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The Challenges and Opportunities for Meeting the Content Area Needs of English Language Learners in the Teacher Educator Classroom

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Autobiographical Information

Gertrude Tinker Sachs PhD. is Associate Professor in ESOL, Language and Literacy at Georgia State University. Her research interests include teacher professional development and critical instructional practices in English as a second/foreign language and English as a dialect. Amongst her published works is the book (with Belinda Ho), *ESL/EFL Cases, Contexts for Teacher Professional Discussions* (City University of Hong Kong Press, July 2007). Dr. Tinker Sachs was the Program Chair for TESOL International 2009 Conference in Denver, Colorado and is the incoming chair for TESOL's Teacher Education Interest Section (2011-2012). She serves as secretary on the Georgia Association of Teacher Educators executive committee (2010 – 2012).

Nancy Brown PhD. Is an Associate Professor and when not wrangling award-winning school media specialists, Dr. Nancy Brown is constantly entertained by her wee dachshund, Tater. She also has a well-worn passport and has traveled to all fifty states. Dr. Brown aspires to own a camera that only a significant lottery win can provide.

Pier A. Junor Clarke PhD. is Clinical Associate Professor of Mathematics Education at Georgia State University (GSU). Currently, she is coordinator and faculty of the Initial Teacher Preparation (ITP) Program for secondary mathematics education and an associate editor of the Journal of Urban Mathematics Education. Her research interests include the development and sustainability of effective professional learning communities that support high quality secondary mathematics teachers in urban settings. She facilitates the scholars of the Network for Enhancing Teacher Quality (NET-Q) grant, Teacher Mentor-Intern-Professor (T.I.P) model at GSU. As a co-principal investigator, she was awarded several National Science Foundation grants that supported her work.

Wanjira Kinuthia PhD. is Associate Professor of Learning Technologies at Georgia State University. Prior to that she worked as an instructional designer in higher education and business and industry for several years. Wanjira has a special interest in international and comparative education. Her research focuses on educational technology in developing countries, and specifically on the role of Open Educational Resources and Sociocultural Perspectives of Instructional Design and Technology.

Ewa McGrail PhD. is Associate Professor of Language and Literacy at Georgia State University. She is Interested in literacy and technology, English teacher education and professional development. She serves as Chair of Assembly on Computers in English for the National Council of Teachers of English and is the Coordinator of the English Education Specialist Program.

Caroline C. Sullivan PhD. is an Assistant Professor of Social Studies and Middle Level Education at Georgia State University. Her interest in ESOL stems from teaching experiences with ELLs and the integration of social justice issues with the social studies. She teaches classes in social studies issues and methods, urban education, and diversity. Her research focuses on social studies teacher education including historical thinking, socioconstructivist theory and pedagogy, epistemic cognition, and authentic intellectual engagement. She is a former middle and secondary teacher in the Austin, Texas area.

The Challenges and Opportunities for Meeting the Content Area Needs of English

Language Learners in the Teacher Educator Classroom

Abstract

Teacher preparation in the 21st century within the United States and those states such as Georgia that are experiencing unprecedented increases in immigrant populations must be responsive to the changing demographics and the concomitant content, linguistic and cultural needs and resources of our PK-12 populations.   This paper comes out of our collective interest in ensuring that we are delivering a quality and timely education to teacher learners.   With the exception of our ESOL and Science programs[1], we report on the extent to which our curricula are serving the needs of the State's ELL population in subject-area syllabi for pre-service teachers in the English, Social Studies, Mathematics, Library Media, and Instructional Technology units in our department. From our review, we discuss the challenges and the opportunities that are presented to us in striving to be responsive to the needs of our State's immigrant population through our pre-service teacher education programs.

150 words

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[1] This paper is based on a presentation given at the 2010 GATE Conference in Atlanta GA. All the present authors including Miyoun Lim, representing Science participated. Dr. Lim was unable to participate in the preparation of this paper. The department's ESOL program, represented by the first author is not reported on in this paper as the purpose was to encourage the content area professors to study their practices.

Introduction

It is not often that a group of teacher educators situated in one workplace from differing subject areas come together to talk about their curriculum and their practice as it pertains to a special population of PK-12 learners (Brisk, 2008a). But this is exactly what happened when a group of us from the Middle Secondary Education and Instructional Technology (MSIT) Department in the College of Education decided to examine the extent to which we were addressing the needs of English language learners (ELLs) in our pre-service teacher education courses. We began this course of action about four years ago in faculty meetings and special gatherings to discuss the changing face of Georgia and what this meant to our curriculum. Our work was given further impetus by reports from the State's Reading Consortium Group's content analyses of pre-service teacher educator syllabi of select public and private universities (Tinker Sachs, McGrail, Many Myrick & Sackor in preparation) and which will be summarized in another section of this paper. We did not, however, have an opportunity to formalize our discussion into a presentation and paper until the last 2010 annual meeting of the Georgia Association of Teacher Educators (GATE). As teacher educators, we feel that the proverbial "buck stops with us" when it comes to the preparation of PK-12 pre-service teachers and that all of us need to be proactive in being responsive to the ever changing needs of our local, state, national and international communities by the content of our syllabi, the application of our pedagogical approaches and by the nature of our research. Teacher educators from around the country in noting the changing demographics and the generally low academic performance of ELLs have called for a revamping of teacher education curriculum and by association, increasing awareness of teacher education faculty so that they may in turn integrate teaching culturally and linguistically different (CLD) learners in their curriculum (Brisk, 2008a; Nevárez-La Torre, Sanford-DeShields, Soundy, Leonard & Woyshner, 2008; Cochran-Smith & Zeichner 2005; Zeichner 2005). Brisk (2008a), for example,

notes that for CLD students "there has been limited effort to involve teacher education faculty as a whole in this type of teacher preparation" (pg. 249).

Changing Population, PK-12 Demographics and Teacher Preparation

While many teacher educators may be slow to pick up the gauntlet, the number of English language learners continues to increase. The United States most recent 2010 census reports are incomplete at this time, but thus far the data shows that the total population for the country has increased by 9.7% over the last census in 2000 (2010.census.gov). With a current total resident population of 281, 421, 906, and with the south and south west showing the bulk of the population increase (14, 318, 924 and 8, 747, 621 respectively) and with Georgia showing an increase of 18.3% in 2010 from 2000 (9, 687, 653 and 8, 186, 453 respectively) the accelerated growth in population is stimulated in part by increasing numbers of immigrants (U.S. Census Bureau). In fact, over the next few years there will need to be more specialized teacher support for ELLs in the United States because "the projected number of school-age children of immigrants will increase from 12.3 million in 2005 to 17.9 million in 2020" (Fry, 2008, p. iii). It is also important to note that from 1990 to 2000 the population in Georgia had increased by 26.4% (2010.census.gov) and that about the same period (1993/4 – 20003/4) there was a 378% increase in the number of ELLs in the state of Georgia (NCELA, 2004).

Hollins and Guzman (2005) in an extensive review of the research on preparing teachers for diverse populations summarize the research thus, "Basic changes in teacher education for diversity are necessary, but have not occurred despite 25 years of attention" (pg. 479). Their synthesis suggests that the incorporation of diversity and multicultural education in traditional teacher education programs have been "fragmented," "marginalized," and "optional" or add-on"

(pg. 480).   In citing the need for research on narrowing the achievement gap and in preparing

teachers to work with a diverse teaching population, Zeichner (2005) has emphatically noted that

it is a high priority for "research on the preparation of teachers to teach English language learners

because almost no research has been conducted on this aspect of diversity in teacher education"

(pg. 747) and in the 2008 book edited by Maria Brisk (Brisk, 2008b) and published by the

Multicultural Committee, now currently the new Committee on Global Diversity, of the

American Association of Colleges for Teacher Education(AACTE), she notes that the volume

was compiled because of " the understudied practice of preparing teachers for English language

learners (pg. xi). An additional challenge is the fact that the majority of teachers in the teaching

force are white, monolingual as well as female (Zumwalt & Craig, 2005). Teacher educators

who themselves may not be familiar with culturally and linguistically diverse populations may

not be prepared to embrace the changing demographics (Cochran-Smith, 2004). Jordan Irvine

(2004) begs the question: "If teacher educators have limited experiences with diverse

populations, how will pre-service teachers acquire positive personal and professional attitudes

and skills to teach culturally diverse students" (pg. xiii)?

In the meantime, while we procrastinate, many PK-12 ELLs are languishing in our classrooms.

The reports from the National Clearinghouse for English Language Acquisition (NCELA) for

2005- 06 tell us that there continues to be an increase in the number of states that fall short of

meeting their state targets for ELLs performance in the content area. For example, based on the

Annual Measurable Achievement Objectives (AMAOs), which ensure that Limited English

Proficiency (LEP) students make progress in English Language Proficiency (ELP), there was a

wide range in LEP students' achievement in mathematics, language arts, and reading.

Specifically, three-quarters of states fell short of their state targets in Mathematics. Further, the

percentage of states not reaching their performance targets in reading or language arts was greater than mathematics; only one state met their performance targets in mathematics () with no state meeting all performance targets in reading or language arts.   The National Assessment of Educational Progress (NAEP) report shows that while some gains have been made in a few areas, there is still room for improvement. Gains have been made for ELL eighth graders in reading and math at the basic proficiency level as well as fourth graders in math and reading performing higher in 2007 than previous years. However, while the report shows that although both fourth and eighth graders have shown significant higher gains in math for 2007 than previous years, there is no significant difference in eight grade ELLs students scoring at or above the basic level in reading in 2007. Further, the Nation's Report Card shows that fourth and eighth grade ELLs possessed a higher average score in science than in other years; however, the overall average score for ELL twelfth graders in science is not significantly different than in previous years.

 English language learners need teaching that is specifically geared to their cultural, linguistic and individual learning needs.   ELL populations require specialized teaching and knowledge, contrary to those who subscribe to the myth that merely good teaching would suffice (Harper and de Jong, 2004; De Jong & Harper, 2005; Davies Samway & McKeon, 1999). With the limited number of specifically trained teachers in the area[2] of second language learning, students may not receive the specialized teaching that they need. Therefore, there needs to be a systematic and

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[2] In the state of Georgia there are only two teacher education providers that certify teachers in ESOL: Georgia State University and Kennesaw University (Georgia Professional Standards Commission, GPSC).

purposeful focus on training of pre-service teachers in designing curriculum and lessons that reflect skills, strategies and understandings that benefit the needs of ELL students. This means special attention to the academic language that ELLs must gain mastery of in the content areas such as Language Arts, Social Studies, Mathematics, and Science (Alvermann, Phelps & Ridgeway,2010; Cantoni-Harvey, 1987; Echevarria, Vogt & Short, 2008; Freeman & Freeman, 2009; Pilgreen, 2006; Snow & Brinton, 1997).

State Level Research

Literacy teacher educators across Georgia at special state meetings and gatherings have been bemoaning for some time now, the sad status of ELLs in the preparation of teachers (Doheny and Tinker Sachs, 2007). Forming the larger backdrop to this paper is research in the state of Georgia by the Georgia Reading Consortium, a panel of literacy teacher educators from across the state. In 2006 the Consortium research project application to the Georgia State University Institutional Review Board, under the directorship of Joyce Many was approved. The study extended over three years and proposed to investigate the nature of curriculum in reading and literacy for pre-service teachers at the elementary, middle and high school levels (Many, 2007; McGrail, Tinker Sachs**,** Many, Myrick, & Sackor, in press; Ruiz & Many, 2009; Ruiz, Many & Aoulou, in press). Emerging from this work was an investigation into ESOL in Middle School Reading Courses (Tinker Sachs, 2007; 2008 and Tinker Sachs McGrail, Many, Myrick, & Sackor (in preparation). The analyses of the middle school syllabi and supporting documents from twelve private and public colleges or universities and follow-up interviews with faculty representatives from Phases 1 and 2 of the research showed that while the word "diversity" was strongly represented in reading, literacy and practicum syllabi, there were few activities that supported pre-service teachers' development of

dispositions, skills and strategies in working with ELLs. The following responses of three different teacher educator providers to the question on pre-service students' exposure to work with ELLs help to illustrate the major findings:

> Respondent 1: *I cannot say that they are exposed to something consistent.*
> Respondent 2: *Very low.*
> Respondent 3: *I think it is not probably well addressed.*

The Context and Preparation of this Report

Following discussions on addressing the needs of ELLs in our instructional practices at faculty meetings and during specially called meetings, teacher educators agreed to examine their own curricula and the curricula of their colleagues, where these were available in English Education, Information Technology, Library Media, Math, and Social Studies Units in our MSIT department. In supporting the critique of the syllabi, colleagues were encouraged to address the goals and objectives and the presence/absence of diversity statements; as well as course readings and activities and assessments with regards to working with ELLs. From this critique, colleagues could then determine the way forward for developing appropriate curricula and thereby improving the instruction of pre-service teachers for working with ELLS. This paper represents an attempt to describe where we are in this process. The next sections of the paper will address by content areas how we recognize the strengths and challenges of ELLs in our respective areas, an examination of our curricula to describe what we are doing in our teacher education programs to prepare pre-service teachers to work with ELLs, our department's goals and objectives as well as the way forward for each subject area.

Recognizing the Strengths and Challenges of ELLs in the Content Areas

Pilgreen (2006) uses the word "amazing" to describe what ELLs bring to the table in our Pk-12 classrooms. She notes that "many of them have had interesting and varied experiences in other countries" and that "some as young as they are, have experienced the trauma of war, hunger and family crisis" but that "most have developed a reservoir of knowledge that is unlike what children in the United States have developed – and this can even include literacy in multiple languages other than English (Pilgreen, 2006 p. 41). At the larger social and economic level, they and their parents whether legal or illegal, "account for $9.4 billion in a state economy of roughly $320 billion" and "contribute between $215 million and $253 million to state coffers in the form of sales, income and property taxes" (Joyner and Kanell, 2010, Atlanta Journal Constitution). If educators across the board were cognizant of and more appreciative of the economic, cultural and linguistic resources that ELLs and their parents bring to the state and the education process and if we were to capitalize on their "funds of knowledge" (González, Moll & Amanti, 2005; Fong, 2004; Tinker Sachs, Hendley, Klosterman,, Muga, Roberson & Soons, 2008) in our pk-12 and teacher educator classrooms half of the challenges of educating Ells would be won. While one part of the challenge is related to teacher dispositions and attitudes, the other half of the challenge is related to the specific skills and strategies that teachers are employing in the classrooms to address the specific linguistic, cultural, cognitive and social challenges facing ELLs.

ELLs and English Education

English language arts instruction involves helping learners to master modes of language such as listening, viewing, speaking, reading and writing. These critical modes enable communication as

well as construction and interpretation of meaning not only in the English language arts classroom and other content areas, but more importantly, in every walk of our lives.

By the time they enter schools, (around the age of five or six) native speakers of English typically acquire much of the English language, spoken or written (Boyd, Ariail, Williams, Jocson, Tinker Sachs, McNeal, Fecho, Fisher, Healy, Meyer, & Morrell, 2006). They also master ways of acting, interacting, believing, valuing, and feelings characteristic of their English native dialect. Gee (2005) sees these diverse social ways of being acquired through adult apprenticeship (Vygotsky, 1978) as Discourses that are specific to subcultures or affinity groups within which language learners develop. In contrast, when English language learners enter schools in the U.S.A., they have so much more to learn than their native speaker peers. According to the NCTE ELL Task Force members (2006), ELLs need to learn the second language (English) in addition to their native language, the literacy in the second language (i.e., listening, viewing, speaking, reading and writing in English), as well as the culture, values, and dispositions of the new culture, also known as world knowledge (Bernhardt, 1991, Gee, 1996) or funds of knowledge (González, Moll, & Amanti, 2005). Knowledge in all these areas shapes self-representations as ELLs develop for themselves in the mainstream classroom and other social contexts in the second language culture that they are acquiring (Miller, 2000). It also opens the doors to power structures and democracy available to native speakers of English (Comber, 2001; Edelsky, 2006; Gee, 1996). Teaching language arts to ELLs in the English classroom is thus a comprehensive process and involves addressing the language development objectives, the literacy development objectives, and the world knowledge objectives (NCTE ELL Task Force, 2006).

ELLs and Information Technology

Information technology provides immense opportunities for multilingual and multimodal language learning (Chapelle, 2003). Opportunities abound for in-school and out-of-school practice in the various registers of the target language(s) if teachers know how to maximize ELLs' experiences. Chapelle (ibid) speaks of "internet immersion" (p. 36) as a good way to help develop comprehensible input or language "the learner can comprehend without knowing all the linguistic forms" (Chapelle, 2003 pg. 36). Teachers must also be taught to maximize the use of technology in their teacher education courses if they are going to apply them in their PK-12 teaching (Kamhi-Stein, 2000). For instance, teachers may learn how to make use of hypertext or hypermedia links to aid comprehension and scaffold learning, how to help learners notice salient grammatical forms, as well as the various internet and media resources to develop learners' communicative competencies (Feyten, Macy, Ducher, Yoshii, Park, Calandra & Meros, 2001; Chapelle, 2003). Therefore, it is essential that ELLs are familiar and comfortable with information technologies and how to access these tools for 21st century learning (Bruce, 2003).

ELLs and Library Media

School libraries have historically served a vital role in basic literacy education. The school media specialist is in a unique position within a school, addressing the needs of administrators, faculty, and students. The media specialist should be seen as vital in providing services and materials to students in their pursuit of becoming literate citizens.

Baeza (1987) observed, "The evolution of library services to Hispanic children in school libraries is currently at a stage comparable to life on earth during the Ice Age. Library services to Spanish-speaking children are available in limited and local forms but are in embryological stage nationwide" (p. 4). In the years since Baeza made that statement, notable improvement in services has been made in certain southwestern and western areas of the United States. Media specialists in many Georgia schools are only beginning to address the challenges of serving limited English proficient children.

A recent study from the American Association of School Librarians (2009) indicated that many schools lack initiatives to incorporate English Language Learners (ELL) successfully into the school population. Of the perceived initiatives that would prove most successful for ELLs, one in four respondents indicated free-choice reading. However, more than half of these respondents indicated that their collections held none or less than 1 percent of non-English publications. Nine out of 10 reported that less than 5 percent of their collection is in a language other than English.

"With such high concentrations of ELL in our schools and free-choice reading indicated as a successful learning initiative, school library media specialists are in the unique position to make significant contributions to this unique student population, " said AASL President Cassandra Barnett. "Clearly resources, both in reading materials as well as certified and trained school library media specialists, can greatly impact the success of ELL." (p. 3)

ELLs and Mathematics

Statistics have shown that "the concentration of ELL students in schools that report ELL test scores is positively associated with their lagging performance on mathematics achievement

tests" (Fry, 2008, p. 7). More often than not, these same students would "perform better on the state's standardized math assessment test, if they attend a public school with at least a minimum threshold number of white students" and black students (p. i). These disparities compel all educators to enhance instruction at all levels so that ELLs can perform to the best of their abilities which is some cases may be as well as their peers or even better than their peers, if we can capitalize on the linguistic and cultural resources that they bring to our classrooms.   Chamot and O'Malley (1994) describe the specialized language and vocabulary of mathematics that ELLs need attention to as seen in word problems for example, which are potential sources of difficulty for ELLs. In addition, learners need to rely on teachers' explanations of concepts as well as understand special grammatical structures such as "*6 is 2 greater than 4* and *five times as high as'* (Chamot and O'Malley, 1994 p. 229). Students also need to be taught to explain the concepts such as the different ways to say "add in problem solving equations" for example (Hernández, 2003 p. 141).   Teachers need to be taught explicit strategies for teaching their ELLs the academic language of mathematics and how to use that language to interact orally and in writing (Pilgreen, 2005; Stoops Verplaetse, 2008; Walqui, 2008).

According to Verplaetse and Migliacci (1999) mainstream secondary educators in particular, are faced with three challenges namely: (1) how to make the course content comprehensible to ELL students in the class who do not understand the language; (2) How to engage those students with the content, with their peers, and with the teacher; and (3) How to provide a safe, yet cognitively and interactionally stimulating environment (p. 127). Furthermore, secondary mathematics teachers are faced with classrooms of students who range in language proficiency - along the spectrum from being fluent through to limited English proficiency. Mainstream mathematics

teachers are responsible for the ongoing language development of their students and their successful navigation of their mathematics learning. With this inherent challenge, teacher development programs have to be mindful in preparing prospective mathematics teachers with not only the awareness, skills, and proficiency of the pedagogical mathematics knowledge but also the skills to develop the ELL students' academic language for success.

ELLs and Social Studies

The social studies present challenges in the areas of prominence, pedagogy, curricula, and cultural perspectives. These issues sometimes establish challenges for the English-speaking population and have earned social studies the dubious honor as the most disliked school subject. Layered with learning a second language, social studies classes such as U.S. History, Geography, World History, Civics/Government, and Economics may seem insurmountable by an English Language Learner (ELL).

The social studies was the last of the major subject areas to enter the high stakes testing fray, highlighting its status as the least important of the core subjects from a policy standpoint. As such, in many school systems across the nation, administrative leaders provide little support for social studies overall; outside funding is limited with few special grants or foundation programs promoting social studies education or professional development for teachers. Many students find that at the secondary level they may be required to take as few as two social studies courses for graduation; and at the elementary level, time in the social studies is minimal, averaging between 1 and 3 hours per week of social studies instruction (Center on Education Policy, 2008; Tanner, 2008). Social studies is the most frequently integrated subject at the elementary level, it is not

always given accordance and organized as a stand-alone subject (Tanner, 2008). While social justice, multiculturalism, and democratic values are centerpieces to social studies education, ELL education as a specific instance of these concepts is not featured as part of nationally developed standards (National Council for the Social Studies, 2010b). There are a few ELL teaching resources found online from the National Council for the Social Studies (National Council for the Social Studies, 2010a) and others have developed relevant resources; however, there is very little ELL/social studies oriented research available (Cruz & Thornton, 2009b).

Many ELL students find themselves mainstreamed into traditional social studies classrooms that at the secondary level are teacher-centered and focused on lecture-style learning and coverage of a massive monolithic monocultural progressive narrative. Best teaching practices are evolving slowly for social studies educators overall and non-traditional students are especially susceptible to traditional teaching practices. Given the sheer quantity of subject content knowledge available, frequently social studies teachers are not prepared to take on in-depth study of historical topics, constitutional issues, controversial contemporary deliberations, or significant geographic study. It takes years for social studies teachers, particularly history teachers, to hone their craft in terms of pedagogical content knowledge (Shulman, 2000); and it can be argued that every new day is another day of history to be taught. At the same time, teachers in general, including social studies teachers, are asked to accommodate the growing ELL population with little professional development or tangible support (Cruz & Thornton, 2009a).

Social studies educators are keenly aware that our subject matter is decidedly text-oriented, full of technical vocabulary, difficult reading, assumed prior knowledge, and complex unfamiliar

abstract ideas, such as democracy and citizenship (Brown, 2007; Chamot & O'Malley, 1994; Cruz & Thornton, 2009a; Salinas, Fránquiz, & Guberman, 2006; Salinas, Fránquiz, & Reidel, 2008). Other cultural mismatch issues emerge with the structure of American classrooms which prize discussion and voicing opinions, Western-centric maps and materials, and the differences in educational systems (Cruz & Thornton, 2009a); simply put, many ELLs lack in American cultural and schooling capital.

The center of the social studies classroom is often a state adopted textbook. Outside and non-text based materials and manipulatives are scarce; these texts are notoriously difficult to read using complex language structures such as lengthy compound sentences, passive voice or past perfect tenses, are often inaccurate, and void of culturally sensitive / responsive material (Brown, 2007; Cruz & Thornton, 2009a; Loewen, 2007, 2010; Paxton, 1999). These voiceless narratives are not engaging texts for even English speaking students and the historical actors and events described within are frequently generalized and sanitized to the point of dullness (Paxton, 1999). Other issues with social studies curriculum include: discerning important points from the text and lecture, taking notes, and the quantity of detail oriented material presented (Cruz & Thornton, 2009a).

Despite challenges posed by the social studies and mindful of our ethical obligation as teachers, we have the opportunity to provide our ELL students with an engaging and rigorous social studies curriculum. "Social studies is a school program concerned with how people, past and present, live together" (Cruz & Thornton, 2009a, p. 43); with careful planning, attention to students' individual needs, additional resources, and professional development there is no reason

why the social studies cannot be readily accessible and enjoyable to students learning English as a second language. We undertake the special and important task of teaching elements of American culture, history, citizenship, and governmental/economic structures. Short (1994) notes, "The teaching of social studies provides opportunities for the students to reflect on their heritage and the role their countries and peoples play and have played in the world. Through social studies lessons, students also learn about their new country" (p. 583-584). It is important to honor ELLs' position as members of the American community, but also recognize that cultural and historical events are often portrayed differently from one context to another. It's essential to consider the students' heritage perspective and experience (Cruz & Thornton, 2009a).

Particular pedagogical and curricular principles, easily adoptable in the social studies classroom that have proven effective with ELLs include: providing explicit language acquisition strategies and support with regard to social studies content, creating a flexible, thematic-based curriculum (which examines relationships between concepts instead of emphasizing chronology), providing additional learning time, activating students' prior knowledge, accommodating multiple learning styles, using cooperative learning, and linking instruction and assessment (Cruz & Thornton, 2009a, p. 50). Finally, there are myriad non-text sources available that are also effective with ELL students by providing alternative learning opportunities: graphics, historical realia, photographs, maps, graphic organizers, children's literature and other storytelling opportunities, trade books, music, artistic images such as paintings, audio recordings, field trips, video, webquests, dioramas, and role play provide an exhaustive but incomplete list.

What are We Doing in our Teacher Education Programs to Prepare Pre-Service Teachers to Work with ELLs?

In this section, we report on how we are approaching the integration of instruction for ELLs in our specific subject areas

English Education

In our English education program the focus has been on helping pre-service teachers to understand ELL students and their needs as second language learners. This focus is of particular importance for many pre-service teachers who have not had an experience of learning a foreign language and/or living in other than their own culture prior to entering the teacher education program. Such experiences are critical to understanding second language acquisition (Krashen & Terrell, 1983), from the linguistic, cognitive, and socio-cultural standpoints (Miller & Endo, 2004). They also help teachers to relate more easily to the experiences and needs of their ELL students. To help them acquire these experiences, which are essential to culturally relevant teaching of ELLs (Ladson-Billings, 1995), we provide our pre-service teachers with opportunities to inquire about ELLs, their experiences as learners in the language arts classroom and their identity construction processes within the second language culture (Bashir-Ali, 2006). We do this by engaging our pre-service teachers in professional reading discussions, action research and multimedia inquiry. These efforts expose our pre-service teachers to personal stories of ELLs and their experiences as learners and people in the mainstream school and society. We also invite them to construct such stories about and for self-selected ELL students they encounter in field placements or neighborhood communities. The three excerpts below from action research proposals show the ways our pre-service teachers embrace the need to learn

more about ELLs and about the ways to support them as learners. The research projects these pre-service teachers participate in are the assignments in a *Theory and Pedagogy of English Instruction* methods course and in their field placement experiences:

Excerpt One:

"I wanted to learn how this student perceived himself as a reader and writer, how this student performed as a reader and writer, and how this student could improve his reading and writing skills." (A student in EDLA 7550)

Excerpt Two:

> *I wanted to make sure I did not neglect the needs of the second language learners in my classroom. Much of the literature I had read in my English education courses warned of the importance of making lessons and learning accessible to this population, and so I wanted to seize this opportunity to study and implement their strategies and ideas"* (A student in EDLA 7550)

Excerpt Three:

> *With this media composition I intend to explore a question confronting teachers in urban*
> *settings across the country: How do teachers help students who do not speak English as*
> *their first language succeed in the contemporary English language arts classroom? This*
> *question is something that I ask myself each day. As an English language arts teacher,*
> *how do I to teach students test preparation with techniques, root vocabulary words,*
> *literary terms, reading, and writing, as well as offer multi-modal activities that actually*
> *allow these students to succeed without the ever present language barrier?* (A student in
> EDCI 7670/80)

This inquiry-driven learning has led to an ongoing development of dispositions and stances in
our pre-service teachers toward ELLs that are becoming inclusive, empathetic, informed, and
proactive, as opposed to the exclusive, simplistic, judgmental, or even reactionary and deficit-
driven attitudes that have been reported in the literature (Leland, Harste, & Shockley, 2007;
Milner, 2008; Yoon, 2008).

We also assist our pre-service teachers in developing materials, pedagogy, and resources
supportive of ELLs' learning of the English language arts content as well as of other aspects of
the English language, discourse and culture. These broad goals take on a more specific character
in individual methods courses that our pre-service teachers take throughout the program. To
illustrate, in the content area reading methods course, pre-service teachers learn to understand
and support ELLs as readers in areas such as English, social studies, science, or math. The
assignment that serves this purpose is the *Academic Discipline Discourse Project*. The project

invites pre-service teachers to study the discourses of various academic disciplines and to develop a multimedia documentary to share the lessons from this semester-long inquiry with students in K-12 classrooms. The goals of this project are the following:

> **a)** present in an engaging way the discourse of your discipline to the student (i.e., a particular discipline's vocabulary, research styles, writing format and styles, vocabulary and non-print texts, etc); **b)** provide numerous examples of specific skills within the discourse in authentic contexts/scenarios; and **c)** offer to students tips and strategies for honing select skills within this discourse.

The underlying theme throughout this project is to make learning in all content areas accessible to all students, including ELLs.

In the writing methods course, pre-service teachers learn how to work with ELLs as writers. This writing course gives attention to the study of language, grammar, and style as well. More specifically, pre-service teachers learn through Jenny's (an ESL writer) eyes about the experience of writing in a second language, in particular about the challenges of writing in another language and about the ways such challenges shape an ESL writer identity in a reading by Cleary "Second Language Blues" (1991). Based on insights from this text and other professional readings, pre-service teachers develop interactive grammar mini- lessons to support

ELLs and other students' language study in the English language arts classroom. Example topics for such lessons include oxymoron, comma, direct/indirect object, or compound sentences.

In the literature methods course, the focus is on multicultural and ESOL texts, both from fiction and non-fiction genres, and the reading processes necessary to access such diverse texts (e.g., viewing, listening, or speaking). For example, in one of the assignments in the *Children and Young Adult's Literature* course pre-service teachers study the criteria for good ESL literature and based on these criteria self-select text sets appropriate for ELLs in their own teaching contexts. They also choose alternative texts for literary works by Shakespeare in manga and graphic novel formats or bilingual classics (e.g., Mark Twain's *Huckleberry Finn* or George Orwell's *Animal Farm* in Spanish).

Some topics span across all methods courses because of their universal applicability. Examples of such topics are creating supportive learning environment, effective classroom management, or planning (lessons and units) for all students, including ELLs and other minority learners. For example, texts in *Introduction to Secondary Teaching* by Delpit and Dowdy (2002), *The skin that we speak: Thoughts on language and culture in the classroom, by* Kozol (1991), *Savage inequalities: Children in America's schools*, by Schultz (2008), *Spectacular things happen along the way,* or by Valdes (1996), *Con Respeto: Bridging the distances between culturally diverse families and Schools, and in Principles of English Instruction,* texts by Li (2008), *Culturally contested literacies: America's "rainbow underclass" and urban schools* or by Morell (2008), *Critical literacy and urban youth: Pedagogies of access, dissent, and liberation,* help our pre-

service teachers to understand a range of issues around language and culture existing within the classroom and the society at large, leading to embracing inclusive, respectful and democratic pedagogy attitudes and dispositions. Specific readings on differentiated instruction in general or in literature and reading courses, on the other hand, provide both the theoretical base and practical ideas for instructional modifications necessary to meet the needs of all learners in the English classroom. For instance, *Differentiated instruction in the English classroom: Content, process, product, and assessment* by King-Shaver and Hunter (2003) and *Teaching YA Lit through differentiated instruction* by Groenke and Scherff (2010) are invaluable resources in these areas of instruction within our program.

As illustrated above through the discussion of curricular activities and readings, in select courses within the program, the efforts toward understanding ELLs and their needs as learners within our teacher education program have been systemic, programmatic, and course content-specific. We want to continue these efforts in our teacher education program in the future.

Information Technology

Integrating Technology into School-Based Environments is a course taught both online and on campus. It is designed to incorporate a problem-centered, activity-based approach anchored in authentic for teaching and learning with technology. The course seeks to communicate content and concepts in a meaningful construct (Hernández, 2003). For example, in the lesson plan template, students are asked to determine the cultural context and learner characteristics, where they describe the diversity of their students, taking into account culture, religion, national origin, gender, SES, languages spoken, exceptionalities and other characteristics of their learners. They

are also asked to discuss the learning styles present in their classes as specified by the curriculum and standards. In relation to the curriculum and standards, the students also identify the formal and informal background knowledge of their students. In the technology enhanced lesson activity design, they are asked to create curricula that includes diverse and multiple perspectives (Hernández, 2003).

During the process, students in the course respond to several questions that address the strategies and materials that they will use to teach a diverse group of students, and as noted by (García, Arias, Harris Murri, & Serna, 2010) the demographic reality is that English Language Learners (ELL) constitute a growing number of students in classrooms. After they have implemented the lesson, students reflect on the process and answer the question of cultural relevance: "In what ways did you employ culturally relevant teaching?" (Gay, 2002; Ladson-Billings, 1995). Their answers range from communicating high expectations for all students, using cultural referents for imparting skills, knowledge, and attitudes, and creating a learning environment that recognizes and promotes cultural diversity.

Case studies and problem-based exercises are also included in the course in an effort to provide a problem-solving context for technology integration. The short cases and problem-based exercise come from Educational Technology in Action: Problem-based Exercises for Technology Integration (Roblyer, 2004). The cases analyzed focus on general teacher education issues such as classroom management, specific technology integration strategies in different content areas, and strategies for technology integration in multicultural learning environments. It is however important to note that the performance patterns of ELL students cannot be adequately understood without considering their social and economics characteristics in comparison with native English speakers and the characteristics of the schools they attend (García, et al., 2010), and that

culturally responsive teaching must be grounded in an understanding of students' cultural background (Gay, 2002; Ladson-Billings, 1995). For instance, there are specific cases in the text that address using the Technology Integration Planning (TIP) Model for integrating technology into English/Language Arts and Foreign Language Education. Brantley-Dias, Kinuthia, Shoffner, de Castro, and Rigole (2007) conducted a study looking at how students use cases as part of the reflective teaching process. The goal of the case analyses and reflections is to enable the students to examining how they might integrate technology into lessons plans for future implementation.

In both the online and campus sections of the course, students engage in threaded discussions with preset and generative questions. Amongst other topics, students address questions relating to: Technology inequities and digital divide; visual literacy and working with culturally diverse students; and digital and information literacy and working with culturally diverse students. Finally, the students respond to reflection questions at the beginning, middle, and end of the course. Each of the reflection papers is guided by a set of questions from which they develop their responses. The questions elicit the students' responses about course expectations, level of technology proficiency, continual growth and self-efficacy in the use of technology in the classroom, their beliefs about technology integration, and their ability to integrate technology into their content areas as well as issues related to the course itself.

Library Media

It is very important that graduate classes for pre-service school library media specialists offer rich opportunities for students to learn to work with ELL. The faculty in the Library Media Technology (LMT) Program at Georgia State University has been in the forefront of considering

the needs of ELL and of incorporating successful teaching strategies and assignments to better prepare future media specialists to work with this special population. The curriculum in the LMT Program reflects a deep commitment to providing pre-service school media specialists with the tools necessary to work with ELL.

The resources, material and activities that shape the curricular framework are carefully selected and aligned with the needs of ELL students. For one, textbooks for LMT classes are chosen with diversity in mind. Chapters addressing the incorporation of bilingual materials in the library, language-learning support in the school media center, and programming for ELL are highly regarded. Further assignments, discussions, collaborative work, and in-class presentations are designed to incorporate strategies and techniques necessary to ensure the successful acquisition of English as a second language.

All course syllabi in the LMT Program have been redesigned over the past decade to include goals and objectives specific to diversity, multicultural education, and the needs of students whose first language is not English. For example, students in the program will see phrases such as "advocate for an information literacy curriculum in order to assure appropriate learning experiences for all students," "include multicultural materials, to promote respect and appreciation for cultural diversity," and "ensure a balanced collection that reflects diversity of format and content, reflecting our multicultural society" in LMT syllabi stated goals and objectives.

All assignments in LMT courses have been aligned with the newest standards from AASL *Standards for the 21st Century Learner* (2007) document. Standard 2.3.2 indicates that students will "Consider diverse and global perspectives when drawing conclusions" (p. 3). Standard 3.3.1

is another that addresses diversity saying, "Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community" (p. 4). Standard 4.4.4 encourages students to "Interpret new information based on social and cultural contexts" (p. 5).

Dame (1993) noted, "The promotion of literacy is the most essential element in the design of school library services to a linguistically and culturally diverse student population. Librarians are faced with the challenge of linking students from widely varying backgrounds to information sources and drawing them into patterns of regular library use. By creating a positive climate, the school library can provide English language learners with a place for learning, sharing, and personal growth" (p. 76).

The development of skills in using the library and its resources is an essential part of learning English. Lorenzan (2004) observed, "Non-native English speakers may have an even greater need for library skills than native speakers. Although they may not have achieved the English proficiency necessary for expressing their learning needs, they may need information that native speakers take for granted"(p. 3.)

The faculty in the Library Media Technology is not taking anything for granted in working with pre-service media specialists regarding the skills, knowledge, and techniques they need to know in working with English language learners. We are dedicated to educating award-winning school media specialists who will be leaders in assuring the success of English language learners as they successfully take their place in society.

Mathematics

To develop high quality mathematics educators for urban and suburban settings by providing awareness, opportunities for continued discussion, and exploring teaching strategies that will address both linguistic and cultural challenges of English Language Learners (ELLs) in their mathematics classrooms.

The above statement describes our goal in Mathematics education for ELLs.   Our pre-service secondary school mathematics (PSSM) teachers in the course EDMT 7560 have the opportunity to acquire and enhance their knowledge of ELLs and are prepared to perform, observe, and inquire further about positive strategies that they could use to address the challenges of their ELL students during and beyond their experiences within the natural setting of the urban K-12 environments.   From the discussions and critiques of each other's thoughts in their online forum are extracted excerpts of the thinking and concerns of last year's cohort to provide insights through their own voices.

In the following excerpt, a PSSM teacher declares his classroom dynamics and wonders about the possibility to deal with ELLs in a mathematics classroom and states:

> *My experience is completely opposite [to] most others here. All my classes have all English speaking students and there are a few ELLs but they, already, are fluent in English. Sitting here and thinking about it, how would you go about teaching a student who does not speak English; I do not even see how this is possible?*

This concern is one of the challenges that Verplaetse and Migliacci (1999) cite in their article when they asked the question: "how to make the course content comprehensible to ELL students in the class who do not understand the language" (p. 127)? We need to ensure that teachers are

taking steps for "simplifying language delivery" (Verplaetse and Migliacci , 1999 p.128), contextualizing lessons as well as activating background knowledge. The researchers also point out that by using visuals, gestures, and realia, teachers will be able to help students "negotiate meaning" (p.129) and make learning less challenging for ELLs.

Continuing the discussion, another student explained that this situation faces other teachers in the schools and he emphasized the injustice of the students' condition in which they are learning and empathized with those who are in the position to deal with such a task in his following statement:

> *In my school district, there is a high school for poor immigrants and low income international students. They are generally too old to attend regular high school and most of them speak no English whatsoever. I don't know the details about that place but I know a young man who used to go there (but ended up quitting school altogether). In all fairness, it is injustice to call that place a high school. But you have to appreciate teachers and administrators who daily put up with the impossible as they try to teach these kids.*

In his statement, he suggests that the student quits school altogether, which could be a result of the challenge alone or coupled with others. The online discussion assisted another PSSM teacher to bring more ideas and to draw parallels:

> *That brings an interesting point to mind... In special education, there is the idea of inclusion, which suggests that students with learning disabilities receive gains from exposure to general education students. A similar argument has been made for cultural diversity in education. In both cases however, the theory has always*

seemed more ideal than the effort in practice. It becomes the challenge of the teacher to value the variety of student cultures. I posed the question of why this approach has not been suggested in the context of economic diversity. The term segregationist has often had negative connotations, especially for white men who enjoy the benefits of social advantage. However, among groups of disadvantage, there tends to be benefits in sticking to their own. In those contexts, segregation often removes the discriminatory elements that lead to lower achievement, whether intentional or not. This case has been proven for schools for disabled children and for HBCUs where the dominant culture is intentionally promoted. I pose this notion as I question the intent of the school in my school district. By combining low-income international students, are the students being valued in a way that can result in high achievement? This is certainly a challenge for teachers. As Americans, I think we are taught not to value poor people, but to sympathize or pity. We also are taught not to value immigrants. Many of us learn otherwise, but should it be expected in our society that teachers overcome these not-so-true ideals? This, to me, is an intrinsic flaw in our education system. While we, as teachers, work against it, we should recognize that we work within the larger society to change it.

Another PSSM teacher was problem solving how to manage all the possible tasks he is expected to perform in his future classrooms. He ends the discussion with an inferred analogy for the reader to do the math in his statement:

We need to ensure we are presenting our teaching in a manner that will cover a variety of learning styles to engage each of the different students in the class. We need to teach those with a limited comprehension of the English language in a manner that will motivate their desire to learn. We need to ensure we are meeting the unit objectives based on the standards set by the State of Georgia. We need to make sure this is all done with limited resources due to a limited school budget. Most critical is that a schedule, that was laid out without considering the students questionable math foundation, the different learning styles that must be addressed, or the fact we have ELL students without the proper support due to budget restraints, is met. Interesting...one time in my former life as an engineer a manager explained we were required to have (2) tasks completed before production started the next morning. There was no question this would be an all-nighter, but even with this, there was no way to complete all that was placed before us before morning. So a workmate of mine challenged the manager with this fact and asked him which of the (2) projects was the priority. The manager just said both. E-nuff said.

Another PSSM teacher had a different outlook on the ELLs' situation based on his reading. He states:

This article brings to light a testimony of a student that I had talked to this semester. He was a graduate of the high school I do my student teaching at, and had come to visit the school. So he is from Mexico and told me that he was good at Math in Mexico but when he came to the states the math was taught different

and that the terms were different so he really struggled. However, he said he got

better at math because of a certain teacher, whom he had come to see. This

teacher was from Iran and knew how to incorporate cultural differences to reach

students. This same teacher is currently the Math support teacher and is fluent in

using various techniques (including algebra tiles) to reach his students.

This experience of one PSSM teacher was helpful and brought insights to our cohort by offering encouragement and optimism for engaging with cultural differences. This can be seen in the follow-up statement by yet another PSSM teacher:

Different cultures definitely affect how students learn mathematics. My own

experiences being back in school are that students from Asia and Africa usually

outperformed American students. But also it comes from the tradition of the

family. If a student comes from an area with limited luxuries they are still under

the idea that education is freedom and the access to riches. So the family has

instilled in them the perseverance for a later luxury. But here in America students

have many of the luxuries that their parents worked for. The students do not see

the fruits of the labor to work hard for education. ………….. Our students need a

discipline to follow.

Responding to the previous statement, this PSSM teacher puts the statement in a perspective for the others to think about:

You hit exactly on the point I was making about the conversation I had with my

wife. Foreign students certainly appreciate the opportunities they are being given

and work harder. But I also think it is the struggle of a new culture that

challenges them. If you dropped the worst American student in the middle of

Bolivia, would they still be indifferent and try everything in their power to NOT

learn; No, they would learn the culture and find untapped talents. They would

learn as if their life depended on it, because to a certain degree, it would. That's

what I think foreign students go through - A complete paradigm shift.

The advantage of discussion as evidence of students' participation in the readings

(Gutstein, 2007; Kersaint, Thompson, & Petkova, 2008) and the development of their

thinking are confirmed and/or disputed and transformation then begins to emerge among

the cohort. This PSSM teacher made a noteworthy observation:

You are playing my chords exactly. We are on the same opinion on this point.

However, after seeing so many international students do well and many American

students do poorly (not because of weakness but negligence and lack of enough

discipline and focus) we may make an error of generalizing and think that the

majority of foreign students are smart and the majority of Americans don't care. I

think Gutstein made this point in the reading we did last semester. Bear in mind

that those foreign students who do perform exemplary are still a very small

minority compared to their respective communities where they come from.

Acknowledging culture differences, the PSSM teachers shifted the discussion to

another challenge that Verplaetse and Migliacci (1999, p. 127) suggested: "How to

provide a safe, yet cognitively and interactionally, stimulating environment?" This PSSM

teacher made the following point about culture, students, and teachers:

Cultural Influences are a big determining factor for assisting in the success of mathematics. …………. I believe it's an American culture to go through the motions of school to get a degree for a job. However, other countries teach education is valuable. They [students] tend to stay in school longer throughout the day, unlike Americans. The foundations of the teaching and discipline create that serious mindset for other cultures. While there are differences (money, numerals, etc.) in mathematics across cultures, the basis is the same. Students have their part to adjust to the mathematically way; with the culture as they converse with the students, while teachers adapt to new ways of being creative to address everyone's need. As others are adapting to the language, we teachers are to be aware and informed of the different cultures. The article mentions group work. In essence, students learn from each other just as much as they learn from the teacher. Overall, teachers should always be preparing to have differentiated instruction and address the diversity.

In the following excerpt, we see that the readings influence a PSSM teacher's transformation:

Some teachers develop strategies for addressing the students' linguistic and cultural barriers to learning. However, I think many teachers lay blame on the students for lacking critical thinking skills, lacking practice in math, lacking the ability to identify what was being asked in a given problem or to understand teacher explanations, and for demonstrating an unwillingness to catch up in English reading abilities. From the reading, I learned of some of the cultural links

to mathematics process and content such as numerals (are not universally

interpreted the same, especially notations), money (values of the coins are not

written), fractions (students may be used to decimals), and measurement (most of

the world uses the metric system). I also realize that a student's culture affects his

interpersonal communications and interactions with the teacher and other

students in the classroom. Some ELLs prefer more visual methods of instruction,

or some may be more competitive and have a negative preference for group work.

If their community or family have negative views of "mathematics, thinking it is

'remote, sloppy, obsessive, and calculating," the students in our classrooms may

share similar views. The author strives to raise the level of awareness that

commonly used practices are not perceived the same by every group. ELLs may

need some transitions as they learn to function in their new learning environment.

To provide culturally responsive instruction, teachers need to understand how

students' culture influences their expectations for learning, their preferred

learning styles, and their preferred communication and problem-solving styles.

Children experience success in classrooms in which their language and cultural

background are taken into consideration and valued. I take these words and views

to heart and will adapt my instruction in order to be fully prepared for any

English Language Learner that I may have in my classroom.

The attitudes of the prospective and practicing teachers are critical and through their readings,

discussions and critiques, many of them will begin to get a different and more positive

perspective on ELLs as seen the previous excerpts from their online discussions. Teachers who

become open-minded to others of different cultures and languages usually find it easier to

address challenges and are able to see the opportunities afforded. Such experiences cannot take place unless we in teacher education make a concerted effort to develop opportunities in our curriculum and instructional practices.

Social Studies

Preparing our teachers to provide for ELL students not only aligns with initial teacher preparation standards, but also aligns with social studies principles of a democratic and culturally relevant social studies program aimed towards social justice. At any given point during our students' practicum, it is likely that they encounter ELL students. Georgia State University is situated within a major metropolitan global city. Our mission statement and the focus of our teacher preparation program center upon serving this urban community as well as the students and families who reside here. Interestingly, a large percentage of the city's population includes new residents and citizens of the United States. Our students conduct their practicum within the primary perimeter of the city, often in schools with groups of ELL students. Until very recently, within the last three years, our Middle Level Language Arts/Social Studies program was devoid of curricular and pedagogical topics regarding the teaching of English Language Learners beyond their basic inclusion in "diversity clauses." It is worth noting that our standards-based program (Georgia Framework for Teaching, National Middle School Association, National Council for Social Studies, National Council for Teachers of English, and International Reading Association) include ELLs as lumped together with special education, gifted, and other non-mainstream groups of students. None of the standards used to build our program and syllabi mention teaching ELL students in a specific manner; rather ESOL issues are subsumed within

the diversity clauses of various standards and dispositions, or covered under the phrase, "all students." Therefore, it is our responsibility as teachers and teacher educators to "name" our students in meaningful and specific ways.

ESOL / ELL issues are essential topics in teacher education. At first, fitting yet another standard such as ESOL into the crowded syllabi seemed impossible, but with some creativity and diligence, we have integrated ELL issues quite neatly into the program. We began by rewriting our required lesson plan format to purposefully include differentiation as a required category. Now, our pre-service teachers specifically delineate their lessons to include strategies for ESOL students. At the same time, we incorporated a new text, "Teaching English Language Learners: Content and Language in Middle and Secondary Mainstream Classrooms" (Colombo & Furbush, 2009) across three courses, as we could not fit it into a single class. The courses include: EDCI 7020 Middle Schools in a Diverse Society, EDCI 6560 Principles and Instruction in Language Arts/Social Studies, and EDCI 7560 Theory and Pedagogy of MLE Language Arts/Social Studies. It made sense for the text to be divided into theory and practice. For instance, the chapters dealing with foundational issues in second language learning are part of the middle level diversity course. Additionally, the language learning topics are included in the course focused on language arts teaching, while the pedagogical/strategies-focused chapters are placed in the methods class. This division makes curricular sense, as it aligns with the topics of the individual courses. As a result, students appreciate both using the text for more than one semester and as it is dense reading, they prefer reading it in increments.

Goals, Objectives and Language Choice

The creation of goals and objectives are foundational concepts to who we are as teacher educators. We are governed by goals and objectives in every syllabus as are our teacher learners in their daily classroom practices. A key finding from the research reported on earlier by Tinker Sachs 2007; 2008 and Tinker Sachs et al (forthcoming) is that while the term "diversity" was common to all the syllabi we analyzed, it was not specific to ELLs. In our department, we are striving to be more inclusive of ELLs by including the words "cultural" as well as "linguistic" in our diversity statements. This is an area that we continue to develop but we have started to make inroads through our collaborative efforts at the university and department levels as well as in our particular subject areas. Our work with the Georgia State University Professional Education Faculty (PEF), for example, represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education, working in collaboration with P-16 faculty from diverse metropolitan schools. Grounded in these collaborations, our mission is to prepare educators (i.e., teachers and other professional school personnel) who are: informed by research, knowledge, and reflective practice; *empowered to serve as change agents; committed to and respectful of all learners; and engaged with learners, their families, schools, and local and global communities.* Furthermore, cultural diversity is central to each class taught in our department:

> Courses taught in the Department of Middle-Secondary Education rest upon the
> assumption that all learners bring a variety of linguistic and cognitive strengths
> from their families and communities into the classroom, and these strengths are to
> be appreciated and utilized rather than ignored, dismissed or devalued.
> Multicultural education is not simply "about" certain subjects, nor does it merely
> offer "perspectives" on issues; rather, it is an orientation to our purposes in

education and life. Emphasizing the importance of cultural diversity in teachers' professional development, your experience at GSU will provide an opportunity to demonstrate what you have learned throughout your program about language and literacy, which will enable you to teach in ways that are infused with multicultural perspectives. The goal of professional education programs at Georgia State University is to prepare outstanding educators who are competent, capable, and caring in complex, diverse educational arenas. Such individuals are effective:

1.   in their roles as culturally-responsive teachers, designing and implementing sound, meaningful and balanced instruction with a full range of learners;

2.   as they assist learners in their comprehension of issues surrounding diversity; and

3.   in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments for all learners.

We continue to make inroads through our critical language awareness of the words we use to describe what we are about, what we do and what we aim to achieve. We still need to be more explicit with regards to working with *culturally* and *linguistically* diverse learners. Above all, we want to continue to work hard to ensure that our goals and objectives are exemplified in our instructional approaches and in our instructional activities in all our courses.   In the next section, we describe more fully our subject-area challenges as we explicate the road ahead.

Our Challenges

Our challenges are many as we move forward from this our preliminary attempt to define the status of what we are doing in our respective subject areas. Firstly, not all our subject areas are presented. Science is notably missing from our report. Secondly, we cannot all say that we are reporting on behalf of all our colleagues in our units. Finally, because we are not reporting on behalf of all our colleagues many of our courses are not being referenced. However, this report is quite a large step given where we have come from – from zero collaboration and some to no explication of instructional practices for ELLs to at least subject areas collaboration and much more explicit development of our instructional practices for ELLs. In the next few paragraphs, we summarize our respective units and well as personal directions.

English Education

In the future we would like to develop an online database with differentiated instruction resources and materials for ELA and other content area literacy teaching and make it available to our pre-service teachers and teachers in the field. Another aspiration of ours is perhaps to develop research-driven partnerships/ initiatives between English education faculty and ELL field experts with secondary classrooms and the families and communities in which they are nested.

Information Technology

García, et al. (2010) argue for situating teacher preparation within ELL communities in school settings linked to university teacher preparation, while Davison (2006) argues for collaboration,

partnership, and integration of language and content teaching. They propose that teacher preparation needs to include a service-learning component that situates teaching and learning in the ELL community. While the Integrating Technology into School-Based Environments course does not specifically address English Language Learners, the course instructors are cognizant of raising awareness of the diversity of learners that the students in the technology integration course are already working with, or will likely work with in the future. Hence our goal is to approach the course from a broader perspective by having students reflect on their lesson planning and implementation strategies in working explicitly with ELLs.

Library Media

While the curriculum in our LMT Program already reflects a strong commitment to providing pre-service school media specialists with the tools necessary to work with ELLs, our state still has a long way to go to appreciating this message. We will work harder to encourage our teacher learners to take on leadership roles in advocating for ELLs in their schools as well as in their counties and across the state.   Good practices must be shared and importance of meeting the needs of ELLs across our state must be underscored at all levels.

Mathematics

As a mathematics educator, I will be collaborating with my peers who are experts in the development of ELLs teacher educators to ensure that we provide a comprehensive program that prepares effective mathematics teachers with inclusive pedagogical knowledge for their future

diverse mathematics classrooms. I really believe that I have only scratched the surface of a

wealth of knowledge that awaits our exploration. Consistently, I will be seeking that knowledge

base of strategies and awareness to assist my prospective and practicing teachers, of whom some

might be ELLs, so they all can be effective mathematics teachers of all learners inclusive of the

ELLs.   I will continue to bring my other Math colleagues into the picture.

Social Studies

Our next opportunity will be to devise an experiential segment of our program, ideally housed

within Practicum I, in conjunction with a literacy class. Our students will then have a built in

experience and it would not be left to chance that they may or may not encounter ELLs during

Practicum I and II. I would like to try Virtue's (2009) model of "ESOL Rounds." He describes a

process by which a small group of pre-service teachers engage in orientation, observation, and

reflection of ELLs working in their classrooms, either mainstreamed or sheltered. The students

work closely with the ESOL teacher, the university supervisor and their colleagues. I am

envisioning this program as being conducted on their assigned campus, although it may not be

with their assigned cooperating teacher. A logistical challenge will be for those pre-service

teachers who are working on a campus with either no ELL population or no ESOL instructor.

However, I am pleased to have discovered a model that has been tested and deemed successful.

Final Remarks

According to the USGAO's (2009) survey results, most traditional teacher preparation programs

at institutions of higher education nationwide required at least some training for prospective

general classroom teachers on instructing students with disabilities and English language learners. While the majority of programs required at least one course entirely focused on students with disabilities, no more than 20 percent of programs required at least one course entirely focused on English language learners (USGAO, 2009). The increasing population of ELLs in the country is widely acknowledged however, if we in the state of Georgia aim to "lead the nation in improving the academic achievement of English Language Learners" (GA DOE website), we have a very long road to travel to achieve this aim. One of the very first steps is in the preparation of teachers to work with ELLs and which cannot be achieved with no courses or just one course such as a "diversity" or "multicultural" course but through an infusion in all teacher education courses. A very beginning step in achieving infusion is for teacher educators across courses and content areas to come together and collaborate on the necessary instructional practices and curricula changes which will help to bring about the development of teacher learners' expertise if we are to remain current and responsive in the work we do (Brisk, 2008a; USGAO, 2009). This report has described the attempts by one teacher education provider department to do just that.

Acknowledgement

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