

**Culturally Responsive Teaching for ELLs**

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### **Abstract**

This capstone project aims to support teachers, school faculty and staff, and administrative personnel who work with English Language Learners (ELLs) at Eastport-South Manor Central School District. ELL students are a population that is impacted by teacher preparation in culturally responsive teaching strategies and materials, or a lack of such, in many U.S. school districts, including the Eastport-South Manor Central School District. The lack of professional development and teacher training in TESOL instructional strategies, unawareness of how to build relationships between school faculty and ELL students, and lack of culturally responsive classroom settings can prevent ELL students' academic achievement and social development. Solutions include the successful preparation of teachers to provide a culturally responsive learning experience for ELL students to close the achievement gaps and thrive in their learning and language acquisition. Recommendations include maintaining a membership with the local Title III Consortium and monthly professional development days focused on culturally responsive teaching strategies and materials.

*Keywords:* English language learners, culturally responsive teaching, professional development, teacher preparation, academic achievement, social development

### **Introduction**

I am a high school ENL teacher in a predominantly white and English-speaking district. My students come from many different countries worldwide, and most refugees have experienced various difficulties and hardships. Many of my students come from Latin America including Guatemala, Honduras, Ecuador, and El Salvador, and have emigrated from their countries due to circumstances such as poverty and gang violence. According to the National Center for Education Statistics (2024), about five million ELLs are in public school, with over

three-quarters of these students being Hispanic. I also have students that come from parts of Europe such as refugees from Ukraine and Russia. These students face many difficulties after they have been torn from their homes and communities by the war. These students come from completely different educational backgrounds and excel in multiple languages other than English. This group of students often find themselves grouped into classes that they have already surpassed in their home country but must take due to the regent requirements in New York State.

Many of these students have limited proficiency in their native language due to a lack of schooling and education in their home countries (e.g., Newcomer et al., 2021; Bertrando, 2022). Some struggle with low academic achievement, high dropout rates, and behavioral difficulties (e.g., Clayton et al., 2022; Sheng et al., 2011). While these students share the common characteristic of being ELLs, they exhibit different levels of proficiency in their native language, ability to engage in social and academic expectations, and diverse background experiences. How can so many students who come from various backgrounds and educational proficiency levels be grouped in one class and taught as if they have the same backgrounds as native English-speaking students who grew up in this educational system? How are we adjusting our educational system and schools to accommodate these unique students and provide an appropriate and relevant educational experience for them?

Our students enter into our classrooms with unique backgrounds, prior knowledge, proficiency, and abilities. The teacher's approach to addressing their cultural and linguistic diversity and background plays a significant role in the academic and social development of that student. Creating a classroom environment where multiculturalism is not only addressed but advanced and utilized for the growth of student academic achievement will greatly impact the lives and learning abilities of the students indefinitely (Yuan et al., 2019).

In this thesis capstone project, I address these issues by exploring the benefits of district-wide implementation of culturally responsive teaching (CRT), how it can improve the academic and social development of the students, and how CRT training can better equip the faculty and staff. According to Ladson-Billings (2021), culturally relevant teaching "empowers students to maintain cultural integrity while succeeding academically" (p. 217). Indeed, effective learning successfully takes place when pedagogy that is reflective of the student's cultural and linguistic backgrounds is utilized within the classroom in the learning context (e.g., Wang et al., 2024). According to Yuan (2019), the concept that culturally responsive teaching is beneficial to the academic and social development of students from diverse backgrounds.

CRT requires teacher preparation to effectively implement the differentiation strategies needed to alter the curriculum and materials used. The application of CRT involves techniques that guide teachers away from teaching down the center and instead utilize the diversity of culture and linguistics to frame the educational considerations. For example, utilizing the CELL (Conferring with English Language Learners) Protocol can enhance academic achievement by creating a learning environment that is student-to-student centered and provides a means by which ELL students have access to active learning, appropriately challenging curriculum, and multiple learning approaches (e.g., Terantino et al., 2021).

In the following chapters, I review the literature related to the lack of teacher preparation in culturally responsive teaching strategies and materials and the impact on ELL academic achievement as well as the impact on ELL social development. In Chapter 3, I describe a professional development aimed at preparing teachers within the Eastport-South Manor Central School District to implement culturally responsive teaching strategies and materials within their classroom and incorporate them into the curriculum. The goal of this professional development is

to result in closing the academic achievement gap for English language learners and improve the social development of the population for expedited target language acquisition. Chapter 4 summarizes the major findings and suggests recommendations for teachers and administrative staff that can foster and sustain a culture within the Eastport-South Manor CSD district that is actively growing and setting new goals for the effectiveness of the educators and the success of all students.

## **Chapter 2: Literature Review**

This Chapter includes a review of studies related to the teacher preparation of working ELL students utilizing culturally responsive teaching (CRT) strategies, and how these strategies foster academic and social-emotional development among English Language Learners. Here, it is crucial to consider the necessity of teacher preparation and training to implement these strategies. In this Chapter, I discuss the impact on the academic achievement of ELLs and the impact on the social-emotional development of ELL students. These themes work collectively in the

development of the significance of utilizing culturally responsive teaching within the classroom. Before discussing these overarching themes, it is imperative to discuss the theoretical constructs of the literature reviewed.

### **A Conceptual Framework for Enhancing ELL Success**

By reviewing influential theories, including those proposed by Gloria Ladson-Billings, Lev Vygotsky, and Jim Cummins, we explore how a culturally attuned approach to education can significantly improve ELL outcomes. Indeed, these theories align with constructivist educational theory and can help educators address the unique needs of ELLs in a multicultural classroom setting. Much research has drawn on Ladson-Billings' (1995) CRT (e.g., Owens et al., 2021; Yuan et al., 2019), Lev Vygotsky's (1980) Zone of Proximal Development (e.g., Clayton et al., 2022; Sheng et al., 2011), and Cummins' Basic Interpersonal Communication Skills (BICS)/Cognitive Academic Language Proficiency (CALP) (e.g., Bertrando, 2022; Newcomer et al., 2021). These philosophical perspectives can help researchers understand the significance of teacher preparation in culturally responsive teaching and its implementation within the classroom.

Research has revealed that utilizing culturally responsive teaching (CRT) in the classroom increases the academic and social development of the students (e.g., Owens et al., 2021; Yuan et al., 2019). CRT is a research-based approach to education that empowers teachers to meet the needs of the students in the classroom by the means of celebrating and utilizing the unique linguistic and cultural backgrounds of each student (e.g., Ladson-Billings, 1995). Using this research-based approach, educators can utilize their students' diversity to construct an appropriate curriculum that tends to the needs of their students to activate their schemata and build upon their prior knowledge and life experience.

Incorporating CRT strategies and materials will enhance the educational experience for all ELL students and assist in the notions of feeling welcomed and comfortable within the classroom. The “linguistic, cultural, and social-emotional needs of English language learners (ELLs)” are not specified in professional development and SEL training for educators (Bertrando, 2022, p. 161). This often leads to issues such as increased drop-out rates within the ELL population and a lack of sense of support and community within their learning environment (e.g., Clayton et al., 2022; Sheng et al., 2011).

Another significant theory that drives this project is the Zone of Proximal Development (1980), a key concept of Vygotsky’s (1978) sociocultural theory. According to Vygotsky, ZPD is defined as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers” (1978, p. 86). In other words, it is “the interaction between the individual and his or her social environment that provided the experiences that were internalized as new structures of understanding and mediated to create new social relationships, from which new learning would occur” (Grandin, 2006, pp. 26-27). This leads to the understanding that ELLs require learning experiences that are driven by relevant social interaction and the context in which their learning environment is created. The main contact point in which students learn is through their teacher and their peers within the classroom. This further leads to the conclusion that educators must be trained professionally in the instructional strategies and material development of culturally responsive teaching to provide ELLs with appropriate and relevant learning experiences tailored to their Zone of Proximal Development.



In this context, learning is an experience in which the student has the opportunity to interact with others in an appropriate cultural context (Grandin, 2006). This theory of learning is based on constructivist pedagogy that contributes to second language acquisition (SLA). SLA refers to individuals who are proficient in their first language learning a secondary (or target) language, grounded in Vygotsky's (1978) study of cognitive development through language-based communication. SLA theories involve various contributions that help to explain how this process works such as sociolinguistics, psychology, and education (Krashen, 1985).

When discussing ELL's ZPD, ZPD refers to the impact of educators on the academic achievement or social development of that student (Lightbown et al., 2013). This support commonly refers to strategies such as scaffolding and intentional social interactions. An ELL's ability to build upon their prior knowledge to construct new knowledge is enhanced by ZPD. This process, however, does not occur overnight and therefore Cummins (1979)' BICS and CALP enter into the conversation in reference to ELL education. Basic Interpersonal Communication Skills (BICS) refer to the linguistic skills required for successful social interactions. This typically is displayed in peer-to-peer communication within and outside of a classroom setting. These linguistic skills are mainly contextual and more commonly used in ELL's everyday life during social experiences. Being that BICS is more relevant to the daily lives of ELLs and therefore the language and vocabulary are more commonly used in both receptive and expressive language by close friends and family, the timeframe of acquisition is fairly short and attainable. This process of acquiring social language usually takes ELLs 6 months to 2 years (Collier et al., 1995).

Cognitive Academic Language Proficiency (CALP) refers to proficiency in academic language or language used in the classroom in various content areas such as mathematics, ELA,

social studies, and science. Academic language is characterized by being “abstract, context-reduced, and specialized” (Cummins, 1979). This is an area of difficulty for many ELLS due to the additional skills that need to be developed alongside learning the academic language such as comparing and contrasting, classifying, synthesizing, evaluating, and inferring information. This process of acquiring academic language usually takes ELLs at least 5 years, however, ELLs without prior educational experience or background knowledge in language development and proficiency may take up to 7 years to master CALP (Collier et al., 1995).

### **The Lack of Teacher Preparation**

Teacher preparation is essential to effective instruction regarding culturally responsive teaching and learning. Without adequate preparation, teachers are likely to deliver ineffective instruction. In Stairs-Davenport’s (2023) study of a school district, teachers were asked to complete a selected-response and open-ended survey to gather information on their current preparation status and gain insight into possible professional development needs. Many educators expressed feeling unprepared and requiring more essential training to teach the ELL population. Likewise, Salem et al. (2023) conducted a survey study with 327 teachers in Texas to gather the climate of teachers related to ELL instruction. The study found that fewer than half of respondents indicated that they had received training in 37 out of the 41 ELL teaching strategies. Such a problem is consistent across the country in which educators are reporting a lack of essential training in working with the ELL population. According to Li et al. (2021), there is an “overwhelming body of research that has revealed a systemwide under-preparedness of both pre- and in-service teachers who are predominantly White and monolingual for teaching English language learners (ELLs) throughout the United States” (p. 125)

In addition, this problem is not only a recent issue districts and educators are facing, however. Many teachers in previous research (e.g., Good et al., 2010; Mertens, 1998) reported similar concerns about inadequate preparation and support for teaching ELL students. According to Good et al. (2010), educators and families felt that the teachers were insufficient in “three critical areas: multiculturalism, language acquisition, and ELL instructional strategies” (p. 129). Yesil-Dagli (2011) outlined several challenges faced by teachers of ELLs including, differentiation between conversational proficiency and academic proficiency and understanding their implications, nurturing the close ties between listening and reading, recognizing the importance of choral and shared reading, implementing flexible grouping techniques, understanding different cultural practices and their implications in using cues and textual connections, acknowledging the importance of appropriately introducing vocabulary, and most importantly, addressing all of these issues within the classroom setting.

This long-standing issue highlights a significant need for teachers to be trained in implementing effective instructional strategies and curriculum materials for ELL students. Teachers who are well-trained and prepared are better equipped to assist and advocate for the students with minimal difficulties. Conversely, teachers who lack proper training and education in the appropriate instructional accommodations and strategies find difficulties in effectively engaging ELL learners.

In principle, the lack of teacher preparation is due to many reasons such as teacher education programs that fail to provide targeted support for the specific issues encountered by ELLs. For instance, Li et al. (2021), asserted that these programs take an “indiscriminate, pan-diversity approach to diversity as inclusive of all forms of difference, without explicitly attending to any form of difference such as those confronted by ELLs” (p. 125). This being said, teacher

education programs that attempt to create a culture that is centered around an idea of “sameness” or “generic fairness” lead to practices that confine the equitability of schools for ELLs (p. 126).

In addition to the shortcomings of teacher education programs, institutional policies also play a significant role in the lack of preparation for ELL instruction. Some districts are not providing adequate training or professional development due to a lack of requirements in specific preparation to work with ELLs in most states. According to the Education Commission of the States (2023), for the last 10 years, over half of states in the U.S. have not required ELL training for general classroom teachers. This is due to a focus on special education initiatives and preparing teachers to work with the special education population instead of the ELL population (Yang et al., 2024).

Special education professional development has been an ongoing experience for in-service teachers in which general education teachers are trained in highly requested and researched instructional strategies and materials to effectively teach Students with Disabilities. According to Wang et al. (2024), effective professional development is “critical for improving implementation of evidence-based practices (EBPs) in special education”. Since the passage of EHA in 1975, now known as the Individuals with Disabilities Education Act, or IDEA, major progress has been made toward “meeting major national goals for developing and implementing effective programs and services for early intervention, special education, and related services” (IDEA, 2024).

In comparison, since 2015 when President Obama signed the bipartisan Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act of 1965, there have been “strong endorsements of measures regarding ELLs in these documents,” such as the “requirement to establish statewide exit and entrance procedures for ELLs”

(Lbreiseth, 2016). However, there have been some issues with the law's "lack of focus on the value of multilingualism, as well as on individual state's abilities to monitor ELL progress" (Lbreiseth, 2016). There are sources that attempt to address these concerns. For example, the National Education Association (2020) was "ahead of the curve" in 1966 as they held a conference on bilingual education in which the issue of the deficiency in instructional materials, techniques, and educational institutions was brought to light. In 1968, the passage of the Bilingual Education Act was the first step in the attempt to address the needs of ELL students systematically.

Today, even with the Bilingual Education Act of 1968 and the Every Student Succeeds Act (ESSA) of 2015, educators are still struggling to close the achievement gaps between ELLs and the general population. Although ELL education is gaining national awareness and advocacy, localized school districts within individual states across the country are struggling to apply the support needed for educators and policymakers to benefit these individuals. This elaborates on the theme of the lack of teacher preparation and training to utilize the support and resources available.

### **Impact on Academic Achievement**

The teaching strategies and materials used by teachers play a major role in the academic achievement or lack thereof of ELL students. According to Owens (2021), educators must build culturally appropriate and collaborative relationships with teachers of speakers of other languages and create a welcoming learning atmosphere for ELLs in order to achieve academic goals. A reason why educators are struggling to close educational gaps in the ELL population is

due to a lack of promotion of self-efficacy. Yang et al.'s (2024) empirical study investigated the association between mathematics self-efficacy and mathematics achievement gaps among students in Grades 4, 8, and 12 based on the 2019 National Assessment of Educational Progress (NAEP). The study considered several factors, such as the student-level and school-level demographics of the students, to gain insight into what impacts their mathematics grades. The results of this study support the idea that schools need to consider many factors in narrowing achievement gaps.

There is a correlation between self-efficacy beliefs and mathematics achievement, and educators can “develop targeted interventions to enhance students' confidence and motivation in mathematics, ultimately promoting equitable educational outcomes” (Yang et al., 2024, p. 1). The effects of considering the cultural and contextual factors of ELL education in regard to educational policy, teaching strategies, and differentiated materials can close achievement gaps and “foster more inclusive and effective mathematics education for all students” (Yang et al., 2024, p. 27). Indeed, English language learners benefit when educators utilize a wide range of instructional strategies that are tailored to their needs. However, according to Irby et al. (2018), most content-area teachers are unfamiliar with instructional strategies that support the ELL population due to a lack of training and preparation through district-wide ENL professional development. This ultimately leads to content area discrepancies and achievement gaps within the ELL population. Irby et al. (2018) conducted a study to determine if there was a significant difference in the use of ESL strategies between treatment and control classrooms in science classes. The research included about 1,300 observation sessions in the treatment and control classes with an average of approximately 55 minutes per teacher. The results showed the

enhanced science and literacy growth of the students in the treatment classrooms as the teachers used ELL instructional strategies.

Similarly, Brown (2022) assessed the effect of a modified dual language approach on the academic achievement of newcomer ELLs in a mathematics course. The researcher collaborated with trained ENL teachers to examine quarterly exam data from 4th and 5th-grade Hispanic newcomer ELLs. Only one group was taught using Culturally Responsive Teaching strategies such as translated materials and a modified dual language approach to key content. The results of the study displayed that the treatment group achieved higher gains compared to the comparison group. This study revealed the critical issue within ELL education of the need for educators to be trained in ELL instructional strategies in order to close achievement gaps, especially with refugee/newcomer ELLs. This is due to the nature of working with refugee/newcomer ELLs and not only the sensitivity and understanding that educators must maintain with these individuals but also the typically wide achievement gap that is noted in newcomers, especially ELLs from Latin and Central America. This is a partial reflection on the educational backgrounds of such individuals and especially a reflection on the severe culture shock ELLs face as newcomers to the U.S.

### **Impact on Social Development**

The classroom environment and the confidence of ELLs contribute to the social development of the students. The social development of ELL students is critical to foster due to the impact it has on language acquisition. In Clayton et al.'s (2022) study, the association between “social skills, inattention, and emergent English vocabulary skills” was examined (p. 1).

The study also looked into the outcomes of shared book-reading intervention on about 300 preschool Latinx dual language learners (DLLs). Results revealed that students with elevated English receptive vocabulary skills to start preschool held higher general social skills and more infrequent inattention concerns throughout the year. Secondly, the students with more increased social skills halfway through the school year displayed fluid expressive vocabulary skills to finish the year, and children with fewer inattention concerns in the middle of the school year showed better receptive and expressive vocabulary skills at the end. All in all, this supports the claim that explicitly teaching English vocabulary and building social skills in ELLs are crucial for academic and social development.

That is, academic achievement of ELLs is greatly influenced by social skill development throughout the educational process, therefore educators who are not trained properly to be cognizant of the culturally responsive and appropriate classroom environment and how to build the confidence and interconnection of the students within the classroom will struggle to create a supportive community for learning to take place. As discussed in the previous, refugee newcomers are an especially sensitive group that lacks the emotional support and social development needed in an academic setting. Newcomer et al.'s (2021) study in a school district in southeastern Washington State for refugee newcomers reported the experiences and perspectives of two experienced elementary teachers within this district. The findings highlighted the critical need to support refugee newcomers' socioemotional well-being and positive effects this support has on their language development and content achievement. More specifically, teachers in Newcomer et al.'s (2021) study reported a lack of preparation in their ability to "(1) open up space for students to share their personal experiences; (2) partner with families in support of cross-cultural understandings; and (3) scaffolding instruction, especially



through modeling, schema building, and contextualizing” (p. 417). This finding shows the need even in school districts that are predominantly the ELL population, specifically in this district it is noted that 75% of the population are refugee newcomers, that there is a lack of adequate teacher preparation in supporting the needs and demands of the current influx of ELL students, and especially those who are refugee newcomers in which their needs are more vast.

Currently, federal and state initiatives and educational policy institutes strive to raise awareness and encourage social-emotional learning (SEL) in school districts across the country. However, Bertrando (2022) noted, the “linguistic, cultural, and social-emotional needs of English language learners (ELLs)” are not specified in professional development and SEL training for educators (p. 161). This oversight often leads to issues such as increased drop-out rates within the ELL population and a lack of sense of support and community within their learning environment (Sheng et al., 2011). In fact, Sheng et al. (2011) highlights that the ELL population has the highest risk of dropping out of school. This is a direct result of the lack of social-emotional learning and support within the classroom environment as the ELL population is neglected in this key area of development.

### **Enhancing Teacher Preparedness for Culturally Responsive Education**

Solutions to the problem of a lack of teacher preparation will address the major areas of concern regarding the effectiveness of culturally responsive teaching on student academic and social development. The intention of incorporating these strategies is to integrate the cultural and linguistic diversity of the ELLs in the classroom into the curriculum. A key component will address the significance of the educator’s approach to multiculturalism within the classroom and how that will be conveyed within the classroom. This can include but is not limited to the

classroom environment, educational materials, the inclusion of multiculturalism in the curriculum taught, classroom behavior management, expectation, and communication.

Much research has highlighted the importance of professional development that equips several teachers with multiple strategies to effectively support ELLs. Within the scope of a proposed professional development in culturally responsive teaching (described in Chapter 3), the concepts of scaffolding in reference to the Zone of Proximal Development (Vygotsky, 1978), academic and social linguistic skill support through word walls, “cheat sheets”, and key vocabulary charts, and peer-groups in reference to BICS and CALP (Cummins, 1979), and lastly specified training for faculty and staff in CRT (Ladson-Billings, 2021). Children learn best in environments where they are consciously aware of their safety, inclusion, acceptance, and appreciation (e.g., Clayton et al., 2022; Newcomer et al., 2021). A student spends a significant amount of their time within the classroom. This literature shows that the teacher’s approach to addressing their cultural and linguistic diversity and background plays a role in the academic and social development of that student (e.g., Owens et al., 2021; Yuan et al., 2019). Creating a classroom environment where multiculturalism is not only addressed but advanced and utilized for the growth of student academic achievement will greatly impact the lives and learning abilities of the students indefinitely (e.g., Bertrando, 2022; Newcomer et al., 2021).

The idea of self-efficacy was developed by Yang et al. (2024) in reference to the need for schools to view closing the achievement gap with a multifaceted view. The solution brought into play in this study is the building of self-efficacy beliefs in ELLs in order to increase their mathematics scores. The strategy for educators to utilize within their classrooms as a result is to create specific interventions that “enhance students' confidence and motivation” (Yang et al., 2024, p. 1). While in this study, the desired outcome was to promote their mathematics scores,

educators can use this for any content area or grade level. The outcome of viewing academic achievement through the lens of primarily building up the self-confidence of the students and allowing them to believe in their abilities and strive for a bright future for themselves is beyond the gradebook.

Educators can build up the self-efficacy in ELLs by creating time in the school day for Social Emotional Learning (SEL). Social Emotional Learning refers to the instructional process by which educators aim to develop students' intrapersonal, interpersonal, and mental well-being (Penrose et al., 2007). This method strives to promote students' social skills and emotional understanding. Educators use SEL to foster a community of learners in which all individuals feel safe, welcome, and comfortable to take risks within the classroom.

SEL can contribute to helping ELLs cope with potential difficulties they may be experiencing due to their position. Some ELLs are newcomers to a foreign country and have never been submerged in a community of people who may not speak their language or understand their culture. Some ELLs are refugees who were forced to flee their homes due to circumstances such as war, terrorism, or poverty. Some ELLs have experienced life-altering tragedies that have led them to a new country where they do not have any family or friends. There are many varying circumstances that ELLs bring with them as they enter into a classroom on their first day of school. Incorporating SEL can allow these students to process their trauma and seek help if needed from trusted faculty and staff.

Making time during the school day to practice SEL through reflective activities led by the teacher proves to develop the self-efficacy needed to enhance not only social-emotional development but also academic growth (Yang et al., 2024). These results of keeping in mind both the cultural and contextual factors of ELL education in regard to teaching strategies such as

SEL can improve gaps of achievement between ELL and non-ELL students and “foster more inclusive and effective mathematics education for all students” (Yang et al., 2024, p. 27).

Another example of a solution presented in the research is to provide consistent professional development for all faculty and staff within a school district in specified ELL training, with an emphasis on culturally responsive teaching. The research shows that there is a severe lack of priority from institutional policies to provide educators with ongoing and relevant professional development in ELL teaching strategies, meanwhile, the ELL population is the fastest-growing population documented today in U.S. schools (National Center for Education Statistics, 2024). By providing educators with monthly professional development that is required by the district and supported by administrative staff such as the building principal and the Director of the ENL department, this longstanding issue of a lack of teacher efficiency and effectiveness will be greatly diminished.

The results of this solution will lead to not only students gaining the appropriate learning experiences needed to enhance the ENL programs and overall achievement statistics within the district but also educators feeling confident in their work and abilities to do their jobs well. As previously discussed, Salem et al. (2023) showed that when asking teachers for their opinions on their ability to provide effective instruction to ELLs, many feel that they are greatly unprepared for the significant strategies proven to benefit the students. These results lead to the conclusion that teachers do not feel confident in themselves, let alone in their abilities to build confidence in their ELL students. By providing teachers the proper training in the ELL strategies they need to know how to use within their classrooms, we can drive both the motivation and self-efficacy in our educators likewise our ELLs. Moreover, it is crucial to provide newcomer ELLs with instructional strategies and modifications such as the dual language approach used in Brown

(2022). This study proved that when educators utilize culturally responsive teaching strategies and materials such as the dual language approach in content courses (mathematics in this particular study), ELLs have a higher rate of achievement.

The suggested solution here is for educators to be trained in the translation and modification skills needed to apply dual language support for ELLs in content courses. Through intensive and specific training in instructional technology resources such as Google Translate, educators can provide translations that are accurate and appropriate for each student, regardless of what their home language is or what they are proficient in. Content teachers can also work with ENL co-teachers or other bilingual faculty within the building to accurately translate instructional materials and provide other in-class direct translations. Additionally, this approach can include providing dual-language vocabulary sheets to enhance comprehension as well as other differentiating that can support the language for newcomers.

As noted in previous sections, I have gained an awareness of the issue of a lack of teacher preparation to support ELL academic achievement and social development through the use of culturally responsive instructional strategies and materials. There are many ways educators can use the literature reviewed to develop solutions and strategies to provide clarity for teachers working with ELLs and prepare them to cultivate the desired outcomes of ELL academic achievement and social development. In Chapter 3, I will discuss a professional development plan designed to address these identified issues within ELL education. This professional development will offer school district-specified training in ELL education with a focus on teacher preparation and the significance of culturally responsive materials and teaching strategies in the classroom.



### **Chapter 3: Description of the Product and Tools**

This Chapter will discuss the professional development plan I have created for the Eastport-South Manor Central School District in response to the literature review and findings of themes within the issue of the lack of culturally responsive teaching strategies and materials for ELLs K-2. This professional development will be geared towards developing teaching strategies and materials for all educators with a focus on ELLs' academic and social development.

The solutions to the problem of a lack of teacher preparation at Eastport-South Manor CSD have been concluded. First, an overview of the professional development plan is provided. Subsequently, newly developed tools for students and faculty are described. Implements include monthly in-house faculty professional development and memberships to the Title III Consortium. To increase academic achievement and social development within the Eastport-South Manor CSD, multiple measures have been taken such as new set district goals and co-teaching initiatives.

Professional development is the continual education of teachers to maintain and expand upon current instructional strategies and materials for the benefit of their students and district programs. Professional development is required for most educators working in public schools across the country, however as discussed in the previous section, many teachers feel that they are not adequately prepared and trained to work with certain groups of students, such as ELLs (Stairs-Davenport, 2023). This lack of teacher preparation has led to an inefficiency of educators in reaching the goals of academic success and social development for ELL students.

Within the Eastport-South Manor CSD, most of the faculty and staff within the district are White and monolingual. There is a wide variety of research in the United States that has been conducted on the lack of preparation of teachers of this specific demographic for teaching

English language learners (Li et al., 2021). This lack of preparation is due to many reasons such as teacher education programs' indiscriminating against the differences of ELLs (Li et al., 2021). This being said, teacher education programs that attempt to create a culture that is centered around an idea of “sameness” or “generic fairness” lead to practices that confine the equitability of schools for ELLs (p. 126). Within the last 5 years, the Eastport-South Manor CSD has had an increase in ELLs entering the district and the ENL department has grown by over 50% with new TESOL teachers.

In this Chapter, I describe professional development opportunities for the educators within the Eastport-South Manor CSD and provide a variety of resources for educators to gain extensive training and preparation in the instructional strategies and materials for ELLs. This professional development will train educators to be culturally responsive and utilize the methods that have proven successful in ELL education.

### **Description of the Professional Development**

The professional development plan will be presented at the Eastport-South Manor CSD Superintendent Conference Day on August 28, 2024. The ELL professional development will take place in the Eastport-South Manor CSD high school library from 9 AM to 12 PM on the first Tuesday of each month. The 3-hour sessions will provide me with an opportunity to speak with all faculty and staff members who work with ELLs. These meetings will entail several components such as English as a New Language (ENL) educators within the building planning an information session on instructional strategies to other non-ENL teachers on culturally responsive teaching. Another component will be outside trainers and professional development personnel coming in to train teachers on other strategies and instructional technology resources such as BrainPop Español. At the end of each session, the teachers will complete a questionnaire



(see Appendix A) to provide feedback on their feelings about professional development, the ways they are seeing results within their classrooms, and the effects on their students.

Additionally, the Director of World Languages, Foreign Language in the Elementary Schools (FLES), and ENL, Dr. Monique Lopez, will be present at the meetings and can contribute to the professional development as needed. The professional development will be presented in the form of a Google slideshow, in addition to several handouts and materials to guide the discussion. The name of the professional development program will be called the ESM ENL Initiative as it will boost our ENL department and strengthen TESOL skills among educators in our district. Each component of this professional development will be discussed in the following section, including a description, rationale for its use, and how it resolves the lack of teacher preparation at Eastport-South Manor CSD concerning the literature reviewed.

### **Culturally Responsive Teaching Strategies and Materials**

Ladson-Billings (2021) states that culturally relevant teaching "empowers students to maintain cultural integrity while succeeding academically" (p. 217). Effective learning successfully takes place when pedagogy that is reflective of the student's cultural and linguistic backgrounds is utilized within the classroom in the learning context (e.g., Wang et al., 2024). Culturally responsive teaching is beneficial to the academic and social development of students from diverse backgrounds (Yuan et al., 2019). Being that CRT requires teacher preparation to effectively implement the differentiation strategies needed to modify the curriculum and materials used, the application of CRT involves techniques that guide teachers away from teaching down the center and instead utilize the diversity of culture and linguistics to frame the educational considerations.

One technique general education teachers will be trained to implement during one of the sessions is engaging the students in read-aloud activities using multicultural literature that emphasizes diversity and varying cultures (see Appendix B). The trainers or ENL teachers will model this read-aloud, guide the “class” in a discussion regarding cultural differences, and prompt the students to share their individual cultural backgrounds. This will allow English language learners to share with their classmates their personal experiences and backgrounds and help cultivate a classroom community of acceptance and understanding.

Teachers will be reminded that celebrating the differences of each student within the classroom can foster a sense of self-efficacy that is linked to English language learners' language acquisition and academic achievement (e.g., Yang et al., 2024). The social-emotional development and well-being of ELLs is an incredibly important and crucial aspect of culturally responsive teaching as research shows that the ELL population has the highest risk of dropping out of school (Sheng et al., 2011, p. 9 8). This is a direct result of the lack of social-emotional learning and support within the classroom environment as the ELL population is neglected in this key area of development. Therefore, as mentioned before, incorporating activities such as giving ELLs opportunities to share in class discussions will greatly improve the risk of drop-out.

Another specific culturally responsive activity that will be modeled to general education teachers is pairing up ELLs into peer groups and having the students complete an activity, such as a concept map, based on the book together. This will drive language acquisition through intentional social interaction involving the use and building of both academic linguistic skills and social linguistic skills relating to BICS and CALP (Cummins, 1979). Additionally, the educator can utilize Vygotsky’s theory of Zone of Proximal Development strategies through the use of

scaffolding during these activities in order to support ELLs' learning and provide appropriate accommodations and differentiation as needed (Vygotsky, 1978).

By utilizing culturally responsive materials within the classroom such as literature that is reflective of various backgrounds and cultures, students will feel welcomed in their classroom libraries to explore and read books that appeal to their sense of identity. Educators will be informed that a new strategy that will be implemented is incorporating multi-lingual signage throughout the school buildings and classrooms will also draw a sense of comfort and encouragement for Spanish-speaking students (see Appendix C, D, E, and F). The Director of World Languages, FLES, and ENL will order these posters and building signage to be displayed throughout the buildings.

An important session of the professional development that I will lead will entail general-education teachers being trained in the translation of classroom materials through Google Translate to ensure all materials are accessible to ELL students (see Appendix G). Teachers will have the opportunity in this session to sit with a trained ENL teacher to gain insights and tricks on how to upload their PDFs and other documents into Google Translate and translate the material into the desired language. By incorporating these materials and strategies, teachers will be better equipped to create a welcoming and inclusive classroom environment for all students and be able to communicate more effectively with families and guardians of students who do not speak English.

Another example of a session will be the development of Word Walls (see Appendix H) to boost the vocabulary use and understanding of high-frequency words. These Word Walls will be provided and added to throughout the school year based on content and will include the keyword in the target language of English, the home language of Spanish, and a visual aid to

enhance comprehension. Certain words may include a definition in the student's home language to guide their understanding.

Other culturally responsive teaching strategies that will be covered in these monthly sessions are providing ELL students with Cheat Sheets/Vocabulary packets throughout content-area units (see Appendix I). For instance, this will be modeled to general education teachers in an ENL Algebra class, where the ENL teacher and content teacher will model how to work together to plan out the unit and design specific helping aids for ELL students to use during independent work or personalized vocabulary support during whole-group lessons. This will drive comprehension and achievement with ELL students as they will have the necessary support and accommodations needed for success.

Other training opportunities will include observation days where the trainer will come into the classrooms and observe different lessons and how the educators and students are responding and approaching the individualized goals set based on professional development. Before implementing this program and after the program has been implemented, ENL students will be given a questionnaire form to collect data on their feelings of self-efficacy, their learning, and the classroom environment (see Appendix J). This will allow the trainers to have a better idea of the effectiveness of the professional development and what to focus on in the future for those specific teachers, students, or grades.

### **ELL Lesson Plan Templates**

As discussed in the literature review, English language learners benefit when educators utilize a wide range of instructional strategies that are tailored to their needs (Irby et al., 2018). When referring to culturally responsive teaching, one way I plan to support the faculty and staff at Eastport-South Manor CSD is by providing ENL Lesson Planning Formats to guide the

planning time for general education teachers. It is important to include this in this initiative due to the significant effects culturally responsive teaching strategies have on ELL academic achievement (e.g., Brown, 2022).

The professional development will provide ELL lesson plan templates (see Appendix K) to all educators working with ELLs to provide support and guidelines for educators to follow when planning out their lessons in the weeks ahead. During one session, I will provide an overview of the ENL lesson plan format and discuss the student activities that boost comprehension. One way this ENL lesson plan format will be beneficial is by including a time before each lesson to provide vocabulary support and explicitly teach the keywords in the lesson. Implications of this session will be that teachers must complete weekly lesson plans that are crafted with their grade level team and submitted every Friday afternoon for the following week. The administration as well as their assigned CRT trainers will review these lesson plans and provide feedback and support as needed.

### **Monthly In-house Professional Development**

Although most school districts in the United States require monthly in-house meetings with all educators in the building (Li et al., 2021), I propose that Eastport-South Manor begin a monthly in-house professional development for only educators within the buildings who are specifically working with ELLs. This will give the teachers the opportunity to continue to work on new skills and methods together and discuss what strategies and materials they have been using and the efficiency of those resources. Each month, a different administration representative will attend the meeting to ensure an even spread of the information. This provides a personalized professional development experience that is consistent and growing, as the educators develop relationships with the administration and have regular opportunities to ask questions and get

feedback. The administration will benefit from these relationships as well and their efficiency will increase through being able to gain information on the students and learn about the teaching styles of the educators.

This in-house meeting will include training days where the teachers are assigned a substitute teacher to cover their classroom that day and they engage in full-day or half-day training sessions to cover culturally responsive instructional strategies and materials they can include in their curriculum. The ENL co-teachers will be invited to these meetings to provide time for collaborating and planning. This collaboration time is crucial to creating a welcoming learning atmosphere for ELLs to achieve academic goals (Owens et al., 2021).

Through the co-teaching sessions and support from ENL teachers, general education teachers will gain the essential preparation to provide adequate support for ELL students, understand the differences between and implications of conversational proficiency and academic proficiency, nurture the close ties between listening and reading, recognize the importance of choral and shared reading, implement flexible grouping techniques, understand different cultural practices and their implications in using cues and textual connections, acknowledge the importance of appropriately introducing vocabulary, and most importantly, address all of these issues within the classroom setting (Yesil-Dagli, 2011).

### **Title III Consortium**

The Long Island Regional Bilingual Education Resource Network (L.I. RBERN) is administered by Eastern Suffolk BOCES and funded through a contract from the New York State Education Department, Office of Bilingual Education and World Languages. The L.I. RBERN is a “local resource for educators and districts that provide technical assistance and professional development, as well as individualized on-site program consultation services to all L.I. schools

and districts regarding the education of English Language Learners” (Eastern Suffolk BOCES, 2024).

Being that the L.I. RBERN services are provided at no charge to school districts, this will address the issue of the lack of teacher preparation due to funding and provide resources and professional development to the district without the component of needing extra funding or approval from the Board of Education. By subscribing to this consortium, the teachers at Eastport-South Manor will have access to a multitude of helpful resources to use within the classroom as well as support and training in each resource.

### **Intended Outcomes at Eastport-South Manor Central School District**

The intended outcomes of the culturally responsive professional development at Eastport-South Manor Central School District are to foster a culture within the district that is actively growing and setting new goals for the success of all students. There are many benefits to sharing this professional development with the faculty at Eastport-South Manor CSD. Primarily, this initiative will provide valuable information to faculty members that will guide their instruction and increase awareness of ELL education and their needs. In addition, the faculty members will have a greater sense of understanding and education on ELLs which will lead to effectiveness in the classroom and academic achievement gaps being closed. Through culturally responsive teaching strategies and materials training, educators will be able to create a safe classroom environment for all students that is welcoming to the diversity and uniqueness that each student brings into the building.

## Chapter 4: Conclusion

The purpose of this thesis capstone project was to identify the reasons behind inadequate teacher preparation for working with ELLs and to explore ways to improve academic achievement and social development through the implementation of culturally responsive teaching strategies and materials. Good et al. (2010) summarizes three areas where teachers are insufficient: “multiculturalism, language acquisition, and ELL instructional strategies” (p. 129). This directly impacts the academic accomplishment of ELL students resulting in content area disparities and achievement gaps within the ELL population (Irby et al., 2018).

The social development of ELL students is critical to foster due to the impact it has on language acquisition (Clayton et al., 2022). The academic achievement of ELLs is greatly influenced by social skill development throughout the educational process, therefore educators who are not trained properly to be cognizant of the culturally responsive and appropriate classroom environment and how to build the confidence and interconnection of the students within the classroom will struggle to create a supportive community for learning to take place.

### Summary

The literature review has compiled various studies based on ELLs and their experiences in school. They include various studies that focus on the ELL preparation of teachers and other school professionals (e.g., Salem et al., 2023; Stairs-Davenport’s, 2023), the ongoing problems of ENL professional development (e.g., Good et al., 2010; Mertens, 1998), teacher preparation disparities (e.g., Li et al., 2021) the impact on academic achievement of ELLs (e.g., Owens, 2021; Yang et al., 2024), the impact on social-emotional development of ELLs (e.g., Clayton, 2022; Newcomer et al., 2021), and culturally responsive teaching strategies and materials in ELL classrooms (e.g., Brown & Endo, 2017; Sakow et al., 2016). In light of the research, it is evident



that conducting professional development and focusing on specific training for educators in culturally responsive teaching is the best approach moving forward at Eastport-South Manor CSD.

It is important to consider that school culture changes will not happen overnight. There is a need to be committed to a culture of change and continual education for administration and teachers for the ENL program at Eastport-South Manor CSD to improve. In addition, the education of teachers in culturally responsive teaching strategies and materials is a prolonged professional development commitment that will need to be maintained and sustained throughout the school year. Therefore, enrolling the educators within the district in a consortium (Title III) that targets English language learners will be incredibly beneficial in the growth of these initiatives.

Regarding the research questions, several conclusions are relevant to the need for teacher preparation in culturally responsive teaching strategies and materials for the positive impact of ELL academic achievement and social development. First, teachers must be open to change and accountability. As changes in protocol and policy such as weekly lesson planning submissions must be made to the administration and CRT team personnel, as well as the reconsideration of the books within the classroom libraries and the posters hung around the buildings, many changes and requirements are taking place that calls for complete redesign from faculty and staff. Second, there must be consistency throughout the district to maintain these protocols for best results in this ENL Initiative. Each building in the district must commit to these changes and hold to the responsibilities of being a lifelong learner and continuing in the education of ENL professional development.

In response to these findings, a professional development plan and tools were created. These products seek to establish efficient teacher preparation and training in culturally responsive teaching strategies and materials at Eastport-South Manor CSD. The product designed for this cause comes with several implications for student learning and teachers and recommendations for future use and goals.

### **Implications**

The implementation of this product will benefit the students by incorporating culturally responsive teaching strategies and materials that will enhance the educational experience for all ELL students and assist in the notions of feeling welcomed and comfortable within the classroom. By utilizing this product, various materials within the classroom such as books within the classroom libraries will be added to be reflective of various backgrounds and cultures. This will lead to students feeling welcomed in their classroom libraries to explore and read books that appeal to their sense of identity. This will be a motivating factor for ELL students to love reading and learning.

In addition, incorporating multilingual signage throughout school buildings and classrooms will also foster a sense of comfort and encouragement for Spanish-speaking students and their families (see Appendices C, D, E, and F). When educators are trained in the translation of classroom materials through Google Translate, this will ensure that all materials are accessible to ELL students (see Appendix G). By incorporating these materials and strategies, students will feel understood and welcomed and teachers will be better equipped to create a welcoming and inclusive classroom environment for all students.

Educators at Eastport-South Manor CSD will benefit from training in the instructional needs and strategies of ELL students, boosting their confidence in their ability to teach students

of diverse backgrounds. As discussed in the previous chapter, teachers will be trained in the development of Word Walls (see Appendix H), the creation of Cheat Sheets/Vocabulary packets throughout content-area units (see Appendix I), lesson plan formats to design lessons tailored to the needs of ELL students, and co-teaching strategies with the content and ENL teacher. These measures will enhance comprehension and achievement among ELL students by ensuring both students and teachers receive the necessary support, preparation, and accommodations for success.

### **Recommendations for Future Research**

The professional development initiative plan will provide a game plan for Eastport-South Manor Central School District in improving the ENL department. In the upcoming years, more work will need to be done to improve the ENL department and gain district-wide awareness of the needs of this population of students. For instance, the district will need to implement accountability for the faculty and staff to continue their education in culturally responsive teaching strategies and materials and work closely with the trainers of the professional development program to ensure best practices within the classrooms. Co-teaching with ENL teachers and content area teachers will be a concentrated area of professional development to ensure that all students are receiving proper planning time according to their needs.

Maintaining a membership with the Title III Consortium is going to be crucial in ensuring that the district is fruitful in its goals to close the ELL achievement gaps and provide academic experiences within the classroom setting that are engaging for all students. The director of World Languages, FLES, and the ENL department will be responsible for maintaining monthly meetings with the consortium representative assigned to the district. ENL teachers, as well as the content area co-teachers, will be attending professional development sessions with the

representative to receive instructional technology information and assistance with various instructional strategies and materials following the curriculum.

### **Final Thoughts**

ELL students are a population that is impacted by teacher preparation in culturally responsive teaching strategies and materials, or a lack of such, in many U.S. school districts, including the Eastport-South Manor Central School District. The lack of professional development and teacher training in TESOL instructional strategies, unawareness of how to build relationships between school faculty and ELL students, and lack of culturally responsive classroom settings can prevent ELL students' academic achievement and social development. Additionally, ELL students' self-efficacy can decrease as well as their motivation to remain in the classroom and complete their educational journey. Thus, the successful preparation of teachers to provide a culturally responsive learning experience for ELL students is important to allow ELL students to close the achievement gaps and thrive in their learning and language acquisition.

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**Appendix A****Classroom Teacher Survey**

**Directions:** Answer the following questions by circling 'yes' or 'no' next to each question.

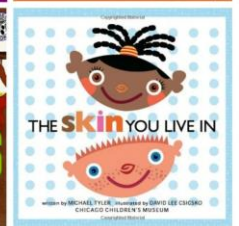
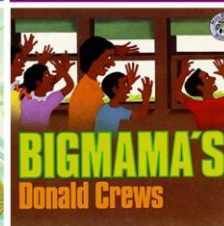
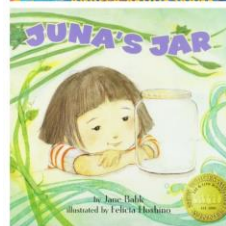
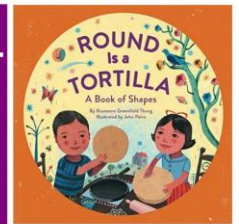
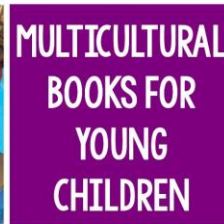
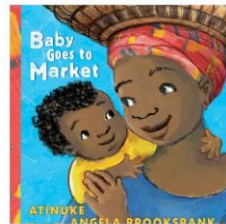
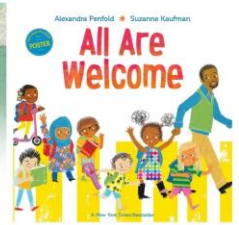
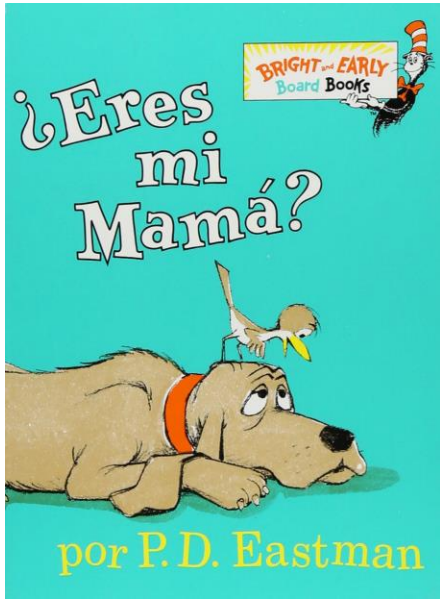
**Circle One:** Before CRT or After CRT

**Group Assigned:** \_\_\_\_\_

1. Students show an understanding of concepts taught in the classroom. **Yes No**
2. Students have a lot of friends and build relationships in the classroom. **Yes No**
3. Students show respect for both their peers and their teacher or other adults. **Yes No**
4. There is consistent academic progress in the classroom. **Yes No**
5. Students try their best when working in the classroom. **Yes No**
6. Students are disruptive while I am teaching. **Yes No**
7. Students have a hard time focusing in my classroom. **Yes No**
8. Students often have difficulty getting along with peers. **Yes No**
9. Students feel comfortable approaching me with any problems they may have. **Yes No**
10. Students enjoy being in the classroom. **Yes No**

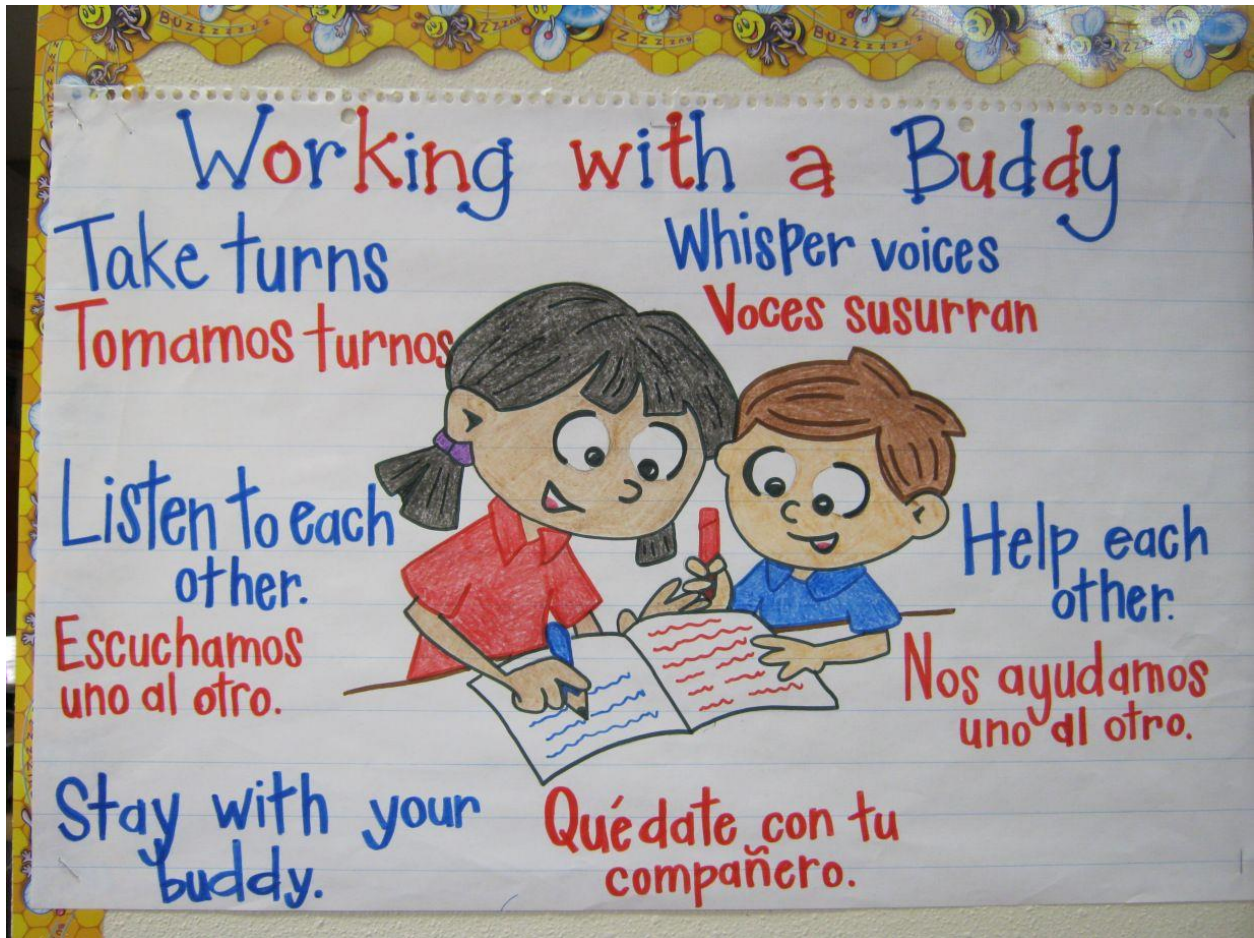
Appendix B

Multicultural Classroom Library



Appendix C

Bilingual Classroom Signs



Appendix D

Bilingual Building Signs



**Appendix E**

**Spanish Poster “Being bilingual is a superpower!”**

SER  
BILINGÜE  
ES UN  
SUPER  
PODER

*Señora Lee - for the LOVE of Spanish*

Appendix F

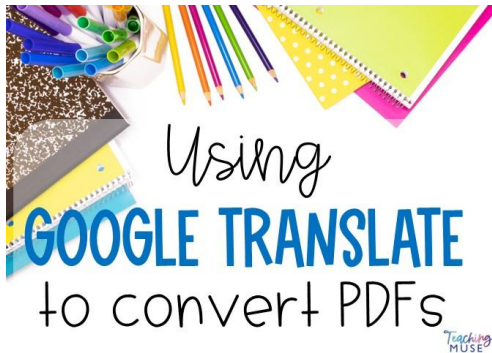
Spanish Classroom Rules Poster “In our class...”



## Appendix G

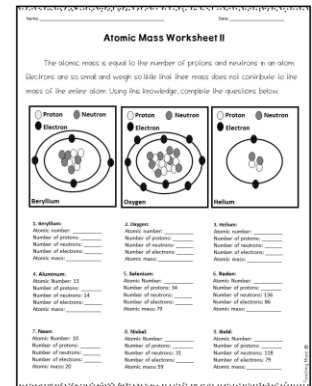
### Google Translate Tutorial for Educators

#### Using Google Translate in the Classroom



#### Step 1: Access Google Translate

First, you'll need to access Google Translate. You can do this by visiting [translate.google.com](https://translate.google.com) in your web browser. Google Translate is a free service provided by Google, so there's no need to download or install any additional software.



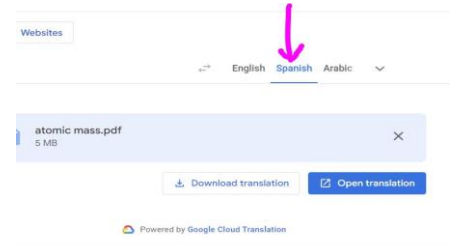
#### Step 2: Upload your PDF

easily convert PDFs using Google Translate in the classroom

Once you're on the Google Translate website, choose "documents" at the top of the page.

Now, you'll be given the option to upload a document. You can choose from PDF, MS Word documents, or MS PowerPoint documents.

Click on the "Browse your computer" button and select the PDF file that you want to translate from your device's storage. Using Google Translate in the classroom will allow you to upload this lesson and convert it into the language your ENL students need.



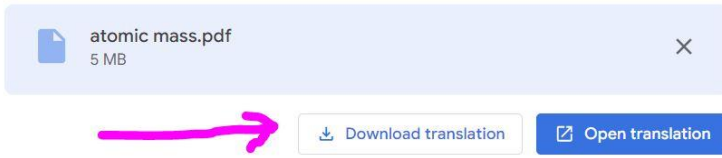
#### Step 3: Choose your Language

Next, you'll need to choose the language you want to translate the lesson into.

Google Translate supports a wide range of languages, so you should be able to find the language pair you need.

This is especially useful in using Google Translate in your classroom because if you have ELL students of different languages, you can easily complete these steps in a few minutes for multiple languages.





**Step 4: Review Translation Option**

Once you’ve selected the language, click “download” or “open” translation. Google

Translate will begin processing the PDF file. Depending on the size of the document, this may take a few moments.

Once the processing is complete, you’ll see a preview of the translated text on the right side of the screen.

**Step 5: Review and Share**

Before sharing the translated PDF with your students, it’s a good idea to look it over to ensure the translation is converted. You can also share the translated PDF directly from the Google Translate website by clicking on the “Share” button and selecting the desired sharing option.

átomo. Usando este conocimiento, complete las preguntas a continuación.

<p>Protón Neutrón Electrón</p> <p>Helio</p>	<p>Protón Neutrón Electrón</p> <p>Nitrógeno</p>	<p>Protón Neutrón Electrón</p> <p>Litio</p>
<p>1. Helio: Número atómico: _____ Número de protones: _____ Número de neutrones: _____ Número de electrones: _____ Masa atómica: _____</p>	<p>2. Nitrógeno: Número atómico: _____ Número de protones: _____ Número de neutrones: _____ Número de electrones: _____ Masa atómica: _____</p>	<p>3. Litio: Número atómico: _____ Número de protones: _____ Número de neutrones: _____ Número de electrones: _____ Masa atómica: _____</p>
<p>4. Plomo: Número atómico: 82 Número de protones: _____ Número de neutrones: 125 Número de electrones: _____</p>	<p>5. Calcio: Número atómico: _____ Número de protones: 20 Número de neutrones: _____ Número de electrones: _____</p>	<p>6. Plata: Número atómico: _____ Número de protones: _____ Número de neutrones: 61 Número de electrones: 47</p>

Appendix H

Word Walls

# sumando

sumando  $5 + 3 + 2 = 10$   
sumandos

sumando  $5 + 3 + 2 = 10$   
sumandos Cualquier número que se suma.



**Appendix I**  
**ENL Cheat Sheet**

**Métodos de Factorización**

**Busque siempre primero un GCF**

Esto se puede hacer en cualquier polinomio

*Tu respuesta solo tendrá un par de paréntesis*

<b>2 términos</b>	<b>3 términos</b>	<b>4 términos</b>
<p><b>D.O.T.S</b></p> <p><i>¿Hay resta?</i></p> <p>1. Doble burbuja</p> <p>2. Saca la raíz cuadrada de cada pieza.</p> <p>3. Uno es + y el otro es -</p>	<p><b>Producto/suma</b></p> <p>1. Enumere los pares de "c"</p> <p>2. Encuentre el término que suma a "b"</p> <p>3. Doble burbuja</p>	<p><b>Factorizar por agrupación</b></p> <p>1. Dividir el problema por la mitad</p> <p>2. Tomar el GCF de cada lado</p> <p>3. Doble burbuja</p> <p>(Par coincidente) (GCFS)</p>

**Hint Card**

1. Write out points

 $( \quad ) ( \quad )$ 

2. Fill in x-values from the interval

 $(x_1, \quad) (x_2, \quad)$ 

3. Use graph/table to find matching y-values

 $(x_1, y_1) (x_2, y_2)$ 

4. Plug into formula

 $y_2 - y_1$  $\text{-----}$  $x_2 - x_1$

**Appendix J****Classroom Environment Survey for Students****Grade:** \_\_\_\_\_**Directions:** Answer the following questions about how you feel in your classroom.

1. I feel safe in my classroom.



2. I have a lot of friends in class.



3. I feel comfortable around my classmates.



4. I feel like I belong here.



5. I feel cared about in my classroom.



6. I am treated nicely in my classroom.



7. I can learn in my classroom.



8. I enjoy being in my classroom and with my classmates.



**Appendix K**  
**ENL Lesson Plan Format**

Teacher:

Date:

Central Focus of the Lesson:	
Grade:	Proficiency Levels:
Content Objectives: Students will be able to	Language Objectives: Students will be able to
Assessment of Objectives:	
Student Materials:	Teacher Materials:
Prior Academic Knowledge and Conceptions:	
Language Modalities:	

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Language Supports:
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Lesson Format:
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Follow-Up or Extensions:
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Anticipated Concerns:
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Anticipated Responses to Concerns:
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**Appendix L**

**Professional Development Presentation Slides**

<https://voicethread.com/myvoice/thread/28527087>