner. Laila changed the subject to Skippy Jon Jones books and her students. Bailey clarified, “That has usually just phrases, right? Well this was a book; the whole text was Spanish, too.” She acknowledged that reading the book aloud in Spanish “wore her out.”

We talked about getting acquainted with a newcomer. I asked if they used their Power-Point presentations or their All About Me books with newcomers who arrived during the school year. They had not done that. Bailey said that she did take time for her students to introduce themselves to the newcomer.

Bailey continued to debrief her reading aloud the book in Spanish. Then we discussed different words in Spanish that mean time—*tiempo* and *vez*. (This gathering lasted 53 minutes.)

Summary of Participants' Weekly Reflections

Bailey. Her recommendation for any classroom teacher with a newcomer would be to start small. Her suggestions continue here:

Try to acclimate the student with the teacher, students, and classroom by using the common picture cards such as body parts or colors as an icebreaker activity. Also, assign a buddy to translate (if someone speaks that language in the classroom) so that the newcomer will feel like someone understands them. Right away find out what the student can do. Are they familiar with the alphabet, numbers 1-20, colors? Are they literate in L1?

I guess that really depends on how old they are. Also, choose an activity with which a student can begin to build confidence. Can he/she recognize a word in a sentence and point to it? Little things like this will build a student's confidence level and will help to motivate them to learn even more.

The second question was: "Are there areas or topics you want to think more about as you finish this school year and begin to prepare for next year?"

Bailey wrote that she wants to review the kit over the summer to familiarize herself with its contents so that she can be ready for another opportunity to work with a newcomer.

Laila. She wrote a lengthy list of recommendations for classroom teachers who receive newcomers.

- a. Pair the newcomer with a student who speaks the same language (if you're able).
Also, allow the student to communicate in the native language to show acceptance.

- b. Use other teachers who may speak the newcomer's language for communication with the newcomer/parents.
- c. Be mindful of the culture of the newcomer. Communicate with students in class if there are distinct differences in cultures to help them be considerate of newcomer.
- d. Make the newcomer feel welcome by sharing about yourself and then have students share about themselves.
- e. Create a sense of community for the newcomer.
- f. Assess the newcomer as soon as possible to help understand where instruction needs to begin and scaffold learning according to the current level of functioning. If possible, try to assess in native language as well as in English.
- g. Use lots of pictures to help with classroom routines, expectations, instructions, vocabulary, needs/wants, etc.
- h. Use Google Translate app to translate communication with newcomers/parents.
- i. Model as much as possible to give the newcomer examples of expectations and instructional practices.
- j. Communicate with parents often to keep them aware of progress, concerns, etc.
- k. Collaborate with other staff members for strategies/alternative learning options.
- l. Communicate with administration/ESOL teachers about concerns you might have.
- m. Use the newcomer's native language when presenting information especially when the cognates are similar.

She wrote that during the summer she wants to explore the books I let her borrow and prepare "go-to resources" for herself of strategies to use when teaching a newcomer to write. She mentioned the value of having a "progression chart." I had told the participants that our Lucy

Calkins writing resources include such a chart. Laila commented, “I know we currently have the WIDA standards, but it would be nice to have it in a different format.”

My Perspective and Insights

Bailey mentioned starting small (so that the teacher and student could gain confidence). This suggestion is consistent with Vygotsky’s construct of ZPD (1978).

Gathering 12

For the final gathering on April 28 I provided pastries from a Mexican bakery. The participants were vocal in their expressions of pleasure with the selections. We tentatively scheduled the upcoming individual interviews. In order to ascertain perceived value of the types of content we had addressed during the gatherings, I gave each participant a set of 10 colored cards (with each person receiving a different color). I explained the nine topics that were printed on the cards:

I put “First-hand experiences with Spanish flashcards and with writing in Spanish.”

“Activity ideas like the flashcard helper or sentence frames or opportunities for them to rehearse.” “Brainstorming ideas for the kit.” “Audios and videos of stories in French, German, and Vietnamese.” “Reflecting on your experiences in college and during travels in other countries.” “Recalling and debriefing what you have done with your students—this year or in the past, ELLs or all students.” “Articles and book excerpts that I sent or that I distributed.” “Conversations or discussions—whether it was about culture, motivation, learning environment, vocabulary, or whatever.” So put a number and on the blanks put why.

One of the 10 cards was blank, so participants could write anything I had overlooked.

Laila wrote *Snacks*—as one of the most beneficial elements of the weekly gatherings. Then she

listed it as 5 (on a scale from 1 to 10). She said that the snacks and refreshments helped keep her going after school.

Bailey commented, “I don’t like this part. I don’t want to say one is more important than the other.” Elaborating on what made each topic beneficial was not challenging but ranking or rating the relative value was difficult for her and Kyle to do.

Bailey commented on Laila’s classroom library, saying that it looked fuller and asking if she had bought more books. Laila replied that she no longer lets children check out books to take them home.

Laila and Bailey commented that completing the weekly reflections had been really difficult. Bailey said, “I feel like I said the same thing a lot.”

Laila continued, “I didn’t know really what to say or exactly what you were looking for or wanting me to . . .” She also commented that she had learned a lot as a result of having two newcomers in her class that year.

Kyle mentioned, “Because I didn’t have any newcomers this year, I’ve sort of put it on the back burner this year that I need to know any newcomer strategies.” I think many or most teachers would say they do this, and when a newcomer arrives, teachers often scramble to remember what to do (or what they have done in the past).

We prepared a Venn Diagram comparing and contrasting our gatherings with traditional professional development. See Figure 5 for results of our conversation.

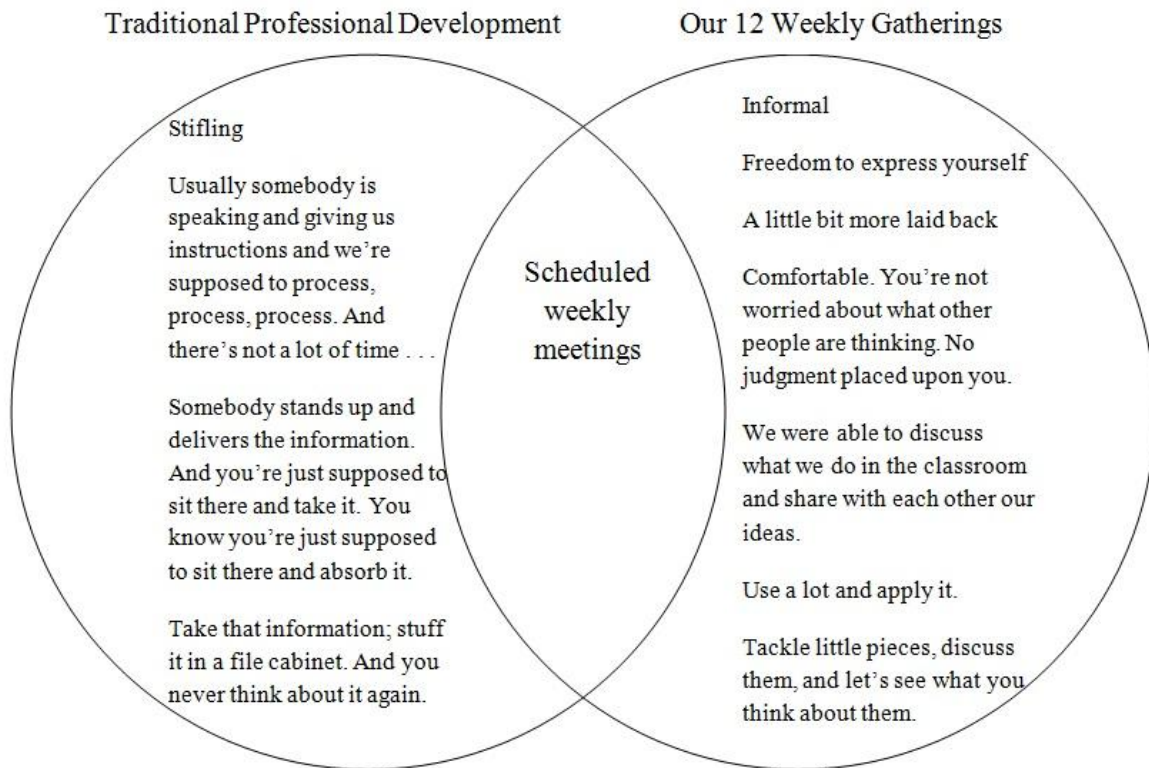


Figure 5. Comparison of our experience with traditional professional development

The participants commented that their perception of my role was a guide alongside them and a resource for information they requested. Bailey stated that our gatherings were more participant-driven than traditional professional development is. We typically complete reflections many times following professional development as we did after the 12 gatherings. Often professional development sessions are in the media center or in a large group. The participants prefer the smaller group in a classroom (smaller, familiar setting).

I gave each participant a copy of *Learning Is a Verb*, and I told them I would place the post-study questionnaires in their mailboxes. I thanked them for participating in my study. (This gathering lasted 42 minutes.)

Summary of Participants' Weekly Reflections

All three participants completed the post-study questionnaire after the final gathering in lieu of the weekly reflection responses they had provided following the previous 11 gatherings.

Other Spoken Communications

When I began the study, I expected to keep a chart similar to the one shown in Table 13 showing phone calls and face-to-face conversations.

Table 13
Spoken Communications Between Participants and Me

When	Where	Who Initiated	Content	Topics
1/7/15	Hallway leaving faculty meeting	Laila and Ms. Evans	Laila wonders if Oscar is "playing her." To Laila he says only, "Bathroom." With Ms. Evans he said a sentence.	<ul style="list-style-type: none"> • Assessments • Teacher-pupil interaction/conversation

However, conversations (other than those between Bailey and me because I was a push-in ESOL teacher in her class, and we had been friends before the study began) were minimal and almost always were initiated by me. When conversations or emails were initiated by Laila, they typically related to scheduling the next gathering.

I was aware throughout the study that Bailey wanted and expected a kit including "If . . . , Then . . ." scenarios. I did not want to disappoint her, so I stayed focused during the 12 weeks on following through on that request. I did not want the study to conclude with her thinking "What do we have to show for our investment? We talked about things but nothing tangible resulted." See Appendix N for the "If . . . , Then . . ." scenarios we developed.

After reflecting on each of the 12 gatherings in chronological order, in the following chapter I will articulate the themes that arose in the verbatim transcripts of those weekly

gatherings, participants' weekly reflections, the individual interview transcripts, and pre- and post-study questionnaires.

5 FINDINGS: THEMATIC ANALYSIS

In this chapter I will answer the research questions thematically. This thematic analysis will address the main research question and the sub-questions and provide a structure for articulating the findings of my study.

Results of Thematic Analysis

I began thematic analysis by reading and rereading the interview transcripts and then the verbatim transcripts of the 12 weekly gatherings, participants' weekly reflection forms, the pre-study questionnaires, and the post-study questionnaires. The five major themes were newcomer emergent bilingual students, resources, perceptions, connections with classroom experiences, and professional development.

An obvious theme was newcomer emergent bilingual students. I claim that theme is obvious because that topic was the purpose for our 12 weekly gatherings. The theme of newcomer emergent bilingual students could be considered a priori, because the pre-study questionnaire included a question about newcomers. The theme of resources also could have been predicted, because classroom teachers need something to use when a newcomer arrives and materials to use throughout the school year. A variety of perceptions was communicated, so perceptions became one of the major themes. Connections with classroom experiences were expressed for several reasons, so those connections became another theme. The final theme of professional development could be considered a priori, because the pre-study questionnaire included a question about professional development, and the intent of the study was to explore a teacher-initiated approach to professional development. The analysis also revealed what I call "participation" codes. Often participants' comments functioned in ways that facilitated the participation of others. These comments fall into the categories of: (a) clarification, (b) active listening, and (c) encouragement

and affirmation. I am using my abbreviated code book, incorporating the refinements and suggestions of the peer auditor, as an organizing structure for the articulation of themes that follows.

Under each of the following themes, my approach to this overview of the thematic analysis begins with the transcripts for the 12 weekly gatherings. Then I include comments from the interviews, as relevant. Finally, I incorporate connections expressed on the pre-study questionnaire, the post-study questionnaire, and the participants' weekly reflection forms.

Theme 1: Newcomer Emergent Bilingual Students

The first portion of this thematic analysis section relates to newcomer emergent bilingual students—beginning with a newcomer, becoming aware of newcomers' background knowledge, acknowledging newcomers' L1, acknowledging newcomers' initiative and success, identifying teachers' expectations of newcomers, and considering implications of a newcomer's age and grade. Many of these specific topics were mentioned in Gathering 1 when we were brainstorming issues we wanted to address during the 12 gatherings. The first day with a newcomer—knowing what to do to become acquainted and to help the child transition to the new school and the classroom—was mentioned repeatedly. During Gathering 2, Bailey remembered her previous experiences with a newcomer from El Salvador during 2013-2014 when she taught fourth grade.

See Appendix O for a coding tree showing the development of the theme of newcomer emergent bilingual students. This coding tree illuminates several important issues. Much of the conversation during the 12 gatherings related to beginning with a newcomer or to remembering previous experiences with newcomers. Beyond those two major areas, we also focused on implications of the age and grade of the newcomer and on newcomers' writing.

During the past 11 years when I have taught newcomer emergent bilingual students in kindergarten, first grade, and second grade, the content or standards for young children in these grades generally has not been so difficult that a newcomer could not grasp it. However, as the age of the newcomer increases and the grade level goes up, the gap widens between what the newcomer already knows in L1 from his or her education in another country and what is being taught in a United States classroom. In addition to learning the grade level content, the newcomer also has to learn English. Participants in my study verbalized awareness of this gap between third grade standards and a newcomer's ability to understand the content for third grade.

I have reflected on our interest in writing, and I am aware of at least two reasons for writing to be an essential factor for teachers of newcomers to consider. WIDA (2016) refers to speaking and writing as "productive language"; listening and reading are considered "receptive language." In each school where I have taught, part of each day's schedule has been devoted to writing instruction. Writing is also a subject listed on students' report cards. I think these two factors lead classroom teachers to ask, "What can a newcomer emergent bilingual student do during writing time?" The child cannot sit and do nothing for 30 to 60 minutes each day. Participants in my study commented that teachers wonder whether a child can write in his or her L1.

As we began talking during Gathering 1, all of us commented that we could not remember from one year to the next what we had done with newcomers in the past. As we continued to interact throughout the 12 gatherings, we recalled experiences we had had. Those experiences led us to create a kit to use in the future and to reflect on times when newcomers had taken initiative and experienced what might be called "successes" in the classroom. The most pressing issue for a classroom teacher is knowing what to do when a newcomer arrives.

Beginning with a newcomer. This topic was introduced in Gathering 1 and continued to appear throughout the 12 gatherings. For example, Laila commented: “You can’t communicate with them. What do we do with him?”

Bailey asked, “What *can* they do? My strategy would be: ‘Who can speak English?’ I mean speak Spanish or whatever the language is.”

I mentioned that with newcomers in the past we had used familiar items: “We started with paper, pencil, scissors, markers—the things in the classroom.”

This topic relates not just to strategies or activities but also to teachers’ feelings. The peer auditor who reviewed my coding for four of the gatherings referred to a teacher’s first encounter with a newcomer as “teacher panic.” Teachers commented that they did not remember what they had done with newcomers they had taught in previous years, and they felt as if they were grasping at straws. Bailey mentioned feeling guilty:

And that’s what I feel guilty about. They’re in here, and you still have the responsibility of teaching the other students . . . what can I do with them so that they’re learning as well? I know that we did use a computer program last year that had read books in Spanish. Reading A to Z had books in Spanish.

Even though Bailey had taught a newcomer last year, she referred to the feelings related to starting over: “I mean honestly if another student came in who did not speak English, I feel like I would really be lost. I know it’s the same strategies that you use for support . . .”

Another topic that arose relating to beginning with newcomers was time management for teachers. Bailey expressed this insight:

Where do we start? How can we know where the student is? They’re going to read or speak in their first language. We have many—well I wouldn’t say many newcomers—

many ESOL kids. Each are on different WIDA levels, so how do I differentiate and make the best of my time?

On her weekly reflection following Gathering 1 Bailey wrote that she had learned that “other teachers feel the exact way I do about where to start with newcomers even those who speak Spanish.”

During Gathering 2 with Bailey and Kyle, we explored a typical scenario when a newcomer arrives in our school. Bailey elaborated:

So they come down the hallway with Hayley [the clerk]. And they bring her. OK! They don't speak English. Yes. I could use some words that I know in Spanish to make the student feel comfortable. And then I would probably stop . . . I would probably be in the middle of a lesson . . . I would probably stop and introduce the student to the class and then take some time. Once I realized the child could not speak English, I would probably go ahead and assign a partner to that student that I knew could speak Spanish so that that person could translate what I was trying to say. And I would probably go ahead and introduce myself and the class and have the students tell some things about our classroom—like they did. We did that last year. Even if it wasn't someone new to the country, just to make them feel comfortable, like “What are some things you know about Mrs. Parker?” “What are some things you know about the classroom?” kind of thing, to make them feel comfortable and to get to know the people in our classroom and in our school.

(Gathering 2, January 20, 2015)

Kyle affirmed the value of knowing about a newcomer's prior educational experiences: “If there were time to speak with the parents for a moment, you might throw out a couple of

questions about like what we were saying, ‘Were they in school in Mexico before they came here?’ ‘Were they in school in El Salvador?’ or whatever.”

Bailey continued to identify challenges of beginning with a newcomer:

That would be the first thing that I would do. And then because I probably wouldn’t be able to pull a file out that says “This is what you do next,” then I would probably let that student listen to whatever it is I’m teaching with a partner and not expect that person to translate everything because that would be quite confusing. Until I could pull some resources first, but then I wouldn’t know where they were reading or if they could read. I wouldn’t know yet. So then I would be stumped.

(Gathering 2, January 20, 2015)

Still in Gathering 2 Kyle wondered about newcomers’ hobbies:

One thing I might want to do is find out some of their interests. Of course, if they were Spanish speakers, I could ask them, “Could you draw a picture or can you write about some things you enjoy doing in Mexico or your family?”

Bailey mentioned the challenge of what a newcomer can do during class time: “During writing time, they could still write. They could write in Spanish if they could, but at least draw pictures—something that would kind of line up with whatever you were doing in writing.”

When I asked what teachers could do after the first day with a newcomer emergent bilingual student, Bailey responded:

That’s why I’m here! Now what? OK, so you can analyze what they did the day before or maybe you have time to have collected some of these vocab cards and tried to familiarize them with classroom objects or everyday items like we use for the vocabulary things like what we were just talking about and maybe you know I learned that Laura knew what

things were called because when I could show her the picture and then it would have Spanish and then English and she would be able to . . . well she would know what it was.

(Gathering 2, January 20, 2015)

Obviously, many of the conversations about beginning with a newcomer occurred during the first two gatherings. Kyle continued the discussion during Gathering 2:

What about creating like you were saying a student partner or like you know like we talked about a role model? And also reiterating routine you know that person to reiterate routine first and teach those type of transition words or ordinal type? You know just thinking to teach you know to get the routine going right away.

(Gathering 2, January 20, 2015)

Laila was back for Gathering 3. She mentioned her most recent experience being introduced to a newcomer:

Or when they catch you in the media center when all your kids are “Help me look for a book” and “Here’s your new student, and oh they don’t speak English *and* they speak French.” OK. Triple whammy!

Laila continued:

Because usually they drop them off at the door and it’s “Hi, I’m Ms. Davenport. Nice to meet you,” and they leave, and you don’t have that time to interact because you’ve got a class full of students sitting there waiting on you.

(Gathering 3, January 27, 2015)

On the pre-study questionnaires no one specifically mentioned issues relating to beginning with a newcomer; however, on the post-study questionnaire Kyle said that a “starter kit”

would make his life easier. He also commented that the newcomer kit for classroom teachers that we had created and developed would serve as “a starting point to engage students.”

On her weekly reflections after Gathering 10 when I had modeled with Kyle assessments without speaking, Bailey wrote: “There are many, many activities I can do with EL students as soon as they arrive to my classroom that do not require that we speak the same language.”

Becoming aware of newcomers’ background knowledge. Although there were few references to students’ background knowledge during the gatherings, the topic seems important. During Gathering 1, Kyle referred to students’ background knowledge and their prior educational experiences. During Gathering 3, I commented about students’ remarks indicating that girls and boys think warm days are summer and cool days are winter regardless of the month.

Amy

[To Bailey] But I was thinking about your students about “Is it warm or is it hot?” and “What season is it?” . . . we think about seasons because we live in a place that really has seasons, but what if they’re from Texas or Mexico, and they don’t have the colored leaves in the fall, and they don’t have the azaleas and the dogwoods in the spring. And the temperature’s 80 degrees and in the summer it’s 100. But it’s not like it’s 30 in the winter and it’s 95 in the summer. What if they don’t have four distinct times of the year?

Laila

That’s interesting . . . you wouldn’t even think about knowledge of the seasons as being their background knowledge. . . That would be one thing I would really take for granted, but you’re absolutely right. You wouldn’t know the difference between winter and spring.

(Gathering 3, January 27, 2015)

Acknowledging newcomers' L1. Kyle mentioned demonstrating respect and appreciation for students' L1 during the initial encounter:

I'll tell you with the Spanish thing I've seen them where on the first day of school if they were the newcomer and just being able to say, "Bienvenido, mi hijo. Pasa por acá."
[Welcome. Come in.] They kind of just [sigh]. Some of the tension just sort of . . .

(Gathering 3, January 27, 2015)

During Gathering 1, Bailey mentioned what we had done the previous year: "Mrs. Cain at the beginning of the year last year in fourth grade, she made it like—which we were—but the kids didn't know. She was teaching me Spanish, and so I would begin to use those words."

Kyle told us about an experience he had had:

Now I feel like the fact that I speak Spanish has definitely enhanced their self-image. One of the little girls came in and before she knew I could speak Spanish, she told me, "I don't like speaking Spanish. I don't like to speak Spanish." Of course I told her in Spanish, "That's a shame. I sure do like to speak Spanish myself." I feel like that [attitude] is developed through school experiences and peer pressure and other things.

(Gathering 1, January 13, 2015)

Bailey mentioned relationships that had developed with her newcomer student the previous year: "The students just bonded well with her, and they were teaching . . . she was teaching them Spanish so they wanted to be friends with her so she could teach them." She continued: "But I think once she realized that her friends were wanting to learn her language too, it was like they were both on the same playing field." I also commented on our experiences with this fourth grade newcomer who could read and write in Spanish:

When she had written something in Spanish, several times I would write it in English so then she could write it so she could see how it was expressed in English. Because she didn't yet have it in English, but when I would write it in English it was like "Oh! That was what I was saying" to connect. We did that several times.

(Gathering 1, January 13, 2015)

During Gathering 2, Bailey described her current Spanish-speaking bilingual students. And there are several students in my class now that speak Spanish in between lessons. I hear them speaking Spanish when they're just gathering their things or going out to recess and so that would definitely make that student feel welcome to be able to fit in.

(Gathering 2, January 20, 2015)

The fact that she allows these conversations in Spanish demonstrates her attitude toward students' L1.

Laila mentioned that her students wanted to help her newcomer from Cameroon, so they were flustered when their ability to speak Spanish was not helpful. During Gathering 1 she commented: "That was my . . . all my kids the day the student who speaks French came in. 'We'll help him! We'll help him!' And I'm like, 'Boys and girls, he does not speak Spanish.' And they're like 'Oh!' "

Bailey also referred to students' use of or reliance on L1:

Well doesn't that kind of explain too why if you're trying to talk to them in English about something and they're kind of looking at you and then a kid will say "something something something" in Spanish; and they're like "Oh! Oh OK! Now I got it," and it's like oh well suddenly they understood just like that.

(Gathering 6, February 19, 2015)

Bailey also mentioned a situation with neighbors who are not using the father's L1:

The mom was American and the dad was Mexican, and they chose not to teach their children Spanish at home. So they can't even speak, nor understand, what he speaks to them.

She's like "No, we didn't teach them Spanish."

(Gathering 6, February 19, 2015)

This is not a case of subtractive schooling (Valenzuela, 1999) but of a missed opportunity for children to become bilingual. During Gathering 9 Bailey mentioned our familiarity with Spanish but not with other languages: "We know Spanish, but the Chinese have a more difficult time. It's not as easy for them to . . . not accommodate . . . acclimate maybe, is that the word?"

Laila continued to express awareness of resources in Spanish:

. . . think about when you call, they'll usually say for English, press one. For Spanish, press two or they say it *in* Spanish. You hear the language in Spanish. You don't hear like Chinese or Vietnamese. I mean you don't hear that. You go into restaurants. They have things in Spanish and English. Billboards in Spanish.

(Gathering 9, March 31, 2015)

During Gathering 5 Laila addressed a need or concern relating to her attempts to make herself understood with newcomers she has taught:

. . . throughout the day, you know, um, like, you know, do you understand? Or . . . is there something you need? Sometimes they raise their hands, and I go over and I'm like I don't even know how to and I'm like, 'Do you need something?' and they're sitting there with their hands raised and I'm like, it's like silence.

She continued,

I'm like I don't know how to help this child. I'm like "Can you show me?" and especially Oscar speaking French. At least with Spanish I can pull another child and say, "Hey, can you come ask her what she needs or ask him what he needs?" With Oscar it's been very difficult. . . .

(Gathering 5, February 10, 2015)

During Kyle's interview, he said more about students' L1:

In those days, that was 15 years ago, I was still hearing people condemning the use of Spanish in the classroom—condemning kids and much less teachers using it with the kids. This was coming from some respectable county employees with experience saying that there's no place in the classroom for that type of . . . for Spanish . . . they need to learn English. You're punished . . . move your card . . . change your color if you're speaking . . . "This is an English only classroom." But I quickly realized with parent communication and you know just being able to communicate. It was in kindergarten. My experience was in kindergarten, so many of these students . . . you see them still. . . . have limited to no foundation in English. . . She didn't condemn as much the Spanish-speaking as some of the others in kindergarten and in first grade that I was working in close quarters with and some of the other people who would come *into* the building.

(Kyle's Interview, May 5, 2015)

Bailey mentioned her experience reading a book to her first graders in Spanish.

I read a book in English and in Spanish. I read the Spanish words out and the kids loved it! I mean they're like, "Yay!" after I read each sentence. It was so funny . . . You know,

so unsure of myself, but I wanted to show them that I'm sounding out the words too.

I don't know what they are.

(Gathering 11, April 21, 2015)

Bailey continued:

But I told them I said, "When you see Mrs. Cain, tell her that I did that today." And I said, "When you see her, you're not going to run up to her 'Mrs. Cain! Mrs. Cain! Mrs. Cain!' and holler and run all to her." I said, "You're just going to raise your hand, and she will see that you need to speak to her, and she'll come ask you what it is." And she walked down the hall today like every hand shot up like boom!

I added, "I said, 'What did you want to tell me?' and they said like 'She did her best. She sounded it out.' "

(Gathering 11, April 21, 2015)

Acknowledging newcomers' initiative and successes. Most of these comments were made by Laila about her newcomer from Mexico—a girl who could read and write in L1 and whose behavior was compliant. During Gathering 1 Laila told us about a recent experience:

I was laughing at Karen the other day because we were reading some third grade passages about habitats. . . And it was so funny about the third day we had a passage on a new habitat. So I sat down next to her and I said, "OK, you know I'm going to read the passage to you. And she always like follows along with the . . . like she touches the word as I'm reading them and she follows along. And I said, "OK, I'm going to read the passage to you," and I said, "We're going to read about the marsh and swamp."

. . . and she looked at me and she went . . . Almost like she didn't know how to say I want to read myself. Like "No, stop!" And so she looked at me and she was like . . . And I said, "You don't want me to read?"

And she was like, "In the marsh and swamp." She just started reading. She even read the word *okie fenokie*. She was like *okie . . . fenok, fenok . . . ie . . . okie fenokie . . .*

I'm like "Okefenokee!" . . . She read the entire third grade passage all by herself and only got stuck on maybe four words. And they were big words. I mean they weren't something that she would know and, but it was just so cute the way she put her hand on my arm like "No!" . . .

(Gathering 1, January 13, 2015)

Bailey commented on assets of her newcomer student in fourth grade the previous year: "And we found what she was good at like she was good at being an artist, so she contributed in the group art projects being the person that drew."

Laila told us more about Karen's initiative:

That's how Karen was. And I think I told you about the day . . . we were in the middle of something, and she just came up and she touched my hand and she said, "I do calendar?"

And I was like "You want to do calendar?" And like normally we try to the calendar before we start math, and I was like "You want to do calendar?"

And she was like "I do calendar?"

And I was like "In front of the class?" I mean I was so surprised.

And she was like "Yes."

And I was like "Everybody, stop what you're doing. Let's have a seat!" I said, "Karen is going to do calendar!"

And they're like "Calendar?"

I'm like "Yeah, she wants to do calendar, so let's take five minutes to do calendar real quick!" She got up there and did the whole thing by herself. And it was funny because she got stuck for a second and I was like . . .

And she was like "No, no, no. Let me do this." Like I can do this! So she just paused for a minute and she got it.

(Gathering 1, January 13, 2015)

Laila also told us about Oscar's initiative during his first day in her class.

Well I do know on Oscar's first day here I was doing a fractions lesson and I was asking the class something, and he raised his hand like he saw everyone else raising their hand.

And, I was like, I mean you don't want to not call on him, so I was like "Oscar?"

And he was like "Four?"

And I was like "Yes, it has four pieces. Boys and girls see the denominator," . . .

I was like "Good job, Oscar" and so he kind of felt a part like OK, but I was very nervous because I was like I don't know what he's going to say. If he says something in his language, I don't know how I'm going to respond. And he did see something like I know the number four up there so I'm gonna raise my hand. Everybody else in here is raising their hand, so that must be what you're supposed to do. You're supposed to raise your hand in the air. And the other thing is he's noticed when he comes in in the morning and I say good morning to all the kids that are coming in, and I'll say, "How are you?"

And they'll say, "Fine" or "I'm tired" or whatever, and they'll usually say, "How are you?"

Now, when he walks in, he would just kind of, when he came in in the morning, that transitioned to “Good morning” and now he’s saying, “Good morning. How are you?” Like he immediately is noticing that everyone else is doing that when they come in the door. And he knows now he’s supposed to unpack, and go get a book and read. So he’s learning the routines even though I’m really not able to speak to him and he doesn’t understand, but he understands a little bit of what I say.

(Gathering 3, January 27, 2015)

During Gathering 8 Laila told us about Karen:

That’s kind of like Karen. Karen doesn’t ask for affirmation or anything, and she gets it the first time. I say, “Let’s sit down,” and she does it.

Where the rest of them all ask: “Is this what I’m supposed to be doing? Do you want me to do this?” And you’re like L2, L3, L4. She’s still L1 [Level 1—beginning learner of English]. She was making more adaptations to her fairy tale today than some of the other kids in my class, and I asked her to share too. I said, “Do you want to get up and share?”

And she was like “Yes! Yes!”

(Gathering 8, March 26, 2015)

During Gathering 12 Laila referred to Karen’s attitude:

Karen has always been . . . she holds onto every word, even if she doesn’t understand. She’s trying. She tries to figure out, or she’ll turn around and ask someone to say it in Spanish so she does understand.

During Laila’s interview, she referred to Karen’s successes once more:

Even now she doesn't let me . . . like the other day I was giving her her benchmark assessments, and I read the first one, and she just took over. I read the choices and said "Number 2."

And she went "What are the . . ."

And I was like: OK. She's gonna do this, so I just sat and kind of just made sure she was saying the right words. And when she got done would say, "Do you understand what it's asking you?" And she would be like [nodding yes]. So . . . But yeah, she's been a real . . . she's been a joy to have this year . . . been *so* exciting to watch her grow.

(Gathering 12, April 28, 2015)

Identifying teachers' expectations of newcomers. During Gathering 1 Bailey began our conversations about reasonable expectations of newcomers by saying, "They need to be productive as well so you can sit with them with these flashcards for a little bit, but what is it they can do independently?" During Gathering 4, Laila was grappling with the range of differentiation needed in her third grade class:

So that was helpful for me to think, "OK, well if I just looked at it from an L1 [Level 1—beginning learner of English] standpoint." Like here's these lists of verbs, OK, what can I have him do with that standard that he's still working on the same standards everybody else in my class but it's . . ."

This topic relates to assessment and awareness of newcomers' prior experiences and background knowledge. A teacher's expectations of a newcomer also correlate with the age and grade of the newcomer. For example, if Bailey received a newcomer emergent bilingual student in first grade, the gap would be small between the standards she was expected to teach and what the student was capable of understanding and doing. She is beginning to teach parts of speech,

place value, landforms, states of matter, and geography. When Laila received an older newcomer in third grade, she commented that she could not “scaffold instruction” enough for Oscar to understand what she was trying to teach him. Studies of newcomer students in high school would show significantly larger “gaps” than those we experienced in our elementary school.

The other topic under the theme of newcomers was resources for writing. Because Laila had a Latino newcomer who could read and write in Spanish, she requested writing resources.

Theme 2: Resources

Almost all of the topics relating to the theme of resources were mentioned during Gathering 1 and Gathering 2, as we were brainstorming possibilities and remembering previous experiences with newcomers. A coding tree, found in Appendix P on page 317, demonstrates the development of this theme. Resources for parents were the only items that were mentioned during a later gathering. When we referred to resources, we were talking about tangible materials like books, flashcards, and technological software or sites that can be used with students during classtime or can be given to students’ parents.

The theme of resources included the newcomer kit for classroom teachers; the “If . . . , Then . . .” scenarios that Bailey requested; resources for writing; technological resources; and visual support for classroom teachers. The “If . . . , Then . . .” scenarios that Bailey wanted were included in the kit. Resources for writing were provided via email and in person. Technological resources included web sites which I mentioned in gatherings and in emails as well as software programs our school uses. We also referenced the need for visual support to assist in scaffolding instruction for emergent bilingual students. On Bailey’s weekly reflection following Gathering 10, she asked about printable resources for parents of newcomers. She suggested resources to make parents aware of the value of L1 and strategies for language learning. Bailey also

mentioned that we can highlight the value of being bilingual by providing resources during parent nights and parent-teacher conferences.

On the participants' pre-study questionnaires resources were mentioned. For example, Bailey wrote, "I need a procedure or step-by-step list of how to get started." She also wrote, "Maybe it would be beneficial to have some things prepared so that they could begin as soon as they arrive." She also mentioned sharing resources as one of the factors that influenced her choice to participate in my study. Laila also wrote that she often needs more resources and that resources would help her feel more capable or equipped to teach newcomers. Kyle asked for information about technological resources to support newcomers' language development. On the post-study questionnaire Bailey suggested that professional development in the future include time for teachers to make activities that could be useful in their classrooms.

On her weekly reflection following Gathering 1, Bailey wrote that she would like to know about resources "in other languages besides Spanish." She also wrote that she would "try to be thinking about next year in first grade—what kinds of things might we need for a kit?"

Kit. Before the first gathering, both Bailey and Kyle had mentioned the need for a kit. Participants—particularly Bailey—articulated needs and possibilities, and I brought drafts to subsequent gatherings. As part of her weekly reflections following Gathering 5, Bailey wrote that she valued our conversations about the picture cards to include in the kit. She also commented that she was eager to see the "If-Then book," ABC list, and picture cards. Laila wrote on her weekly reflection that looking at the resource kit had been beneficial and that she was looking forward to seeing the kit. See Appendix L for the contents page of the kit.

On the post-study questionnaire Bailey wrote that she anticipates using the cards included in the newcomer kit for classroom teachers and the nonfiction guided reading books I had

included with her kit. She expects the newcomer kit to be helpful for other classroom teachers in the future. Bailey also mentioned the value of “an if/then scenario to use as a guide to get me started right away.” On his post-study questionnaire Kyle wrote that he felt capable to teach newcomers; however, “a starter kit would make life easier.” Laila wrote that she thinks the newcomer kit will be “a huge asset to my teaching of newcomers.”

After Gathering 2, on her weekly reflection Bailey wrote that she is anticipating what kinds of kit items would be helpful in first grade the following year for science, social studies, and reading minilessons. After Gathering 3 she mentioned “conversational language picture cards.” On her weekly reflection following Gathering 11, Bailey wrote that she wanted to review the kit during the summer vacation to become familiar with the contents so that she would be “ready for another opportunity to work with a newcomer.”

As I was preparing a kit for each of the participants during the last week of May, I realized the value of using crayons or markers to match with color word cards (instead of using printer ink to make samples of those colors on cards). I also prepared illustrations of ten frames for newcomer students to match with number words. Ten frames are used in kindergarten and first grade with manipulatives as a concrete way for teachers to introduce place value.

I also prepared picture cards of common classroom items. We began with these cards with two of my newcomer students a few years ago. Then I cut the picture cards for participants’ newcomer kits so that the pictures would be ready to be mounted on card stock. Although vocabulary cards are available—for example, teachers in my school have used the *Oxford Picture Dictionary*—I chose to prepare picture cards for our kit using realistic, colorful photos that I found on the Internet, rather than line drawings or other clip art illustrations.

On her post-study questionnaire in response to the question about implementation of ideas we had discussed during the gatherings, Bailey wrote, “I plan to provide newcomers with opportunities to show what they know by finding common ground through activities (flashcards, alphabet, numbers, subitizing, etc.). Also, always using familiar nonfiction text to read.” She wrote a suggestion for professional development in the future that included time to make activities that could be useful in the classroom.

Technological resources. On his pre-study questionnaire Kyle articulated the need to become more familiar with technologies that would support language development. He wrote, “I feel technology can be a great resource for these learners.” During the 12 gatherings we often referred to web sites we had used in the past to support language acquisition, reading, math, and science.

Theme 3: Perceptions

As I read and reread the verbatim transcripts of the 12 weekly gatherings, the individual interviews, and the weekly reflection forms, I noticed perceptions ranging from participants’ perceptions of teaching—the role of a teacher—to their perceptions of students in general and newcomers in particular. Comments also related to teachers’ perceptions that they were overwhelmed, teachers’ sense of self-efficacy relating to newcomer emergent bilingual students, teachers’ perceptions of professional development, and students’ perceptions of newcomers. A coding tree depicting an overview of these perceptions is found in Appendix Q on page 318.

Teachers’ perceptions of teaching. In Laila’s interview I asked, “How do you perceive your role as a teacher?”

She responded, “What do you mean?”

I clarified, “Like: what’s your job? Like: I feel successful when . . . or this is why I’m here to do this with these children in this place.” This is her reply:

I guess I feel most successful when I teach a minilesson and then I watch them go back and apply exactly what I’ve just taught or modeled. That’s where I get like I just get those warm fuzzies. When I’m like: Wow! You know 80 percent of them actually do it. Of course you’re always gonna have the ones who don’t get it that you have to give that support to. But when the majority of the class does it, that’s been . . . that’s been very exciting for me. And especially this year I saw *tremendous* growth in these kids. I don’t know what it is. It just . . . this is kind of the year that I’m like: Wow! Like I feel *very* successful. I felt successful last year. I feel *very* successful this year.

(Laila’s Interview, May 19, 2015)

I asked Laila, “What’s your hope or dream or expectation of schooling?”

She replied:

What I’ve always wanted for my kids is to have a teacher that challenges them, nurtures them—I mean has a very nurturing heart, loves them like their own, but then also kind of like what I just said a minute ago, really takes the time to get to *know* your students . . . I would want a teacher that really *knows* them inside and out.

After an interruption in Laila’s interview, when we resumed she wanted to add something about herself as a teacher. She commented:

I think the biggest thing that my students understand about me is that I hold them accountable. I’m very consistent in what I do, and it was interesting to me because I had them write letters to my students next year. They had to just fill in the blanks like you know “The best thing about Ms. Davenport’s class is ____.” You know “Make sure when

you're in Ms. Davenport's class that you ____." You know. All of them said, "Follow her directions the first time." [chuckles] . . . I know my students know that I care about them very much and love them very much, but I also mean what I say. I mean I tell them all the time, "I mean what I say, and I say what I mean." I mean that's just me, and they kind of know where that line is.

In Bailey's interview, her response to the question about her role as a teacher was quite different to Laila's. She said:

I feel like my role is to help—we've said this a lot—to help the child meet their potential and . . . build confidence within themselves, to show them: This is what you *can* do. It's not gonna be easy always, but you need to try. And so to be that someone who encourages and supports a student . . . And so I feel like you just cheer them on and cheer them on and want the best for them and then sometimes it doesn't always follow through, but at the same time it's rewarding. You know to see Mateo's progress in writing this year, and to see the non-words he had written with all capital letters to now writing sentences . . . we've all contributed to that, and that is my role is to show them: This is what you *can* do and encourage them. And to not just teach them academic things but life skills. A lot of them don't know how to interact with others and their manners and how to handle situations.

In Kyle's interview, he expressed his perception of our goal as teachers: "Developing a love for learning is the real target that we're trying to accomplish." He continued that he wants "to influence a whole culture of education—more toward meeting the needs of the whole child."

On Laila's pre-study questionnaire, she wrote: "It is simply our jobs to differentiate in order to make the curriculum accessible [for newcomer emergent bilingual students]."

Teachers' perceptions of newcomers. Before the study Bailey wrote that newcomers are “apprehensive about being in a new place and . . . are often quiet and are observers.” On her pre-study questionnaire Laila wrote: “A newcomer emergent bilingual student is someone who speaks a language other than English.” She added that newcomers “may be scared or intimidated when entering a school for the first time.”

Kyle wrote on his pre-study questionnaire that newcomers are eager to please and eager to learn even though they may feel anxious because of cultural differences and the pressure of learning English. Because Kyle had traveled to Spanish-speaking countries and had experienced the pressure of immersion as he learned a second language, he was aware of social, emotional, and academic challenges that these students face.

On her post-study questionnaire Bailey wrote, “I get excited about watching these students grow and feel more confident each week.” After the study Kyle commented that he is “very empathetic to their need.” After the study Laila wrote, “I think my attitude is very positive and welcoming. I feel I help newcomers feel at ease and safe in my room.”

Before the study Bailey was remembering previous experiences with students who were apprehensive and quiet observers. After the study she focused on her feeling of excitement as she watched students make progress and gain confidence. Before the study Laila wrote that newcomers may be scared or intimidated. After the study and her experiences with Karen and Oscar, Laila said that she perceives that her attitude is very positive and welcoming—helping newcomers feel at ease and safe in her room.

Teachers feeling overwhelmed. In Gathering 1, Laila said:

How do I nicely put . . . this is an issue I'm having right now. I love my ESOL push-in person . . . I mean she's awesome, but she's pulled in so many different directions.

Every day it seems—and it’s not her fault—it’s “I have an RTI meeting” or “I have an IEP meeting” or “The office needs me to do this” or “I have to go to this training.” And I’m left with nothing. I’m left with no support. So I’m doing my EIP support, my ESOL support, and sometimes my special ed. support all by myself. How do I nicely . . .

(Gathering 1, January 13, 2015)

She continued: “I just feel like sometimes it all comes down on me, but it’s just tough when I’m trying to differentiate in four different directions. I’ve got 20 kids, and I’m one person!” Teachers’ reasons for feeling overwhelmed include lack of support, scheduling, student behavior, students’ levels of language proficiency, and the need for differentiation of instruction. This perception of feeling overwhelmed also appeared on the pre-study questionnaires of classroom teachers who did not participate in the study.

Teachers’ awareness. This topic relates to second language learning and culturally responsive pedagogy. For me, teacher awareness connects with a sense of empathy—awareness of schooling from a newcomer or emergent bilingual student’s perspective. Bransford et al. (2007) refers to a similar construct as “sociocultural consciousness” as I mentioned in Chapter 2. In Gathering 2 Kyle mentioned the need for newcomers to feel comfortable and accepted.

Conversations about Kyle’s home life with his Spanish-speaking wife and stepsons occurred in Gathering 2, Gathering 3, Gathering 10, and Gathering 12. Kyle’s experiences and Bailey and Laila’s interest in them increased their awareness of students’ L1 and cultural differences (including parents’ expectations, such as “bien educado”).

During Gathering 4 we discussed different schooling expectations in other cultures. Then we talked about helping newcomers adjust to the expectations of schooling in our culture. We concluded by talking about cultural differences in communication.

In Gathering 5, Bailey commented:

When he was talking about writing those lessons and you were saying we were gonna label everything. . . . Well, the kids can't read. So yes it's helpful for them to learn the sight words, or learn the words for things, but initially they can't read the words that are labeled on the furniture and things like that . . . Door. . . .

Laila

Unless it's in their own language, with like the English underneath it.

Bailey

But maybe they can't even read yet.

Laila

Um...I know it exposes them to words.”

(Gathering 5, February 10, 2015)

Labeling classroom items in L1 and L2 (including photographs or clip art on labels for tubs of classroom items) is a recommended strategy for teachers of emergent bilingual students (Herrell & Jordan, 2015). Also during Gathering 5, we talked about the role of schooling. We are curious about cultural differences in expectations of schooling.

During Gathering 9, Bailey commented, “I mean I'm gonna have to think about it from their [students'] point of view, and remind myself to slow down and use every opportunity to show them what I mean.”

During Laila's interview, I had asked her about Oscar's background before coming to our school. She replied:

He, from what I can gather, and again it was different when Mom actually came in, but what we could gather from the paperwork that came from him and Mrs. Betancourt

talking to the family, he went to school through four-year-old preschool in Cameroon.

Then the earthquake happened, and they were displaced for many, many years. Just kind of moving around, and I don't think he was in school a lot of the time. And then they moved to the United States; they came to Miami. He was enrolled in third grade. Why? I don't know. I guess maybe just based on age. He was enrolled in third grade, spent I think about a month—four or five weeks there. Then they moved to Georgia.

On Bailey's post-study questionnaire she wrote that the audio stories in other languages were the least useful aspects of the gatherings, and yet she wrote that she had benefited not only by gaining "knowledge of activities/ideas to make an ELL feel welcome, but also" by realizing "how it might feel to be an English learner." I believe this empathy or sensitivity to the perspective of the newcomer relates to the language experiences with Spanish, French, German, and Vietnamese.

On her weekly reflection following Gathering 7 Bailey wrote:

The games we played in Spanish helped me to understand language learning from my students' perspective. It was difficult with having only some knowledge of a few words. Even when you gave me clues, I had to concentrate to listen for words I knew so that I could try to understand what I was to do. . . . It opened my eyes to be more patient when students aren't understanding as quickly as I would like and to be clearer about my directions. After all, if I only understood a few words when given clues/directions, they feel or will do the same as I did. They will only be able to act on what they know.

After Gathering 10, when Kyle returned, Bailey wrote on her weekly reflection that she enjoyed telling Kyle about the "category" game she and Laila had played a few weeks earlier (in Gathering 7) because it was interesting "to point out how little we actually spoke in Spanish,

but were able to read on the document you created.” She also mentioned that while she was explaining to Kyle about hearing “The Three Little Pigs” in other languages, she realized that even “after hearing the same word throughout the video, I still wasn’t able to *hear* it and recognize it.” She also wrote that her travels had helped her be more “empathetic to how others feel when they are away from what is familiar.” She feels more “sensitive and patient when interacting with others.”

Kyle expressed on his pre-study questionnaire that newcomers may feel anxious because of cultural differences and the pressure of learning English. After the study Kyle expressed his empathy once again. Because he had traveled to Spanish-speaking countries and had experienced the pressure of immersion as he learned a second language, he was aware of social, emotional, and academic challenges that these students face.

Students’ perceptions of newcomers. Because Laila had two newcomers in her class, during several gatherings she described her students’ expressed attitudes toward the newcomer from Cameroon—even comments made by the Mexican newcomer about the Cameroonian newcomer. During Laila’s interview, I asked her about the attitude of her students toward Oscar—her newcomer from Cameroon. Here is her response:

Initially it was great. I mean they would show him things. They would repeat it in English 15 times if they had to. A couple of times they tried to speak Spanish to him, and I had to say, “He doesn’t speak *Spanish*. That is very different. He speaks French. That is *very* different from Spanish. He doesn’t understand you. [chuckles] Thank you for trying to be helpful, but he *does not* understand you.”

So they did more like showing him or like taking him by the arm and saying, “Oscar, you know like come line up.” Or it’s time to go to the bathroom or whatever.

I think the difficulty began when they realized culturally like how different he was. That was hard for them because all they wanted to do was tattle and come tell me everything that he was doing wrong or not appropriate. That's still happening to this day.

Teachers' perception of self-efficacy relating to newcomers and emergent bilingual students. On her pre-study questionnaire Bailey wrote that "it is very challenging to know what to do when they arrive, which always makes me feel unequipped to teach them (even though I am certified to teach ESOL students)." "I feel I am not as effective as I would like to be. I am often unsure of where to start with them." She requested a procedure or "step-by-step list of how to get started. Maybe it would be beneficial to have some things already prepared so that they could begin as soon as they arrive."

On Bailey's post-study questionnaire, she wrote that all she really needed were "opportunities to work with these students. I've read, participated in this study, and reflected each week. I really am excited to apply all I've learned."

During Laila's interview, she addressed the topic of self-efficacy relating to her students: I went home the first week of school, and I told my husband, "I don't think I'm gonna survive this year."

And he said, "Oh, come on. It's the first week of school."

I said, "You don't understand the class I have this year." . . . I told him I mean I was like: I'm serious like I don't think I'm gonna survive this year. Like this class is gonna be the end of me.

And he was like: "No, they're not!"

And I was like: “I’m telling you!” I said, “They don’t listen to me. They don’t follow directions. I have repeated myself 250 times today.” [chuckles] “I’ve said the same thing over and over and over. They just don’t listen.”

And he was like: “You’ll get ’em there. Keep doing what you’re doing. You’ll get ’em there.” And sure enough about a month into school they were right where I needed them to be. And over time I mean it’s kind of and they’re still not perfect but they’re I would say they’re pretty close.

During Laila’s individual interview, she also told about her response to her newcomer emergent bilingual student who spoke French—not Spanish:

But back to Oscar . . . I can remember I was probably more nervous than I was with Karen because I don’t know any French. I don’t have anybody in my class that speaks French. And I didn’t know if anybody in the school spoke French. [chuckles] And I thought “How in the world am I gonna do this?” . . . I think the best thing for him was putting him in kindergarten and first grade, ’cause that’s exactly where he is academically. But yeah he’s been . . . he’s been interesting. He’s been a challenge, a big challenge. She continued:

Yeah. ’Cause many times before he started going to kindergarten and first grade, and I tried to work with him, he would just say, “No. No.”

And I’m like “Yes, we are going to do . . .” [chuckles] “Don’t you want to learn to read and write in English?”

“No.”

During her interview, Laila commented on her two newcomers:

Mine were so diverse. . . I mean they were like night and day the two of them. I wished a lot of the things that I did with Karen would have worked with Oscar. But I realize now he wasn't where she was when she came to me. I mean she was reading and writing in her native language. He was not! So some things I was trying with him, I mean he was just like: No! I mean he didn't even know letter sounds . . . some of them when he came to us. So it's all in getting to know them and knowing exactly where they're at and where to start. . . They're all gonna be different. We all know that.

(Laila's Interview, May 19, 2015)

Perception of what is spoken. We teachers do not know what newcomers or emergent bilingual students are perceiving. Their perception of what they hear teachers and other students say influences their behavior as well as their writing and spelling. During the gatherings we discussed our own perceptions of what we heard as well as students' perceptions. For example, during Gathering 1 Bailey voiced concern over emergent bilingual students who are not newcomers and yet they are not understanding what she is saying. Again in Gathering 2 Bailey wondered whether a student's inattentiveness related to listening comprehension in English or to developmental readiness. Was the child unable to perceive what Bailey was saying, or was the child unable to understand the words in English? On her weekly reflection following Gathering 2, Bailey mentioned this issue again—she wonders how teachers can know whether children's understanding and focus relate to language or to “attention deficit.” Attempting to understand language—particularly spoken language—from the point of view of emergent bilingual students is an ongoing issue that needs attention.

Also during Gathering 2, I mentioned an experience I had had with Latino kindergarten students that day: “I was doing the phonemic awareness with the kindergarten class I had to do “eScape”; and they said, ‘You can’t escape [skate] on the ice.’ You know ‘you put on your escapes [skates].’ ” During Gathering 3, I mentioned that children often write what they hear—*N* and *R* instead of thinking about the function of each word—*and, in, on, an, or, are, and our*.

Also in Gathering 3, I mentioned asking students an open question such as “What do you notice?” Bailey responded with comments her students had made about her appearance. She did not appear to perceive my comment as a suggestion of a type of question to verbalize with students. She replied by expressing that her students had noticed her appearance.

During Gathering 4, Bailey once again mentioned wondering if an emergent bilingual student in her class was struggling with learning English or was having “difficulty processing.”

I emailed Bailey later about the transcribers’ perceptions of what they heard. I described some transcription challenges relating to this issue in Chapter 3.

Theme 4: Connections with Classroom Experiences

The two other themes were connections with classroom experiences and professional development. Because Bailey and Kyle did not have newcomers this year, they frequently made connections with their classroom experiences—often with emergent bilingual students. Because teachers frequently expressed a range of connections with their classroom experiences and these general comments were not the focus of my study, I will mention only two specific codes under this theme. The two codes emerging under the general theme of connections with classroom experiences that seem most important were: (a) social-emotional climate and (b) assessment.

Social-emotional climate. During Gathering 1 Kyle mentioned the social-emotional environment of the classroom: “I think that helps making that transition and that period of

adjustment so much easier—the comfort level.” Laila also commented about it in Gathering 1, “And that they can trust you. I think that’s such a huge . . . if they know that they can trust you, that’s a huge part of them feeling comfortable.” In Gathering 3, Kyle again referred to the social-emotional climate: “But I think that also says a lot to her as far as making him feel welcome and making him feel safe because you know typically you learn that there’s that silent period where they don’t feel comfortable, that they don’t feel safe.”

During Gathering 4 Bailey mentioned enhancing the initial experience for a newcomer: “Just something that they would feel comfortable doing with the class the first day. . .” During Gathering 5 Laila described challenges in establishing and maintaining a comfortable social-emotional climate for newcomer emergent bilingual students:

Whenever I get a new student, I usually try to introduce them to the whole class, um say you know is there anything you want to tell us about you, like where are you from?

Where did you go to school? With a non-English speaker I mean it’s kind of like “OK, everyone, this is Ashley. OK, hi, Ashley. And the child just kind of stands there like . . .

The PowerPoint I developed and used when Oscar joined a first grade class for reading and math offers a way for children to get acquainted responding to visuals indicating favorite colors, sports, activities at school, and so forth without relying on a common spoken or written language. Children can stand or raise their hands to indicate preferences of colors or foods or to show numbers of siblings. See Appendix R,

In Gathering 9 Bailey commented:

It just reminded me of, I don’t know if it was my reflection, or, just our conversation about how I felt comfortable, if I felt more comfortable with Laila playing that game, had I felt comfortable with other colleagues? It just reminded me of that, like you were just

saying with her, you felt different, you felt comfortable with her, but if I were worried about how I was pronouncing some of those words in Spanish with other people who were more fluent, I would've been more quiet.

Bailey was reflecting on her comfort as a learner and her willingness to take risks. She stated that participating with peers enabled her to be vulnerable in attempting challenges that she would not have been eager or willing to try in the presence of administrators or strangers. Her comment relates to newcomer students and to professional development for teachers.

During Gathering 10 when Kyle had returned after his leave of absence to be with his newborn son, Bailey was telling him about her feelings when she had traveled

And we talked about that too, if we would feel comfortable, if we went to another country, what kind of things would we feel comfortable? What would we go to? And we said signs, symbols, or pictures. What else did we say would help us feel at ease? Well common symbols for sure. How to get around . . .

Still in Gathering 10 Bailey continued to talk about students' feelings: "So that helps them feel confident. If they can see things they know. Oh, I do know this! Oh, I'll do that!"

This comment is consistent with Vygotsky's ZPD (1978). When teachers "start" with what is familiar to students, the students are more likely to be engaged in learning and to gain confidence. It is important for teachers to observe students in order to determine what they understand and to evaluate "next steps" for emergent bilingual students. In addition to formal assessments that teachers conduct throughout the school year, teachers constantly assess students informally as they participate in learning each day.

Assessment. Beginning in Gathering 2, Bailey mentioned observing her students in order to assess their understanding. For example, she commented, "And the friends want to help them,

and it's so important to me to get to see, "OK. I want to know what you know and not what your friend's telling you to say." During the same gathering, Bailey described a situation with a different emergent bilingual student. "Today Samantha . . . I was reviewing strategies using the 100 chart today . . . She was playing with her shoe and playing with her hair and I don't know 'What are they capable of?' Yes, I can look at their CAN DO descriptors, but what are they capable of doing? Is she not hearing anything I say or is it an attention issue? That's what I don't know."

She continued:

Then I noticed, "OK. She's not paying attention," so I called her up and asked her to come and do it. And I'm thinking "Can she show me 10 more on the number line? The hundred chart, just like I showed." She could not tell me one strategy that we talked about because she was sitting over here playing with her hair or her shoe. She got so upset with me when I said I was disappointed that she wasn't paying attention. I said, 'I'm not upset with you because you don't know the answer. I'm upset with you because you're not focused right now.' And she . . . those eyes welled up. That's the issue I'm having. Is it inattentiveness or is it language?

During Gathering 4 Bailey mentioned her attempt to assess another student:

He was supposed to go back from what he'd already done yesterday so I go over to his paper and I remember the last time I conferenced with him I had written, he told me he wan-, his favorite thing was math. And so I'd ask him to get him started, "OK, tell me some reasons about why you think, why you think math is the best subject at school." And he says, "Because it's fun, because I can add numbers." I said, "What's another reason?" He said, "Because I can compare shapes." Great, I wrote that on the back and I said, "OK, those are your reasons. You're off . . . you're on your way to get started. Look

at the anchor chart. What is the first thing you have to do?" I mean it's right there. It even has a picture, and he just . . . I said, "Do you see the anchor chart?" He just stares. I said, "Do you see the anchor chart up there?" "Yes." I said, "Will you go point to it?" And he walked up there and I said, "What do you have to do first?" He goes, "Yes, you have to list lots of reasons." And I said, "Is that the first thing?" Because that's like, the second or third, and he said, "Yes." I said, "OK go point to-, go find number one, can you go find number one for me?" He went up there and he pointed to number one and I said, "What does that say?" He says, "Write your opinion." "Is that the first thing you needed to do?" He just blinks. So he didn't get anything done.

During Gathering 5, Bailey commented on informally assessing another emergent bilingual student, "She can do that, I believe. And you know with the language *before* and *after*, she can tell me the numbers that come before; but if I say give me the number after she gives me the same number she gave me as before." During Gathering 10, Bailey mentioned another informal assessment:

That's like with Briseidy yesterday. . . I'll have to give directions over and over and over for her, but . . . today I was giving them, we were working on irregular verbs, and so I wanted them to choose the correct word. And we talked about singular nouns and plural nouns and how to make *child* and *children*, remember? So I was working on that and I said, 'You do not have to write the sentence. What did I say, boys and girls? You do not have to write the sentence. What did I say, boys and girls? You do not have to write the sentence.' I didn't want them to spend 30 minutes writing the sentence. I wanted them to write the word, just the word. What'd she do?

"I'm not done yet." [Briseidy commented.]

I said, “You’re not writing the sentence.” She wrote every sentence. Did they have capital letters? No. Did they have punctuation? No.

In the same gathering Laila stated that she had had a similar experience:

I told them in their reading test prep centers . . . we were only doing two passages. Two.

I said, “How many passages are we doing? Two. How many passages are we doing?

Two.” We get back to their seats. All right, it’s time to start. “How many passages are you doing? Two.” First 20 minutes were up,

“Oh, I’m not done, Ms. Davenport.” [A child commented.]

Why are you not done? [Ms. Davenport replied.]

“Well, I’m only on number three.” [The child answered.]

How many times? Still, raising their hands, how many are we supposed to do?

Can we do more? No, I only want you to do two. Over and over and over and over.

Throughout the 12 gatherings participants—particularly Bailey—reflected on students’ participation or lack of response, attempting to understand obstacles that were preventing students’ progress. During the final gathering when participants were commenting on which aspects of the gatherings had been most beneficial, they placed high value on having opportunities to talk with other teachers about classroom experiences with students—about minilessons, about activities they had attempted, and about students’ responses.

During Gathering 12 and in their post-study questionnaires Bailey and Laila commented that they valued having opportunities to interact with peers about their teaching and about their experiences with students. Cochran-Smith and Lytle (2009) state that we should not dismiss what might be perceived as “small talk” supposing that it lacks value. It sustains the relationships that allow the reflection and interaction to thrive or flourish. Teachers’ comments about what has

been tried and about students' attempts to do activities served a purpose in moving forward the discussion during our gatherings. In fact, during Gathering 12 when participants were ranking which aspects of the gatherings they had found most beneficial, Laila stated that conversations relating to classroom experiences were the most helpful part for her.

On Laila's weekly reflection after Gathering 5, she wrote that one benefit of that day's gathering had been the idea of "using flashcards as a time filler (-: (already implemented)." She told us that she had chosen a Target student to be the flashcard helper at dismissal time each day.

On her weekly reflections following Gathering 6 Bailey wrote that an insight she had gained during that gathering related to the importance of students' expressing their learning through writing. She also recalled how much our fourth grade students the previous year had enjoyed learning about people—connecting with individuals and attaching facts to things they have learned in the past (schema). She wants to try encouraging her first graders to write more. She commented that sometimes they focus on the spelling so much that they lose sight of expressing their ideas. She also mentioned wondering why her Vietnamese student who became the class flashcard helper "did her job effectively the very first time," although other students need to be reminded many times of common tasks or classroom expectations.

On Laila's weekly reflection after Gathering 6, she wrote that an insight she had gained related to students' learning "concepts better through contextualization rather than in isolation." She wrote about the value of students' making connections.

On Bailey's weekly reflection following Gathering 9, she wrote that she had implemented flashcards with sight words and math facts so that children could practice in order to gain fluency while they were waiting in line or when they had finished their work so that they could make the best use of their time. She also said that she would introduce new vocabulary

words before presenting a new topic. She continued, “This will get at multiple exposures as well as using what they’re learning and connecting it to something in the future . . . or life in general.”

The two codes emerging under the general theme of connections with classroom experiences that seem most important were: (a) social-emotional climate and (b) assessment. From the moment a newcomer is introduced to a classroom teacher, the student’s awareness of the social-emotional climate in the classroom begins. This awareness may not be conscious on the part of the student or the teacher, but initial impressions are being formed.

What do teachers recall about these first moments and hours? What do they do to facilitate or nurture what students would perceive as a positive learning environment? For example,

Laila mentioned:

Like today [Mrs. Rivers] went walking around the building [with my newcomer student from Cameroon], and with the book in her hand pointing out like you know “Office” and showing him “Office.” You know like walking around and she’s like “Can I take him for a walk around the building?”

I was like “Yes! He’s not really getting anything out of in here right now.”

(Gathering 1, January 13, 2015)

Laila also commented:

What did I do the last time? I mean I know I’ve experienced this before, but why can’t I remember what . . . Yeah but you don’t have that time to have a parent to come in.

Because usually they drop them off at the door and it’s “Hi, I’m Ms. Davenport, nice to meet you,” and they leave and you don’t have that time to interact because you’ve got a class full of students sitting there waiting on you . . . Um, I mean, many of those same things. One thing that I did with Oscar, my new one, was I introduced him to Ms.

Betancourt [a kindergarten teacher who speaks French], and they developed a relationship very quickly. In fact, his mom developed a relationship, and she reached out to the mom.

And now the mom is sending notes saying, “Please call me; please text me,” you know, so she’s really developed a bond with her and a relationship. Um . . . like what did I do? Um . . . I mean I know I kind of took him around the room and just showed him basic things in the room not to overwhelm him . . . in the beginning . . . And I also paired him up with another student like when he was at dismissal because I don’t walk them out to the bus. Ms. Underwood normally walks them to the bus. So I paired him up with another student, and just said, “Can you make sure Oscar gets on your bus? You know he rides your bus. Can you make sure he gets on there with you?” Because you know he wouldn’t have known if he was getting on the wrong bus.

(Gathering 3, January 27, 2015)

On his post-study questionnaire Kyle commented on the importance of the social-emotional climate in the classroom. He wrote: “I feel effective because I strive to create a classroom environment in which they feel safe and secure to take risks.”

In addition to the social-emotional climate of the classroom, the participants talked about assessment—knowing what a newcomer understands and what the student can do. This assessment includes the student’s speaking, listening, reading, writing, and background knowledge. The following theme, professional development, will be dealt with in two ways—how the topic was coded in ATLAS.ti and how professional development is perceived by the participants.

Theme 5: Professional Development

This theme was addressed during several gatherings and also in the individual interviews. Perceptions of professional development were consistent from one participant to another and regardless of the setting of the discussion. These perceptions reflect participants' responses to sub-question (4) What are teachers' perceptions of professional development?

Gatherings. During Gathering 2 with Bailey and Kyle, I commented that I had read an article comparing delivery of professional development content with a garden hose spraying water full force without time to "digest" any of it. Bailey agreed that she feels that way a lot of the time.

Bailey continued, "But it's like let's give you all the information you need. Here you go. Off you go. There . . . We've given it to you. And not really time to apply it or use it. It's so much at one time." Kyle added that it's often overload, and Bailey concurred saying that "you don't even get anything."

I stated, "It's like dumping the truckload. Could I just have a shovel?" Kyle said he'd like something to take and practice. I mentioned the value of follow-up and said that in these gatherings we have opportunities for follow-up.

(Gathering 2, January 20, 2015)

Bailey's interview. During Bailey's individual interview, we discussed professional development in much greater detail. She commented that professional development should relate to what we are doing in the classroom. She also appreciated that our conversations during the 12 gatherings related to what the participants wanted to learn more about. She stated:

So I felt like it was more teacher-driven and really was getting at "Let's just talk about what's going on in our classroom and what we use and what we could benefit from

having” rather than someone else just spilling out words and telling us how we need to do things and not—cause when we go to professional development, a lot of times it’s like “OK. Here’s all the knowledge you need. Duh.duh.duh.duh.duh.duh.duh.[rapid] You got it? Now go and practice it. And this was just more . . . what’s the word? Applicable? For sure.

(Bailey’s interview, May 19, 2015)

She addressed both the delivery approach and the content of professional development. I commented, “And sometimes in professional development they don’t even know what you’re already doing . . . So they may say things, and you’re like ‘I’ve been doing that for three years. Tell me something I don’t know.’ ”

Bailey continued,

But it was good to interact with other teachers who have the same experience with a newcomer as you do. Now whether they be in different grades, but . . . to share ideas and see what we’re already doing and learn “Oh, I can do that too. Why didn’t I think of that?”

Just putting the minds together was a great opportunity I think for us as educators.

I asked her for recommendations for the future relating to professional development.

Here is Bailey’s reply.

Well it would not be every week. I feel like maybe take a poll to see what the interests of the teachers are. What would they be interested in learning more about and not assigning them a book to read based on you know just what’s available. And to really find out what are the needs that the teachers need? What are they wanting to study—learn more about? What kind of weaknesses do they have, and what would they want to strengthen more in their classroom as a teacher?

I commented, “And something was said about that at the beginning of the year but then nothing happened with it. We kind of pointed out ‘This is an area that I perceive I could grow.’ And then nothing more happened with it.”

Bailey continued, “I feel like a lot of it is just: We have to do it, so let’s do it. Check it off.”

I asked her, “What would you like the results of professional development to be? Not just initial by all these dates. You would consider professional development successful. . . if . . .?”

Bailey responded,

If it was more like what we did together. It didn’t feel as stiff. It felt like if we had a professional development where we could just . . . I know you have to have a leader. And you have to have some structure. You provided that for us, but it wasn’t rigid. I mean you know it was flexible.

Kyle’s interview. I asked him, “How can what we did influence professional development in the future?”

He replied,

I feel like what we’ve done has really shed light on concerns that teachers face every single day in a school like this. With the experience that I’ve had, 15 years here—well 14 years as a teacher, half a year as a student teacher—I’ve been put in the situation year after year of having newcomers in the classroom. This is my first year, and I really feel like it’s sort of taken me out of the train of thought of “What am I gonna do with a newcomer when they come in the classroom?” I feel like that might have . . . not being actively engaged with a newcomer in the classroom may not have had me in the complete

train of thought. . . I haven't had to think "Well, what am I gonna have to do to get them to understand this topic? How am I gonna scaffold this topic?"

Kyle also made recommendations specifically relating to newcomers. He mentioned the value of a school's having a newcomer committee or a newcomer gathering group. He continued (about teachers), "It would take that person off an island dealing with their newcomer and put them in a community of other people who are dealing with the same . . . able to share ideas."

Laila's interview. She commented:

I really like the format of what we did. I think that type of setting and format is a lot more beneficial . . . than just somebody standing up there talking and saying, "You need to be doing this. You need to be doing this. Go try this. Go try that." I *loved* the collaboration part of what we did . . . it was nice to have like people share things but then if you go back and try something . . . like you gave us the opportunity to share that the next time or in the weeks that followed . . . *and* you were very good about if we had questions or needed more information on something, you were always providing it.

(Laila's Interview, May 19, 2015)

During Gathering 12 the participants commented that they considered most beneficial brainstorming items for the kit and recalling and debriefing what they had done with their students. They perceived the weekly reflections and the stories in French, German, and Vietnamese as least helpful.

In her post-study questionnaire, Bailey wrote that she had gained knowledge of activities and ideas to make an ELL feel welcome and had realized how it might feel to be an English learner. Even though she perceived the audios and videos of children's stories in French, German, and Vietnamese as least helpful, she commented on her increased empathy.

In her post-study questionnaire Bailey suggested that professional development occur in small groups so that participants can share freely and use the time to make activities that they could use with students.

As teachers in this study commented, they felt as if they were “grasping at straws” when a newcomer arrived. As shown in the student demographic information for the school where I teach, each year several classroom teachers have received newcomers. Kyle commented in his interview:

I really like that idea though a professional development group for newcomers, for teachers . . . I think that’s a really good idea, and at a school such as this that has such a large ESOL population, it should probably be up there on the top tier of professional development ideas.

(Kyle’s Interview, May 5, 2015)

He also commented he believed our professional development experience had increased teachers’ empathy to the needs of the students and teachers’ ability to gather resources and meet the needs of those students.

Although I did not want to implement a transmission approach to professional development, during the first six gatherings I sometimes provided an article or a book excerpt to nudge participants to respond in some way. As part of our thinking about how our book studies were influencing our teaching and reflection, we discussed higher order thinking. Kyle mentioned allowing students to verbalize questions they have about something they would be studying. Occasionally I provided language information relating to Spanish, applied linguistics, or second language acquisition.

In addition to the five themes of newcomers, resources, perceptions, connections with classroom experiences, and professional development, I also coded comments and questions during the 12 gatherings that I referred to as *participation codes*. The following section will explain those participation codes.

Participation Codes

I needed a code relating to comments that functioned to facilitate participation during our gatherings. They were: clarification, evidence of active listening, affirmation or encouragement, and experiences. For example, Bailey often asked questions to clarify what had been stated. Kyle frequently expressed encouragement or affirmation. Numerous times participants demonstrated active listening. During Gathering 7, Gathering 8, and Gathering 10 participants were involved in experiences (with Spanish flashcards, French and German videos, and nonverbal assessment activities). The code Experiences related to the activities in those gatherings.

During Gatherings 1-6 I viewed myself as a facilitator and resource person (providing content as a catalyst for conversations). As I was coding Gatherings 1-6, the topic seemed to change often after only three or four comments. When a colleague and I looked at Gathering 11 together, I noticed that one topic would continue for a whole page or more. When I resumed coding at home with Gathering 9 and Gathering 10 after meeting with the peer to review the coding I had done, I continued to see lengthy exchanges relating to one topic, and that topic was often L1 or participants' interest in understanding aspects of language—in some senses empathy with the newcomers. These lengthy exchanges did not occur before I provided language experiences during Gathering 7 (Spanish) and Gathering 8 (French, German, and Vietnamese).

During Kyle's interview when I asked him outcomes or results of the study, he mentioned the newcomer kit and empathy. I believe that Kyle's comment about teacher empathy

relates to our experiences with Spanish, French, German, and Vietnamese during Gathering 7 and Gathering 8.

A Caveat About Participants' Quotes

I must explain why I have maintained such lengthy quotes from participants. One risk of qualitative research in general and thematic analysis in particular is removing quotes from the contexts in which they occurred. By preserving the contexts of participants' comments, I seek to provide what readers need in order to understand participants' intent more accurately. Another risk of thematic analysis has been called "cherry picking." My including representative quotes from all participants reflects part of my effort to show consensus at times and to illuminate individual differences at other times. I have carefully read and reread the quotes I have chosen. They reveal participants' dispositions, their interests and priorities, and their concerns.

Personal Reflections

During the weeks following the completion of the 12 weekly gatherings and the individual interviews as I have been analyzing data, I have asked myself: What did I expect? In many ways I did not have expectations—not of the specific content we would address during the gatherings, not what participants would value most, and not how participants would perceive themselves as teachers. I had not participated in a constructivist approach to professional development previously, and I began with hope and with faith in the process. I believe the fact that three of my peers chose to invest more than 10 hours (12 weekly gatherings, an individual interview, and weekly reflection forms) demonstrates a level of respect for or trust in me. Their comments express their perceptions of the process and the results of our journey together.

The ways we interacted are not the issue that stands out to me. What topics were mentioned by the participants that indicated their interests or needs? What did they notice and

comment on? Reynolds (2005) reminds us that what we think determines what we see. Because Bailey and Laila had been friends and members of the same cohort while they were pursuing their bachelor's degrees, their interactions reflect their ongoing relationship. Because I had been an ESOL push-in for half days in Bailey's fourth grade class the previous year and for a 45-minute segment each day in her first grade class during 2014-2015, she and I were friends before the study began. We continued to communicate throughout the summer after the study ended. Because I have known Kyle since I began teaching in this school nine years ago, as he said: We could "talk for hours." Because Kyle and Laila were teachers in the same grade, they had a unique relationship that Bailey and Kyle did not have (because they had not taught in the same grade together).

On the pre-study questionnaire in response to the question asking why she had chosen to participate in the study, Laila stated that she had a newcomer in her class, and she had taught one for a short time the previous year. Her second newcomer arrived when we returned to school in January following the two-week winter break. On her post-study questionnaire, Laila wrote that she wanted to learn more about effective ESOL strategies and to help me. During her interview she added that she wanted to be with Bailey because Laila rarely got to spend time with Bailey.

In the case of each of the participants, their responses to questions varied depending on the time, setting, and type of question (including whether it was spoken or written). For example, Bailey's initial reply related to feeling equipped and developing rapport with others. During a gathering her reply related to her sense of self-efficacy—knowing what to do when a newcomer arrived. Afterwards she commented that she did not want to feel overwhelmed or uncertain. A teacher's feelings of confidence and competence are important. Kyle's responses related to supporting one another as teachers and to supporting newcomer students. Laila's response before

the study related to her newcomer student. After the study she mentioned learning strategies and helping me. Then during her interview she acknowledged that she wanted to spend time with Bailey. The socialization aspects of professional development deserve more attention.

Looking back, a few things seem relatively obvious now. Bailey had taught a newcomer emergent bilingual student the previous year in fourth grade but had no newcomers in her class this year. Many of her comments related to remembering previous experiences with newcomers and connections with classroom experiences (often with emergent bilingual students and usually reflecting on and trying to understand students' learning and behavior). Kyle had taught Spanish-speaking newcomers in the past; however, as a fluent speaker of Spanish, he had an advantage over monolingual classroom teachers. His comments often demonstrated empathy for students, his commitment to nurturing a love of learning, encouragement of us (his colleagues), and evidence of active listening.

Laila had expressed interest in participating in the study before the school year began. At that point she did not realize she would have one newcomer from the beginning of the school year—a Spanish-speaking girl who could read and write in Spanish. In January when we returned to school after a two-week break a boy from Cameroon was assigned to her class. The only adult in our school who speaks French is a kindergarten teacher. Laila's responses emphasized the reality that our school is much more prepared for Spanish-speaking students than for students who speak other languages.

As I think about the participants' roles in the gatherings, each participant typically functioned in fairly predictable ways. Bailey often asked questions—for clarification and for understanding of children's behavior and of their challenges. She implemented ideas promptly and reflected meaningfully on content I provided. Kyle demonstrated active listening and

empathy and support for students. Laila often talked about Karen's successes, about the challenges she perceived in Oscar, and about her interactions with students.

As a participant-observer I need to include my feelings and perceptions along with the expressed perceptions of the three classroom teachers who participated. I feel naive and idealistic. After my pilot study, I concluded that those kindergarten teachers had not implemented what I was recommending relating to acknowledging students' L1 because they had not chosen to participate in the study. Their principal had selected them.

When I interviewed bilingual teachers who had completed the ESOL endorsement about their use of students' L1, neither of them spoke Spanish with students. One never spoke Spanish with Latino students, and the other spoke Spanish only initially with kindergarten students and "for fun" with second grade students. Even though classroom teachers in my school chose to participate in my study, their implementation of strategies and activities varied significantly.

Implications

After the narrative summaries and thematic analysis, I now transition to implications of my study and discussion relating to the findings. In light of the differing responses by the participants, Chapter 6 contains implications for future research including preservice teacher development and in-service professional development. My study is relevant not only for newcomer emergent bilingual students and their teachers but also for administrators and university professors. After suggesting possibilities for future research, I will express limitations of my study. Then I will conclude with a challenge for all of us educators.

6 DISCUSSION AND IMPLICATIONS

I will provide a brief summary of the major findings of my study with analysis taking into consideration extant literature. In this chapter I have incorporated information from articles I read during data analysis. Some of these articles were not mentioned in Chapter 2, because they did not inform the planning of my study (Glaser & Strauss, 1967). They resulted from my reading and rereading verbatim transcripts, pre- and post-study questionnaires, and participants' weekly reflection responses. As I mentioned in Chapter 3, at the outset of my study I was not aware that findings would lead me to explore some of the areas I will address in this chapter.

The 12 gatherings resulted in about 9 hours of transcription plus the 2 1/2 hours of individual interviews, requiring me to use discretion as I chose which quotes to include. Further, I conducted my study with my peers. I continue to teach in the school where two of the participants are classroom teachers. I am aware of the personal nature of some of the comments participants made during the weekly gatherings and during the individual interviews. The participants trust me, and during the gatherings I was seeking to provide a safe place for reflection and discussion. My awareness of the totality of the experience of the 12 weekly gatherings led me to read and include information from articles I am mentioning in this chapter.

I will articulate ways my study confirms and extends extant literature. Finally, I discuss implications of the study for classroom teachers, ESOL teachers, school administrators, teacher educators, and educational policy makers. I conclude by articulating a few limitations of the study and by suggesting directions for future research.

I expressed to the participants at the beginning of our 12 gatherings that I did not know what the destination of our journey would be. It was as if we were hiking through a national park, stopping and exploring points of interest to the participants. The name of the national park

was “Newcomers.” Beyond that, the topics of conversation varied considerably. I functioned as a tour guide, having no map but having familiarity with the features of the park. Now, looking back, I can tell about our experiences—what we noticed, where we paused and spent time, and what we discovered.

As I have reflected on my journey, I have revisited a question I have heard many times throughout my Ph.D. studies—What does it mean to know? I was talking with a professor who teaches preservice teachers courses relating to emergent bilingual students. I commented that I hoped my study would be helpful for her in preparing future teachers to face the realities I had experienced in schools in Georgia. She replied that future teachers “know what it’s like.” I would contend that the emic perspective and practitioner research of my study are essential for college professors to “stay in touch” with current issues in public schools (Cochran-Smith & Lytle, 2009). For me, hearing about, reading about, or even observing does not equal “knowing.” Outsiders may know *about* experiences of teachers, but teachers themselves know firsthand what is happening in our schools.

Another professor commented that teachers and administrators would benefit from my study. I hope that my study will have influence beyond local schools. My desire is that school system leaders, university professors, and even policy makers would become more aware of needs of classroom teachers and newcomer emergent bilingual students. Teachers need awareness, resources, and support. Newcomer emergent bilingual students need opportunities for engagement and comprehensible content so that they can be participatory learners (Freire, 1970).

Summary of Major Findings

The thematic analysis resulted in the articulation of five major themes. These themes were newcomer emergent bilingual students, resources, perceptions, connections with classroom

experiences, and professional development. As the findings indicate, classroom teachers needed and wanted a resource to grab when a newcomer arrived. They also needed and wanted opportunities to interact with small groups of peers to reflect on happenings in their classrooms—students' efforts and capabilities as well as teachers' lesson ideas and implementation results. As I am writing the following sections, I am reviewing my abbreviated code book with comments from my peer auditor; and I am following its structure.

Theme 1: Newcomer Emergent Bilingual Students

For classroom teachers in my school, the arrival of a newcomer creates a type of panic relating to a teacher's sense of self-efficacy. Teachers commented that they did not remember what they had done with newcomers in the past, and they needed resources and opportunities to interact with peers about what they were doing.

When the newcomer spoke a language other than Spanish, the stress increased for the classroom teacher who participated in my study. When the newcomer was in second, third, fourth, or fifth grade in my school, the teacher's requests for help increased. The gap widens each year between what a newcomer can understand and express in English and the content standards for that grade. Much of the frustration of the participant in my study may relate to the age and grade of her newcomer, his language (which was not Spanish), and instances of his non-compliant behavior. His behavior sometimes did not comply with established school norms or classroom routines and procedures.

Teachers wondered what newcomers could do. Teachers' expectations of newcomers were an important consideration when newcomers arrived so that teachers could determine each child's ZPD. Those expectations also were relevant in guiding teachers to provide meaningful, engaging activities during class time. Participants struggled with determining what expectations

were reasonable. They reflected on the many levels of language learning evidenced by students in their classes (as assessed on WIDA W-APT and ACCESS tests). We talked about writing instruction and thinking “vertically”—considering where a kindergarten student would start: drawing illustrations, labeling, sounding out words, and using word walls for help with spelling.

Newcomers’ L1 was mentioned occasionally during the gatherings. Laila enjoyed telling us about Karen’s initiative and successful experiences. Bailey commented on positive interactions she had experienced and observed the previous year with her fourth-grade newcomer from El Salvador.

We talked about newcomers’ background knowledge particularly in two contexts. The first conversation related to getting acquainted with a newcomer. We would like to know about newcomers’ prior schooling and previous experiences. The second conversation related to our awareness of four distinct seasons and our attempts to understand why teaching young students about weather and about seasons was so challenging—both conceptual understanding and academic vocabulary.

Theme 2: Resources

The newcomer kit for classroom teachers was highly valued by participants at the conclusion of our 12 gatherings. Teachers wanted and needed “a lifeline” that they could access quickly when a newcomer arrived. Although they were aware of having used flashcards in the past, they had not developed “If . . . , Then . . .” scenarios to guide them in knowing how to approach instruction of newcomers. See Appendix N for the “If . . . , Then . . .” scenarios we developed.

Participants had not realized a few nonfiction leveled books on hand would be valuable in beginning to teach reading and writing in English with a newcomer as well as assist with vocabulary development. When we rated our experiences at the conclusion of the 12 weekly gatherings

to determine what had been most beneficial, the participants ranked the kit as number 1 or number 2—what was most helpful. At the conclusion of the study Bailey commented that she felt prepared and was ready to implement what she had learned.

We also talked about technological resources such as Imagine Learning (a program for newcomers in our school), Raz-Kids books, Brain Pop videos, and helpful web sites for teachers.

Theme 3: Perceptions

Teachers feeling overwhelmed. This perception was typically expressed by the participant who had two newcomer students, although it was also expressed by the other participants. It was expressed in Gathering 1 and in several subsequent gatherings; for example, in Gathering 3 and Gathering 4. Participants mentioned several factors that contributed to their feeling overwhelmed on an ongoing basis as my study revealed—schedules, lack of support, lack of resources, expectations, testing, number and ability levels of students, and so forth.

As I have thought about newcomers in different school settings, my study revealed that their arrival may be more challenging for teachers who are in linguistically diverse schools like mine. Participants in my study commented on the varied levels of language learning in addition to considering whether students are “approaching,” “meeting,” or “exceeding” on unit or quarterly assessments. In my school, each teacher already has a variety of emergent bilingual students on different levels of language proficiency (see WIDA Can Do Descriptors). Teachers in settings like this one may struggle to make the content accessible for all learners.

Teachers’ sense of self-efficacy. Teachers’ sense of self-efficacy relates to teachers’ feeling overwhelmed. Ross and Bruce (2007) claim that teacher efficacy forms during the preservice educational experience and the first years of teaching and then remains fairly stable following the initial years of service. For this reason I welcomed opportunities to encourage

Bailey when I was in her room each day. I was aware of the possibility of a lasting positive impact on her sense of self-efficacy. Ross and Bruce (2007) posit that efficacy predicts teacher beliefs, behaviors, and “valued student outcomes” (p. 50). Ross and Bruce (2007) write that teacher efficacy “is a self-perception, not an objective measure” (p. 50). My findings relating to participants’ sense of self-efficacy are based on participants’ spoken and written comments—on their pre-study and post-study questionnaires, their comments during the 12 weekly gatherings (especially the first one and the last one), and the individual interviews.

Siwatu (2007) writes that preservice teachers’ “lack of exposure to culturally responsive teaching during their coursework and field experiences” may “influence the development of their self-efficacy beliefs” (p. 360). He continues that preservice teachers’ knowledge and skills may not be predictive of their future classroom behaviors. Many of the interviewees in Siwatu’s study claimed that developing knowledge relating to culturally responsive teaching had had a “limited impact” on their teaching practices because the “development of knowledge” was limited to classroom discussions (p. 364). Siwatu emphasizes the importance of “showing students how to be culturally responsive teachers, not just telling them” what culturally responsive teaching is (p. 364).

One participant in Siwatu’s study acknowledged “several missed opportunities to practice” a variety of the skills that had been mentioned in the courses she had taken (2007, p. 365). Participants in Siwatu’s study believed that they had not had opportunities to develop “in-depth knowledge of culturally responsive teaching” (p. 367). They did not feel prepared for “the specific tasks associated with everyday teaching,” because their teacher education program had over-emphasized theory and had not placed enough emphasis on practical skills (p. 367).

Recommendations at the conclusion of Siwatu's study include "supplementing lecture with demonstrations, video case studies, role-playing, field experiences, and simulations" (p. 368). The recommendations from Siwatu's study are consistent with the accounts of participants in my study concerning their preservice courses relating to diversity. They did have field experiences, but one participant mentioned books about urban education and poverty and the professor's related talks.

As Karabenick and Noda (2004) pointed out, focused professional development is needed to enhance in-service teachers' sense of self-efficacy relating to English learners (and particularly to newcomers). Karabenick and Noda list needed training that would include "building skills, expanding resources, enhancing teachers' sense of efficacy and confidence," and therefore expanding teachers' capacity (p. 73) In their study, and in mine, teachers verbalized the need for support relating to student assessment. The participants in my study suggested in Gathering 12 and in the individual interviews that resources be provided for classroom teachers of newcomers. Regarding their sense of self-efficacy and confidence, at the beginning of my study participants expressed the desire and need for both resources and confidence. At the conclusion of my study, participants placed high value on the newcomer kit for classroom teachers; and one participant verbalized that she felt prepared and ready for newcomer students.

Teacher awareness. Participants' demonstrated some increased awareness over time—particularly after the language experiences during Gathering 7 and Gathering 8. In some cases this awareness related to cultural differences. Bailey and Laila were interested in knowing more about Kyle's interactions with his Spanish-speaking family members. Suarez (2002) states that ESOL teachers are more aware of cultural otherness when they have had opportunities to participate in cultural/linguistic immersion experiences in other countries where they have lived with

host families, taken language classes, negotiated cultural activities, kept journals, and written reflection papers. Suarez posits that these experiences of preservice teachers contribute to their cultural competency which they will demonstrate by addressing “diversity and cultural issues in their classrooms” (p. 19). Kyle had had immersion experiences in Costa Rica. Although Bailey and Laila had traveled to Mexico, their trips had been vacations with their families and had not immersed them in the cultures of the locations they visited. Suarez defines cultural otherness (possibly experienced by Oscar—the newcomer from Cameroon—in my study) as “the feeling of being marginal, not understanding the implicit rules, not knowing the unspoken—or even the importance of the unspoken” (p. 19).

Suarez (2002) writes that the preservice teacher who participated in a summer immersion experience in Venezuela began the Spanish classes cheerfully. However, “for a few of the teacher candidates, cheerfulness soon dissipated and enthusiasm waned” (p. 21). During the final days of the Spanish classes, three of the preservice teachers did not want to attend because their lack of proficiency caused them to feel confused even though the teacher was pleasant and encouraging. The class required a lot of energy; and they felt worried, nervous, embarrassed, and scared. These preservice teachers acknowledged that their reactions were similar to those of their students who were learning English; however, the preservice teachers had attributed students’ behaviors to other causes such as “being inattentive or lacking motivation” (p. 21). The attitude of the participant in my study who had two newcomers in her class changed over time. She began articulating frustrations and challenges relating to one newcomer’s behavior during Gathering 3 and through the individual interview in May, after the 12 weekly gatherings. She also referred to that newcomer’s lack of motivation.

Kyle mentioned that he experienced feelings of frustration and discouragement when he began learning Spanish, like those feelings expressed in the study by Suarez (2002). During Gathering 12 Kyle described the linguistic and cultural fatigue he experienced when he was a language learner in Central America—immersed in the culture and in Spanish language classes.

Hobgood (2001) writes about the importance of teachers' being informed by "the lives of the students" (p. 1). He mentions that teachers often lack familiarity with students' value systems and cultures—awareness that would enable teachers to relate to diverse students more effectively. Educators who are members of the dominant culture often misinterpret the behaviors of diverse students and are unable to "meet students where they are" (p. 1). Hobgood continues,

A teacher's practice speaks loudly of who she is and what she believes. Her value system permeates how she organizes her classroom, how she presents new content to students, and how she interacts with students as they develop relations with one another. (p. 1)

Monzó and Rueda (2001) write that a teacher's lack of knowledge of a student's L1, culture, and background may contribute to this deficiency perspective. That lack of knowledge may have been a factor with a participant in my study. This perception relates to teachers' comments about students' motivation, their compliance, and their social skills. When I use the label "social skills," I refer to teachers' expectations of student behavior when interacting with adults and other students in the school, participating in classroom activities, eating in public places, moving in hallways, and using rest rooms.

James (2012) states that teachers may be perceived as uncaring when they ignore or devalue students' experience outside of school. James studied six American women elementary school teachers for an entire year. She posits that a caring relationship demands caution and humility. James (2012) defines caution as engaging carefully so that she is not denying or

dismissing the other person's point of view or even appearing to disrespect the other person (p. 167). She defines humility as "a willingness to believe that our understandings are incomplete and require input from others"—"a willingness to be surprised or to revise our thinking based on what we hear" (p. 167).

James (2012) examines ways a mothering discourse may "affirm teachers' positions of authority as they seek to raise students in their image" (p. 167). She contends that "individual teachers seemingly mapped their preconceptions of caring onto students, fitting what they knew of students' lives and experience within their own care narratives" (p. 171). She goes on to say that "teachers' constructs of care resisted adaptation to individual students' realities, in part, because those notions 'rang true' within the larger discursive context . . . there was little need to rethink them" (p. 171). The participant with the newcomer from Cameroon articulated that he needed structure. The writing of James (2012) relates to my study's findings under the theme of perceptions—teachers' perceptions of their role as teachers, teachers' perceptions of newcomers, teachers' expectations of these students, and teachers' dispositions and attitudes toward language learning.

James (2012) claims that teachers who are mothers may believe they "intuitively know what their students need. Such thinking preempts the need to listen with humility and caution to students" because these teachers feel responsible for raising students "in their own image" (p. 172). James (2012) includes a caveat, clarifying that teachers may not "acknowledge their inability to see students clearly" (p. 173). When the deficit and mothering discourses are "conflated" or blurred, the teacher is positioned as "moral authority" and the student as "needy other" (James, 2012, p. 173). James challenges teachers to reflect on and examine assumptions that function as filters, preventing teachers from listening carefully. This type of reflection would

relate to the topic of awareness that was demonstrated during my study. During the individual interview one teacher referred to students as “starved for attention.” Teacher awareness of cultural and linguistic differences could be enhanced as a result of reflection and self-examination.

Theme 4: Connections with Classroom Experiences

Social-emotional climate. At the beginning of the study, my thinking was more sociocognitive—focusing on cognates in my efforts to acknowledge and build on students’ L1. As time passed, I became more aware of the social and emotional climate during the gatherings and in classrooms. I wanted to provide opportunities for participants to experience empathy with students as language learners and as newcomers to an unfamiliar culture. Beginning in Gathering 7 I attempted to facilitate experiences more than provide content to provoke discussion.

The social aspects of students’ learning environment can lower the affective filter (Krashen, 1982) so that students are willing to take initiative to attempt speaking or writing. Students may choose to be vulnerable when they are aware of what is expected and when they can trust their teacher and their peers. During Gathering 2 we considered learning and the emotional climate in the classroom from the perspective of the newcomer who was beginning to learn English. Following Gathering 3, Bailey wrote on her weekly response that she wanted more ideas of “how to ensure students feel welcome the first day.” During Gathering 4 we discussed what we notice in different learning environments and what contributes to a positive emotional climate. We also talked about the role of consistent routines and procedures in helping a newcomer feel secure and comfortable participating.

Participants also verbalized the importance of this safe place when they were reflecting on their Spanish flashcards experience during Gathering 7. The notion of a “safe place” also arises under the theme of professional development—what participants/teachers need and value.

During Gathering 10 participants recalled their experience with the Spanish flashcards during Gathering 7 and explained why they had felt comfortable attempting tasks that were challenging for them.

We affirmed the value of routines and procedures as one aspect of promoting a positive social-emotional environment in the classroom. When children know what to expect, they often feel more secure. We also included in the newcomer kit for classroom teachers a few photos showing classroom routines.

Assessment. This topic typically was expressed by Bailey. She often observed and reflected on what her students were capable of doing. All three participants addressed the need to know whether students did not understand a particular concept or whether students were unable to understand what had been spoken or unable to produce a spoken or written response in English. Teachers need a way to assess whether students' issue is only content or whether the issue is related to language—listening comprehension or the ability to speak and/or write in English.

Theme 5: Professional Development

As Chapter 5 indicated, the four of us experienced what for us was an innovative form of professional development. It was innovative because we chose to focus on newcomer emergent bilingual students. Our school's administrators did not determine the content of our gatherings, as they had done with the book studies that were conducted during the months of my study. We teachers determined the schedule for our gatherings and the location—in a teacher's classroom, not in the media center, conference room, or cafeteria. The content I provided for participants was in response to their comments and questions during the gatherings, as Appendix K shows. Participants' recommendations for professional development in the future include features that

we experienced—a small group, a less structured and less formal format, opportunities for creation of activities for class use, snacks, resources, and time for reflection and interaction with peers.

In the next section I will articulate how the findings of my study relate to the literature. As I think about the five themes emerging from my study, I realize that this section will relate primarily to perceptions and to professional development. There are few articles about newcomers specifically, other than several articles with guidance for classroom teachers. There is a limited number of articles mentioning resources intended for use with newcomer emergent bilingual students. The theme of connections with classroom experiences is broad, and that theme is not the focus of my study. Although the stated purpose of the study related to newcomer emergent bilingual students, participants revealed much about themselves through what they said and what they wrote. As I stated in Chapter 3, I read and reread the transcripts of the weekly gatherings and individual interviews and the pre-study and post-study questionnaires attempting to understand participants' perceptions. I also searched for and read articles shedding light on participants' dispositions, sense of self-efficacy, and sociocultural consciousness.

How the Findings Relate to the Literature

This section begins with my examination of possible explanations for participants' comments and behaviors. After that portion, I will address specifically how the findings of my study relate to extant literature—particularly perceptions and professional development.

Seeking to Understand Participants' Comments and Behaviors

I investigated several constructs in my attempts to understand what occurred during the 12 weekly gatherings and during the individual interviews. Three constructs seemed relevant as I

reflected on participants' involvement in my study—teacher expertise, teacher dispositions, and positioning.

Teacher expertise. Novice teachers may have difficulty knowing what is most important in their teaching relationships with students (Tsui, 2003). Reynolds (2005) writes about teachers' not being able to perceive certain areas just as a frog cannot see flies at certain angles from the frog's eyes. As Bailey commented: "We don't know what we don't know." Just as we can see certain wavelengths of light and hear certain frequencies of sound, many novice teachers (although they are not a homogeneous group) cannot perceive beyond lesson plans and the standards they are expected to teach. This focus on lesson plans and standards also may be demonstrated by more experienced teachers. Bailey and Laila had been teaching for the same amount of time, and they might be perceived as novice teachers because 2014-2015 was their third year as classroom teachers.

Berliner (1994) posits a model of teaching expertise. He writes that experienced teachers have classroom routines and can "take advantage of teachable moments" (p. 23). He adds that novice teachers are less flexible. Berliner goes on to write that experienced teachers differ in the ways they think and act. He claims that the novice is "rigid in action," the advanced beginner is "gaining insight," and the proficient teacher is "intuitive" (p. 18). One participant in my study mentioned the possibility of trying something new the following year. Another participant was willing, actually eager, to try new things promptly—enlisting an emergent bilingual student to be flashcard helper during transition times, providing opportunities for students to "rehearse" what they were learning, and encouraging students to verbalize connections with their background knowledge. Although both participants had been teaching for the same amount of time, one was more flexible than the other.

Teacher dispositions. Lee and Herner-Patnode (2010) write about developing “teacher candidates’ knowledge, skills, and dispositions to teach diverse students” (p. 222). They state that becoming highly qualified teachers for diverse learners requires “continuous and conscious examination and reconstruction of their own existing assumptions about differences and high expectations for all learners” and “equitable pedagogy” (p. 222). Many teacher education programs continue to offer “stand-alone multicultural education courses” (like the “diversity” course Bailey and Laila experienced). Other programs suggest “infusion” of multicultural education into all areas of teacher education (pp. 221-222).

Lee and Herner-Patnode (2010) posit that many teachers develop their beliefs about how teaching occurs when they are young children. Later these beliefs are difficult to conceptualize differently. This claim is consistent with Lortie’s (1975) “apprenticeship of observation.” Teachers often teach the way they were taught. Lee and Herner-Patnode (2010) state that teacher candidates who enter the same program and take the same courses leave with different knowledge, skills, and dispositions. This premise is consistent with findings of my study relating to teachers’ dispositions and to teachers’ awareness. Lee and Herner-Patnode (2010) challenge teacher preparation programs to focus on changing a teacher candidate’s disposition rather than core beliefs in order to inspire future teachers to have different beliefs, attitudes, and practice.

Positioning. Yoon’s writing about positioning (2008) also sheds light on my attempts to understand participants’ reported interactions with students. Yoon writes about self-positioning and about interactive positioning. Both were illustrated in conversations during our gatherings and in individual interviews. Self-positioning guides the way a teacher perceives herself and her role. Some teachers position themselves as teachers of all students. Other teachers position themselves as teachers of content, possibly focusing on regular education students (Yoon, 2008).

Interactive positioning places others (other teachers or students) in ways that limit or extend what they are allowed to say and do. Some students may be positioned as deficient while others are positioned as intelligent (Yoon, 2008). Teachers may position emergent bilingual students without realizing they may be limiting these students' self-perceptions or diminishing their self-confidence (Yoon, 2008).

Newcomers are not monolithic, and teachers may relate to compliant students or to students who can read and write in L1 differently. Understanding students' backgrounds and demonstrating acceptance and encouragement are essential with all students and even more so when a child has traveled from another country, possibly after experiencing natural disasters and periods of homelessness. When teachers are overwhelmed, as the participants in my study and other teachers in my school acknowledged, they may not see "beneath the surface" of children's behavior in order to understand what is motivating students' words, attitudes, and actions. The following section begins with that notion—how teachers perceive students and why.

Perceptions

The participants revealed a variety of perceptions—perceptions of students, awareness (sociocultural consciousness), expectations of newcomers, deficit thinking, resistance to change, and attitudes toward students' L1. In this section I will examine each of those perceptions.

Teachers' perceptions of students. Goldenberg (2013) emphasizes the need for White teachers to recognize and value the cultural resources of non-White students. He states that White teachers need to "reflect on their own race within the dominant school structure to close the opportunity gap" (p. 111). This premise is relevant for my school because of the teacher and student demographics described in Chapter 1. Our 12 gatherings (particularly Gathering 7 and

Gathering 8) provided opportunities to experience and reflect on participants' attempts to understand what was not familiar to them.

Goldenberg challenges researchers and educators to “reframe” students' achievement in terms of opportunity at school and in their communities. Instead of our focusing on students' test scores, Goldenberg exhorts us to consider teaching and learning—the processes that lead to outcomes. Goldenberg continues that education is a process primarily occurring through interactions between teacher and student. In order for all students to be successful, their opportunities to learn need to emphasize their background knowledge, abilities, and interests. Goldenberg (2013) posits that teachers' awareness of and respect for students' cultures influence students' engagement in classroom activities. Because the teachers in urban and diverse schools “do not mirror the demographic makeup of the students they teach, integration of culturally responsive practice and disposition is necessary (Fitchett et al., 2012, p. 602). Participants in my study expressed the need to obtain information from parents when a new student enrolls so that teachers would be more aware of the educational background, prior experiences, and interests of each student.

Lee and Herner-Patnode (2010) describe their work with “teacher candidates” (p. 227). These preservice teachers seemed to select content they were familiar with rather than content that related to students' cultures and interests. When asked questions that required comparing “children of poverty” with “middle and upper middle class backgrounds” most preservice teachers expressed negative perceptions “such as lack of motivation, behavior problems,” and poor hygiene (p. 228). These perceptions were expressed during my study, particularly during Gathering 3. Specific quotes relating to student hygiene were not included in Chapter 4 because of respect for participants' confidentiality. This issue also relates to the theme of perceptions—

teachers' perceptions of newcomers and their behaviors. These perceptions were expressed during gatherings and during individual interviews.

Schussler and Knarr (2013) refer to the "relatively uncued conditions" (p. 73) that teachers encounter daily. I would contend that many classroom teachers feel so overwhelmed that they are not aware of opportunities to implement what they "learned" during diversity courses during their preservice preparation for teaching. Participants commented that they felt overwhelmed. The possibility of "relatively uncued conditions" makes teacher reflection and culturally responsive actions and attitudes less likely. Novice teachers (Tsui, 2003) particularly struggle with "spur of the moment" decision-making. Feiman-Nemser's (2001) study of a mentor teacher who assisted novice teachers is consistent with my attempts to support Bailey as she reflected on student behavior and informally assessed what they were capable of doing (their ZPD).

Schussler and Knarr (2013) also have stated that teacher educators have noted that preservice teachers' values may not align with their actions in classrooms. Robinson and Clardy (2011) write that teachers' attitudes and dispositions also influence how they perceive literature about diversity. One participant in my study commented that the diversity course had provoked her to consider experiences from the perspective of students from other cultures. Another participant who took the same course said that they had read several books, and the professor talked to them a lot about urban schools and poverty.

Teachers' awareness. One of the codes under the theme of perceptions related to teacher awareness. This code is consistent with Schussler and Knarr's (2013) writing about teacher dispositions. They state that dispositions include *inclinations* to behave in certain ways, the *context* of a situation, and the person's *awareness* of those inclinations and what the context requires [italics in the original] (p. 73). Schussler and Knarr (2013) state that dispositions influence the

awareness of preservice teachers to their own perceptions and awareness of ways to connect their beliefs with their practice in specific teaching situations. The findings of my study extend the work of Karathanos (2009) relating to teachers' dispositions and attitudes toward the L1 of emergent bilingual students. She wrote that even though teachers supported the use of students' L1 in theory, their classroom practice often did not incorporate references to students' L1. Findings of my study also relate to teachers' sociocultural consciousness (Bransford et al., 2007).

Teachers' expectations of newcomers. Meyer (2000) refers to students' "cultural load." When considering teachers' expectations of newcomers, Meyer (2000) mentioned the importance of teachers' finding ways for newcomers to participate and feel included and successful. Findings of my study related to teachers' remembering previous experiences with newcomers and with teachers' ability to assess newcomers—determining students' literacy in L1 and in English and newcomers' understanding of grade level content. Teachers' expectations of newcomers also relate to teachers' sociocultural consciousness (Bransford et al., 2007)—their understanding of the adjustments newcomer emergent bilingual students are expected to make culturally and linguistically.

Teachers' deficit thinking. Deficit thinking (Noel, 2008) was expressed during my study. Sadly, this deficit thinking also is present in the literature. Choi (2013) used many negative words and phrases in the first two paragraphs of her article relating to newcomer English language learners. She contends that they experience "multiple challenges" and "numerous hurdles" in school cultures that are complicated by "socioeconomic difficulties and cultural struggles" including "high levels of poverty; unwelcoming social, political, and educational contexts; and experiences of racism and discrimination" (p. 12). Our school is considered "high poverty," based on the high percentage of students who receive free or reduced lunch. Choi also refers to

“limited understanding” of students’ backgrounds; “inadequately trained teachers”; a “hostile environment for ELLs”; and “immigrant students’ academic failure, disengagement from learning, and even resentment toward their teachers and schools” (p. 12). One participant in my study did mention that some of her students claimed that math was boring.

Greenwood, Arreaga-Mayer, Utley, Gavin, and Terry (2001) also write from a deficit perspective about “elementary-level English language learners.” The abstract of their article claims that they have attempted to improve “the literacy of poor culturally and linguistically diverse students and English language learners (ELL) in urban elementary schools” (p. 34). They state that children living in “poor urban communities enter school with fewer skills in language . . . and general background knowledge” (p. 34). They also claim that children “in poor families are read to less often by adults and they achieve a reduced understanding of the value of reading books” (p. 34). They write that “children living in urban poverty are at greater risk than other children for being identified as learning disabled and having academic problems” (p. 34). This perspective definitely is not the *difference* orientation; it is the *deficit* perception (Noel, 2008).

Teachers’ resistance to change. Bradley and Reinking (2011) point out that teachers may be resistant to change because of their well-established routines and practices. Participants in my study talked about ways routines and practices contribute to students’ security in the classroom because newcomers can know what to expect. Instructional support (or lack of it) and time to reflect on knowledge and experiences are two factors related to teachers’ willingness and ability to change. Musanti and Pence (2010) write about “unpacking resistance” during collaboration and teacher development; however, in their study the resistance was toward observing and critiquing peers’ teaching practices. Some participants in their study became silent, two withdrew from the study, and one commented that spending time reflecting on her own practice was more

valuable than publicly critiquing a peer. One participant in my study said that the weekly reflection responses were one of the most difficult things she had ever done.

Achinstein and Ogawa (2006) also write about the resistance of new teachers to prescriptive educational policies. This resistance is not similar to possible resistance during my study because the experience of the two teachers described by Achinstein and Ogawa related to policies and programs that attempted to control and limit debate relating to instructional practices. These teachers were resisting the expectation of their “fidelity” to Open Court literacy instruction in California (p. 30).

Rodríguez (2013) articulates and summarizes both the challenges and the opportunities that teachers of newcomers face. She states, “The racial/ethnic, cultural, and socioeconomic differences” between students and teachers emphasize the need for mutual understanding (p. 87). “Current meritocratic policy . . . that privileges conformity and standardization over responsiveness and inclusiveness” continues to shape the public education of “students living in poverty or who are ethnically, linguistically, and otherwise diverse” (p. 87). This hegemony continues to exist, and yet “many educators seek not just to instruct but to inspire, connect with, and engage students in meaningful learning experiences” (p. 87). Those are the teachers I hoped to encourage and support during and as a result of my study.

Teachers’ interest in students’ L1. Although Bailey taught no newcomer students during the year of my study, she had demonstrated interest in learning Spanish the previous year with her Spanish-speaking newcomer. She also read aloud a book in Spanish to her first graders during the weeks of my study. Many of the students in her class speak Spanish. A few are learning to read and write in Spanish. Bailey’s students literally applaud her efforts to read aloud in Spanish. This finding extends the work of Karathanos (2009) relating to teachers’

incorporation of students' L1 during classroom instruction. Although Lee and Oxelson (2006) write about teachers who state that maintaining students' L1 is the job of the students' parents and not the responsibility of teachers, two participants in my study described their experiences of speaking or reading in Spanish during classroom instructional time with Latino students.

Jiménez (2001) states that a specific way teachers can express valuing of students' L1 is by encouraging students to develop academic vocabulary in both languages—English and their L1. I have had opportunities to model this language teaching with Bailey's students. After Gathering 10 Laila showed interest in a vocabulary picture card of a flower on which I had printed the word for flower in Spanish and in French. This topic relates to the theme of perceptions, particularly teachers' awareness of issues relating to students' language(s) and culture(s).

As Kyle expressed in the gatherings he attended, during his interview, and on his questionnaires, he enjoys and sees benefits in speaking Spanish with students. He articulated that using students' L1 can help them transition in a new situation, can help them feel welcome and less anxious, and can encourage them to engage in learning opportunities. Kyle, unlike the other two participants, had experienced language immersion experiences in Costa Rica and Mexico. His awareness of challenges that newcomers face reflected his firsthand experiences in other countries.

In the following section relating to professional development, I will consider how my study was an attempt at implementing a teacher-initiated form of professional development, rather than traditional professional development that is chosen and managed by administrators. I will also include recommendations of the participants in my study relating to professional development in the future. Because the findings of my study revealed teachers' different perceptions

of their preservice professional development, implications for teacher educators also will be included here.

Professional Development for Teachers

An area that needs ongoing attention is preservice and in-service professional development for teachers. Robinson and Clardy (2011) point out the need for awareness of culturally and linguistically diverse students that is infused throughout university programs so that understandings permeate teachers' thinking—not perceiving knowledge of culture and language as a separate book or course. They also acknowledge teachers' need for “safe havens”—spaces for dialogue and reflection. During Gathering 10 Bailey and Laila told Kyle about their willingness to participate in the language experiences during Gathering 7 and Gathering 8 because they felt comfortable or safe. One of the aspects of the gatherings that was valued most by participants in my study was rapport with colleagues. The newcomer kit for classroom teachers was considered the most helpful result of our gatherings. Secondly, participants considered most beneficial the opportunities for interaction with peers to talk about what they were implementing in their classrooms and to consider what was effective and why.

Nieto (1999) highlights the social context for learning, emphasizing that learners need to be active and have opportunities to collaborate with others. During the Spanish flashcard activity of Gathering 7; the French, German, and Vietnamese videos of Gathering 8; and the nonverbal assessment using the alphabet and numbers in Gathering 10, participants in my study were active and were collaborating in order to pronounce words or attempt to understand what was being spoken. Because I was attempting to provide Spanish words within the ZPD of participants, I was trying to recognize and remove barriers to meaningfulness (Meyer, 2000).

Talbert-Johnson (2006) exhorts teacher education programs to equip preservice teachers to self-reflect and think critically as part of a normal, routine day. None of the participants in my study mentioned this preparation when they were reflecting on their teacher education programs during the weekly gatherings or individual interviews. This type of awareness of the complexities of the interactions in a classroom, particularly with emergent bilingual students, is a challenge especially for a novice teacher. Talbert-Johnson (2006) also refers to Dewey's writing about wholeheartedness, defined as examining oneself, admitting mistakes, and learning from them. As previous sections of this chapter have indicated, teachers who feel overwhelmed may not find time or energy for this self-examination and reflection.

Putnam and Borko (2000) write that effective learning experiences for teachers need to be grounded in their own practice and conducted at school, preferably in individual teachers' classrooms. That was the case for my study. The gatherings related to classroom teachers' practices and were held in Laila's and Kyle's classrooms. Calderon et al. (2011) state that teachers of emergent bilingual students value personalized coaching, demonstrations with students, and opportunities to practice new strategies or ideas. Because I spent 45 minutes each day in Bailey's classroom, I was able to model language-learning activities with her students relating to cognates, syntax, singular and plural nouns, opposites, and so forth. Although my study did not include coaching and demonstrations, Bailey did implement new strategies, and participants expressed appreciation for opportunities to reflect on classroom experiences with colleagues during our gatherings.

Webster-Wright (2009) critiques how professional development is usually conceptualized, considering the focus and outcomes of research relating to professional development. She posits that effective professional learning continues over time and is situated in a community that

supports learning. In such a community participants can work with colleagues to address challenges or new circumstances they are facing. The participants in my study attended 12 gatherings and discussed classroom experiences and resources needed for use with newcomer students.

Webster-Wright (2009) uses the words “continuing, active, social, and related to practice” to describe effective professional development (p. 703). My study was ongoing, included social interaction, and related to what was happening in classrooms in my school. When the participants in my study critiqued traditional professional development and compared it with our experience during the 12 gatherings, they denounced the “episodic updates of information delivered in a didactic manner” (Webster-Wright, 2009, p. 703). Webster-Wright (2009) suggests the label “continuing professional learning” (CPL) to connote the reality that the process is ongoing and active (not sitting in a large group to hear presentations of information) (p. 704).

As a conclusion to this section, I refer once again to the writing of Servage (2009). Her article relating to professional development highlights the importance of teacher dispositions, perceptions, and resistance. Findings of my study related particularly to teachers’ perceptions and to their dispositions. Although lack of time and resources are barriers to transformative professional development, challenges also include “individual insecurities . . . fear of change, and . . . quests for power” (p. 71). She continues that we tend to “reify and depersonalize resistance to change in school improvement literature” as though it could be overcome “by effective and persistent leadership” (p. 71). She claims that “the error of this approach is its technical and systemic” perception of something that is actually an affective individual response to “psychic risk” (p. 71). When teaching—which is often perceived as an “isolated and isolating” job—becomes a public endeavor, it becomes threatening “as teachers are asked to lay bare their assumptions, strengths, and weaknesses” in front of their peers (p. 71). Argyris (2004) writes,

“Asking human beings to alter their theory-in-use is asking them to question the foundation of their sense of competence and self-confidence related to producing effective action” (p. 10). Participants’ expectations expressed on the pre-study and post-study questionnaires reflected what they anticipated from the study and what they valued at the conclusion of it—resources and rapport. They did not enter the study expecting to question their approaches to teaching.

Limitations of the Study

The first limitation is the number of participants in my study. This research was an exploratory study, so only classroom teachers were recruited. Different results might have emerged if other teachers, including those in fourth or fifth grade and from other parts of the country (other cultural or ethnic backgrounds) participated as well as those teaching a variety of levels.

Another related factor that could have affected the results is the participants’ linguistic and educational backgrounds. All of the teachers were L1 speakers of English, and they all received their formal education at the same Southeastern university. Being L1 speakers of English and having been educated in the United States might have influenced them to relate in ways that are considered Anglo-centric. A greater effort to include teachers from diverse backgrounds would shed light on teacher dispositions toward newcomers and instructional practices.

I had hoped to implement more ethnographic methods with more detailed and elaborate field notes during the weeks of the 12 gatherings. Even though my study lasted only 12 weeks and each gathering lasted less than an hour, the transcription was so time consuming that I had little time for comparing transcripts and memoing during those 12 weeks. Because I was the facilitator of the 12 gatherings and I made only audio recordings (not video), I could not monitor body language and nonverbal communication. I did adjust seating so that I was beside Laila and

across from Bailey after the first gathering. My facial expression could encourage Bailey to participate and/or to continue expressing her train of thought.

Unforeseen circumstances led to a break of about a month between Gathering 6 and Gathering 7. Although some might view this lapse in continuity of the weekly gatherings as a drawback or limitation, I perceive it as a positive. The additional time for me to reflect on my role in the gatherings and shift from a provider of resources to a facilitator of language-learning opportunities led to experiences in Gathering 7 and Gathering 8 that shifted our focus from content to students' perspectives.

Although I expected to nudge participants to consider content or views that were new to them, I wanted my colleagues to remain comfortable in order to continue participating until the end of the study. With only three participants, I wanted to avoid any drop-out(s).

Macedo (1999) mentions the current emphasis on positivism (shown in the importance placed on standardized test scores, for example, and disregard for other factors). He refers to a quote by Anzaldúa: "So if you really want to hurt me, talk badly about my language" (Anzaldúa, 1999, p. 81; Macedo, 1999, p. 62). Perhaps the lack of reading success of bilingual students is more closely related to their feelings of shame, humiliation, and colonization rather than with decoding sound-symbol connections. Longitudinal studies are needed to shed light on instructional practices in order to determine whether teachers change in response to the changing linguistic backgrounds and abilities of the student population.

Can classroom teachers turn to ESOL teachers for support and resources? Not necessarily. What ESOL teachers do for 45 minutes during a pull-out session is different in many ways from the differentiation classroom teachers are expected to implement throughout the day every day. One ESOL teacher in our school called a newcomer a "brat" because the child wanted to

speak and write in Spanish instead of English. The teacher also said someone should tell another newcomer student that hugging was inappropriate. However, many teachers hug students throughout the day in our school.

Will teachers who choose to participate in the study be open to implementing ideas or making adjustments in their approaches to teaching? Not necessarily. Even though two of the participants are approximately the same age and participated in the same courses at the same university, their openness to trying new strategies varied significantly.

The classroom teacher with whom I co-taught for three years included Spanish words or phrases to confirm students' comprehension and to support vocabulary growth. When I asked her why, she credited her professor of a course on diversity at a local university in an alternative certification program. In the case of my co-teacher, this awareness led her to adjust her teaching practices in order to connect with Spanish-speaking students. Our students thrived linguistically (as measured on ACCESS tests), academically (as measured on standardized tests), physically (gymnastics, for example), musically, and socially.

Principles to Consider

As I have reflected on andragogy (Knowles, 1980) and I have considered the recommendations of the three participants in my study, I think administrators would be wise to consider customized resources acknowledging teacher choice and options for scheduling of professional development. Knowles (1980) states that adult learners prefer to choose what they want to learn, and they value content that is relevant and practical. The participants in my study recommended small group gatherings relating to issues that interest the teachers in places that felt less formal or structured. Contextualized learning and professional development schools are appealing.

The answer is not simply a college ESOL endorsement instead of an endorsement obtained through Metro RESA or GACE. The two ESOL teachers I interviewed before this study had received their ESOL endorsements from area colleges and universities and yet they did not build on students' L1.

The benefits of an ongoing relationship between teachers make peer coaching or mentoring seem like a transformative option for in-service professional development for teachers. Ingersoll and Smith (2003) suggest that mentoring is a step toward solving the teacher shortage by preventing employee turnover. They state that new teachers often leave the profession because of “lack of administrative support, poor student discipline and student motivation, and lack of participation in decision making” (p. 33). Providing more support for new teachers might include mentors.

We need to “blur the lines” between teachers and academia (Cochran-Smyth & Lytle, 2009). Such a relationship, like my relationship with Bailey, has been enjoyable and gratifying. We have reflected often—in person, by phone, and by email. We also have created resources for use in the classroom. The weekly gatherings also provided opportunities for blurring the lines between an ESOL teacher and classroom teachers and between a doctoral student and practitioners. My interactions with Kyle and Laila helped me understand them, their students, gratifying experiences, and challenges.

When people read my study, what will they see? School district leaders, local school administrators, ESOL teachers, classroom teachers, students, and their families may benefit from the findings of my study. This approach requires no additional funding or resources—only designated time for teachers to gather on a regular basis (in my case multiple grade levels) with a facilitator to keep the focus on teaching newcomer emergent bilingual students. A risk would be

that teachers might suggest practices that are not in the best interest of newcomers. This same risk exists when administrators choose content to be provided during professional development.

Implications for Future Research

The following are some issues that merit additional study. What are teachers' classroom practices with newcomers and what do classroom teachers say they need? In my study participants requested and valued the kit, a resource person, and opportunities to talk with peers about their teaching. What issues do newcomers face—including participating in standardized tests and being misunderstood and mislabeled? How can practitioner research be encouraged so that more can be done to bridge the gap between public schools and academia? What can be done to increase opportunities for contextualized learning as a type of professional development—including communities of practice, peer coaching, and/or mentoring?

Preservice and In-service Teacher Development

How can improvements be made in teacher education programs for preservice and in-service teachers, especially regarding emergent bilingual students and teacher dispositions relating to diversity? How can administrators make more informed decisions about ESOL services (push-in, pull-out, team teaching—scheduling, expectations/responsibilities, and implications for students)? How can advocacy for emergent bilingual students, particularly newcomers, and their families be improved? Caine and Caine (1991) refer to “personal development”—not just professional development and teacher development—to address teacher dispositions toward newcomers.

Further study also is needed relating to pedagogical content knowledge and expertise (Tsui, 2003). Studies are needed of peer coaching and mentoring as a way to help classroom teachers not feel so overwhelmed and to prevent teacher attrition. Dove and Honigsfeld (2010)

and Feiman-Nemser (2001) espouse the involvement of teacher leaders as agents of change in schools. Dove and Honigsfeld write about peer support, formal and informal mentoring, and peer coaching. I offered those three types of support for the participants in my study. Dove and Honigsfeld also emphasize the importance of “on-site support and guidance” and of opportunities to influence what novice teachers learn during the first years (p. 18).

Feiman-Nemser (2001) studied an “exemplary support teacher” who had been assigned to help 14 beginning elementary teachers. Although my efforts to support classroom teachers were in addition to my full-time responsibilities as an ESOL teacher, I see merit in the relationships described by Feiman-Nemser. The exemplary support teacher encouraged novice teachers to develop “an inquiring stance” (p. 18). He provided on-site support and guidance, influencing what the novice teachers learned during their first year and helping them perceive difficult problems as opportunities for learning. Studies also are needed relating to team teaching (inclusion, not push-in or pull-out) as our school had implemented five years ago.

Teacher Dispositions

There continues to be discussion and additional studies are needed concerning to what extent and in what ways preservice teacher education and in-service professional development can influence teacher dispositions. As the literature points out, teacher dispositions play a more prominent role in positive teacher-student relationships than demographics or educational backgrounds of the teachers (Hamre and Pianta, 2006). A finding in my study related to teacher dispositions, and I believe they are an important factor meriting continuing research.

Transformative Professional Development: Theory into Practice

Study is needed concerning the effect of professional development on classroom practices, particularly with emergent bilingual students and more specifically with newcomers.

Additional research also is needed relating to the social-emotional climate in classrooms with emergent bilingual students and especially with newcomers. These studies could consider discourse analysis, nonverbal communication and body language, and teachers' expectations in order to address cultural aspects of schooling. Practitioner research and the emic perspective are needed to reveal hegemonic practices that perpetuate "othering" students by expressing verbally how different some newcomers are.

Classroom Practices with Newcomers

Studies are needed to explore and describe what schools are doing to provide positive educational experiences for newcomers. Kutz (1997) and Johnston (2004) write about teachers' use of language. Additional study is needed of teachers' choice of words and classroom discourse as they relate to the social-emotional climate for language learners in general and for newcomer emergent bilingual students in particular. My study also related to the preservice preparation relating to culturally and linguistically diverse students that the participants had received. Future studies could follow teachers from preservice into their first years as teachers in diverse settings to look at implementation of principles and strategies that were taught in their college courses.

Relationships Between Schools and Families of Newcomer Emergent Bilingual Students

A final area that deserves attention is studying what schools are doing to develop relationships with parents of newcomers—beyond finding someone to call the parents when the child "misbehaves." My advisor wrote a book chapter about "missing voices" (Meyers, Dowdy, & Paterson, 2005). I perceive that parents of emergent bilingual students, particularly newcomers, often are not heard in school settings. When we strengthen relationships between schools and families, we improve the likelihood of positive educational experiences for those students. Additional research is needed to study relationships between monolingual (English-speaking)

classroom teachers and possibly monolingual (Spanish, Vietnamese, Cameroonian, or other) parents of students. A helpful follow-up study would be to explore ways to strengthen relationships between monolingual (English-speaking) teachers and monolingual (Spanish-speaking) parents. Teachers have asked me to translate documents (letters, announcements, and guidance for helping children with homework), teacher-parent conferences, and presentations so that the Spanish-speaking parents could understand.

Conclusion

Fairclough (1989) addressed issues of power in society and in organizations. In a society, an organization, a classroom, or a group, who determines what is valued or allowed and why? What hierarchy of power is operational? Ferguson (2000) claims that to become a graduate student is to be “infantilized” (p. 14). After years of working as a teacher, social worker, and administrator, she returned to school to pursue her doctorate. She perceived that her accumulated knowledge and life experiences counted for nothing in that setting. It was as if she were a “blank slate” (p. 14). Teachers and students may have similar feelings when the setting does not acknowledge, respect, appreciate, and build on their funds of knowledge.

When I was studying Spanish in high school, we learned about reflexive verbs—the infinitives end in “se” and the verbs include bathing oneself, sitting oneself down, waking oneself up, standing up, and so forth. I looked in an English-Spanish dictionary just now, and there is a verb “profesionalizarse”—to professionalize oneself.

I teach in an era of scripted curriculum and settings that demonstrate the widget effect—if one teacher steps out of the process, another teacher can be inserted so that the process continues as though teachers are interchangeable parts in an assembly line (Weisberg, Sexton, Mulhern, Keeling, Schunck, Palcisco, & Morgan, 2009). I am hoping that we teachers can

professionalize ourselves and we can equip or empower students with agency and a sense of self-efficacy so that in collaboration—teachers with teachers, teachers with students, and students with students—we can bring about change to improve the education and the lives of newcomer emergent bilingual students.

So what is my “take-away?” As I have observed Bailey teaching over the past three years, I see a loving, conscientious, respectful, cooperative teacher-learner. Teacher retention is a challenge in Title I schools like ours, so I have wanted to support Bailey—making sure she has the resources she needs in order to teach to the best of her ability. As Hanna and Pennington (2015) point out: “The nation should strive to retain effective teachers.” Eckert (2013) states that keeping excellent teachers in high-poverty schools contributes to the stability of the school.

As the teachers in this study commented, they often feel overwhelmed. I believe ESOL teachers and EIP teachers can and should seek ways to provide resources for the classroom teachers with whom they work. Our county school superintendent has stated that we have two kinds of employees: classroom teachers and those who support the classroom teachers. I strongly believe in building bridges or blurring lines that divide between ESOL teachers and classroom teachers and between all teachers and students’ families. People like me—with one foot in the world of the public school and the other foot in the university setting—can shine a light on current realities. Practitioner research can inform others about what may be effective or productive and point out areas that need attention or improvement. I have seen year after year that classroom teachers would benefit from resources and a resource person to support their efforts when a newcomer arrives. I have also developed relationships with newcomers from several countries, and those friendships are gratifying. As I continue to strive to support fellow teachers and our students in their efforts to fulfill their potential, I reflect on a quote of Robert F.

Kennedy. “There are those who look at things the way they are, and ask why? I dream of things that never were, and ask why not?”

As the population of the United States continues to change, we have been presented new opportunities. Our more and more diverse student populations can be a source of cultural and linguistic resources that will enrich our communities and ourselves as lifelong learners. May we become aware of students’ funds of knowledge to enhance their sense of self-worth and to broaden our perceptions of what is valued or what is possible.

For Freire, the educational process is never neutral. Our schools are not neutral. They reflect power structures and cultural ideologies. Perpetuating status quo does not serve the educational needs of our students. When teachers become socializers (Brophy, 1985; Hamre & Pianta, 2006) and not merely instructors (transmitters of content), we engage in learning alongside our students. We approach problem-solving within a community that demonstrates acceptance of differences and mutual respect. In this way we can link knowledge with action—actively working to change our world at a local level and beyond.

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Appendix A

Glossary

This glossary of terms is helpful in understanding my study and the contexts in which I conducted my research.

Definitions of Terms

additive bilingualism: Cummins (2000) uses this term to refer to individuals who are adding a second language (L2) to their repertoire of skills at no cost to the development of their first language (L1). These language learners can achieve relatively high levels of competence in both languages.

bilingualism: Grosjean (1989) posits two types of bilingualism—the monolingual or fractional view and the bilingual or “wholistic” view (p. 3). The fractional view purports that a bilingual person is like two monolinguals inside one person (parallel monolingualism). However, the bilingual view asserts that two languages coexist within the person producing a unique speaker-hearer with dynamic interaction occurring between the two languages.

biliteracy: Gort (2006) defines biliteracy as “mastery of the fundamentals of speaking, reading, and writing . . . in two linguistic systems. . . It also includes constructing meaning by making relevant cultural and linguistic connections with print and the learner’s own lived experiences, as well as the interactions of the two linguistic systems to make meaning” (pp. 325-326).

code-scaffolding: Fennema-Bloom (2010) coined this term to incorporate “code-switching” and scaffolding (for pedagogical purposes).

code-switching: Gumperz (1977) refers to code-switching in conversation as the juxtaposition of phrases or sentences belonging to two different grammatical systems or sub-systems as part of a “single, unitary, interactional whole.” Speakers who are code-switching continue to

speak fluently, without pausing or hesitating (p. 1). Milroy and Muysken (1995) define code-switching as the alternating use of more than one language by bilingual speakers, not usually indicating lack of competence, but resulting from complex language skills (Information from the back cover of the book).

continua of biliteracy: Hornberger (1989, 2004) and Hornberger and Skilton-Sylvester (2000) present this comprehensive framework for considering issues relating to bilingualism and literacy. It provides a multidimensional look at biliteracy framed within a matrix of intersecting continua.

cultural capital: Bourdieu (2010) uses the phrase to refer to his theoretical hypothesis explaining the unequal scholastic achievement of children who originated from different social classes (p. 82). He maintains that cultural experiences in a child's home facilitate adjustment to school and academic achievement—transforming cultural resources into cultural capital. He posits that cultural capital is hidden. It includes knowing how to behave in different circumstances and what is appropriate to like and dislike.

deficit perspective: Valenzuela (1999) writes about this outlook in *Subtractive Schooling*. Rather than perceiving students' abilities, strengths, and funds of knowledge, educators focus on what the children do not have and cannot do (for example, speak English fluently). Gutiérrez and Rogoff (2003) refer to this type of thinking as judging to be less adequate cultural ways that are different from the practices of dominant groups (p. 19).

dual language learners: Gutiérrez, Zepeda, and Castro (2010) coined this term to refer to children who are acquiring two languages simultaneously or who are developing their primary language (L1) while they are learning a second language (L2) (p. 334).

emergent bilinguals: García et al. (2008) use this term to refer to students who are becoming bilingual through schooling and through acquiring English; therefore, they are able to continue to function in their home language (L1) and in English—the language of school (p. 6).

funds of knowledge: Moll, Amanti, Neff, and González (1992) use this term to refer to “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133). Students come to school with varied funds of knowledge that can be tapped in order to enhance learning.

interliteracy: Gort (2006) defines this term as applying “language-specific elements of literacy of one language to the other . . . the literacy in development of bilinguals and may include the application of rules of one written language when writing the other” (p. 337)

linguaging: Swain (2006) proposes use of this word to refer to the action—the never-ending process—of using language to make meaning (p. 96). He continues by saying that linguaging mediates cognition and is a vehicle through which thinking is articulated (p. 97). Knouzi, Swain, Lapkin, and Brooks (2010) extend its meaning to include self-explaining and a tool for self-scaffolding.

Latinos: Suárez-Orozco and Gaytán (2009) point out that this term is used only in the United States to refer to a heterogeneous group primarily from Latin America originally (Mexico, Central America, and South America). Some Latino immigrants speak indigenous languages—speaking little Spanish and no English (Semple, 2014, p. A20). Passel and Taylor (2009) state that a Latino or Hispanic is defined in two ways by a 1976 act of Congress and the results of it. One approach defines a Latino or Hispanic as anyone who traces his or her roots to 20 Spanish-speaking countries from Latin America or Spain (but not Portugal or Brazil)). The

other approach says that a Latino or a Hispanic is anyone who says that he or she is and nobody who says that he or she isn't (p. 29). Some sources claim that all Latinos are Spanish-speaking. Other sources posit that Latinos are from Latin America (the label is based on nation of origin and not necessarily language). A survey in 2008 found that 36% of the respondents prefer the term "Hispanic," 21% prefer "Latino," and the others have no preference (Passel & Taylor, 2009, p. 31).

newcomer emergent bilingual students: Newcomer emergent bilingual students have recently arrived in the United States. They have been here for less than a year and are beginning to learn the English language in addition to their first language (L1). Emergent bilingual students have been in the United States for a year or more and are learning English as a second language while maintaining their first language (L1).

subtractive bilingualism: Cummins (1986) refers to the term coined by Lambert (1975) as referring to the situation a language learner faces when L1 is being replaced by L2—knowledge of L1 is decreasing as knowledge of L2 increases.

subtractive schooling: Valenzuela (1999) uses this term to describe the negative consequences of schooling for many U.S. minorities—when students' social, linguistic, and cultural resources are subtracted. This process is a problematic, ubiquitous feature of public schooling for many minorities in the United States.

translanguaging: This term, which was originally coined in Welsh in 1994, referred to a pedagogical practice in which students were expected to alternate languages for reading and writing, or for receptive and productive purposes (García and Leiva, 2014, p. 200). García and Leiva (2014) use the term to refer to the flexible and dynamic use of linguistic resources by bilingual individuals. Translanguaging is perceived as a transformative practice because it attempts

to eliminate hierarchical linguistic practices that privilege one language over another one (García and Leiva, 2014).

WIDA Can Do Descriptors: They are a helpful guide relating to differentiated instruction for English learners. The Can Do Descriptors are useful when planning lessons or monitoring students' progress. They provide a basic overview of what the Listening, Speaking, Reading, and Writing proficiency level results on ACCESS tests indicate about students' abilities.

Appendix B

Progression of Responses to Latino Emergent Bilingual Students

12. Ask the consultant to observe attempts to incorporate Spanish in instruction and give feedback/suggestions.
11. Plan for a unit with a consultant to become aware of possibilities for incorporating Spanish words.
10. Set a goal for learning and pronouncing Spanish equivalents for words kindergarten students are learning (see #6).
9. Observe a demonstration by a bilingual teacher/consultant to see ways to incorporate Spanish for scaffolding instruction for ELLs (Fennema-Bloom, 2010).
8. Consult with someone when planning a lesson to seek ways to weave in Spanish words—for vocabulary (comprehension) and for making connections with students' prior knowledge.
7. Practice Spanish pronunciation to be able to read the Spanish words provided in #6.
6. Find and provide cognates and simple vocabulary words in Spanish for words kindergarteners are learning in English: months, days, numbers, shapes, colors, and so forth (Calderón et al., 2011).
5. If a child struggles to understand a word or concept, ask other Spanish-speaking children how to say the word or explain the concept.
4. Pronounce each child's name correctly.
3. Provide translation for other school events (PTA, etc.).
2. Provide a translator for parent-teacher meetings.
1. Send home notes in Spanish and English (by enlisting the school's parent liaison or a translator provided by the school system or an online translation provider).

Appendix C

Research Timeline

March-July 2014	<ul style="list-style-type: none"> • Formulate research questions • Write prospectus • Implement committee chair feedback • Request permission to conduct the study from the county where the school is located • Request permission to conduct the study from the IRB • Write in researcher journal • Meet with committee members
September 2014	<ul style="list-style-type: none"> • Defend prospectus • Write in researcher journal • Continue writing literature review for Chapter 2
December 2014	<ul style="list-style-type: none"> • Invite classroom teachers to participate in my study • Distribute and collect pre-study questionnaires
January-March 2015	<ul style="list-style-type: none"> • Facilitate weekly gatherings (30 to 60 minutes after school) • Transcribe audio recordings (verbatim) of weekly gatherings • Analyze data (constant comparative/open coding)
April-May 2015	<ul style="list-style-type: none"> • Interview and audiotape participants • Transcribe interviews (verbatim)

June-August 2015	<ul style="list-style-type: none">• Open coding and axial coding• Write findings
September 2015-February 2016	<ul style="list-style-type: none">• Complete dissertation
April 2016	<ul style="list-style-type: none">• Defend dissertation

Appendix D

Pre-study Questionnaire

Name _____

1. How long have you been teaching?

2. How long have you been teaching at Chandler Springs Elementary School

(pseudonym)?

3. What grade levels have you taught?

4. What is your educational background?

Bachelor's: _____ (college/university) _____

(major)

Master's : _____ (college/university) _____

(major)

Specialist: _____ (college/university) _____

(major)

ESOL Endorsement: _____(college/university/Metro

RESA/GACE)

5. How would you describe newcomer emergent bilingual students?

6. How would you describe your effectiveness as a teacher of newcomer emergent bilingual students?

7. What would help you feel more capable or more equipped to teach newcomer emergent bilingual students? (What do you want or need?)

8. Are you willing to participate in this 12-week study (including 30- to 60-minute weekly gatherings)? Yes _____ No _____

If you answered yes, what factors influenced your choice to participate?

If you answered no, what factors influenced your choice not to participate?

Appendix E

Post-study Questionnaire

1. How would you describe your attitude toward newcomer emergent bilingual students?

2. How would you describe your effectiveness as a teacher of newcomer emergent bilingual students?

3. What would help you feel more capable or more equipped to teach newcomer emergent bilingual students? (What do you want or need?)

4. What were your hopes for this study? _____

5. Have you benefited from your participation in this study? If so, how?

6. What did you find least useful about the time you invested in this study?

7. What ideas do you have for continuing to implement what we have begun?

8. What suggestions would you give for teachers' professional development in the future?

9. What advice or recommendations would you give other classroom teachers relating to instructional strategies or differentiation for newcomer emergent bilingual students?

10. Why did you choose to participate in this study?

11. What have we produced during the weekly gatherings that might be helpful for classroom teachers of newcomer emergent bilingual learners in the future?

Appendix F

Open-Ended, Semi-structured Interview Protocol

1. Please tell me about yourself (for example: your teaching background, current position and responsibilities, experience, degree route, classroom priorities, strengths, weaknesses, teaching philosophy, language study, travel).
2. What were your hopes for this study?
3. Have you benefited from your participation in this study? If so, how?
4. What did you find least useful about the time you invested in this study?
5. What ideas do you have for continuing to implement what we have begun?
6. What suggestions would you give for teachers' professional development in the future?
7. What advice or recommendations would you give other classroom teachers relating to instructional strategies or differentiation for newcomer emergent bilingual learners?
8. Why do you think you chose to participate in this study?
9. What have we produced during the weekly gatherings that might be helpful for classroom teachers of newcomer emergent bilingual learners in the future?

Appendix G

Sample Weekly Reflection Forms

Weekly Reflection Form	
Something I learned during today's session is:	Something I will implement in my classroom is:
Something I still have questions about is:	Something I want more training or information about is:

3-2-1 Weekly Reflection Form
Three things I found beneficial about today's gathering:
Two things I need or want information about:
One thing I would like to see happen next time:

Appendix H

Participant Consent Form

Title: Investigating the Interaction Between an ESOL Teacher and Classroom Teachers Relating to Newcomer Emergent Bilingual Students

Principal Investigator: Barbara Meyers

Student Investigator: Amy Cain

I. Purpose:

Classroom teachers are invited to participate in a research study. The purpose of the study is to investigate the interaction between an ESOL teacher (myself) and classroom teachers relating to emergent bilingual students who are newcomers to the United States and who speak little English. Teachers who agree to participate will:

- * Attend 12 weekly gatherings (of 30 to 60 minutes)
- * Complete a pre-study questionnaire and a post-study questionnaire
- * Reflect on each day's teaching of emergent bilingual students by indicating a "high" and a "low" on each day's lesson plan
- * Complete a reflection form after each weekly gathering
- * Be interviewed (and audiotaped) for 30-60 minutes
- * Interact with the researcher during informal, unstructured conversations for 12 weeks during the 2014-2015 school year.

II. Procedures:

If you decide to participate, you will:

- * Attend 12 weekly gatherings (of 30 to 60 minutes)
- * Complete a pre-study questionnaire and a post-study questionnaire
- * Reflect on each day's teaching of emergent bilingual students by indicating a "high" and a "low" on each day's lesson plan
- * Complete a reflection form after each weekly gathering
- * Be interviewed (and audiotaped) for 30-60 minutes

- * Interact with the researcher during informal, unstructured conversations for 12 weeks during the 2014-2015 school year.
- * Give permission to use your deidentified email messages and the researcher's memos summarizing conversations (in presentations and publications). The researcher will take detailed notes of each conversation.

III. Risks:

In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:

Participation in this study may benefit you personally. Overall, the researcher hopes to gain insight and understanding about teacher collaboration and about instruction of emergent bilingual students that can contribute to teacher development and to academic achievement for emergent bilingual students.

V. Voluntary Participation and Withdrawal:

Participation in this research is voluntary. You do not have to be in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions on the pre-study questionnaire, post-study questionnaire, or interview or end your participation in the study at any time without any risk to you.

VI. Confidentiality:

The researcher will keep your notes and transcripts private to the extent allowed by law. Information may be shared with those who make sure the study is done correctly (GSU Institutional Review Board, the Office for Human Research Protection [OHRP]). The researcher will use a pseudonym rather than your name on study records and documents. Only the researcher will have access to the information you provide. It will be stored in a locked filing cabinet in the researcher's office in her home. Your name and other facts that might point to you will not appear when we present this study or publish results. The findings will be summarized and reported in group form. You will not be personally identified.

VII. Contact Persons:

Contact Barbara Meyers at (404) 413-8020 or Amy Cain at (678) 761-4607 if you have questions about this study. If you have questions or concerns about your rights as a participant in this research study, you may contact Susan Vogtner in the Office of Research Integrity at (404) 413-3513.

VIII. Copy of Consent Form to Subject:

The researcher will give you a copy of this consent form to keep.

If you agree to participate in this research and be audiotaped during the weekly gatherings and the individual interview, please sign below.

Participant Date

Principal Investigator or Researcher Obtaining Consent Date

Appendix I

Invitation to Participate in My Study

As some of you know, I have been working on my Ph.D. for five years. It's time for me to begin the research project for my dissertation. My emphasis has been and continues to be on emergent bilingual students—students whose first language is not English.

This past year I have had wonderful opportunities for collaboration with Mrs. Parker (pseudonym)—particularly relating to a student who is a newcomer to our country (who arrived able to read and write in Spanish but not in English). We have also had productive discussions about activating background knowledge (or schema) and making connections (contextualizing what is being learned). Our discussions have related to academic vocabulary, language learning/grammar/word parts, and writing (sentence structure, for example).

Some scholars and doctoral students write critiquing what isn't working. One of my professors suggested that I write about what IS being successful. The proposed title of my study is: Investigating the Collaboration Between an ESOL Teacher and Classroom Teachers Relating to Newcomer Emergent Bilingual Students. I am inviting classroom teachers (kindergarten through fifth grade) to consider participating. If you are interested, please fill out the attached form. If you have any questions, please email me or come by room 19 before or after school.

Your filling out the form does not obligate you to participate, and you can choose to withdraw from the study at any time.

We would meet at 2:45 probably on Thursdays for 12 weeks during January, February, and March (and I would make an audio recording of each meeting). You would complete a questionnaire at the beginning and at the end of the study. I would interview you once (for 30 to 60 minutes) at the end of the study.

I expect to provide support for you in your efforts to teach newcomer emergent bilingual students. There are lots of ways I can support you in your planning, implementation, and reflection. Mrs. Parker could tell you about some of our collaboration and synergy this past year.

One of the research priorities for our county school system is to study effective ways to provide professional development. I am suggesting that this collaboration (at teachers' initiative) is a meaningful, practical approach for professional development.

Another research priority relates to instructional techniques. "Research is needed on the most effective ways to maximize the integration of content instruction and improve achievement in all areas." I believe our work will contribute to awareness of effective practices that improve academic achievement for emergent bilingual learners.

Thank you for seriously considering taking part in this four-month study (three months of gatherings plus follow-up interviews).

APPENDIX J

Summary of the 12 Weekly Gatherings

Gathering	Date	Persons Present	Amount of time (minutes and seconds)	Topics Discussed
Gathering 1	January 13, 2015	Bailey, Kyle, Laila, and Amy	50:45	<ul style="list-style-type: none"> • Introduction to the Study • Newcomer kit • Assessment and differentiation (knowing what students are capable of) • Beginning with newcomers • Overwhelming expectations of classroom teachers • Language, culture, and empathy (experiences of language learning)
Gathering 2	January 20, 2015	Bailey, Kyle, and Amy	47:43	<ul style="list-style-type: none"> • Perceptions of professional development • Remembering previous experiences with newcomers • Beginning with a newcomer • Classroom experiences: Informal assessment of emergent bilingual students • Classroom emotional climate • Phonemic awareness of English learners • Newcomers' writing

				<ul style="list-style-type: none"> • Resources: Technology (web sites) • Resources: Visual support for English learners • English learners' vocabulary • English learners' reading comprehension • Perception of what is spoken
Gathering 3	January 27, 2015	Bailey, Kyle, Laila, and Amy	36:21	<ul style="list-style-type: none"> • Beginning with a newcomer • Cultural and vocabulary differences • Newcomers' background knowledge • Challenges for second language learners • Connections with classroom experiences • Students' perceptions of teachers; teachers' perceptions of newcomers • Classroom experiences: routines and procedures • If . . . , then . . . flow-chart and strategies for the kit
Gathering 4	February 3, 2015	Bailey, Laila, and Amy	40:38	<ul style="list-style-type: none"> • Assessing newcomers • Newcomer kit • Learning environment • Connections with classroom experiences • "Silent period" vs. selective mutism • Classroom experiences: Informal assessment

				<ul style="list-style-type: none"> • Varying levels of English learning (differentiation) • Teacher's (negative) perceptions of a newcomer • Teacher's All About Me book • Different cultural expectations of schooling
Gathering 5	February 10, 2015	Bailey, Laila, and Amy	48:29	<ul style="list-style-type: none"> • Newcomer kit • Perceptions of teaching • Cultural expectations of schooling • Beginning with a newcomer (the first day) • Imagine Learning (Resource: Technology) • Newcomers' assessment • Teachers' interest in language learning (Spanish) • Connections with classroom experiences
Gathering 6	February 19, 2015	Bailey, Laila, and Amy	37:35	<ul style="list-style-type: none"> • Implementation of flashcard helper • Lots of connections with classroom experiences • Lengthy conversations relating to book excerpts I provided • Participants sharing resources
Gathering 7	March 17, 2015	Bailey, Laila, and Amy	41:23	<ul style="list-style-type: none"> • Second language learning (practicing vocabulary in Spanish)

Gathering 8	March 26, 2015	Bailey, Laila, and Amy	48:14	<ul style="list-style-type: none"> • A language-learning experience • Language, culture, and empathy • Teachers' demonstrated interest in learning something • Teachers' perception of newcomer's L1 • Teacher's perception of self-efficacy • Connections with classroom experiences • Teacher's deficit or negative perception
Gathering 9	March 31, 2015	Bailey, Laila, and Amy	45:40 + 5:40	<ul style="list-style-type: none"> • Cultural differences • Teacher's perceptions of newcomers' L1 • Emotional climate • Perception of what is spoken • Teachers feeling overwhelmed • Teachers' perception of self-efficacy • Connections with classroom experiences • Teachers' perception of teaching • Deficit or negative perceptions • Language, culture, and empathy • Newcomers' background knowledge • Discussion of Paterson's book excerpt • Language, culture, empathy

Gathering 10	April 14, 2015	Bailey, Kyle, Laila, and Amy	53:14	<ul style="list-style-type: none"> • Assessment without spoken communication • Items to be included in the kit (sight words, photo cards, and so forth)
Gathering 11	April 21, 2015	Bailey, Laila, and Amy	35:36	<ul style="list-style-type: none"> • Technological resources • Bilingual books • Getting acquainted with newcomers • Writing instruction with newcomers • Language questions about Spanish words
Gathering 12	April 28, 2015	Bailey, Kyle, Laila, and Amy	42:18	<ul style="list-style-type: none"> • Scheduling of individual interviews • Comparing our gatherings with traditional professional development • Ranking the value of 9 topics included in our gatherings • Laila's challenges with her newcomer student from Cameroon • Gift to each participant: <i>Learning Is a Verb</i>

APPENDIX K

Resources I Sent to Participants via Email

Date	Content	Source
1/18/15	A starting point for resources relating to writing with English learners	http://www.colorincolorado.org/educators/teaching/writing_els/
1/18/15	Rubrics for opinion writing in English and Spanish	http://sbusd.k12.ca.us/Page/4420
1/18/15	“I didn’t see Spanish there. I’m still looking.”	http://www.fwps.org/tfl/english-language-arts-ccss/3rd-grade-ela-ccss/http://www.fwps.org/tfl/english-language-arts-ccss/3rd-grade-ela-ccss/
1/18/15	Interesting minilesson ideas	https://learnzillion.com/common_core/ela/3
1/18/15	Third grade Common Core in Spanish (to Laila only)	http://haywardusd-ca.schoolloop.com/file/1303567928228/1288778263043/6229249633427456424.pdf
1/18/15	“A good-looking site_particularly anchor texts)”	http://floweryschool.org/page145.html
1/18/15	One more . . .	http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf
1/21/15	“This website looks great_ especially videos 13 and 14.”	http://tapestry.usf.edu/video-lectures.html

2/8/15	The importance of culture in ESL teaching	http://exclusive.multibriefs.com/content/the-importance-of-culture-in-esl-teaching
2/22/15	Compilation of information about John Dewey	http://dewey.pragmatism.org/creed.htm
2/22/15	“The Widget Effect”	http://tntp.org/assets/documents/TheWidgetEffect_2nd_ed.pdf
2/26/15	Definition of translanguaging	García and Leiva, 2014, p. 200
3/3/15	Reading A to Z Comprehension Skill Packs	http://www.readinga-z.com/comprehension/comprehension-skill-packs/
3/11/15	Seating chart	Google images
3/21/15	Chronic Threat and Contingent Belonging: Protective Benefits of Values Affirmation on Identity Development	http://www.researchgate.net/profile/Jonathan_Cook2/publication/51797033_Chronic_threat_and_contingent_belonging_protective_benefits_of_values_affirmation_on_identity_development/links/09e4150accdf98ce61000000.pdf
3/21/15	Stereotype promise	https://www.youtube.com/watch?v=-VG4H4298vU&feature=youtu.be
3/21/15	Student performance and identity	https://ed.stanford.edu/sites/default/files/a_social_psychological_approach_to_educational_intervention_0.pdf
3/22/15	Benefits of bilingualism	http://www.northernstar.com.au/news/gift-of-tongues-more-languages-gives-kids-better-b/2578728/
3/22/15	Links on Atlanta Public Schools web site	http://apsesol.typepad.com/esol_support/esol-classroom/

- 3/23/15 What makes academic language challenging for English learners <http://minnetesoljournal.org/fall-2014/presenting-academic-language-to-mainstream-teachers>
- 3/23/15 “Parents in the U.S. are obsessed with teaching their kids the ABCs . . . what they should be doing is ‘scaffolding’ their children’s writing.” --Tel Aviv University’s Dorit Aram, whose study supports writing among preschoolers as a key to literacy development
Enhancing parent–child shared book reading interactions: Promoting references to the book’s plot and socio-cognitive themes, *Early Childhood Research Quarterly*, 111-122
 Dorit Aram, Yaara Fine, Margalit Ziv
- 3/24/15 Possible explanations for individual differences in second language learning <http://www.finchpark.com/courses/grad-dissert/articles/affect/Affective-filter-ELT.pdf>
- 3/26/15 Article about Chinese Tiger mother <http://www.theguardian.com/lifeandstyle/2014/feb/07/truth-about-tiger-mothers-family-amy-chua>
- 3/29/15 Writing with English learners Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. ASCD, pp. 90-99

- 3/31/15 Immigrants with higher education levels and job skills were more likely to speak English or wanted to learn the language. Accommodations are made for Spanish-speaking people in most of the United States, Mexican immigrants can get along easier without learning English than Chinese immigrants, who often don't enjoy those same accommodations. Learning the English language is just as important to immigrants' economic status as it is to their ability to function in social circles, Florax said. Any immigration reform policy should be structured to meet the special needs of different immigrant groups.
- <http://www.purdue.edu/newsroom/releases/2013/Q2/study-immigrants-who-live,-work-together-less-apt-to-learn-english.html>
- 3/31/15 Email to Bailey
- I hope when you have some time you'll reread those few pages I copied for you about words (excerpt from Paterson book).
- "I Won't Learn From You! Thoughts on the Role of Assent in Learning"
- http://wikieducator.org/images/5/59/Kohl_I_Won't_Learn_from_You.pdf
- 4/15/15 The importance of well-designed classrooms in boosting student success
- <http://www.salford.ac.uk/news/well-designed-classrooms-can-boost-learning-progress-in-primary-school-pupils-by-up-to-16-in-a-single-year,-research-reveals>
- 5/10/15 Vocabulary development related to socioeconomic status
- <https://www.psychologytoday.com/blog/the-athletes-way/201402/tackling-the-vocabulary-gap-between-rich-and-poor-children>

APPENDIX L***Contents of the Newcomer Kit for Classroom Teachers***

1. Getting Acquainted

- When a new student arrives . . .
- Possible contents (our initial thoughts)
- If . . ., then . . .
- Dear Parents (Meet and Greet)
- Dear Parents (Spanish)
- Teacher's *All About Me* book and/or PowerPoint

2. Daily Routines

- Where are we?
- Bailey's photos of sitting on the rug, lining up, etc.

3. Vocabulary Development

- Numbers 1 to 10
- Colors (use crayons or markers to match with word cards)
- Classroom Items
- Two-dimensional Shapes
- Fruits
- Foods
- Pets and Farm Animals
- Zoo Animals
- Parts of the Body
- Science Vocabulary (English/Spanish/French)

4. Sentence Starters (3 parts)—includes subjective pronouns, number words, singular/plural, and familiar action words

5. Initial Assessment (see narrative summary for Gathering 10 in Chapter 4 for my role play of assessment with Kyle)

- Alphabet
- Numbers
- Sight Words

6. Cognates

7. Miscellaneous

- Tips for Teachers

8. Possible Books for Guided Reading

APPENDIX M

If . . . , Then . . . Scenarios

1. If classroom teacher can speak student's L1 AND

a. student can read and write in L1, then . . .

* During writing, the classroom teacher can explain the minilesson in the student's L1, and the student can write in L1. Then the classroom teacher can assess learning by reading the text the student has written in L1. The teacher may translate the text into English so that the student knows how his or her writing would sound in English.

* During reading, the classroom teacher can explain the minilesson in the student's L1, and the student can read a text in his or her L1 (if texts are available in the media center, on Reading A to Z, or through another source). Then the student can express learning in L1, and the teacher can translate as needed.

b. student cannot read and write in L1, then . . .

* During writing, the student will begin with drawing and labeling (and the teacher will use the Kindergarten Kit [Lucy Calkins materials] to guide the student through the stages of development as a writer in English). Look for ways to affirm the child's L1.

For example, when the child labels drawings in English, the teacher may translate the labels into the child's L1 on self-sticking notes.

* During reading, use simple nonfiction texts with familiar items (and often with repeating or predictable text). These books also may be used to help the student learn to write sentences in English. For example, using *Fruit Salad*, the teacher can provide a sentence frame saying "I like _____." The student can use picture cards with colors, foods, sports, or other familiar items

so that the child can generate authentic sentences. Look for ways to affirm the child's L1 (through songs, oral language about greetings, colors, numbers, foods, sports, etc.).

2. If the classroom teacher cannot speak the student's L1, but one or more other students in the class can AND

a. student can read and write in L1, then . . .

* During writing, the classmate can explain the minilesson in the student's L1, and the student can write in L1. Then the classmate can read the text the student has written in L1 so that the teacher can assess learning.

* During reading, the classmate can explain the minilesson in the student's L1, and the student can read a text in his or her L1 (if texts are available in the media center, on Reading A to Z, or through another source). Then the student can express learning in L1, and the classmate can translate as needed.

b. student cannot read and write in L1, then . . .

* During writing, the student will begin with drawing and labeling (and the teacher will use the Kindergarten Kit [Lucy Calkins materials] to guide the student through the stages of development as a writer in English) with a classmate translating for the newcomer. Look for ways to affirm the child's L1. For example, when the child labels drawings in English, the teacher may translate the labels into the child's L1 on self-sticking notes, if a classmate can tell the teacher what to write (or using Google Translate app).

* During reading, use simple nonfiction texts with familiar items (and often with repeating or predictable text). These books also may be used to help the student learn to write sentences in English. For example, using *Fruit Salad*, the teacher can provide a sentence frame saying "I like _____." The student can use picture cards with colors, foods, sports, or other familiar items

so that the child can generate authentic sentences. Look for ways to affirm the child's L1 (through songs, oral language about greetings, colors, numbers, foods, sports, etc.).

AND/OR

A classmate can read in English and translate what is being read into the child's L1. Encourage the newcomer to read with a partner.

3. If the classroom teacher cannot speak the student's L1 and no other students in the class can

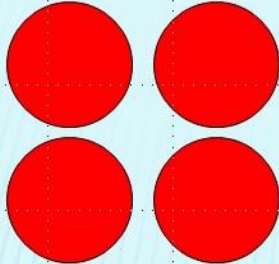
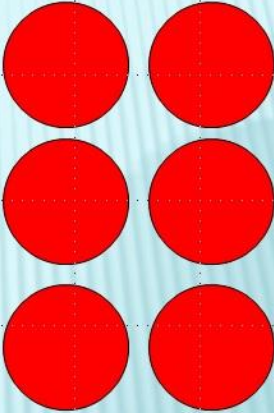
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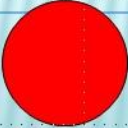
a. student can read and write in L1, then . . . the teacher can use Google Translate app to know what the child has written. Then use a video or computer program in child's L1, if possible OR find resources on the Internet or in the library in child's L1. He or she can write to demonstrate learning. Look for ways to affirm the child's L1 (through songs, oral language about greetings, colors, numbers, foods, sports, etc.).

b. student cannot read and write in L1, then . . . the child can watch videos and express learning by drawing pictures and begin to label those pictures in English. Look for ways to affirm the child's L1 (through songs, oral language about greetings, colors, numbers, foods, sports, etc.).

4. If the child is in kindergarten or first grade and cannot read or write yet in L1, then . . . teach the child to read and write in English. Look for ways to affirm the child's L1 (through songs, oral language about greetings, colors, numbers, foods, sports, etc.).

Appendix N*Activity for Experiencing Success and Building Confidence*

I see  and  .

How many  do I see in all?

(Conversation the teacher might use would be: What color are the circles? How many red circles are in the first group? How many red circles are in the second group? What strategy did you use to answer the question? What is another strategy you could have used?)

Appendix O

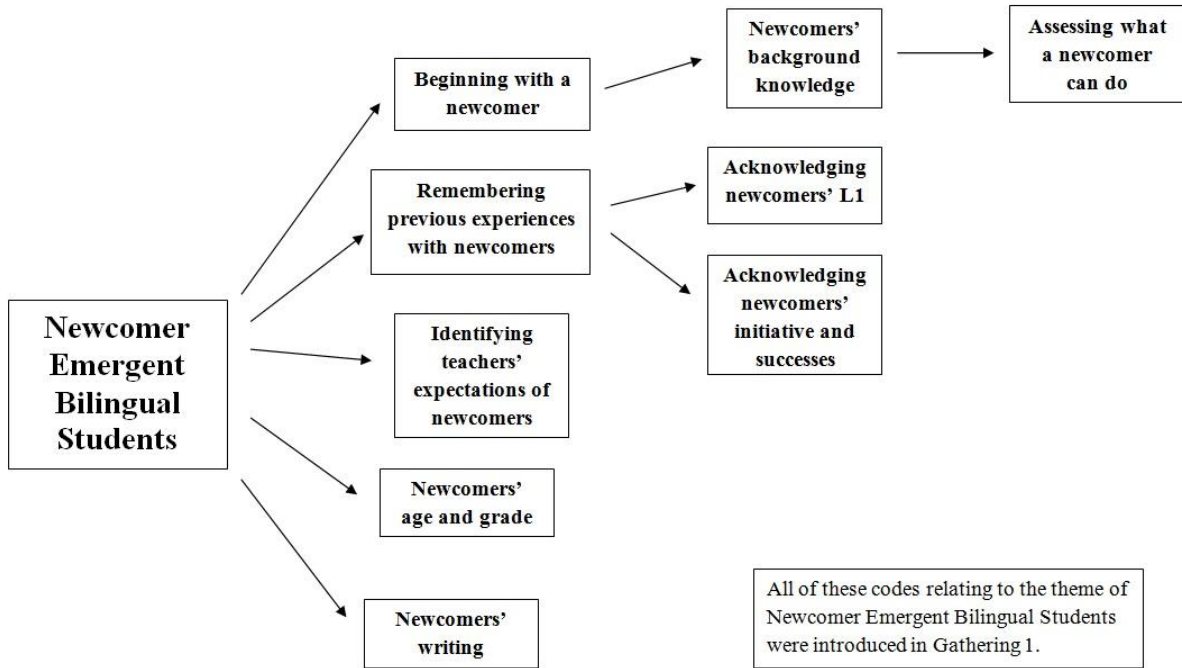


Figure 6. Development of the theme of newcomer emergent bilingual students.

Appendix P

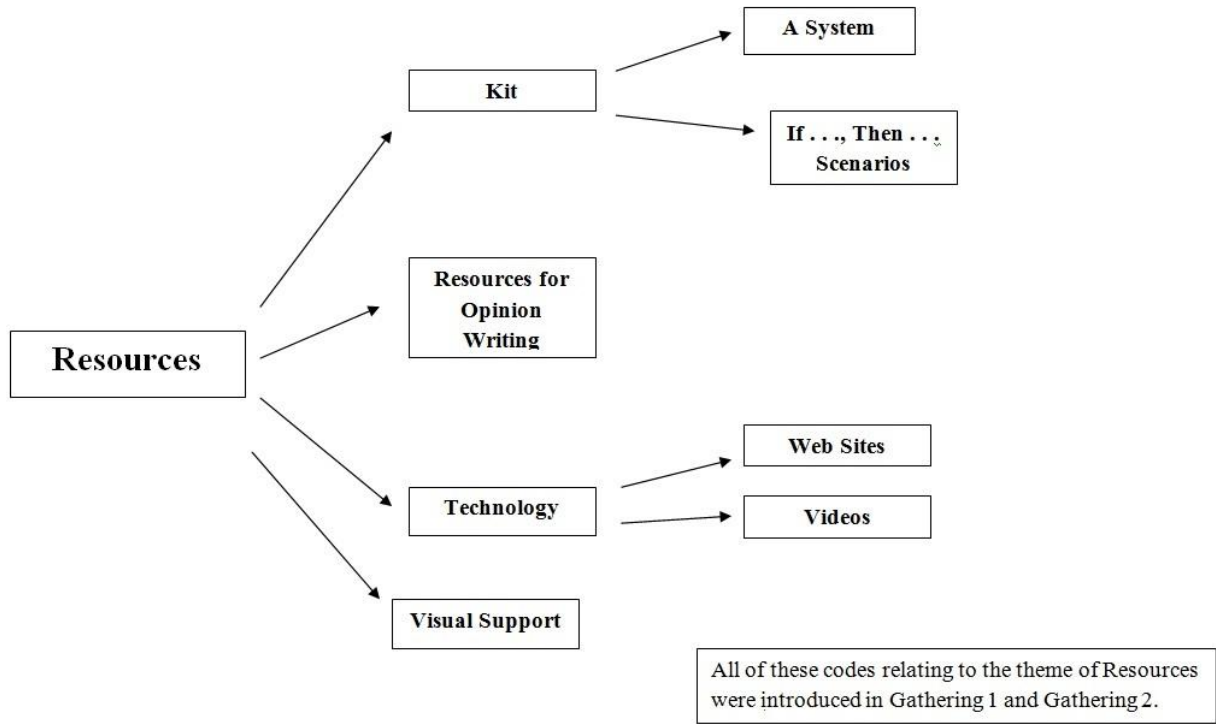


Figure 7. Development of the theme of resources.

Appendix Q

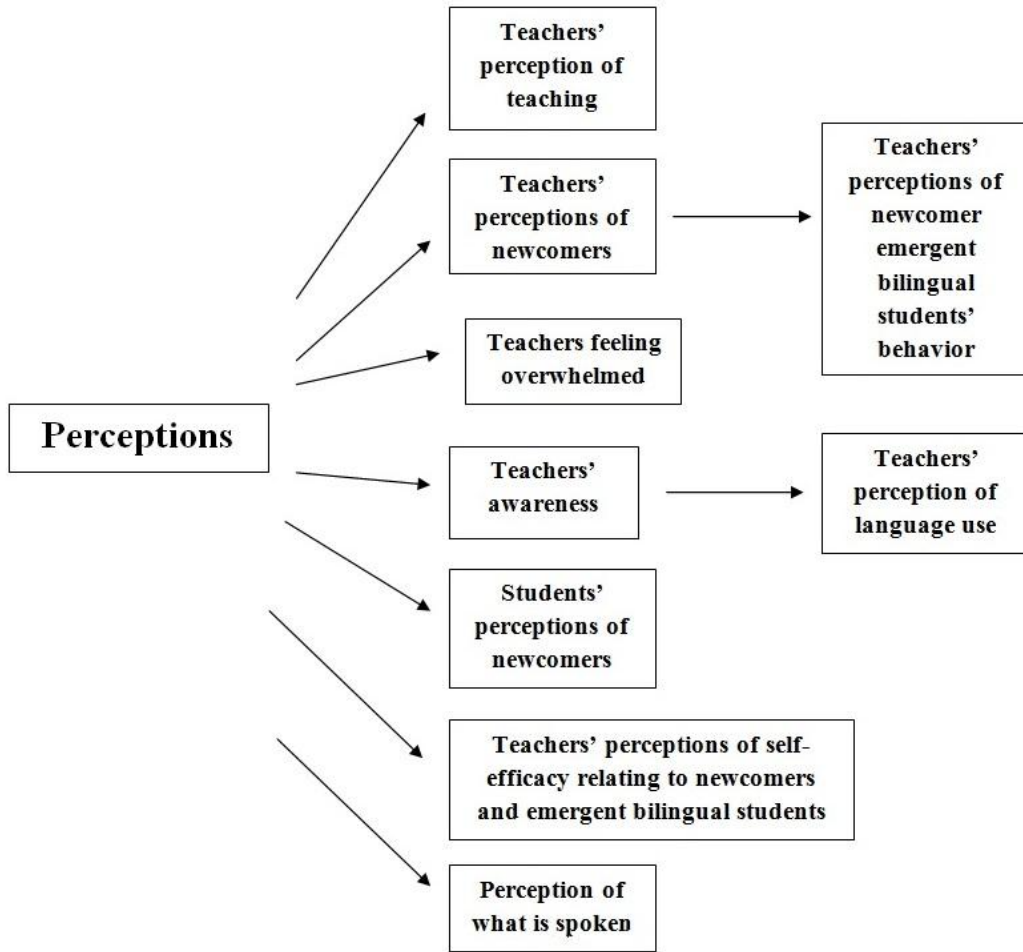


Figure 8. Development of the theme of perceptions.

Appendix R

Get-Acquainted PowerPoint

<p>Learning About Each Other</p> 	<p>How many people are in your family?</p> <p>If there are four people in your family, please stand up.</p> 	<p>How many people are in your family?</p> <p>If there are five people in your family, please stand up.</p> 	<p>How many people are in your family?</p> <p>If there are six people in your family, please stand up.</p> 	<p>How many people are in your family?</p> <p>If there are seven people in your family, please stand up.</p> 	<p>What is your favorite color?</p> <p>If your favorite color is green, please stand up.</p> 
<p>What is your favorite color?</p> <p>If your favorite color is blue, please stand up.</p> 	<p>What is your favorite color?</p> <p>If your favorite color is purple, please stand up.</p> 	<p>What is your favorite color?</p> <p>If your favorite color is red, please stand up.</p> 	<p>What is your favorite color?</p> <p>If your favorite color is pink, please stand up.</p> 	<p>What is your favorite color?</p> <p>If your favorite color has not been mentioned, please raise your hand.</p> 	<p>What do you like at school?</p> <p>If you like math, please stand up.</p> 
<p>What do you like at school?</p> <p>If you like reading, please stand up.</p> 	<p>What do you like at school?</p> <p>If you like music, please stand up.</p> 	<p>What do you like at school?</p> <p>If you like writing, please stand up.</p> 	<p>What do you like at school?</p> <p>If you like PE, please stand up.</p> 	<p>What sports or hobbies do you enjoy?</p> <p>Do you like soccer?</p> 	<p>What sports or hobbies do you enjoy?</p> <p>Do you like running, climbing, and sliding on the playground?</p> 
<p>What sports or hobbies do you enjoy?</p> <p>Do you like swimming?</p> 	<p>What sports or hobbies do you enjoy?</p> <p>Do you like painting and drawing?</p> 	<p>What sports or hobbies do you enjoy?</p> <p>Do you like video games?</p> 	<p>We enjoy school! We can learn a lot together!</p>		