

BAGWELL, DAWN Ph.D. Efficacy-Forming Experiences: Contributing Factors to the Development of Teacher Self-Efficacy in Culturally and Linguistically Responsive Practices. (2023) Directed by Dr. Ye He. 220 pp.

To address educators' sense of unpreparedness to support the growing number of culturally and linguistically diverse students enrolled in schools across the U.S., I examined the professional learning experiences of four educators who participated in a state-wide, online professional development opportunity. I employed a longitudinal case study design to identify specific experiences that contributed to teacher self-efficacy (TSE) in culturally and linguistically responsive practices (CLRP). Centering on four efficacy-forming experiences (EFEs) – knowledge development, mastery experiences, vicarious experiences, and verbal persuasion (Bandura, 1977; Siwatu, 2011), this study highlighted three key aspects of TSE in CLRP including the importance of learning collaboratively with educators from other school districts, the interconnectedness of EFEs, and the potential of collective efficacy. Findings demonstrated that EFEs did not function in isolation. It was not one experience but rather multiple experiences of varying types that contributed to a gradual evolution that led to the case study participants expressing a greater sense of preparedness to support CLD students and their families. The findings of this study offer direct implications for educators and PD facilitators engaged in professional learning to enhance TSE in CLRP.

EFFICACY-FORMING EXPERIENCES: CONTRIBUTING FACTORS TO THE  
DEVELOPMENT OF TEACHER SELF-EFFICACY IN CULTURALLY  
AND LINGUISTICALLY RESPONSIVE PRACTICES

by

Dawn Bagwell

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Approved by

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Dr. Ye He  
Committee Chair

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## DEDICATION

I dedicate this dissertation to the students and their families that I have had the honor of serving. Their brilliance and commitment to education have and always will be my guiding star.

And to the educators who shared their professional learning journeys with me – Juana, Marco, Chase, and Charlene. Their brilliance and commitment to education shine a light on the power of embracing diversity.

APPROVAL PAGE

This dissertation written by Dawn Bagwell has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

Committee Chair

\_\_\_\_\_  
Dr. Ye He

Committee Members

\_\_\_\_\_  
Dr. Dale H. Schunk

\_\_\_\_\_  
Dr. P. Holt Wilson

\_\_\_\_\_  
Dr. Sara C. Heredia

February 27, 2023

Date of Acceptance by Committee

February 27, 2023

Date of Final Oral Examination

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## CHAPTER I: INTRODUCTION

*Do the best you can until you know better.*

*Then when you know better, do better.*

Maya Angelou

American schools are facing profound changes in their demographics (Mordechay et al., 2019). Of the 53.5 million K-12 students identified in the 2020 US Census, 11.8 million families identified their students as speaking a language other than English at home. Among these multilingual students, over 6 million qualified as English Learners (ELs) and received English as a Second Language (ESL) service in 2019 (USDOE, n.d.). This number has increased by over 2 million since 2000-2001 (NCELA, 2020). These students are part of a subgroup that I will refer to as culturally and linguistically diverse (CLD) students throughout this study. CLD students are students enrolled in K-12 school whose cultural and linguistic practices at home differ from the average white, American middle class.

Efforts are being made to outline skills and dispositions educators need to work with CLD students (Clayton, 2013; Téllez & Waxman, 2005), and it is widely acknowledged that educators must be prepared to support increasingly diverse student populations. Studies have highlighted the need for improved understanding of cross-cultural background, knowledge, and experiences by educators (Sleeter, 2008) and the need to teach in affirming and effective ways with CLD students (Bonner & Adams, 2012; Ladson-Billings, 2009). Considering the English language development needs of ELs from diverse linguistic and cultural backgrounds, educators need to be prepared to engage in culturally and linguistically responsive practices (CLRP) far more than a prescribed set of best practices (de Jong & Harper, 2005; Villegas & Lucas, 2016).

## **Problem Statement**

Despite a growing number of CLD students in schools across the United States (Zong et al., 2019), many educators report feeling unprepared to meet their instructional needs (Crawford et al., 2008; Ramos, 2017). Educators often turn to professional development (PD) for ways to address this concern in hopes of obtaining more positive outcomes for student learning (He & Bagwell, 2022b). CLRP have been shown to play an essential role in expanding the focus of multicultural education to include transformative approaches (Banks, 2019). Research has shown that PD centering CLRP demonstrated promise in developing educators' asset view of student differences in ways that empowered students and positioned educators as change agents for social justice (Min et al., 2021). However, CLRP are too often overshadowed by the implicit and systemic nature of deficit beliefs (Dani & Harrison, 2021; DeCuir-Gunby & Dixson, 2004), contributing to the educators continued sense of unpreparedness.

## **Rationale for this Study**

Working with educators who strive to address their feelings of unpreparedness, I place educators' sense of self-efficacy at the center of this dilemma. Teacher self-efficacy (TSE) encompasses individual educators' beliefs in their ability "to perform specific teaching tasks at a specified level of quality in a specified situation" (Dellinger et al., 2008, p. 752). To overcome their feelings of unpreparedness, educators must first believe in their individual and/or collective "capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). The 1976 Rand study set the stage for TSE research by demonstrating the impact student demographics, teacher training, and school leadership had on sixth grade reading achievement for CLD students, primarily Black and Mexican Americans (Armor et al., 1976). Many studies have since examined the effects of TSE on students'



perception of performance (Midgley et al., 1989), educators' management of student behaviors (Klassen et al., 2013; Tsouloupas et al., 2010), preservice educators' development of TSE in CLRP (Siwatu, 2007; Siwatu et al., 2016).

Insights into TSE in CLRP are significant for several reasons. Firstly, TSE contributes to teacher educators' understanding of educators' professional growth. Knowing factors that promote educators' self-perceptions in implementing CLRP are useful in creating professional learning experiences that expand multicultural education to include much needed transformative approaches (Banks, 2019; Cochran-Smith, 2020; Sleeter, 2011). Secondly, TSE has often been studied in a general sense centering the impacts of positive and/or negative TSE (Zee & Koomen, 2016). These practices have led to studies that lacked insight into how TSE develops over time. Zee and Koomen (2016) also noted many quantitative studies with so few qualitative studies that they did not include any in their synthesis of forty years of TSE research. The future of motivational research lies in uncovering the ways in which the theories adapt to varying contexts.

Given that no theory is culture-free, it is essential to look more closely at the influence of CLRP on TSE. Siwatu explored the ways to measure TSE in CLRP with pre-service educators (Siwatu, 2007, 2009). He followed up with two mixed methods studies – one tracking programmatic experiences in teacher education that fostered higher TSE (Siwatu, 2011) and another documenting pre-service educators' explanations for areas where they felt least efficacious (Siwatu et al., 2016). More research is needed, however, to understand its development with in-service educators. Therefore, my goal with this study is to capture the professional learning experiences in which individual educators leverage their schema (i.e., individual backgrounds, experiences, pedagogical approaches, and specific challenges they face in their local educational settings) in the application and integration of CLRP content into their individual settings over time

and across contexts (Peressini et al., 2004; Scales et al., 2018). The asset-based approaches of CLRP have also been shown to encourage hope and optimism for the future as educators (and students) develop emotional satisfaction with the present (He, 2009; Seligman, 2002; Seligman et al., 2009) which aligned with studies that connected high levels of TSE with educators' job satisfaction and lower stress (Coladarci, 2010; Klassen & Chiu, 2011; Robertson & Dunsmuir, 2012).

### **Theoretical Framework**

TSE in CLRP positions educators as agents of change who are working to articulate the strengths and assets identified by examining students' cultural knowledge and linguistic diversity (Aronson & Laughter, 2016; Lucas & Villegas, 2013). It is through critical examination of instructional practices within educators' social and political world(s) that they may begin to expand their schema and notice nontraditional ways in which CLD students and their families demonstrate what they know and can do (González et al., 1995; Yosso, 2005). Learning, including professional learning, is an individual act that takes place within a specific social context influenced by *sociostructural factors* (Bandura, 2001). Sociostructural factors are the socially bound, richly contextualized practices that impact the psychological mechanisms of the self-system to produce behavioral effects.

As a means of unpacking the multiple layers that bound those factors, I contextualize my investigation of the development of TSE in CLRP within educators' participation in an online community of practice. I leveraged Bandura's agentic approach that positions the individual educators as agents of change and situates people as "producers as well as products of social systems" (2002, p. 1) as they work to develop confidence in their abilities to organize and implement specific actions.

## **Purpose of this Study**

This study examined the professional learning experience of four educators working with CLD students. Through their participation in online PD and their engagement in multiple communities of practice (CoPs), I tracked their contributions and negotiated learning to document specific experiences they deemed supportive in developing a greater sense of TSE when working with CLD students and their families. This study provided insights into the potential CoPs and increased TSE have in engendering the transformative changes necessary to boost educators' sense of preparedness when working with CLD students. The study was designed to address the following research questions:

**RQ1:** How do educators contribute to and learn from the online PD over time?

**RQ2:** How do educators' beliefs in and applications of CLRP involving CLD students and families contribute to the development of TSE in CLRP?

**RQ3:** What specific experiences contribute to the development of TSE in CLRP when working with CLD students and their families?

## **Research Design**

I used a longitudinal, instrumental case study design to explore how TSE in CLRP developed over time and across multiple CoPs (i.e., small coaching collaborative meetings, collaborative completion of online PD content, dialogic interactions with other PD participants, individual enactments of CLRP). Zee and Koomen (2016) provided a detailed overview of the field in their literature synthesis spanning 40 years of TSE research. Of the 165 articles included in their analysis, approximately 7% were longitudinal and none were qualitative due to the small

body of work available at the time of the study. This qualitative, instrumental case study design provided a nuanced view of reality through case study design, allowing me to develop context-dependent knowledge (Flyvbjerg, 2011; Stake, 1995) that may be transferable to other educational settings to increase TSE in CLRP (Creswell, 2014), therefore addressing the gap in the literature.

Through within-case and cross-case qualitative thematic analyses (Miles et al., 2020), I examined participant data from the online PD (i.e., pre-/post-survey, online PD submissions and discussion board posts). I identified created individual *readiness* profiles to summarize participants' beliefs, skills, and dispositions in CLRP displayed throughout the online PD. Readiness was defined as teacher actions or interactions that referenced the dispositions, knowledge, and skills of educators as individuals; the collective wisdom and collaborative efforts of educators as a group; and educators' capacity to evaluate various situations to make sound decisions to guide actions or adaptations. These profiles then were used to generate individualized interview questions. The TSE interviews allowed participants to describe the instances identified as part of their profile. Through within-case and cross-case analysis, I identified specific experiences that contributed to the development of TSE in CLRP and triangulated the findings across the four case studies.

### **Positionality Statement**

I am a white, middle class, experienced teacher. I taught 26 years in K-12 public schools in the US and abroad before engaging in research. Although I have dedicated my career to establishing and maintaining culturally and linguistically responsive learning environments that combat implicit biases and systemic inequalities CLD students face on a daily basis, I have to remain cognoscente of the racialized and cultural positionality in the research process (Milner,

2007). I used Milner's framework that centers what he called "dangers seen, unseen, and unforeseen" to acknowledge my research positionality and put into place measures for keeping my own biases in check. For the issues that may explicitly emerge because of my decision-making as a researcher (i.e., the dangers seen), I maintained a reflection journal to track my thoughts, evolving ideas, and emerging impressions. I also engaged participants in member checks to ensure that I had not misrepresented their contributions. For the dangers' unseen, or those that are implicit or invisible to me, I relied on peer debriefings and participant feedback. The debriefings allowed knowledgeable and impartial advisors to provide independent peer review and feedback on all aspects of the research. For the unforeseen, or unanticipated dangers of my decision-making as a researcher, I leveraged Milner's framework to (a) engage in asking critical questions of myself; (b) put the knowledge of self in direct relation to what I knew and understood about the cultural, racial, and historical background of the participants in the study; (c) capture the ways in which a single interaction or experience may be interpreted differently by me and the participants so that voices were heard equally with neither narrative privileged over the other; and (d) contextualize and ground my personal or individualistic new and expanded consciousness in historic, political, social, economic, racial, and cultural realities on a broader scale. I created a list of reflection questions based on Milner's framework to guide my reflective journaling (see Appendix A).

I came to this research space after a career in public education where I struggled with my own ethical decision-making. I continually navigated tensions caused by the English-only policies embedded in learning experiences across the U.S. Policed by testing limitations, CLD students (and the educators who worked with them) were seen as *less than*, lacking the skills to achieve academic success. In a deeply reflexive process, I questioned my personal assumptions

about teaching and learning based on my interactions with stakeholders – CLD students and their families, classroom teachers, educational specialists, school administrators, and community members. Deficit-based approaches were infused across the system without being questioned. The English language development (ELD) specialists with whom I worked were made to believe systemic gatekeeping practices were what was best for students. Although I found moments of joy and student success through resistance, resisting a system that was not changing drove my desire to better understand. I realize now that it was not change that I was looking for; it was transformative action.

Over the years, I have witnessed the positive impact of culturally and linguistically sustaining pedagogies and made it my mission to engage more educators in that conversation through my work in the classroom and at the district level with teacher-initiated instructional coaching K-12. I have seen professional learning communities (PLCs) that prioritize experiential learning value the knowing, doing, and saying of their students in ways that made each and every student shine, even those second graders reading on a kindergarten level and scoring in the red zone on state reading assessments. Students were seen; students were given a voice; students felt valued and smart.

On the other hand, I have witnessed the devastating blow of implicit bias and the harm of thoughtless words. When PLCs see only test scores and performance data, students are referred to as “my reds, yellows, or greens” (i.e., their performance levels). Seeing students through that performance-based lens taints expectations (Delpit, 2012). I was once called into a school with several kindergarten multilingual learners suffering from selective mutism. A few days into my observation (after some fun rock fort building on the playground), my little friends and I cross paths with their teacher as she is walking to the office. Her comment in passing - “I see you are

with all my little guys who don't speak English." Only one of the students suffered from selective mutism; the others were "deathly shy" according to their teacher. On the playground, however, the students had rich imaginations and lively banter, smiles, and laughs. So... I was no longer left to wonder why the school had four selective mutes and why all of their fifth grade struggling readers were Black, Brown, and non-native English-speaking others.

With a workforce that is primarily white and monolingual (King et al., 2016), educators must acknowledge the blind spots their positionalities produce. That reflexivity is key in making the shift from change to transformative action. Transformative action opens the door for a parallel discourse of hope and critique (Giroux, 2017). Working in dilemmatic spaces places the tensions of individual educators at the center of the conversation. By diverting some of the scrutiny away from performance-based summative assessments, we begin to surface deeper issues, diverse perspectives, and look at teaching and learning through multiple lenses. However, transformation requires educators to face the deep-rooted political realities of institutionalized inequality (Freire, 1970, 1974; Labaree, 1997, 2008) where educators consistently working in dilemmatic spaces make ethical choices to balance the increasingly complex needs of students against the policy and power structures in their schools and districts (Anyon, 1981; Bartolomé, 1994).

### **Significance of this Study**

As teacher educators work to address systemic injustices for the growing number of CLD students and their families enrolled in schools across the US, it is critical for us to examine "reified traditional relationships between race/ethnicity and cultural practice" (Paris & Alim, 2017) that weigh so heavily on educators and contribute to their feelings of unpreparedness. Much of the TSE research conducted over the past forty years has demonstrated what TSE contributes to teaching

and learning environments. However, little is known about how TSE develops given the limitations of self-reported quantitative data which is so often used. The future of motivational research lies in uncovering the contextualized ways in which the theories adapt and develop over time. This is especially true in the case of in-service educators who are seen by their peers as master, highly qualified professionals. This study addresses the need to understand specific experiences that might challenge the educators' sense of lack of preparedness by increasing TSE in CLRP.

Although TSE is dynamic in nature, its applicability is also situative in that the context within which educators function lead a higher, or lower, sense of efficacy. Considering the work that has been done to understand pre-service educators' development of TSE in CLRP by Siwatu (2007, 2011), this study addresses an imperative need to expand teacher educators' understanding regarding in-service educators' development of TSE in CLRP.

### **Summary**

This study is designed to capture the ways in which educators contribute to and learn from the online PD over time and to identify specific experiences that contribute to the development of TSE in CLRP when working with CLD students and their families. I posit that teacher participation in and contributions to various CoPs (e.g., an online learning community, a district instructional coaching initiative, and individual school communities) contribute to the development of their self-perceptions and ultimately impact their beliefs and applications of CLRP involving CLD students and families.

### **Definition of Terms**

*Culturally and linguistically diverse (CLD) students:* CLD students are students enrolled in K-12 school whose cultural and linguistic practices at home differ from the average white, American middle class. These students are more likely than not to speak a language other than



English at home or have family members who engage with them in another language or languages. They may, or may not, be students of color. They may or may not be classified as English Learners by federally mandated language testing.

*Culturally and linguistically responsive practices (CLPR)*: Building off of the rich literature of cultural relevance, I include the thinking, strategies, and limitations of a long list of educational researchers. They include (but may not be limited to) Derrick Bell, Daniel Solórzano, Gloria Ladson-Billings, Geneva Gay, and Django Paris.

*Professional development (PD)*: This is any type of continuing education effort for educators. It is one way educators can improve their skills and, in turn, boost student outcomes. Learning can take place in formal or informal settings. Formal settings include conferences, courses, seminars, retreats, and workshops. Informal settings may include conversations (i.e., with peers, students, and their families), social media, independent reading, and personal lived experiences.

*Social cognitive theory*: I leveraged Bandura's agentic approach that positions the individual educators as agents of change and situates people as "producers as well as products of social systems" (2001, p. 1).

*Teacher self-efficacy (TSE)*: I build upon Bandura's (1977, 2001) conceptualization of self-efficacy or a person's beliefs concerning their capabilities to organize and implement actions necessary to learn and perform behaviors at designated levels.

## CHAPTER II: LITERATURE REVIEW

*Real learning results in a change and shift in perspective  
that moves a person toward realizing his/her full humanity.*

Ukpokodu, 2016, p. 113

A seminal 1979 RAND Corporation study found that several tenets of CLRP contributed to the educational successes of Black and Mexican American students (Armor et al., 1979). Student success was linked to TSE in (a) using student-centered methods or creating inclusive environments that positioned cultural/linguistic knowledge as an asset; (b) establishing high levels of parent/teacher contact or collaboration with teaching peers, CLD students and their families; and (c) implementing flexible, differentiated instruction or working to bridge cultural/linguistic assets and traditional school-based epistemologies. Additionally, Ashton and Webb (1986) indicated the potential impact TSE had on reaching more equitable educational opportunities for all students, identifying the need to study school organizations and teacher/parent relationships. Despite early evidence of TSE's impact on educators' sense of preparedness to support CLD students, few qualitative studies have been conducted to examine the factors that contribute to the development of TSE in CLRP.

Theories are developed in general. They must be adapted and understood in specific contexts. In this study, I examined the sociostructural factors that impacted educators' sense of preparedness to support CLD students and their families (Bandura, 2001). Leveraging social cognitive theory and Bandura's conceptualization of self-efficacy, I focused on the professional learning of four educators who were connected by the same context to surface the contributing factors to the development of TSE in CLRP.

## Theoretical Framework

Self-efficacy is an essential component of social cognitive theory that captures an individual's belief in their ability to accomplish a task (Bandura, 1977, 1986). In assessing their skills, individuals evaluate the feasibility of action (Schunk, 2020). I adopt an agentic approach to TSE in this study that positions individual educators as agents of change within larger sociopolitical structures, drawing on Bandura's (2001) agentic transactions which situate people as "producers as well as products of social systems" (p. 1).

I have chosen to apply social cognitive theory to educators' professional learning regarding the skills and dispositions needed to support CLD students and their families because educators' beliefs in their abilities to engender change is just as important as the professional knowledge they develop. Educators need opportunities to increase their knowledge and skills related to CLRP to navigate the cultural and linguistic differences of their students and their families. However, knowledge alone has not proven to adequately predict application of CLRP (Siwatu et al., 2016). It is with increased self-efficacy that knowledge may better translate into action (Bandura, 1997).

TSE is defined and operationalized at the individual task level (Bandura, 1986) and encompasses individual educators' beliefs in their ability "to perform specific teaching tasks at a specified level of quality in a specified situation" (Dellinger et al., 2008). It is dynamic, developing over time and constantly in flux. It is influenced by:

- performance accomplishments, or actually succeeding at a targeted teaching task;
- vicarious experiences, or learning by watching others perform specific teaching tasks;
- credible, believable persuasion, or encouragement;
- physiological indicators such as nerves or anxiety.

However, educators do not

approach tasks devoid of any notion about themselves or the world around them. Through transactional experiences, they evolve a structured self-system with a rich semantic network. These self-schemata of personal efficacy influence what people look for, how they interpret and organize the information generated in dealing with their environment, and what they retrieve from their memory in making their efficacy judgements (Bandura, 1997, p. 81).

It is thus within a framework of *triadic reciprocity*, or reciprocal interactions, that self-efficacy develops (Bandura, 1986). Bandura's conceptualization of triadic reciprocity is a dynamic model of causality that takes into consideration the interplay between (a) the person, i.e., knowledge, skills, beliefs, and affective state; (b) the behavior and actions; and (c) the environment, or the social context and culture. In the case of TSE in CLRP, educators' individual beliefs about CLD students and their families and subsequent behaviors toward them are influenced by the social context within which they interact.

The following literature review consists of three parts. I review the literature surrounding (a) CLRP or the specific type of efficacy targeted for development; (b) teacher preparedness or why TSE in CLRP is needed; and (c) the goal and impacts of TSE and its sources.

### **Culturally and Linguistically Responsive Practices**

CLRP have been shown to play an essential role in expanding the focus of multicultural education to include transformative approaches (Banks, 2019). They encompass the attitudes, skills, and dispositions needed to create teaching and learning environments that are conducive to positive outcomes for CLD students, their families, and educators. Aronson and Laughter (2016) offered a synthesis of the cultural perspectives and highlighted four markers of culturally

relevant education: (a) creating inclusive environments by bridging students' cultural knowledge and assets to academic skills and concepts; (b) engaging students in critical reflection about their lives; (c) facilitating student learning about and value in their own and others' cultures; and (d) pursuing social justice by explicitly examining and critiquing oppressive systems and discourses of power. In addition to cultural responsiveness, CLRP also emphasizes instructional practices that leverage linguistic assets. Lucas and Villegas (2013) offered three key orientations regarding linguistically responsive teaching: (a) appreciation for language diversity; (b) predisposition to advocate for CLD students; and (c) sociolinguistic consciousness.

### **Historical Evolution of CLRP**

Culturally and linguistically responsive practices have deep roots. CLRP have their roots in Au and Jordan's (1981) conceptualization of culturally appropriate, Cazden and Leggett (1981) development of the concept of culturally responsive, Erickson and Mohatt's (1982) notion of culturally congruent, and Ogbu's (1985, 1992) cultural ecological paradigm. Villegas (1988) challenged the cultural mismatch between students' linguistic practices within larger social structures as a means of reproducing social inequalities, laying the foundation for linguistically responsive educators (Lucas & Villegas, 2013). Ladson-Billings (1995) examined the intersection of culture and teaching, expanding the concepts into culturally relevant pedagogy. Whereas Gay (2000) addressed the need to improve the performance of underachieving ethnically diverse students with her scholarship in what she called culturally relevant teaching. And Paris (2012) challenged scholars to move toward culturally sustaining pedagogies.

In 1990, Ladson-Billings began her efforts to flip the narrative describing the academic experiences of African American students from deficit-based perspectives centering cultural disadvantages. Her work (re)position learning beyond the classroom and identified the ways in which

educators' *cultural competence* could bridge the gap between school and home. She defined cultural competence as “the ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture” (Ladson-Billings, 2014). She was committed to developing a collective movement that focused on what students knew and were able to do following the skillful pedagogical choices of their educators. The field have since noted the importance of educators understanding the need to equip students with the knowledge needed to overcome systemic barriers of school (Delpit, 2012; Ladson-Billings, 2006; Urrieta, 2022). All the while, Gay (2000) was asking the field to move beyond “belaboring the poor academic performance” of CLD students (p. XIII). She placed the emphasis on educators' knowledge of student populations, expanding the scope of culturally responsive teaching to include students and families from diverse ethnic backgrounds and highlighting the need for systemic reforms across all aspects of achievement (academic, social, psychological, emotional) and through all layers of educational business (curriculum, instruction, administration, assessment, financing). The field has validated her scholarship by demonstrating cultural variations in approaches to learning and their impact (Gutiérrez & Rogoff, 2003), its significance in foundations of curriculum and teaching (Banks, 2016), and offered a vision for where teacher educators might start in their efforts to train linguistically responsive educators (Villegas & Lucas, 2016).

While both Ladson-Billings (2014) and Gay (2021) seemed to understand the evolution of the efforts, Paris (2012) called upon the field to move beyond relevant and strive for *sustained* practice. Culturally sustaining pedagogy was an alternative he considered to embody the best pedagogical research and practice that supported and valued multiethnic and multilingual education. Through culturally sustaining pedagogy, Paris sought “to perpetuate and foster - to sustain - linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (p. 93). Paris and Alim (2014) respectfully credited the research foundation of asset pedagogies, including the work for Ladson-Billings and Gay, for honoring, exploring, and extended the way complex ways in which educators and researchers approached language, literacy, and cultural practices of CLD students and their families. They highlighted three areas of growth that justified a shift from relevant to sustaining – (a) shortcomings of the critique of dominant

power structures as seen by increasingly explicit assimilationist, monolingual/monocultural educational policies; (b) an oversimplification of heritage or traditional practices that overlooked the evolving practices of communities (Alim et al., 2011; Irizarry, 2007); and (c) lack of attention to the ways asset pedagogies reify existing hegemonic discourses. To this list, I would amiss to ignore efforts in 36 states to restrict teaching about race and racism (Stout & Wilburn, 2022). I see these efforts as additional barriers to cultural responsiveness, limiting educators' ability to incorporate cultural orientation into the learning environment and leverage community cultural wealth (Siwatu, 2007; Yosso, 2005).

This historical evolution exemplifies, in part, why I chose to adopt a dual lens that incorporates both social cognitive and social cultural theories as I examine professional learning experiences that contribute to the development of TSE in CLRP. Historically, the literature has noted a disconnect between what CLD students know and can do and the narrow, standardized expectations set by the dominant culture of schools for demonstrating their knowledge (Howard, 2010). The disconnect has led to deficit beliefs deeply embedded within our educational system which maintain a fixed, dominant narrative around CLD students and their (in)ability to learn (Dani & Harrison, 2021; DeCuir-Gunby & Dixson, 2004). The systemic nature of deficit beliefs stemming from educators' inability to reconcile CLD students' ways of knowing with the dominant culture of schools' expectations may be one factor contributing to educators' reported lack of preparedness to meet the needs of CLD students and their families (Crawford et al., 2008; Ramos, 2017).

Several cultural and linguistic markers of CLRP promote bridging students' cultural knowledge and assets to academic skills and concepts, facilitating student learning about and value in their own and others' cultures, and appreciating language diversity. CLRP works to counter the references to what CLD students lack that can be heard in schools across the US (e.g., as literacy skills develop, CLD students are referred to by their reading proficiency level (red) or as struggling/struggling readers; as language skills develop, educators use terms like "low language" or "my little ones who don't speak English"). Milner (2011), for example,

worked to understand the complexities of teaching and learning in a diverse, urban school. The two-year qualitative case study documented how one, white, male science teacher built and maintained authentic relationships with CLD students. By listening attentively, the middle school teacher refused to adopt a color-blind approach which allowed him to build cultural competence and to confront matters of race. His use of CLRP allowed him to leverage students' multiple identities and build trust across the community. Milner demonstrated how the acts of one teacher have the potential of impacting the community of educators and learners. My study flips the focus to capture the potential CoP have on impacting TSE in CLRP.

### **CLRP in Classroom Practice**

Although public schools have a responsibility to provide more equitable learning experiences, the literature shows that K-12 schools have historically provided substandard school experiences to CLD students and their families (Delpit, 2012; Ladson-Billings, 2009, 2021). CLD students are too often expected to abandon home culture and linguistic practices while at school (Bonner & Adams, 2012; Flores, 2019; Yosso, 2005). In an effort to disrupt cultural incongruities in education, Bonner and Adams (2012) conducted a study on the culturally responsive mathematics teaching of one fifth-grade mathematics teacher identified by the community as a successful mathematics teacher. They highlighted the role localized cultural knowledge of students had in increasing engagement of all students, especially those who had lacked interest in the past. Focusing on the teacher's implementation of culturally responsive mathematics teaching, they noted how her use of personal history, knowledge of mathematics content and pedagogy, knowledge of her students and knowledge of the community contributed to student success and broke patterns of disruption and failure.



Asset-based instructional design practices that create learning partnerships with CLD students acknowledge how race, cultural, and linguistic differences could affect students' learning have the potential of reframing student abilities as strengths and countering educators' personal biases (Kieran & Anderson, 2019). This was evidenced in a 2005 study by Ginsberg which noted an increase in student motivation and engagement when learning was relevant to students' lives and perspectives and positioned CLD students as knowing. Ginsberg collaborated with educators in two districts to develop tools to identify teacher bias so that their analysis of student work samples maintained a focus on students' strengths. The asset-based analysis of student work samples in conjunction with structured, bimonthly conferences with students created an opportunity for students to control the narrative around their learning and to voice their needs. Ginsberg demonstrated how "the learning environment provides a meaningful context for addressing and redressing the ways bias occurs" (p. 224). To complement Ginsberg's study, Piazza et al. (2015) synthesized instructional practices for CLD students to stress the importance of practices that center dialogue "on texts, ideas, and issues provides classroom opportunities for learners to experience others' thoughts, which allows for deliberation and critical reflection about their own and others' perspectives" (p. 9), creating opportunities for visual representations and spurring inquiry. Additionally, in their study of a six-week, university outreach immersion program aimed at promoting academic and identity development of tenth grade CLD students, Rodriguez et al. (2004) examined quantitative and qualitative data to reveal the program's effectiveness in enhancing academic competency and students' cultural identities. Data confirmed that the program created culturally affirming space; however, there were no indications of or recommendations for development of such spaces in the participants' local high schools. Although many of the studies cited thus far have pointed to the ways in which educators

create learning environments that allow students to see themselves in and connect with content, they do not examine how educators develop CLRP.

### **Development of CLRP in Educators' Practices**

The following studies examine the development of CLRP in educators' practices. Dani and Harrison (2021), for example, increased PSTs' awareness of deficit beliefs by creating authentic experiences for preservice educators (PSTs) to *see* - really see - cultural difference. In highlighting PSTs' insights and the impacts of educators' beliefs on their ability to advance the learning of CLD students, they also called attention to the role of teacher preparation programs to disrupt deficit belief systems. When PSTs are provided the opportunity to engage with the community actively and repeatedly, they build critical consciousness and

construct tangible results of the ideological reconfigurations that are part of reflection so that they can assess the quality of their efforts and continue to improve them. Turning critical thoughts into transformative instructional actions helps to internalize the process so that it can be replicated in future endeavors (Gay & Kirkland, 2003)

Timmons-Brown and Warner (2016), on the other hand, used pre-/post-conference survey results and in-depth interviews to illustrate how a 2-day workshop experience centering CLRP in mathematics improved educators' perceptions of their effectiveness, their classroom practices, and their relationships with students. Furthermore, through a series of semi-structured interviews with sixteen high school educators, Min et al. (2021) examined teacher positive agency toward enacting CLRP. They identified initial teacher dispositions that supported teacher agency; factors that strengthened their agency; and factors that weakened it. They surfaced the role of CLRP in providing educators with the pedagogical skills needed to bridge students' cultural knowledge and assets to academic skills and concepts. They demonstrated how facilitating student learning

with an asset-view of CLD students' differences strengthened relationships, empowered students, and increased TSE in CLRP.

### **Teacher Preparedness**

In the process of developing cultural and linguistic responsiveness, educators shape and (re)shape their craft. Effective professional growth requires a long-term commitment, highlighting the need to create opportunities for educators to “*knowledge sharing* based in real situations” (Darling-Hammond & McLaughlin, 1995, p. 597). Jackson and Davis (2000) advanced that educators' beliefs in their own abilities to teach CLD students, or TSE, was essential. However, research I conducted with Dr. Tierney Hinman and Dr. Ye He demonstrated the tensions surfaced as we navigated our theoretical understanding of inclusive, asset-based approach of CLRP and the cultural and linguistic realities of public education (Hinman et al., 2021). Educators' sense of preparedness to support CLD students and their families involves multiple dimensions (Clayton, 2013; Téllez & Waxman, 2005). In their 2005 review of the literature, Téllez and Waxman connected educators' sense of lack of preparedness to support CLD students to feelings of powerlessness and alienation created by the impact of standardized testing on educators' morale, highlighting the need for professional learning experiences that were optimistic, hopeful, and empowering.

### **Standards for Teacher Preparation Programs**

In 1999 with shifting student demographics, the international association for Teachers of English to Speakers of Other Languages (TESOL) began a two-year collaboration with the National Council on the Accreditation of Teacher Education (NCATE) to establish national standards for teacher education programs (Thibeault et al., 2011). Building on the developing pedagogical understanding that second language acquisition, educators were grappling with the challenges and opportunities of addressing English language development in mainstream classrooms (Chamot & O'Malley, 1994; Cummins, 2000). Educational researchers were drawing attention to the importance of educators presenting students with comprehensible input (Krashen, 1991) as they navigated what Halliday (1993) called *learning*

*language, learning through language, and learning about language.* When educators thought about learning language, Halliday urged them to consider knowledge development and the ability to communicate understanding. Learning through language addressed the use of language as a means of teaching and learning, and learning about language added the grammatical rules and metalinguistic awareness. The collaboration between TESOL International and NCATE instituted 13 original standards for P-12 teacher preparation programs and established TESOL certification, credentialing, and/or endorsement to their graduates (Thibeault et al., 2011).

The current *Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs* offer a comprehensive roadmap for teacher preparation specifying domains including (a) language, (b) culture, (c) instruction, (d) assessment, and (e) professionalism (TESOL, 2019). Furthermore, researchers have detailed various aspects such as educators’ knowledge of language mechanics, educators’ knowledge of MLs, their readiness to work with students in local educational contexts, and their sense of preparedness to engage families in student learning (Harper et al., 2011; Okhremtchouk & Sellu, 2019). Coady et al. (2011, p. 225) identified “three broad, interrelated dimensions that can inform the process and practice of preparing effective teachers of ELLs.” Aligning with the tenets of CLRP, this research team highlighted three commonalities across the scholarship in the field of educator preparedness to support CLD students and their families – (a) the influence of teacher preparation programs in conjunction with individual backgrounds and experience; (b) teacher knowledge of teaching and learning processes as they related to second language acquisition and MLs; and (c) teachers’ knowledge of their ML students. Educators do not function in a vacuum, protected from sociopolitical demands and constraints, teacher professional learning must be a combination of contextualized skills and knowledge development around the cultural and linguistic assets of MLs and how best to navigate educational policy and instructional practices in mainstream classrooms (de Jong et al., 2013).

## **Preparedness to Support Linguistic Diversity**

Although the broader tenets of CLRP include linguistic diversity, the literature has been very clear about the importance of parsing out educators' awareness of and appreciation for cultural versus linguistic differences. Without targeted attention placed on the linguistic backgrounds and varying levels of English language development proficiency, educators might overlook a main source of misunderstanding in schools – language acquisition (Santamaria, 2009). Lucas, Villegas, and Freedson-Gonzalez (2008) initially identified six defining actions in which linguistically responsive teachers could engage. Those principles included (a) acknowledging the fundamental differences between conversational and academic language proficiency; (b) providing MLs with comprehensible input and opportunities to produce output; (c) creating teaching and learning environments that actively engage MLs in social interactions; (d) understanding the strong connection between MLs native language skills and English language acquisition; (e) establishing a safe, welcoming learning environment; and (f) focusing explicitly on linguistic form and function essential to second language acquisition. Lucas and Villegas (2011) later finessed those principles into a framework that encompassed attention to sociolinguistic consciousness, advocacy for MLs and their families, instructional scaffolding that included (a) learning about MLs' language backgrounds, experiences; and proficiencies; (b) identifying the language demands of classroom discourse and tasks; and (c) knowing and applying key principles of second language acquisition. In his efforts to move the field from responsive to sustaining cultural and linguistic diversity, Paris (2012) and his colleague Alim (2014, 2017) urged educators to move beyond leveraging CLD students' languages and cultures as instructional resources. Given the power and privilege (or lack thereof) attached to

multilingualism and multiculturalism, they underscored the importance of fostering linguistic and cultural flexibility.

### **Supporting Educators' Sense of Preparedness**

Having examined educators' dialogic interactions through online PD, my collaborative work with Dr. He (2022b) illustrated potential for educators to work collaboratively across disciplinary areas to develop individual human capital, collective social capital, and take actions in their own educational settings to support CLD students and their families. The analysis of dialogic interactions offered the teacher educators insights on ways to support such collaborations and challenges PD facilitators to encourage expansive and diverging dialogues to support educators' sense of preparedness to support CLD students and their families. Individual educators' reflections and sharing of their contextualized applications expanded educators' knowledge and skills and directly supported their sense of preparedness (Peressini et al., 2004).

Molla and Nolan (2020) used qualitative case study to explore the professional experiences of educators, highlighting the connection between their confidence and professional capital. They found that transformative professional learning experiences were informed by past experiences as teacher deliberated on their "understandings and beliefs—including beliefs about purposes of education as well as about their teaching practices and their students" (p. 81). By identifying ways for educators to purposefully investigate their contextualized practices, Molla and Nolan exposed assumptions and values underpinning educators' thoughts and actions. Building upon this literature, I work to pinpoint specific experiences that enabled participants to surface their understandings, beliefs, and practices in a way to foster increased TSE in CLRP.

### **Teacher Preparedness and Collective Efficacy**

Additionally, in a 2018 review of literature on collective teacher efficacy, Donohoo noted that many educational experts advocated for increasing educators' decision-making power for issues related to

school improvement as part of an effective change strategy. Baker-Doyle and Yoon (2011) used social network analysis to highlight the “invisible force that shapes teacher learning and knowledge” (p. 89). Although not all social networks were deemed equal, they noted that knowledge development increased through educators’ informal social networks when information was interpreted, shared, compiled, contextualized, and sustained. Téllez and Manthey (2015) found that teachers who worked in schools with a positive climate developed a strong belief in the strategies and instructional programming used with ELs, suggesting strong collective efficacy tended to also increase educators’ sense of preparedness to support CLD students and their families.

### **Teacher Self-Efficacy**

Social cognitive theory describes human functioning within a dynamic series of reciprocal interactions between individuals and the social systems they navigate (Bandura, 1986, 2001). They encompass the continuous interactions between behavior, environment, and internal processes such as cognition, beliefs, thoughts, ideas, and self-efficacy wherein “sociostructural factors operate through psychological mechanisms of the self-system to produce behavioral effects” (Bandura, 2001). TSE centers a teacher’s individual beliefs in their personal ability to affect change, placing it at the crux of these interactions. In the final section of this literature review, I first explored the reciprocal nature of TSE and its dynamic processes that my research design centered. I then reviewed TSE and outcomes for both students and educators in my effort to understand the complex interactive relationships between TSE and school environments have potential in addressing the development of more inclusive, CLRP in schools across the US.

### **Historical Underpinnings of TSE**

The literature used for this study traced the beginnings of the construct now called TSE back to the 1970s and the Rand Corporation two-item survey. The Rand measure initially assessed educators’ perception of their own abilities. Findings suggested a positive impact schools (i.e.,

principals, educators, and the learning environment they created) contributed to student learning when schools functioned autonomously and educators had the flexibility to adapt and individualize their teaching (Armor et al., 1976; Tschannen-Moran & Hoy, 2001; Zee & Koomen, 2016). A short time after these findings were published, Bandura (1977) published his seminal piece, *Self-efficacy: Toward a Unifying Theory of Behavioral Change*. It was at this time that he coined the term self-efficacy as he attempted to explain and predict psychological changes obtained by different modes of treatment. The two advances in research led to a 1979 request for proposal by the National Institute of Education which asked for the creation of a conceptual framework to study TSE (Ashton & Webb, 1986). Ashton and Webb took a multidisciplinary approach in designing a two-phase project with the goals of identifying:

1. factors that facilitated and/or inhibited the development of TSE
2. educators' behaviors associated with TSE
3. effects of TSE on students, other educators, and the general school environment
4. ways to influence TSE

Although Ashton and Webb set the stage for the future research of TSE, their findings were widely overlooked as the nation began discussing school reform in the 1990s. In my study, I returned to their 1986 findings that identified the negative impact of contextual factors on TSE and made the connection with today's need to develop TSE in CLRP. These negative impacts were related to educators' sense of: uncertainty, isolation, and powerlessness linked to a lack of societal recognition and low wages.

### **Reciprocal Interactions**

An efficacious teacher believes their behavior impacts the teaching and learning environment. When TSE is high, educators are more likely to engage in inclusive practices (Chu



& Garcia, 2014; Min et al., 2021). Highly efficacious educators tend to be less critical of student errors (Ashton & Webb, 1986) and less inclined to refer students for special education (Soodak & Podell, 1993; Waitoller & Artiles, 2013). The reciprocal nature of these interactions is demonstrated by the ways in which educators may prioritize environmental factors such as print-rich learning environments (e.g., anchor charts, posters, and access to multicultural books and other print materials representative of students' cultural and linguistic backgrounds) or reading nooks with comfortable seating and lamps that create a welcoming, homey feel as a means of impacting student behaviors (e.g., motivation and learning outcomes).

Teaching and learning are dynamic, complex processes infused with individual beliefs, thoughts, and ideas that provoke varying emotional states and cognitive responses as teacher-student interact over the course of the day. Therefore, a teacher's well-being has the potential of influencing TSE which, in turn, may influence the ways in which they handle student engagement (Martin et al., 2012), design a lesson and quality of the teaching and learning environment (Allinder, 1994; Guo et al., 2012), or incorporate culturally and linguistically responsive practices (Cadenas et al., 2020; Siwatu et al., 2011). Although, the current literature highlighted the impacts of highly efficacious educators, the largely quantitative studies provided little insight into how TSE is developed over time. My study is designed to fill that gap in the literature.

### **TSE and Educators' Practices**

The Rand measure initially hypothesized that high school leadership, educators, and the learning environments they created benefited student learning (Armor et al., 1976; Tschannen-Moran & Hoy, 2001; Zee & Koomen, 2016), leading to the expansion of the field (Midgley et al., 1989; Tschannen-Moran & Hoy, 2001; Zee & Koomen, 2016). The context-specific,

dynamic nature of TSE has made measuring it a challenge (Tschannen-Moran & Hoy, 2001; Zee & Koomen, 2016). Teacher self-efficacy is generally measured using quantitative scales with educators self-reporting based on perceived sense of ability to bring about desired outcomes operationalizing either Rotter's locus of control (Guskey, 1981), Bandura's social cognitive theory (Siwatu, 2007; Tschannen-Moran & Hoy, 2001), or Butler's (2007) conceptualization of goal orientation and attainment. Quantitative instruments are favored for their feasibility in relation to their statistical content and construct validity.

Instruments have been adapted to meet the specific needs of certain projects and tested for internal validity (Janke et al., 2019; Nitsche et al., 2011; Siwatu, 2007; Tschannen-Moran & Hoy, 2001). My study centered the work of Siwatu (2007) who mirrored Tschannen-Moran & Hoy's (2001) instrument validation process in creating an instrument to measure TSE in CLRP, Culturally Responsive Teaching Self-Efficacy (CRTSE) Scale. Tschannen-Moran and Hoy (2001) were the first to highlight three statistically significant constructs to impact TSE (e.g., efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement). Building off their work, Siwatu (2007) validated four constructs to impact TSE in CLRP specifically – curriculum and instruction or instructional strategies; classroom management; student assessment; and cultural enrichment. Despite addressing the historically documented problems with measuring TSE (Tschannen-Moran & Hoy, 2001), neither provided insights into how TSE with in-service educators develops over time, nor do they pinpoint experiences that contribute to its development. Both of which were the focus of my research design that follows.

Despite the Rand measure's initial purported influence of TSE on student learning (Armor et al., 1976), subsequent research has suggested TSE may have more indirect effects on students'

motivational and learning outcomes. TSE has been shown to effect differentiated instruction to support inclusive education (Thoonen et al., 2010), educators' engagement in professional learning activities (Geijssel et al., 2009), and implementation of student-centered instructional approaches (Siwatu et al., 2016) which in turn affect student outcomes. The findings, however, told deeper stories with potential implications, centering CLRP and indicating TSE's potential for attaining the goal of equal educational opportunities for historically CLD students and their families (Ashton & Webb, 1986).

Thoonon et al.'s (2010) findings for TSE in conducting learning activities, for example, demonstrated how two instructional design choices that embraced CLRP (i.e., connection to students' world and cooperative learning) strongly effect students' motivation to learn. Whereas process-oriented instruction had a negative effect on student motivation. Geijssel et al.'s (2009) quantitative study of TSE in professional learning and their ability to enhance student achievement of 328 in-service teachers surfaced two secondary findings. First, professional development (PD) had a direct effect on TSE in changing instructional practices. Second, the findings also showed that school leadership and organizational conditions had indirect effects on educators' goal orientations and TSE in professional learning, highlighting the impact and importance of context and sociostructural factors in the development of TSE.

Conversely, TSE seems to be a fairly robust predictor of a variety of motivational factors: student self-efficacy (Midgley et al., 1989), student engagement (Robertson & Dunsmuir, 2012), student behavior (Klassen et al., 2013). In their longitudinal study of the impact of TSE on students transitioning from elementary to middle school, Midgley et al. (1989) surveyed 1329 students and 314 educators across twelve school districts. They found that TSE strongly influenced students' self- and task related beliefs in mathematics. Robertson and Dunsmuir's

(2012) mixed methods study demonstrated that high TSE and lower levels of negative comments about student behaviors and academics led to a higher instance of on-task behaviors by students.

In responding to a 1979 call for proposals from the National Institute of Education to develop a conceptual framework to study TSE, Ashton and Webb (1986) found that TSE was reflected in educators' behaviors and student performance and that it differed from teacher to teacher.

Although the quantitative portions of their studies have been faulted with having small sample sizes, their multi-phase mixed methods approach that included a comparative field study, a process-product study, and the evaluation of a small-scale attempt to influence TSE accentuated the context-specific, dynamic nature of TSE and spotlighted the elusive and changing nature of TSE that is susceptible to sociocultural and sociopolitical influences. Siwatu et al. (2016) conducted a mixed methods study using a TSE instrument that was adapted to measure TSE in CLRP, Culturally Responsive Teaching Self-Efficacy (CRTSE) Scale (Siwatu, 2007). 685 preservice educators (PSTs) completed the CRTSE. The research team used convenience sampling strategies to identify 25 PSTs to participate in the interviews focusing on the items where students felt the least efficacious. During the coding stages of the qualitative data analysis, themes began to emerge after five interviews. Data saturation was reached after eight interviews. By examining PSTs' doubts in TSE in culturally responsiveness, Siwatu et al. not only surface to what PSTs attributed their doubts (e.g., inadequate exposure to CLRP; hyper focus on teaching Hispanic students and forgetting the others; ignoring the culturally responsive topics outside a narrow scope), the interviews allowed the research team to examine the origins of those doubts. PSTs' doubts emerged from (a) their developing understanding of the difficulties associated with CLRP; (b) the unexpected consequences of engaging in CLRP; and (c) ineffective field placements which restricted opportunities for performance and vicarious experiences. Thus, the

mixed methods approach provided educators and teacher educators with an interesting perspective into the sources of the development of PSTs' TSE in CLRP.

Additional research conducted around educators' emotions and emotional well-being (Anderman & Klassen, 2016) has linked TSE to teacher satisfaction with their commitment to teaching (Coladarci, 2010; Klassen et al., 2013) as well as educators' persistence and resilience (Tschannen-Moran et al., 1998). Scholars have not found direct effects of TSE on teacher retention, however, indirect effects linked to poor classroom management causing emotional fatigue and a lack of commitment that led to attrition for both PST and in-service teachers have been observed (Klassen & Chiu, 2011; Spilt et al., 2011; Tsouloupas et al., 2010). It is important to remember that classroom management is one of four constructs found have to a statistically significant impact on the TSE in CLRP (Siwatu, 2007). With the findings from these studies in mind, I consider the weight of educators expressed sense of unpreparedness to support CLD students and their families. Identifying experiences that contribute to TSE in CLRP may an additional means of boosting teacher satisfaction.

Spilt et al.'s (2011) literature review analysis highlighted how educators' mental models of student-teacher relationships may explain widely recognized effects of perceived student behaviors on teacher stress and burnout, leading me to wonder how those same mental models might explain deficit beliefs surrounding CLD students and their families. The interesting part here is the disconnect between the deeper stories scholars told and what goes down as most memorable in seminal pieces (Armor et al., 1976; Midgley et al., 1989). Most TSE studies have been self-report, quantitative studies. The study I designed aims to capture the ways in which teacher participation in CoPs impact their professional learning, pinpointing specific experiences and providing the field with more insights into how mental models are developed over time.

Despite an increase in research on TSE since the seminal studies of the late 70s and mid-80s (Armor et al., 1976; Ashton & Webb, 1986), issues persist (Klassen et al., 2011; Zee & Koomen, 2016). We know more today about classroom organization; however, the range of efficacy-influenced teaching processes associated with this domain was quite extensive, covering a host of different strategies, behaviors, attitudes, and decisions in class. Moreover, each of these teacher processes appeared to be investigated only once or twice in isolated, cross-sectional studies focusing on various student groups or different grades, and using different measures. Such fragmentation of the field may prevent researchers from drawing definite conclusions on the links among TSE and aspects of classroom organization across grade level, specific types of students, and contexts. (Zee & Koomen, 2016)

Therefore, additional research is needed to understand the complex interactive relationships between TSE and school environments and their potential in addressing the development of more inclusive, CLRP in schools across the US.

### **TSE in CLRP**

The literature highlights the positive effect critical consciousness has on TSE when working with CLD students, indicating TSE's potential for attaining the goal of equal educational opportunities for historically marginalized students and their families (Ashton & Webb, 1986). Spilt et al.'s (2011) literature review analysis reinforced this notion by making connections between educators' mental models of student-teacher relationships and their deficit beliefs surrounding CLD students and their families. They provided insights into how widely recognized effects of perceived student behaviors impacted teacher stress and burnout. Thoonen et al. (2010) demonstrated how increased TSE in conducting learning activities made educators

more likely to engage in instructional design choices that embraced CLRP (i.e., connection to students' world and cooperative learning) which, in turn, strongly effected students' motivation to learn.

Siwatu (2007) connected CLRP to TSE more directly with the creation of two self-report quantitative measures (i.e., Culturally Responsive Teaching Self-Efficacy Scale and the Culturally Responsive Teaching Outcome Expectancy Scale). In his 2007 study, he validated both measure for use with PSTs. In a subsequent follow-up study, Siwatu et al. (2011) identified that PSTs did not perceive themselves to be capable of integrating many of the critical, essential aspects of CLRP, such as integration of students' home culture and communicating with CLD students and their families. Although the team explored potential interventions that exposed students to performance accomplishments and/or vicarious experiences in the critical, essential aspects of CLRP that were lacking, they explicitly cited the need for additional qualitative data to better understand the development of TSE in CLRP. Building upon the quantitative findings discussed here, Siwatu conducted an explanatory mixed methods study that included PST interviews with three main goals: deepening the field's understanding of the nature of preservice educators' CRTSE beliefs; identifying the types of experiences that preservice educators encountered during their teacher education program that contributed to their sense of TSE in CLRP; and examining preservice educators' beliefs regarding the influence those experiences had on the development of their TSE beliefs (Siwatu, 2011).

Thus far, the review process has demonstrated research in (a) how educators implement CLRP and (b) the potential impact of CLRP on teacher and student outcomes. Considering the research in development of TSE in CLRP, Siwatu's (2007) two scales have often been used to measure TSE in CLRP across the US. Rich findings have been developed around how TSE in CLRP develops with preservice educators (Cadenas et al., 2020; Siwatu, 2011; Siwatu et al., 2011, 2016). However, much less is known about the development of TSE in CLRP with in-service teachers. My study has the potential of filling that

gap in the literature with its qualitative, case study designed to capture the experiences in-service teachers declare contributed to the development of educators TSE in CLRP.

### **Summary**

With the growing number of CLD students in schools across the U.S., it is critical to prepare educators to engage in CLRP to challenge deficit perspectives (Dani & Harrison, 2021; DeCuir-Gunby & Dixson, 2004) and promote multicultural education in transformative ways (Banks, 2019; Gay, 2010; Ladson-Billings, 2014; Lucas & Villegas, 2013; Paris, 2012). TSE in CLRP has been identified as one of the key factors that contribute to CLD students' success (Armor et al., 1979) and more equitable educational opportunities for all students (Webb, 1986). Despite early evidence of the impact of TSE on educators' preparedness for CLD students, however, few studies have examined the factors that contribute to the development of TSE in CLRP.



### CHAPTER III: METHODOLOGY

*Through reason man observes himself;  
but he knows himself only through consciousness.*

Tolstoy, 1869

This longitudinal, instrumental case study focused on the development of TSE in CLRP for four educators who participated in an online learning community centering strength-based practices, including CLRP. TSE has generally been measured using quantitative scales with educators self-reporting based on perceived sense of ability to bring about desired outcomes (Tschannen-Moran & Hoy, 2001) or in areas of goal orientation and attainment (Butler, 2007). However, quantitative measures alone do not capture the depth of personal perspectives. In this longitudinal case study, I sought to deliver a micro understanding (Creswell, 2014) associated with socially bound, richly contextualized practices that impact the psychological mechanisms of the self-system to produce behavioral effects, or as Bandura (2001) called them – the *sociostructural factors*, within which TSE developed and operated. I chose to examine the dynamic, complex nature of TSE as it related to Bandura’s conceptualization of triadic reciprocal causality (Bandura, 1997) in relation to Bourdieu’s notion of social capital (Bourdieu, 1998).

In this longitudinal case study, I provided insights into professional learning experiences that have the potential of contributing to the development of TSE in CLRP and, in turn, boost educators’ sense of preparedness to support CLD students and their families. I examined educators’ reciprocal interactions and professional learning over time and across CoPs to address the following research questions:

**RQ1:** How do educators contribute to and learn from the online PD over time?

**RQ2:** How do educators' beliefs in and applications of CLRP involving CLD students and families contribute to the development of TSE in CLRP?

**RQ3:** What specific experiences contribute to the development of TSE in CLRP when working with CLD students and their families?

In this chapter, I explain my research design, the research context, data collection and analysis methods. Additionally, I discuss the credibility and trustworthiness of the study.

### **Research Design**

The research design was aligned with the five core features of PD: content focus, active learning, coherence, duration, and collective participation (Desimone, 2011). The online PD was representative of content focus, active learning, and coherence. My choice in participants addressed collective participation in that I examined the interactive learning of a group of four educators from the same district. I engaged in a longitudinal case study design because research and best practice not only identify the need for PD activities to be spread over time, but they also state that should also provide educators with (a) opportunities to recontextualize their learning in their own setting (Peressini et al., 2004) and (b) time for personal reflection (Guskey, 2002; Hopkins & Spillane, 2015). The longitudinal case study design allowed me to examine educators' beliefs in and applications of CLRP across time and reflective spaces (i.e., online participation, follow-up requests for materials and/or support, school-based applications). With the five core features of PD as the underlying theory used in designing the online PD, I timed assessments of participant engagement and learning across a three-year period (Hopwood et al., 2022). Data pertaining to participant engagement and learning was collected before the online PD began, throughout, immediately following the PD, and then one to years later depending on

the participant. The timing of these assessment ensured participants ample opportunity to not only reflect but also to recontextualize their professional learning within their individual settings. Additionally, Zee and Koomen's (2016) literature synthesis of 40 years of TSE research emphasized the need for longitudinal studies with qualitative analyses in future studies.

I chose instrumental case study design to explore how TSE in CLRP developed over the course of participant engagement in multiple CoPs (i.e., online PD; district coaching initiative; collaborative completion of PD content; individual beliefs/applications of CLRP). Case study research is an approach that analyzes a holistic, detailed description of a specific case (Glesne, 2016), or *bounded system* (Stake, 2008). A *bounded system* is a coherent and integrated system embedded within a context from which it cannot be removed because it is defined by time, context, activity, or environment, i.e., an individual, a group, an organization, an event (Miles et al., 2020; O'Leary, 2017). In his 1995 seminal work, *The Art of Case Study Research*, Stake (1995) unpacked this notion and described how the specificities of a particular bounded system may be used to explain phenomena and to magnify the understanding of a given research topic. Stake (1995) divided case studies into three typologies: (a) intrinsic, or single case that demonstrates importance as result of its own merits that moves beyond its potential for predicting actions; (b) instrumental, or a single case that looks to understand a broader phenomenon; and (c) collective, or a multiple case version that seeks to learn about a phenomenon.

Roller and Lavrakas (2015) provided a detailed description of the internal-external classification of each typology. Intrinsic case study designs deliver *internalized* outcomes because they are intended to provide the researcher with information uniquely about the case itself. Whereas instrumental and collective case study designs are considered to deliver

*externalized* outcomes by providing the researcher with information beyond the case.

Externalized outcomes either broaden understanding of a phenomenon and/or facilitate the development of theory, allowing the research to extend the findings beyond the specific case (Roller & Lavrakas, 2015). In this study, I looked beyond a single case to understand the broader phenomenon of educator professional learning as it relates to the potential certain experiences have in contributing to the development of TSE in CLRP.

Through within-case and cross-case qualitative thematic analyses (Miles et al., 2020), I adopted a naturalistic approach to data analysis based on my tacit knowledge of professional learning, my personal interactions with the participants, and my intimate, working knowledge of data collected over the course of the online PD (Lincoln & Guba, 1985). Stake and Trumbull (1982) described the value of case study by its *naturalistic generalizability*, or the ability of the researcher's narrative to provide readers with a vicarious experience that could in return allow readers to transfer elements of the research design and/or findings to other contexts (Stake, 2000; Stake & Trumbull, 1982). Lincoln and Guba (1985) applied abductive reasoning to the concept of naturalistic generalization whereby a part provided a sense of the whole. I applied that same abductive reasoning in this instrumental case study. With the goal of presenting educators with relatable problems of practice, I examined the professional learning experiences of a few (e.g., within-case and cross-case analysis) to get a sense of how the phenomenon of TSE in CLRP might function in the larger field of education.

## Research Context

This instrumental case study was nested within a larger research agenda connected to a National Professional Development grant funded project<sup>1</sup>, Engaging and Advancing Community-Centered Teacher Development (EnACTeD) with four overarching goals:

- Goal 1: develop and provide online PD for educational professionals working with CLD students and their families;
- Goal 2: develop an ESL/DL concentration for undergraduate elementary education preservice educators;
- Goal 3: develop an ESL/DL add-on licensure program for in-service teachers; and
- Goal 4: implement family engagement activities led by participants of the programs offered by the EnACTeD project.

EnACTeD was a grant-funded project that spanned 5 years with a focus on strength-based practices, including CLRP. The program offered online professional development; teacher education programs for preservice and in-service teachers; and family and community engagement. The current study centered the participation of educational professionals working with CLD students and their families in the online PD. It was the result of an iterative data collection and analysis process spanning over three years of online PD participants from 2019-2022 (see Appendix A).

The district-bound case of one educator, two school-based instructional coaches, and one district leader joined other educators from across the state in a year-long online PD designed to provide quality teacher professional development to support CLD students and their families. By

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<sup>1</sup> U.S. Department of Education, Grant/ Award Number: T365Z170203

examining their engagement in multiple CoPs (i.e., collaborative completion of PD content, online interactions with others, district coaching initiative, individual beliefs/application of CLRP), I documented the experiences that contributed to a greater sense of TSE in working with CLD students and their families.

### **Online PD**

EnACTeD offered a year-long online PD for educators from a variety of disciplinary backgrounds including in-service teachers, teaching assistants, instructional coaches, and administrators from across schools and districts. The online PD engaged participants in sharing their expertise and contextualized applications of the PD content focused on CLRP in local educational contexts (He & Bagwell, 2022a). CLD students' unique assets and tensions educators faced were highlighted through dialogues within the online learning community. Their dialogic reflections surfaced the ways in which they negotiated the application of educational theories, desired instructional practices, and restrictions within local education contexts where theories and practices collided and evolved (He & Bagwell, 2022b).

### **District Coaching Initiative**

EnACTeD was part of a long-term collaboration between two district partners and several partnership schools. The ongoing, collaborative relationship between the university TESOL program and the district Title III director inspired the use of the EnACTeD online PD as an instructional coaching tool. Four teachers and one district leader participated in instructional coaching seminars led by a district specialist. They applied their coaching skills as they worked alongside five district educators to complete the online PD. This instructional coaching team met three times over the course of the online PD to debrief their instructional coaching sessions.

## **My Role as PD Facilitator**

As part of my graduate research assistantship, I worked with the team of educators who developed the online PD modules and participated in multiple rounds of edits and modifications to PD content and modes of instructional delivery. I also facilitated the online PD from Fall 2018 through Spring 2022. As PD facilitator, I was in direct communication with PD participants. I answered logistical questions. I provided additional support with application tasks. I provided supplemental materials as needed. I led bi-monthly online synchronous sessions, creating a space for educators across the state to discuss module content and share ways in concepts were showing up in their individual districts. I celebrated their successes and even visited classrooms when they wanted to shine a light on the work they were doing with CLD students.

I maintained contact with case study participants over the years. At times, our meetings were chance encounters at local educational conferences. At others, we were on the same state committees or on advisory boards for grant-funded projects. The relationship I built with PD participants over the years also meant that I was their initial point of contact if they had questions about EnACTeD online PD. For example, Marco emailed in August 2021 as he was starting a new job at the early middle college. He asked if I could assist him in accessing the online PD modules he had completed in May 2020. He wrote:

I used to teach in a Title 1 Middle school, but this year I'll start teaching in an Early Middle college. That will be a huge change, as I'll be working with students with different academic and social backgrounds from the students I used to work with. Apart from that, their first experience in a college-like atmosphere will impact their previous concept of school community as well, impacting the way in which their families interact with the school, too.

Because of that, I was wondering if there is a way, I can have access to the modules of the EnACTeD program again. I remember there were so many great links to resources, articles, and strategies to be used with our EL population and their families, especially those designed for students on advanced levels. Do you think you can help me get access to those modules again? I would really appreciate any help you can provide.

Marco and I emailed back and forth through early September 2021.

### **Contributing Factors to this Study**

An initial study was conducted in June 2019 as the first cohort of teachers completed the online PD (He & Bagwell, 2022a). In the initial study, we focused on educators' self-descriptions of beliefs and practices and their perceived impact of participating in the online PD. Findings demonstrated that educators leveraged their existing professional knowledge and experiences as they developed new, deeper understandings. We noticed elements of professional capital – human capital or the dispositions, knowledge, and skills of educators as individuals; social capital or the collective wisdom and collaborative efforts of educators as a group; and decisional capital which included educators' capacity to evaluate various situations to make sound decisions to guide actions or adaptations (Hargreaves & Fullan, 2012).

As a follow-up, Dr. He and I examined how participants in the second cohort engaged in the online PD and the extent to which their engagement contributed to the development of professional capital (He & Bagwell, 2022b). Looking beyond educators' human capital development based on their self-assessments and application tasks, we examined their online dialogues to highlight how their discussions converged (i.e., led toward a single answer/solution) and diverged (i.e., allowed for multiple perspectives and interpretations; Burbules & Bruce,



2001). Findings highlighted the power educators' dialogic interactions had on the development of their social capital, ultimately contributing to an increase in their overall professional capital – human, social, and decisional. Although data indicated that educators were leaning toward more culturally and linguistic responsiveness in their decision-making, the focus of our study had primarily been on human and social capital.

At that point, my own experiences as a district instructional coach and PD facilitator came flooding back. CLRP is steeped in a rich tradition of cultural and linguistic consciousness that was oftentimes lacking in educators' daily practices. I began to wonder what experiences promoted critical, divergent thinking we saw signs of in that second study. I began to ask what role TSE played in the development of decisional capital given that it is with increased self-efficacy that knowledge may better translate into action (Bandura, 1997).

### **Participants**

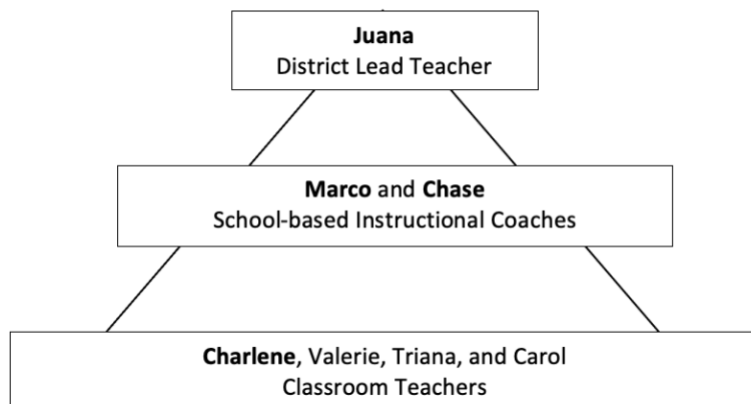
Participants in this instrumental case study were bound by (a) their participation in and the completion of the online PD in the spring of 2020 and (b) their collaborative interactions as part of the district coaching initiative. As part of my purposive sampling method (Miles & Huberman, 1994), I started with a list of 13 potential candidates for participation: five classroom teachers who completed the online PD with an instructional coach; four school-based instructional coaches that worked with one or more of the five classroom teachers; one district specialist who delivered the additional instructional coaching seminar; and one district lead teacher who worked with all of the educators listed here. All names used throughout this paper were pseudonyms.

I chose this district-bound case because it operationalized TSE within a relatable scenario that highlighted educators juggling competing school, district, and state demands for increasing

the educational outcomes for CLD diverse students (Korthagen et al., 2006). The case illustrated common school hierarchy with classroom teachers, instructional coaches, and a district instructional leader, making the findings from the case study more easily expandable and providing insights that when transferred to other educational settings might increase TSE in CLRP. Following the online PD, I asked participants if they would be interested participating in this study. Eight said they were interested in hearing more.

Upon review of those eight participants, I noticed that five of them had been part of the same district coaching working group. Four consented to participate in the study – Juana, Marco, Chase, and Charlene. They were the focus of this longitudinal case study. Additionally, the group of four was representative of a common school hierarchy with a district lead teacher, school-based instructional coaches, and classroom teachers. I had either met with or had email

**Figure 3.1: District Coaching Working Group**



exchanges with three of them in the years that followed the completion of the online PD – Juana, Marco, and Charlene. The fourth, Chase, was the new instructional coach at a school I visited weekly as part of my supervisory duties.

## **Juana**

Juana is a veteran teacher with over 20 years of experience in education. She has always been an English language development specialist. She now serves as a district instructional coach and held that same position when she participated in the EnACTeD online PD. She began her teaching career in Argentina where she taught English as a Foreign Language before coming to the U.S. in 2003. In 2019, she led a district-wide ESL leadership academy. As part of those duties, she organized the district coaching initiative and participated in the EnACTeD online PD.

She is a life-long learner who seeks to understand how instructional design choices might better serve CLD students and their families. She strongly believes in teamwork and spoke to me about the importance of modeling expectations and shared ways the district has worked to include teacher expertise into their efforts. In her work throughout the district, she not only centers collaboration across stakeholders and privileges increased communication with the families of CLD students but also extends the notion of two-way engagement beyond families to include all that can be learned when educators collaborate within the district and beyond. She is an advocate and cheerleader who lifts up those with whom she works.

## **Marco**

Marco taught English as a Foreign Language in Chile for four years before coming to North Carolina with a visa for international teachers. Since arriving in the United States, he has taught in one large urban public school district. He was a Spanish teacher at a Title I<sup>2</sup> middle school for five years before shifting to an ESL teaching position in the same school. He was at

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<sup>2</sup> Schools that receive additional federal funding to support students from low-income families; at least 40 percent of student enrollment are identified as coming from low-income families

the same school for ten years. He was a middle school ESL teacher when he participated in the EnACTeD online PD. In 2019, he was part of a district ESL leadership academy. As part of those duties, he participated in the district coaching initiative and the EnACTeD online PD. He also prepared and delivered professional learning modules focused on an ESL curricular framework adopted by the district. In this role, he worked with secondary teachers from across the district. In 2020, he transferred to the online academy as an ESL teacher. In 2021, he began teaching ESL at the early middle college. He was the school's first full-time ESL teacher. As EL enrollment dropped, he shifted to part-time ESL positions in two schools – the early middle college and a middle school.

He is passionate about bilingual education and wrote his master's thesis on promoting awareness of bilingualism in the early stages of childhood. His self-described interest in and passion for working with CLD students and their families stems from his own experiences. He has shared lived experiences as a multilingual learner (ML) who immigrated to the U.S. now raising bilingual children.

### **Chase**

Chase taught for over 20 years prior to leaving the classroom to take on the role of reading teacher and instructional coach in a specialized school that serves refugee and recently immigrated students. Prior to that, she taught French and ESL in New York and North Carolina. She has spent the bulk of her career teaching ESL in the same large urban public school district. She had been an elementary ESL teacher for 19 years at Title I elementary school when she participated in the EnACTeD online PD. In 2019, she was part of a district-wide ESL leadership academy. As part of those duties, she participated in the district coaching initiative and the EnACTeD online PD. Through her participation in the district coaching initiative, she prepared

and delivered professional learning modules focused on an ESL curricular framework adopted by the district. The professional learning opportunities also led to her current role as a reading teacher and instructional coach.

She truly embraces the notion of being a life-long learner. She has participated in a variety of professional learning experiences – those that came with the job and others that were of interest to her. Her efforts to engage in CLRP started with an interest in centering student strengths and in creating learning environments that valued and support diverse perspectives. Her professional learning has included instructional coaching, lesson design and delivery, youth mental health first aid, restorative justice, and trauma-informed practices.

### **Charlene**

Charlene is a second-grade classroom teacher and held this same position when she participated in the EnACTeD online PD. She has been teaching for 11 years. Over the years, she has taught in three different schools across the same large urban public school district. She has been a second-, third-, fourth-, and fifth-grade teacher. In 2017, she was part of a two-year equity leadership program through the district. Following that professional learning experience, she began to look for opportunities to learn more about supporting the CLD students and their families who were in her class. In 2019, she chose to enroll in the EnACTeD online PD. As part of the district coaching initiative, she collaborated with Juana. They have maintained a collaborative working relationship, and Juana has connected her with additional ESL support. This network of educators has assisted Charlene in finding culturally and linguistically responsive curricular materials, allowing her to weave CLRP throughout the instructional units she has created.

She embodies the essence of a life-long learner. She is inquisitive and perceptive. She not only seeks out professional learning opportunities but also digs deep to process what she is learning. She works to understand process and purpose over procedure. She makes a direct connection between her own professional learning and her ability to synthesize that learning in ways that benefit students and their families.

### **Data Collection**

The data collected included: a) pre- and post-survey data; b) application task submissions and discussion board posts from the online PD; c) pre-/post-assessment data from each online PD module; d) participant interviews (recording transcripts and researcher notes); e) district coaching initiative meetings (field notes); and f) teaching and/or family outreach artifacts (document analysis). Table 3.1 outlines the alignment between the data collected and the research questions.

**Table 3.1: Data Collection by Research Question**

<b>Research Questions</b>	<b>Pre-/ Post-Survey</b>	<b>Online PD submissions</b>	<b>Interviews</b>	<b>Artifacts &amp; Observations</b>
RQ1: knowledge development	X	X	X	
RQ2: beliefs and applications of CLRP	X	X	X	X
RQ3: efficacy-forming experiences		X	X	

### **Survey**

Participants of the online PD completed a pre- and post-survey via the online platform Qualtrics. The pre-survey consisted of three sections: background Information – including questions about participants’ teaching experiences and PD experiences; preparedness – including information regarding their preparedness to work with English learners (ELs) and dual language

learners (DLLs); and engagement with CLD families and communities – including questions about their experiences with family engagement at their school (see Appendix B). The survey was designed to gather perceptions of participants’ current preparedness to work with ELs and DLLs. The pre-survey took approximately 20 minutes to complete and included 24 selected response questions, 18 Likert-scale items that aligned with the TESOL standards in terms of language, culture, plan, implementation, assessment, and professionalism, and six open-ended questions that provided participants with the opportunity to share details about their individual contexts and experiences.

The post-survey contained the same series of questions as the pre-survey to provide perceptions in a pre/post manner with an additional set of seven satisfaction questions (see Appendix C). To account for the potential response shift bias in traditional pre-post designs, we included retrospective self-report measures so that we could conduct a then/post analysis along with the pre/post analysis (Howard, 1980). The reliability of the instrument was measured using Cronbach’s Alpha (.96).

## **Online PD Engagement**

### ***Online Modules***

Participants engaged in approximately 30 hours of online learning plus any collaborative work sessions they completed as part of district instructional coaching initiative. The online PD was presented as an online course delivered by the state department of instruction learning management system. The online course consisted of eight online self-paced modules (M). Given my interest in demonstrating experiences that contributed to the development of TSE in CLRP, Appendix D outlines the ways in which the online PD supported the development of participants’ understanding of CLRP.

### ***Application Tasks***

Participants completed four application tasks (ATs) that offered participants the opportunity to engage with others as they reflected on their instructional beliefs and practices involving CLD learners and their families (see Table 3.2). Data consisted of the individual AT submissions and the dialogic interactions participants had with others. Dialogic interactions were written messages sent between peers via the online discussion board. Coded exchanges were the sentence-level thematic coding within any given dialogic interaction.

### ***Pre-/Post-Assessments***

As part of the online PD, participants completed pre- and post-assessments with each module. Pre-assessments were a self-reported confidence level prior to engaging with the module content. Post-assessments repeated the self-reported confidence level and added an assessment of the module content knowledge



**Table 3.2: Cultural and Linguistic Responsiveness Explored in PD Modules and Application Tasks**

<b>TESOL Standards</b>	<b>Tenets of CLRP</b>	<b>M1</b>	<b>M2</b>	<b>AT 1</b>	<b>M3</b>	<b>M4</b>	<b>AT 2</b>	<b>M5</b>	<b>M6</b>	<b>AT 3</b>	<b>M7</b>	<b>M8</b>	<b>AT 4</b>
Language	Applying the principles of second language acquisition (SLA)		X	X				X	X	X	X	X	X
	Identifying Language Demands		X	X		X	X		X	X	X		X
Culture	Sociocultural and/or sociolinguistic consciousness	X	X	X	X	X	X	X	X	X	X	X	X
	Facilitating learning about and value in their own and others' cultures		X	X	X		X		X		X		
	Appreciation for cultural and/or language diversity	X	X	X				X	X	X	X		X
Planning & Implementation	Creating inclusive environments that bridge cultural/linguistic knowledge as an asset		X	X	X	X	X	X	X	X	X		X
	Working to bridge cultural/linguistic knowledge and assets to traditional school-based epistemologies		X	X	X	X	X		X		X		X
	Engaging in critical reflection about their lives and the lives of their students		X	X					X	X			
	Scaffolding instruction		X	X	X	X	X		X	X			

Assessment	Setting high expectations for students		x	x	x	x	x						
	Understanding classification and assessment practices of federal ESL programs	x		x						x	x	x	
	Awareness of the social and political implications of standardized assessment practices										x	x	
	Taking into consideration students' (and families') cultural ways of communicating and acting within and outside the classroom		x	x	x			x		x	x	x	
Professionalism	Pursuing social justice by explicitly examining and critiquing oppressive systems and discourses of power												
	Predisposition to advocate for CLD students and their families	x	x	x	x	x	x	x	x	x	x	x	x

They were set up as assessments for learning in that they provided feedback. An example of the post-module self-reported confidence level and feedback after completing the Family and Community Engagement module was:

On a scale of 1 to 4 (1-very little confidence; 4-very confident), how would you rate your ability to:

- recognize where a family falls in the 4 stages of immigrant family involvement?
- adapt current family outreach in an effort to bridge the cultural divide between families and school expectations?
- assessing your school's strategies to engage families effectively and meaningfully?

Feedback: It is important for all families to feel like they have a voice and place in schools. Start small (What color should we paint the hallways? When is the best time for us to plan family engagement events?), tap into their funds of knowledge (What skills or talents do family members have? How can they contribute?) and work your way up to more academic input. If your confidence is still lacking in any of these areas, check out the optional readings after the Resource page 6.7.a and 6.7.b

Post-assessments of module content knowledge were scored out of ten. They were also designed as assessments for learning. They provided feedback/guidance and allowed for unlimited attempts at completion. An example of a question on a post- assessment of the module content knowledge for the Teacher Collaboration module was:

True or False

1. \_\_\_\_\_ Content area teacher and ESL teacher are responsible for different elements of planning co-taught lessons.
2. \_\_\_\_\_ Co-teaching models teaching teams choose vary; they are chosen based on student need and learning objectives for the lesson.
3. \_\_\_\_\_ The Appreciative Education (AE) framework takes individual talents and collective strengths into consideration as it works to counter the challenges of co-teaching.

4. \_\_\_\_ Co-teaching is an effort to shift teaching from good to great.
5. \_\_\_\_ Honest conversations are a key component to a successful co-teaching team.

Feedback: Each of these questions is true. We acknowledge that teacher collaboration is not always easy to schedule, plan for, and maintain. Throughout this module, you were introduced to several frameworks that can assist you in creating a more collaborative instructional model. Section 7.2 reviews the various co-teaching models. Section 7.3 explores resources and routines to assist in the implementation of co-teaching. Section 7.4 gives you details about the AE framework.

The pre- and post-assessment questions were designed to include key tenets of CLRP.

### ***Completer Interviews***

I conducted completer interviews with two participants once they had successfully completed the online PD, Juana and Charlene. Depending on participants' preference, the initial series of interviews was completed in three sessions or less. Each interview lasted approximately 20 minutes (see Appendix E). The first interview focused on participants' backgrounds and instructional context with questions pertaining to participants' current teaching context, their professional learning opportunities, their teaching philosophy, and ways in which their teaching philosophy surfaced in their engagement with CLD students and their families. The second interview section focused on specific instructional practices and/or family engagement efforts participants chose to share. Questions were related to the lesson planning and delivery and spotlighted learning objectives, challenges met, and alignment of the instructional practices and/or family engagement efforts with their teaching philosophy. The third interview focused on continued PD needs based on participants' experiences and any artifacts shared. This third interview included questions about instructional improvement and the knowledge/skills needed

when sharing of resources with others. Table 4 demonstrates how the questions from the completer interview align with the current research questions.

### **Artifacts**

Data in this study also included artifacts. Marco and Charlene chose to share an assortment of artifacts to illustrate their instructional practices and family engagement efforts. These artifacts contained details about the instructional planning process and final lesson plans.

### **TSE Interviews**

As part of this case study, participants agreed to an additional 60-minute TSE interview followed by a member check discussion. The 60-minute TSE interview was designed to gather additional insight into (a) their role during the instructional coaching cycles; (b) specific statements from their submissions and/or dialogic interactions within the online PD platform identified as contributing to an increase in their knowledge development; and (c) the evolution of their individual beliefs in and application of CLRP since the completion of the online PD. The interview protocol and recruitment email can be found in Appendices E and F.

### **Data Analysis**

Through within-case and cross-case qualitative thematic analysis (Miles et al., 2020), the goal of this longitudinal case study was to provide insights into the types of professional learning experiences that contributed to the development of TSE in CLRP. Driven by a previous study of the online interactions of the PD participants, I initiated a reflexive thematic analysis process with the assumption that an increase in professional capital had the potential of leading to an increase in TSE and, in turn, impacted educators' beliefs and applications of CLRP involving CLD students and families over time (Hargreaves & Fullan, 2013; He & Bagwell, 2022b).

I conducted the data analysis in two phases. In both phases of my data analysis process, I adopted a *deductive*, or theory-driven, approach to first cycle coding. I then engaged in inductive pattern coding as part of second cycle coding. In both phases, I first conducted within-case analyses and established a depth of understanding of each case before I conducted a cross-case analysis. All qualitative data were uploaded to and analyzed in Atlas.ti 22, computer-assisted qualitative data analysis software.

### **Phase I**

Phase I analysis was used to design the Phase II TSE interview protocol. I used the analysis of quantitative and qualitative data to prepare individual readiness profiles that included a graph of case study participants' self-reported preparedness levels for each of the TESOL standards accompanied by participant quotes reflecting their beliefs about and/or application of CLRP that aligned with those same TESOL standards.

### ***Quantitative Analysis***

I compiled two quantitative data sources – participants' self-reported preparedness levels from the pre- and post-survey and participants' pre-/post-assessment scores from each online module. For the participants' self-reported preparedness levels, I focused on the 18 Likert-scale items that aligned with the TESOL standards in terms of language, culture, planning/implementation, assessment, and professionalism. These five TESOL standards captured the essence of CLRP as described in the literature review. The TESOL standards for each standard were represented in three to five survey questions per standard. I regrouped the Likert-scale items by standard with the following pre-/post-survey items placed under each standard:

- Language – items 1-3

- Culture – items 4-6
- Planning/Implementation – items 7-9
- Assessment – items 10-13
- Professionalism – items 14-18

I used these groupings to calculate a mean for each standard for the pre-, retrospective-, and the post-survey. I created a graphic representation using the means to represent each participant’s self-perceptions of learning over time (Appendix F).

I then analyzed individual self-reported preparedness levels in relation to the other cases study participants by calculating the mean of the individual means and standard deviation for each standard (see Table 3.3).

**Table 3.3: Self-Reported TESOL Preparedness Levels Over Time**

	<b>M<sub>pre</sub></b> <b>(SD)</b>	<b>M<sub>retro</sub></b> <b>(SD)</b>	<b>M<sub>post</sub></b> <b>(SD)</b>
Language	4.33 (.90)	3.58 (1.52)	4.58 (.83)
Culture	4.42 (.32)	3.17 (.58)	4.75 (.50)
Planning and Implementation	4.48 (.50)	3.92 (1.10)	4.58 (.83)
Assessment	4 (1.06)	3.88 (1.30)	4.69 (.63)
Professionalism	4.30 (.66)	3.70 (1.09)	4.70 (.60)

Participants self-reported an increased sense of preparedness in all five TESOL standards.

In the then/post analysis, case study participants rated themselves the highest in terms of their understanding of culture ( $M = 4.75$ ) and the lowest in terms of understanding of English language development ( $M = 4.58$ ) and planning and implementation ( $M = 4.58$ ). They self-reported the most growth in their understanding of culture ( $M_{growth} = 1.58$ ) and the least amount

of growth in their understanding of planning and implementation ( $M_{growth} = 0.66$ ). As seen in Table 3.3, the patterns and growth in participants' sense of preparedness varied. Within-case and cross-analysis thematic coding was used to highlight the similarities and differences across participants' self-reported growth.

To understand how educators' self-perceptions developed over time, I also reviewed their self-reported confidence level as it related to the content of each module's pre- and post-confidence self-assessment and their post-assessment for module content knowledge. The four case study participants self-reported the highest level of confidence for both the pre- and post-confidence levels for all eight modules.

Module content knowledge was scored out of 10 points, and scores were automatically generated by the learning management system. Table 3.4 provides the data – number of attempts on each module post-assessment and the scores for each attempt. For seven of eight modules, all but one case study participant attempted the content knowledge post-assessments twice to obtain the highest score possible. The final module on assessment required up to four attempts for Charlene, the classroom teacher who had the least amount of experience with assessments given to measure English language development. I then identified content that was not mastered in each participants' initial attempts and documented if *and*

**Table 3.4: Module Content Knowledge Post-Assessment Number of Attempts and Scores**

<b>Module</b>	<b>Attempt</b>	<b>Juana</b>	<b>Marco</b>	<b>Chase</b>	<b>Charlene</b>
Module 1	1 <sup>st</sup> attempt	9	6	9	7
	2 <sup>nd</sup> attempt	10	10	10	10
Module 2	1 <sup>st</sup> attempt	8	10	10	8
	2 <sup>nd</sup> attempt	10	-	-	10
Module 3	1 <sup>st</sup> attempt	10	10	10	7
	2 <sup>nd</sup> attempt	-	-	-	10



Module 4	1 <sup>st</sup> attempt	10	10	10	6
	2 <sup>nd</sup> attempt	-	-	-	10
Module 5	1 <sup>st</sup> attempt	9	10	10	7
	2 <sup>nd</sup> attempt	10	-	-	10
Module 6	1 <sup>st</sup> attempt	9	8	10	6
	2 <sup>nd</sup> attempt	10	10	-	10
Module 7	1 <sup>st</sup> attempt	8.67	10	6.67	4
	2 <sup>nd</sup> attempt	10	-	10	10
Module 8	1 <sup>st</sup> attempt	8	8	6	6
	2 <sup>nd</sup> attempt	9	10	10	9
	3 <sup>rd</sup> attempt	10	-	-	9
	4 <sup>th</sup> attempt	-	-	-	10
<b>Mean of 1<sup>st</sup> attempts</b>		<b>8.96</b>	<b>8.58</b>	<b>9.38</b>	<b>6.37</b>

when those topics appeared within their online PD engagement (i.e., application tasks, peer dialogic interactions, and interviews).

*Qualitative Analysis.* For the qualitative data, I first examined participant engagement in the online professional learning modules with a focus on (a) identifying how educators contributed to and learned from the online PD (RQ1) and (b) surfacing participants beliefs about and/or application of CLRP (RQ2). In Phase I first cycle coding, I refined my deductive coding scheme to include two types of codes:

- hypothesis coding – based on the conceptual alignment of CLRP and the five TESOL professional standards;
- attribute coding – to identify with whom they were engaging (CoPs – need a better explanation here)
- attribute coding – for the ways in which they either contributed to the learning of their peers or learned from them;

- attribute coding – to distinguish between whether participant quotes contained beliefs about or applications of CLRP.

**Hypothesis Coding – TESOL Standards.** Hypothesis coding was used to identify the presence of CLRP in the ways participants were describing their educational settings, circumstances, beliefs, and actions. I chose to use the five TESOL standards – language, culture, planning/implementation, assessment, and professionalism based on their conceptual alignment of CLRP.

**Table 3.5: Hypothesis Coding for CLRP**

<b>Code</b>	<b>Definition</b>	<b>Example</b>
Language	Knowledge of English language structures and use; second language acquisition (SLA) and English language development (ELD) processes	My students required unique instructional approach integrating the new Reading Common Core Shifts and an effective ESL instructional model (Charlene, application task 1, 10/25/2019).
Culture	Knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition	The social-emotional and cultural challenges faced by CLD families and the impact they have in their level of engagement is critical to their successful integration into their communities, and it should be a key component in every graduate course for teachers (Marco, post-survey).
Planning Implementation	Plan for supportive environments for MLs; design and implement standards-based instruction using evidence-based, ML-centered, interactive approaches; scaffold instruction and collaborate with colleagues and families to support the students' ELD	I worked with a former EL colleague on a grant [details about the grant] ... Another part of the grant created a family library with resources in varied languages and included a workshop component for parents and family members to learn how to take advantage of the library (Chase application task 2, 11/30/2019).
Assessment	Use assessment principles to analyze and interpret multiple and varied assessments for MLs (i.e., classroom-based, standardized, and language proficiency assessments)	I think sometimes we think it's data as success. For me, I don't just look at the data. I feel like them being seen and heard is part of success

(Charlene, completer interview, 11/03/2022).

Professionalism	Collaborate with others; know policies, legislation, and the rights of MLs; advocate for MLs and their families; engage in self-assessment and reflection	Our principal saw that the lion's share of outreach to EL families was via the EL teachers by way of our leadership role on the committee. It is my understanding that she wants to shift the focus and accountability to all staff (Chase, application task 2, 12/13/2019).
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**Attribute Coding – Engaging across Multiple CoPs.** To examine educators’ professional learning within and across CoPs, I distinguished between four different CoPs within the online PD. There were CoPs located: in the classroom, in a school, across a district, and beyond the school. When coding qualitative data, I used those four attribute codes to identify the context being referred in the narrative.

**Table 3.6: Attribute Coding for CoPs**

<b>Code</b>	<b>Definition</b>	<b>Example</b>
Classroom	Sharing information or ideas for classroom-based action	Another resource that I found particularly useful is... They have several different websites under the same project... All of these websites provide lessons (mostly designed with middle and high school students in mind) that are developed around an article about a specific topic (Marco, application task 3, 03/03/2020).
School	Sharing information or ideas about school-based action	My school is revising their ways of reaching out and connecting to the Latinx community [with a list of several steps being taken] (Charlene, application task 2, 12/13/2019).
District	Sharing information or ideas about district-based action  How participants engaged with those from their district – asking questions,	Please remember to call our EL Office if you need interpreters for these parent engagement activities: [phone number] (Juana & Triana, dialogic interaction, 03/09/2020).

	validating thoughts, sharing a different perspective, considerations of applying ideas elsewhere	When you mention that the attendance is low... why do you think is that? We experience the same problem (Triana & Mrs. K, dialogic interaction, 01/21/2020).
Beyond the school	How participants engaged with those outside of their district – asking questions, validating thoughts, sharing a different perspective, considerations of applying ideas elsewhere	I agree learning about student backgrounds lets us tap into their strengths and support them better (Nora & Chase, dialogic interaction, 03/25/2020).

**Attribute Coding – Contributions and Learning.** To examine educators’ professional learning, I distinguished between the extent to which their engagement in the online PD contributed to the learning of their peer and how their self-perceptions of learning developed over time. When coding qualitative data, I used those two attribute codes to distinguish between the two – contribution and learning.

**Table 3.7: Attribute Coding for Contributions and Learning**

<b>Code</b>	<b>Definition</b>	<b>Example</b>
Contribution	Online submission or dialogic interaction that contributed to the learning of their peers	Statistically more than 90% of my [middle school] students have attended US school since Kindergarten, but they have still not reached the necessary academic English proficiency. In addition to that nearly half of them are also identified as EC students. This situation demands me to work closely with Student Services staff and EC teachers which is very demanding and time consuming but at the same time very enriching professionally. This situation has also increased my awareness about the challenges and obstacles these students face in a daily basis (Marco, application task 1, 10/17/2019).  Every time I see young immigrant children identified as EC students, I

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		can't help but wonder if our educational system is capable of provide fair and unbiased linguistic evaluations to children from immigrant families (Marco & Tammy, dialogic interaction, 03/31/2020).
Learning	Online submission or dialogic interaction that provided confirmation of what they learned from the online PD or their peers	You got to know who to ask for that [supplementary instructional materials for MLs provided by the district] (Charlene, TSE interview).
	Comments that indicated participants believed in their ability to find the information when it was needed	I appreciate your sharing the additional options for [online instructional resource] (syncing to Google classroom reassigning passages) and hope to try them out after we finish our WIDA ACCESS testing (Chase & Jenna, dialogic interaction, 02/04/2020).
		I think EnACTeD helped me be aware of a lot of new things (Chase, TSE interview).

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**Attribute Coding – Beliefs and Applications of CLRP.** Extensive research has been conducted about disrupting educators’ deficit beliefs (DeCuir-Gunby & Dixson, 2004; Milner, 2011; Tintiangco-Cubales et al., 2015), demonstrating the complexities of surfacing individuals’ beliefs and the tensions that come when navigating the application of CLRP. It has long been established that professional learning must enhance “teachers’ awareness of their own worldviews and the worldviews of those who are culturally different so that they can engage in culturally relevant and responsive teaching practices (Kumar & Lauer mann, 2018, p. 420) . I am by no means negating or overlooking those complexities and tension; however, this study was not designed to surface them. I simply noted how educators’ beliefs about and applications of CLRP were visible throughout their *engagement in the online PD*. By engagement in the online PD, I mean beliefs and applications shared beforehand with the pre-survey, during with their

online engagement (individual submissions, dialogic interactions, post-survey, and completer interview), afterwards with the TSE interview and email exchanges. My goal was to make connections between the ways their beliefs in and applications of CLRP contributed to the development of TSE in CLRP (RQ3).

**Table 3.8: Attribute Coding for Beliefs and Applications of CLRP**

<b>Code</b>	<b>Definition</b>	<b>Example</b>
Belief	Online submission or dialogic interaction that expressed trust or confidence in one or more tenet of CLRP	The teacher helps to build trust communication and instructional tips to help the students succeed in and out of the classroom (Charlene, application task 2, 12/13/2019).
Application	Online submission or dialogic interaction that demonstrated an action taken to apply one or more tenet of CLRP	The heritage box/poster - The point of the assignment was not for a grade... but more instructional. I wanted students to share their heritage and to encourage family engagement in the process (Chase & Nora, dialogic interaction, 10/16/2019).

**Preparedness Profiles.** I first reviewed case study participants’ engagement with the online PD platform and during completer interviews to identify the ways in which they either contributed to the learning of their peers or learned from them. I, then, examined the ways in which these educators’ demonstrated understanding of CLRP as defined by the five TESOL professional standards – language, culture, planning and implementation, assessment, and professionalism. I examined if these instances of professional learning qualified as beliefs about or applications of CLRP and noted within which context the case study participants were engaging in the practices – in the classroom, at the school, across the district, or beyond the district (see Appendix G).

I used the coded instances of professional learning and beliefs/applications of CLRP to design the Phase II TSE interview protocol. I prepared readiness profiles that included a graph of their self-reported preparedness levels for each of the TESOL standards accompanied by participant quotes reflecting their beliefs about and/or application of CLRP that aligned with those same TESOL standards. Then, I designed personalized TSE interviews based on each participant’s knowledge development (contributions and learning) and the beliefs about and application of CLRP shared during the online PD (see Appendix H). Below is an example of how I coded data and developed personalized interview questions (see Table 3.9).

**Table 3.9: From Hypothesis Coding to Interview Questions**

<b>Code</b>	<b>Participant Online Submission</b>	<b>Interview Question</b>
Language	In an application task submission, Charlene wrote: I serve a predominate English as Second Language student population. My students required unique instructional approach integrating the new Reading Common Core Shifts and an effective ESL instructional model. I begin to attend workshops using these Reading Common Core Shifts to help my students acquire good reader strategies to use non-fictions texts to learn and SIOP workshop for ESL.	You shared that you extended the unit to include additional readings. You seem to be fostering a sense of cultural pride.  How have you noticed this work impacting the way you think about your instructional design choices to date?
Culture	In an electronic conversation with a peer, Marco wrote: Every time I see young immigrant children identified as an EC student, I can't help but wonder if our educational system is capable of provide fair and unbiased linguistic evaluations to children from immigrant families especially when placing them erroneously in one of these learning disabilities programs	In your online post to a peer you wrote, "I can't help but wonder if our educational system is capable of provide fair and unbiased linguistic evaluations to children from immigrant families." This connects back to social and political factors at play in schools as discussed in the previous set of questions.  Can you tell me about how your beliefs influence how you advocate

	can have such a tremendous impact in their future.	for your students and their families?
Planning and Implementation	Charlene shared a lesson plan and its accompanying teaching materials.	The lesson we reviewed last time is representative of the level of reflection you put into planning and implementing culturally responsive lessons. This is another area of growth based on this graph. Can you tell me how this sociocultural awareness has impacted the way you think about your work with colleagues? Students? Families?
Assessment	n/a	n/a
Professionalism	In the PD completer interview, Juana mentioned establishing two-way communication and showing appreciation for the efforts families were willing to make to help their children be successful.	How have the changes you just described impacted the way MLs and their families engage with you and others in the school community?

## Phase II

In Phase II, I expanded the existing coding scheme to document evidence of efficacy-forming experiences. In Phase II first cycle coding, I refined my deductive coding scheme to include two types of codes:

- hypothesis coding – CLRP based on the five TESOL professional standards (see Table 3.2);
- hypothesis coding – efficacy-forming experiences (RQ3);
- descriptive coding – location or site of professional learning (RQ1);



### *Hypothesis Coding – Efficacy-Forming Experiences*

Building upon Siwatu’s (2011) list of efficacy-forming experiences, I anchored this new set of hypothesis codes in the four sources of self-efficacy: performance accomplishments, vicarious experiences, verbal persuasion, and physiological indicators (Bandura, 1977). Like Siwatu (2011), I coded instances across data sources where one or more of the following efficacy-forming experiences occurred, i.e., knowledge development, vicarious experiences, and mastery experiences. The dialogic interactions included in the data set allowed me to expand Siwatu’s coding scheme to include verbal persuasion.

**Table 3.10: Sources of Teacher Self-Efficacy in CLRP**

<b>Code</b>	<b>Definition</b>	<b>Example</b>
Knowledge Development	Development of the knowledge, skills, and/or dispositions reflective of CLRP	I am very curious about the guidelines you gave for the heritage box/poster Chase. It sounds like a wonderful idea. (Nora & Chase, dialogic interaction, 09/30/2019).
Mastery Experiences	Demonstrating mastery of a skill and/or disposition	I wanted to do the program to get a deep knowledge and learning. And it's been very helpful because a lot of the things [instructional tasks] that I do in a classroom came from the EnACTeD professional development. (Charlene, completer interview, 11/03/2022)
Vicarious Experiences	Learning from the experience of others	Like you I look forward to borrowing ideas from others via this application task sharing. I am especially interested in trying Vocaroo, Seesaw, and Flipgrid after reading your task 3. Thank you for sharing. (Chase & Ally, dialogic interaction, 02/04/2020)
Verbal Persuasion	Verbal encouragement or acknowledge of another’s action and/or idea; social recognition for a job well done	What a great story! [student] is very lucky to have you as one of his teachers. I loved your narration of the drill project. Please share that

with other teachers so that can also see the power that can be unlocked once we, as teachers, actually listen and care about our student. (Sabrina & Marco, dialogic interaction, 04/03/2020).

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In the end, I did not include Bandura's (1977) fourth source of self-efficacy in my coding scheme, i.e., physiological indicators such as beliefs, thoughts, feelings, nerves, or anxiety.

Given the data collected, I considered it to be too difficult to identify with fidelity.

### ***Themes***

The subheadings I used throughout the within-case and cross-case findings summarized the themes that I actively produced through my systematic engagement with the data as part of my Phase II pattern coding (Miles et al., 2020). To establish how educators' beliefs in and applications of CLRP contributed to the development of TSE in CLRP (RQ2), I triangulated coded instances of both over time to demonstrate how educators' beliefs and application evolved. None of the narratives produced in this longitudinal case study examined the tensions the participants experienced in the process of developing their beliefs about and applications of CLRP. Once I had identified commonalities and differences in participants' knowledge development over time and summarized the ways in which their beliefs in and applications of CLRP were present throughout their engagement in the online PD, I began identifying specific experiences that contributed to both. I used the common themes across those experiences to determine specific experiences that contributed to the development of TSE in CLRP.

### **Trustworthiness and Credibility**

Trustworthiness and credibility began as I familiarized myself with the data. I listened to the audio recordings of each interview several times, transcribed the interviews, and wrote detailed summaries of each interview. I shared an interview summary with each participant as

part of the member check process. Any edits needed were made after follow-up conversations with the participant. Throughout this process, I engaged in analytic memoing.

To acknowledge my research positionality and put into place measures for keeping my own biases in check, I maintained reflective journaling as a means of creating an audit trail that tracked thoughts, evolving ideas, and emerging impressions of what the data meant and how they related to each other (Lincoln & Guba, 1985; Nowell et al., 2017). To ensure the consistency of my code definitions and application, a critical friend reviewed my coding schemes. Any disagreements were discussed and resolved before I applied them across the data.

For the unforeseen, or unanticipated dangers of my decision-making as a researcher, I leveraged Milner's framework to create a list of reflection questions to guide my reflective journaling (see Appendix A). These reflection questions were used at the end of each phase of data analysis. I established an audit trail by maintaining a secure data warehousing system that held primary sources (video recordings and transcripts of interviews and observations) alongside my researcher reflections.

By consistently threading the theoretical perspectives throughout the description and analysis, I worked to counterbalance the lack of trust in the credibility of qualitative research due to researcher bias (Denzin & Lincoln, 2003). Credibility was also established through my prolonged engagement with the community, the data, and peer debriefings. Peer debriefings allowed a knowledgeable and impartial advisor(s) to provide independent peer review and feedback on all aspects of the research: design, data collection, data analysis, and reporting (Roller & Lavrakas, 2015).

Trustworthiness of my research also came with the triangulation of data. The iterative, or cyclical, data collection and analysis process allowed for the triangulation, or the verification of

events, descriptions, or analytic generalizations reported by the study in at least three ways. To establish rigor and trustworthiness in this qualitative research study, I employed a layered approach. No one measure necessarily made this study valid (Pratt, 2009). Therefore, I used reflective journaling, member checks, theory, chain of evidence, data triangulation, and a skeptic critical eye to ensure rigor, to establish trustworthiness, and to provide credible results.

## CHAPTER IV: FINDINGS

*Critical reflection on practice is a requirement  
of the relationship between theory and practice.  
Otherwise, theory becomes simply “blah, blah, blah”  
and practice pure activism.*

(Freire, 1998, p. 30)

I examined educators’ reciprocal interactions and professional learning over time and across CoPs to address the following research questions:

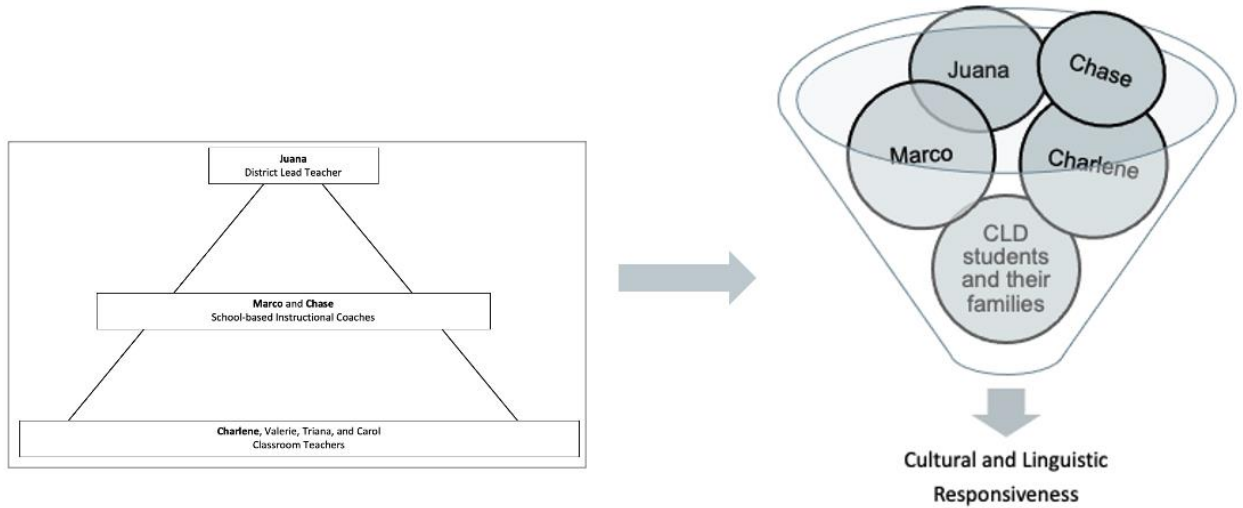
**RQ1:** How do educators contribute to and learn from the online PD over time?

**RQ2:** How do educators’ beliefs in and applications of CLRP involving CLD students and families contribute to the development of TSE in CLRP?

**RQ3:** What specific experiences contribute to the development of TSE in CLRP when working with CLD students and their families?

In this findings section, I used educators’ engagement throughout the online PD to compile narratives surrounding their knowledge development and to document how their beliefs in and applications of CLRP contributed to the development of TSE in CLRP. In sharing their experiences throughout their engagement in the online PD, the educators’ narratives provided rich details about their understandings, beliefs, and applications of CLRP and how their professional growth in those areas contributed to their sense of preparedness to support CLD students and their families. Their narratives spoke to the ways in which they engaged within and across CoPs, highlighting a shift in the common school hierarchy (see Figure 4.1).

**Figure 4.1: Shifts Identified in the District Coaching Working Group**



Although this study did not delve into the tensions associated with CLRP, case study participants' online submissions, dialogic interactions with their peers, and interviews surfaced tensions and barriers they worked to overcome (see Figure 4.2). The findings presented in this chapter demonstrated the ways in which the online PD raised awareness and created a space for educators to share and to challenge the status quo. Supported by the district coaching initiative, the TSE interviews designed for this study provided case study participants with an opportunity to examine the influence leadership had on their cultural and linguistic responsiveness by discussing classroom and school cultures. They spoke about how district instructional frameworks and curricula provided flexibility that, in turn, created space for them to make case-by-case decisions regarding classroom practice. The educators' narratives highlighted collaborative, strength-based approaches that positioned all stakeholders as knowledgeable and knowing. By doing so, they funneled their efforts into varying levels of cultural and linguistic responsiveness.

**Figure 4.2: Factors Influencing the Educators’ Cultural and Linguistic Responsiveness**



I have organized the findings from this study by research question, starting with knowledge develop and moving from educators’ beliefs in and applications of CLRP to examining efficacy-forming experiences. For each research question, I examined within-case findings before summarizing cross-case commonalities and differences.

### **Educators' Contributions and Learning**

The first research question I examined with this study was – How do educators contribute to and learn from the online PD over time? The survey results showed that the four educators self-reported feeling a greater sense of preparedness over time (see Table 3.3). In this section, I present a summary of individual educator’s contributions and learning based on their engagement in the online PD (i.e., pre-/post-survey, online submissions and dialogic interactions, content knowledge post-assessments, artifacts, and interviews). I then highlight common themes

across the four educators' contributions and learning. In addition to noting commonalities across the individual experiences, I explore divergent findings based on a cross-case summary.

### **Within Case Analysis**

Initially, I examined educators' engagement in the online PD as it pertained to the efficacy-forming experience of knowledge development. By examining the ways in which their knowledge developed through their contributions and learning, their narratives surfaced (a) the importance of collaborative learning with the space for providing educators to work across multiple CoPs; (b) the value-added of district level collaboration and being recognized as knowledgeable by their peers; and (c) the professional growth that was not captured within the online PD platform. An overview and narrative examples will be shared for each case study participant.

#### ***Juana***

With over 20 years of experience supporting learners' English language development, Juana is the district instructional coach who participated in this study. She engaged in all the online PD activities; however, she did not submit individual application tasks. Juana engaged with four participants who were all classroom teachers connected to the district coaching initiative over four dialogic interactions with district peers ( $n = 4$ ). Each coded exchange was no longer than one to three simple sentences of 10 to 30 words. No one responded to her comments or suggestions. Despite the lack of direct exchanges within the online learning platform, interview data showed how Juana supported her peers. The findings presented in this chapter document the other ways in which she supported her peers. First, I examined her contributions to the learning of his peers whereby she provided behind-the-scenes support and created a productive professional learning environment. Secondly, I explored how her sociocultural



consciousness impacted her self-perceptions of learning and contributed to ways she advocated for CLD students and their families.

**Supporting her Peers.** Although Juana was not as active as her peers within the online platform, she was instrumental in the successful completion of the online modules for the four classroom teachers (see Figure 4.2). She took a behind-the-scenes role and described the “layers of support” she and the school-based instructional coaches provided their peers after the fact (completer interview, 02/18/2021). She described those layers as a) scheduling time with the school-based instructional coaches to ensure that the three of them were ready to support the classroom teachers; b) providing classroom teachers wrap around services with each coach (district and school-based) offering support in a different area; and c) organizing face-to-face and online meetings with the classroom teachers that focused primarily on the four application tasks. Participants commented on their appreciation of her support specifically, e.g., “Juana put together some face-to-face interactions which were very helpful” (Valerie, post-survey) and “She [Juana] gave me so much help and like, if I had questions or trying to contact someone, she was invaluable” (Charlene, completer interview, 11/03/2022). In her fourth application task, Charlene added, “My contacts [Juana given the example that followed] have been helpful and provided me resources to help this family with learning supports and academic tutoring” (03/16/2020). Juana’s support thereby facilitated the knowledge development of her peers, facilitating participants’ learning about and value in diverse perspectives.

**Professionalism and Advocacy.** Within the online platform, her comments contributed largely to the learning of her peers. For example, she reminded one participant of assistance the district could provide when she shared: “Please remember to call our EL Office if you need interpreters for these parent engagement activities: [phone number].” Given that over a

third of all online PD participants were from the same district, this information was potentially useful to many. Juana also shared a one-page handout that explained the concept of funds of knowledge. I have since incorporated that handout in much of the individualized feedback I provided to other online PD participants.

Juana's professionalism and efforts to advocate for CLD students and their families were strengths that appeared across her interactions. In both the February 2021 and December 2022 interviews, she spoke about the ESL department's sustained efforts to reach families to combat the negative effect of educational policies and language ideologies on CLD students and their families. She described providing interpretation services over the phone; calling families at different times of the day based on work schedules; and a department rule for district ESL coaches to follow up with a home visit if families were not reached after three attempted phone calls. The department has also increased the number of local forums aimed at collecting input from families. Both Juana and Charlene mentioned instances where Juana supported Charlene. In her completer interview (02/18/2021), Juana spoke about assisting Charlene in connecting a family with tutoring services. Whereas in her post-survey Charlene mentioned that she "appreciated the support from the [district] ESL department" (Charlene, post-survey, 03/31/2020). She later described how Juana has continually provided her with instructional resources that have allowed her to better meet the language development needs of her multilingual learners (MLs; Charlene, TSE interview, 11/17/2022).

In her completer interview, Juana spoke about the importance of establishing two-way communication with the families of CLD students and showing appreciation for the efforts families were willing to make to help their children be successful. One example she gave was the district efforts to provide families with information about their student and school events in their

home language. She described a particular call with one parent concerning required federal language assessments. She made a personal connection with the parent to ensure he better understood the school system and, in this case, the ML assessment process. Through her efforts to support CLD students and their families, Juana leveraged her knowledge and know-how to advocate for CLRP that respected the cultural and linguistic diversity of students and their families.

**Privileging the Working Knowledge of Others.** Juana's strengths in professionalism were also documented in how she privileged the working knowledge of ELD specialists and classroom teachers who worked directly with CLD students in the schools. In her completer interview, she spoke about the ways the ESL department worked to cultivate educational leaders acknowledging that "they [school-based coached] appreciated the opportunity... They hadn't had those opportunities before, so it was wonderful. They're wonderful teachers... they realize[d] that they know so much" (02/19/2021). She described how the school-based coaches supported new teachers in developing a deeper understanding of second language acquisition and the planning and implementation of CLRP-infused lessons connected to the district's recent adoption of a new instructional framework and various packaged curricula for literacy and mathematics. An example of this was found in the support Juana and Chase provided to Charlene with the application task that required PD participants to present a student case study with instructional recommendations based on the student's current level of English language proficiency. According to Juana, "the application task, you know, triggered her [Charlene] to go look for that information" about the student's cultural and linguistic background (completer interview, 02/19/2021). Juana found that the "the modules, you know, the strategies in the modules were

very informative” in that they provided Juana with additional opportunities to engage with teachers and extend their practice.

Her respect for the working knowledge of teachers was also captured in the way she described a shift toward collaborative planning during the monthly ESL teacher PLC meetings. ELD specialists from across the district co-created and shared model lesson plans that can be adapted as needed by others. In both interviews, Juana talked about learning from her colleagues and from the teachers that she supported. In describing that work, she said:

our biggest change has been that collaboration during the PLCs. As far as, you know, being able to develop these lesson plans that are based on texts that are finally giving our multilingual learners this access to content themes that are grade level, that are challenging but not just challenging, but also engaging. So, they [students] are now more willing to, you know, put forth the effort of learning, because motivation is key. (TSE interview, 12/09/2022)

Valuing the perspectives teachers added to this process has led to change, e.g., “I learned a lot from my colleagues and from the teachers that I support, and sometimes from the students, too, who add that other perspective, and sometimes make us, you know, switch things.” (TSE interview, 12/09/2022). She continued by explaining that teachers were wondering what ELD specialists were doing differently because they said,

students are coming back, and they already know about the content. They know... they are using these key words about ecosystem so, or the War of 1812, you know, so they [classroom teachers] are beginning to see the change, and they want to know. They want to know what's going on. We had a teacher at one of the high schools the other day, who created a guide to one of the English 9 units, and one of the... somebody else at the school

asked, you know, do you have this for all the other English classes? You know, they like it so much, you know, they're beginning to wonder. So... so it's... It's really good that the word is spreading, and that you know the strategies are working.

This district PLC initiative led by Juana and her fellow coaches was just one of the ways educators were included in relevant decision-making that influenced the implementation of CLRP in classrooms across the district.

**Self-Perceptions of Learning.** As for her self-perceptions of how her learning developed, she began the online PD with the highest level of self-reported sense of preparedness, i.e., near perfect self-reported scores for each of the TESOL standards. She said that

although the information in the modules... [was] not so new to me in terms of the, you know, the concepts themselves - formative and summative. It's always a great review... The modules [were] very complete, and I was able to refresh, and I added more to my tool belt of strategies and just knowledge in general of the field. (TSE interview, 12/09/2022)

In her self-reported survey data, she made the most growth in sociocultural consciousness ( $M_{\text{growth}} = 1.33$ ). The TESOL standard for culture included, but was not limited to, knowledge of how dynamic academic, personal, familial, cultural, and social contexts. When considering the sociopolitical factors that impacted the education of CLD students, Juana spoke at great length about district efforts to make meaningful connections with the families of CLD students because communication was “very important so that they can be involved in their children's education more” (TSE interview, 12/09/2022). For example, Juana and Charlene assisted a parent in accessing resources offered by the district parent academy, i.e., parents have access to a live tutor 24/7 or they can schedule a one-on-one virtual session with a district teacher. Regarding CLRP

as they related to teachers' instructional design choices, Juana described how the new instructional framework had an equity focus based on the 3As – access, attention to language, and active engagement.

Prior to us using this framework, the texts that we were using were not complex and compelling. They were not great level... As far as the equity – we are exposing our English learners to access to text that are grade level, complex, and compelling... the teacher is always there paying attention to language and helping students notice key words or key structures...

Over the past four years, Juana noticed an uptick in the connections made across learning objectives with targeted language development lessons including more grade level content.

It has also allowed them to make cultural connections,

if the students are learning about, you know, civil rights, then, you know, we have a unit in middle school, where students are learning about Cesar Chavis, and then Delores Huerta. So, we include the multicultural piece, but also the content which was advocating for the civil rights.

Signs of professional growth in her understanding of the sociocultural implications of the educational system were also documented above by her professionalism and her efforts to advocate for CLD students and their families.

**Content Knowledge Mastery.** As for demonstrated content mastery, she scored 10 out of 10 on all eight content knowledge post-assessments. For six of the eight, it took two attempts to reach the score of 10 out of 10 with an average of 8.96 out of ten on her first attempts which quantified an increase of her knowledge base. She described the online PD serving as a refresher course and adding to her knowledge development over time (TSE interview, 12/09/2022). She

mentioned collaboration and teamwork as contributing factors to her professional growth, describing how she “learned a lot from my colleagues and from the teachers that I support, and sometimes from the students, too, who add that other perspective, and sometimes make us, you know, switch things.” She also credited the district’s efforts to implement an instructional framework that was more culturally and linguistically responsive for an increase in her understanding of second language acquisition, CLRP-infused instructional planning and implementation, and assessment.

### ***Marco***

With over 20 years of teaching experience in the United States and abroad, Marco is one of the school-based instructional coaches featured in this study. In his description of the online PD and the district coaching initiative, Marco considered both to be part of a district leadership academy where “the idea was to prepare us [school-based coaches] to be like, [district ESL] coordinators, I think in the future” (TSE interview, 10/05/2022). He described his contribution to his peers learning in terms of the work he has done at the district level with the “planning sessions... for the new curriculum... because the most important part [of those sessions] was like cultural responsive curriculum” (Marco, TSE interview, 10/05/2022). Although his role as a school-based coach within the online PD only surfaced in December 2022 during Juana’s TSE interview, findings captured the ways in which he contributed to the learning of his peers within the online professional learning community all the same.

Beyond coaching classroom teachers through the content knowledge post-assessments for each module, data showed that he brought a critical lens to his online exchanges with his peers within the online PD platform. For example, he introduced the notion of assessment bias when commenting on a peer’s application task, e.g., “I can’t help but wonder if our educational system

is capable of provide fair and unbiased linguistic evaluations to children from immigrant families” (dialogic interaction, 03/31/2020). He engaged with six of peers through the online discussion boards over nine dialogic interactions. His exchanges, or response to the online submissions of others, were lengthy, ranging from a few sentences to several, detailed paragraphs. The coded exchanges showed that he engaged with peers beyond his district ( $n = 15$ ) for the most part. He had only two coded exchanges with another district school-based coach ( $n = 2$ ). He did not engage in any extended online conversations with his peers; nonetheless, over half of his exchanges contributed to the learning of his peers ( $n = 8$ ).

His critical lens spanned across a cultural, linguistic, and political consciousness that was fostered throughout the online PD. One example in October 2019, he introduced the overrepresentation of MLs in special education when he wrote “nearly half of them [MLs] are also identified as EC students” (application task 1). In March 2020, he responded to this disproportionate overrepresentation with a comment on a peer’s online submission. He wrote:

Several studies suggest that EL students have historically being over-represented in learning disabilities programs and under-represented in AIG [academically gifted] courses. I am sure that there must be students who actually need these services, but the educational implications of an erroneous identification are too great to be ignored.

(Marco & Tammy, dialogic interaction, 03/31/2020)

Additionally, he reminded his peers of the educational reality of CLD students and their families when he wrote,

For many immigrant children talking about college and career readiness is preaching about a different world. A world that does not belong to them an unknown universe.



Hence it creates at best uncertainty and doubt; at worst fear and reject. (application task 4, 03/31/2020)

Findings documented the development of that consciousness and how it has impacted his sense of preparedness to support CLD students and their families. First, I examined his contributions to the learning of his peers whereby he introduced thoughts and concepts that went beyond the initial online submissions. Secondly, I explored how his a cultural, linguistic, and political consciousness impacted his self-perceptions of learning and ultimately led him to challenge power and privilege in ways he had not expected.

**Extending the Thinking of his Peers.** In response to a peer’s application task, he added a layer of critical consciousness when he wrote:

I loved your “Proud of My Heritage” project! It feels so good when our ELs talk about their heritage culture/country with confidence and pride... These are hard times for minorities to express their voices so I think that instances like the ones you have created where they can do so in a safe and welcoming environment present a great opportunity to encourage them to reconnect with their family and strengthen their bonds with their community (Marco & Sabrina, dialogic interaction, 10/17/2019).

Through this comment, Marco not only provided his district peer with encouragement and praise but also raised awareness for the need to create a *safe and welcoming environment*. His use of the words “these are hard times for minorities” made reference to the sociopolitical tensions outside of educational settings that hindered the participation and success of some.

In the application tasks he submitted, he shared lesson plans that exposed his peers to models of culturally and linguistically responsive planning that moved beyond celebrating diversity and introduced cultural competence in ways that empowered students to recognize and

to honor their own cultural beliefs and practices as they navigated cultural differences between home and school. One example of this occurred during a class project on planned obsolescence. When faced with a student's lack of enthusiasm (for school in general and this project in particular), he leaned into the student's personal interest in the family business – construction. In his fourth application task, he shared:

As you may imagine there was not enough literature or research about drills even less regarding drills and planned obsolescence, but I let him do it anyway. I thought it was going to be a very difficult task for him to complete but I was wrong. It ended up being a very interesting one and during his presentation we all ended up learning a lot about different types of drills and how they have changed over the years. His classmates may never use the information they learned that day, but everybody was very engaged basically by seeing how passionate and knowledgeable Angel was.

By leaning into the student's passion, he demonstrated for his peers how educators might bridge cultural/linguistic assets and traditional school-based epistemologies. Additionally, the level to which Marco valued the student's home culture came through when he wrote:

Most importantly his main source of information was not the internet but his dad and himself which I hope can give him [Angel] the assurance that school does not have to be threat to his own family traditions or values but a channel to enrich those. In order to work with Angel, we will not only need his teachers but also his family so we can work together implementing tasks, attitudes, and discourses both at school and home level which can facilitate a change of perspective towards his capacities and future education.

The impact of his own online submissions was evidenced in the ways his online submissions were taken up by his peers, e.g., "I loved your narration of the drill project. Please share that

with other teachers so that [they] can also see the power that can be unlocked once we as teacher actually listens and cares about a student” (Sabrina & Marco, dialogic interaction, 04/03/2020).

Sabrina’s comment continued the theme established in October 2019 with Marco’s comment above about safe and welcoming learning environments.

Throughout the dialogic interactions, his comments continually extended his peers’ thinking. He pushed them to consider the importance of creating multicultural awareness among their local school administrators and fellow teachers, i.e., “I totally agree with you! There are so many socioemotional and academic benefits for the students when their parents are engaged and actively participating in their learning process” (Marco & Amma, dialogic interaction, 01/22/2020). He shared his dreams of an educational system that positioned teachers as researchers, looking to anchor policy decisions in

local data along with sound research in the area in order to help us advocate for a bigger involvement of parents and school administration in this effort. In that way, we could support our demand for participation with strong evidence. When both sides [school and home] become aware of these benefits it wouldn’t be so difficult to build bridges between our schools and CLD families. (Marco & Amma, dialogic interaction, 01/22/2020)

He also highlighted how having relationships with families helped educators to identify possible needs and students’ strengths (e.g., working with siblings over time; Marco & Tammy, dialogic interaction, 03/31/2020).

The comments he added to the application tasks of two of his peers also focused the groups’ thinking on CLD students and assessment. For one, he urged educators to rethink implicit biases that may be present when comparing concerns seen in the past when teaching CLD students with current demands of CLD students. He reminded his peers of how important it

was “that we as educators can lead by example and provide alternative role models” (Marco & Sarah, dialogic interaction, 03/31/2020). Additionally, he challenged the group to think more deeply about assessments given during the enrollment process. Upon reading about a three year-old student labeled with delays in “educational readiness and functional communication” (Tammy, application task 4, 03/31/2020), he replied wondering “if our educational system is capable of providing fair and unbiased linguistic evaluations to children from immigrant families, especially when placing them erroneously in one of these learning disabilities programs can have such a tremendous impact in their future.” He questioned the validity of the assessments in asking if “methods used to classify EL children in special education programs [were] effective and culturally and linguistically sensitive or mono-culturally driven?” (Marco & Tammy, dialogic interaction, 03/31/2020). Whether he was sharing his own instructional practices or engaging with the thinking of his peers, Marco infused critical consciousness into the conversations and brought the groups’ attention to potential assessment bias; the education implications political tensions might cause; and the value found in building relationships with CLD students and families over time.

**Self-Perceptions of Learning.** As for his self-perceptions of how his learning developed over time, he reported the least amount of response shift bias in the retrospective-pre-survey reported levels of preparedness across the five TESOL standards ( $M_{shift} = 0.12$ ). He was also the only one to retrospectively self-report greater understanding of both planning/implementation ( $M_{growth} = 0.34$ ) and assessment ( $M_{growth} = 0.75$ ). Marco's growth in his understanding of planning/implementation and assessment was not only reflected in his self-reported growth score but also in the follow-up interviews. On one hand, Juana talked about how impressed the district was by his work in the classroom (e.g., “They [Marco and Chase] are both amazing EL

teachers”), and that the district ESL coordinator had “summoned them” in the hopes that providing them with the coaching experience would allow them to further assist the district with professional development (Juana, completer interview, 02/18/2021). On the other hand, Marco described feeling valued and validated through the district ESL leadership academy (e.g., “it seems that they [district ESL leaders] have liked the things I have done”). His leadership role allowed him to “represent the district ESL department when collaborating with content area teachers from across the district to infuse CLRP into the new curriculum the district adopted in 2020” (Marco, member check, 12/19/2022). Marco’s knowledge in and successful classroom implementation of CLRP were seen as an asset by district leaders who recruited him to assist with district training.

**Increased Sociocultural/Sociolinguistic Consciousness.** Despite his increased awareness of what he knew before starting the online PD, Marco acknowledged what he learned in the post-survey when he wrote:

The things I learned the most were from the discussions about family and community engagement. I really loved that module because we had a chance to discuss about those things that are not taught in our universities and colleges. The social-emotional and cultural challenges faced by CLD families and the impact they have in their level of engagement is critical to their successful integration into their communities, and it should be a key component in every graduate course for teachers.

The online PD modules opened his eyes to the connection between students’ cultural and linguistic diversity and his daily instructional design choices. As a native Spanish-speaker who immigrated to the U.S., he described knowing about the need to navigate cultural and linguistic differences (TSE interview, 10/05/2022). However, he said, “in terms of my role as a teacher, it

was not explicitly told that it was important.” One example he gave was related to family engagement. He noticed schools/districts guided the focus of outreach efforts. Whereas in his native country, Chile, they practiced more robust, classroom-centered efforts that tended to allow families to meet at the school more often and to get to know their children’s teacher and their friends’ parents, etc. In this section, the narrative centered Marco’s renewed commitment to centering sociocultural and sociolinguistic consciousness contributed to his knowledge development during the online PD.

He made the most growth in his understanding of sociocultural contexts that impacted CLD students and their families ( $M_{growth} = 1.67$ ). The connection between his professional growth and the online PD became apparent a year after completing the modules as he transitioned into a new instructional role – ELD specialists at the early middle college. He realized that a “huge change” was coming (email from Marco to me, 08/02/2021). He explained that he would “be working with students with different academic and social backgrounds from the students” he had worked with in the past. He was also aware of the fact that “their first experience in a college-like atmosphere will impact their previous concept of school community as well, impacting the way in which their families interact with the school, too.” In that same email, he reached out and said:

I [Marco] was wondering if there is a way I can have access to the modules of the EnACTeD program again. I remember there were so many great links to resources, articles, and strategies to be used with our EL population and their families, especially those designed for students on advanced levels. Do you think you can help me get access to those modules again?

In the TSE interview (10/05/2022), he said he felt “that [the early middle college] was like the perfect context” for him to implement the CLRP that “were not told [talked about] or taught” in his teacher training but that he was “reminded about” in the online PD. He described how he read most of the modules again, just to keep it in mind the things that I could do now that I [Marco] had the opportunity to do it. I had a pretty good planning period. So that allowed me also to prepare better... to give the kids and teachers and their parents an opportunity to, you know, to come together and do something interesting. So, I looked at the modules. Leaning on the knowledge developed during the online PD, he decided to revise the way the teams at the early middle college organized student-led conferences.

**Challenging Power and Privilege.** For these student-led conferences, the spotlight was on the student and the teacher(s) was there only to answer questions. Because of this, Marco decided to ask the students, families, and teacher(s) to engage differently. For the first time, student-led conferences were held in the students’ native language. The interpreter translated for the teacher *not* the family. The team noticed that the dynamics in the student-led conferences changed. The families were more actively asking questions. Student voices were “warmer”. The teachers were hearing “a pride” in the students’ explanations. Students did not always know the academic language in their native language so the interpreter would offer the translation. Early middle college staff noticed increased involvement and improved communication. When asked directly about how his increased sociocultural consciousness has impacted working with other teachers in the building, he described how his colleagues seemed to see him as a resource they had never had. He self-described himself as someone who can “not only help the EL kids, for example, but anyone from a multicultural family” (Marco, TSE interview, 10/05/2022). By providing his English-speaking colleagues with examples of how they might either make

connections between home and school or reach out for assistance, he contributed to the knowledge in CLRP of his peers at the early middle college.

**Content Knowledge Mastery.** As for demonstrated content mastery, he scored 10 out of 10 on all eight content knowledge post-assessments. For two of the eight, it took two attempts to reach the score of 10 out of 10 with a mean of 8.56 out of ten on her first attempts which provided additional support for my claim of an increase in his knowledge base over time. Topics that forced a second attempt (i.e., federal databases used for ML demographics, purpose of dual language immersion programs, and educational accountability linked to students' civil rights in assessment) were addressed either in the application tasks, with comments submitted after each post-assessment, or during the TSE interview. He mentioned one example of how he demonstrated a deeper understanding of the purpose of dual language immersion programming during the TSE interview. He spoke at length about his interest in bilingualism and the impact of education policies. For example, he chose to promote awareness of bilingualism in the early stages of childhood. He felt passionate and explained that it was –

super important and the reason why I chose that is because it broke my heart to see how many kids that even knowing Spanish, they refused to speak Spanish. I saw that a lot in my previous title one school. (TSE interview, 10/05/2022)

Although his interest in language teaching and learning stems from his own experience as a ML who immigrated to the US, he described it growing from experience in a Title I middle school where students were refusing to speak their native language of Spanish. Refusing to speak their native language was one strategy CLD students used to “fit in”. To better understand this phenomenon, he enrolled in a Master of Education (M.Ed.) program. His master's thesis was about promoting bilingualism in the early stages of childhood, developing his knowledge and



understanding of several tenets of CLRP (i.e., principles of second language acquisition (SLA), identifying language demands, scaffolding instruction, positioning cultural/linguistic knowledge as an asset; and bridging cultural/linguistic assets and traditional school-based epistemologies).

### *Chase*

She is also a school-based instructional coach with over 20 years' experience and a passion for CLRP that align with her training in trauma-informed practices and restorative justice. Since completing the online PD, she has transitioned from being a school-based ELD specialist to a new role as instructional coach and reading interventionist in a school that serves newly immigrated students. Chase is the instructional coach who took on the role as coach within the online PD most visibly. She engaged with 11 of her peers over 27 dialogic interactions which was three times more often than any other participant. She was one of the few to maintain online conversations with others and said she appreciated the "discussion with colleagues" (Chase, post-survey). When asked about her responsiveness across all four application tasks, she explained that "being supportive and trying to hear people and validate" their ideas and efforts was her attempt to practice what she had learned as part of the district coaching initiative (TSE interview, 10/10/2022). It was interesting to note that all but one of her coded exchanges ( $n = 18$ ) took place with participants beyond the district and outside of her role of district coaching.

Her learning centered lens spanned across a cultural, linguistic, and political consciousness that was fostered throughout the online PD. When reviewing her readiness profile and self-reported professional learning, for example, Chase said:

Well... being at this [new] school, there's even more [of a learning curve]. I mean, there's so much more to be aware of, because, you know, there's so many different cultures here and also, there's so many experienced teachers here who I would say, I mean, you know,

each school is different. I don't know how to answer... I'm thinking. Like the culture of the school sometimes affects your outlook on other cultures.

Findings documented the development of that consciousness and how it has impacted her sense of preparedness to support CLD students and their families. Her interaction with a high school Spanish teacher was an example of this. She wrote:

I agree with your recommendations 100% and am so glad that the school at least has you as an advocate and support for the Latinx population. It saddened me to hear that these families were not used to getting a call in Spanish... Of course, I understand that you may teach in a less diverse rural district and assume there are not many bilingual staff members. Hopefully with changing times even such districts will be more supportive to minority language groups as they [districts] become more diverse. (Chase & Beth, dialogic interaction, 03/18/2020)

In examining Chase's contributions to the learning of her peers, I first reviewed her dialogic interactions whereby her comments provided targeted feedback and served to make connections across ideas. Secondly, I explored how her a cultural, linguistic, and political consciousness impacted her self-perceptions of learning and ultimately led to her adding a critical dimension to a conversation about translation/interpretation services with four educators from across the state.

**Providing Learner-Centered Feedback.** She provided targeted, specific feedback that not only validated the efforts of her peers but also made clear connections with second language acquisition, evidence-based theory that contribute to English language development, and the sociopolitical contexts that been shown to impact the educational experiences of CLD students and their families. For example, when exchanging ideas about a case study presented by an elementary special education teacher from a neighboring school district, she wrote:

His parental support is a great example of a fund of knowledge which you build upon with your instructional recommendation #2. I think that your recommendations to reinforce what he learns with oral summary and discussion will strengthen both his comprehension and speaking skills. I also appreciate your efforts in supporting his behavioral goals as noted in recommendations #1 and #4. (Chase & Elliot, dialogic interaction, 03/27/2020)

Additionally, an ELD specialist from a distant district engaged with Chase's efforts to create a family resource library. The two shared ideas across multiple exchanges with her peer writing:

A big idea that sparked my interest in your commentary was the info on the family involvement library. What a wonderful resource. I know there is a concern with it not being fully up to date. Perhaps with the internet and apps a committee or liaison could compile electronic web resources including some of the books that are still relevant as e-books for parents all of whom seem to have a phone. (Debbie & Chase, dialogic interaction, 12/04/2019)

In exploring the differences between two schools, they came up with new ways for each to engage CLD students and their families and developed their understanding of CLRP.

**Making Connections Across Ideas.** In contributing to the learning of her peers, she supported and extended their ideas. Her support was documented in the ways she made connections across ideas shared by others. In response to her peer's application task, she wrote:

I also have experienced the lack of confidence in some parents and that combined with the fact you noted that each family is different leads me to believe in promoting social opportunities for parents that encourage them to make connections with other parents and

with teachers. We are trying to work on more of that at my school (which I will write about when I submit my plan). (Chase & Rhonda, dialogic interaction, 11/26/2019)

When submitting the aforementioned family outreach plan, she shared all the planning documents, parent notifications, and presentations used for two events. She described how she and the other ELD specialist at the school encouraged “staff to open their minds more to *nontraditional forms of engagement* that aim to giving families more of a voice” (Chase, application task 2, 11/30/2019). The examples of nontraditional forms of engagement (e.g., visiting apartment complexes and neighborhood community centers, creating a parent resource section in the school’s media center, dedicating time for families to socialize during school events) that she provided her peers were much needed examples of how schools and district might, as she explained in application task 2,

create welcoming spaces for families at our school... [in the] hope that this gathering will be one among many valuable steps that we already take or will take toward building trust and promoting two-way communication between our school and our EL and language minority families.

She reiterated the importance of funds of knowledge in several conversations across the online PD. For example, she built upon the notions of funds of knowledge and two-way communication with families to demonstrate how educators might show appreciation for the efforts families make to help their children be successful. She focused on students’ strengths and wrote about one student’s

background education in both academic Arabic and basic level English has been a fund of knowledge, enabling him to progress rapidly in learning English during his short time here. His teacher and I worked with his parents to create an instructional plan that would

both build on his strengths and fill gaps in his English knowledge. (Chase, application task 4, 03/16/2020)

This prompted an exchange with a peer who wrote:

I [Nora] agree learning about student backgrounds lets us tap into their strengths and support them better. I wonder if Arabic speakers face a unique challenge to reading and writing in English because of its orthographic system - right to left. Just as you observed I do agree this could in part be supported engaging in some pre-reading activities picture walk etc. Also, if math is a strength for both these students perhaps reading math stories/word problems told in a story format would be more engaging for these students. Thank you for sharing the background in such detail. (Nora & Chase, dialogic interaction, 03/20/2020)

To which, Chase responded, “Good suggestion about the reading with math stories/word problems in a story format!” (Chase & Nora, dialogic interaction, 03/27/2020). This series of exchanges contributed to the learning of the group and demonstrated how an appreciation for cultural and/or language diversity could bridge cultural/linguistic assets and traditional school-based epistemologies.

**Support through Critical Friendship.** Chase did not simply agree with her peers; she was also a critical friend. She asked relevant, difficult questions that pushed us all to think a little harder. One such example occurred in a conversation about the importance of “reaching out to parents” in a language they understood when “building relationships and trust” (Chase & Rhonda, dialogic interaction, 11/26/2019). Although both agreed upon the value of providing families with opportunities to engage with educators, Chase brought participants’ attention to the

time-consuming task of translation/interpretation. She challenged the group to consider alternatives by writing:

I don't think we can have the expectation that the EL teacher should also act as the only interpreter on staff. Perhaps you are a native speaker or more fluent than I am, but even EL teacher colleagues of mine who are native Spanish speakers have at times found themselves overloaded with translation and interpretation requests.

Between November 2019 and June 2020, three additional teachers (Allie, Magda, and Carol) engaged in the online dialogue to share alternatives from across their four school districts. For example, Allie shared her experience with devices that interpret simultaneously as someone speaks. Magda suggested “creating a pool of teachers/staff/parents/community who speak different languages from the whole district so that when communication needs to be shared with the non-English speaking families.” By engaging in critical reflection about how schools and districts communicate with CLD students and families, this group of teachers broadened their knowledge and understanding in valuing families’ linguistic diversity and creating inclusive environments that respected their cultural/linguistic knowledge.

**Self-Perceptions of Learning.** As for her sense of preparedness, she self-reported an increase in her understanding of all the TESOL standards with the largest increases in culture ( $M_{growth} = 1.67$ ) and professionalism ( $M_{growth} = 1.4$ ). For example, she talked about establishing two-way communication with CLD families. She described how her perspective shifted after the online PD and the opportunities afforded to her by the district ESL office. She explained how her mindset went from one of cultural assimilation (i.e., “steer students adapt to our [U.S.] culture”) to one that embraced “a sense now of preserving their [CLD students’] culture” as a means of “preserving who they are” (TSE interview, 10/10/2022). Growth in both her understandings of

culture and professionalism are connected to the sociocultural consciousness linked to Chase’s teaching philosophy and additional training she attended – mental health first aid and restorative practices.

In the TSE interview, she described herself as an eager, lifelong learner who felt confident in her abilities to meet the needs of her students. Although she said assessment was the TESOL standard she felt least knowledgeable in, she stated that “there's always more to learn in any area” (Chase, TSE interview, 10/10/2022). Chase found her interactions with her peers helpful. She not only “enjoyed the [module] resources” but also the “support from the district ESL school department” (Chase, post-survey) and the “group discussions” she had offline with the teachers she coached (Chase, TSE interview, 10/10/2022). Beyond her coaching, she was motivated by hearing what others were doing across the state because they exposed her to new options, i.e., “I love what you are doing with your summer reading program – a great idea that I would like to borrow myself if we can make it work here! Thanks again for your post!” (Chase & Sarah, dialogic interaction, 09/26/2019) and “You have inspired me to take the extra step of trying to set up a video chat with her” (Chase & Nora, dialogic interaction, 03/27/2020). Across Chase’s dialogic interactions, she developed a keener sense of how she might bridge CLD students’ and their families’ cultural/linguistic assets and traditional school-based epistemologies.

**Content Knowledge Mastery.** As for demonstrated content mastery, she scored 10 out of 10 on all eight content knowledge post-assessments. For two of the eight, it took two attempts to reach the score of 10 out of 10 with a mean of 9.38 out of ten on her first attempts. Topics that forced a second attempt (i.e., federal databases used for ML demographics and instructional technology standards for teachers) were addressed in either comments submitted after each post-

assessment, the post-survey, or during the TSE interview. She found the instructional technology module to be “both wonderful and overwhelming” and wrote that “more focused instruction in using technology to enhance EL instruction... could be a separate course” (Chase, post-survey). Although Chase mentioned federal ESL testing several times throughout her engagement in the online modules, she did not mention either topic from the assessment content knowledge post-assessment (i.e., educational accountability in relation to students’ civil rights in assessment or testing accommodations).

### *Charlene*

She is a second-grade teacher who has leaned into her own experiences with inequity to create a student-centered approach to teaching and learning. In sharing the CLRP she used in own classroom, she brought to life ways for CLD students to feel seen, heard, and valued in the curriculum. Her social justice lens spanned across a cultural, linguistic, and political consciousness that had an underlying presence in the online PD but truly emerged in the two interviews. When talking about the importance of building relationships with the CLD students and their families, for example, she said, “I could teach everything all day long, but if they [students/families] don't feel like they are seen or heard, you're not going to make a difference” (completer interview, 11/03/2022).

Findings documented the development of that consciousness and how it has impacted her sense of preparedness to support CLD students and their families. First, I examined her contributions to the learning of his peers whereby she embraced the notion of collaborative learning. Secondly, I explored how her a cultural, linguistic, and political consciousness impacted her self-perceptions of learning and allowed her to lean into her peers’ experiences and expertise as she made richer, deeper connections with her own professional learning.



**Learning with her Peers.** Charlene engaged with five of her peers in the online discussion boards, engaging in ten dialogic interactions ( $n = 8$ ). Her exchanges varied in length with the longest comment being a couple of paragraphs. The coded exchanges were mostly with peers beyond her district ( $n = 7$ ). In exchanging ideas with PD participants about creating and sharing educational resources with MLs and their families, she reminded a peer – and those reading the discussion board – that we were role models. She wrote, “If students see themselves [in us] as successful adults, they are more likely to pursue higher education and other opportunities” (Charlene & Hailey, dialogic interaction, 11/20/2019). Additionally, her contribution to the learning of her peers was evidenced by her peers’ comments. Debbie, for example, wrote that “it is helpful to read how focused you have been in targeting academic boosts for this student” (Debbie & Charlene, dialogic interaction, 04/01/2020). She then extended the conversation by adding another instructional resource and two additional strategies that might be used by others. By engaging with her peers’ thinking, Charlene challenged herself and others to critically reflect about their lives and the lives of their students.

**Maintaining and Maximizing Professional Relationships.** Charlene not only established a working relationship with her district instructional coach during the online PD but has maintained and maximized that relationship. In speaking of Juana, the district instructional coach with whom she collaborated during the online PD, she said “she [Juana] was so helpful in that year with that transition... year of transition to COVID-19. She gave me so much help and like, if I had questions or trying to contact someone, she was invaluable” (Charlene, TSE interview, 11/17/2022). Juana mentioned her collaborative relationship with Charlene in both the completer interview (02/18/2021) and the TSE interview (12/09/2022), highlighting how

even after she [Charlene] had completed the modules, she kept asking me for questions like she reached out to me, I remember... she had a parent – she wanted to help this parent with homework, so I put her in touch with some of the resources from the district parent academy. (Juana, completer interview, 02/18/2021)

Through this collaboration, they were able to connect the family with a district tutoring service. Charlene has continued to integrate curricular materials created by district ELD specialists into her daily instructional routines. In speaking about how classroom teachers might access additional district instructional support materials for the MLs, Charlene referred to the connections she had made during the online PD with “Um... you got to know who to ask for that” (Charlene, TSE interview, 11/17/2022). Throughout the online PD, Charlene increased her understanding of the social and political implications of standardized assessment practices. In her efforts to respect the cultural ways of knowing, saying, and doing of her students and their families, she collaborated with district ESL leaders to bridge cultural/linguistic assets and traditional school-based epistemologies.

**Self-Perceptions of Learning.** As for her sense of preparedness, she self-reported an increase in her understanding of all the TESOL standards with the largest increases in understanding second language acquisition ( $M_{growth} = 2$ ) and in understanding planning/implementation strategies for CLD students and their families ( $M_{growth} = 1.75$ ). She discussed how making “more growth in the language part” has allowed her to make connections across other state and local educational initiatives – such as science of reading training and district mathematics and literacy curricula (Charlene, TSE interview, 11/17/2022). In doing so, Charlene’s knowledge of the principles of SLA, language demands, and scaffolded instruction, all tenets of CLRP, increased.

**Richer Connections, Deeper Understanding.** She not only sought out professional learning opportunities but also dug deep to process what she was learning. She worked to “understand process and purpose” over procedure (Charlene, TSE interview, 11/17/2022). In explaining this to me, she described how making a direct connection between her own professional learning and her ability to synthesize her learning benefitted CLD students and their families. She described how pulling from multiple trainings has allowed her “to bridge the gap” that certain curricula had when it came to the struggles some MLs were demonstrating in her classroom (Charlene, TSE interview, 11/17/2022). In her descriptions, Charlene reiterated the ways in which the online PD contributed to her ability to create inclusive environments that positioned cultural/linguistic knowledge as an asset so as to bridge students’ cultural and linguistic assets and traditional school-based epistemologies.

**Content Knowledge Mastery.** As for demonstrated content mastery, she scored 10 out of 10 on all eight content knowledge post-assessments. For all eight modules, it took a minimum of two attempts to reach the score of 10 out of 10 with a mean of 6.37 out of ten on her first attempts – thus supporting an increase in her knowledge base over time. Of the topics that forced a second attempt, none were addressed during the online PD despite Charlene’s increased sense of preparedness to support CLD students and their families and the success she has demonstrated when working with CLD students. The principal at her school has recognized that success by increasing the number of MLs in her classroom, i.e., “half of the learners are MLs in my room whereas someone else [another teacher] may have six” (Charlene, TSE interview, 11/17/2022). When probed about why she thought the principal had placed so many MLs in her classroom, she said she “realized, Okay, all right, that’s a strength I have.” Since Charlene completed the online PD, the number of MLs on her classroom has increased. The narratives presented in this

section highlighted the ways in which she developed her knowledge in SLA and scaffolding instruction so as to bridge cultural/linguistic assets and traditional school-based epistemologies.

### **Summary**

As evidenced in the within-case findings, all four educators demonstrated an increased sense of preparedness in the five TESOL standards with contributions and learning spanning across three years. There was a thoughtfulness that centered CLD students and their families and a genuine appreciation for the efforts being made to support them. Although case study participants focused on successful efforts and actions (or offered new strategies to their peers), they did not totally shy away from the limitations and challenges they faced. However, not fully unpacking the limitations contributed to a lack of data that might have shone a light on the challenges and tensions they navigated as they developed a greater understanding of CLRP. In reviewing educators' contributions and learning, I sorted them into three overarching themes: advantages of collaborative learning, value-added of coaching, and critical consciousness.

### **Advantages of Collaborative Learning**

The four case study participants all benefited from the collaborative nature of this professional learning opportunity. The collaborative learning environment allowed them to compare contexts, resources, routines, and procedures. The sharing connected educators with instructional resources and reminded them of the cultural, linguistic, and political factors that had the potential to impact teaching and learning environments. The critical friendships they forged opened the conversations up to divergent ideas and created a space for richer connections and deeper understandings.

Overall, educators shared classroom and school-based practices with their peers in the application task submissions. The practices came in the form of instructional resources (e.g.,

websites, curricular materials, details about student assignment, teaching strategies), details about family engagement practices and/or community resources (i.e., individuals/agencies who have assisted them). Interestingly, they contributed to and learned the most from their peers beyond their school/district.

Beyond individual contributions, I also examined with whom case study participants were engaging. Data consisted of 65 dialogic interactions that took place between the case study participants and educators in the form of online discussion boards. Coded exchanges with peers from beyond the school/district ( $n = 57$ ) were connected to the educators' contributions and learning with no exchanges featuring classroom or school settings and only three district settings despite a third of the participants working in the same district. Several wrote about integrating what they were learning from others across the state in their own practice. For example, Chase wrote "I appreciate your sharing the additional options for [this online reading resource] and hope to try them out after we finish our WIDA ACCESS testing" (Chase & Julia, application task 3, 02/04/2020). In learning with their peers, case study participants learned about and found value in diverse perspectives that could allow them to begin seeing their own circumstances in new light and making gradual changes.

### **Value-Added of Coaching**

Each participant mentioned how members of the district coaching initiative had supported (and continue to support) their professional growth. The four educators expressed feeling more prepared and confident in their abilities. The online PD, however, was just one piece of the puzzle. The four educators all described ways in which their instructional design practices were valued and recognized. By valuing the instructional design practice of these four educators, schools and the district made them feel knowledgeable, e.g., "the idea was to prepare

us [school-based instructional coaches] to be like, coordinators, I think in the future... it seems that they [district leaders] have liked the things I have done” (Marco, TSE interview, 10/05/2022). This led them to feeling that they “were trusted” (TSE interview, 11/17/2022).

Additionally, this cohort completed the online PD as COVID-19 lockdowns were implemented. They all mentioned how the educational technology module gave them “a head start” (Chase, post-survey). Juana talked about how the online PD was her “last experience before COVID” and that

it was ideal, because the modules included a lot of information about assessment, using tech tools... I remember walking them through how to accept the course, you know, and how to find the assignments, and how to answer the discussion questions [in Canvas] ... with Canvas or with tech tools at least they had something to go by to get started with the resources in the modules, and then with their own experience as a learner in EnACTeD.

(Juana, TSE interview, 12/09/2022)

In her completer interview, Charlene extended the conversation to include the ways her relationships formed during the online PD supported her transition to virtual learning, i.e., access to district ESL curricular units, district support with the online learning platform.

### **Critical Consciousness**

The four case study participants made explicit references to what they learned about CLRP after the fact in the individual TSE interviews, highlighting increased levels of critical consciousness. Chase, for example, contributed a recent job change to the online professional learning opportunity. She was talking about the differences between two schools she has worked in when she said:

The status quo has such a huge impact on you, that even if you innately want to do more that is culturally responsive, there are pressures that make you feel like you have to do it the status quo way, you know. Whereas here [at her new school], everybody is trying to be culturally responsive. So, the culture of the school enables you to be more culturally responsive and caring and compassionate. (Chase, TSE interview, 10/10/2020)

Charlene's TSE interview provided personal insights into her own experiences as a learner that were not part of the online PD; therefore, not providing an opportunity to explore them prior to the interviews.

Marco and Chase provided two prime examples of how this increased understanding opened the door for additional uses of CLRP. The first were the changes Marco made to interpretation services for the student-led conferences at the early middle college. The seed for those changes were planted during the online PD and captured in the post-survey when he wrote:

cultural challenges faced by CLD families and the impact they have in their level of engagement is critical to their successful integration into their communities, and it should be a key component in every graduate course for teachers. (Marco, post-survey)

The second was the opportunity Chase's new job provided her to see the impact a school's culture has on the use of CLRP as seen in her statement about how "the status quo has such a huge impact on you" and the "pressures" that can influence your efforts to support CLD students and their families (Chase, TSE interview, 10/10/2022). Hence, these were two examples of a stronger sense of preparedness to support CLD students and their families as both participants described an increase in CLRP becoming part of the social expectations of teaching and learning.

## **Diverse Perspectives**

All four educators self-reported high growth in their understanding of sociocultural consciousness ( $M_{growth} = 1.59$ ). Charlene, the only classroom teacher and non-ELD specialist, self-reported even more growth in her understanding of second language acquisition ( $M_{growth} = 2$ ) and the assessment of MLs ( $M_{growth} = 1.75$ ). As for content knowledge mastery, the instructional coaches were the only ones to pivot during their engagement in the online PD. They demonstrated this pivot in the ways that they responded to their peers or details they added to individual application tasks which connected back to topics that forced a second attempt on the content knowledge post-assessment. Juana and Marco addressed specific topics as part of the TSE interviews; however, Chase did not. When asked about assessment practices, she never commented beyond the fact that she “wasn't good at assessment” and has had “a lot more training” in her new role, allowing her to feel “much better” (Chase, TSE interview 10/10/2022). Charlene, on the other hand, never addressed any of the topics from the content knowledge post-assessment.

When reviewing how case study participants discussed their own professional learning, Juana and Chase tended to focus on their roles as instructional coaches. Their engagement highlighted how they supported the learning of their peers. Conversely, Marco and Charlene’s engagement pinpointed very personal ways the online PD has contributed to their professional growth. Interestingly, neither Juana nor Chase were classroom teachers during the interview process whereas both Marco and Charlene were.

### **Educators’ Beliefs and Applications of CLRP**

The second research question I examined was – How do educators’ beliefs in and application of CLRP involving CLD students and their families evolve over time? For this



second research question, I limited the scope to the ways in which the educators' beliefs in and applications of CLRP were visible throughout their engagement in the online PD. This included beliefs and applications shared beforehand with the pre-survey, during with their online engagement (individual submissions, dialogic interactions, post-survey, and completer interview), and afterwards with the TSE interview and email exchanges. Without minimizing the complexities of and tensions surrounding belief systems (personal and systemic) that contributed to educators' applications of CLRP, I must reiterate that the complexities and tensions were not the focus of this study. In this section, I built upon the ways in which the four educators described increased knowledge and professional recognition to surface how their beliefs in and applications of CLRP contributed to the development of TSE in CLRP based on their engagement in the online PD. Within-case findings are followed by a cross-case summary to examine the commonalities and differences in the ways participants approached the application of their beliefs in CLRP.

### **Within-Case Analysis**

In this section, I began the within-case findings with an overview approved by each case study participant during the member check process. Case study participants' engagement over time formed a narrative, providing examples for each educator's beliefs in and application of CLRP were visible throughout their engagement in the online PD. These narratives highlighted beliefs and action that aligned with one or more of the tenets of CLRP:

- Applying the principles of second language acquisition (SLA)
- Identifying Language Demands
- Developing sociocultural and/or sociolinguistic consciousness
- Facilitating student learning about and value in their own and others' cultures

- Appreciation for cultural and/or language diversity
- Advocating for CLD students and their families
- Creating inclusive environments that position cultural/linguistic knowledge as an asset
- Working to bridge cultural/linguistic assets and traditional school-based epistemologies
- Engaging students in critical reflection about their lives
- Scaffolding instruction
- Setting high expectation for students
- Awareness of the social and political implications of standardized assessment practice
- Consideration taken students' cultural ways of communicating and acting within and outside the classroom
- Pursuing social justice by explicitly examining and critiquing oppressive systems and discourses of power
- Predisposition to advocate for CLD students and their families

The case study participants' beliefs in and application of CLRP showed up differently for each of them.

### ***Juana***

As district instructional coach, Juana played an active role in the selection of experienced teachers for leadership roles across the district. Over the three-year period that encompassed her engagement with the online PD (09/2019 to 12/2022), data demonstrated that her beliefs inspired her efforts to foster CLRP across the district through (a) modeling what it meant to be culturally and linguistically responsive in her efforts to support linguistically diverse families through translation and interpretation services and various outreach efforts described in the previous section; (b) supporting teachers through the district coaching initiatives and district-

wide collaborative planning; (c) selecting instructional materials that centered CLRP; and (d) providing educators with a collaborative workspace to adapt curricular materials so that they might better meet the needs of their students. In both interviews, Juana spoke at length about the district's instructional framework, describing how it applied the principles of second language acquisition (SLA) to identify language demands and scaffold instruction.

Juana anchored professional learning in the assets of educators and how educators leveraged their strengths to infuse CLRP into instructional design across the district. In her efforts to identify language demands, she not only respected educators' diverse experiences and expertise but also made way for educators across the district to deepen their understanding of the principles of SLA and to increase their sociolinguistic consciousness.

**Bridging Assets and Knowledge through District Leadership.** For this tenet of CLRP - bridging assets and knowledge, Juana explained how she valued the diversity in the experiences and expertise participants brought with them to the professional learning opportunity. She described how the school-based instructional coaches assisted with district-wide training. She said the online PD offered the district an opportunity to work with their

strongest teachers like Chase, Marco, Sabrina - those opportunities to grow leaders within the district, you know, I thought that was wonderful, you know, Chase now moved on and she is a reading specialist at Dunbar School, you know, and so that gave her that opportunity, back then, when she was with us, you know, working helping other teachers, you know, I'm sure that that help you know build her confidence. (completer interview, 02/18/2021)

As they collaboratively developed deeper understandings over time, Juana submitted Marco's and Chase's lessons for publication in local and national newsletters. The director of a national policy agency wrote:

I like both Mr. Marco and the high school teacher shown here. I cried when I was reading what the Ghana student wrote so my daughter had to finish reading it. She was impressed with what the kids are learning and complains that she is not learning like that.

(from DC policy agency to a district ESL instructional coach, 11/12/2019)

Juana's own beliefs and applications of CLRP were visible in several ways. In February 2021, Juana named the importance of "looking at the whole child" as an essential part of supporting CLD students and their families (Juana, completer interview). She referenced an appreciation for the rich, cultural, and linguistic assets that contributed to developing relationships with students and their families. Then in December 2022, she explained that she firmly believed that "teachers are adults that also need a lot of modeling just like students" (Juana, TSE interview). Those two beliefs came together and were infused into her description of the layers of support she and the school-based instructional coaches (i.e., Marco and Chase) provided to those from the district who completed the online PD. She added that collaboration provided "perspective" that was achieved because

there was more learning that took place in addition to the modules... with the teachers I was helping, I visited them at the schools. So, I think this is representative of the content of the modules which offer excellent information, and then, in addition to that, there was more learning that took place as we collaborated with the teachers. (Juana, TSE interview, 12/09/2022)

Later in her explanation, she mentioned the experiences and expertise of individual participants as assets that enriched the learning for all – “I learned a lot from my colleagues and from the teachers that I support.” She saw the online PD as a “a wonderful opportunity for our teachers [school-based instructional coaches] to have a role in growing other teachers” (Juana, completer interview, 02/18/2021). The others – Marco, Chase, and Charlene, all mentioned feeling valued. Charlene, for example, acknowledged that the freedom to influence instructionally relevant decisions was not always option – “that’s just my district. It just depends on each district” (Charlene, TSE interview, 11/17/2022). Through district leadership teams and collaborative planning, they described having the power and privilege to influence instructionally relevant decision-making.

By looking at the whole teacher and infusing models they might draw from across the district, she captured how the district coaching initiative allowed them to use the online PD to “build a bridge” for beginning teachers who felt “very overwhelmed by everything they have to do” which was getting in the way of their “great intentions” and impeding the fact that “they want[ed] to learn” (Juana, completer interview, 12/18/2021). Juana valued the diverse assets of teachers. Aligning with the knowledge development prompted by the online PD modules, she described how district instructional shifts developed even further teachers’ sociocultural/sociolinguistic consciousness, e.g., Marco provided “input for the other teachers of our core content areas... it's basically... kind of infusing culturally and linguistically responsive practices throughout the students’ days” (Marco, TSE interview, 10/05/2022).

**Identifying Language Demands to Embed CLRP.** This tenet of CLRP – identifying language demands – connected to the specific ways in which the instructional framework being used across the district addressed ELD. Juana gave a rich description of how the framework

identified language demands, providing CLD students with access to grade-level texts that were complex and compelling and describing how the attention to language structures and usage allowed the teachers and students to actively engage.

Prior to us using this framework, the texts that we were using were not complex and compelling. They were not great level. You are probably familiar [with] leveled readers and guided in books. And so, at the end of the day, if a student was labeled, you know Level A, you know they were level A with a classroom teacher. They went to ESL, and they got a level A book. Maybe they went to tutoring after school, and they received the level A book as well. So that's a big change now. As far as the equity – we are in exposing our English learners to access to text that are grade level, complex, and compelling. (TSE interview, 12/09/2022)

Teachers have noticed that “instead of students answering in one-word answers, we're asking them to use complete sentences” because “it's contextualized, but it's also more comprehensible because they're [students] getting a fuller picture of what the whole thing [text/unit] means” (Juana, TSE interview 12/09/2022).

Marco mentioned the district planning sessions for the new curriculum where the goal was to collaborate with classroom teachers in creating units that would “infuse culturally and linguistically responsive practices throughout the students’ days” (TSE interview, 10/05/2022). In modeling expectations for collaborative planning, Juana was not only valuing the working knowledge of teachers but also creating a space for them to innovate and to adapt lesson plans based on the needs of their students. The three other case study participants mentioned how much they felt valued with Charlene saying they “were trusted” (TSE interview, 11/17/2022). When speaking about his newfound sense of empowerment, Marco said the district trust in his

ability had enriched his lesson planning. They all described how the online PD had been different and appreciated the chance to talk about how they were thinking about their roles. By valuing the educators diverse experience and expertise, Juana demonstrated her trust in the educators. This display of trust began to challenge the traditional power and privilege dynamic often associated with a classic organization pyramid (see Figure 4.2).

### ***Marco***

In the TSE interview, Marco talked about how he had become more intentional in the ways he infused CLRP throughout his practice, e.g., collaborating with peers and lesson planning. He also seemed to lean on the sociocultural consciousness developed during the online PD. He leveraged it in his decision-making processes as well as in the ways he worked to disrupt traditional power dynamics in public education. For example, he would like to take a more active role supporting the university professors who teach MLs from the early middle college. Data surfaced a change in Marco's efforts to legitimize the cultural and linguistic practices of families over time.

The online PD served as a reminder of what was possible. During the online PD, he began to think that he should be engaging with CLD students and families differently. What began as suggestions for his peers became actionable steps in his own instructional practice, leading to new ways for him to value the cultural and linguistic diversity of CLD students and their families and to address issues of power and privilege (e.g., interpretation services during student-led conferences). His evolving beliefs about and applications of CLRP have impacted the ways in which he advocated for CLD students and their families as well as his instructional planning.

### **Advocating for CLD Students and their Families through Collaboration with Peers.**

In his response to a peer's online submission focusing on family engagement, Marco's comments fell under this tenet of CLRP – advocating for CLD students and their families. His comments highlighted the cultural, linguistic, and political barriers that can impede participation in school-wide events. He acknowledged “that creating multicultural awareness among the school administration and your peers could end up being the real challenge” and offered a series of suggestions, encouraging her to stay the course (Marco & Sarah, dialogic interaction, 01/22/2020). His suggestions provided alternatives to address the challenges she had encountered in her efforts to increase participation of CLD students and their families. In suggesting organizing a smaller event, he wrote:

If logistics don't let you have multiple interpreters on site on the same day and time, then you may try something even smaller for only one language group first and using the experience and feedback of the previous one plan a second one for the other families later on. (Marco & Sarah, dialogic interaction, 01/22/2020)

He acknowledged the emotional weight of working alone and suggested

coordinating with other elementary, middle, or high schools in the neighborhood who may serve the same families in different grade levels. This may not only help you in reaching a bigger number of families, but it would also help you get to know other EL teachers in the area who may have worked with your students in the past or may do so in the future.

And lastly, he discussed ways the district might benefit from the three-question survey designed to legitimize the cultural practices of families. He mentioned ways she might work with the district ESL office to translate a parent survey she had shared. He encouraged her by saying the



survey “could be part of a regular activity supported by the EL office” (Marco & Sarah, dialogic interaction, 01/22/2020). The suggestions Marco gave to his peer mirrored his thinking as he was taking his first steps toward changes to the student-led conferences at the early middle college in October 2021, providing an example of how his beliefs and applications of CLRP have contributed to his TSE in CLRP.

**Developing Students’ Sociolinguistic Consciousness through Lesson Planning.** After completing the online PD module on CLRP, Marco shared his “experience with a unit that we [he and his middle school MLs] are still working on today, as this has proved to be a learning opportunity not only to my students but also for myself, from the very beginning” (application task 1, 10/17/2019). In his first application, he shared his efforts to engage seventh graders in a conversation about better understanding colonization. He wrote:

Two weeks ago, I was almost ready to start the unit about ecosystems but as some of my students were preparing a show to celebrate Hispanic Heritage Month, we had a casual discussion about what we were really celebrating. Little did I know that bringing the Columbus Day celebration issue to their consideration was going to be such an interesting topic for my students and a very controversial one too. Because of that, I decided to change my plans and create a lesson about it to seize this teaching/learning opportunity. I found an interesting article that did not only question the politically-correct depiction of Columbus in History books but also criticized the way in which mainstream ideologies have supported school curricula that have kept generations of U.S. students (I can testify that this is true in many of our Hispanic countries too) ignorant about the fate of all those ethnic groups who were wiped out by the Spanish conquistadors. Apart from the fact that this gave them the chance to create or improve their prior knowledge about

World History to be used in their content area classes, I think it was very important for them to realize that we all have a different cultural background that is important not only to keep but also to defend. It was great to see their willingness to express their ideas about the relation between discrimination and mainstream ideologies even at a 7th grade level.

The initial week-long unit he designed around a leveled text about Columbus allowed his students to explore aspects of colonization that challenged the Eurocentric views traditionally found in textbooks worldwide (he, too, had not learned these facts growing up in Chile). The students were so engrossed in the topic that he extended the unit by two weeks and included cultural contributions of colonized nations. The unit never engaged families directly; however, the students did ask their parents about cultural practices. The activity required students to talk to their parents about cultural and linguistic practices. He described this as a way to keep those practices “alive” and “not erase their culture” (Marco, TSE interview, 10/05/2022).

Marco focused on a YouTube video by Taíno artist, Irka Mateo. He reached out to the artist directly through social media. In a text exchange, the artist praised him for honoring the B-side of colonization with his students [“muchas gracias por hacer este trabajo de concientización del lado B de la colonización con tus estudiantes”] (Marco & Irka, 11/27/2019). Ultimately, his students sent her letters. They wrote about what they had learned about the mistreatment of their ancestors and their efforts to preserve their native cultural and linguistic traditions. He described the artist’s reaction as “she was moved” by the students’ letters (Marco, TSE interview, 10/05/2022). Unfortunately, their plans for the class to meet with her online were interrupted by COVID.

He had never considered his job and instructional design choices through the lens of having autonomous decision-making power before the online PD. He talked about having a choice in the topics he taught and the freedom to tweak district units to fit the needs of his students in his school. He credited the district instructional framework for increasing teachers' decision-making power and added that the instructional framework "opened the ESL teams' eyes" to the need for developing language in multiple content areas and broadening the instructional focus beyond ELA and literacy (Marco, TSE interview, 10/05/2022). With this example, Marco realized how the shift toward instructional design choices that were more sociocultural and sociolinguistic conscious impacted his middle school students' mindset, increased their engagement, and changed the way he was thinking about instructional planning.

### *Chase*

For Chase, personal and professional experiences have informed the ways in which she engages in CLRP. She entered teaching with a desire to bring out students' individual strengths. And when reviewing her beliefs around culturally and linguistically responsive assessment, she began to see the online PD as more than coaching and noticed the ways it developed her understanding of the sociocultural, sociopolitical elements of educational policy. Data highlighted Chase's sociocultural and sociolinguistic consciousness in the ways that she engaged with her peers around the funds of knowledge of CLD students and their families. Data also surfaced the power of leveraging families' cultural and linguistic practices in establishing relationships with them.

In the TSE interview, Chase highlighted the ways her beliefs in and applications of CLRP aligned with two of its tenets – developing sociocultural consciousness and applying the principles of second language acquisition. Chase's approach valued the cultural and linguistic

ways of knowing CLD students and families brought to the classroom. They also provided ideas for how educators might advocate for CLD students and their families. As partners in the students' learning, educators and families created the potential to bridge students' and families' cultural/linguistic knowledge and assets by broadening what was deemed as knowing and/or knowledgeable.

**Developing Educators' Sociocultural Consciousness through PD.** In her efforts to “do more for the students she taught,” Chase worked to deepen her understanding of how identity (e.g., race, ethnicity, and linguistic practices) influenced educational opportunities (Chase, TSE interview, 10/10/2022). She developed what is called sociocultural consciousness in terms of CLRP. In her October TSE interview, Chase described her process and situated her professional learning within various contexts – school-based, district requirements, the online PD, and now in her new job. She described herself as having been a big fish in a small pond at her previous school where she was doing a lot, and definitely engaging in CLRP more than others in the building. The online PD, however, opened her eyes to issues she had not thought about previously. She chose to enroll in training for Mental Health First Aid and restorative justice because she had “an interest in, you know, just helping people and understanding people from different perspectives” (Chase, TSE interview, 10/10/22). She described the learning experiences as helping her

to be an even more open-minded person... We don't ever know what someone's personal story is, you know, and so I think it's helped me to keep that in mind and be more compassionate, even though I'm not saying I wasn't before, but I feel like it's helped me to be more compassionate and supportive. (Chase, TSE interview, 10/10/2022)

Aligning with her teaching philosophy described in the previous section which was to “bring out everybody's unique self, the strengths of who they are, you know, their identity, who they identify with their own strengths,” she reminded her peers of the importance of understanding how identity influenced educational opportunities (Chase, TSE interview, 10/10/2022). When writing about two students from Sudan, she suggested educators remember

the great funds of knowledge and community cultural wealth of these families of Sudan.

They should understand the pride they have in their language and heritage, their strong family values, and work ethic. They should make every effort to establish two-way communication showing appreciation to the efforts that these families are willing to make to help their children be successful. They should work to promote each child's sense of self-worth by allowing them to make connections to their own heritage and background knowledge. (Chase, application task 4, 03/31/2020)

In the TSE interview, she talked about the ways CLRP were enacted in her new role as instructional coach and reading teacher at a school for recently immigrated students. She recapped the importance of developing sociocultural consciousness in a few simple words – “There’s a lot of things I’m confident in, but I feel that experience has allowed me to see just how complex and multifaceted education is and families and cultures.” Throughout her engagement in the online PD, Chase focused on CLD students and their families’ funds of knowledge and establishing two-way communication with families. She provided examples of how sociocultural and sociolinguistic consciousness opened the door for her (and potentially for other educators) to advocate for CLRP.

**Applying Principles of SLA in Educator-Family Engagement.** In connection with her training, Chase incorporated notions of sociocultural consciousness into the ways she has been

thinking about English language development and applying CLRP alongside the theoretical principles of second language acquisition (SLA). The principles of SLA refer to the theories that inform ESL instruction and the research-based strategies used in teaching. Chase described finding inspiration in a literacy webinar featuring Jim Cummins<sup>3</sup>. She shared how he

talked a lot about each child having their own way of getting at reading. Yes, you want to, we [educators] need to do phonics. Yes, there are different things that we need to do. But you know, but the language is a big part; and the home culture is a big part; and all of those things that make up who a person is [a big part of who each learner is], so that inspires me. (Chase, TSE interview, 10/10/2022)

Considering students' cultural and linguistic diversity in instructional design is part of applying CLRP alongside the theoretical principles of SLA. Chase highlighted how this might be done when sharing her insights and instructional recommendations for two CLD students in the online PD. Both students had recently immigrated from Sudan, and both had bilingual fathers who were business executives and monolingual mothers who did not have jobs outside of the home. She started by identifying the limitations of English language proficiency screeners, explaining that "in working one-on-one with AB [student], I have learned that while he was studying English in Sudan, he did acquire some English background that was not tapped via the [English language] screener" (Chase, application task 4, 03/31/2020). She provided example of how educators can partner with families to provide comprehensive support and to explore abilities that may go undetected by standardized screeners and assessments. In her online submission, she praised AB's mother for maintaining her son's literacy instruction in Arabic at home, saying that he was

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<sup>3</sup> Professor Emeritus at the University of Toronto, Canada - Dr. Cummins has an extensive list of published work relating to second language learning and literacy - 40 years researching and working with multilingual learners across the world.

still learning to read and write in Arabic at home. Both his regular classroom teacher and I have been providing him with targeted instruction in areas of need and with scaffolded grade-level instruction, and his English and academic knowledge is progressing rapidly in learning English during his short time here. His teacher and I worked with his parents to create an instructional plan that would both build on his strengths and fill gaps in his English knowledge. (Chase, application task 4, 03/31/2020)

Whereas for another student she called YZ, she “worked with his classroom teacher and father to leverage his strengths and drive instruction.” Chase honed in on the strong family support system when writing about parent conferences:

YZ is very proud of his father and motivated by connections to his father who, in turn, is extremely supportive of him. His mother is also very supportive and actively participates in conferences and school events to the extent she is able by using her phone to communicate either via calling her husband to join us or using translation apps when we don't have an interpreter available... The work ethic and family values of both families is apparent and certainly can be considered a source of knowledge or wealth. It is clear that both families are eager to help their children be successful in school and in life and both are supportive of educators and willing to go out of their way to communicate in spite of possible language barriers. (Chase, application task 4, 03/31/2020)

She demonstrated to her peers how educators can leverage families' full repertoires of knowing, saying and doing to elicit participation of monolingual, bilingual, and multilingual family members and become partners in the education of CLD students.

## *Charlene*

Across the two interviews, Charlene folded several insightful comments into larger examples of how her work with CLD students and their families was student-centered. Her instructional design choices aimed to create “mirrors, windows, and glass doors,” or ways for students to feel seen, heard, and valued in the curriculum (Sims Bishop, 1990). When we discussed her planning, she described the ways she took into consideration the second language acquisition processes as they pertained to presenting students with comprehensible input, culturally relevant curricula, and differentiated instruction.

Charlene focused her comments on classroom practices, providing direct connections between her beliefs in CLRP and her application of those practices with the CLD students and families she served. Throughout our conversations, it was evident that she positioned students as knowledgeable and co-constructors of knowledge in the learning space.

In exploring the ways her beliefs in and applications of CLRP have contributed to the development of TSE in CLRP, she addressed power and privilege and valued cultural and linguistic diversity. In the narratives that follow, Charlene demonstrated how valuing cultural and linguistic diversity allowed her to make instructional design choices that address issues of power and privilege in the classroom. The examples also highlighted how curiosity and life-long learning contributed to deeper, richer collaborations with her school-based peers.

**Addressing Power and Privilege through Culturally Relevant Curricula.** Throughout Charlene’s engagement with the online PD, she took a social justice orientation in the ways she talked about the importance of CLD students and their families being seen and heard. In an online exchange with a peer, for example, she wrote:



I agree with you that it is important to have books that reflect my ELL students' culture. At my school, our ELL students are predominately Latinx. We are celebrating Hispanic Heritage at our school. Our Latinx students and their families participated in the event. It is important to see your culture reflected to feel valued at the school. (Charlene & Rhonda, dialogic interaction, 10/04/2019)

Later when describing the lesson plan and artifact she submitted as part of a participant showcase, she spoke to how “build[ing] connection with the kids and their families” was essential because she “could teach everything all day long, but if they [CLD students and their families] don't feel like they are seen or heard, you're [educators are] not going to make it difference” in her opinion (Charlene, completer interview, 11/03/2022). She described how “sometimes you think your work is not making impact,” but “people are watching” and might say to themselves

my child is being represented. It may not be on the wall [of Miss Charlene's classroom]. It may not be plastered everywhere, but Miss Charlene said something about my culture today. Miss Charlene might have shown a picture. Miss Charlene might have shown a book... But besides that, Miss Charlene did something to show some part of my culture. (Charlene, TSE interview, 11/17/2022)

Charlene described how this type of intentional planning has allowed her to build relationships with CLD students and their families. She also credited her collaboration with another teacher in the school who was “from Central America” with “strong ties and personal connections with the students and their families” and served as a “translator advocate” to assist with “engagement strategies and provide advice on how to connect with the CLD students and their families” (Charlene, application task 2, 01/12/2020). In sharing her experiences with CLD students and

their families, Charlene repeated that it was her responsibility to find “resources and workshops to help my students thrive and grow beyond the classroom” (Charlene, application task 2, 01/12/2020). Time and time again, she referred to the curricular choices that prioritized cultural and linguistic diversity.

Having access to support outside of school and knowing how to navigate systemic barriers is one way to overcome oppression – Charlene regularly connected CLD students and families with resources and assisted them in navigating barriers, e.g., tutoring examined in the previous section. In the third online application tasks, Charlene explored the digital platform, Zearn. She described how it provided “independent digital learning through math activities videos and exercises... This resource enables me to provide for my students when I am not with them” (Charlene, application task 3, 02/14/2020). Additionally, she provided CLD students and their families with a digital resource that allowed them to “listen to a native speaker explaining math concepts in a video.” Having the option to replay the video and to add closed captioning were two ways of assisting CLD students and their families in navigating potential language barriers.

These examples characterized Charlene’s sociocultural and sociolinguistic consciousness. The first demonstrated how her beliefs in and applications of CLRP worked to address power and privilege related to presenting students and families with curricula that was representative of their cultural and linguistic diversity. The second examined the ways Charlene created access points for content and curriculum for students and families who have traditionally encountered barriers.

**Focusing on Cultural and Linguistic Diversity across Interactions.** When Charlene first introduced herself to the other online PD participants, she wrote the following about her beliefs:

Beliefs: My tenure at my current school has set me on a path to pursue to transform my instructional practices to improve my students' academic success. This journey starts five years ago while I was teaching fifth grade. During self-reflection on my teaching practices, I realize that I needed an effective teaching strategy to reach my students and improve my instructional practices in Reading End of Grade preparation for my students. I seek out instructional resources addressing Common Core shifts in reading. (Charlene, application task 1, 10/15/2019)

Her search for a better way of meeting students' needs led her to CLRP – first with district equity training, then the online PD, and now as a grade-level chair. In an email just last month to Juana, Charlene expressed feelings of pride in being a school-based instructional leader and in sharing lesson plans with others across the state by submitting to the online PD's participant showcase (December 2022).

Although her initial introduction spoke of academic success and “clos[ing] the achievement gap”, Charlene's online submissions and conversations, more often than not, evoked a deep respect for cultural and linguistic diversity (Charlene, virtual introduction, 09/18/2019). She spoke about the importance of all students and families being seen and heard, saying:

I don't just look at the data. I feel like them [the students] being seen and heard is part of success. Like they will actually speak Spanish [during the lesson], whereas before they might not say anything... But, you know, feeling proud I said, “It's normal to speak two

or more languages. It's not normal to speak one”, and the kid sat up taller like *I can speak two...* And also sometimes when you feel proud of who you are, than you engage more in learning. (Charlene, completer interview, 11/03/2022)

She wrote about having encountered certain cultural or linguistic misunderstandings with families that led her to asking the translator who was of the same cultural and linguistic background as the students and their families to assist her in calling the family so that she could understand what I [Charlene] need to do next, or what is the best way to proceed... because um... when you have someone from your own culture advocating for you, they can see stuff I can't see. Even though we may be communities of color, there's different nuances that are within my culture, that's not in their culture, or there's nuances in their culture. (Charlene, TSE interview, 11/17/2022)

Charlene truly valued the input from the families and sought out ways to better understand her students through the cultural and linguistic lens of their families. This had surfaced earlier in the online PD when she wrote about her schools' efforts to connect with their Latinx community with “the teacher help[ing] to build trust, communication, and instructional tips to help the students succeed in and out of the classroom” (Charlene, application task 2, 12/13/2019). Across these examples, Charlene demonstrated how intentional planning with diversity in mind ensured that CLD students and their families were front and center. She provided examples of how we might prioritize diverse perspectives.

### **Summary**

The within-case findings highlighted the educators' belief in and applications of CLRP. Although for the most part case study participants took an asset-based approach in describing what it was they were doing to support CLD students and their families, it is worth noting that

they mentioned personal challenges and tensions they experienced along their professional journey. Researcher attention, however, was placed not on those challenges and tensions in this study. The narratives woven together from their engagement in the online PD demonstrated how the four educators' beliefs led to powerful and purposeful uses of CLRP over time. What emerged from the findings were examples of how the educators have infused CLRP in their daily tasks – lesson planning, curricular choices, communicating with families, and creating spaces to engage with families.

### **Educator Mindsets**

In summarizing common cross-case themes, four educator mindsets stood out – leading by example, knowledge into know-how, life-long learning, and introspective stance. Each participant embraced the tenets of CLRP at various points throughout their engagement in the online PD; however, their belief in and applications of CLRP appeared to be more deeply rooted in specific attributes based on the narratives presented thus far. Table 4.1 provides a visual representation of how the narratives used in describing the attributes of each mindset aligned with the tenets of CLRP.

Juana's focus on providing district support allowed her to lead by example. She modeled expectations and remained present to support educators as well as CLD students and their families. She provided resources to both educators and families; she offered instructional coaching and guidance to educators across the district. For Marco, he demonstrated the ways he was making connections across content and contexts throughout his engagement in the online PD. This led him to questioning his own practices and to trying new things. He found success and affirmation in his efforts, making him feel confident in enacting his beliefs about CLRP. Although all four case study participants qualified as life-long learners, Chase and Charlene both

described a myriad of professional learning opportunities they have completed. Chase's engagement in the online PD, however, was infused with lessons learned from her various trainings. From the narrative descriptions she provided of the teaching and learning contexts within which she worked to the dialogic interactions she had with her peers, she described how her professional learning contributed to her beliefs in and applications of CLRP. Having taken a visibly active role as coach with her peers online, she also created more opportunities for her learning to shine. When speaking about her professional learning opportunities in the TSE interview, it seemed she found comfort and inspiration for applying her beliefs about CLRP in the additional training she had sought out. Charlene, on the other hand, displayed fewer of those attributes in her online interactions. She spoke more about her own learning process and how it impacted her collaboration with others in her school during the two interviews. Charlene's online submissions and dialogic interactions tended to shine a light on the students who have been too often placed on the sidelines. She reminded her peers of the importance of seeing, hearing, and valuing diversity. In the TSE interview, she drew on her personal experiences with exclusion and inequity when talking about the ways she planned for student learning and engaged with families. It seemed to be her personal experiences as a learner that have driven her instructional design choices.

In examining the commonalities, I would like to highlight the ways these educators felt valued; how they shifted knowledge into know-how by acting upon certain beliefs about CLRP; and how their applications of CLRP prioritized diverse perspective. I then briefly

**Table 4.1: Tenets of CLRP and Educators' Beliefs in and Applications of CLRP**

<b>TESOL Standards</b>	<b>Tenets of CLRP</b>	<b>Leading by Example</b>	<b>Knowledge into Know-How</b>	<b>Life-long Learner</b>	<b>Introspective Stance</b>
Language	Applying the principles of second language acquisition (SLA)	x	x	x	x
	Identifying Language Demands	x	x		
Culture	Sociocultural and/or sociolinguistic consciousness	x	x	x	x
	Facilitating learning about and value in their own and others' cultures		x		x
Planning & Implementation	Appreciation for cultural and/or language diversity	x	x	x	x
	Creating inclusive environments that position cultural/linguistic knowledge as an asset	x	x	x	x
	Working to bridge cultural/linguistic assets and traditional school-based epistemologies	x	x	x	x
	Engaging in critical reflection about their lives and the lives of others		x	x	x
Assessment	Scaffolding instruction	x	x		x
	Setting high expectations for students	x	x		x
	Understanding classification and assessment practices of federal ESL programs			x	
	Awareness of the social and political implications of standardized assessment practices			x	x
		x	x	x	x

	Taking into consideration students' (and families') cultural ways of communicating and acting within and outside the classroom				
Professionalism	Pursuing social justice by explicitly examining and critiquing oppressive systems and discourses of power		x		x
	Predisposition to advocate for CLD students and their families	x	x	x	x

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review the ways in which their beliefs in and application of CLRP diverged. Overall, the educators shared common beliefs in CLRP. They positioned CLD families as knowledgeable and demonstrated how families might partner with educators throughout the teaching and learning process, e.g., Charlene’s use of a translator advocate; Chase’s collaboration with families; Marco’s alternatives to address challenges when engaging with families; Juana’s use of the three calls and a home visit protocol. Data showed that their beliefs inspired action when it came to CLRP. Their beliefs were shared in their online submissions, with their peers through dialogic interactions, and in our conversations that have spanned three years.

### **Feeling Valued**

A common theme across the four educators has been the notion of valuing – valuing diverse perspectives; valuing the knowledge and cultural/linguistic ways of doing/saying of CLD students and their families; valuing varied experiences and expertise; valuing cultural and linguistic diversity. As seen through the narratives presented, each of these educators expressed feeling valued. For Juana, it was being asked to join the district coaching team in 2008 and then paying it forward by nurturing leadership skills in others, i.e., “We summoned them [school-based coaches] ...They [Marco and Chase] are both amazing EL teachers...They've helped us with professional development at different points” (Juana, TSE interview, 12/09/2022). For Marco, it was having district leaders recognize his expertise, i.e., “I was asked for the position... I really like them [leading collaborative planning] very much, and it seems that they [district leaders] have liked the things I have done” (Marco, TSE interview, 10/05/2022). As for Chase, she “felt valued and supported... people [district leaders] were urging me to take on a leadership role” (Chase, TSE interview, 10/10/2022). When asked about professional learning opportunities, Charlene took it one step further in referring to the “teacher leader opportunities”

offered to her by the district (Charlene, completer interview, 11/03/2022). It was in feeling valued that Marco, Chase, and Charlene found the trust and flexibility needed to lean into students' needs and to design lessons outside of the district's standard curricula to address those needs.

### **Knowledge into Know-How**

Another common theme across the four educators was increased sociocultural and/or sociolinguistic consciousness. Marco talked about it most openly. In speaking about his professional learning, he said “there are a lot of things that, that I didn't know or didn't consider to be important” (Marco, TSE interview, 10/05/2022). Across our conversation, he added details along the way that demonstrated how the knowledge developed during online PD aligned with his beliefs and led to the application of CLRP. As he spoke about the online PD, he said:

when I... participated in the program, I kind of saw like a window opening in the sense that say, ‘Well, I can do this, and I should do that.’ It's not that *I could* but *I should* start doing it. So, I think that part of the things that happened in the middle college for example is because of that. (Marco, TSE interview, 10/10/2022).

This same theme developed in similar ways across the online PD engagement and the interviews. As that consciousness developed, the ways they talked about engaging with CLD students and their families began to shift, i.e., Marco with his comment about having permission to act. Charlene provided another example of how her beliefs ran deeper than the online submissions had captured – as described earlier by her efforts to ensure CLD students and families are seen and heard. Additionally, she described seeking out additional professional learning opportunities that would allow her to better integrate cultural diversity into the literacy lessons she taught. She worked to make connection with the district literacy curriculum. In making connections with

ancient Asian civilizations, her second graders realized that “Okay, yes, it's something ancient, but it is current now, because we see students in our building from Vietnam” (Charlene, completer interview, 11/03/2022). Similarly, Chase used her experience and expertise in family engagement to validate the concerns of her peers but to also offer suggestions. In response to a peer’s application task, she wrote:

I also have experienced the lack of confidence in some parents and that combined with the fact you noted that each family is different leads me to believe in promoting social opportunities for parents that encourage them to make connections with other parents and with teachers. We are trying to work on more of that at my school (which I will write about when I submit my plan). (Chase & Rhonda, dialogic interaction, 11/26/2019)

In mentioning the importance of connecting stakeholders across groups, she introduced a novel idea to the group. She also followed up by sharing her school-based planning documents and outreach materials. She not alone extended her peers thinking but also provided them with examples of how they might achieve that goal.

### **Prioritizing Diverse Perspectives**

Whether it be through advocacy and family outreach, intentional planning and lesson design, or leverage CLD families’ cultural and linguistic assets, the four educators featured in this case study continually prioritized diverse perspectives. Their beliefs in and applications of CLRP shared in the sections above demonstrated how see teaching as broader than skills taught and assessments given. As Charlene said, they all work to “build connection with the kids and their families” (Charlene, completer interview, 11/03/2022). With the second research question, there were few, if any, notable differences in the case study participants’ beliefs about and

applications of CLRP. Slight differences identified across participant narratives presented throughout the findings (see Table 4.1).

### **Educators' Teacher Self-Efficacy in CLRP**

The third research question I examined was – What specific experiences contribute to the development of TSE in CLRP when working with CLD students and their families? With this final research question, I was not seeking to confirm or affirm the sources of TSE embedded with social cognitive theory established by Bandura (1977). Their existence and the importance of their role was recognized from the onset. The goal of this study has been to enrich our understanding of the experiences that contributed to the development of TSE in CLRP. I explored participant narratives surrounding educators' contributions and learning as well as their beliefs in and applications of CLRP to highlight specific efficacy-forming experiences (EFEs) they encountered as they navigated teaching and learning environments across various CoPs. Their experiences have been sorted into four categories of EFEs:

- performance accomplishments: knowledge development or mastery experiences;
- vicarious experiences;
- verbal persuasion.

Findings from the first research question documented how participants' contributions and learning increased their sense of preparedness to support CLD students and their families. Those professional learning experiences were categorized as EFEs under knowledge development. In documenting participants' beliefs in and applications of CLRP, findings from the second research question provided evidence as to how their beliefs in and applications of CLRP manifested as TSE in CLRP through mastery experiences, vicarious experiences, and verbal

persuasion. In the within-case findings, I showcased the most consequential narratives for each participant and then explored commonalities and differences in the cross-case summary.

### **Within-Case Analysis**

For the third research question, within-case narratives focused on key findings related to the four EFEs: knowledge development, mastery experiences, vicarious experiences, and verbal persuasion. The narratives highlighted experiences contributed to case study participants' development TSE in CLRP. Although case study participants experienced the four types of EFEs throughout their engagement in the online PD, specific EFEs were especially meaningful for each case study participant.

#### ***Juana – Mastery Experiences***

Given her behind-the-scenes role throughout the online PD, Juana contributed to the learning of her peers and engaged primarily with those within the district. Besides providing encouragement to two participants in the online discussion board, Juana engaged equally in the EFEs of knowledge development and mastery experiences. She briefly discussed her personal educational background and her training within the district before delving into the ways in which she supported district educators and CLD families across the district. Much of our conversations centered the new instructional framework being used across the district. Regarding mastery experiences, she mentioned the experiences the district has provided CLD students and their families – experiences that allowed them to access community resources in new ways. She spoke at length, however, about leveraging her personal knowledge, experiences, and expertise to assist others. For example, she shared:

And then as well as the personal experience, I can say, you know, my experience with remote learning at home with my own son... I learned a lot that way, you know... But

going through COVID and remote learning with someone at home who had to go through it, you know, made me realize, you know what others may need. And made me appreciate, you know, the teachers who were giving clear directions, who had a Canvas page that was, you know, clean and user-friendly. So, we all learned at the same time, and I was able to adjust things in my work with my teachers, you know, based on also what I was seeing in my personal experience, especially with my son.

She also graciously built up the knowledge, experiences, and expertise of those with whom she worked (district leaders, instructional coaches, and teachers alike), taking an asset-based approach to the perspectives they brought to their collaborative efforts.

Juana's engagement in the online PD centered her mastery experiences, e.g., sharing district resources, assisting teachers in their efforts to support CLD students and their families. She was promoted to district coordinator because of her successes as a classroom teacher and spoke about her efforts to acknowledge the experiences and expertise of others, e.g., summoning school-based instructional coaches to lead district PD. The assistance she provided to her peers was anchored in her knowledge of the educational system – its departments and the services they offered; its mandates and the federal compliance required; the power of CLRP and the need to “build a bridge” as the district worked to support teachers who felt overwhelmed (Juana, completer interview, 02/19/2021). For the teachers, she spoke from experience when suggesting that one teacher “start a folder with photos of some of these multicultural artifacts that you could use next year as a model for your students” (Juana & Valerie, dialogic interaction, 03/09/2020). She went on to share the artifacts would also “represent cultures that may not be present” in future classroom demographics.

Juana also built those bridges for CLD students and their families. In February 2021, she talked about district family engagement efforts that positioned families as knowing and knowledgeable, expanding their access to books, hands-on STEM activities, and technology. She praised the university practice partnership that supported the district in its efforts to embrace the cultural and linguistic assets CLD students and their families brought with them to school as they learned to navigate the traditional school-based epistemologies. When COVID forced schools to shift to remote learning, she leveraged her own struggles as a parent to record step-by-step videos in multiple languages to assist CLD families with accessing resources – instructional and beyond. These included tutorials on how to use the learning management system, what online resources were available for content area by grade level, where to access district food distribution, and by providing district interpretation services for families who wished to know more about vaccinations. Throughout the narratives presented, Juana demonstrated how she leveraged her personal knowledge, experiences, and expertise to assist others in their efforts to support CLD students and their families – bridging the home/school divide.

### *Marco – Vicarious Experiences*

His self-described interest in and passion for working with ML students and their families stemmed from his own experiences. In the TSE interview, he talked about how the online PD made him realize that he had been overlooking his lived experiences as a ML who immigrated to the U.S. As his sociocultural and sociolinguistic consciousness increased, he became more intentional in the ways he infused CLRP throughout his practice, e.g., lesson planning, collaborating with peers, and providing PD. When speaking about engaging CLD families, he said:

It's different in our countries... So, when I attended an EnACTeD, or participated in the program, I kind of saw like a window opening in the sense that is to say, 'Well, I can do this, and I should do that – it's not that I could but I should start doing it.' So, I think that part of the things that happened in the middle college, for example, is because of that.

(TSE interview, 10/05/2022).

Marco acknowledged how he has leaned on the knowledge developed during the online PD ever since. He has leveraged it in his decision-making processes as well as in the ways he worked to disrupt traditional power dynamics in public education, e.g., student-led conferences and ideas for taking a more active role in supporting the university professors who teach MLs from the early middle college.

From the onset, Marco's dialogic interactions went beyond verbal encouragement or a simple recognition of good practice. Marco learned from his peers' experiences. In the TSE interview, Marco highlighted the extent to which the online PD reminded him of the things that we should do. As shown through his knowledge development in CLRP, he grappled with contextualized examples others shared, asking hard questions – "I can't help but wonder if our educational system is capable of providing fair and unbiased linguistic evaluations to children from immigrant families" (Marco & Tammy, dialogic interaction, 03/31/2020). His interactions extended the thinking of his peers and added a critical lens. In this dialogic interaction, he brought awareness to the social and political implications of standardized assessment practices. In others, he engaged in critical reflection around the not so hidden messages schools sent to CLD students and their families when they did not use translation services.

In examining Marco's beliefs in and applications of CLRP, his narrative explored a dialogic interaction with a peer about family engagement. Marco took what he learned from his



peer and built upon it by offering ways she might overcome cultural and linguistic barriers. He, then, leveraged the knowledge developed in his exchange when he chose to shift the power dynamics within the student-led conferences at the early middle college. Across this study, findings documented how Marco went from asking critically minded questions to offering examples of ways he challenged colonizing power and privilege by having students critically reflect on historical perspectives and then to putting into place drastic changes to the ways the early middle college prioritized the linguistic diversity of CLD students and their families.

### *Chase – Verbal Persuasion*

Chase highlighted the role district and school-based leaders have had in her professional growth. They have supported her efforts to learn and to grow into being a better advocate for her students and their families. They made her feel *valued*. Her personal interest and investment in professional learning stood out as a key factor in the development of her TSE in CLRP. She has embraced district initiatives (e.g., district instructional framework, trauma-informed practices, restorative practices) as well as personal initiatives (e.g., youth mental health first aid, M.Ed. in literacy). She described her professional learning experiences as helping her:

to be an even more open minded person... We don't ever know what someone's personal story is, you know, and so I think it's helped me to keep that in mind and be more compassionate, even though I'm not saying I wasn't before but I feel like it's helped me to be more compassionate and supportive. (TSE interview, 10/10/2022)

Professional learning has helped her to develop a deeper appreciation of diversity. She described feeling more compassionate and accepting of diverse perspectives.

As she described her beliefs in and applications of CLRP, she described school-based experiences that have fostered a deeper sense of what it meant to be culturally and linguistically

responsive whereby the school environment has allowed her to question the status quo and work toward different solutions to issues that have existed for decades. She talked about a gradual shift in mindset with consideration for cultural adaptation versus assimilation versus preservation. Rather than asking students and families to adapt and to conform to life in the U.S., she has been working to create learning environments that embraced diversity which welcome CLD students and families' cultural and linguistic diversity into formal and informal learning spaces.

In implementing lessons learned from the district coaching initiative, she was responsive to her peers across all four application tasks within the online PD. She showed empathy and compassion for the work of others. She was one of the few to engage in online conversations with others. Looking in from the outside, she truly attempted to establish relationships with others.

Chase provided the most feedback throughout the online PD. Her comments and conversations with her peers were a testimony to the importance of spanning boundaries and moving beyond closed collaborative groups whether they be district groups or school-based. Chase credited several learning opportunities for her professional growth – the online PD, the district coaching initiative, additional PD, and a recent job change from school-based ESL teacher to a reading teacher/literacy coach at a new school. As with her own professional growth, the comments and experiences Chase shared with her peers opened their eyes to competing realities and missed opportunities. For example, the ways in which she positioned multilingual families as knowledgeable in her work with two recently immigrated students from Sudan provided a counter narrative for the common misconception that immigrants from Africa fled war torn nations with little to no education. Her narrative around those two families privileged the knowing, saying, and doing of all parties – the English speaking and the non-English

speaking parents – serving as an example for those who read her application task. By taking into consideration students’ and families’ cultural ways of communicating and acting within and outside the classroom, she demonstrated how educators could partner with families in supporting not only their student’s English language development but also in contributing to their academic success across content areas.

### ***Charlene – Knowledge Development***

Relationships seemed to have been an essential factor in Charlene’s development of TSE in CLRP. Throughout the interviews, Charlene referred to her conversations with students, teammates, PD facilitators, instructional coaches, and administrators to demonstrate the ways her thinking, saying, and doing in the classroom have evolved. She also described the importance of cultivating relationships with district leaders and instructional coaches. Through this interview process, Charlene described the importance of representation. At one point in our conversation, she described a multicultural lesson she had designed and said:

I think the reason why this lesson is so important to me [is because] growing up I didn't really see people [in books] who looked like me doing what I was doing [in school]. I saw a couple; it meant a lot. And then, when I was in middle school, I saw folks that looked like me. I saw people doing the work that I'm doing now [teaching]. (complete interview, 11/03/2022)

Additionally, she valued diverse perspectives and how others have contributed to her professional learning and instructional planning through modeling their expectations, sharing materials, and cheering her on when she felt defeated.

When talking about what led her to teaching, Charlene shared her personal experience with exclusion and inequity. She said,

To me, I know what it's like not to be valued or seen because of my race, and I don't want to have that happen to other students. And especially the students who are multi-racial so many share similar things. But how you're being raised may be different from what I believe, but I want you [students] to still feel seen, and to me I feel like a lot of that is missing. (Charlene, TSE interview, 11/17/2022)

She shared vivid memories of the first time she found a book with main characters who were Black. She described the positive impact of having middle school teachers who looked like her. All of which came full circle and was captured in the ways her lesson planning centered an appreciation for cultural and linguistic diversity. Charlene not only engaged in critical reflection about her life and the lives of her students, but she also worked to create inclusive environments that positioned students' cultural and linguistic knowledge as assets.

As the student population in her school diversified, she reflected on her teaching practices and realized that she “needed an effective teaching strategy to reach my students and improve my instructional practices” (Charlene, application task 1, 10/15/2019). When more and more Asian students started enrolling in the school, she checked out a cultural navigator's kit loaned to teachers from a public state university. Upon seeing the excitement in her Vietnamese student's face, she knew she had done the right thing. Describing her student's reaction – “her [the student's] eyes started popping out” and she was saying, “I know that! I know that... See everybody... that's part of my culture,” brought back all her person memories about having her first Black teacher in middle school (Charlene, completer interview, 11/03/2022). The powerful impact this teaching and learning experience had on her relationship with this student encouraged Charlene to sign up for additional training. She applied to a national summer fellowship. In the summer of 2022, she engaged in professional learning about Vietnamese

history which led to a more detailed unit connected to the district’s reading curriculum – The Seven Wonders of Vietnam. Using geographic information systems mapping software, Charlene expanded the curricular unit on the Early Asian Civilizations and made connections with values and beliefs of diverse cultures found in other books students were reading.

In speaking of her professional growth throughout the online PD, she highlighted the steep decline in her self-reported then/now rating on the post-survey. With a drop in her self-reported mean from three out of five to 1.33 retrospectively for the TESOL language standard, Charlene pinpointed language as one of her steepest professional learning curves alongside planning and implementation. Throughout her engagement in the online PD, she shared how the online PD contributed to professional growth – her own and her peers. When talking about an instructional unit she created to align with district curricular materials, she said: “the foundation [of adding culture and language into district materials] ...I learned about in EnACTeD [the online PD]” (completer interview 11/03/2022). She continued to explain how she shared the unit statewide so that new teachers might not feel so overwhelmed.

Prior to the online PD, Charlene was unaware of the district “ESL supports within the district” (Charlene, application task 4, 03/16/2020). In a comment referring to those same supports, she said, “Um... you got to know who to ask for that” (Charlene, TSE interview, 11/17/2022). Her comment provided an example of how Charlene has fostered and maintained relationships with the district ESL team over time which have contributed to the connections she has made between second language acquisition theories and local literacy training. It also demonstrated her TSE in that she knew where to go if she needed assistance.

Her fourth application task submission also exemplified how her contextualized example of CLRP in action compelled her peers to engage with her situation. Six educators from five

districts across the state engaged in a back and forth dialogue between March 2020 and July 2020. Two veteran ESL teachers from a different district shared additional strategies she might try. An ESL teacher in the group commented “It is helpful to read how focused you have been in targeting academic boosts for this student. I have also found readers theater and [instructional materials from] Florida Center for Reading Research to be helpful” (Debbie et al., dialogic interaction, 04/01/2020). They asked follow-up questions about the strategies. Jack, a high school science teacher from a neighboring district and Annie, another more experienced ESL teacher wrote:

Jack: It's so important to reach out to the family in those circumstances. Maintaining the connection between home and school goes a long way in involving the family with a student's education. Luckily, your student's father speaks English which makes the process much easier and more frequent. I am curious if you noticed a difference between the formative and summative data that you collected. That information may help guide the recommendations the support team.

Annie: Joe, I also agree that it is important to reach out to the family in those circumstances. In many cases I have experienced the families needing resources to be able to help their child at home. Many families want to be involved and help their child, but they may not know how. So, staying connected with the families and making sure they know how to help at home or what to do if they need help goes along way with the success of a student's education.

For Charlene, knowledge development was an important source of TSE in CLRP. Beyond contributing to Charlene’s own self-awareness, the dialogic interactions described above

highlighted the generative impact of providing educators with an opportunity to recontextualize PD content and to share with their peers.

### **Summary**

There were fewer differences than commonalities between the case study participants' EFEs. Although EFEs surfaced in slightly different ways given the participants' roles and responsibilities within the district, all four types of EFEs were very much present for each. The educators' mastery and vicarious experiences have been woven throughout the narratives presented across the findings for the three research questions. The narratives demonstrated how the case study participants valued, trusted, and learned from each other and their peers. They highlighted how prioritizing diverse perspectives challenged decision-making and shifted their approaches to advocacy and family engagement as educators' faced tensions and barriers. They surfaced the ways intentional planning worked to ensure that cultural and linguistic diversity were valued. In summarizing the EFEs that have contributed to the development of educators' TSE in CLRP, the cross-case summary made especially visible the importance of knowledge development and verbal persuasion.

Given that case study participants engaged in a professional learning opportunity, it should not be surprising that knowledge development was the most common EFE. Across their varied EFEs, two key commonalities surfaced. Firstly, the four case study participants' narratives centered the needs of CLD students and their families, speaking about their desire to know more so that they could do more. The interview questions prompted them to share the various professional learning opportunities that contributed to their sense of preparedness to support CLD students and their families. Each provided ways they felt supported by the district as well as other opportunities for professional growth. Juana, Chase, and Charlene turned to outside

sources of PD more often than Marco. Whereas Marco seemed to be inspired by his peers' contributions more than the other case study participants.

Secondly, the four case study participants all expressed a sense of recognition. Charlene spoke of being chosen for a variety of district leadership opportunities which led to participation in the online PD. Chase and Marco both positioned their participation in the online PD within a larger district effort to train future district ESL leaders. All of which aligned with Juana's description of how district participants (i.e., Charlene) were selected to be part of the district coaching initiative connected to the online PD and how the school-based instructional coaches (i.e., Marco and Chase) were summoned to lead that initiative.

In terms of experiences that have contributed to the development of their TSE in CLRP, verbal persuasion has played a key role. As seen with the selection process, they all felt a certain degree of validation. Whether it was the respect the district felt from their university partners or the sense of being *chosen* for this professional learning opportunity, findings highlighted the ways each person felt valued. The district sought to lift up the efforts of these educators and fostered an environment of social recognition and praise. For example, in February/March 2020 just before COVID lockdown, Juana stopped Charlene in the hallway one day as she was taking her students to lunch. Juana shared a few simple words – “You’re doing good work. Thank you.” – but those words of praise stuck with Charlene (Charlene, completer interview, 11/03/2022). The praise and recognition were reciprocal. In November 2022, Charlene submitted a participant showcase to the university. She immediately reached out to Juana via email to share the news that her lesson plan about Early Asian Civilizations and the Seven Wonders of Vietnam would be published on the state’s website. In that email, she thanked Juana for her support over the years.



The social recognition was not limited to the state and district. District efforts to address systemic issues of CLD students' performance and engagement with their families have also been acknowledged nationwide. Juana was the first to mention national recognition from a policy agency based in Washington D.C. – a consortium of 78 public school districts focused on improving the educational experiences for inner city children. As a member of the consortium, educators from across the district have attended annual meetings and conferences. They have also used the consortium's resources when choosing and implementing their new instructional framework. As part of the implementation for the new instructional framework, the consortium has provided professional development and follow-up teacher observations. Juana highlighted how the district used the agency's follow-up visits as way to acknowledge the great work being done by Marco and Chase, explaining that it was “a wonderful thing to have those opportunities to help others, because then, you know, they [Marco, Chase, and others] realize that they know so much” (Juana, completer interview, 02/19/2021).

In December 2022, Juana shared that the agency's visits did not just fill the teachers buckets; they also validated district efforts by showcasing both of Chase and Marco in national training videos. Additionally, the agency “referred us [the district] to this journalist, who is also a teacher who is writing a book called [title of book]” (Juana, TSE interview, 12/09/2022). District efforts to improve educational engagement and learning outcomes for CLD students are featured in one of the book's chapters. The EFEs described here served as verbal persuasions in that they provided local and national recognition, validating the educators' efforts to “infuse culturally and linguistically responsive practices throughout the students' days” (Marco, TSE interview, 10/05/2022).

The narratives presented throughout the findings section have demonstrated how TSE in CLRP developed over time. A variety of EFEs contributed to case study participants' knowledge development in CLRP as seen in the ways they reconceptualized module content within their individual teaching and learning settings through the application tasks submitted; commented in the online discussion boards; and shared during the interviews. Case study participants were exposed to multiple forms of vicarious learning throughout the online PD, i.e., reading their peers' contextualized applications of PD module content, dialogic interactions with their peers, collaborative planning/teaching, and instructional coaching to name a few. They received ongoing verbal persuasion in the form of verbal recognition and encouragement from their peers and acknowledgement of their efforts in implementing CLRP. Their narratives highlighted how they leveraged mastery experiences to center CLRP in their interactions with their peers as well as when engaging with CLD students and their families. The narratives presented throughout this dissertation brought together layered experiences across multiple CoPs to demonstrate how the case study participants developed richer, more nuanced sociocultural and sociolinguistic consciousness that has contributed to creating inclusive environments that position cultural/linguistic knowledge as an asset and to bridge those assets and traditional school-based epistemologies.

## CHAPTER V: DISCUSSION

*Language is not only an instrument of communication,  
or even of knowledge, but also an instrument of power.*

Bourdieu, 1977, p. 648

With the growing number of CLD students in schools across the U.S., it is critical to prepare educators to engage in CLRP to challenge deficit perspectives (Dani & Harrison, 2021; DeCuir-Gunby & Dixson, 2004) and promote multicultural education in transformative ways (Banks, 2019; Gay, 2010; Ladson-Billings, 2014; Lucas & Villegas, 2013; Paris, 2012). TSE in CLRP has been identified as one of the key factors that contribute to CLD students' success (Armor et al., 1979) and more equitable educational opportunities for all students (Webb, 1986). Despite early evidence of the impact of TSE on educators' preparedness for CLD students, however, few studies have examined the factors that contribute to the development of TSE in CLRP.

In this study, I employed a longitudinal, instrumental case study design to explore reciprocal interactions and professional learning of four educators over time and across CoPs. Specifically, I examined how educators contributed to and learned from an online PD within and across CoPs overtime; how educators' beliefs in and applications of CLRP evolve overtime; and the specific experiences that contribute to teachers' development of TSE in CLRP. I intentionally selected four educators representing a traditional school organization (district instructional leader, school-based instructional coaches, and a classroom teacher) in this study to focus on educator interactions within the bounded case. The study was instrumental in nature as it provided narratives that were relatable to the experiences of other educators with the goal of better understanding how the phenomenon of TSE in CLRP might function in the larger field of education. The study also responded to the call in TSE research with "greater emphasis should be placed on longitudinal analyses" (Zee & Koomen, 2016, p. 1010). Collecting and analyzing data from these educators across multiple years through both PD activities and follow-up engagement allowed me to

engage the participants in recontextualizing their learning in their own setting (Peressini et al., 2004) and reflecting on their professional learning, beliefs, and practices (Guskey, 2002; Hopkins & Spillane, 2015).

In this chapter, I provide a summary of findings based on research questions in this study. Centering on four efficacy-forming experiences – knowledge development, mastery experiences, vicarious experiences, and verbal persuasion (Bandura, 1977; Siwatu, 2011), I highlight three aspects regarding TSE in CLRP including the importance of collaborative learning, the interconnectedness of EFEs, and the potential of collective efficacy. Based on the findings, I share specific implications for educators and PD facilitators focusing on TSE in CLRP. Discussions on study limitations and future research are also provided.

### **Summary of Findings**

In reviewing case study participants' knowledge development, all four self-reported an increase in their sense of preparedness to support CLD students and their families. Participants tended to highlight successful classroom and school-based efforts in their application task submissions. It was their interactions with peers beyond the district that promoted divergent, critical dialogues. Evidence of increased sociocultural and/or sociolinguistic consciousness was present across data sources for all participants. Collaborative learning provided participants with additional perspectives to consider in their decision-making processes – perspectives that challenged the status quo and made way for gradual change.

The educators' roles and responsibilities seemed to influence not only how they chose to describe their knowledge development but also how they infused CLRP into their daily tasks. By “making pedagogical connections within the context they are teaching,” they were increasing their cultural and linguistic responsiveness (Gay, 2010, p. 31).

In unpacking participants' beliefs in and applications of CLRP, participants led by example, embraced professional learning, acted upon new understandings, and were reflective practitioners. The instructional coaches (i.e., Juana, Marco, and Chase) led collaborative work sessions with Juana serving as a primary example. Juana modeled district expectations with her cultural and linguistic responsive interactions with educators, students, and families across the district. In their narratives, the four case study participants embraced the notion of life-long learning. Chase served as the primary example in that she consistently turned to professional learning as a means of supporting CLD students and their families. Whereas knowledge development sparked Marco to focus on his beliefs about CLRP. As he processed his professional learning, he made significant changes to the way he engaged with CLD students and their families. Charlene, on the other hand, looked inward and pulled from her personal experiences as Black woman, influencing her drive to develop her knowledge and know-how. She searched for professional learning opportunities that aligned with and contributed to her beliefs in CLRP. This ultimately influenced how she planned for and implemented student learning as well as family outreach efforts.

Across these four mindsets, participants' narratives were infused with examples of how they prioritized diverse perspectives. Their beliefs in and applications of CLRP looked beyond skills taught and assessment given, bridging cultural and linguistic assets and traditional school epistemologies. Interestingly, a driving force behind many of the CLRP case study participants discussed was a notion of valuing. They valued diverse perspectives, the knowledge and cultural/linguistic ways of doing/saying of CLD students and their families, and the varied experiences and expertise. But they also felt valued, or recognized, by district leaders and their peers for their efforts to support CLD students and their families.

In examining EFEs that contributed to participants' TSE in CLRP, verbal persuasion or that social recognition that made them feel valued was essential. That recognition was specific to the actions and efforts of each person. It validated their efforts and made them feel as if they had influence over instructionally relevant decisions which is a foundation of collective efficacy (Goddard et al., 2004). Case study participants leaned heavily on their personal mastery experiences that informed the advice they shared with peers. Mastery experiences also influenced how and when they sought out opportunities for professional growth.

Vicarious experiences were key in engaging participants in critical reflection about their teaching and the educational experiences of CLD students and their families. Sharing recontextualized module content allowed for greater exposure to the ways in which educators might take into consideration students' and families' cultural ways of knowing, saying, and doing. This provided case study participants with opportunities to pursue social justice by explicitly examining and critiquing oppressive systems and discourses of power as seen with Charlene's use a cultural advocate in conversations with families; Marco's Taíno art unit; Juana and the district policy of three calls and a home visit; and in the way Chase positioned families' funds of knowledge).

A key finding was that EFEs did not function in isolation. It was not one experience but rather multiple experiences of varying types that contributed to change over time. It was a gradual evolution that led to the case study participants expressing a greater sense of preparedness to support CLD students and their families. As participants drew upon the varying EFEs – knowledge development, mastery and vicarious experiences, and verbal persuasion, they described how those experiences increased their perceived capability (i.e., self-efficacy) of supporting CLD students and their families.

## **Enhancing Teacher Self-Efficacy in Culturally and Linguistically Responsive Practice**

Connecting the findings with the theoretical framework in this study, I discuss three specific aspects that enhance TSE for CLRP including collaborative learning, the ways in which EFEs function simultaneously, and the role instructional flexibility in attaining collective efficacy.

### **Collaborative Learning**

In our initial exploration of teachers' self-perceptions of beliefs and practices, He and Bagwell (2022a) examined teachers' perceived impact of the online PD and suggested that sustain engagement through online learning communities would enhance collaborations. Findings from this longitudinal case study supported that supposition. Case study participants' narratives around knowledge developed through their contributions and learning highlighted the importance of collaborative learning as an EFE. Additionally, the collaboration was not limited to working collaboratively with their peers locally (e.g., school and district CoPs). Contributions and learning took place more often beyond the district than within it. Although case student participants received verbal persuasion and recognition of excellence that contributed to their sense of preparedness, the actual a-ha moments were noted when they engaged with the thinking, saying, and doing of educators beyond the district. It was in the spaces where educators worked across multiple CoPs – boundary encounters – that innovation and change was made possible (i.e., Marco's developing awareness and social consciousness; Wenger et al., 2002).

The online PD brought together educators from across the state. The overlap, or practice-based connection, made vicarious learning possible. From the outside looking in, their peers online posts provided them with new ways to consider common problems of practice and opened the door for novel solutions by building upon or borrowing ideas of others. Narratives presented

throughout the findings section demonstrated how participants' professional learning built upon the tenets of CLRP and contributed to their beliefs in and applications of CLRP over time. As they peeled back the different levels of reflection, they made room for new possibilities. They made connections and began to understand the various levels of their identities and mission (personal and professional) that influenced the teaching and learning environments they created (Korthagen & Vasalos, 2005). In sharing their expertise and contextualized applications, the online PD created a social learning space. Participant learning was inspired not only by the PD module content but also through the dynamic, dialogic interactions and ongoing meaning making (Wenger, 2010).

The development of TSE in CLRP situated within the boundary encounters created the potential for more equitable and consequential professional learning (Calabrese Barton & Tan, 2018). By operationalizing the knowledge and practices of CLRP within their own instructional contexts, the case study participants connected their instructional practices to broader, systemic issues and sought to disrupt power dynamics (e.g., student-led conferences in the families' native languages) and to project new discourses around multilingualism (e.g., Chase's positioning of multilingual parents as partners in their child's education). Sustaining such efforts might allow us to challenge a dominate narrative in the media that public schools are failing children across the U.S.

### **Efficacy-Forming Experiences**

The narratives presented across the findings showed that EFEs did not operate in isolation. Juana and Chase, the two educators who were no longer classroom teachers, leveraged their mastery experiences in their daily collaboration with and coaching of teachers. They spoke about the power of instructional coaching and the vicarious learning that took place during the



instructional coaching and observations, placing in high esteem what they learnt from those they coached. Marco found successes in designing lessons that addressed issues of social justice and with shifting the power dynamics between teachers and CLD families during student-led conferences. He talked about paying it forward, leveraging his mastery experiences to offer additional PD to educators at the early middle college. His successes were nonetheless built on the back of knowledge developed over time and verbal persuasion. He not only learned from the online PD content but also from his peers who inspired his thinking and praised his efforts. These examples spotlight the ways in which knowledge development, mastery experiences, vicarious experiences, and verbal persuasion came together and provided layers of support contributing the development of their TSE in CLRP.

Given the fluid nature of EFEs, findings from this study suggest educators break from the notion of static knowledge. The narratives presented demonstrated how each case study participant approached the learning from a different perspective. They engaged with the content and their peers differently. Participants' recontextualization of online PD concepts created a hybrid space where the knowledge and know-how of all was valued (e.g., Chase & Sudanese families; Charlene connecting with families & having a cultural advocate present for families during conferences). Opening up the professional learning space for diverse ways of knowing, saying, and doing allowed participants to explore the complexities of teaching and critically reflect on localized options to systemic issues (Cochran-Smith, 2020).

EFEs and verbal persuasion in particular contributed to case study participants' development of TSE in CLRP. They all felt valued and saw themselves as knowledgeable. They held a rightful presence in this professional learning space (Calabrese Barton & Tan, 2020). This might, in return, contribute to teacher retention in a time of massive teacher shortages.

Additionally, findings demonstrated that by having the flexibility to think, say, and do case study participants made space for CLD students and their families to do the same.

### **Collective Efficacy**

The online PD, district instructional frameworks, collaborative planning, shared ESL curricular units, and recognition of their teaching abilities made case study participants feel valued and respected. In the TSE interviews, participants opened up about the ways their professional learning and practice were supported. Charlene shared her appreciation for the trust she felt from the district, the school administration, and her second-grade team. The support allowed her to develop a deeper understanding of process and purpose over procedure, contributing to an increase in her sense of preparedness to support CLD students and their families. Marco described his sense of empowerment thanks to the freedom and flexibility he had to tweak district units to fit the needs (and interests) of his students, paving the way for him and his students to reflect critically on their own lives and the lives of colonized peoples throughout history. Whereas Chase experienced a shift in the way she approached differentiated instruction as she honed her skills and began to question the status quo, broadening her awareness of the social and political implications of standardized assessment practices and creating space to partner with the families of her CLD students. As for Juana, she privileged the working knowledge of ELD specialists and classroom teachers who worked directly with CLD students in the schools.

By cultivating educational leaders and supporting educators, students, and families in these ways, all stakeholders were included in relevant decision-making that influenced the implementation of CLRP in classrooms across the district. All of which led to educators feeling that they could influence instructionally relevant decisions. Decisions educators made about their

classroom practices were influenced by TSE and opened up educational spaces to collective efficacy (Goddard et al., 2004; Tschannen-Moran et al., 2015).

### **Implications for Educators and PD Facilitators**

The findings of this study offer direct implications for educators and PD facilitators engaged in professional learning to enhance TSE in CLRP. Building upon the discussion regarding collaborative learning, EFEs, and collective efficacy, I offer three considerations for educators and PD facilitators.

First, educators and PD facilitators should consider ways to avoid being pigeonholed into roles and responsibilities that may be more limiting (and detrimental) than we tend to acknowledge. This study demonstrated a variety of ways the participants leveraged the flexibility provided by the online PD and the district coaching initiative. Marco, Chase, and Charlene all spoke about feeling empowered to innovate. Participant narratives demonstrated how Marco felt he had limited possibilities, e.g., “I never learned this” or “didn’t feel like I had permission to do these things” (TSE interview, 10/05/2022). The narratives also showed how school culture and diverse perspectives allowed Chase’s to see that there was a status quo to challenge. Fragmentation, or creating narrow lanes within which educators work, stifles innovation and change (Macedo, 1993). Limiting roles and responsibilities may interfere with the application of CLRP. Instead of offering isolated PD activities for educators with similar roles and responsibilities, cross-sectional engagement of educators with different expertise may further expand all educators’ learning opportunities focusing on CLRP and create collaborative space that support educators’ TSE development.

Further, PD facilitators should consider ways to capture the generative, innovative nature found within the EFEs discussed in this study. How might they create space for innovation by

“recasting who is an expert” (Zeichner et al., 2015, p. 132)? In doing so, PD facilitators could follow Juana’s lead and begin to privilege the working knowledge of educators. An act that could potentially flatten the hierarchy in teacher preparation (Kretchmar & Zeichner, 2016; Zeichner et al., 2015).

Finally, PD facilitators should consider how they might embed EFEs into professional learning opportunities that (a) embrace diverse perspectives; (b) create a collaborative learning environment that brings together educators from diverse backgrounds; (c) function at the praxis of theory and practice with opportunities for educators to integrate their understanding of the PD content in their own settings in unique ways to recontextualize their learning (Peressini et al., 2004). The lessons they learned and the ways in which participant engagement throughout the online PD impacted their beliefs in and applications of CLRP differed. Because “individual minds differ when they come into a learning environment,” the online PD provided participants with a key element of success – flexibility. The flexibility to build upon module content and/or to borrow ideas of others provided what amounted to be a “customized intervention” (Dede et al., 2018, p. 214).

### **Limitations and Future Research**

There are several limitations in the design and implementation of this study. First, even though the study utilized longitudinal data to explore participants’ professional learning overtime, all qualitative data were collected within the context of a specific online PD program. It is important to acknowledge that educators engage in a wide range of formal and informal professional learning opportunities that may influence their beliefs and practices. Findings reinforced the importance of qualitative research, providing narratives that examine the depth of teachers’ professional learning based on formal and informal experiences. I generated the

narratives presented in this study. Future research could explore how PD facilitators might guide educators in creating their own narratives. My study provides an idea of how those narratives might be written.

Second, the case study relied on participants' written and oral narratives as the major data source. Additional observations of professional learning exchanges and instructional practices within the classrooms, schools, and the district could further situate educators CLRP and substantiate understanding of TSE in CLRP. While the intentional focus on the participants within one district allowed me to bound the case and to provide more detailed account of participants' experiences (Stake, 1995), educators' professional engagement beyond the district were not fully captured in this study. Additional data capturing educators' leadership experiences in local communities and within professional organizations may offer more insights in understanding their development of TSE and collective efficacy.

Given the wide range of life experiences that may influence beliefs and practices, future research is needed to understand the cultural and historical roots that influence teacher beliefs in and applications of CLRP. Findings from this study indicated a clear connection between educators' EFEs and increased TSE in CLRP based on their interactions with their peers and the importance of district support and social recognition across various communities of practice within which they were working. Social cognitive theory has prevailed as the dominate theoretical force in advancing our understanding of the impacts of TSE. However, the theory was developed to be general. By contextualizing TSE with the tenets of CLRP, this study has introduced the competing and conflicting sociocultural underpinnings of communities of practice. Tensions between cognitive perspectives that position the environment as detached units, separate and outside of an individual versus sociocultural perspectives that consider the

individual and their environment as reciprocally influential must be resolved if we are to achieve some form of theory integration. Cultural historical activity theory (CHAT) could be used to better understand the conditions that (a) support productive dialogues; (b) allow for educators from across disciplinary areas to mutually engage in a joint effort to support CLD students and their families; and (c) have the potential of contributing to increased TSE in CLRP (Engeström & Glăveanu, 2012; Hardman, 2015).

Finally, findings demonstrated the power of collaborative learning and the complex, interconnectedness of the EFEs that contributed to the participants' development of TSE in CLRP. This study highlighted the interactive nature of teaching and learning and the importance for those who train educators to better understand the shared responsibility for teaching and learning, i.e., PD facilitators and teacher educators. Self-study of teaching and teacher education practices has proven beneficial in allowing teacher educators to examine the ways in which they engage with learners across multiple spaces – classroom, professional learning, internship. Through self-study, educators may interrogate their assumptions and question their saying, being, and doing in their instructional settings (Bagwell & He, 2023; Hinman et al., 2021). Self-study of teaching and teacher education practices may provide future direction in efforts to deepen our understanding of the development of TSE in CLRP.

## **Conclusions**

The current literature from the field has established the pivotal role the tenets of CLRP play in supporting CLD students and their families. The positive correlation between TSE and educators' practices is also well-established. However, little is known about how the lived experiences of individual teachers contribute to the development of TSE in CLRP. This study examined the development of individual TSE in CLRP within the context of an existing online

PD. Case study participants bridged theory and practice by completing online modules, submitting instructional tasks, and participating in an additional district-led coaching initiative.

Although the *self* in self-efficacy implies more individualistic thinking, this study expanded social cognitive theory by taking a closer look at the social learning spaces within which TSE in CLRP developed. Findings highlighted the importance for educators to engage in social interactions and collaborative learning. It was within the social learning spaces that case study participants crossed some of the structural boundaries that have historically contributed to educators' sense of unpreparedness to support CLD students and their families. Expanding case study participants' beliefs in and application of CLRP within the collaborative space led to new understandings regardless of individual contexts and personal skills participants brought with them to the learning space. The findings advance the field's understanding of the layered effect efficacy-forming experiences had on the development of TSE in CLRP.

Given the essential nature of social interactions and collaborative learning in the development of TSE in CLRP, it is imperative for the field to unpack the connection between educators' various communities of practice and their boundary crossing experiences. System level tensions exist when working with CLD students and their families. In the present study, both individual TSE and collective efficacy in CLRP seemed to be working together to empower individual educators. Future research is needed to explore *how* individuals navigate and negotiate those tensions.

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## APPENDIX A: GUIDING QUESTIONS FOR REFLECTIVE JOURNALING

In my effort to engage in asking critical questions of myself, I asked myself the following questions at each stage of my research, i.e., research design and interview protocol development, during interactions with participants and data analysis.

1. How have I put the knowledge of self in direct relation to what I knew and understood about the cultural, racial, and historical background of the participants in the study?
2. Have I considered multiple ways a single interaction or experience may be interpreted differently?
  - a. How am I interpreting it?
  - b. Have I considered multiple points of view?
  - c. Are participant voices heard?
  - d. Is one narrative privileged over another? If so, why?
3. To what extent does this interview or analysis contextualize and ground my personal or individualistic new and expanded consciousness in historic, political, social, economic, racial, and cultural realities on a broader scale?
4. To what extent does this interview or analysis contribute to new and expanded consciousness in historic, political, social, economic, racial, and cultural realities on a broader scale for the field of teacher education?

## APPENDIX B: ENACTED ONLINE PD PRE-SURVEY

Thank you for participating in this professional development (PD) series brought to you by Project EnACTeD. This survey is designed to gather your perception of your current preparedness to work with English learners (ELs) and dual language learners (DLLs) in a pre/post manner.

The survey contains three major sections:

- 1) Background Information – including questions about your teaching experiences and PD experiences
- 2) Preparedness – including information regarding your preparedness to work with ELs and DLLs
- 3) Engagement with Diverse Families and Communities – including questions about your experiences with family engagement at your school

We are asking you questions about these different domains in order to better understand how the PD works, and to identify areas for future improvement.

This survey may take you 15-20 minutes to complete. Your responses will be kept confidential.

Your responses will not be associated with your names in any program reports or presentations.

If you have any questions regarding this survey, please email Ye (Jane) He at [y\\_he@uncg.edu](mailto:y_he@uncg.edu).

Thank you in advance for your valuable input!

### **Informed Consent**

After reviewing this document, select "Yes, I agree" below to indicate your agreement to participate in this study and to begin the survey.

- Yes, I agree.
- No, I decline.

Signature/Date

## Background Information

Please provide the following information (your responses will be kept confidential and not associated with your names in any program reports or presentations):

First Name

Last Name

Email

1. Which school and district do you currently work at? [Drop-down list of partner schools, 'Other (please specify)']
2. Which of the following best describes your current role?
  - a. administrator
  - b. full-time teacher
  - c. part-time teacher
  - d. teaching assistant
  - f. other [please explain]
3. In which setting do you teach?
  - a. English only (mainstream);
  - b. ESL;
  - c. DL/I;
  - d. other [please explain]
4. What other language besides English do you use for instruction at your school?
  - a. Spanish;
  - b. Urdu;
  - c. Chinese;
  - d. other [please specify];
  - e. none
5. Using the categories below, how would you describe your proficiency in English and another language that may be used as the instructional language at your school? (display if b/c/d selected)

English    Language 2 (Spanish/Urdu/Chinese)

\_\_\_\_\_    \_\_\_\_\_    **No practical proficiency:** Proficiency is not adequate for even most elemental communicative needs

\_\_\_\_\_ **Minimal communicative proficiency:** Conversation with native speakers is possible to a limited degree for brief and simple interactions. No sustained conversation on school-related topics is possible.

\_\_\_\_\_ **Basic communicative proficiency:** Sustained conversation on school issues is possible with students and parents. Proficiency is not adequate to handle more than limited subject matter instruction.

\_\_\_\_\_ **Professional proficiency:** With some preparation, usually minor in nature, proficiency is adequate to provide a wide range of classroom instruction.

\_\_\_\_\_ **Full professional proficiency or Native Speaker:** Proficiency is adequate to provide a wide range of educational services without need for special preparation.

6. What is the highest degree you have received?  
a. Bachelor    b. Masters    c. Doctoral or Professional Degree
7. Do you have the NC K-12 ESL licensure? a. Yes; b. No
8. Have you worked with English learners?  
a. Yes [If Yes, please explain]    b. No
9. Please describe your work with **English learners** in the space below. [This may include your typical approach to working with these individuals, strategies which have proven effective, persistent challenges, etc.]
10. Have you worked with English learners' families?  
a. Yes [If Yes, please explain]    b. No
11. Please describe your work with **English learners' families** in the space below. [This may include your typical approach to working with these individuals, strategies which have proven effective, persistent challenges, etc.]
12. Have you worked with dual language learners?  
a. Yes [If Yes, please explain]    b. No
13. Please describe your work with **dual language learners** in the space below. [This may include your typical approach to working with these individuals, strategies which have proven effective, persistent challenges, etc.]

14. Have you participated in online professional development before? Yes; No
15. How would you rate your preparedness for participating in the online learning community?  
 [1. Not at all prepared; 2. Slightly prepared; 3. Somewhat prepared; 4. Adequately prepared; 5. Very well prepared]

### Preparedness

Please read the statements in the table below and use the following 5-point rating scale to indicate your own sense of preparedness in addressing each. As a reminder, your responses to these questions will be kept confidential.

[1. Not at all prepared; 2. Slightly prepared; 3. Somewhat prepared; 4. Adequately prepared; 5. Very well prepared]

Statement	Rating
16. Understand the components of language and language as an integrative system.	
17. Understand and apply theories and research in language acquisition and language development.	
18. Support learners as they acquire multiple languages and develop literacy skills in order to achieve in the content areas.	
19. Know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups.	
20. Construct culturally responsive and sustaining supportive learning environments for learners.	
21. Plan for multilevel classrooms with learners from diverse backgrounds using standards-based language and content curriculum.	
22. Implement a variety of teaching strategies and techniques for developing and integrating listening, speaking, reading, and writing.	
23. Support learners' access to the core curriculum by teaching languages through academic content.	
24. Use a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective language and content instruction.	
25. Understand various assessment issues as they affect English learners and emergent bilinguals (e.g. accountability, bias, proficiency, accommodations, etc.)	
26. Know and can use a variety of standards-based language proficiency instruments to show language growth and to inform instruction.	
27. Understand the use of assessment for identification, placement, and reclassification of English learners.	
28. Know and can use a variety of performance-based assessment tools and techniques to inform instruction.	

29. Know the history, research, educational policy, and current practices in the field and apply this knowledge to inform teaching and learning.	
30. Critically reflect on language ideology, instruction, and assessment practices.	
31. Collaborate with colleagues effectively to support learners' language development and academic content mastery.	
32. Engage with families from diverse linguistic and cultural backgrounds to support teaching and learning.	
33. Serve as a community resource and advocate for English learners and emergent bilinguals.	

34. Overall, how prepared are you to work with English learners?  
[a. Not at all prepared; b. Slightly prepared; c. Somewhat prepared; d. Adequately prepared; e. Very well prepared]
35. Overall, how prepared are you to work with dual language learners?  
[a. Not at all prepared; b. Slightly prepared; c. Somewhat prepared; d. Adequately prepared; e. Very well prepared]

**Engagement with Diverse Families and Communities**

36. During the last 12 months, have you participated in any family and community engagement activities at your school/district? Yes; No
37. Which of the following activities have you participated in? [if Yes selected]

	School/District	
	School	District
Family or adult ESL classes		
Technology workshops		
Parent-and-Child-Together activities		
After-school program for families		
Weekend program for families		
Other [please specify]		

38. Using the same 5-point preparedness scale from before, how would you rate your preparedness to engage culturally and linguistically diverse families in each of the following contexts?

[1. Not at all prepared; 2. Slightly prepared; 3. Somewhat prepared; 4. Adequately prepared; 5. Very well prepared]

Context:	Preparedness
Family or adult ESL classes	
Technology workshops	
Parent-and-Child-Together activities	
After-school program for families	
Weekend program for families	
Other [please specify]	

39. Overall, how would you rate your preparedness to engage culturally and linguistically diverse families?

[1. Not at all prepared; 2. Slightly prepared; 3. Somewhat prepared; 4. Adequately prepared; 5. Very well prepared]

**Other**

40. Please feel free to share any other comments and suggestions for the online PD.



## APPENDIX C: ENACTED ONLINE PD POST-SURVEY

Thank you for participating in this professional development (PD) series brought to you by Project EnACTeD. This survey is designed to gather your perception of your current preparedness to work with English learners (ELs) and dual language learners (DLLs) in a pre/post manner.

The survey contains four major sections:

- 1) Background Information – including questions about your teaching experiences and PD experiences
- 2) Preparedness – including information regarding your preparedness to work with ELs and DLLs
- 3) Engagement with Diverse Families and Communities – including questions about your experiences with family engagement at your school
- 4) Satisfaction – including questions about your satisfaction with different aspects of this PD.

We are asking you questions about these different domains in order to better understand how the PD works, and to identify areas for future improvement.

This survey may take you 15-20 minutes to complete. Your responses will be kept confidential.

Your responses will not be associated with your names in any program reports or presentations.

If you have any questions regarding this survey, please email Ye (Jane) He at [y\\_he@uncg.edu](mailto:y_he@uncg.edu).

Thank you in advance for your valuable input!

### **Background Information**

Please provide the following information (your responses will be kept confidential and not associated with your names in any program reports or presentations):

First Name

Last Name

Email

**Preparedness**

Please rate the following items on a scale of 1-5 for your preparedness.

[1. Not at all prepared; 2. Slightly prepared; 3. Somewhat prepared; 4. Adequately prepared; 5. Very well prepared;]

In addition, please rate the following items on a scale of 1-5 in terms of your learning **as a result of the online PD.**

[1. Not at all prepared; 2. Slightly prepared; 3. Somewhat prepared; 4. Adequately prepared; 5. Very well prepared;]

Remember, your responses to these items will be kept confidential.

Statement	Before participating in the online PD	After participating in the online PD
1. Understand the components of language and language as an integrative system.		
2. Understand and apply theories and research in language acquisition and language development.		
3. Support learners as they acquire multiple languages and develop literacy skills in order to achieve in the content areas.		
4. Know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups.		
5. Construct culturally responsive and sustaining supportive learning environments for learners.		
6. Plan for multilevel classrooms with learners from diverse backgrounds using standards-based language and content curriculum.		
7. Implement a variety of teaching strategies and techniques for developing and integrating listening, speaking, reading, and writing.		
8. Support learners' access to the core curriculum by teaching languages through academic content.		

9. Use a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective language and content instruction.		
10. Understand various assessment issues as they affect English learners and emergent bilinguals (e.g. accountability, bias, proficiency, accommodations, etc.)		
11. Know and can use a variety of standards-based language proficiency instruments to show language growth and to inform instruction.		
12. Understand the use of assessment for identification, placement, and reclassification of English learners.		
13. Know and can use a variety of performance-based assessment tools and techniques to inform instruction.		
14. Know the history, research, educational policy, and current practices in the field and apply this knowledge to inform teaching and learning.		
15. Critically reflect on language ideology, instruction, and assessment practices.		
16. Collaborate with colleagues effectively to support learners' language development and academic content mastery.		
17. Engage with families from diverse linguistic and cultural backgrounds to support teaching and learning.		
18. Serve as a community resource and advocate for English learners and emergent bilinguals.		

19. Overall, how prepared are you to work with English learners?  
 [1. Not at all prepared; 2. Slightly prepared; 3. Somewhat prepared; 4. Adequately prepared; 5. Very well prepared]
20. Overall, how prepared are you to work with dual language learners?  
 [1. Not at all prepared; 2. Slightly prepared; 3. Somewhat prepared; 4. Adequately prepared; 5. Very well prepared]
21. Overall, how would you rate the impact of the online PD on your preparedness to work with English learners and dual language learners?  
 [a. No impact at all; b. Slight impact; c. Moderate impact; d. Major impact; e. Extraordinary impact]

**Engagement with Diverse Families and Communities**

22. During the last 12 months, have you participated in any family and community engagement activities at your school/district? Yes; No
23. Which of the following activities have you participated in? [if Yes selected]

	School/District	
	School	District
Family or adult ESL classes		
Technology workshops		
Parent-and-Child-Together activities		
After-school program for families		
Weekend program for families		
Other [please specify]		

24. Please describe the "other" family and community engagement activity/activities you indicated that you have participated in

25. Using the 5-point scales for preparedness and growth from before, how would you rate your preparedness to engage culturally and linguistically diverse families in each of the following contexts?

Context:	Before participating in the online PD	After participating in the online PD
Family or adult ESL classes		
Technology workshops		
Parent-and-Child-Together activities		
After-school program for families		
Weekend program for families		
Other [please specify]		

26. Overall, how would you rate your preparedness to engage culturally and linguistically diverse families?

[1. Not at all prepared; 2. Slightly prepared; 3. Somewhat prepared; 4. Adequately prepared; 5. Very well prepared]

27. Overall, how would you rate the impact of the online PD on your preparedness to engage culturally and linguistically diverse families?  
 [a. No impact at all; b. Slight impact; c. Moderate impact; d. Major impact; e. Extraordinary impact]

**Satisfaction**

28. How would you rate your satisfaction with each of the following aspects of this PD?

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Program structure					
Advising					
Program content					
Field experiences – teaching					
Field experiences – working with families and communities					
Overall quality					

29. Please feel free to share any other comments regarding your satisfaction with the Online PD.
30. My training in the online PD prepared me to work more effectively with ELs in the classroom.  
 [1. Strongly disagree; 2. Disagree; 3. Neither agree nor disagree; 4. Agree; 5. Strongly agree]
31. My training in the online PD was effective in increasing my knowledge and skills related to parent, family, and community engagement.  
 [1. Strongly disagree; 2. Disagree; 3. Neither agree nor disagree; 4. Agree; 5. Strongly agree]

32. What are the strengths of this PD? What have you enjoyed the most?
33. From your perspective, how might this PD program be improved? Are there certain sections or aspects of the program which need revision?  
Please feel free to share any other comments and suggestions for the online PD.

APPENDIX D: CULTURAL AND LINGUISTIC RESPONSIVENESS OF PD MODULES

AND APPLICATION TASKS

<b>Elements of CLRP</b>	<b>M1 M2</b>	<b>AT1</b>	<b>M3 M4</b>	<b>AT2</b>	<b>M5 M6</b>	<b>AT3</b>	<b>M7 M8</b>	<b>AT4</b>
creating inclusive environments by bridging students' cultural knowledge and assets to academic skills and concepts	x	x	x	x	x	x	x	x
engaging students in critical reflection about their lives	x	x			x	x		
facilitating student learning about and value in their own and others' cultures	x	x	x	x				
pursuing social justice by explicitly examining and critiquing oppressive systems and discourses of power	x	x	x	x	x	x		
appreciation for language diversity	x	x	x	x			x	x
predisposition to advocate for CLD students	x	x	x	x	x	x	x	x
sociolinguistic consciousness	x	x	x	x	x	x	x	x

## APPENDIX E: ONLINE PD COMPLETER INTERVIEW PROTOCOL

### **Interview 1**

Thank you for participating in this study. I am excited to learn more about your instructional practices and family engagement efforts with students and families from culturally and linguistically diverse backgrounds!

Through this project, we will have the opportunity to talk three times. Each conversation will take about 15-20 minutes of your time. You don't have to answer every question. Information you provide will be kept confidential. Pseudonyms will be used when we share findings of this study with others.

I would like to audio record our conversations. Is that ok with you?

[If yes, start recording; If no, "I will take some notes of our conversation and send it to you afterwards. Is that ok?"]

Let's get started.

We will start with your teaching background and your current role.

1. Can you tell me a bit more about your background as a teacher?
2. How would you describe your current teaching context?
  - a. What about your work with English learners or bilingual learners? (prompt if needed)
  - b. What about your work with families? (prompt if needed)

Thank you for sharing your background and teaching context. I know that you know about EnACTeD and have participated in some EnACTeD activities. In terms of professional development or teacher education courses regarding with multilingual learners and their families,



3. Are there any other learning opportunities you have had in the last 3 years?
4. What are some key takeaways for you based on your professional learning, including your participation in EnACTeD activities?
5. How would you describe your teaching philosophy in terms of your work with multilingual learners and their families?

Considering the teaching philosophy you shared,

6. What are some examples that illustrate how you would like to engage multilingual learners and their families? (prompt for classroom practices, family engagement activities, if needed)

Thank you for sharing! We would love to see examples of these practices you mentioned.

7. Are there any upcoming opportunities we can observe you in action? OR
8. Are there any artifacts you are willing to share that illustrate your engagement with learners and their families?

Thank you! We are looking forward to observing you/reviewing the artifacts. Can we schedule another time to follow up on this conversation after the observation/I have a chance to review the artifacts?

[Schedule Interview 2]

## **Interview 2**

Thank you for sharing your background during our last interview and inviting me for the observation/sharing the artifacts with me. I emailed a brief summary based on our last interview, do you have any questions for me or any aspects we may need to revisit or edit?

[If yes, address questions and take notes]

I would like to audio record our conversations. Is that ok with you?

[If yes, start recording; If no, “I will take some notes of our conversation and send it to you afterwards. Is that ok?”]

Today, we will focus our conversation on the observation/artifacts. Let’s start with how you planned for this class/activity.

1. How did you plan this lesson/activity?
  - a. What are the main objectives/purposes of this lesson/activity? (prompt if needed)
  - b. What resources did you use to start the planning process? (prompt if needed)
  - c. Who did you collaborate with during planning? (prompt if needed)
  - d. What are some key considerations during planning? (prompt if needed)
  - e. Did you experience any specific challenges? If so, how did you resolve them?  
(prompt if needed)
  - f. What were you most excited about as you plan this lesson/activity? (prompt if needed)

I enjoyed the observation/reviewing the artifacts. Let me share some of my notes [share screen if interview is virtual]. I have some specific questions I want to follow up with you based on the observation/review.

2. [Specific questions based on observation or artifact review]
3. How would you describe the success and impact of this lesson/activity?
  - a. What aspects do you think went really well? (prompt if needed)
  - b. What outcomes or impact did you observe? (prompt if needed)
4. What challenges did you experience? How do you think those can be resolved?

We discussed your takeaways from educator preparation efforts such as EnACTed, and your teaching philosophy last time, (remind teaching philosophy, if needed),

5. How do you think this lesson/activity reflect your learning and your teaching philosophy?
6. Are there any additional comments you want to add if we were to share this lesson/activity with other educators?

Thank you for sharing!

7. Are there any additional artifacts you would like to share or other observation opportunities I can participate in?
8. Can we schedule another time to follow up on this conversation after I finalize the notes based on the observation/artifact and this interview?

[Schedule Interview 3]

### **Interview 3**

Thank you for talking with me about your lesson/activity last time. I emailed a brief summary based on our last interview, do you have any questions for me or any aspects we may need to revisit or edit? [If yes, address questions and take notes]

I would like to audio record our conversations. Is that ok with you?

[If yes, start recording; If no, "I will take some notes of our conversation and send it to you afterwards. Is that ok?"]

Today, we will focus our conversation on additional support that may be helpful to further expand your impact as a teacher. Let's start with the lesson/activity you shared.

1. How do you think this type of lesson/activity can be further improved, if you had more time and resources?
2. If another educator would like to replicate this class/activity in their setting, what are some key knowledge and skills you think they need to have?

Beyond this lesson/activity, you have also mentioned some other things you would like to do to engage students and families from diverse cultural and linguistic backgrounds.

3. What are some additional professional development topics you would be interested in?

Considering your experiences with EnACTeD and other educator preparation opportunities, if we could offer additional professional development for you,

4. What would be a format that you would benefit from the most?

5. What are elements of EnACTeD that you have experienced you would like us to keep?

6. What are elements of EnACTeD that need improvement?

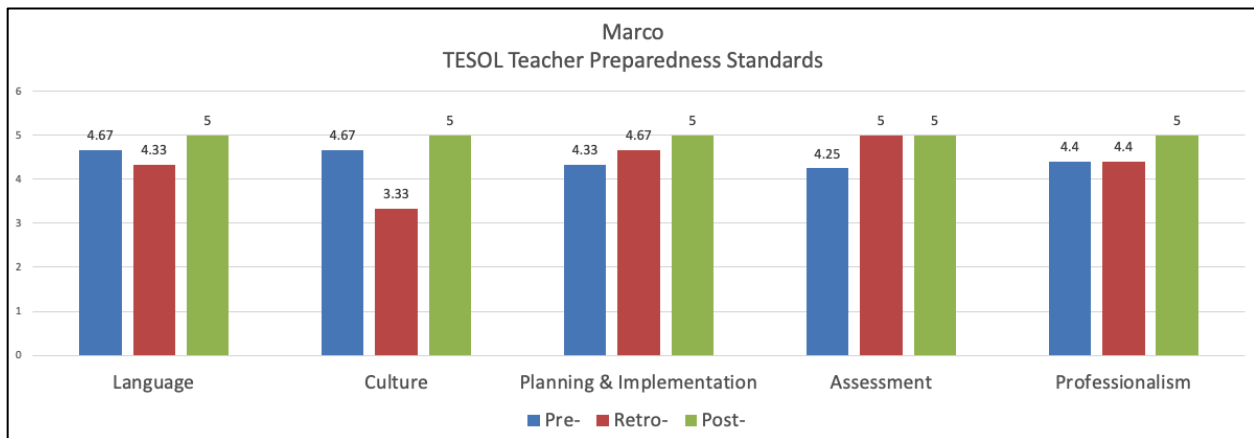
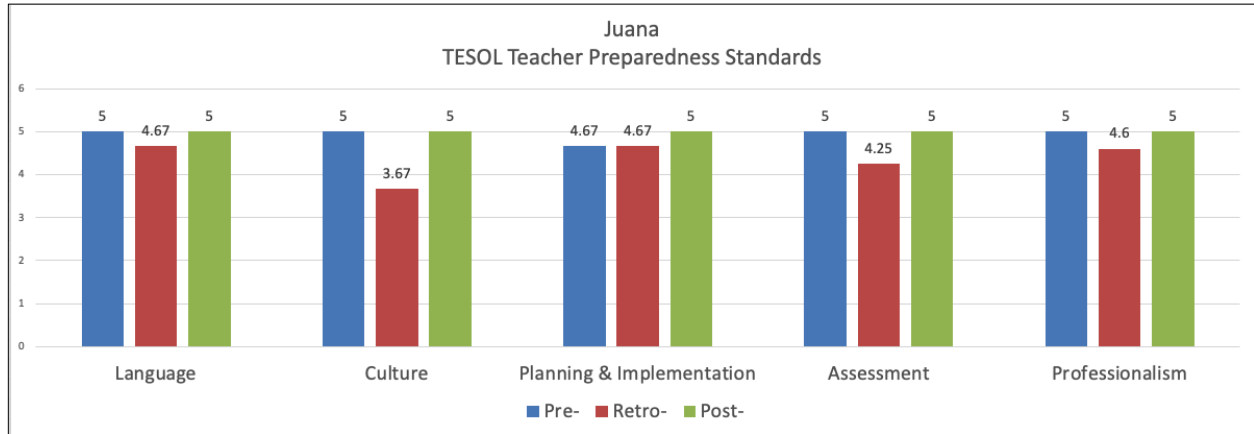
7. How would you like us to continue to follow up with you to learn more about your successes and offer you additional learning opportunities?

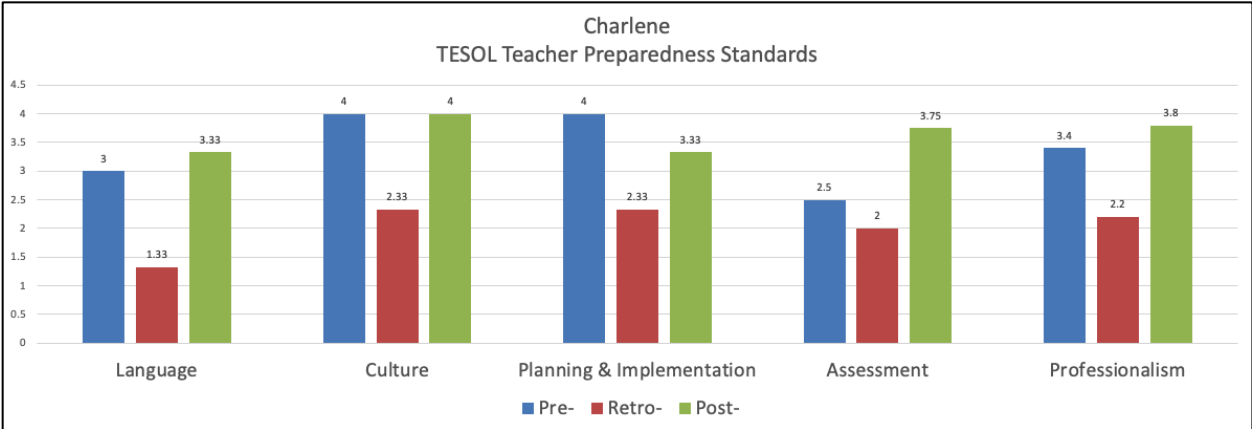
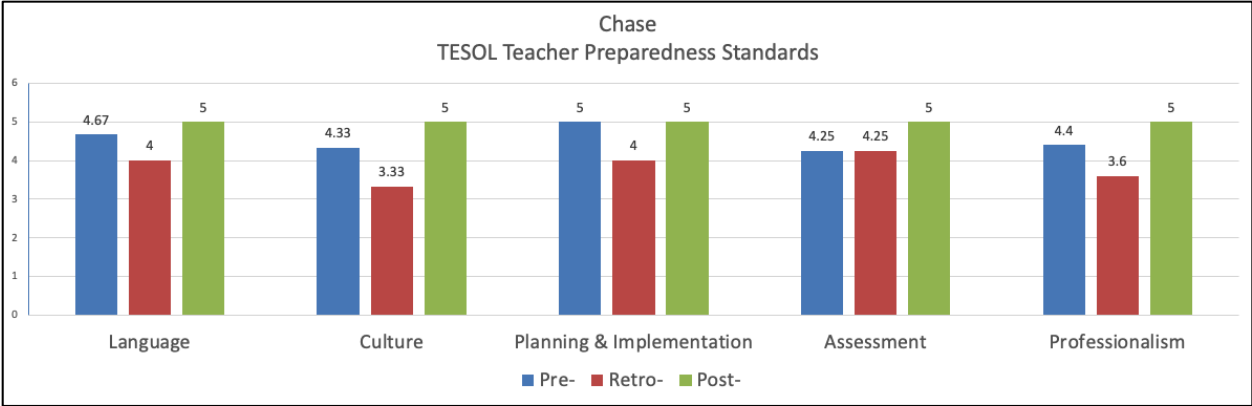
Thank you for sharing!

8. Do you have any questions for me or any additional comments you want to make sure we share with other educators?

Thank you for participating in this project! I will email you my notes in a couple of weeks. If you have any questions or edits, please do not hesitate to email me.

## APPENDIX F: PRE-/POST-SURVEY RESULTS





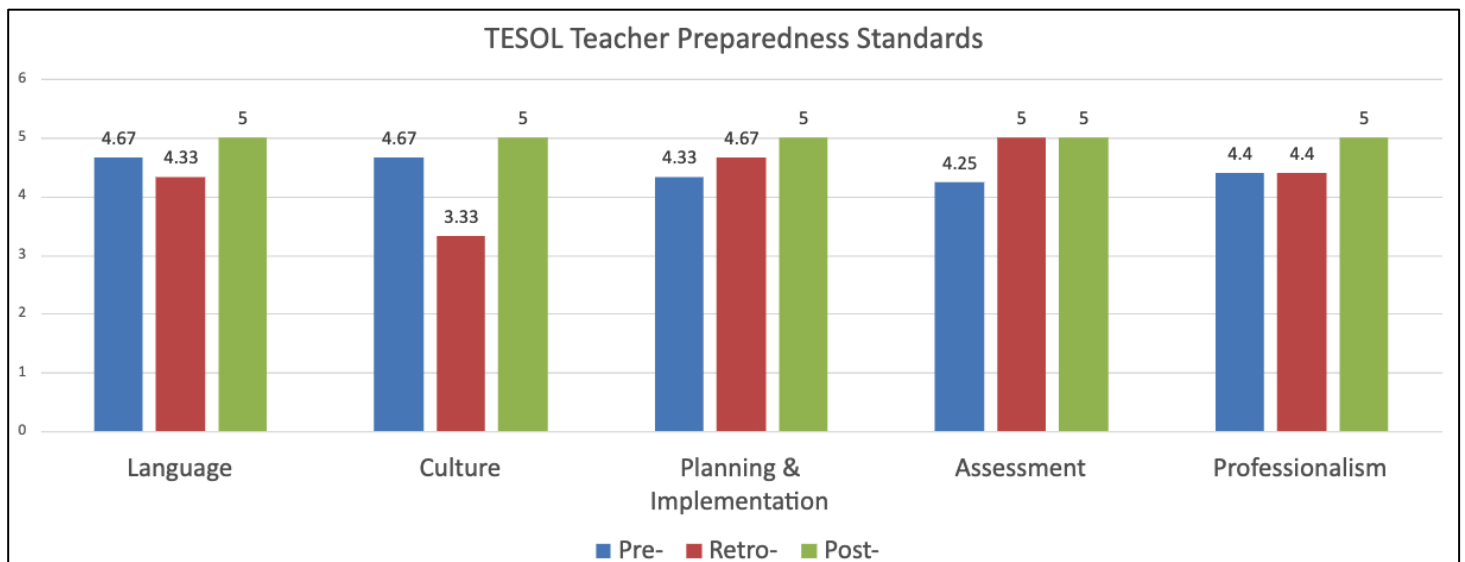
## APPENDIX G: SAMPLE READINESS PROFILE

As part of the EnACTeD online PD, you:

- completed pre- and post-surveys,
- submitted online tasks, and
- engaged with your peers in person and online.

On the following pages, you will find a) your survey results for the TESOL teacher preparation standards and b) quotes from your engagement that demonstrate a culturally and linguistically responsive practices. This profile highlights some of the ways you support your CLD students and their families.

By looking at how you contributed to the learning of your peers as well as how your beliefs and applications of culturally and linguistically responsive practices evolved over time, my research seeks to identify specific experiences that may promote the development of teacher self-efficacy in CLRP when working with CLD students and their families.



### Culturally and Linguistically Responsive Practices

Competences	Evidence of the Competences
<b>Culturally and Linguistically Responsive Communication</b>	In response to one of your peer’s application tasks, you wrote about the importance of creating multicultural awareness among the school administration and your peers.
<b>Collaborating with Families &amp; Communities</b>	<p>In a comment to one of your peers, you wrote about how having relationships with families helps you to identify possible needs and students’ strengths. One example you gave was your working with siblings over time.</p> <p>In another comment, you wrote:            “I think that it would be very useful for example to collect our own local data along with sound research in the area in order to help us advocate for a bigger involvement of parents and school administration in this effort. In that way we could support our demand for participation with strong evidence so when both sides become aware of these benefits it wouldn’t be so difficult to build bridges between our schools and CLD families.”</p>
<b>Recognize &amp; Address Bias in the System</b> (critical consciousness)	<p>In an electronic conversation with a peer, you wrote:            “Every time I see young immigrant children identified as an EC student, I can't help but wonder if our educational system is capable of provide fair and unbiased linguistic evaluations to children from immigrant families especially when placing them erroneously in one of these learning disabilities programs can have such a tremendous impact in their future.”</p>
<b>Promote Respect for Student Differences</b>	<p>In response to a task described by one of your peers, you wrote:            “It feels so good when our ELs talk about their heritage culture/country with confidence and proud... and even more if they do it in public!”</p>



## APPENDIX H: SAMPLE TSE INTERVIEW

### Interview Protocol

Thank you for participating in this study. I am excited to learn more about your instructional practices and family engagement efforts with students and families from culturally and linguistically diverse backgrounds!

This interview will take approximately 60 minutes, and any follow-up conversations may have will be no longer than 30 minutes. You don't have to answer every question. Information you provide will be kept confidential. Pseudonyms will be used when we share findings of this study with others.

I would like to audio record our conversations. Is that ok with you?

[If yes, start recording; If no, "I will take some notes of our conversation and send it to you afterwards. Is that ok?"]

Let's get started.

We will start with your current role.

1. How would you describe your current teaching context?
  - a. What about your work with English learners or bilingual learners? (prompt if needed)
  - b. What about your work with families? (prompt if needed)

Thank you for sharing that information about your teaching context. I know that you know about EnACTeD and have participated in some EnACTeD activities. In terms of professional development or teacher education courses regarding with multilingual learners and their families,

2. Are there any other learning opportunities you have had in the last 3 years?
3. What are some key takeaways for you based on your professional learning, including your

participation in EnACTeD activities?

We are now going to review the summary of your previous engagement in the EnACTeD online PD that I shared with you a few days ago. I would like to ask you about specific experiences you have shared either in the pre- or post-survey you took during the online PD [or one of the completer interviews].

Considering the surveys you took,

4. You identified... [one of the Likert scale items] as being one for the areas you experienced the most growth. Do you feel the same today? (same question could be asked for up to 3 of the items from that scale)

[If yes, ask question 5; if no, how would you describe the change?]

5. Can you think of an example of how that shows up in the work you do with CLD students and their families today?

6. Can you tell me how... has impacted student engagement? And how has it affected family engagement?

Thank you for sharing! I would like to ask you for additional details about information you shared during the online PD. I would love to hear about examples of these practices you mentioned.

7. In your online post to a peer you wrote... [if you need help contacting the parents, please let me know]. Can you tell me about... [your interactions with that peer]?

In another post, you wrote about... [a family engagement plan].

8. Can you tell how... [that plan] has provided you with insights about... [your CLD students and their families]?

You also shared... [student work samples as part of the instructional technology module online].

9. How would you say your instructional design has adapted to meet the needs of CLD students and families since then? OR

10. How have you noticed this work impacting... ?

I appreciate all the amazing details you have shared so far. Now, I would like to revisit a few things you shared the last time we met to discuss your professional development or teacher education courses regarding with CLD students and their families.

11. You mentioned... [your efforts to communicate with parents regarding their student's language development]. Can you tell me how... is going now?

12. Has... impacted the way you... [gather data about student learning or communicate with families]?

To wrap up this interview, I would like to ask a few more questions about the ways in which you infuse culturally and linguistically responsive practices into your instructional design practices. We are always learning.

13. Considering your professional growth over time, how would you describe changes in your instructional design choices when it comes to engaging with CLD students and their families?

14. How have the changes you just described impacted the way CLD students and their families engage with you and others in the school community?

15. To what extent have these changes impacted cultural and linguistic visibility in the school community? Can you share a specific example of what that looks like?

16. Based on what you have shared with me, it sounds like you have had several insightful learning experiences. To what extent are the voices and choices of CLD students and their families taken into consideration when it comes to school engagement? Can you share a specific example?

Thanks again for taking the time to meet with me! I appreciate your participation in this project. I will email you my notes in a couple of weeks. If you have any questions or edits, please let me know. If need be, we can find a time to discuss them.