

Encouraging Mainstream Teachers to take a Collaborative Role in ELL Education

by

Kaelee Cleary

August 10, 2024

Supervised by

Dr. Mahmoud Altalouli

A master's thesis capstone project submitted to the Department of Education and Human
Development of SUNY Brockport in partial fulfilment of the requirements for the degree of
Master of Science in Education in TESOL

Table of Contents

Abstract	3
Chapter 1: Introduction	4
Chapter 2: Literature Review	7
Chapter 3: Description of the Product and Tool	24
Chapter 4: Conclusion	30
References	35
Appendices	39
Appendix A: Canva Slideshow Presentation	39
Appendix B: Survey Link	40
Appendix C: Language Immersion Activity Worksheet	41
Appendix D: Collaborative Discussion T-Chart	42
Appendix E: Blank ILP Document	43
Appendix F: Example ILP (Amina)	44
Appendix G: Case Study Activity	45

Abstract

English as a New Language (ENL) teachers work tirelessly to service their English Language Learners (ELLs) throughout their academic careers in public schools. Not only are ENL teachers responsible for assisting ELLs to achieve proficiency in English language acquisition, they are also making content area curriculum accessible for students who are learning English. Research has uncovered that these tasks prove to be challenging for ENL teachers without the support and collaboration with their mainstream colleagues. It has identified multiple barriers to collaboration including time, pedagogical beliefs, undefined roles, and lack of preservice preparedness. Researchers revealed that these barriers can be mitigated when educators are provided with the time, space, and opportunities to work together to attend to the needs of the ELLs they work with. To address these problems and elicit collaboration in rural districts, a professional development session was proposed with the intent to inform educators on the benefits of collaboration in addition to providing them with a useful digital tool – Individualized Language Plans (ILPs), as one method of collaboration. When collaborating with their ENL colleagues, it is possible for mainstream educators to support the ELLs they work with, ensuring academic success.

Keywords: English language learners, English as a new language, collaboration, mainstream, teacher candidate, professional development, individualized language plan

Chapter 1: Introduction

English Language Learners (ELLs) represent one of the fastest growing populations in the United States public education system. It is estimated that by 2025, 1 out of 4 children in K-12 classrooms will be an ELL (National Education Association [NEA], 2020). According to the New York State School Boards Association, central New York (NY), a predominately rural geographic location, saw a 53% increase in ELL enrollment in 2019 (New York State School Boards Association [NYSSBA], 2019). Due to this drastic shift, we have seen a shift from stand-alone instruction to integrated content area support for ELLs, resulting in an increased need for qualified ENL teachers (NYSSBA, 2019). Research has shown that one of the most impactful ways to promote ELL academic success is through collaboration with mainstream and ENL educators. Through collaboration, mainstream teachers can strengthen their understanding of language acquisition and ENL instructional strategies, providing ELLs with support in every content area class regardless of specialized certifications.

As a 5th grade general education teacher completing a graduate program in Teaching English to Speakers of Other Languages (TESOL) Education, I have spent a great deal of time thinking about how I can support and educate my colleagues on the importance of collaboration with our English as a New Language (ENL) teacher. The district I am employed for is located in a rural community, where immigrants settle to work on farms in hopes to support their families. According to the National Center for Education Statistics (2024), data collected in 2021 reflected that rural districts have a lower ELL enrollment rate than urban districts. Because the enrollment numbers are lower, the demand for ENL teachers along with professional development is also low. This has resulted in our district not providing staff with training in supporting ELLs, as well

as only hiring one ENL teacher to support the middle school and high school buildings combined.

The ENL teacher in our district works with ELLs ranging from 5th grade to 12th grade. She services ten students, which at first glance, seems like a small number of students to work with. However, all ten students are spread across each of the 8 grade-levels, and have tested at different English-proficiency levels. This means that some students require push-in support, other students require pull-out services, and others are regularly consulted. With ten students working through vastly differing curriculums at various grade-levels, our district's ENL teacher has shared she cannot effectively address the needs of each learner she works with. In addition to the demands of our ENL teacher being so high, the mainstream teachers across the district believe differentiating/supporting ELLs is not their role as a content area teacher. This has created a drastically unbalanced and non-supportive environment for the ELLs within our district.

Too often we hear that “no child should be left behind,” yet, according to Hansen-Thomas et al. (2016), mainstream teachers have not been adequately trained to support the growing population of ELLs, resulting in a major gap in support for these children to succeed. The primary goal for this thesis capstone project is to research ways in which mainstream teachers can take a more active role in the academic success of their ELL students. Additionally, researching and synthesizing collaborative strategies that both mainstream and ENL teachers can use to support ELLs will provide numerous teachers with beneficial resources to strengthen the foundation of our ever-growing ENL department. Time is of the essence for most teachers, therefore, a more creative approach rather than emailing or face-to-face meetings will be needed

to gain teacher support, while simultaneously keeping the best interest of ELLs at the forefront of all teachers' minds.

As more ELLs enroll in public schools, rural school districts in particular, are ill prepared to address the challenges that multilingual learners face. ELLs enrolled in districts with low ELL enrollment are subjected to most of their education being held in mainstream classrooms (NYSSBA, 2019). Most ELLs are instructed by content area teachers that have little to no background in educating students who speak languages other than English. With mainstream teachers not adequately trained on the strategies needed to effectively teach ELLs, most of the weight of ELL education falls on the TESOL and ENL certified specialists. However, most educators are aware that it takes a village to create a successful learning environment for all students. Therefore, it is imperative that ENL and mainstream teachers work together in assisting ELLs throughout their academic careers.

In Chapter 2, I review the literature that explores the factors contributing to the lack of collaboration between mainstream and ENL teachers, and the effects of these issues on ELLs' learning. Chapter 3 describes a professional development aimed to inform educators on the benefits of collaboration in addition to providing them with a useful digital tool – Individualized Language Plans (ILPs), as one method of collaboration. I conclude this thesis capstone project with implications for learning and teaching, highlighting the need for ongoing collaboration, effective use of ILPs, and consistent administrative support to enhance the academic success of ELLs.

Chapter 2: Literature Review

This Chapter highlights the various theories and literature professionals have developed, analyzed, and synthesized to support the claim that collaboration between ENL teachers and mainstream teachers is essential for the academic success of ELLs. In particular, this Chapter examines the underlying reasons for the lack of collaboration between mainstream and ENL teachers, including a lack of teacher preparation (Guler, 2020; Hansen-Thomas et al., 2016; Mills et al., 2020; Moser et al., 2018; Sugimoto et al., 2017; Villegas et al., 2018), insufficient time to plan and collaborate (Bauler & Kang, 2020; Giles & Yazan, 2021; Peercy et al., 2017; Villavicencio et al., 2021; Vintan & Gallagher, 2019), discrepancies between pedagogical beliefs (Giles & Yazan, 2020; Villegas, 2018), and the division of responsibilities (Peercy et al., 2017; Vintan & Gallagher, 2019). Together, these barriers have negatively impacted ELLs in public schools across the nation. In this Chapter, I also present solutions including suggestions for teacher candidate preparation, digital collaboration tools, and individualized learning plans which all highlight the importance of teacher collaboration in the classroom, and how it positively impacts the academic success of ELLs.

In this Chapter, these issues and solutions are more effectively understood by a conceptual framework that includes Vygotsky's (1978) Sociocultural theory and Bronfenbrenner's (1979) Ecological Systems theory. These two theories highlight the importance of collaboration while working alongside ELLs. Next, I will explain the role of teacher preparation and the increasing necessity of collaboration with ENL teachers. Then, I examine the current barriers to collaboration, and recommendations to elicit collaboration between ENL and mainstream teachers.

Conceptual Framework

Both the Sociocultural theory (Vygotsky, 1978) and the Ecological Systems theory (Bronfenbrenner, 1979), allow us to better understand the dynamic of collaboration in the classroom, and the impact collaboration has on teachers and students alike. Vygotsky argues that human learning is a social process in which individuals develop based upon the interactions they share with those around them. In other words, students learn through social experiences formed by peers, teachers, parents, neighbors, and others. Vygotsky further emphasizes that language learning is created through social interaction, which should be modeled by teachers, and encouraged as a strategy to use within the classroom and beyond. When ENL and mainstream teachers collaborate, they are modeling positive-working relationships for students, learning from each other's expertise, building upon each other's strategies and skills, and creating a positive learning environment for students to thrive in (Giles & Yazan, 2021; Peercy et al., 2016; Peercy et al., 2017).

A central concept of Vygotsky's (1978) SCT is the Zone of Proximal Development (ZPD), which posits individuals are capable of learning skills through guidance from experienced instructors in combination with independent problem solving. As stated above, mainstream teachers are not adequately prepared to independently take on the instruction of ELLs (Hansen-Thomas et al., 2016). They require targeted opportunities to develop the skills and strategies necessary to effectively instruct ELLs. When given the opportunity to co-teach mainstream and ENL teachers have the ability to learn and adapt to the needs of the students within their classroom (Giles & Yazan, 2021). ENL specialists take on the role as a mentor to demonstrate their knowledge and understanding of language demands, while mainstream teachers demonstrate their knowledge of developmental and content demands (Madigan-Peercy

et al., 2016, Peercy et al., 2017). In tandem, both teachers have the opportunity to act as a mentor to each other, and problem-solve to extend their understanding of the skills necessary to meet the needs of all students within their classroom, specifically, ELLs. Additionally, the ZPD concept can be applied when thinking about how collaboration works with students in mind (Pathan et al., 2018). Student-centered collaboration is an approach that requires teachers to guide students in the right direction through the facilitation of activities, while still giving students room to learn and explore within their own means.

Similarly, the Ecological Systems theory (Bronfenbrenner, 1979) touches upon how social interactions impact a learner. Bronfenbrenner's theory can be described as a series of "nested structures" or "layers" of social interaction effecting the development of an individual. The layers consist of the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Though there are a total of 5 layers that complete Bronfenbrenner's theory, for the purpose of this thesis, we will focus strictly on the layer known as the microsystem, as it relates to collaboration for the academic success of ELLs. The microsystem is the closest layer to the individual, consisting of the child's immediate surroundings, directly impacting the child's development. Such factors can include family, daycare, and school. Depending upon how the individuals within the microsystem react with one another has a direct impact on the child's development. To simplify, various factors contribute to the development of a human, and the surrounding environments play a crucial role in shaping the individual. The more direct the interactions are, the stronger the impact they have on the child's development. Understanding these theories helps to provide the reader with an appreciation of the social implications collaboration has on an individual.

Lack of Pre-Service Teacher Preparation

Rural school districts, located among the country-side within the United States, face significant challenges when it comes to educating English Language Learners. However, these challenges can be found in urban districts as well. As stated in Chapter 1, low ELL enrollment in rural districts results in less attention brought to the ELL program (NCES, 2024; NYSSBA, 2019; Villegas, 2023). Few teachers are certified to work with ELLs, few professional development opportunities are provided to teachers, and the majority of mainstream teachers are not qualified to instruct ELLs due to their (lack of) higher education requirements (Guler, 2020; Giles & Yazan, 2021; Percy et al., 2017; Villavicencio et al., 2021; Vintan & Gallagher, 2019). Considering the lack of knowledge and experience most pre-service teachers have working with ELLs, it is crucial to provide current teachers with opportunities to learn from and collaborate with ENL teachers in order to become well versed in teaching English to speakers of other languages.

Teachers work hard to meet the needs of their learners with the tools and skills they have accumulated throughout their higher education, professional development, from mentor teachers, and years of experience. However, to no fault of their own, many teachers are not adequately prepared to meet the needs of the English language learners that walk through their classroom doors. For example, Hansen-Thomas et al. (2016) conducted a study throughout 10 rural schools in Texas. 159 elementary teachers were surveyed across the 10 schools. Of the 159 educators, 84.6% of them stated they had prior training in ENL. Even with an overwhelming majority of teachers with some sort of training in ENL, one fourth claimed to lack knowledge in literacy strategies for ELLs, and one third of the participants lacked knowledge in the foundations of history, theory, and policy for ELLs.

Similarly, Wissink and Starks (2019) conducted a study dedicated to understanding the perceptions of preparedness ENL teachers had while working with ELLs in Haiti. The study took place at a K-2 school in Haiti, developed by an organization located in the mid-western region of the United States. The five teachers participating in the study were native English speakers. As noted from the questionnaire, two teachers discussed how they “wish they had more experiences with English as a Second Language (ESL) teachers and ELL students during college, more specific courses on how to teach reading to students who are learning English, as well as coursework on teaching strategies for instructing ELLs” (Wissink & Starks, 2019, pp. 352-353). These studies (Hansen-Thomas et al., 2016; Mills et al., 2020; Moser et al., 2018; Sugimoto et al., 2017; Villegas et al., 2018) propose several ways to better prepare pre-service teachers for instructing ELLs effectively.

For example, they recommend incorporating specific ELL coursework in general teacher education programs, which should include literacy strategies targeted for ELL instruction. Additionally, there should be multiple fieldwork opportunities, including practicums, should be provided to allow pre-service teachers to work alongside of ELLs in an inclusive classroom setting. Lastly, learning another language is helpful for pre-service teachers not only because it may be useful when teaching a student who speaks the same language, but it also allows teachers the opportunity to understand the complex process of language acquisition. Indeed, understanding the process of language acquisition allows educators to develop empathy for the ELLs they work with.

As pre-service teachers continue to finetune their skills, it becomes even more apparent as to why collaboration is such an important piece to successful ELL education. Multicultural educational courses are essential for teacher preparation. However, many teacher preparation

courses require mainstream candidates to take only one multicultural course as a requirement to graduate with a degree in education (Moser et al., 2018; Sakash & Rodriguez-Brown, 2010). In a Moser et al.'s (2018) survey study of 33 secondary education students enrolled in general education programs with focuses in content areas such as math, science, and ELA, the participants were asked to engage in two instructional days that were focused on ELL instruction. Findings uncovered that these multicultural courses focus more on diversity and cultural responsiveness rather than the methods and strategies necessary to instruct ELLs. Participants were concerned with their lack of experience and knowledge working with ELLs, and explained how they did not feel adequately prepared to work with ELLs in their future classrooms.

During one of the instructional days, participants were engaged in a simulation where *they* were the language learner. An entire math lesson was presented in Spanish so that the participants could really experience the frustration that occurs while learning content in a foreign language. After engaging in simulations and being introduced to ELL data and statistics, participants reflected on what they learned. One participant stated, "Prior to this week, we did not have any knowledge on how to teach students in our classroom that were English language learners" (Moser et al., 2018, p. 63). Another participant confessed, "that [they] need[ed] to improve [their] skills in working with ELLs" (Moser et al., 2018, p. 63). Like one multicultural class, a two-day intensive PD session is not effective in preparing pre-service teachers with the knowledge and strategies necessary to meet the needs of ELLs.

In fact, the implementation of these multicultural courses needs thoughtful restructuring so that preservice teachers learn not just *about* students from diverse backgrounds, but also learn to *teach* the students from diverse backgrounds. A study conducted at a public university in Florida, focused on mainstream Teacher Candidates (TCs) and their ELL-specific field

experiences, to gain a better understanding of the perspective and experience needed to develop the skills necessary to work with ELLs (Kim et al., 2022). The TCs within the study were required to complete 300 hours of professional development in the area of ESOL (English to Speakers of Other Languages), in addition to field experience tied to ESOL courses. It is important to note that these TCs were enrolled in general education teacher preparation courses infused with ESOL-related knowledge and skills. Through questionnaires, reflections, and interviews, TCs provided researchers with insight on how direct contact and experience with ELLs impacted their knowledge and empathy related to working with ELLs. At the conclusion of the study, not only did the TCs satisfy their course requirements, they also exhibited a strong sense of advocacy, agency, and knowledge about the necessary skills needed to effectively teach ELLs.

Findings indicated that TCs such as Leena, developed empathy throughout their experience working with ELLs, resulting in a new-found sense of advocacy for ELLs. Leena, among her other peers, desired for ELLs to receive attention and accommodations to ensure success after observing the lack of attention ELLs were receiving at their placement.

Additionally, TCs such as Chloe and Caroline, began planning on how they would apply what they learned from their placements in their future classrooms. More specifically, how they would rely on the resources and professionals within their district to assist them in providing support to the ELLs in their future classrooms. As teacher candidates are exposed to working with English language learners, they become more aware of the challenges students face, and feel a sense of urgency to advocate on behalf of the students they work with.

When analyzing the reasons rural mainstream educators are underprepared to instruct ELLs, there are a variety of factors to consider. A major contributing factor would be the scarcity

of diversity in rural areas across the United States. The demographics across rural school districts are predominately white and English-speaking – educators and students alike. In fact, approximately 90% of teachers in rural school districts are white (National School Board Association [NSBA], 2023). Therefore, individuals who were born and raised in rural communities have little experience with differing cultures and languages. In 2020, 4.4% of the student population in rural school districts consisted of ELLs (NSBA, 2023). In the fall of 2021, that percentage jumped to 4.8% in rural schools, and is projected to continue to grow (NCES, 2024). As the immigrant population rises in rural areas, many families come to work industry jobs such as agriculture, harvesting and processing, and lawn maintenance. These families seek out rural areas for the low cost of living coupled with opportunities for employment (Hansen-Thomas et al., 2016). This results in the families enrolling their children in the public schools within the rural community they have become a part of, which unfortunately, are significantly underprepared to enact effective ELL instruction.

Current Barriers to Collaboration

Mainstream teachers have seen an influx in ELL enrollment within their classrooms due to the NCLB act that was redefined as Every Student Succeed Act (ESSA) in 2015. ESSA holds districts accountable to providing services and resources to ELLs (Mills et al., 2020). This also requires districts to be inclusive, encouraging them to integrate ELLs within general education classrooms so they can learn content along-side of their native English-speaking peers. Inclusivity is essential when making ELLs feel comfortable and valued in a new environment. However, it can also be problematic considering the number of educators who are unfamiliar with the accommodations ELLs require to access curriculum within the classroom. The easiest

solution to navigate this challenge would be to collaborate with the specialists trained to work with ELLs, still, even with collaboration as an approach in mind, educators still face obstacles.

Limited Time to Collaborate

One of the greatest barriers to collaboration both ENL specialists and mainstream teachers face is the opportunity to engage in formal planning time (Bauler & Kang, 2020; Giles & Yazan, 2021; Peercy et al., 2017; Villavicencio et al., 2021; Vintan & Gallagher, 2019). In an ideal world, both teachers would be given time to meet about shared students, reflect on past practices or lessons, and to discuss effective strategies and supports they plan to use for future lessons. Common planning time is essential for collaboration because it allows teachers the opportunity to share instructional goals, negotiate classroom roles, and develop instructional tools to enhance learning opportunities (Peercy et al., 2017). Beginning with the support of administration, it is feasible to find a balance between informal and scheduled times to collaborate, further contributing to positive relationships between ENL and mainstream teachers.

In Bauler and Kang's (2020) long-term study that took place in Long Island, New York, researchers have documented trends they found concerning the co-teaching practices between ENL and mainstream elementary teachers. Teachers within the district were surveyed and asked about the most significant barriers to collaboration. The most commonly shared perceived challenge was limited time to co-plan. Teachers stated their desire to have time to sit down, plan, discuss, and thoughtfully share expertise instead of 'winging' it on a daily basis. The lack of formal planning time is a major factor in educators' abilities to effectively collaborate with each other. Thus, ENL specialists and mainstream teachers should consistently set aside time to plan, share, and debrief on past and future lessons (Vintan & Gallagher, 2019). If setting aside formal planning time is unachievable, educators are then tasked with finding creative ways to co-plan

together, including digital lesson plan documents, quick hall-way asides, email correspondences, phone calls, meeting before and after contractual hours, and more.

Pedagogical Differences

Some mainstream teachers have the belief that their role in the classroom is to teach content, and if an ENL teacher pushes in to support, the specialist will be working with all ELLs. These teachers lack confidence in their ability to instruct ELLs, so they place the responsibility on ENL teachers (Villegas, 2018). Other mainstream teachers are overly confident in their ability to teach ELLs, and rely solely on their classroom experience to plan and implement lessons without thoughtful consideration of tying in language objectives into their instruction (Giles & Yazan, 2021; Vintan & Gallagher, 2019).

Carrying the notion that their experience in the classroom is sufficient to differentiate for the ELLs without the need to consult their specialist colleagues can be harmful to the academic success of ELLs. Giles and Yazan (2021) conducted a study with Amanda, an ENL teacher, and Candace, a mainstream science teacher, in a Southeastern U.S. district, where both were willing to engage in collaborative practices for the duration of the study. The analyses of reflective journals, two interviews, and video-recorded planning/teaching sessions revealed that the ENL teacher and mainstream teacher had drastically different notions of collaboration. Evidence from Candace's first interview revealed she had no previous experience planning, teaching, or collaborating with an ENL teacher, and expressed no desire for Amanda to increase engagement in her science classroom. Amanda became frustrated that her notions of collaboration clashed with Candace's, as Amanda felt as though she did not assist with planning or teaching of lessons. The differing expectations that the colleagues had for collaboration resulted in unequal responsibilities and roles within the classroom, restricting the effectiveness of collaboration.

However, regardless of the conflicts from this study, both teachers walked away reflecting on the experience in a positive light, sharing some valuable lessons. Amanda stated, “I need to be more assertive in voicing my expectations for collaboration... Without attempting to assume a stronger role, I will always be a classroom assistant” (Giles & Yazan, 2021, p. 7). Candace learned “to be more mindful, to think about providing accommodations for ESL students” and how she would love to “have more time working collaboratively with the [ENL] teacher” (Giles & Yazan, 2021, p. 7).

Undefined Roles and Expectations

A significant number of educators have the misconception that the ENL specialist(s) in their building is the only individual responsible for accommodating assignments and activities for ELLs (Peercy et al., 2016; Vintan & Gallagher, 2019). Not only does this misconception impact the ENL teacher, resulting in an unequal distribution of responsibilities, these widely-shared beliefs lead to ELLs not receiving the adequate supports they need and deserve if the ENL teacher is not present. Mainstream teachers cannot rely solely on the ENL teacher to adapt lessons for ELLs. Therefore, it is essential to clarify the roles each teacher has within the classroom to create a space where the strengths of all professionals are sought out and utilized in the learning environment.

In a qualitative case study focused on the collaboration between an ENL teacher and a language art’s teacher, researchers found a drastic change in perspective of the mainstream teacher’s understanding of educator roles within her classroom (Giles & Yazan, 2020). This study examined the way in which mainstream teachers view ENL teacher roles within their classroom. Through the collection of audio-recorded interviews, video-recorded collaborative planning sessions, and reflective journals, two teachers reimaged what collaborative planning

looks like to support ELLs in content-area classrooms. After co-planning and co-teaching two lessons, language art's teacher, Emily, shifted her mindset to be more conscientious of including language objectives alongside content objectives. Prior to collaboration, Emily admitted to never simplifying language or adapting lessons to include language learning strategies. After collaborating, Emily began to view herself as a co-teacher of ELLs, and understood how crucial it was to view herself as a partner to the ENL teacher in order to support the ELLs in her classroom.

While being mindful of the roles teachers play in the classroom, mainstream teachers must understand that collaboration with ENL specialists doesn't just entail a one-teach, one-assist model. ENL teachers have found that the educators who do welcome them into their classrooms, tend to take on the lead-teacher role, leaving the ENL teacher to support as an assistant (Bauler & Kang, 2020; Giles & Yazan, 2021; Peercy et al., 2016; Vintan & Gallagher, 2019). Without the negotiation of teacher roles, one lead teacher and one assistant teacher is not an effective collaborative strategy. This approach makes it difficult for ENL teachers to walk into a classroom and understand their role in the daily lesson. This is especially true for ENL teachers in rural districts, where they bounce in and out of classrooms in a multitude of grade-levels and content areas. ENL teachers end up having to modify on the fly every minute of every day. The one-teach, one-assist model prevents the opportunity for ENL teachers to share their expertise with students and their co-teacher, resulting in a less collaborative environment (Peercy et al., 2016). Although consistency in routine is important, staying mindful and ensuring each teacher has an equal role in the instruction of students is far more beneficial for the academic success of ELLs.

Recommendations for Collaboration

Collaborating with ENL teachers provides numerous benefits for both students and teachers alike. Mainstream and ENL teachers who have engaged in collaboration have reported their instruction improved as a result of constant development through the sharing of expertise (Peercy et al., 2017; Villavicencio et al., 2021). Findings also revealed an enhanced capacity to meet student needs, leading to student achievement (Bauler & Kang, 2020; Villavicencio et al., 2021), as well as greater opportunity for professional learning and increased job satisfaction (Peercy et al., 2017; Villavicencio et al., 2021). According to Giles and Yazan (2021), collaboration can take many forms including co-planning/co-teaching, focused meetings, and sharing instructional tools/resources. Educators share the common goal of providing the best possible instruction to meet the needs of the learners they work with. Collaboration is one way in which educators can effectively instruct ELLs to provide them with the strategies and skills needed to reach their optimal potential.

Dedicate Specific Time for Planning

As stated previously, the most challenging barrier to collaboration was finding time to engage in the practice (Bauler & Kang, 2020; Giles & Yazan, 2021; Peercy et al., 2016; Villavicencio et al., 2021; Vintan & Gallagher, 2019). Villavicencio et al.'s (2021) study compared two schools' approaches to collaboration in Brooklyn, New York. Sunny Hills, a small school, was found to be more successful in terms of collaborating for the success of ELLs, while Central High, a larger school, needed to improve collaborative practices to boost student success. The analyses of interviews, focus groups, observations, professional meetings, and follow-up interviews, revealed that at Sunny Hills, administration created professional teams and scheduled regular collaboration time, emphasizing the importance of collaboration. Not only did this

provide teachers with specific time to collaborate, minimizing time as a barrier, it established that collaboration is a valuable and an integral part needed for the success of their district. In contrast, Central High sets aside only two periods a month for co-planning and did not prioritize collaboration, leaving it to teacher discretion. One teacher explained, “The [ENL] department is separate... [ENL] is different, because the needs are a lot different” (Villavicencio et al., 2021, p. 7). With this mindset, isolating ENL teachers from mainstream teachers prevents ENL expertise from infiltrating classroom instruction, putting ELLs at a further disadvantage.

If teachers are still finding few opportunities to engage in collaboration face-to-face, there are other ways to collaborate that are practical and effective for ELL instruction. For example, Vintan & Gallagher (2019) found that digital resources such as Google Drive were a beneficial form of collaboration for ENL teachers in Canada. Caroline, a grade 6-8 ENL teacher, and Lauren, a grade 1-6 ENL teacher, participated in interviews, observations, and provided researchers with artifacts such as lesson plans, instructional strategies, and learning goals for the study. In an interview, Caroline explained how beneficial she has found Google Drive to be when collaborating with mainstream teachers. Both Caroline and the classroom teacher develop a unit plan skeleton to collaborate together, but on their own time. Each teacher creates leveled activities, literacy accommodations, and additional supports to service ELLs and general education students. The unit plan is then implemented in the classroom and Caroline has a digital copy of her differentiated assignments to draw on for the following school years. Lauren also utilized Google Drive as a resource for collaboration, sharing how simple it is to share meaningful resources to mainstream teachers in an instant. Documents can be quickly adapted to meet specific learner needs or tailored to match particular units. Regardless of whether or not

common planning times are provided to ENL and mainstream teachers, digital resources are an effective solution for collaboration.

Individualized Language Plans

As stated in Chapter 1, ENL teachers in rural districts service numerous ELLs across multiple grade levels, and in some cases, multiple buildings. It can become challenging for ENL teachers to meet the needs of their students, which is why teacher collaboration in rural districts is so crucial. If an ENL teacher is not available to meet during a scheduled planning period, or their schedule doesn't allow for co-teaching to occur, another method is necessary to ensure ELLs are receiving the supports and accommodations they need and deserve. Two rural districts in California developed a tool to help foster collaboration between teachers, students, ENL specialists, and family members. Thompson and Rodriguez-Mojica (2023) conducted a three yearlong study focused on the benefits of Individualized Language Plans (ILPs). ILPs serve to provide educators, families, and students a cohesive and detailed document of information about ELLs, including student strengths, areas of growth, goals, accommodations/interventions, action steps, test results, and in some instances, cultural/familial background information (Thompson & Rodriguez-Mojica, 2023). Throughout the study, two districts, Sanger and Firebaugh, participated by means of site visits, observations, interviews, and surveys. Researchers found that ILPs enhanced collaboration between teachers and provided educators opportunities to learn new ways to support the ELLs they work with. For example, during the observation of a ILP meeting, teachers reviewed writing samples across content areas and discussed the most effective ways to support ELL writing.

After ILP meetings, school leaders observed mainstream teacher instruction with a special focus on the strategies discussed in the ILP meetings, noting that teacher learning

continued as a result. Administration at both districts communicated with staff that the responsibility of supporting ELLs fell on *all* teachers in the district. With the implementation of ILPs, mainstream teachers across all content areas became active collaborators in supporting ELLs.

Co-teaching in the Classroom

Another beneficial approach to collaboration would be the consideration of co-teaching with ENL specialists. ENL specialists provide classroom teachers with in-depth knowledge about literacy strategies and accommodations to support ELLs in the classroom. Seeking out advice from trained professionals is helpful, but having them working alongside of you in the classroom can further benefit ELLs and their academic success. Co-teaching provides teachers with the opportunities to externalize their thinking and reflect on their practices, improving along the way. Bauler and Kang (2020) documented trends in co-teaching practices within public elementary schools. A total of 43 teachers across four elementary schools participated in the study, engaging in surveys, interviews, observations, and providing student scores from state ESL tests. Findings indicated that the strongest collaboration occurred when teachers engaged various co-teaching models during instruction. One mainstream teacher explained:

We plan the lessons, look at the linguistic demands of the lesson, and I come up with ways to make sure that all of the students have access to the information. We plan activities that will enable them to show what they have learned in a grade appropriate way based on their linguistic needs/abilities. We can split up the groups between the two of us in a number of ways, or do whole class lessons. Sometimes I plan a lesson, asking for help with content or an activity if I need it, sometimes the co-teacher plans, and then I add what I need to. (Bauler & Kang, 2020, p. 346)

In addition to the positive relationships teachers formed through co-teaching, they were also able design, monitor, and adapt group work efficiently and effectively. One mainstream teacher expressed how beneficial it was to have an ENL teacher in the room with her. The teachers divided students into writing groups based on English proficiency, enabling the mainstream teacher to strategically challenge the transitioning, expanding, and commanding ELLs in one group, while the ENL teacher challenged the entering and emerging ELLs in the other group (Bauler & Kang, 2020). This allowed the same objectives to be taught to both groups through the use of adapted instructional materials based on proficiency levels.

At the conclusion of the study, researchers analyzed the state ESL test data to see how collaboration impacts the academic success of ELLs. The results suggested that the ELLs' language proficiency scores improved over the span of the 3-year study. 57% of students scored at a level 4 or 5 during year 1, and 62% of students scored a level 4 or 5 by the end of year 3. Simultaneously, level 1 and 2 proficiency scores decreased by 6.74% over the 3-year period (Bauler & Kang, 2020). The dedicated collaboration that both ENL teachers and mainstream classroom teachers engaged in proved to be effective for the academic success of ELLs.

To address these issues, a professional development session is described in Chapter, with the intent to inform educators on the benefits of collaboration in addition to providing them with Individualized Language Plans (ILPs), a digital tool for collaboration.

Chapter 3: Description of the Product and Tools

In this Chapter, I present a professional development (PD) opportunity for all K-12 classroom teachers, specialists, TAs, and administration at Cazenovia Central School District (CSD) in Cazenovia, New York. These two PD sessions are designed to inform all educators in the district, because *all* educators should play an active role in the education of the ELLs they work with. Cazenovia's grade 5-12 ENL teacher, Dana Cole, explained that one of the most difficult aspects of her job is getting mainstream teachers to collaborate with her. Dana services 11 students in various grade levels throughout Cazenovia's middle and high school buildings. Her schedule is packed with push-in support for students in classes ranging from 12th grade ELA, 10th grade biology, and even 5th grade math. Each year, her schedule changes, making it complicated to become proficient in the specific content area classes.

This results in her scrambling to differentiate materials, figure out what is going to be taught each day, and to plan for her pull-out services. Overall, she lacks the time due to her busy schedule and seeks out support from mainstream classroom teachers to ensure all ELLs are receiving the proper attention they deserve. After extensive research and review of the literature in Chapter 2, it is clear that Cazenovia CSD, a district with less than 1,400 students – 11 of which are ELLs, and the 110 faculty members, needs support and guidance on how to better serve the ELL population through collaboration. Thus, I propose a PD session in which K-12 educators at Cazenovia CSD will be introduced to an effective digital tool to elicit collaboration; Individualized Language Plans (ILPs).

Sequence of Events

This Chapter will serve as an opportunity to engage all teachers within the district in 3, 2-hour PD sessions before the 2024 school year commences in September. Holding these sessions

during the Superintendent Conference days in August is essential so educators across the district become familiar with ILPs and how to use them, leading to the implementation for the upcoming school year. Each session will be broken up between buildings. The first 2-hour session will be on August 28th, dedicated to the elementary teachers and will take place in the gym at Burton Street Elementary. The second session will take place on August 29th in the middle school library, and will host all middle school faculty. The third session will take place directly after the conclusion of session two on August 29th. This session will be held in the library at the high school, hosting all secondary educators. Splitting these sessions between the different levels will allow the presenters to answer questions specific to those levels, keeping the sessions focused and relevant to the practices of the educators. Furthermore, the case studies presented at the end of the sessions will be targeted for specific levels to provide teachers with the opportunity to practice utilizing ILPs for the levels they teach.

During the PD sessions, the district's three certified ENL teachers – myself, Dana Cole, and Shannon Meagher, will be presenting. The presenters will be using Google Slides (see Appendix A) to engage educators and deliver the information. Additionally, other activities, documents, and materials will be utilized to support instruction (see Appendices B, C, D, E, F, & G). Throughout the duration of each session, five activities will take place. The first activity will be a real-time survey used to engage participants and introduce them to the challenges the district faces in regard to the use of collaboration for effective ENL education. The second activity will be a language immersion lesson, used to foster engagement, develop empathy, and prove the significance of collaboration. This will be followed by a constructive discussion about the barriers and suggestions for collaboration between ENL and mainstream educators. Lastly, ILPs will be introduced and explained, alongside with the opportunity for participants to engage in the

use of ILPs with sample case studies. The intended outcome of this PD session is to foster collaboration between ENL and mainstream teachers, provide supports to mainstream teachers to assist them in providing effective instruction to ELLs, and to create an environment in which educators feel comfortable and confident relying on the expertise of their colleagues.

Survey

The first component of the PD session serves to open discussion about the current district practices used to support ELLs. Participants are asked a series of questions through a digital platform called Poll Everywhere, in which they respond using mobile devices or computers, and see results in real-time (see Appendix B). Questions and results will be shared through the Google Slides presentation. Providing participants the time and opportunity to sit down, discuss, and reflect on their current practices is one way to promote collaboration (Peercy et al., 2017; Vintan & Gallagher, 2019). This survey will act as an introduction to our topic of collaboration, both hooking the audience into the presentation through a real-time engaging survey, as well as informing them of our current practices as a district, propelling further discussions on how we can improve our support for ELLs.

Language Immersion Activity

The second component of the PD sessions serves to provide participants with experience related to ELL education. As discussed in Chapter 2, educators would benefit from experience of learning another language and the process of language acquisition (Hansen-Thomas et al., 2016; Kim et al., 2022). Given the time constraints of this PD session, it is not possible to give participants the opportunity to learn another language. However, it is possible to teach them a science lesson in Spanish, mimicking the challenges that ELLs face when learning academic content alongside of a foreign language. Therefore, participants will be tasked with watching a

video strictly in Spanish, and then completing a two-sided worksheet based on the information in the video (see Appendix C). This immersion activity allows for participants to be “placed in the shoes” of an ELL, opening participant eyes to the complexities ELLs face on a daily basis in mainstream classrooms (Kim et al., 2022). Not only will this activity actively engage participants in the PD session, it will provide them with a better understanding and perspective of ELL education, further developing a sense of empathy and advocacy for students.

Collaborative Discussion

This piece of the PD session will provide educators the opportunity to share their thoughts, experiences, concerns, and suggestions on how our district could utilize collaboration to benefit ELLs. As stated in Chapter 2, when provided with regular opportunities to co-plan, teachers prioritized collaboration which resulted in improved language proficiency along with increased student success (Bauler & Kang, 2020). Setting aside time during this PD session to engage in thoughtful and reflective discussion will allow educators to share their insight, expertise, or perceived barriers to collaboration, creating a trustworthy community and opening up an on-going conversation about how our district can improve collaboration. Participants will be given the option to answer one or both of the following questions; “What does our district do well in terms of supporting ELLs?” and “What can our district improve upon in terms of supporting ELLs?” Questions and responses will be recorded on a t-chart (see Appendix D) so participants can see and reflect on the positions brought up. Furthermore, the presenters can use the responses to reflect on how to improve, along with using the responses to create intentional and meaningful future PD sessions.

Introduction to ILPs

After the collaborative discussion, presenters will transition to the introduction of a digital tool that all educators in the district will be using for the upcoming school year. Individualized Language Plans offer educators the opportunity to track progress, record helpful accommodations, and look up student history that would be useful in providing supports to ELLs. Similar to Individualized Education Plans (IEPs) that are used for students with exceptionalities, ILPs allow for all significant information on a student's previous education, family history, and future goals to be documented in one place. This allows teachers easy access to information, saving time for both the ENL and mainstream teachers, which was found to be a significant barrier to collaboration (Bauler & Kang, 2020; Giles & Yazan, 2021; Percy et al., 2017; Villavicencio et al., 2021; Vintan & Gallagher, 2019).

Additionally, ILPs give mainstream teachers access to previously used accommodations and goals, assisting them in their ability to differentiate to meet the needs of their ELLs. This allows mainstream teachers to actively support ELLs in everyday instruction, reducing the overwhelming responsibility of ENL teachers (Percy et al., 2017; Vintan & Gallagher, 2019). The ILPs will be edited each year with the help of ENL specialists, classroom teachers, and administration, similarly to an IEP. The ILP will then follow the student to the next grade level, providing their future teachers with a document full of strengths, goals, history, accommodations, and more.

After the introduction and explanation using a sample ILP (see Appendix F), participants will be provided with the opportunity to fill in a blank ILP (see Appendix E) after analyzing a provided case study (see Appendix G). Case studies have been tailored for each academic level (primary, middle, and secondary), ensuring teachers receive practice using an ILP in their

designated level of instruction. This activity purposefully engages participants to utilize a new collaborative tool in order to ensure they are comfortable and confident using it before the start of the school year. Participants will be encouraged to share their completed ILPs to elicit discussion and provide opportunities for questions to be asked. Familiarizing faculty with this tool is crucial so that the rollout is seamless and effective.

Intended Outcome

In my four years of working as a teacher at Cazenovia CSD, I have yet to attend a PD session focused on ELL instruction. This session serves to provide rural mainstream educators experience dedicated to learning and collaborating with ENL teachers to support ELLs (Wissink & Starks, 2019). Through various modes of learning, including technology integration, reflective discussions, as well as the introduction and physical practice with a digital tool used to enhance student learning and teacher preparedness, participants will be given multiple strategies to use moving forward with their instructional practices. Educators will be encouraged to regularly consult the district's ENL specialists, along with differentiating each of their classroom activities/assessments, keeping the needs of their ELLs in mind. At the conclusion of our presentation, I hope to inspire my colleagues to advocate for the ELLs within our district and work together to ensure each student is provided with an equal opportunity for a positive education.

Chapter 4: Conclusion

This thesis capstone project aimed to shed light on the challenges rural districts face when educating ELLs. The most prominent challenge and arguably the easiest fix deals with mainstream and ENL educators collaborating in various ways to promote academic success. The research discussed how lack of collaboration can negatively impact ELL success and contribute to gaps in their education (e.g., Moser et al., 2018). Significant barriers to collaboration were explored including lack of time, undefined roles, differing pedagogical identities, and lack of pre-service teacher preparation (e.g., Mills et al., 2020; Sugimoto et al., 2017; Villegas et al., 2018). These barriers led to further research highlighting solutions including co-teaching, regularly scheduled meeting times, and Individualized Language Plans, all centralized around the main goal of increasing collaboration for the benefit of ELLs (e.g., Thompson & Rodriguez-Mojica, 2023). With the current knowledge of the growing ELL population, now more than ever it is imperative that educators are prepared to meet the needs of the language learners stepping foot inside of their classrooms.

Through firsthand experience and the analysis of literature, I created a professional development session targeted to increase collaboration between mainstream and ENL teachers in the Cazenovia Central School District. With the consideration of barriers to collaboration in mind, ILPs were recommended as the primary source of collaboration due to the flexibility and ease to update and share information. Similarly, educators at Cazenovia CSD are familiar with and regularly use Individualized Education Plans (IEPs) for students with special needs. ILPs follow a similar format to IEPs, allowing teachers in the district to seamlessly transition into the implementation of this tool. Harnessing ILPs as a tool for collaboration provides educators with the initial steps to advocate and take an active role in the education of the ELLs they work with.

Implications for Student Learning

With student success at the forefront of my mind during this project, I found numerous benefits correlated to collaboration between mainstream and ENL educators. First and foremost, one of the limited long-term studies conducted explained how collaboration resulted in higher English proficiency scores across the district (e.g., Bauler & Kang, 2020). When given opportunities to co-plan and co-teach together, mainstream and ENL educators detailed their increased ability to strategically differentiate lessons based upon student proficiency levels, resulting in lessons taught with appropriate scaffolds in place, meeting the needs of the students involved.

Additionally, the implementation of ILPs provided educators, students, and families with a streamlined document detailing personal and academic information crucial to the academic and social development of the learner. ENL specialists share ILPs with students, families, and mainstream teachers as a way to include numerous adults in the education process, proving to students that multiple people are passionate about their success and growth in and beyond the classroom (e.g., Thompson & Rodriguez-Mojica, 2023). When mainstream teachers familiarize themselves with and utilize ILPs to their potential, ELLs will benefit from language goals regularly implemented in content area instruction. Moreover, accommodations *should* be set in place for students to access curriculum no matter the mainstream teacher's area of expertise.

Implications for Teaching

This research was not only conducted to benefit students, but also to make educators aware of the benefits of collaboration and the impacts it has on their professional satisfaction. When mainstream teachers engaged in co-teaching practices, many found to have improved upon their instructional techniques through externalizing their thinking and reflecting alongside of

their ENL certified colleague (e.g., Bauler & Kang, 2020). ENL teachers were able to provide their colleagues with specific strategies that could be used to support ELLs in their classroom, further developing the resources in their personal “toolkits” alongside of increasing their confidence in their ability to meet the needs of language learners. Numerous teachers described feeling as though their instruction improved when given the opportunity to consult the expertise of their ENL colleagues (e.g., Villavicencio et al., 2021), as well as increased job satisfaction when given the opportunity for professional learning and growth (e.g., Madigan-Peercy et al., 2015).

Not only would mainstream teachers benefit from consistent and effective collaborative practices, but ENL teachers would as well. When all teachers take an active role in the education of ELLs, ENL specialists can dedicate their time to developing and building a stronger ENL program. Specialists would have more flexible schedules to differentiate materials, co-plan, consult with mainstream educators, and designate their role in the district as mentors, allowing for continuous growth in their colleagues’ understanding and practice of language acquisition strategies. Sharing the responsibility with mainstream educators takes a significant weight off the shoulders of ENL teachers, enabling them work with all educators in the building to promote the academic success of ELLs.

Recommendations

Although the current available research and proposed professional development provide educators with great starting resources to establish opportunities for collaboration, it is crucial for the research to continue and stay up to date with the ever-changing climate of education. Relevant peer reviewed journals were not as copious as desired, leading to limited studies focused on the benefits and results of collaboration, particularly in rural school districts. My first

recommendation moving forward would be for long-term studies to analyze the effects of ILPs regularly used in a school district, and how it impacts student test scores alongside of student motivation, engagement, and teacher perspectives.

Second, to promote effective collaboration, districts would benefit from administration mandating regularly scheduled meeting times to discuss and revise strategies, scaffolds, and accommodations used in the classroom and listed on ILPs. Monthly meetings at the minimum to ensure faculty members are regularly consulting the information on ILPs in addition to their ENL colleagues would show the district's desire to prioritize ELL education. While it is noted that time is scarce for educators, ongoing practice and discussions revolving around the concerns or successes of ELLs will result in all educators taking an active role in their education, not just ENL specialists. Furthermore, mandating such meetings shows faculty members the significance administration puts on these meetings, emphasizing the prioritization of ELLs.

Third, similarly to how a Committee on Special Education (CSE) meets annually to review and discuss IEPs, a committee should meet annually to discuss the needs of ELLs for the following school year. It is recommended that the ENL specialist, at least one mainstream teacher, at least one administrator, the student, and family are invited to collaborate during this meeting. Regularly reflecting on the current and future goals set forth for ELLs is essential to promote their academic and future success.

Final Thoughts

Although the ELL enrollment in rural districts is far less than urban, ELLs are granted the right to an equal education and should be afforded the same academic and social opportunities as their native English-speaking peers. Due to the lack of pre-service teacher preparation candidates receive while completing their degrees in education, it is imperative that ENL specialists and

administration advocate for the ELLs in their districts. ENL specialists cannot possibly carry the weight of all ELLs in the district on their shoulders. Prioritizing thoughtful collaboration is essential to ensure the needs of all ELLs are being met.

Bringing attention to the challenges that ELLs face on a daily basis is one way to entice educators into becoming advocates for these students. However, it is not enough to make a significant difference. Without requiring teachers to differentiate, scaffold, and accommodate the ELLs they teach in their content area classes, students will continue to struggle to access curriculum, furthering the gap in their education. After a significant amount of time and consideration spent on the best approach for the Cazenovia Central School District, ILPs have proven to be the best first step in encouraging mainstream teachers to take an active role in English Language Learner education.

References

- Bauler, C. V., & Kang, E. J. S., (2020). Elementary ESOL and content teachers' resilient co-teaching practices: A long-term analysis. *International Multilingual Research Journal*, 14(4), 338-354. <https://doi.org/10.1080/19313152.2020.1747163>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Giles, A., & Yazan, B. (2020). "You're not an island": A middle grades language arts teacher's changed perceptions in ESL and content teachers' collaboration. *Research in Middle Level Education Online*, 43(3), 1–15. <https://doi.org/10.1080/19404476.2020.1724045>
- Giles, A., & Yazan, B. (2021). "More mindful of ESL students": Teacher participation and learning in ESL and content teachers' collaboration in a science middle school classroom. *MEXTESOL Journal*, 45(2). <https://eric.ed.gov/?id=EJ1295040>
- Guler, N. (2020) Preparing to teach English language learners: Effect of online courses in changing mainstream teachers' perceptions of English language learners. *Innovation in Language Learning and Teaching*, 14(1), 83-96.
- Hansen-Thomas, H., Richins, L. G. (2015). ESL mentoring for secondary rural educators: Math and science teachers become second language specialists through collaboration. *TESOL Journal*, 6(4), 766-776.
- Hansen-Thomas, H., Richins, L. G., Kakkar, K., & Okeyo, C. (2016). I do not feel I am properly trained to help them! Rural teachers' perceptions of challenges and needs with English-language learners. *Professional Development in Education*, 42(2), 308-324.
- Kim, H. J., Lee, Y. J., de Jong, E. J. (2022). Preparing mainstream teacher candidates to work with English language learners: Dissonance and care developing agency. *European*

- Journal of Educational Research*, 11(3), 1303-1314. [https://doi.org/10.12973/eu-
jer.11.3.1303](https://doi.org/10.12973/eu-
jer.11.3.1303)
- Martin-Beltran, M., & Peercy, M. M. (2014). Collaboration to teach English language learners: opportunities for shared teacher learning. *Teachers and Teaching*, 20(6), 721–737. <https://doi-org.brockport.idm.oclc.org/10.1080/13540602.2014.885704>
- Mills, T., Villegas, A. M., & Cochran-Smith, M. (2020). Research on preparing preservice mainstream teachers for linguistically diverse classrooms. *Teacher Education Quarterly*, 47(4), 33–55. <https://www.jstor.org/stable/26977529>
- Moser, K., Zhu, D., Nguyen, H., & Williams, E. (2018). Teaching English language learners: A mainstream response to rural teacher preparation. *International Journal of Teacher Education and Professional Development*, 1(1), 58-75, DOI: 10.4018/IJTEPD.2018010105
- National Center for Education Statistics [NCES]. (2024). English learners in public schools. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved July 8, 2024, from <https://nces.ed.gov/programs/coe/indicator/cgf>.
- National Education Association [NEA]. (2020). English language learners. *NEA*. Retrieved July 8, 2024, from <https://www.nea.org/resource-library/english-language-learners>
- National School Board Association [NSBA]. (2023). Students in rural public schools: By the numbers. *NSBA*. Retrieved July, 12, 2024, from <https://www.nsba.org/ASBJ/2023/december/research>
- New York State School Boards Association [NYSSBA]. (2019). (rep.). *School districts struggle to find English language learner instructors*. Retrieved August 2, 2024, from

https://www.nyssba.org/clientuploads/nyssba_pdf/Reports/el-teachers-shortage-05032019.pdf

- Pathan, H., Memon, R. A., Memon, S., Khoso, A. R., & Bux, I. (2018). A critical review of Vygotsky's socio-cultural theory in second language acquisition. *International Journal of English Linguistics*, 8(4), 232-236. doi:10.5539/ijel.v8n4p232
- Peercy, M. M., Ditter, M., & Destefano, M. (2016). "We need more consistency": Negotiating the division of labor in ESOL-mainstream teacher collaboration. *TESOL International Association*, 8: 215-239. <https://doi-org.brockport.idm.oclc.org/10.1002/tesj.269>
- Peercy, M. M., Martin-Beltran, M., Yazan, B., & DeStefano, M. (2017). "Jump in any time": How teacher struggle with curricular reform generates opportunities for teacher learning. *Action in Teacher Education*, 39(2), 203-217,
- Sakash, K., & Rodriguez-Brown, F. (2010). Fostering collaboration between mainstream and bilingual teachers and teacher candidates. *Taylor & Francis Group*, 1, 143-159. <https://ebookcentral.proquest.com/lib/brockport/detail.action?docID=574586>.
- Sugimoto, A. T., Carter, K., Stoehr, K. J. (2017). Teaching "in their best interest": Preservice teachers' narratives regarding English learners. *Teaching and Teacher Education*, 67, 179-188. <http://dx.doi.org/10.1016/j.tate.2017.06.010>
- Thompson, K. D., & Rodriguez-Mojica, C. (2023). Individualized language plans: A potential tool for collaboration to support multilingual students. *Journal of Education for Students Placed at Risk (JESPAR)*, 28(1), 97-121. <https://doi.org.brockport.idm.oclc.org/10.1080/10824669.2022.2123330>
- Villavicencio, A., Jaffe-Walter, R., & Klevan, S. (2021). "You can't close your door here:" Leveraging teacher collaboration to improve outcomes for immigrant English learners.

Teaching and Teacher Education, 97, 103227-.

<https://doi.org/10.1016/j.tate.2020.103227>

Villegas, A. M. (2018). Introduction to “Preparation and development of mainstream teachers for today’s linguistically diverse classrooms.” *The Educational Forum*, 82(2), 131-137.

Villegas, A. M., Saiz de La Mora, K., Martin, A. D., & Mills, T. (2018). Preparing future mainstream teachers to teach English language learners: A review of the empirical literature. *The Educational Forum*, 82(2), 138-155

Villegas, L. (2023). English learner funding equity and adequacy in K-12 education. *New American*. <https://www.newamerica.org/education-policy/briefs/english-learner-funding-equity-and-adequacy-in-k12-education/>

Vintan, A., & Gallagher, T. L. (2019). Collaboration to support ESL education: Complexities of the integrated model. *TESL Canada Journal*, 36(2), 68–90.

<https://doi.org/10.18806/tesl.v36i2.1314>

Vygotsky, L. S. (1978) *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wissink, B. & Starks, S. (2019). Elementary teachers’ perceptions of preparedness to teach English language learners. *Educational Research and Reviews*, 14(10), 349-357.

Appendix A

Canva Slideshow Presentation

Appendix B

Survey [Link](#)

Appendix C

Language Immersion Activity [Worksheet](#)

Appendix D

Collaborative Discussion [T-Chart](#)

Appendix E

Blank ILP [Document](#)

Appendix F

Example ILP ([Amina](#))

Appendix G

Case Study Activities

1. [Elementary Case Study](#)
2. [Middle Level Case Study](#)
3. [Secondary Case Study](#)