Systemic Change for ELL Success:
Empowering Teachers to Foster Family Engagement

by

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Abstract

This capstone explores the issue of lack of family engagement in the education of English Language Learners (ELLs). Despite the consensus on the benefits of family involvement in the education of ELLs, schools are not well equipped to effectively include families of ELLs. Therefore, the overarching research question of this capstone is how can schools develop initiatives that foster ELL family engagement? In order to mitigate the problem, this capstone presents a professional Development (PD) that is targeted at school staff and families of ELLs. The anticipated outcomes for this capstone are increased ELL family engagement, improved academic performance for ELLs and for educators to create a more inclusive school environment. The main goal of this capstone is to create a school environment where ELL families feel welcomed, engaged, and able to contribute to their child’s success.

*Keywords*: English language learner, professional development, family engagement, parent-school collaboration
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Family engagement is vital in student performance because most students perform better when their families are active in their education. This is also the case with English language learners (ELLs) students; despite numerous studies confirming the positive impacts of student-family involvement, many teachers need more skills or resources to effectively involve ELL families in their children's education (Teale, 2009). This capstone aims to mitigate this issue by training individuals working with ELLs, including teachers, administration, and families, about what must be modified to improve family engagement among ELLs. Finding ways to improve parent-school relations is key in our educational environment since the ELL population is growing in public schools across the nation (NCES, 2023).

The keywords used in this capstone project are English Language Learners or ELLs. Both of these phrases are applied to refer to students who are studying English as a new language. In contrast, family engagement refers to the active participation of family members in a student's academic endeavor.

**Problem Statement**

This capstone project focuses on addressing the question, how can schools develop initiatives that foster ELL family engagement? The issue originates from a lack of involvement of family in ELL student’s education. This issue could impair learners’ academic success, self-esteem, language acquisition, appreciation, and cultural heritage knowledge. As a teacher who interacts with English language learners, I have witnessed the recurring problem of schools lacking appropriate knowledge of how to encourage participation of the families of ELLs. These observations have caught my attention and concerned me. However, my encounters are not the sole instances where this problem prevails. The issue is pervasive in all aspects of education.
According to the research of Kelty and Wakabayashi (2020) significant levels of linguistic isolation underscore the simultaneous problems of educating ELL students while including ELL families in their children's education.

Significance of the Problem

Inadequate family engagement in ELLs education curriculum is a critical problem that can radically alter these students' educational path (Díaz Hernández & Roche Rendón, 2023). It has a direct impact on their academic success, as well as their assessment results, linguistic acquisition, and sense of belonging: In fact, ELLs must learn a new language while simultaneously adjusting to a completely different cultural context which sometimes becomes very difficult for them (Oliveira et al., 2019). Family engagement and social support can help in this process by motivating the students and easing their cultural transition journey (Brunsting et al., 2018). Because of the factors mentioned earlier, ELLs may struggle to realize their full potential and face more obstacles in their educational journey (Oliveira et al., 2019).

There is a need to ensure active participation between the parents and the school in making this a success; therefore, strategies must be developed to make this effort collaborative. This will include involving families of ELL students in strength-based decision-making modelling and procedures relevant to their student's well-being and learning processes. The involvement of ELL families by the school in establishing problem-solving approaches and coming up with new initiatives that will benefit their children, the school, and themselves. This will make families of ELLs feel more comfortable in communicating about their children with the school and informing the institution of the suitable approach and the challenges their children are facing in an attempt to collaborate in ensuring smooth learning of ELL students, which is
likely to result to a positive outcome in their academic performance. This makes the study of this problem significant and relevant.

**Purpose**

This capstone project aims to raise awareness about the issue of ELL family engagement and to present a professional development to address this issue. After the presentation of this capstone, numerous initiatives will be implemented. First, the school will organize professional development events to grant teachers the relevant skills and tactics required to increase engagement from families among ELLs. The professional development initiatives will be delivered during the summer, giving parents and teachers a long period to incorporate the approaches into their preparations for the new school year. The events will take place in the high school library.

Additionally, ELL students' families will be registered in a newsletter that will keep them updated on the progress and objectives of their ELL lessons. This newsletter will be given to the families in their native language. The newsletter will become more extensive over time and feature resources for adults provided by the institution, such as our GED education and adult English sessions. Most ELL parents are uninformed of the school's cheap and readily available resources. As representatives for our children, the department of ENL will coordinate the effort to enlighten these families.

Finally, the institution will hold meetings before the start of every quarter to enable families to interact with the ENL teachers, communicate with their students' ENL teachers, and raise any queries they have with the aid of interpreters. These series of events are key as this capstone's general question is, how can schools develop initiatives that foster ELL family engagement?
Conclusion

This capstone will examine the critical and vital concern about limited family engagement in the learning of ELLs, which influences their academic success, adaptation to their new surroundings, and assessment results. Three steps will be performed to address this issue. To begin, a professional development initiative will provide teachers with the tactics and skills to foster greater family participation among ELLs. The second procedure will involve scheduling meetings before the beginning of every quarter to allow these families to keep up with and understand what is happening in their student's classes. Third, the department of ENL will publish a newsletter that informs parents about significant events and content in the classroom, as well as adult resources like after-school GED courses and adult education English classes.

In the chapter that follows, I will present a review of the literature with research and studies to examine the present state of family engagement in the educational careers of ELL students, the reason families need to be engaged in their child's learning activities, what initiatives can teachers take to promote family engagement, the obstacles they are likely to face during implementation, and an in-depth examination of all three programs established to improve the engagement in ELL families. In Chapter 3, I will describe the professional development and tools. In Chapter 4, I will provide a conclusion followed by references and appendices for the PD.

Chapter Two: Literature Review

This literature review aims to provide and examine the studies done by other scholars in addressing the question, how can schools develop initiatives that foster ELL family engagement? The research that will be examined delves into the importance of family engagement in ELLs education, asset-based approaches, the role of schools and counselors, and the long-term effects
of family engagement. By understanding these concepts better through looking at the research, light will be shed on how best to improve practices that enhance ELL family engagement in schools.

**Cultivating Family Engagement**

Promoting family involvement in the education of English Language Learners (ELLs) is a complex and multifaceted matter encompassing various dimensions. A rich array of literature on ELLs offers valuable insights into diverse strategies and approaches for cultivating family engagement. Ishimaru et al. (2016; 2017) stress the crucial part families play in enhancing students' achievements, observing that schools frequently disregard or underestimate the sociocultural assets non-dominant families contribute, possibly due to biases, misunderstandings, or limited awareness. This study examined how people, such as parents and community groups, interacted with schools, emphasizing those with cultural or language differences. They found that cultural brokering, which is about helping families fit into the school environment, is often one-sided. In the study, the researchers noticed that cultural brokering could become a mutual compromise. The focus was on building relationships and understanding between schools and families rather than just trying to get families to adapt to the school system. These assets might encompass exclusive cultural perspectives, native language proficiency, communal connections, and resilient practices typically garnered by navigating the obstacles linked to minority status. Cultural brokering is pivotal in Ishimaru's research and her team's work; it builds an indispensable connection between the schooling system and families from assorted cultural and linguistic origins. By bridging the gap, this process fosters mutual understanding in two ways: It empowers families, especially those from non-dominant communities, to grasp and maneuver within the multifaceted norms, expectations, and workings of the school system. Simultaneously,
it highlights the distinct cultural and social assets these families bring, enriching the learning landscape.

Additionally, Ishimaru et al. (2016; 2017) argue that schools can shift their engagement strategies from school-centric to more reciprocal, collective, and relational through meaningful and equitable collaboration with families. This involves fostering a sense of shared ownership and agency among families in supporting their children's learning. One approach to enhancing children's education is hosting workshops for parents to develop their skills and know-how to effectively help their kids at home. Furthermore, promoting activities that foster trust, reciprocal respect, and open dialogue between families and school personnel is crucial. However, Ishimaru et al. (2016; 2017) recognize that striving for fair collaboration is not without hurdles. Joint initiatives across sectors, although holding the potential to connect families and schools, frequently encounter systemic barriers. Such obstacles include stringent policies, scarce resources, and deeply rooted practices and mindsets that favor established cultural standards. Despite these challenges, the authors maintain that these obstacles must be addressed to fully harness the potential of families in enhancing student outcomes.

**Applying an Asset-Based Approach to Family Engagement**

Despite how vital these collaborations may be, they must leverage the social and cultural resources that ELL families already have. Avoiding the prevalent deficit mentality that sees these resources as shortcomings or barriers. Instead, these resources should be recognized and valued as assets that can revitalize educational environments and advance understanding between cultures (Song, 2022). Cultural assets here refer to the knowledge, practices, traditions, and linguistic abilities that ELL families carry with them. These resources have the potential to significantly improve the ELL student's educational experience as well as the overall school
community's cultural competency. Social resources relate to these families' connections and networks, which may offer essential assistance and improve community engagement beyond and within the school surroundings. The foundation upon which schools should build their engagement initiatives should be based on these culturally and socially rich resources.

In this regard, the asset-based strategy explained in the research of Lowenhaupt and Montgomery (2018), offers a potential future direction. Instead of focusing on alleged flaws or weaknesses, it highlights the potential inherent power in the current resources of immigrant families. This strategy entails acknowledging, determining, and using these resources in manners that are beneficial to both ELL students and the rest of the school community. Lowenhaupt and Montgomery, in an attempt to demonstrate this strategy uses a fascinating case study of a school district that collaborated with a nearby university to solve participation inequities among non-immigrant and immigrant families. The university played a significant role in this collaborative initiative by providing the school system with expertise, resources, and support. Together, the two parties created strategies for utilizing immigrant families' rich cultural and social resources to increase their engagement levels. This collaboration between the educational institutions sparked a wave of transformation with positive effects throughout the school community. Due to this united front, the school system improved its understanding and appreciation of immigrant families' many cultural and social backgrounds. This comprehension aided in bridging the engagement gap and creating an inclusive environment where every family, whether they were immigrants or not, felt recognized, cherished, and esteemed. This illustration highlights the effectiveness of asset-based strategies in encouraging meaningful and productive family involvement in ELL instruction.
In ELL education, specific activities can be extremely important in generating greater family engagement. Protacio et al. (2020) presented numerous examples in their study to show how linguistically and culturally inclusive events can successfully foster involvement. The study reviewed vast amounts of existing literature to come up with the findings. The planning of bilingual game nights is one of the featured activities. These gatherings foster a welcoming and engaging environment where parents and kids feel included, regardless of their predominant language. Including games that may be played in various languages enables ELL families to participate more actively in educational events.

Additionally, these initiatives produce a reasonable chance for parents and kids to interact, learn from one another, and have fun while speaking their native language and English. Protacio et al. also underscores the role of cultural celebrations in fostering engagement. Such events can help create an environment where diverse cultures are recognized, valued, and celebrated. Schools are vital in showcasing the rich tapestry of cultural traditions and customs across their diverse student population, fostering a welcoming and inclusive environment. By hosting celebratory events, schools empower ELL families to actively partake in their children's education journey actively, fortifying their sense of belonging within the school's community. The emphasis on inclusive activities aligns well with the findings by Tang et al. (2023), who advocate for a model of family engagement centered on science, technology, engineering, and mathematics STEM education.

Tang et al. accentuate that successful family engagement within STEM education involves more than just resource provision or sharing information; it is vital to appreciate and build upon pre-existing family knowledge. This means respecting the unique ways STEM concepts are used and understood in different cultural contexts. For example, some communities
have traditional practices or professions where math/science concepts play a significant role. By embracing such diverse cultural contexts within our educational system, a dynamic yet relatable approach towards teaching STEM fields can emerge, particularly for students from different backgrounds. The proposed method offers an excellent opportunity for diversifying classroom approaches and deepening student and family engagement with the material. By genuinely valuing and tapping into ELL families' rich cultural and intellectual resources, we can boost family engagement and enhance students' STEM learning experiences.

The Power of Schools to Engage Parents

Marschall and Shah (2016) explored the complicated problem of parental engagement within racially diverse school contexts in their seminal study, which has had a significant impact. The researchers shed light on the discrepancies in outcomes that various engagement programs attain, emphasizing schools where most students are white, Latino, or Black. Their work provides some essential insights into the elements that drive parental participation, contributing to more excellent knowledge of the dynamics that shape school-family interactions. According to the study, minority-led schools, defined as those whose leadership predominantly comes from communities of color, such as Latino or Black, tend to encounter higher levels of parental engagement. A few crucial factors appear to assist this outcome, the most important of which is likely excellent school leadership. It is the responsibility of the principals, assistant principals, and other leaders within these educational institutions to play a crucial part in creating an atmosphere conducive to parents' involvement. Their approaches to management, dedication to diversity, and proactive communication tactics build a basis upon which fruitful connections with families can be established. They inspire parents to take an active role in school events,
encourage open and honest talks with the families, and are sensitive to any issues or recommendations brought up by the families.

The importance of educators' knowledge was another significant factor that Marschall and Shah noted. Strong relationships between teachers, students and their families are based on teachers' competence and comprehension of cultural nuances. Teachers can establish a strong connection between the home and school contexts by embracing and appreciating the diverse cultural mosaic inside the classroom. This strategy creates a more welcoming environment where parents are respected and acknowledged. Parents are more likely to participate in their children's education when teachers are enthusiastic and dedicated to their jobs because such teachers foster an environment that inspires confidence in both parents and students. The researchers also emphasized giving school staff members sufficient training and clearly defining their roles. Schools that excel at parent engagement frequently give their personnel clear instructions and expectations for how they should connect with parents. Staff personnel in these educational institutions are expected to involve parents proactively, informing them about their children's accomplishments and involving them in pertinent decision-making.

Additionally, the institutions in the studies by Marschall and Shah put a lot of focus on giving their staff members opportunities for professional growth. This gives them the skills to communicate effectively with families of different backgrounds, understand their needs and opinions, and work with them to create a situation where everyone wins, and the students succeed. The study by Marschall and Shah further clarified the link between higher parent involvement in minority-led schools and Title 1 funding. A government financial initiative called Title 1 aims to raise the academic performance of underprivileged students. Educational institutions with a higher percentage of Title 1 funding frequently provide a more comprehensive
range of resources for encouraging active parent involvement. This could involve events like parent-teacher conferences, family-focused workshops, get-togethers in the neighborhood, and language interpreting services. By providing these services, schools can successfully remove the barriers preventing parental involvement, allowing parents to easily interact with the educational system and play a proactive role in guiding their child's educational path.

Consequently, the Marschall and Shah study offers priceless insights into the complex terrain of parental participation across ethnically diverse schools. It emphasizes the value of solid leadership, capable and committed teachers, defined roles, in-depth preparation, and sufficient resources in promoting parent involvement, especially among minority-led schools. Teachers, decision-makers, and local champions must take note of the mounting facts as our understanding of parental participation in education continues to grow. Schools can increase student achievement and foster life-changing learning experiences by promoting relationships between family surroundings and educational institutions.

**The Power of Linguistic and Cultural Responsiveness**

Zaidi et al. (2021) have outlined various obstacles parents face with refugee backgrounds face when actively engaging in their child's schooling process. For instance, the challenges range from socio-economic struggles; language barriers due to different cultures or dialects; unfamiliarity with current educational practices; and emotional issues caused by displacement experiences such as trauma or stress. Such factors make integral school involvement challenging for immigrant families seeking local integration amid recent upheavals in countries worldwide. Tackling these issues requires a more nuanced strategy from schools as an institutional entity whose crucial role cannot be exaggerated. Drawing from extensive data and keen analyses,
Zaidi et al. put forth several suggestions to enhance this situation. They advocate for wide-ranging state or even broader initiatives to boost leadership capabilities and deliver essential educator training geared toward refugee and immigrant students' requirements. Such activity could cultivate empathy, foster cross-cultural communication skills, and deepen awareness of these students' challenges.

Shin and Seger (2016) and Shiffman (2018) highlighted the possibility of two particular tools in the field of family engagement for English Language Learners (ELLs). These tools include adult ESL (English as a Second Language) programs and technology-mediated platforms. Shin and Seger center their study on how the parents of ELL students participated in a second-grade classroom at a United States urban school during a blog-mediated English language arts curriculum. According to their research findings, parents exploited this blogging platform to encourage their children's academic objectives and social aspirations. As a result, their children's school projects were presented in front of a larger audience and in a relevant context. These platforms can present a novel way for parents to participate in educating their children by incorporating technology into the curriculum. This would increase engagement with and comprehension of the subject matter taught in schools.

Comparably, Shiffman (2018) investigates the role of English as a Second Language (ESL) programs for adults in forming connections between educational institutions and immigrant families in rural locations. According to the study's findings, teachers working for local adult ESL programs in rural areas of Virginia played a significant part in fostering positive relationships between teachers and immigrant families working in elementary, middle, and high schools. These teachers played an essential role by acting as a link, disseminating information,
elaborating on cultural norms and expectations, directing relationships between schools and families, and establishing scenarios encouraging educational and familial interactions.

Both researchers, Shin and Seger as well as Shiffman warn that there are substantial hurdles to implementing technology-mediated platforms and adult ESL programs. Even though both show great promise in increasing family engagement, their implementation also has considerable challenges. If people do not have the same level of access to technology, this might restrict the scope of digital platforms and make them less effective. In addition, parents have a wide range of digital competencies, which can contribute to differences in involvement levels. Some people find handling digital tools more accessible and natural, while others find it more challenging. When talking about ESL classes for adults, it is undeniable that these programs provide essential assistance for families who have recently immigrated to the country.

On the other hand, the level of accessibility and quality of these classes might vary significantly from one region to another. In addition, parents, who may already be overburdened with other duties, must commit to, and put forth effort to participate in these programs. Therefore, despite these strategies having potential, they need to be executed intelligently and reasonably to guarantee that they will not unwittingly make the inequities that already exist worse.

The Power of School Counselors to Renew Success

English Language Learners have become more prevalent in the United States, making up a sizeable portion of K–12 students. As Perez and Morrison Perez (2016) state, ELLs and their families experience many unique challenges. These difficulties can significantly affect the students' journeys to college and range from academic problems to socioeconomic challenges and immigration status. First, ELLs have a tough time because of educational issues. While
combining school responsibilities, learning a new language can seem overwhelming. As a result, learners who speak English as a second language may find it challenging to keep up with their peers (Samson & Collins, 2012). Despite English as a Second Language initiatives being present at many educational institutions, these academic barriers are still fairly widespread.

According to Perez and Morrison Perez, these many problems may make it less likely for ELLs to seek higher education. They propose that school counselors be aware of ELLs' multiple adversities. They need to understand the complexity of these students' situations to provide comprehensive support effectively. School counselors play a significant role in fostering a college-going culture among ELLs. Guidance counselors uniquely assist students, particularly ELLs, in traversing the intricate journey toward higher education. By offering tailored guidance that reflects these learners' rich cultural, societal, and financial backgrounds, counselors act as connectors forging links between the educational institution, students, and their families. In doing so, they create an atmosphere where ELLs feel supported and genuinely cherished. Several strategies are recommended for counselors to support ELLs better. Counselors must first try to involve parents and families in their children's educational journey. Research has shown that student accomplishment significantly increases when families actively participate in their children's educational experiences. It is essential to involve parents in treatment sessions to provide them with the knowledge and resources they require to support their children.

Additionally, counselors can collaborate with teachers and other staff members to create plans for creating a welcoming and inclusive learning environment. We can improve student growth by encouraging a pleasant and culturally sensitive environment. It is essential to support a culturally appropriate teaching approach, individualize instruction to account for ELLs' unique
requirements, and collaborate with teachers of ESL to give thorough reinforcement (Muñiz, 2019).

Furthermore, school counselors can be a helpful resource for ELLs. These counselors are essential for students who want to succeed, especially during the challenging application processes. Counselors expertly guide students through the options for financial aid and scholarship opportunities. They lessen the emotional difficulties that frequently accompany these particular challenges by providing a caring awareness of the unique circumstances ELLs face. Perez and Morrison Perez speak on the importance of school counselors in promoting a college-oriented environment for ELLs highlighted by the research. School counselors can significantly improve the lives of ELL students and their families by understanding the unique challenges these learners encounter and using a comprehensive approach to help them. These committed professionals open doors for these bright young brains, assisting them in overcoming obstacles and ultimately pointing them in the direction of the rewarding field of higher education.

**Long-Term Effects of Family Engagement**

Lastly, from preschool through grade 12, family involvement is central to a child's academic progress and personal development, as highlighted by Kelty and Wakabayashi (2020). They advocate for active participation from families as they believe it provides support systems, ultimately resulting in enhanced learning experiences promoting successful outcomes. According to these researchers, successful family engagement requires genuine reciprocal relationships between educators, students, and families based on mutual respect and open dialogues serving as the bedrock of such meetings. By fostering reciprocal relations like this, students' growth is supported appropriately, creating an accommodating environment ideal for adequate academic progress alongside personal development. Kelty and Wakabayashi note that creating inclusive
opportunities catering to unique family backgrounds is vital regardless of financial or cultural standings enabling every participant access to knowledge. Practical communication skills for all parties involved are another critical feature that cannot miss out on crucial in supporting parent participation mechanisms. The authors' research highlights the necessity of creating open lines of communication that respect cultural differences between educational institutions and parents. This process involves constant dynamic information exchange for both parties to understand the other continually. One fundamental aspect is sharing accurate updates regularly regarding each child's academic progress while providing fair feedback on personal development. In addition, information distribution should go beyond individual students to encompass current news about school events or initiatives that could benefit the community.

Furthermore, Kelty and Wakabayashi maintain that schooling establishments should prioritize listening to each family's concerns while actively seeking solutions. Meaningful engagement creates a sense of ownership within the learning process, promoting better outcomes for individual learning experiences. Encouraging effective listening channels with mutual trust throughout every interaction within broader institutional networks than just relying on traditional modes like social media pages or personal emails allows equitable involvement opportunities across all demographics served equally without bias towards any group over others. It is paramount to educate parents on relevant skills related to their children's learning journey. Schools offer numerous initiatives such as workshops covering curriculum standards comprehension, homework scheduling tips, or help to establish effective study routines; these assistive sessions empower parents greatly when supporting their kids' growth. The authors stress how family activities encourage parental engagement substantially; integrating these activities into schools' education structure helps foster better bonds between school administrations and
households alike, from home-based projects and community programs to more significant events within the schools' premises; involving parents actively makes them feel more included within the school communities. The study finds admirable value in boosting family-engagement efforts, especially for low-income areas where several obstacles hamper student learning curves and buoyant involvement spheres. Equal opportunities must be provided by designing custom strategies tailored to cater to those families' specific needs. Thus, bridging the gaps between socio-economic backgrounds is equitable and gives every child the much-needed backing for growth.

**Analysis and Critique**

It is critical to be aware that differences in parent participation may emerge from families having different levels of access to digital and technological literacy. Schools must therefore ensure that all families can access their technical initiatives and, if necessary, reinforce them with conventional methods of communication. This literature review also underlines how crucial it is to foster the growth of interactions, effective communication, and partnerships between families and schools. This deems for a cooperative, relational, and group-based approach in which schools actively try to understand ELL families' unique needs and viewpoints and foster open and ongoing lines of communication. The literature also underlines how crucial it is for schools to support and prepare their administrators and teachers in addition to these concepts. This assistance should be directed toward enhancing their capacity for working with various populations and deepening their comprehension of the particular difficulties faced by ELL families. Combined with systemic capacity-building projects, these approaches can help schools create a more welcoming and helpful atmosphere for ELL families. A comprehensive and complete strategy is required because of the complexity of ELL family interaction. This entails
establishing cross-sector partnerships with community-based groups, regional government organizations, and other stakeholders. It also entails developing a school culture that values, respects and is sensitive to its families' origins and experiences. Encouraging ELL family involvement is neither a straightforward nor universally applicable method. It is a dynamic, ongoing journey that calls for the enactment of inclusive and responsive programs, the development of supportive and collaborative partnerships at many levels, and a knowledge and appreciation of ELL families' distinctive strengths and challenges.

**Conclusion**

In sum, the reviewed literature presents supporting English Language Learner (ELL) family engagement as a diverse, multilayered activity that necessitates many strategic methods. First, the research emphasizes how crucial it is to recognize and utilize the social and cultural resources that ELL families already have. This suggests a change in mindset away from a deficit approach and toward an asset-based perspective that embraces the diversity and richness that these families provide to the educational environment. Instead of viewing these resources as barriers, schools must use them as the building blocks for creating meaningful learning experiences. Second, implementing inclusive activities is another crucial element in promoting family engagement. Schools must offer culturally and linguistically appropriate events that resonate with ELL families' backgrounds, such as bilingual game nights or cultural festivities, to give these families a sense of agency and connection in the educational process. Taking steps to remove the obstacles parents of ELL students face is another crucial component. These difficulties might come in many forms, including barriers related to socioeconomic status, language, or immigration. To overcome these obstacles and promote more active parent participation, schools must create and offer the proper support mechanisms, such as translation
services, flexible meeting times, or adult education sessions. The literature also highlights the significance of technology-mediated platforms involving parents and promoting interactions between families and educational institutions. In the coming chapters, methods of including the parents of ELL students will be introduced. An agenda of the components of this professional development (PD) will be included that will provide the day-by-day itinerary for the entirety of the PD.

**Chapter Three: The Professional Development**

The level of engagement for the families of ELL students significantly reflects on the student's performance. The problem of inadequate level of family engagement in the learning of ELL students has persisted, as explained in chapters 1 and 2, and there is a need to come up with suitable strategies to curb this issue and increase the level of participation. As noted by the literary review, there is a direct connection between family participation in students' learning and their academic success. This shows that family engagement resulting in enriched social experiences is an important predictor of ELLs students' social, emotional, and cognitive skills, including self-confidence, impulse control, attention, and motivation as stated by Marschall and Shah (2016). Thus, this capstone’s PD aims to address the question: How can schools develop initiatives that foster ELL family engagement? In order to make progress towards this issue, activities, products, and tools that are focused on increasing the engagement efforts of ELL student's families have been developed. These have been designed to express a welcoming school environment for all the families of ELL students regardless of their first language, culture, race, and class. Therefore, this professional development focuses on promoting and developing meaningful opportunities, learning activities, and targets by using products and tools such as
surveys and questionnaires to enhance ELL students' families' participation in supporting their children's education.

Promoting family members' participation in the education and learning of ELLs is a complex issue that will require time and resources from the school and its staff. Extensive academic research concerning ELLs offers critical viewpoints on different methods and techniques for cultivating family participation. According to Ishimaru et al. (2016; 2017), the function of the family in enhancing students' academic success is of great significance.

The challenge of enhancing ELL education remains a significant issue due to the existing faults in the school system’s approach to facilitating family support and engagement. According to the data provided by the NCES (2023), there was an increase in the proportion of ELLs among public school students in the United States between fall 2010 and fall 2020. Specifically, the percentage of ELLs rose from 9.2% (equivalent to 4.5 million students) in the fall of 2010 to 10.3% (equivalent to 5.0 million students) in the fall of 2020 and it is expected that ELL population will continue to grow in the coming years (NCES, 2023). This chapter presents and explains professional development created to give educators the needed abilities to efficiently involve the families of ELL students to promote new language acquisition and improve academic performance. The professional development is divided into two sessions. Each day’s agenda is planned with activities that involve the students, parents, school staff, and other stakeholders, designed to achieve the set goals for the day.

**The Goals of the Professional Development**

This professional development is geared toward changing and creating better systems to assist the school and its staff in enhancing the involvement of the families of ELLs. ELL teachers will receive knowledge and tools to better engage ELL families in their children's education.
Educators may enhance the academic success of ELLs by creating a friendly school climate and encouraging significant opportunities for family engagement (Ishimaru, 2017). Educators are seen as facilitators in the plan, whose major function is to guide and assist parents as they participate. The ultimate goal of this PD is to improve the learning environment and academic outcomes for ELL students by strengthening the partnership between teachers and parents.

**Session 1**

*Notification and Details*

Session 1 of the PD will be held on the first Sunday of August in the library of the High School. Flyers (see Appendix A) will have been distributed to the staff mailboxes two months prior, followed by an email. Staff will be continually updated by email.

*Goals*

The first goal of the first PD session is to enlighten the staff about changes that can be made to break down institutional obstacles. The second goal of the PD is to inform teachers how they can be more culturally inclusive in their class and to reflect on their current teaching practices.

*Opener*

The PD session will begin with the staff in seats scattered about the library. The ENL teachers will be at the front of the class along with the German language teacher. Once the ENL teachers have gotten everyone’s attention, the German teacher will begin to teach a lesson in complete German. The teacher will ask things of the teachers, write in German on the board and at the end, distribute a mini quiz and wait impatiently. The teacher will then walk around the classroom with a red sharpie and proceed to draw big zeros on the quizzes of all of the teachers. The ENL teachers will then begin their opener on having empathy for the ELL students who are
learning in a new language and culture. The ENL teachers will then proceed to ask the teachers what could have been done to help comfort them and support learning. This is a fun activity that can help show the very real struggles that ELLs face every day in school.

**Activity 1: YouTube Video**

The first activity following the opener will be to watch the YouTube video *What it Feels Like to be an Emergent Bilingual* (SLK, 2020) by an ELL. In this video, the student details her struggles of being in a new school surrounded by a new language. This video is relevant to the content of the PD because it details the smallest of stressors that ELL students face, which someone on the outside may not notice. It is important for the staff to understand and be aware of these stressors in order to effectively teach and create a welcoming environment for ELLs. The ENL teachers will distribute the video form (see Appendix B). The teachers will answer the questions and be asked to briefly speak about their answers amongst their tables. The ENL teachers will host a discussion as a group, asking teachers to speak about their answers and experiences.

**Activity 2: Curriculum Reflection**

The second activity for the session will be a reflection of the curricula of the teachers. Teachers have been instructed to bring two lesson plans of theirs to the PD session. In groups, teachers will conduct in-depth analyses of their lesson plans and curricular resources throughout the curriculum reflection activity to determine how well they promote cultural diversity. The teachers will be given the “Tree of Culturally Responsive Teaching” (See Appendix C) resource sheet inspired by the article, “What is Culturally Responsive Teaching?” (Will & Naji, 2022). The teachers will be tasked with reflecting on their lessons and curriculum then answering the four reflection questions on a separate sheet of paper. Teachers may find respectful ways to
include their ELL students' cultural resources into the classroom by taking a hard look at their own practices. Teachers may better understand the extent to which their curriculum accurately reflects their students' cultural backgrounds by critically examining it. This self-reflection is essential in developing a culturally responsive classroom in which ELLs are accepted and thrive (Breiseth, et al., 2015). History, English, science, and math classes can all benefit from having other cultural viewpoints in the classroom. Teachers will reflect on how to deliver cultural materials to students in a way that encourages curiosity, curiosity that leads to comprehension, and understanding that leads to appreciation.

Activity 3: Identifying Barriers

Institutional hurdles to successful family participation, such as language challenges, a lack of publicly available data, and schedule issues, will be identified and discussed by teachers. Part of the fun of this event will be coming up with clever ways to beat the odds. Teachers may make their schools more welcoming to families of ELLs by removing these barriers. Teachers will work together during the activity to identify and remove barriers to meaningful family participation for ELLs. It is the first step in creating a more welcoming and accepting school climate for ELL families to become aware of these challenges, such as language hurdles, a lack of publicly available data, and schedule issues (Olivares-Orellana, 2020). Teachers may have difficulty communicating with families of ELLs due to language barriers. Teachers will talk about ways to help students communicate with one another, such as providing them with translators or providing materials in several languages (Olivares-Orellana, 2020). By following these strategies, teachers can assist families of ELL students to have equitable access to important school information and events. Another problem is the inaccessibility of relevant data. The educational system, the curriculum, and the resources accessible to ELL students and their
families are often unknown to them. During this exercise, educators will work together to come up with strategies for improving interactions with ELL families and giving information in a way that is both thorough and accessible. Some things to look for in this activity are creating bilingual parent guides, hosting seminars on navigating the educational system, and establishing a central hub for family-to-family contact.

**Activity 4: Content Area Preparation**

Teachers will work together to create strategies to include ELL students’ cultural assets in their subjects. The cultural assets that will be touched upon during the briefing for this activity are, bilingualism and multilingualism, diverse perspectives, and cultural traditions and knowledge (Rios-Alers, 2020; Yosso, 2005). Teachers will be encouraged to use these assets and come up with more ways to make their lessons more applicable to students of all backgrounds by exchanging strategies and methods that have proven to be effective in their classrooms. Teachers should use this time to discover new methods and ways to implement them into their classroom. ELL students come from a wide variety of cultural backgrounds. Therefore, it is essential to tailor the learning environment to reflect those differences. Teachers may improve the cultural depth of their lessons and increase students' respect for many cultures through exchanging ideas, guidelines, and new techniques (McWayne et al., 2022). In this exercise, teachers should reflect on their current curriculum and strategies. The goal is to pinpoint opportunities to include cultural viewpoints and materials in order to make lessons more exciting and relevant for ELLs. This introspection will inspire teachers to provide further consideration to the cultural origins of their pupils when planning class material. Afterward, educators will meet in smaller groups to share their experiences and develop strategies for incorporating students' diverse cultural
backgrounds into the classroom. The ENL teachers will serve as facilitators during this activity, assisting teachers with ideas and reflection.

**Closure**

The ENL teachers will close out the session with a small review of what was covered in the PD session. The teachers will be informed of what’s to come in the next PD session which will take place on the first Sunday of December. The ENL teachers will inform the staff of the big changes that are coming and to encourage their ELLs to bring their families to the next PD session where the meet and greet will be held.

**Session 2**

**Notification and Details**

Session two will be held in the library of the High School on the first Sunday of December. This will give parents, staff, and students adequate time to get acquainted with the new systems introduced to them before the start of the school year. Parents will be informed of the PD session with a letter taken home by students on the last day of school (see Appendix A, Invitation to PD). This letter will contain a survey for parents and ELL students to fill out in order to gain a better understanding of the families of our ELL students (see Appendix D and E). An automated text message and email will be sent out to the parents of our ELL students that have their phone numbers on file. The text and email will say:

Dear, _______

We cordially invite you to join us for our first professional development session dedicated to welcoming our ELL learners and their families. Come and learn about the exciting changes we are implementing to enhance your child's school experience. Meet our Principal, Assistant Principal, and dedicated teachers. Free food and drinks will be
provided! This is a great opportunity to understand our efforts in creating a more
welcoming and communicative environment for our ELL families. The session will be
held in the High School Library on the first Sunday of December. Come straight to the
main doors! Looking forward to seeing you there!

The text will be sent in both English and the first language of the families. Our respective
language teachers and translators will be calling and leaving voicemails informing the parents of
the meeting day during the first week of school, again a month before the second PD session and
again, a week before the second PD session. Staff will receive letters in their mailbox during the
last day of school about the date, time, and location of both PD sessions.

Opener

A popular Japanese proverb says, "The goodness exhibited by a father exceeds the
magnitude of a towering mountain." I don't know if anyone has heard this proverb, but perhaps
most of your parents can answer this question. As a parental figure, to what extent am I prepared
to exert efforts to ensure a promising future for my child? Most of the time, families or parents
do not realize the negative impact they cause on the academic performance of their children due
to their limited involvement in the education of their children and particularly the ELL students
who are faced with unique difficulties as they try to adapt to the new language, culture, and
environment. This makes family engagement much more vital to their academic success. This is
why this PD has been developed. The school and all the staff involved in your child’s success
seek to make big changes in order to make our ELL students and their families feel welcomed
and involved in the academic process.
Agenda

The first goal of this PD session is to promote relationships between the families of our ELLs and the school staff. One method toward completion of this goal will be by showing the families and teachers, the many new lines of communication available to them. The second goal of this PD session is to inform the families of our ELLs about the school system and the curriculum that is being taught to their children. This will be achieved by distributing and describing the various appendices from the session. The activities of the day will include a cultural awareness workshop, presentations that inform parents about the school and on the new systems in place to promote relationships between the school and families of the students.

Activity 1: Meet and Greet

The first activity will be a meet and greet between the staff and families. The aim of this activity is to create an opportunity for the ELL students' parents to participate in sharing their home culture and their interests. The objective is to create a positive attitude among the ELL students, their families, and the staff regarding their first language and learning experience (Breiseth, et al., 2015). This activity will be facilitated by the ENL teachers and include presence of the principal, assistant principal, other school staff and a translator that the school will provide. Teachers and student volunteers will be guiding parents as they come to the school to the library. Food will be generously provided by a local business, a restaurant owned by the family of one of our students. Once the parents have settled in, the ENL teachers will formally introduce themselves and the rest of the staff. There will be at least four tables with translators and at least one teacher, the principal, or the assistant principal at each table. The meet and greet will begin with everyone sharing a bit about themselves. This is facilitated by the staff members at each table. The parents and students may use the surveys previously sent to them or new
copies provided at the PD to help guide them. This is a time for the families and staff to get to know each other. The staff will be rotating through the tables, so everyone gets a chance to speak to each other. The first 20 - 30 minutes will be dedicated to speaking about the stories, interests, and hobbies of the families. The families were sent surveys to complete and bring to the PD session. These will be the conversation guiders for the activity. (See Appendix E and F). At the end of the activity, the staff will collect the surveys from the parents and students to keep for the year. These will help the teacher understand the student and family more, should they need to access the information later in the year.

**Activity 2: Informing Families**

**Guide to Starting School in the U.S.** The second activity of the PD session will be presentations informing the parents how schools work in the United States. Some families come to the United States, send their children to school, and do not know what is expected of them or what they need to be aware of. The goal of this activity is to teach our ENL students and their families how the school system works and what is expected of the ENL students. This activity will inform the families of the Starting School in the United States Guide (see Appendix G-1). These guides will be distributed to the families in their respective language. This guide explains the U.S. school system basics, explains the registration process, goes over ways that parents can get involved, lays out the services available to their children and has resources for ELLs and their families. The guide will be explained in a presentation offered by the ENL teachers with the use of translators.

**NYSESLAT Brochure.** The next piece of literature that will be explained and given to the families is the NYSESLAT Parent Information Brochure (see Appendix G-2). These will be given to the families in their respective languages. This brochure explains everything needed to
know about the NYSESLAT exam. During the presentation, the ENL teachers will explain the different proficiency levels and what they entail, when the exams are, how students can prepare for the exam and more with the aid of the translators. This is an important topic to cover because the NYSESLAT is used to help teachers identify students’ strengths and weaknesses in English and place them accordingly.

**NYS Graduation Requirements Guide.** The last piece of information that will be given and explained during this activity is the NYS Graduation Requirements Guide (see Appendix G-3). Many parents that come to the U.S. do not know what their student needs to accomplish in order to succeed. This is an obstacle for parents because they cannot be reasonably expected to be involved in the education of their students when the standards are unknown and not easily accessible. The NYS Graduation Requirements Guide will be explained with the use of translators and given out during the presentation. This guide explains the requirements of the many different pathways that students can take to successfully graduate from High School.

**Activity 3: Teachers Open Communication**

**Google Classroom.** This activity will teach family members about the new forms of communication lines between parents the school. This activity is also a way to inform the teachers of the communication lines that they will need to set up before the start of the school year, in order to streamline the process of communication between parents and teachers. The ENL teachers will introduce the methods of communication using Google Classroom. Many teachers in the school use Google Classroom to give assignments and grades to their students. What many of the teachers aren’t aware of, is that Google allows seamless communication to the parents of each student. This allows teachers to make comments, share grades and send additional information to either the students or the parents. Through the use of Google
Classroom, there are no excuses for overlooking any parent. When a teacher sends a google document, it is able to be easily translated to the respective language of the recipient. Before this PD, teachers were not liable for updating the parents of ELLs with any certain amount of frequency. With this PD, teachers are instructed to send a summary of student work to the guardians of their ELL students using Google Classroom at least twice per quarter. The ENL teachers will be responsible for presenting the capabilities of Google Classroom to the families during this activity and the general classroom teachers that are already comfortable using Google classroom will oversee teaching the other classroom teachers that are not so familiar. This will ensure that both the teachers and parents understand the capabilities of the service.

**ELL Newsletter.** The next initiative towards opening lines of communication with the school and the families of ELL students is the introduction of the newsletter. The ENL teachers will introduce the newsletter to the ELL students, their families, and the teachers during the presentation (see Appendix H). The families of ELL students will be enrolled in a newsletter that will provide them with regular updates regarding the advancement and goals of their children’s ELL instruction. The newsletter will be distributed to the families in their respective mother tongues. Over time, the newsletter will expand its content and incorporate a broader range of resources catered towards adult learners. These resources, offered by the district, will include educational programs for GED preparation and sessions focused on adult English language acquisition. In the past, the school has failed to properly inform the families of ELL students about the affordable and easily accessible resources offered by the school. The Department of English as a New Language (ENL) will coordinate the initiative to provide educational enlightenment to these families, acting as advocates for their children. The members of the ENL
department will meet before each quarter to revise the goals of the newsletter, reflect on its progress, and address any inquiries with the assistance of interpreters.

**WhatsApp Group.** As part of the ongoing effort to keep communication open and easily accessible to the families of ELLs, a WhatsApp group has been created that will be for the teachers of ELLs and their families. This will allow families to be notified on a platform that most are familiar with and most likely use. The information to enter this group will be given out at the PD sessions as well as in the google classroom and newsletter. In this group chat, teachers will be able to quickly give information to the families of ELLs and have access to individual family members should they need it.

**Activity 4: Local Library Presentation**

The local library is an amazing location with a plethora of resources for kids, teens, and adults. Two librarians have prepared a presentation to show the many resources that are available to the community. Most libraries offer more than just books, many are hubs for social processes that allow people to form complex social relationships through activities (Li, 2012). Many teens are unaware of the clubs, programs, online resources and more that they offer. For students struggling with schoolwork, there are tutors available every day that can help them with homework or studying. There are also English classes for teens that are a great supplement to the curriculum offered at the school. For adults, there are literacy classes, career guidance, free passes to museums and community events and more. The librarians will have a prepared presentation and use the help of the interpreters to communicate their message.

**Activity 5: Update Contact Information**

Teachers should have access to the contact information of their ELLs in order to keep in touch and share updates. As previously shown, Google Classroom makes it easier than ever to be
up to date with notifying parents and updating information on students. One of the main factors holding teachers back from regularly updating parents is the lack of information that teachers possess. During this activity, the teachers and staff are going to assist the families of the ELL students to fill out a google form that will contain all the questions necessary for updating their child’s contact info. A Google form is the most ideal way to do this because it is easily distributed and can be filled out from any phone, computer, or device with an internet browser. Encouraging everyone that attends the professional development to fill out this form at the PD session is a good start to gathering information from all the student’s families.

Activity 6: Interactive Discussion

The session’s sixth activity will be interactive discussions through small groups. This will encourage conversations that share personal perspectives and experiences that enhance cross-cultural understanding and empathy. This activity provides open and meaningful communication between ELL families, teachers, and students. The tables of ELL students, their families, and the staff will be presented with questions that will be shown on the smartboard facilitated by the ENL teachers at the front of the room. The questions that will be asked of the groups will be presented on the screen and handed out (see Appendix I) The questions are designed to encourage the families, teachers, and students to speak and provide feedback on their thoughts and feelings on the changes that the school has made. Each table will be given time to speak about the prompts with their groups and staff are encouraged to stimulate conversation with the help of translators at each table.

Activity 7: Guided Tours

The final activity for the PD session is the student led guided tours. The ENL teachers will say their goodbyes as the teachers of the core subjects leave to their respective wings.
Students will be given a mock schedule that splits the groups into two. Half of the students and their parents will be given mock schedule one which has them going to the Math wing, Science wing, History wing, then the English wing. The other half will have a different schedule which will keep the group sizes manageable. The respective teachers will be waiting at each wing with brief presentations that they have prepared. These presentations will give parents insight as to what’s included in the curriculum and how they make accommodations for their ELL children. This is also an opportunity for the parents to meet each of their children’s teachers in their element. The tour will end at the main entrance where the principal and assistant principal will be and can send off each family individually.

**Closure**

The staff will be encouraged to stay after, to have a conversation on how they believe the session went. Teachers will be asked to reflect on the session and offer suggestions on how future sessions can be improved. It is important for the staff to reflect on each session in order to ensure a better experience for everyone with each session that passes.

**Chapter Four: Conclusion**

**Introduction**

In this last section, I will review the issues and central research question from the introduction. Questioning, how can schools develop initiatives that foster ELL family engagement? This is the overarching research question that directs this capstone project. When parents are not actively involved in their children's education, it may be difficult for ELLs to learn the language and adapt to their new environment (Murphy, 2022). The rising number of ESL students in schools over the last several years has brought the need to support these students into focus (NCES, 2023). The importance of family involvement in the education of ELLs has
grown as researchers have discovered that it helps to integrate students' home and school lives for a more positive learning experience (Ishimaru, 2017). Despite the importance placed on family involvement, not much study has been done on how best to encourage participation in the setting of ELL education. This capstone project has aimed to address this gap by investigating several programs and professional development techniques designed to strengthen the capacity of educators and families to aid ELLs in achieving academic success. This research significantly contributes to the cause by analyzing the literature and research on family involvement in ELLs academic success and well-being.

Conclusions

This capstone has allowed me to dive deeply into the problem of low levels of family involvement in teaching ELLs due to lack of effort and opportunities offered by schools and investigate potential solutions. This project aimed to provide teachers and other stakeholders with the tools they need to increase family participation among ELLs. By reviewing the relevant research and examining the current literature, I have gained essential insights into the possible approaches to this issue. In addition, professional development outlined in Chapter 3 provides a holistic and workable strategy to give the teachers the resources they need to engage ELL families successfully. Strong connections between schools and their communities may be established because of the initiative's emphasis on cultural sensitivity, community involvement, and clear lines of communication. The PD program prepares teachers with these understandings and abilities to provide ELL students with a life-changing education. Fostering family participation in ELL education is a continual process that needs constant review and development, but this cannot be overlooked. As the educational environment changes, new problems and possibilities will arise, necessitating a willingness to be flexible and adapt. More
study is needed to determine the most effective strategies for fostering collaborative home-school relationships and creating welcoming classroom environments for English language learners.

**Implications for Student Learning**

The instructional professional development products described in Chapter 3 and the ideas and concepts given in this study have significant consequences for the education of English language learners. Student achievement, motivation, and a feeling of belonging may all benefit from having parents actively involved in their education. The effects of parental participation on third-grade ELLs' reading competence were studied and found beneficial by Díaz Hernández & Roche Rendón (2023). Supportive learning environments are created when parents are involved in the education of their kids, which in turn helps kids' linguistic and cognitive growth (Kim, 2010). As a result, this capstone project's recommendations can potentially improve academic performance for English language learners.

Additionally, family involvement may aid ELL student’s general health and emotional development. According to a study by (Oliveira et al., 2019), kids with parents who are actively engaged have a stronger feeling of self-worth and cultural pride. Educators may create a more diverse and culturally responsive educational setting for ELL students by encouraging family participation in school events and decision-making processes. In addition, the PD program's focus on cultural awareness and community partnerships may aid educators in meeting the needs of their ELL students. The program improves ELLs' education quality by helping teachers develop their expertise in cultural brokering and implementing effective teaching practices (Laboni, 2021).
Implications for Teaching

Teachers, principals, and anybody else in the education field who work with ELLs may benefit from the professional development programs described in Chapter 3. Tong et al. (2017) discovered that educators' capacity to aid ELL students is highly influenced by the quality of the professional development they receive. Educators' ability to identify and meet the specific needs of English language learning children and their families improves when they have the tools to do so. Teachers may strengthen relationships that benefit student learning by including family in their decisions and encouraging open communication (Oliveira et al., 2019).

Teachers may be equipped by this professional development program to teach in ways that are more open to all students and that take into account their ELL students' unique linguistic and academic demands. Teachers may employ culturally responsive pedagogical practices and design classrooms that recognize and appreciate students' language and cultural differences (Ishimaru et al., 2017). Families' cultural experiences and expertise may enrich classroom education and student engagement if instructors embrace family involvement as a collaborative effort (Díaz Hernández & Roche Rendón, 2023).

The PD program's focus on cultural brokering may improve teachers' capacity to bridge the gap among school and home, leading to better interaction among ELL families and a more integrated educational experience overall (Ishimaru et al., 2016). Teachers may learn a great deal about their students' backgrounds and the contexts they learn by engaging in cultural exchange with them. Teachers of all subjects, instructors of students with special needs, and even administrators may all learn from the techniques in the professional development program. To better meet the academic and social-emotional needs of ELL students, it is essential for a wide range of stakeholders to work together. The best learning environment for English Language
Learners may be established when all teachers work together to create an atmosphere of acceptance and understanding for all students.

**Recommendations**

While this capstone has looked at many programs that aim to include families of ESL students, more must be done. Research and practice in this area need to go forward with an eye on measuring the long-term impacts of family engagement programs on ELL’s academic and social-emotional success. The importance of school administration and leadership in bolstering and advancing family involvement initiatives is another area that merits investigation. Educators may better meet the needs of ELL children's and their families if the solutions presented in this capstone are evaluated and refined regularly.

**Final Thoughts**

In conclusion, this capstone project has brought attention to the serious problem of insufficient parental involvement in teaching English language learners. Schools may better accommodate English Language Learners by investing in teachers' professional development and encouraging parental engagement. Involving parents and guardians in their children's education may improve students' performance in school and their well-being as a whole. We can enhance educational equity and inclusion for all students, including English Language Learners if we continue to place a premium on parental involvement.
References


https://doi.org/10.1177/2158244020973024


SLK. (2020, April 27). What it feels like to be an emergent bilingual/ESL/ELL [Video]. YouTube. https://www.youtube.com/watch?v=3hxEYT7u_Bg


Appendix A:

Teacher Invitation to PD

COME LEARN ABOUT BEST PRACTICES FOR ELLS!

Where: 123 Anywhere St., Any City, ST 12345
When: August 6th 2023 | 5pm - 7pm
Held in the Library!
Free food!
Appendix B:

Youtube Video Form

VIDEO FORM

1. What are some signs of discomfort from ELLs that you've noticed?

2. What are some ways that you attempted to ease their discomfort?

3. Were there any proactive measures you could have taken?

4. What did you think of the video?
Appendix C:

Tree of Culturally Responsive Teaching

HIGH SCHOOL PRESENTS
The Tree of Culturally Responsive Teaching

Explore the components of culturally responsive teaching through this Tree of Culturally Responsive Teaching: A Self-Reflection Guide, designed to prompt introspection about your practices and foster inclusive, empowering classrooms.

LEAVES
ASSET-BASED PEDAGOGIES
These are the outcome of the roots, trunk, and branches working together. They represent the overall goal of making school a place where the knowledge of marginalized communities informs instruction and empowers students.

BRANCHES
CULTURALLY SUSTAINING PEDAGOGY
This approach builds on the roots and trunk, celebrating multiculturalism and centering predominant white culture in classrooms. It promotes not only respecting and acknowledging cultural differences but also nurturing them.

TRUNK
CULTURALLY RESPONSIVE TEACHING
This uses students’ unique cultural characteristics, experiences, and perspectives to enhance classroom instruction. It promotes understanding and validation of cultural identities, and adjustments in communication styles.

ROOTS
CULTURALLY RELEVANT PEDAGOGY
This is the foundation, which values the wealth of knowledge from students’ communities. It aims for students’ intellectual growth, appreciation of their cultural origins alongside fluency in other cultures, and skills to solve societal problems.
Appendix D:

Parent Invitation to PD

HIGH SCHOOL

ENL PROFESSIONAL DEVELOPMENT

WE WELCOME ALL FAMILIES OF OUR ELL STUDENTS

COME TO OUR OPEN HOUSE
Sunday, December 03, 2023
5pm - 7:30pm
123 Anywhere St., Any City

See the School  Discover our Programs
Meet the Teachers  Feel the Changes

Visit www.xxxxxxxxx.com for more information
Appendix E:
Parent Survey

Beginning of the Year Parent Survey

- What is your name and what is your student’s name? Do you have a nickname for your student that you would like us to know about?

- What country are you from?

- What is your relation to the student?

- What is one thing you are nervous about for this year?

- Your goal(s) for this year is/are...

- What is the most important thing I need to do as a teacher to help your child succeed in class?

- What are you most passionate about and why?

- What 3 things do you think are most important in life?

- Who is your favorite artist/band?

- What are some of your hobbies?

- Do you prefer puppies or kittens?

- Do you / did you participate in any sports?
What is a movie/television show that makes you laugh?

What is your dream job?

What was your favorite thing that you did this summer?

Is there anything you would like to know about the school?

Freestyle: Tell me something else about you!
Appendix F:

Student Survey

Beginning of the Year Student Survey

What is your favorite subject?
- History

Math makes me feel...
- Nervous

What is one thing you are excited about for this year?
- Pep rallies

What is one thing you are nervous about for this year?
- College Algebra

Your goal(s) for this year is/are...
- Pass College Algebra

What is the most important thing I need to do as a teacher to help you succeed in our class?
- Be ready to explain things in great detail.

What are you most passionate about and why?
- History because I like learning about the past.

What 3 things do you think are most important in life?
- Family, friends, dogs

Who is your favorite artist/band?
- Cody Johnson

What are some of your hobbies?
- Reading and watching baseball

Do you prefer puppies or kittens?
- Puppies

Do you participate in any extracurricular activities? If so, list them.
- Band and volleyball
What is a movie/television show that makes you laugh?
  **Full House**

What is your dream job?
  **Nurse**?

What was your favorite thing that you did this summer?
  **The beach**

The best thing about our school is...
  **Pep rallies**

Freestyle: Tell me something else about you!
  **I love Cardinals baseball and pasta.**
Appendix G:

Links for Parents

**Appendix G**

PROFESSIONAL DEVELOPMENT

Everything You Need to Know

LINKS FOR PARENTS:

1. Guide to Starting School in the U.S.
   

2. NYSESLAT Parent Information Brochure
   

3. Graduation Requirements Guide
   

Resource for Activity 2: Informing Families
Appendix H:

Newsletter Flyer

ELL NEWSLETTER

A newsletter is a great way to stay in touch with updates at the school!

LEARNING WITH TEACHER

Session two of the professional development is going to be a blast! There’s free food and the students show the parents their routine!

READ MORE

WhatsApp: 555-5555
www.xxxxxx.com
Appendix I:

Interactive Discussion Questions

**Question 1**
Can someone share an insight from the presentation that was particularly meaningful or impactful for them?

**Question 2**
What new perspectives have you gained from today’s presentations about our high school?

**Question 3**
- What was one thing you disagreed with or questioned in the presentation, and why?

**Question 4**
What are some of the challenges you anticipate in implementing what we’ve learned today, and how might we address them?

**Question 5**
Does anyone have suggestions for improving future presentations based on what we experienced today?

**Question 6**
Is there anything else that you would like to see implemented that would help relations between the school and our ELL families?”