Pre-service Teachers' Conceptions of Culturally and Linguistically Responsive Practices for English Learners

A Capstone Project

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Abstract

Secondary social studies classrooms are, ideally, language-rich environments. However, the complex discipline-specific language and literacy skills used in these classrooms create high language demands for ELs enrolled in these courses. As a result, many researchers have called for additional research regarding how to best prepare secondary social studies pre-service teachers (PSTs) for working with ELs and for employing culturally and linguistically responsive practices (Cho & Reich, 2018; Jaffee, 2018; Yoder & van Hover, 2018; Yoder et al., 2016). To better understand how to prepare secondary social studies PSTs within the localized context of the secondary social studies methods program at a public, Mid-Atlantic university, this capstone study employed a descriptive, mixed-methods approach to examine one cohort of secondary social studies PSTs' experiences working with ELs, as well as the ways in which PSTs described scaffolding for ELs within their teaching placements. Analysis of survey responses, individual interviews, and PSTs' coursework led to this study's four major findings. All six interviewees reported valuing ELs' unique perspectives and recognized ELs as a diverse group of learners, yet only three PSTs indicated feeling confident in meeting ELs' diverse needs in their future classrooms. Findings from this study further indicated PSTs' need for additional EL-specific scaffolding strategies and opportunities to practice implementing these strategies within the context of PSTs' fall and spring teaching placements. This study's findings were used to inform the secondary social studies program of ways to improve the secondary social studies methods courses' content and sequencing, as well as the experiences of future secondary social studies PSTs.

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APPROVAL OF THE CAPSTONE PROJECT

This capstone project, ("Pre-service Teachers' Conceptions of Culturally and Linguistically Responsive Practices for English Learners"), has been approved by the Graduate Faculty of the School of Education and Human Development in partial fulfillment of the requirements for the degree of Doctor of Education.

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DEDICATION

To all of my students, who have shaped my worldview and taught me so many things. To my family, who have and always will be my biggest cheerleaders in all things.

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Chapter 1: Problem of Practice

Problem of Practice Within a Local Context

Localized Teacher Education Program

Three years ago, the university's Teacher Education Program shifted from a two-year Post-Graduate Masters in Teaching (PGMT) degree program to a one-year program, and as part of the transition, faculty collaboratively revised the content and structure of the overall program. An overview of the revised program can be found in Appendix A. Given the changing demographics and increased linguistic diversity across the state, one component of the new program included an increased attention to instruction for English Learners (ELs). The faculty reviewed the most recent Virginia Department of Education (VDOE) requirements for secondary teacher licensure and, as a result, developed two courses focused broadly on teaching language and literacy skills within secondary content classrooms: Multilingual Methods and Language and Literacies Across the Disciplines. These courses were designed and implemented to ensure that all PGMT candidates developed skills related to ELs and teaching language skills.

However, faculty members determined that the new PGMT program course load was too work-intensive for pre-service teachers (PSTs), and after one cycle, the two courses were collapsed the following year into one course, which was offered as a one-month summer course. Because of this shift, the content on language instruction and instruction for ELs that could not be included in the summer course needed to be embedded into other program courses. This potentially afforded some additional benefits. Specifically, by embedding this content into each discipline's secondary methods course sequence, secondary PSTs would be able to identify the language demands specific to their discipline and apply content regarding instruction for ELs within their specific disciplinary context. My personal reflections from my role as a graduate

teaching assistant and course instructor for the Fall 2020 EDIS 5600: Teaching Social Studies in Secondary Classrooms I methods regarding EL-specific instruction, or lack thereof, as well as continual feedback from the current secondary social studies PGMT cohort, presented this study's localized problem of practice:

> *Given the changes in the PGMT course sequences, how do the current secondary social studies PSTs describe their experiences working with ELs? Further, what do secondary social studies PSTs need to continue to be successful when working with ELs?*

Exploration of this localized problem of practice will afford me the opportunity to investigate current secondary social studies PSTs' experiences, and give feedback about the continual development of the secondary social studies methods course content and instruction related to instruction for ELs.

Secondary Social Studies PGMT Program

This study sought to examine the current cohort of secondary social studies PSTs' experiences working with ELs during the 2020-21 school year. Within the PGMT program, PSTs enrolled in the secondary social studies cohort completed a two-semester methods course sequence, a two-semester seminar sequence, and associated field experiences. While the methods courses' content and instruction prioritized scaffolding students' development of disciplinary literacy; during the Fall, 2020 semester, instruction focused primarily on general scaffolds, not those specific to ELs. As a result, in my role as Graduate Teaching Assistant (GTA), I developed and implemented two course modules entitled: Instruction for Diverse Learners Parts One and Two. These two modules were implemented at the beginning of the three-credit Spring, 2021 Methods course, EDIS 5601: Teaching Social Studies in Secondary Schools II. Each module was equivalent to the content of a 3-hour class. Each module contained an asynchronous recorded

lecture and classwork as well as a synchronous class discussion with small group activities via Zoom. These modules specifically addressed WIDA Consortium (formerly World-Class Instructional Design and Assessment) language standards, alignment between these language standards and state-mandated history assessments, disciplinary literacy and language demands present in the Virginia-mandated Standards of Learning (SOL) curriculum, and instruction regarding how to scaffold instruction for ELs. Each module consisted of an asynchronous narrated PowerPoint, individual classwork, and a synchronous class discussion via Zoom. (see module overviews in Appendix D). These modules will be discussed further in chapter three, and were significant to this localized problem of practice because each module's class work required that PSTs reflect on their experiences working with and scaffolding for ELs, and therefore provided greater insights into this study's central research questions.

To better understand this study's localized problem of practice, one must first understand the larger problem of practice regarding how to prepare secondary social studies pre- and in-service teachers working with ELs within their disciplinary classrooms. In the next section, I provide the background of the larger problem of practice and discuss current trends within the literature relevant to this investigation.

Background of Larger Problem of Practice

Nationally, there continues to be increasing cultural and linguistic diversity among students in secondary social studies classrooms (Cruz & Thorton, 2009; NCES, 2017; 2018), which, in an ideal scenario, are language-rich environments that create opportunities for ELs to organically learn language and content simultaneously (Bunch, 2009; Cruz & Thorton, 2009; Schleppegrell et al., 2008; Yoder et al., 2016). However, the complex discipline-specific language structures and literacy skills frequently used in secondary social studies classrooms

create high language and literacy demands for ELs enrolled in these courses (Achugar et al., 2007; Bunch, 2009; 2013; Cruz & Thorton, 2009; Schleppegrell, 2004; Schleppegrell et al., 2008).

de Jong and Harper (2005) indicated that teachers need purposeful instructional strategies specifically designed and implemented for ELs, and secondary social studies teachers have reported the need for greater training on instruction specifically designed for ELs (O'Brien, 2011; Reeves, 2006). This challenge is particularly significant given that, nationally, more than 50% of secondary social studies teachers will have at least one EL enrolled in one of their social studies course each year (Fitchett & Vanfossen, 2013). When investigating how to support secondary social studies teachers working with ELs, researchers found that teachers' competencies in and implementation of culturally and linguistically responsive practices may positively impact student learning outcomes in secondary social studies classrooms (Cho & Reich; 2008; Jaffee, 2016a; 2018; Yoder et al., 2017; Yoder & Jaffee, 2018)

It is difficult for teachers to develop capacity for instruction for ELs while in the field (Yoder et al., 2016). Rather, research indicates that teachers benefit from training and coursework prior to teaching and becoming responsible for students (Dong, 2017; Jaffee, 2018; Yoder et al., 2017). Developing PSTs' skills in instructional decision-making for ELs, as well as their competencies in culturally and linguistically responsive practices, is essential in creating future in-service secondary social studies teachers who can successfully work with ELs (Dong, 2017; Jaffee, 2018; Ramirez & Jaffee, 2016; Theiman et al., 2015; Yoder et al., 2016).

Trends Within the Current PST Literature

There is a growing body of literature on in-service secondary social studies teachers working with ELs, but there remain few studies that specifically address how to prepare

secondary social studies PSTs working with ELs. Yet, within this limited body of literature three themes emerged. First, PSTs need experiences valuing student diversity and building cross-cultural connections (Dong, 2017; Fitchett et al., 2012; Theiman et al., 2018). Second, PSTs need explicit instruction on developing disciplinary language and literacy skills in their secondary social studies classrooms (Schall-Leckrone & Barron, 2018). And third, PSTs need direct instruction on how to scaffold for English Learners and opportunities to practice scaffolding (Li et al., 2017; Schall-Leckrone, 2018; Theiman & Lenski, 2015). These themes will be discussed in greater detail in the next chapter.

When connecting these themes from the larger body of literature to this study's localized context, I further refined this study's localized problem of practice to:

> *Given the changes in the PGMT course sequences, how do the current secondary social studies PSTs describe their experiences working with ELs, and specifically, how do they report scaffolding for ELs within their teaching placements? Further, what do secondary social studies PSTs need to continue to be successful when working with ELs?*

To adequately address this refined localized problem of practice, this study sought to explore the current secondary social studies PST cohort's experiences working with ELs as well as the ways in which PSTs described scaffolding for ELs, in order gain greater insight into how to facilitate current PSTs', as well as future PSTs', abilities to successfully work with ELs within their secondary social studies classrooms.

Purpose of this Investigation and Research Questions

To better understand how to support secondary social studies PSTs to effectively meet the needs of ELs in their current and future classrooms, I explored the following research questions:

- *What are secondary PSTs' experiences working with ELs?*
- *In what ways, if any, do PSTs describe scaffolding social studies instruction for ELs?*
- *In what ways, if any, do PSTs describe scaffolding disciplinary language and literacy for ELs?*

The purpose of this study was to gather evidence about this phenomenon as a means of improving the experiences of future secondary social studies PSTs within the PGMT social studies program.

Definition of Terms

This section contains definitions of key terms and concepts used throughout this study. Culturally Responsive Pedagogy (CRP): Teaching practices that situate academic and content knowledge and skills within students' lived experiences creating engaging opportunities for all students to learn (Gay, 2002; 2018).

Culturally and Linguistically Responsive Practices: Teaching practices that combine Gay's (2018) Culturally Responsive Pedagogy with Lucas and Villegas' (2010) Linguistically Responsive Framework as outlined in the Framework section in Chapter Two of this capstone. Specifically, this paper defines culturally and linguistically responsive practices as practices that:

- value students' cultural and linguistic diversity and validate students' experiences;
- build meaningful bridges between content and students' lives by utilizing an inclusive curriculum with multicultural resources;
- identify and develop disciplinary language and literacy skills; and
- incorporate instructional strategies that support and scaffold for ELs' diverse learning styles.

Culture: "a dynamic system of social values, cognitive codes, behavioral standards, world views, and beliefs used to give order and meaning to our own lives as well as the lives of others" (Gay, 2018, p. 8).

Disciplinary Language and Literacy Skills: Discipline-specific ways of thinking and using language (Chauvin & Theodore, 2015).

English Learners: "An individual — who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — the ability to meet the challenging State academic standards; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society." (ESEA Section 8101(20))

I use the term "English Learner" because it is specifically aligned with state and national policy and students who are officially identified for ESL services. It is important to note though, that many of the teaching practices included throughout this investigation might be of benefit to a broader range of multilingual students.

Funds of Knowledge: The cultural and cognitive resources that students acquire and develop outside of the classroom from their personal lives, their families and their communities (Moll et al., 1992).

Linguistically Responsive Teaching: Teaching practices that combine CRP tenets, best practices for English Learners and key components of second language acquisition theories to support ELs in academic settings (Lucas & Villegas, 2010; Lucas et. al., 2008; Villegas et al., 2018)

Newcomers: A diverse, specialized subgroup population of ELs that frequently vary in language and literacy proficiencies both in English and their first language (L1) (Fránquiz & Salinas, 2011).

Scaffolding: Providing specific, temporary instructional supports to help students achieve learning targets and develop disciplinary skills (Gibbons, 2015).

Sheltered Instruction: A classroom structure that involves separating ELs out of mainstreamed content classrooms so that ELs can receive specialized content and language instruction and support (Fránquiz & Salinas, 2011).

Summary

In this section, I provided the necessary background and context to understand this study's localized problem of practice within context of a secondary social studies PGMT program regarding PSTs' abilities to successfully work with ELs within their secondary social studies classrooms. I situated this study's localized problem of practice with the larger problem of practice of how to successfully prepare pre- and in- service social studies teachers who are working with ELs. I presented this investigation's central purpose and introduced this study's research questions. In the next chapter, I will explain this study's grounding framework and explore the literature relevant to this investigation.

Chapter Two: Literature Review

In chapter one, I discussed how changes to the university's PGMT secondary social studies course sequence and my experiences working with secondary pre-service social studies teachers surfaced a problem of practice around facilitating PSTs' abilities to provide quality instruction for ELs. To better understand how to prepare and support PSTs in this work, I used this capstone study to explore secondary social studies PSTs' experiences working with ELs, and to examine in what ways, if any, PSTs scaffold for ELs, especially regarding disciplinary literacy. This study took place within the localized context of the university's secondary social studies PST cohort. This chapter reviews the research that frames and informs my study. In this chapter, I:

1. framed this study using elements of both Gay's (2018) Culturally Responsive Pedagogy (CRP) framework and Lucas and Villegas' (2012) Linguistically Responsive Teaching (LRT) framework;
2. highlighted the disciplinary literacy and language demands found in secondary social studies classrooms and discussed how these language demands impact ELs; and
3. reviewed the relevant literature pertaining to in-service and pre-service teachers' use of culturally and linguistically responsive instruction for ELs in secondary social studies classrooms.

Theoretical Framework

To frame this study, I drew from key elements of both Gay's (2018) CRP and Lucas and Villegas' (2010) LRT frameworks. Both Gay (2018) and Lucas and Villegas (2010) designed asset-oriented frameworks that defined key tenets of culturally and linguistically responsive instruction. I grounded this study's framework in specific elements from both frameworks

because of their relevance and instructional benefit to ELs within the context of secondary social studies classrooms. Both Gay (2018) and Lucas and Villegas (2010) prioritized building relationship with students, supporting disciplinary language and literacy development, and valuing students' diversity, experiences, and resources.

Culturally Responsive Pedagogy Framework

Gay (2018) argued that CRP is rooted in the assumption that by positioning content knowledge and skills within students' lived experiences, teachers can create engaging opportunities for students to learn. Gay (2018) also stated that CRP is inclusive of all cultural heritages and ethnic backgrounds. To define CRP, Gay (2018) used the following eight descriptors: CRP is (1) validating students' experiences, (2) comprehensible and inclusive, (3) multidimensional, (4) empowering, (5) transformative, (6) emancipatory, (7) humanistic, (8) normative and ethical. Many researchers suggest that teachers' employment of CRP can lead to more inclusive classrooms that help meet the needs of students of color and other historically marginalized groups, including ELs, many of whom also identify as students of color (Dong, 2017; Jaffee, 2018; Jaffee & Yoder, 2019; Yoder & Jaffee, 2019; Yoder et al., 2016). All eight descriptors are directly applicable to secondary students. However, given this study's emphasis on ELs in secondary social studies classrooms, I chose to focus on three of Gay's (2018) CRP descriptors. I selected these three descriptors because of their relevance to secondary social studies instruction for ELs and because of their alignment with Lucas and Villegas' (2010) LRT framework. Specifically, I focused on the following descriptors:

1. Culturally responsive teaching is validating.
2. Culturally responsive teaching is comprehensible and inclusive.
3. Culturally Responsive teaching is empowering.

When employed successfully, culturally responsive instruction validates all students' lived experiences (Gay, 2018). In alignment with Lucas and Villegas's LRT Framework discussed below, teachers can use culturally responsive teaching strategies to value and priorities diverse perspectives and narratives thus making content more inclusive and relatable for students (Gay, 2018). Finally, this study is grounded in the assumption that teachers can and have utilized culturally responsive instruction to empower students, especially ELs (Dong, 2017; Jaffee, 2016 a; b; Yoder & van Hover, 2018).

Linguistically Responsive Teaching Framework

Similar to Gay (2018), Lucas and Villegas (2010) emphasized valuing students' linguistic diversity and using a variety of instructional resources and strategies to support the development of students' disciplinary literacy and language skills. They differed from Gay (2018), however, in that they specifically addressed effective EL instruction and key components of second language acquisition theory to support ELs in academic settings (Lucas & Villegas, 2010; Lucas et. al., 2008; Villegas et al., 2018). Lucas and Villegas's (2010) framework that defines LRT with the seven key principles:

> (1) Sociolinguistic consciousness, (2) Value for linguistic diversity, (3) Inclination to advocate for ELs, (4) Learning about ELs' language backgrounds, experiences, and proficiencies, (5) Identifying the language demands of classroom discourse and tasks, (6) Knowing and applying key principles of second language learning, and (7) Scaffolding instruction to promote ELs' learning (p. 302).

From this framework, I selected four principles to focus on based on their applicability to secondary social studies instruction, emphasis on literacy supports for ELs, and congruency with Gay's (2018) Culturally Responsive Framework. I focused on the four principles listed below:

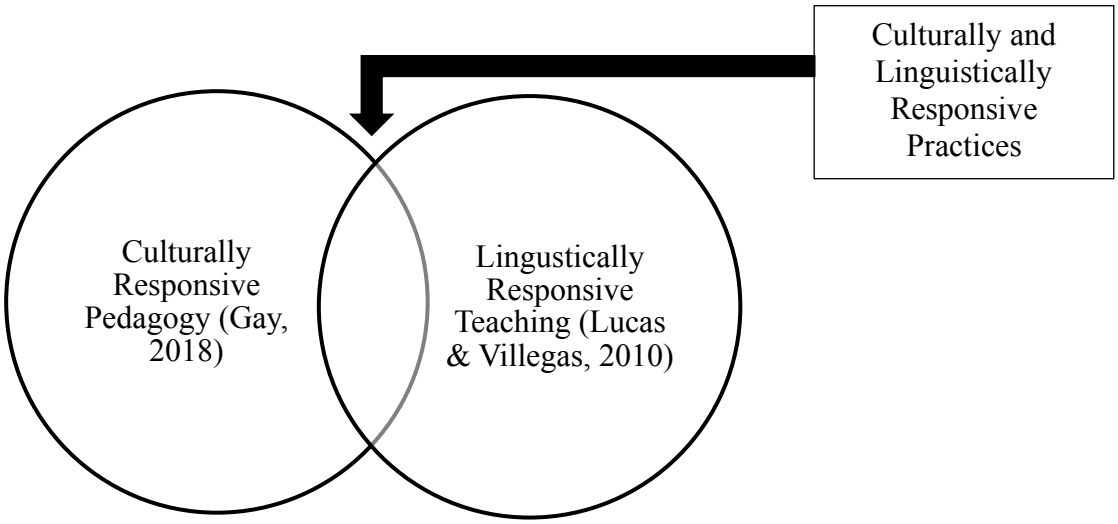
1. value for linguistic diversity,
2. learning about ELs' language backgrounds, experiences, and proficiencies,
3. identifying the language demands of classroom discourse and tasks,
4. scaffolding instruction to promote ELs' learning (Lucas & Villegas, 2010, p. 302).

Building on the work of Gay (2018) and Lucas and Villegas (2010), I created a framework to define culturally and linguistically responsive practices that can be used to support ELs enrolled in secondary social studies classes. This framework highlights specific elements within both Gay's (2018) and Lucas and Villegas's (2010) frameworks based on relevancy to ELs within the context of secondary social classrooms.

Culturally and Linguistically Responsive Practices

Figure 2.1

Culturally and Linguistically Responsive Practices (CLRP) Framework



As Figure 2.1 illustrates, definitions of culturally and linguistically responsive practices vary (Dong, 2017; Jaffee 2016a; 2016b; 2018). However, for the purposes of this study, I

integrated ideas from both CRP and LRT to create the following definition of culturally and linguistically responsive practices. These practices:

1. value students' cultural and linguistic diversity and validate students' experiences.
2. build meaningful bridges between content and students' lives by utilizing an inclusive curriculum with multicultural resources.
3. identify and develop disciplinary language and literacy skills.
4. incorporate instructional strategies that support and scaffold for ELs' diverse learning styles.

This definition of culturally and linguistically responsive practices references competencies that in-service and pre-service teachers can develop in order to apply culturally and linguistically responsive practices for ELs in secondary social studies classrooms. These competencies include identifying and developing ELs' language and literacy skills within the context of secondary social studies classrooms and incorporating appropriate instructional strategies that scaffold development of these skills for ELs' diverse learning preferences. Research indicates that teachers' use of culturally and linguistically responsive practices can increase ELs' readiness to respond, interest in curriculum, access to content, and overall development of disciplinary thinking and language and literacy skills in secondary social studies classrooms (Dong, 2017; Fránquiz & Salinas, 2011; Jaffee, 2016; 2018; Jaffee & Yoder; 2019; Yoder & Jaffee, 2019; Yoder et al., 2016). This is significant because secondary social studies classrooms are language-rich environments that ideally create many opportunities for ELs to learn language organically while also learning content (Bunch, 2009; Cruz & Thorton, 2009; Schleppegrell et al., 2008; Yoder et al., 2016).

Responsive Development of Disciplinary Language and Literacy in Social Studies

The standards-based settings of secondary social studies classrooms create high language demands for students. Students in secondary social studies classrooms are frequently asked to demonstrate their content knowledge and language proficiency through all five domains of language: reading, writing, listening, speaking, and digital viewing (Gibbons, 2015; WIDA, 2020). For example, the Common Core State Standards (CCSS), used by forty-one states, require secondary social studies students to show proficiency in many complex disciplinary language and literacy skills. Specifically, the CCSS ask high school social studies students to cite textual evidence when analyzing primary and secondary sources, and to identify key text features like dates and origins. The standards also state that when reading and analyzing texts, students must be able to determine the meaning of words and phrases within a text, and to evaluate how the author used or modified the meaning of key terms and phrases. For instance, when reading the Declaration of Independence, students are asked to discern how Thomas Jefferson defined words like "liberty" or "equality" within the context of that document.

Similarly, the states that have not adopted the CCSS, like Virginia, also prioritize disciplinary literacy. According to the Virginia/United States history standard VUS.1, students enrolled in a high school U.S. history course will:

> demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history; interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history; constructing arguments, using evidence from multiple sources, and investigating and researching to develop products orally and in writing (VDOE, 2015).

These disciplinary literacy skills, which are often embedded in secondary social studies curriculum, instruction, and assessment, can be especially challenging for ELs (Jaffee, 2016a; 2016b; 2018; Jaffee & Yoder, 2019; Yoder & van Hover, 2018; Yoder et al., 2016). The complex discipline-specific language structures and literacy skills frequently used in secondary social studies classrooms create high language and literacy demands for ELs enrolled in these courses (Achugar et al., 2007; Bunch, 2009; 2013; Cruz & Thorton, 2009; Schleppegrell, 2004; Schleppegrell et al., 2008). One way in which teachers can support ELs' development of disciplinary language and literacy is through the use of culturally and linguistically responsive practices (Cho & Reich, 2008; Jaffee, 2016b; 2018; Yoder et al, 2016). For example, when teaching about the Homefront during WWII, teachers could curate a set of inclusive texts using a variety of genres and perspectives. Additionally, teachers could use responsive disciplinary scaffolds like use of their ELs' first language (L1), and other literacy development strategies.

Using Culturally and Linguistically Responsive Practices to Support ELs

There is a foundational body of research exploring how secondary social studies teachers can support ELs by implementing culturally and linguistically responsive practices (Choi, 2017; Jaffee, 2016b; 2018; Short, 1994; Yoder & van Hover, 2018; Yoder et al., 2016). However, many of the seminal studies in this field focus on the practices of in-service teachers, not pre-service teachers. Therefore, to better assess how to support the PSTs in this study, I reviewed the literature broadly and included literature regarding both in- and pre-service secondary social studies teachers. This allowed me to learn more about how secondary social studies teachers are using instructional practices to support ELs, and to assess the pedagogical skills and knowledge PSTs need to perform these tasks successfully in their future classrooms. In the next section, I

will discuss four themes that emerged from the in-service teacher literature that are aligned with this study's CLRP framework.

1. Valuing students' cultural and linguistic resources and diversity
2. Utilizing inclusive curricula with multicultural resources
3. Developing students' disciplinary language and literacy skills
4. Supporting ELs' diverse learning styles through scaffolding

Valuing Students' Cultural and Linguistic Resources and Diversity

Researchers have observed in-service teachers using culturally and linguistically responsive practices that value and prioritize ELs' cultural and linguistic resources, and found that these practices allowed students to feel valued and more connected to their learning (Fránquiz & Salinas, 2011; Jaffee, 2016a; Jaffee & Yoder, 2019; Salinas et al., 2017; Yoder & van Hover, 2018). Gay (2018) argued that responsive instruction builds "bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities" (Gay, 2018, p.37). Both Jaffee (2016a) and Yoder and van Hover (2018) conducted case studies to further examine how teachers valued and utilized students' cultural and linguistic resources and connected social studies instruction to real-world experiences.

Jaffee (2016a) used a case study approach to examine how one teacher, Mr. Smith, used responsive practices to utilize students' cultural and linguistic resources and to build bridges between the students' lives and social studies content. She reported that Mr. Smith was able to build connections between the high school students' professional work experience and the course content. For example, she observed Mr. Smith connecting students' professional work experiences during a lesson within an Industrial Revolution unit. Jaffee (2016a) suggested that

this connection enabled ELs in Mr. Smith's class to relate to the content on a deeper, more personal level and led to greater conceptual understanding of the discipline. Much of the literature indicates that successful social studies teachers of ELs consistently prioritize making social studies content relevant to students' lives and to the local community (Almarza, 2001; Busey & Russel, 2016; Fránquiz & Salinas, 2011; Jaffee, 2016a; 2016b; 2018; Yoder et al., 2016).

Yoder and van Hover (2018) also used a case study approach and examined one seventh-grade history teacher's decision-making and meaning-making processes when teaching ELs in a CLD school context. Findings indicated that the teacher knew and valued his students' cultural and linguistic resources. He also created effective learning opportunities by grounding his instructional decision-making in knowledge of his students, a key element of culturally and linguistically responsive practices. They also found that the teacher's knowledge and understanding of ELs' academic and social needs allowed him to provide his students with individualized linguistic and academic supports while teaching state-mandated history content. Like many researchers in this field (e.g., Jaffee, 2016a; 2016b; 2018; Yoder et al., 2016; Short; 1994; Theiman et al., 2018), Yoder and van Hover (2018) recommended that secondary social studies teachers prioritize ELs' cultural and linguistic diversity, especially the diverse perspectives they bring to secondary social studies classrooms. When teachers get to know their ELs' unique perspectives and needs, teachers can also critically examine the perspectives that are both present in and missing from their traditional curriculum (Almarza, 2002; Busy & Russel, 2016; Fitchett et al., 2012; Yoder & Jaffee, 2019; Yoder & van Hover, 2018). It is important to note that adding inclusive materials to a state or nationally-mandated curriculum and pacing

guide is a complex issue for teachers due to a variety of variables such as time availability, access to resources, and autonomy over curricular decisions and practices.

Utilizing Inclusive Curricula and Multicultural Resources

History and social studies curricula are often decided at a state or local level, leaving secondary social studies teachers with limited autonomy in their curricular choices. Many of the narratives and perspectives taught in secondary social studies classrooms – especially in U.S. History courses – privilege European-American experiences (Barton & Avery, 2016; Fitchett & Vanfossen, 2013; VanSledright, 2008; Yoder & Jaffee, 2019). To understand how this is affecting ELs and other historically marginalized secondary social studies students, Almarza (2001) and others have investigated secondary students' perceptions of social studies curriculum. Almarza (2001) used a micro-ethnographic approach to examine the perceptions of United States history among 18 adolescent Mexican Americans enrolled in an eighth-grade course entitled "American History until 1865" in a Mid-Western middle school. Almarza's (2001) seminal study identified the contexts that shape ELs' perceptions of American history and found that history curriculum is often presented from a White, Western European perspective, while historically marginalized perspectives are ignored or devalued. Almarza (2001) found that this impacted how the study's 18 Mexican-American student participants perceived and understood historical events, as well as their overall perceptions of American history. For example, one student who participated in Almarza's (2001) study stated,

> That's the reason why we get bored in American history classes. What is the meaning for us [Mexicans] to learn a bunch of dates and wars in which white people participated? NONE! What we are interested is in our ancestors…to know the history of our people [emphasis added].

In another study, Busey and Russel (2016) investigated 12 Latinx students' perceptions of middle school social studies curricula. The researchers' main data sources were students' written narratives and student interviews. The Latinx students who were interviewed found the secondary social studies curriculum to be "culturally barren" or lacking key figures and examples from students' home cultures (Busey & Russel, 2016, p. 13). Similar to Almarza's (2001) findings, Busey and Russel (2016) found that the Eurocentric nature of social studies curriculum and resources made it difficult for Latinx students to find meaningful connections between themselves and the content. The researchers ultimately suggested that, when possible, secondary social studies teachers use inclusive curricular resources and responsive teaching practices to engage culturally and linguistically diverse (CLD) students.

Researchers have observed in-service secondary social studies teachers supporting CLD students, and specifically ELs, through their use of representative and inclusive instructional materials (Fránquiz & Salinas, 2011). Fránquiz and Salinas (2011) found that teachers can support ELs' development of disciplinary thinking and literacy by utilizing inclusive curricula with multicultural resources. Fránquiz and Salinas (2011) used a case study approach to document how 11 Spanish-speaking newcomers used historical texts and developed historical thinking during a series of extended lessons within the context of a sheltered history classroom in central Texas. Specifically, they co-constructed a series of social studies lessons that utilized a historical-thinking design and included a variety of primary sources that included counternarratives, which allowed students to construct their own understandings and conclusions about the given historical topic. Student growth was measured over a three-month period through a variety of data collection methods including video-recorded instruction, field note observations and students' written work. Fránquiz and Salinas (2011) found that when teachers implemented

lessons that utilize students' linguistic resources, including students' first language (L1), teachers could support newcomers' development of disciplinary thinking and literacy skills in secondary social studies classrooms. The researchers also found that inserting Latinx narratives into the curriculum and including primary sources from Latinx and indigenous Americans enabled Spanish-speaking newcomers to connect their lives with social studies content in meaningful ways.

Developing Disciplinary Language and Literacy Skills

Researchers have also found that teachers can support ELs by knowing the language demands of their discipline and providing explicit instruction that develops students' disciplinary language and literacy skills (Jaffee, 2016b; Short, 1994). Short's (1994) multi-phased seminal study examined what linguistic and cultural competencies students need to engage in middle school social studies classrooms and how to support ELs in developing these capacities, especially regarding their development of disciplinary language. First, she examined relevant literature and how content was presented in U.S. History and World History textbooks, student assignments, and other academic materials. Next, she observed sheltered social studies classrooms with ELs in one state and then expanded these observations to include five states. Her work focused primarily on the development and piloting of an integrated language and content curriculum. She found that teaching social studies to ELs requires an understanding that the study of social studies is tied closely to disciplinary language and literacy skills. For example, in secondary social studies classrooms, she observed that students were assessed through a variety of writing tasks such as compare-and-contrast perspective prompts, argumentative essays, and cause-and-effect analyses, yet rarely did the secondary social studies teachers focus on directly teaching developmental writing skills. Short (1994) also found that the amount of reading and

writing in secondary social studies classrooms frequently surpassed that of other secondary content courses such as math or science. Further, she found that many texts used in social studies courses are "filled with abstract concepts and unfamiliar schema that cannot be easily demonstrated" (Short, 1994, p. 591) and emphasized certain linguistic structures such as cause and effect or sequencing. She ultimately argued that students need opportunities to become familiar with the unique ways language is used in social studies classrooms in order to develop the disciplinary language skills utilized in these classrooms.

Short (1994) and others have suggested that teachers can use culturally and linguistically responsive practices to provide opportunities for ELs to develop disciplinary literacy and language skills within secondary social studies classrooms (Cruz & Thorton, 2009; Jaffee, 2018; Short, 1994). Building on the work of many researchers who investigated disciplinary literacy supports for ELs in secondary social studies classrooms (Bunch, 2009; Cho & Reich, 2008; Echevarría et al., 2008; Short, 1994), Jaffee (2016b) used a multi-site, collective case study design to examine how four secondary history teachers in four urban newcomer high schools conceptualized and implemented instruction for ELs. Jaffee (2016b) collected data through interviews, observations, and qualitative documents and artifacts over a five-month period. In her findings, Jaffee (2016b) argued that the pedagogy of building a language of social studies was a key principle of culturally and linguistically relevant instruction about citizenship. Jaffee (2016b) defined the pedagogy of building a language of social studies as "using bilingual practices; acquiring English using multiple texts content, and vocabulary; identifying linguistic demands of classroom tasks; and developing literacy skills" (p.162). The researcher observed all four teacher participants developing students' "language of social studies" through the employment of the aforementioned definition components.

For example, Jaffee (2016b) observed two teachers, Mr. Burgos and Mr. Sharp, implementing bilingual practices throughout their classrooms by translating and interacting in both Spanish and English. Jaffee (2016b) also observed a third teacher, Mr. Garrett, using multiple texts to facilitate content instruction and unpack vocabulary terms and concepts within his history classroom. For instance, Mr. Garrett used graphic organizers, images, a word wall, and other strategies to help support ELs' disciplinary language and literacy development in his classroom. Jaffee (2016b) observed the fourth teacher participant, Ms. Sanford, explicitly focusing on ELs' literacy development through her employment of a read-aloud strategy when teaching about the Declaration of Independence. In her discussion and conclusion, Jaffee (2016b) advocated for teachers to use a pedagogical approach centered on building the language of social studies when working with ELs in secondary social studies classrooms. She defined this type of pedagogy as "instructional practices that use bilingual practices, allow students to acquire English using multiple texts, content, and vocabulary, identify linguistic demands of classroom tasks, and develop literacy skills" (Jaffee, 2016b, p.162).

In Jaffee's (2018) case study she also observed teachers using culturally and linguistically responsive practices to help ELs contextualize historical content and to develop historical thinking, language, and literacy skills. She examined three U.S. history teachers of newcomer ELs and how they developed historical language, literacy, and thinking skills within their classrooms. She found that one teacher's use of culturally and linguistically responsive practices supported ELs' exploration of historical content and their development of literacy through discussion and paraphrasing. Teacher participants in this study also implemented culturally and linguistically responsive practices to specifically help ELs obtain key content vocabulary and to analyze historical sources through sourcing and corroboration. Ultimately, Jaffee (2018) argued

that teachers need a robust understanding of both their content and the disciplinary skills unique to social studies in order to provide quality instruction for ELs.

Scaffolding Disciplinary Literacy Instruction for ELs

The term scaffolding refers to specific, temporary instructional supports that teachers can use to help students achieve learning targets and develop disciplinary skills (Gibbons, 2015). While secondary social studies teachers are expected to be content experts, they may need support in developing awareness of the language structures employed in the disciplines of history and social sciences in order to scaffold and implement practical literacy strategies, especially when scaffolding for ELs (Fang & Coatoam, 2013). Research has shown that ELs benefit from direct instruction that breaks down disciplinary language patterns and literacy skills (Achugar et al., 2007; Lucas and Villegas, 2010).

Achugar et al. (2007) sought to support teacher capacities to identify and scaffold language and literacy skills within secondary social studies classrooms. The researchers conducted workshops in which teachers deconstructed sentences within historical documents to analyze how historians use language. One teacher participant who applied these strategies in their own classroom reported success in scaffolding disciplinary language and literacy skill development for ELs. Specifically, teachers reported that these scaffolding strategies helped ELs systematically identify patterns within disciplinary texts and develop deeper understanding of the content (Achugar et al., 2007). They ultimately argued that "teachers can help learners unpack the meanings in texts by pointing to the linguistic cues that enable the presentation of historical context" (Achugar, 2007, p.18). Helping students unpack disciplinary language requires that secondary social studies teachers be able to interrogate the ways language is used within their discipline. Achugar et al.'s (2007) study highlighted how when teachers interrogate disciplinary

language and how disciplinarians' use language, they were more equipped to model how to break down the disciplinary language and literacy skills used in their classroom for students.

In another study, Choi (2013) employed a case study approach to examine how one middle school social studies teacher, Mr. Moon, supported ELs' disciplinary literacy development through the use of multi-modal visuals and technology. Choi (2013) found that the use of multiple visuals assisted ELs' acquisition of content within a global history course. Specifically, Choi (2013) found that the teacher successfully scaffolded for ELs by using visual resources such as graphic organizers, maps, artifacts, video clips, and graphs. These visual resources provided ELs with powerful tools to access course content and to further develop disciplinary literacy. Choi (2013) argued that Mr. Moon's instructional scaffolds enabled ELs' active engagement and learning, and that his scaffolds can provide a model for other practicing social studies teachers working with ELs.

Achugar et al., (2007) and Choi (2013) investigated different types of scaffolds that teachers can employ to help ELs in secondary social studies classrooms. However, ELs are diverse, and determining the most appropriate scaffolds for ELs can be challenging for teachers (Bunch, 2013; Cho & Reich, 2008; Theiman et al., 2018). A key element of being responsive is responding to diverse individuals, which is especially true when considering the vast diversity among ELs (Umansky & Porter, 2020). Cho and Reich (2008) surveyed 33 history teachers in high schools with high numbers of ELs and asked teachers how they accommodated ELs within their classrooms. The researchers found that the majority of teachers provided certain scaffolds for ELs, but not task modification. Teacher participants indicated that they adjusted their rate of speech, gave ELs extended time on assignments, and consulted with ESL teachers. The secondary social studies teacher participants' survey responses, however, did not indicate the use

of task modification for ELs. This, combined with the teachers' request for additional training on instruction for ELs, may have indicated that teachers did not know how to adjust instruction (Cho & Reich, 2008). This is corroborated by O'Brien (2011) and others (Cho & Reich, 2008; Reeves, 2006) who also found that many secondary social studies teachers indicate feeling unprepared to teach ELs and want additional training in scaffolding and supporting ELs' content and disciplinary literacy development.

In summary, research indicated that in-service teachers have supported ELs by prioritizing students' cultural and linguistic resources and, when possible, utilizing inclusive curricula with which ELs can personally connect (Almarza, 2001; Busey & Russel, 2016; Fránquiz & Salinas, 2011; Jaffee, 2016a; Yoder & van Hover, 2018; Yoder et al., 2016). Further, the research showed that when teachers examine the types of language and literacy skills used within secondary social studies classrooms, they increased their awareness of how language is used within their discipline (Achugar et al., 2007; Jaffee 2016b; 2018). Achugar et al. (2007) and Jaffee (2106b) also emphasized that with this awareness, secondary teachers can break down how language is used in social studies and help support ELs' development of disciplinary language and literacy. Finally, researchers suggest that teachers support ELs' disciplinary language and literacy development within secondary social studies classrooms by using a variety of instructional scaffolds such as explicit vocabulary and literacy instruction and the use of multi-modal texts (Achugar, 2007, Choi, 2013; Jaffee, 2016a, 2018).

Pre-Service Teachers Preparation Using Responsive Practices

Researchers recommended additional research on how to prepare teachers effectively for CLD classrooms (Cho & Reich, 2008; O'Brien, 2011; Yoder et al., 2016). Cho and Reich (2008), Fitchett and Vanfossen (2013) and O'Brien (2011) all indicated that in-service social

studies teachers reported feeling unprepared to work with ELs, and researchers recommended additional training for secondary social studies teachers who plan to work with ELs. Researchers further suggested the need for additional research regarding how to preemptively prepare PSTs for their future CLD classrooms by providing training on responsive instruction in secondary social studies classrooms (Jaffee 2016a; 2016b; 2018; Jaffee & Yoder, 2019, Yoder et. al, 2016; Yoder & van Hover, 2018).

Developing teachers' capacities for instruction of ELs is not a skillset easily acquired in the field, and research indicates that in order to prepare teachers to meet the needs of ELs using culturally and linguistically responsive practices, teacher education programs need to train PSTs specifically in these practices (Dong, 2017; Schall-Leckrone, 2018; Theiman et al., 2018; Yoder et al., 2016). Specifically, current research indicates that secondary social studies PSTs need:

1. experiences valuing student diversity and building cross-cultural connections (Dong, 2017; Fitchett et al., 2012; Theiman et al., 2018).
2. explicit instruction on developing disciplinary language and literacy skills in their secondary social studies classrooms (Schall-Leckrone & Barron, 2018).
3. direct instruction on how to scaffold for ELs and opportunities to practice scaffolding (Li et al., 2017; Schall-Leckrone, 2018; Theiman & Lenski, 2015).

Experiences Valuing Student Diversity and Building Cross-Cultural Connections

Researchers have found that in order to develop competencies in responsive practices, PSTs need experiences – both in their coursework and through classroom teaching opportunities – that model, value and prioritize student diversity (Dong, 2017; Jaffee; 2018; Li et al., 2017; Yoder & van Hover, 2018). As mentioned previously in the disciplinary literacy section, Theiman et al. (2018) conducted a self-study examining CRT embedded in their social studies

methods course to determine how to prepare PSTs when working with ELs in secondary social studies classrooms. In addition to their findings regarding disciplinary literacy, another key finding was the need for PSTs to understand individual student differences (including the fact that ELs are not all the same). Theiman et al. (2018) argued that ELs may differ in their prior knowledge, language learning aptitude, first language proficiency, English proficiency, learning styles, personality, attitudes and motivation, identity and ethnic group affiliation, and learner beliefs. Further, the researchers suggested that PSTs must consider all of these factors when selecting instructional strategies for ELs (Theiman et al., 2018). Ultimately, the researchers suggested that in order to prepare secondary social studies teachers for working with ELs, PSTs must first learn and practice implementing strategies that uncover their students' unique and diverse needs in order to select the most effective instructional practices and scaffolds.

In a pre-experimental study, Fitchett et al. (2012) also investigated how CRP embedded within a social studies methods course impacted PSTs' working with diverse learners. Specifically, the researchers investigated how the embedded responsive teaching influenced PSTs' CRP self-efficacy. The researchers found that when PSTs encountered in-depth CRP practices within their social studies methods course, PSTs expressed greater confidence and self-efficacy regarding CRP practices. PSTs were also more willing to work with CLD communities (Fitchett et al., 2012). Further, Fitchett et al. (2012) found that when PSTs were immersed in CLD social studies classrooms, they felt more effective in implementing CRT in those spaces. They ultimately found that PSTs feel more confident in teaching social studies to diverse learners when instructors embedded CRP practices within social studies methods courses and gave PSTs time to work in diverse classrooms that were racially, culturally, and socioeconomically different from their own.

Schall-Leckrone and Pavlak (2015) echoed many of Fitchett et al.'s (2012) findings. Their qualitative study investigated the influence of an instructional methods course on preparing pre- and in-service teachers to work with ELs in secondary content classrooms. While only 12 of the participants in this study were PSTs, their study was significant because it explored how secondary social studies PSTs connected and applied their methods coursework when conceptualizing culturally and linguistically responsive practices for ELs. Schall-Leckrone and Pavlak (2015) indicated that although their participants felt more prepared to teach ELs, the participants' ability to plan and critically examine instruction for ELs varied. Much like Fitchett et al. (2012), the researchers also found that PSTs exhibited greater confidence in teaching CLD students when they received explicit instruction on culturally and linguistically responsive practices. Theiman et al. (2018), Fitchett et al. (2012) and Shall-Leckrone and Pavlak (2015) all suggested that providing PSTs with explicit instruction on responsive practices and opportunities to interact with ELs helped PSTs develop awareness and appreciation of students' cultural and linguistic resources and gain confidence in working with CLD students.

Dong (2017) indicated that PSTs also benefit from practicing the building of cross-cultural connections in a real classroom setting (Dong, 2017). As a practitioner-researcher, she analyzed twenty social studies PSTs' course writings and assignments to identify culturally and linguistically responsive teaching strategies that promoted effective social studies instruction for ELs. Through this analysis, she found that PSTs addressed the needs of ELs enrolled in ESL and self-contained social studies classrooms by building cross-cultural connections. Specifically, she highlighted one PST who allowed students to communicate using their preferred language and connected social studies content to students' personal experiences. Further, she found that during their student teaching placements, PSTs gained experience working with ELs, and that this

experience helped the PST participants build cross-cultural connections between their content and ELs' lives. Dong (2017) ultimately found that PSTs used these connections to support ELs' disciplinary thinking, language, and literacy skills.

Developing Disciplinary Language and Literacy Skills

Researchers also indicated that secondary social studies PSTs need to be able to develop ELs' disciplinary language and literacy skills in secondary social studies classrooms (Li et al., 2017; Schall-Leckrone, 2017; Schall-Leckrone & Barron; 2018). In order to do this, Schall-Leckrone & Barron (2018) suggested that PSTs also need to see themselves as both content and language teachers in order to address fully the needs of ELs in their classrooms. Their qualitative case study investigated how PSTs, mentor teachers and teacher educators could collaboratively improve ELs' comprehension and disciplinary literacy skills in a ninth-grade World History classroom. They found that the infusion of language-based strategies into PSTs' history methods coursework increased PSTs' awareness of their roles as language teachers. However, the researchers reported that PSTs continued to struggle to embed these literacy strategies into their content instruction to support students' development of historical thinking. These authors ultimately argued that PSTs need to not only see themselves as language teachers, but also need to be able to embed literacy strategies that support ELs' language and literacy development into their content instruction.

Scaffolding Disciplinary Literacy

To support ELs' language and literacy development in secondary social studies classrooms, researchers have found PSTs need explicit instruction on how to build language and literacy scaffolds (Schall-Leckrone, 2018; Theiman & Lenski, 2015). In a follow-up to their 2013 study about PSTs' use of literacy strategies, they employed a case study approach to

examine how six secondary social studies PSTs used the CCSS for English Language Arts and Literacy in History/Social Studies literacy skills and the College, Career, and Civic Life (C3) Framework to develop CLD students' disciplinary language and literacy skills. The researchers found that while all six PST participants incorporated literacy strategies into their instruction, their implementation of higher-level literacy strategies varied. The authors concluded that PSTs need explicit instruction on how to scaffold disciplinary literacy development when moving from simple to more complex literacy tasks, especially when working with CLD students.

Li et al. (2017) designed six multi-modal modules specifically targeting linguistically responsive teaching and learning for ELs. The modules were designed to help elementary and secondary pre- and in-service teachers learn how to properly scaffold language and literacy for ELs. After completion of these modules, many PST participants reported increased awareness of how to scaffold and differentiate for ELs. The researchers found that targeted instruction through multimodal modules helped address PSTs' gaps in knowledge regarding instruction for ELs, but that PSTs needed additional support regarding second language instruction (2017). Finally, the research team recommended that PSTs have additional, on-going instruction and opportunities to practice scaffolding for ELs based on their students' individual needs, goals, language proficiency levels, and other influential characteristics.

In addition to explicit instruction on scaffolding, research indicated that PSTs also need continual opportunities to practice determining appropriate scaffolds for ELs within their discipline-specific context (Li et al.,2017; Schall-Leckrone, 2018). Schall-Leckrone's (2018) qualitative study specifically investigated the extent to which history PSTs and novice history teachers used content from their teacher preparation courses when scaffolding for ELs. She (2018) found that PST participants primarily used four types of scaffolds: (1) visuals, (2),

vocabulary instruction, (3) graphic organizers and (4) adapted/ annotated texts (Schall-Leckrone, 2018). She also found that PSTs' abilities to scaffold for ELs increased with classroom experience and support from a mentor teacher. Further, she findings indicated that PSTs struggled with in-the-moment scaffolds that required the PSTs to interact with ELs and quickly determine the most appropriate way to support language and literacy skill development. Ultimately, she recommended that PSTs receive continual opportunities to practice scaffolding for ELs to build their confidence and capacities to make in-the-moment decisions to support ELs.

In sum, researchers have recommended that teacher educators provide specific supports for secondary social studies PSTs working with CLD students. Fitchett et al. (2012) and Theiman et al. (2018) indicated that secondary social studies PSTs need explicit instruction that values, prioritizes, and utilizes students' diversity (Fitchett et al., 2012; Theiman et al., 2018). Researchers have also suggested that PSTs need experiences interacting with ELs and building cross-cultural bridges between students and their content (Dong, 2017). Further, Schall-Leckrone and Barron, (2018) recommended that PSTs develop an awareness of the language and literacy practices used within their discipline and begin to see themselves as teachers of language (Schall-Leckrone & Barron, 2018). Finally, Li et al. (2017), Schall-Leckrone (2018) and Theiman and Lenski (2015) argued that PSTs need opportunities to rehearse and practice determining appropriate language scaffolds for ELs.

Summary

In this chapter, I discussed this study's culturally and linguistically responsive framework, examined the concept of disciplinary language and literacy within the context of secondary social studies classrooms, and reviewed relevant literature regarding in- and pre-service secondary social studies teachers' training and use of culturally and linguistic responsive

practices for ELs. Multiple scholars have suggested that ELs benefit when both pre- and in-service teachers value students' cultural and linguistic resources and build connections between students' lives and course content (Jaffee, 2018, Short, 1994, Yoder et. al, 2016, Yoder & Jaffee, 2018). Researchers also argue that teachers can support ELs' disciplinary literacy and language development by knowing how their discipline uses language (Achugar et al., 2007) and by providing ELs with the proper scaffolds (Cho & Reich, 2008; Choi, 2013) The current literature regarding secondary social studies PSTs indicated that PSTs benefited from receiving direct instruction on culturally and linguistically responsive instructional practices (Dong, 2017; Fitchett et al., 2012; Li et al., 2017), and that PSTs needed continual opportunities to practice determining appropriate scaffolds for ELs within their discipline-specific contexts (Schall-Leckrone, 2018). This chapter has also illuminated the need for additional research regarding secondary social studies PSTs' experiences working with ELs and how teacher education programs can best prepare PSTs for CLD classrooms.

To that end, this study uses a descriptive mixed-methods approach to understand how the secondary social studies program can improve the experiences of future cohorts by examining the current cohort of secondary social studies PSTs' experiences working with ELs and they ways in which PSTs scaffolded for ELs, especially regarding disciplinary literacy. In the next chapter, I will discuss this study's methodology and data analysis.

Chapter 3: Methods

In Chapter One, I introduced this study's localized problem of practice, and in Chapter Two, I situated this problem of practice within the relevant literature regarding pre- and in-service secondary history and social studies teachers' experiences employing culturally and linguistically responsive practices for ELs. This study aimed to gather evidence about the 2020-2021 cohort of secondary social studies PSTs' experiences with ELs and how they describe scaffolding for ELs, especially regarding disciplinary literacy. To better understand how to support secondary social studies PSTs in effectively meeting the needs of ELs in their current and future classrooms, I explored the following research questions:

- *What are secondary PSTs' experiences working with ELs?*
- *In what ways, if any, do PSTs describe scaffolding social studies instruction for ELs?*
- *In what ways, if any, do PSTs describe scaffolding disciplinary language and literacy for ELs?*

In this chapter, I describe this study's research methodology with specific focus on study design, data sources, data collection procedures, ethical considerations, and future plans for data analysis.

Study Design

I employed a descriptive mixed-methods research design to investigate the 2020-2021 secondary social studies cohort PSTs' ideas about effective instruction for ELs, and further, how they are translating these conceptions into specific practices. I selected this approach because the study's research questions call for both descriptive and observable data. Quantitative survey data was used to explore PSTs' experiences working with ELs and the extent to which they

scaffolded for ELs. A qualitative approach allowed me to explore PSTs' ideas and sense-making regarding instruction for ELs and how they translate these ideas into practice (Creswell & Creswell, 2018). Additionally, I employed a constructivist paradigm because PSTs are active participants in the construction of these ideas and actively construct their overall instructional knowledge (Lincoln & Guba, 1985).

Setting and Context

The study was situated within the context of an 11-month post-graduate Masters of Teaching (PGMT) degree program. Participants were enrolled in a methods course and associated practicum, taught by my faculty advisor; I worked as the Graduate Teaching Assistant for both the methods course and practicum. The context of COVID-19 is also important to recognize, as the participants experienced a combination of online and hybrid coursework and a fully online practicum. PSTs' experiences as online learners and teachers during this time inevitably influenced how they constructed knowledge and conceptualized instruction for ELs, as well as how they put these conceptualizations into practice. The PSTs' practicum placement consisted of spending four hours a day, four days a week with an assigned mentor teacher. All PSTs' practicum placements took place in either Hawkins County[1] or Dillon City, which were chosen because of their proximity to the university. Hawkins County currently serves approximately 1,962 students, and English Learners (ELs) comprise roughly 11.5 percent of the overall student population. Dillon City currently serves approximately 4,307 students, and English Learners (ELs) comprise roughly 14 percent of the overall student population. Both districts experienced both fully online and hybrid learning during this study, and PSTs supported their mentor teacher with synchronous, asynchronous and in-person teaching. The associated

[1] Hawkins Count and Dillon City are both pseudonyms.

required methods course followed a hybrid approach, with some in-person meetings (with masks and social distancing) but the majority of instruction took place online through asynchronous modules and weekly synchronous meetings via Zoom. I received IRB approval to conduct this study in September 2020 and will provide greater detail on this process in the procedures section below.

Participants

I invited all pre-service secondary social studies teachers in the 2020-2021 cohort (n=14) to participate in this study (Patton, 1987). Prior to this study, invited participants had already earned a Bachelor's degree in history, political sciences, and other related fields from a four-year university and were seeking a graduate degree in teaching, as well as teaching licensure in 6-12 history and social science. Prior to data collection, the PSTs participated in a summer course work. Summer coursework consisted of courses on understanding educational contexts, learning and development, cultural geography, general secondary instructional methodology, and language and literacy practices within secondary content classrooms. Of the14 eligible participants, 11 PSTs consented to participate in this study (see Table 3.1 for PSTs' age, race/ethnicity, and gender).

Table 3.1
Participant Demographics

Pseudonym	Gender	Age	Race/ Ethnicity
Elijah	Male	24	White
Lauren	Female	23	White
Kelsey	Female	23	White
Jacob	Male	23	White
Teresa	Female	26	Asian
Christopher	Male	24	White
Maggie	Female	22	White
Ryan	Male	24	White
Angela	Female	23	White
Sophie	Female	23	White

Carly	Female	24	White

Data Sources

This study's data sources included a survey (Appendix B), individual, semi-structured interviews, and an examination of the course materials that accompanied the PSTs' methods course and practicum placements as well as the individual assignments PSTs completed within the two modules entitled *Instruction for Linguistically Diverse Students: Parts One and Two*. Each of these sources are described in greater detail below.

Survey Instrument

During the fall 2020 semester, it became clear to the Instructor and myself that students may not be making the necessary connections between scaffolding and instruction for ELs. Therefore, we decided to administer a survey to better understand PSTs' experiences working with ELs, and the degree to which greater EL-specific instruction was needed. We used a modified version of Reeves' (2006) survey. (See Appendix B). Reeves's (2006) survey instrument was selected because it has been used and adapted in multiple studies with secondary social studies teacher participants and reliability and validity had been established (Reeves, 2006; O'Brien, 2011). I modified survey questions from the field study survey to better address this study's research questions and more strongly align the instrument to this study's culturally and linguistically framework (Gay, 2018; Lucas & Villegas, 2010). The modified survey consisted of thirty-four items and included: nine demographic questions, twenty-one Likert scale items assessing participants' perceptions of ELs and amount of training on instruction for ELs, and four open-ended questions measuring participants' pedagogical knowledge and conceptualizations of EL instruction.

Individual Interviews

I used a semi-structured interview protocol (Appendix C) to guide individual interviews with six PSTs to better understand their experiences working with ELs during their teaching placements and how they described scaffolding for ELs. The protocol lent consistency in data collection and was informed by participants' survey responses. This protocol included open-ended and scenario-based questions grounded in participants' survey responses and this study's CLRP framework. I used open-ended questions during interviews to allow PSTs to express their own ideas of what effective instruction for ELs looks like, explain how they scaffolded for ELs during their teaching, and describe how they would scaffold for ELs in certain scenarios (Creswell & Creswell, 2018). Additionally, the interview questions explored what PSTs already knew about culturally and linguistically responsive scaffolding for English Learners. My faculty committee and critical peers reviewed this interview protocol to ensure clarity of interview questions and overall alignment with the study's research questions. Interviews lasted approximately thirty minutes. All eleven participants were invited to be interviewed; six of the ten agreed to be interviewed. The six interviewees were selected due to their availability as well as their varying experiences working with ELs. Two PSTs indicated working with 5 or more ELs during their Fall practicum, and two PSTs indicated working with at least 3-5 ELs during their Fall practicum. One PSTs indicated either not working with ELs, and one PST reported being unsure of the number of ELs enrolled in their Fall practicum placement. Interviews were conducted and recorded on Zoom, and once interviews were conducted, interviews were transcribed using the Zoom transcription service and then cleaned up in preparation for data analysis. I used interview data to triangulate the survey responses collected and PSTs' coursework to obtain additional data that could not be answered by the survey. I used

video/audio-recordings of these interviews to confirm notes taken during the interviews throughout the data analysis process.

Course Work

I collected and analyzed the work products generated by PSTs during the EDIS 5600 and 5601: Teaching Social Studies in Secondary Schools I and II methods courses. Specifically, I used the PSTs' class work assignments from the two modules on teaching linguistically diverse students: *Instruction for Diverse Learners: Parts One and Two for the purposes of examining how PSTs described scaffolding for ELs, especially regarding disciplinary literacy*. Overviews for each module can be found below.

Instruction for Diverse Learners: Part One. This first module asked PSTs to explore instructional scaffolds for linguistically diverse students and gain an understanding of WIDA and how it influences instructional decision-making. This module had three major components: asynchronous direct instruction through a recorded PowerPoint presentation, independent course work, and a synchronous class discussion via Zoom. The direct instruction given in this module focused on four components:

1. Key terminology and maintaining an asset-oriented lens when working with English Learners
2. Logistics when working with ELs: How can PSTs locate, read, interpret and apply WIDA's proficiency levels, language standards and "Can-Do" descriptors?
3. Application and initial scaffolding: How can PSTs connect WIDA's proficiency levels, language standards and "Can-Do" descriptors with history/secondary social studies content and skills and utilize students' linguistic resources during instruction?

4. Comparing and contrasting State standards and assessments with WIDA's proficiency levels, language standards and "Can-Do" descriptors, modeling how to break down assessment questions, and brainstorming scaffolding decisions based on comparison.

The first module's independent classwork expanded upon the direct instruction comparing and contrasting state standards, (Virginia Standards of Learning (SOLs)) and assessments with WIDA's proficiency levels, language standards and "Can-Do" descriptors and asked PSTs to annotate a history or social studies SOL test with comments that highlighted PSTs' thinking and considerations regarding ELs. PSTs were asked to use the "Can-Do" descriptors and WIDA 2020 standards to highlight potential areas of support for ELs. This assignment was used to assess the ways in which PSTs were able to identify the language demands embedded in state-mandated standardized assessments and connect these demands to WIDA language proficiency levels.

Finally, during the synchronous portion of the module, PSTs reviewed the content delivered in the asynchronous PowerPoint and discussed how a students' proficiency levels may influence PSTs' instructional decision-making. Students participated in a whole-class discussion on how to identify language tasks within a given assessment item and the WIDA Can-Do descriptor level that corresponds with each identified language task. Many PSTs recognized that SOL assessment items often required students to perform language tasks that are above their WIDA language proficiency level. For example, in the state of Virginia, all ELs identified as a WIDA language proficiency level three and above must take SOL tests. However, many of the assessment items on the SOL test required students to perform language skills that are associated with WIDA level five "Can-Do" descriptors like "identifying the central idea or theme" (WIDA,

2016). PSTs concluded their synchronous time by collaboratively constructing potential strategies to bridge between various assessment items' language demands and ELs' language proficiencies.

Instruction for Diverse Learners: Part Two. Building off the previous module, in the second module, I asked PSTs to prepare engaging instructional practices that utilized comprehensible input. The modules define comprehensible input as content and language that can be understood by all students. I also asked PSTs to develop a deeper understanding of scaffolding considerations for English Learners, and to construct sketchnotes or a word wall for a self-selected disciplinary topic. This module had three major components: asynchronous direct instruction through a recorded PowerPoint presentation, independent course work, and a synchronous class discussion via Zoom. The direct instruction in this module focused on four components:

1. Defining the term comprehensible input, content, and language that all students can access, and discussing ways for PSTs to utilize comprehensible input in their instructional practices and provide students with opportunities to practice using language
2. Determining the considerations teachers must make when scaffolding for ELs.
3. Examining two instructional methods that can be used for scaffolding for ELs: sketchnotes, a note-taking strategy that helps students synthesize ideas through illustration using a modified Cornell note-taking structure (Neill, 2019; Rohde, 2012), and word walls, a vocabulary teaching strategy that consists of a collection of both key content and academic vocabulary words from a give unit displayed visually for students (Gibbons, 2013).

4. Modeling how to complete this module's independent course work – the construction of either sketchnotes or a word wall– for a self-selected disciplinary topic.

This module's independent classwork required PSTs to create either sketchnotes or a word wall for a self-selected disciplinary topic. PSTs who decided to construct sketchnotes were asked to brainstorm ways they could have incorporated sketchnoting into their practicum placement. Specifically, they were asked to complete the following steps:

Step 1: Pick one SOL/topic you taught in the fall.

Step 2: Using this PowerPoint and the examples provided, complete sketchnotes for that topic and video record the process or attach a copy of the final result.

Step 3: Provide a written annotation/summary that walks the reader through the drawing and provide a rationale for representing the content in that way to show purposeful scaffolding for ELs.

PSTs who decided to construct a word wall were similarly asked to brainstorm ways they could have incorporated word walls into their practicum placement. They were asked to complete the following steps:

Step 1: Pick one SOL/Topic/Unit you taught in the fall.

Step 2: Using the PowerPoint and the examples provided, complete a word wall for that topic and highlight five instructional methods using the word wall words.

Step 3: Provide a written annotation/summary detailing each of the five instructional methods and a rationale for why you selected each method to purposefully scaffold and support ELs.

During the synchronous portion of the module, the instructor and graduate teaching assistants first reviewed the content from the previous week because PSTs asked for additional

supports connecting SOL test items to WIDA Can-Do descriptors. (See WIDA Can-Do Match Up PowerPoint in Appendix E). Next, as a class, we collaboratively discussed sketchnotes and word walls. This discussion highlighted key components of the sketchnotes format such as the modified Cornell Note Taking structure, the visual workspace, an emphasis on vocabulary, and an attention to student synthesis of content. Particular attention was given to the key scaffolds embedded in the strategy such as color coding, imagery, and drawing connections between sections. Similar emphasis was given to word walls and how PSTs could create and embed word walls into their instructional units. Specific attention was also given to diverse vocabulary word selection, logistics on how to display and apply word walls in in-person and virtual class settings, and additional activities that can utilize words within a word wall. PSTs also participated in breakout rooms where they shared their classwork with each other and gave each other feedback on how to use these strategies with students. Next, PSTs explored a Sheltered Instruction Observation Protocol (SIOP) checklist (Short & Echevarria, 1999; 2005), and in a think-pair-share, PSTs discussed how they might use this resource to inform their future instruction when working with ELs. We spent the remainder of the synchronous session reviewing PSTs' knowledge of various instructional methods discussed throughout the two methods courses to that point, and brainstormed potential scaffolding considerations when using each instructional method with ELs.

Again, the overall purpose of these modules was to expand upon the Fall methods courses' content and instruction that prioritized scaffolding students' development of disciplinary literacy and provide more in-depth information on how to scaffold specifically for ELs in secondary history and social studies classrooms. The professor and I used these modules to intentionally embed language instruction and instruction for ELs into the secondary social

studies methods course sequence. Therefore, these modules were significant to my overall investigation of the localized problem of practice regarding how to embed this type of instruction into the methods course sequence to facilitate PSTs' abilities to successfully work with ELs within their secondary social studies classrooms. Further, I used the lesson plans and other instructional materials (e.g., graphic organizers, worksheets, PowerPoints) to better understand how PSTs planned to translate their conceptualizations of scaffolding for ELs into practice. Additional coursework, including lessons and curricular materials participants produced throughout their coursework were obtained through the methods course's online site. Permission to use these data was obtained from each of the PSTs and the Teacher Education program leadership.

Table 3.2 below outlines the alignment between the data sources and each research question.

Table 3.2
Alignment Between Research Questions and Data Sources

Research Question	Data Sources		
	Survey	Individual Interview	PSTs' Course Work and Materials
1. What are secondary PSTs' experiences working with ELs?	√	√	√
2. In what ways, if any, do PSTs describe scaffolding social studies instruction for ELs?		√	√
1. In what ways, if any, do PSTs describe scaffolding disciplinary language and literacy for ELs?		√	√

Procedures

I received IRB approval to conduct this study in September 2020. I introduced the study to 2020-2021 cohort members during a hybrid in-person class, where three PSTs attended virtually and eleven PSTs attended in person. Because I was one of the instructors for this course, I left the room after the introduction and had two unaffiliated colleagues, with no affiliation to the program or the PSTs involved, conduct the consent process. One third party was available to answer PSTs' questions and collect consent forms virtually through electronic forms. Another third party answered questions and administered the consent agreement to the eleven PSTs present in class via paper. One of the third parties organized and stored all consent agreements, both electronic and paper, securely until course grades were finalized. All consenting PSTs received an email with a copy of the consent form for their records. To protect the confidentiality of participants while enrolled in the course, I did not know who agreed to participate until after semester grades were finalized. Pseudonyms were used for all participants to allow for confidentiality (Creswell & Creswell, 2018).

Survey Data Collection

The survey was administered through Qualtrics, a secure online survey platform during a six-week window. PSTs received an email containing the link to the survey and ten of the eleven participants completed it. Participants' responses were collected and stored securely in Qualtrics and in a secure online account.

Interview Data Collection

I invited all 11 PSTs to participate in a thirty-minute, individual interview via Zoom. I recorded interviews using Zoom, transcribed the recorded video files using the transcription

feature in Zoom, and use the transcribed audio files for data analysis. I informed participants of the recording and asked for their consent.

Coursework Data Collection

I followed the School of Education Participant Pool (SEPP) approval process and obtained access to PSTs' lesson-plans and materials with permission from the Teacher Education Office. Additional coursework that accompanied the participants' practicum and student teaching placement was obtained through the methods course's online site.

I collected and analyzed participants' survey responses, individual interviews, and selected coursework to address this study's central research questions. I analyzed data systematically using inductive and deductive strategies (Creswell & Creswell, 2018). My data analysis consisted of three phases: (1) preliminary analysis and descriptive statistics, (2) qualitative coding, and (3) triangulation and thematic coding. I wrote analytic memos throughout the data analysis process to ensure the trustworthiness (Hays & Singh, 2012).

Data Analysis

Preliminary Data Analysis

I developed a codebook (Appendix F) with pre-determined, *a priori* codes to ensure alignment between data analysis and the study's research questions as well as the study's CLRP framework. Creswell and Creswell (2018) categorized *a priori* codes as "expected codes," meaning that the pre-determined codes were based upon topics that are expected to occur within the literature. A critical peer reviewed the codebook prior to initial coding to ensure clarity of code definitions. This preliminary review of survey responses informed the development of the interview protocol questions. During the preliminary analysis of survey data, four initial themes emerged. The themes were later used to triangulate interview data.

Qualitative Coding

I used my aforementioned codebook and a qualitative data analysis software, MAXQDA, to code participants' transcribed interviews. After initial coding of the transcribed interviews, I added emergent codes to note information not captured by *a priori* codes. (i.e., use of Zoom break out rooms). The use of emergent coding allowed me to incorporate participants' responses in the codebook and use participants' responses to shape the analysis process. When emergent codes were added, the codebook was peer-reviewed again to maximize coherence among codes and check for clarity of new code definitions. The continual use of peer-review strengthened the data analysis process (Creswell & Creswell, 2018; Guest et al., 2012). I systematically applied the new codes to the previously coded data.

Triangulation and Thematic Coding

For the third phase of data analysis, I conducted thematic coding. Korstjens and Moser (2018) argued that triangulation enhances the process of research by using multiple data sources and multiple methods. In this study, I used method triangulation by collecting multiple data sources through multiple methods including survey responses, individual interviews and qualitative coursework documents. I looked for patterns and trends across these data sources. For example, I used theme charts to organize and record this process (Bazeley, 2013) (see Appendix G for Theme Chart). During this phase, I the theme chart template to first identify patterns within participants' responses (i.e., use of Spanish cognates, use of translation services, etc.) and then collapse those patterns into themes (i.e., utilization of students' first language) (Hays & Singh, 2012). I used these themes to produce findings that will be explored in greater depth in Chapter 4.

Researcher Positionality

I approached this study as a practitioner-researcher as one of the instructors that co-designed and implemented the course (Cochran-Smith & Lytle, 2009). I was the PSTs' graduate teaching instructor during the time of the study. I studied my team's instruction with three major goals in mind: (1) determining ways to modify course instruction to support PSTs' competency in culturally and linguistically responsive practices for ELs (2) improving our team's overall instructional practices (3) generating knowledge that may be useful for other teacher educators working to prepare PSTs teaching ELs in secondary social studies classrooms. Creswell (2014) explained that qualitative researchers' interpretations are largely shaped by their own experiences and backgrounds, and my seven years of teaching experience as a social studies and ESL teacher and ESL case manager in a culturally and linguistically diverse high school influenced my role as a researcher. My experiences in the classroom enabled me to experience first-hand the complexities and difficulties of determining the most appropriate ways to scaffold instruction for every unique EL. These experiences have led me to believe that all educators, especially PSTs, would benefit from additional, explicit training regarding how to provide individualized scaffolding for ELs.

Trustworthiness

Lincoln & Guba (1985) defined trustworthiness through their quality criteria concerning credibility, dependability, and reflexivity. I am aware that my positionality influenced data analysis; however, I employed a variety of reflexive strategies to stay aware of this relationship and mitigate bias that arises throughout the study. First, I kept a reflexive journal and voice memos to check for bias throughout the data collection and analysis process (Hays & Singh, 2012). By keeping a reflexive journal, I was able to reflect on my analysis. Next, I met regularly with colleagues to check for credibility of findings and critique my line of thinking and I had my

colleagues review my codebook and interview protocol (Lincoln & Guba, 1985). As discussed above, triangulation of PSTs' survey responses, interview responses, and coursework occurred throughout data analysis and was an essential element in determining and illustrating themes in the data and contributed to this study's overall trustworthiness (Hays & Singh, 2012).

Summary

In the beginning of this chapter, I briefly reviewed the content presented in Chapters One and Two and included a review of this study's guiding research questions. This chapter focused on study methodology, including study design, data sources, data collection procedures, data analysis, positionality, trustworthiness, and ethics and risk. In Chapter Four, I will discuss this study's central findings.

Chapter 4: Findings

As outlined in Chapter One, this study sought to better understand how to support PSTs within a PGMT Secondary Social Studies program in providing effective instruction and scaffolding for ELs. Chapter Two introduced the many factors that influence both practicing and pre-service teachers' abilities to plan and implement effective instruction for ELs. Further, Chapter Two discussed how teacher educators have tried to support secondary social studies in- and pre-service teachers when scaffolding for ELs, especially regarding students' disciplinary language and literacy development. In Chapter Three, I outlined this study's methodology including study design, guiding research questions, data sources, and the data collection and analysis process. In this chapter, I discuss the patterns and themes that emerged from data analysis and the four major findings regarding this study's central research questions:

1. *Finding 1: PSTs' Experiences with ELs varied depending on access to student data and support*
2. *Finding 2: PSTs indicated various challenges when scaffolding for ELs*
3. *Finding 3: PSTs reported using a variety of responsive instructional practices when working with ELs*
4. *Finding 4: PSTs reported using multiple linguistically responsive scaffolding approaches when developing disciplinary literacy and language skills for ELs*

Finding 1: PSTs' Experiences with ELs Varied Depending on Access to Student Data and Support

PSTs indicated having varying experiences with ELs based on the location and context of their practicum and student teaching placements. PSTs' survey responses indicated that the number of ELs PSTs reported working with varied by placement, and in some instances, PSTs

were unsure of the specific number of ELs enrolled in their courses because they did not have access to that information. Specifically, PSTs' access to student data through Power School and other record-keeping technology, as well as support from school staff members with access to information about ELs, varied by placement location. PSTs' abilities to access student WIDA language proficiency levels, as well as their abilities to receive support from school staff members, provides necessary context for Findings Two, Three and Four. PSTs' specific teaching placement locations are shown in Table 4.1.

Table 4.1
Participant Teaching Placement Locations

Pseudonym	Fall Placement	Spring Placement
Elijah	Aster Middle School	Aster Middle School
Lauren	Peony Middle School	Rose High School
Kelsey	Rose High School	Rose High School
Jacob	Phlox High School	Rose High School
Teresa	Daisy Middle School	Rose High School
Christopher	Rose High School	Rose High School
Maggie	Petunia Middle School	Peony Middle School
Ryan	Daisy Middle	Rose High School, Violet High School[2]
Angela	Lilac High School	Peony Middle School
Sophie	Rose High School	Rose High School
Carly	Peony High School	Rose High School

PST Access to Student Data

Nearly all of the PSTs indicated having inconsistent access to contextual information about ELs, such as the number of students enrolled in their courses that were identified as ESL and individual students' data regarding WIDA proficiency levels, students' national origin, and years of formal schooling during their teaching placements. For example, when Carly described her experiences working with ELs during her fall practicum and spring student teaching

[2] Ryan had two Spring Placements; they are listed in chorological order.

placement, she indicated very different experiences across the two settings. When describing her fall practicum, she stated:

> In my fall practicum, I had English Learners in both sixth- and seventh-grade US history I and US history II. To be completely honest with you, I do not have much more information about their WIDA scores or anything along those lines. That information was not brought to my attention. We did sit down with an ESOL teacher once, but that was the extent of my knowledge that I had about my EL students in my fall practicum (Carly interview 1, 03/10/2021).

In contrast, when discussing her spring student teaching placement, Carly indicated having greater access to student data such as students' WIDA language proficiency levels and first languages (L1s). She stated,

> [In] my current placement, we have EL students, from kind of across the WIDA spectrum. We have some WIDA ones, twos, threes, fours, definitely a variety in terms of the latest scores. We also have a variety of primary languages these students speak (Carly interview 1, 03/10/2021).

Similarly to Carly, Ryan also indicated having varying levels of access to student data throughout his fall and spring placements. When describing his second placement, which took place in the same location as Carly's second placement, he corroborated Carly's statement by indicating that he also had access to students' WIDA levels and other student data. Both Carly and Ryan mentioned working with an ESL collaborating teacher during their second placement. However, when describing another teaching placement experience, Ryan explained how he did not feel comfortable speaking about his students' language proficiency levels because he had asked for students' IEPs and WIDA levels and gotten no response. He stated:

> I have reached out many times so I'm not going to speak definitively about my students' language abilities, even though I have some sort of suspicions around them, just because I don't have hard data to go off of (Ryan interview 1, (3/12/2021).

In his statement, Ryan indicated that he had some ideas of students' language proficiency. However, he lacked access to data to confirm his observations.

Other PSTs have corroborated Ryan's and Carly's experiences regarding a lack of knowledge about the exact number of ELs enrolled in their courses, as well as a lack of knowledge regarding individual student data. For example, Maggie stated:

> I know that there were some English learners there, but [in the fall] I wasn't given [access] to Power School[3] or I didn't know about kids' specific IEPs. I don't know exactly why, but I know that it was discussed that some kids were English learners but I don't know their WIDA levels or anything like that (Maggie interview 1, 3/14/21).

Here, Maggie indicated that her ability to access contextual information and individual students' data such as WIDA proficiency level and schooling background varied, and was largely dependent upon her access to the PowerSchool, the school's digital record-keeping system, placement location (see Table 4.1), and their mentor teacher's access to or knowledge of student information. All six PSTs interviewed indicated that their knowledge of ELs came from their mentor teacher, a collaborating ESL teacher, or access to school record-keeping technology.

Support from School Staff

The degree of support PSTs reported receiving from mentor teachers and other instructional support staff members, like English as a Second Language (ESL) and Special Education (SPED) teachers and specialists, also varied by placement.

[3] PowerSchool is the school's record-keeping system.

Mentor Teacher Support

When describing the ways in which their mentor teachers supported their scaffolding decisions, most PSTs indicated that their mentor teachers varied in the degree of support they provided to PSTs when working with ELs. Specifically, PSTs indicated receiving ranging levels of autonomy regarding their instructional roles and responsibilities. For example, during their spring teaching placements (see Table 4.1), three interviewees reported receiving one-on-one support and prompting from their mentor teacher. One interviewee reported that their fall mentor teacher prompted their scaffolding decisions, however their spring mentor teacher utilized a more autonomous, hands-off approach. Lastly, two interviewees reported receiving one-on-one support in certain areas, such as during the presentation of content or when working with small groups in Zoom breakout rooms, and greater autonomy in other aspects of their instruction. For example, when asked to explain how her fall and spring mentor teachers supported her scaffolding for ELs, Maggie stated:

> In the fall, it was very much like she was prompting me to do the modifications and then I did them and now in the spring [my mentor teacher is] like "I got it" and then like I think we should add this and this, so it's more, like me, prompting myself, and then I do that work. I think both my mentor leaders have been phenomenal, but I think that's a question in the environment (Maggie interview 1, 3/14/21).

In her interview, Maggie described receiving two different types of support from her different mentor teachers. She indicated received one-on-one support from her fall mentor teacher and greater autonomy from her spring mentor teacher. She also indicated that the school environment and teachers' other responsibilities may also impact the types of support PSTs receive. It is also important to note that across the fall and spring placements there is a gradual release of

responsibility from the mentor teacher to help prepare the PST for their own future classroom. Therefore, Maggie's statements may reflect the expected shift in responsibility from fall to spring. That being said, other PSTs also indicated receiving varying support from their mentor teacher during their spring student teaching placements. For example, Angela stated that she shared scaffolding responsibilities with her spring mentor teacher through a "divide and conquer" approach. Angela described how both she and her mentor teacher provided scaffolding for ELs through the use of breakout rooms in Zoom:

> [He will] start at the top of the list of breakout rooms [and] work his way down, and then I'll start at the bottom and then we'll like touch base in the main meeting room and say, like "Hey, like is there anybody you need to spend more time with? Who should I be focusing on it?" and so that is how we, like, pair it off (Angela interview 1, 03/14/2021).

In this explanation, Angela's quote demonstrates how she received a different degree of support from her mentor, with whom she shared responsibility when scaffolding for ELs in their virtual classroom.

Regarding the specific types of instructional supports mentor teachers offered, PSTs indicated receiving a mix of EL-specific and more generalized or universal scaffolding suggestions based on the mentor teachers' past teaching experiences, expertise, and teaching philosophy. PSTs reported that many times, their mentor teachers provided scaffolding suggestions based on overall student readiness rather than considering specifically the needs of ELs. For example, Teresa stated:

> I think my mentor teacher has helped more in the sense of like modifying for different readiness levels, more so than [for] ELs specifically, but I do think that ELs fall within

> that category, because it's just a different – it's like a different like readiness realm (Teresa interview 1, 3/5/2021).

Similarly, in her interview, Maggie reported that her fall mentor teacher used a Universal Design Learning (UDL) Model Approach that did not specifically focus on ELs but did often provide scaffolds that benefitted ELs:

> My mentor teacher would have me look at anything I created from the eyes, in her words, of the student who had struggled with it the most, and that often ended up being the English learner. And so, I think she was really big into like UDL, and so it wasn't specific to English learners, but that was, I think my first understanding of [what] scaffolding generally is like. Give them all the scaffolds and then for certain students, they can take those scaffolds away (Maggie interview 1, 3/14/21).

Overall, Maggie indicated that while her mentor teacher advocated for using a universal approach to scaffolding, she often prioritized reviewing assignments from the perspective of her students, including ELs, to preemptively determine areas with assignments where students may need additional support. Kelsey also, indicated that her mentor teacher provided more generalized support regarding content decisions, and often the type of support her mentor teacher provided was content-related rather than geared towards ELs specifically. Kelsey referred to her mentor teacher as the "content expert" and indicated that an ESL teacher provided the majority of scaffolding support for ELs. Together, these descriptions from PSTs indicated their mentor teachers provided more generalized support regarding scaffolding and instructional decisions, rather than EL-specific scaffolding suggestions and support.

Support from ESL and SPED teachers

Four of the PSTs reported receiving additional EL-specific support from other instructional support staff members, like ESL and SPED teachers and specialists, but again, this support varied by placement. When describing her specific interactions with the ESL teacher, Kelsey noted that they worked together to translate and utilize students' L1. Kelsey stated that she and the ESL teacher would "adapt and modify certain things to have Spanish versions of certain keys notes" (Kelsey interview 1, 3/10/2021). She also indicated that they tried to provide assessments in students' L1s. PSTs' utilization of students' L1s will be discussed further in Finding Three. In addition to providing translation support, Ryan recounted an instance where an ESL teacher provided EL-specific feedback regarding building language during content instruction. The ESL teacher suggested that he and his mentor teacher revise their units to vocabulary sections for students. In these sections, the teacher identified and reinforced key vocabulary words. Then, for each word, students would "define it, find a picture that kind of demonstrates it or represents it, and then optionally translate it into another language or use it in a sentence" (Ryan interview 1, (3/12/2021).

However, not every PST received this level of support from ESL teachers during their fall practicum and spring student teaching placements. In fact, some PSTs were not afforded the opportunity to work closely with their school's ESL staff. When referencing her fall practicum, Carly stated, "[I] have no blame on my mentor teacher but you know I think we could have reached out, you know to our EL support teachers more." Additionally, even PSTs who worked closely with ESL staff members mentioned other factors that constrained their ability to receive support from these teachers. PSTs indicated that ESL teachers were frequently busy and therefore not always able to provide feedback in accordance with PSTs' timelines, especially

regarding translation services. For example, Kelsey indicated she sometimes had to translate instructional materials herself because the ESL teacher was unable to complete the translation prior to the next class meeting.

One PST, Maggie, also stated that they received support scaffolding disciplinary literacy for ELs from the SPED teachers with whom they were collaborating. For example, Maggie said that a special education teacher gave her advice regarding the placement of her vocabulary scaffold to increase the accessibility of the scaffold. Specifically, the special education teacher recommended placing the scaffolds underneath specific text passages and the use of color-coding and bold font for extra emphasis and clarity within the text passage. When recounting this interaction, Maggie emphasized how the SPED teacher provided logistical support when Maggie was giving students a literacy scaffold to help analyze a disciplinary text. While support staff like special education and ESL teachers can help PSTs provide ELs with appropriate scaffolds, not every PST received this type of support in their fall practicum and spring student teaching placements.

Overall PSTs' experiences working with ELs varied based on their fall practicum and Spring student teaching placements. Specifically, PSTs' access to contextual information and student data depended upon the PSTs' placement and support from school staff members like their mentor teacher and special education and ESL collaborating teachers. Access to this type of information may have influenced PSTs' ability to get to know the ELs enrolled in their course and to determine the most appropriate scaffolds for individual ELs. The ways in which PSTs scaffolded for ELs, and the challenges they faced when attempting to scaffold for ELs, will be explored throughout the remainder of this chapter.

Finding 2: PSTs Indicated Various Challenges When Scaffolding for ELs

PSTs reported facing a variety of challenges during their experiences scaffolding for ELs. When asked "Is scaffolding for ELs challenging?" during an individual interview, Ryan's response exemplified a feeling shared by many interviewees. He said, "The Germans have a word, *janein*, *ja* and *nein*." Translated to English, Ryan said, "*Yes and no*." Ryan went on to explain that what made scaffolding *less* challenging was the fact that these changes benefited all of his students. Specifically, when discussing his scaffolding approach of providing ELs with annotations within disciplinary texts, he stated:

> I think that part of the reason that it was very easy to like keep up and like do these on every single assignment was that it was useful for every student, even though we made them with ELs in mind (Ryan interview 1, (3/12/2021).

All PSTs interviewed responded to the question "Is scaffolding for ELs challenging" with the answer "yes and no," except Angela—who responded "yes." Many PSTs reported that scaffolding was challenging, but no more so than scaffolding for other students or for pedagogical tasks. For example, Teresa said,

> I think it's a "both" question, like it's challenging and it's not challenging. Some of it's not challenging for me, I'm like, okay this I would want, I feel like I need to do a lot of [scaffolding] with *all* of my students (Teresa interview 1, 3/5/2021).

Similarly, Kelsey referred to scaffolding as "just another block of the pyramid that has to be there." Specifically, she stated:

> I think it's just like any other student you're trying to incorporate into the classroom. You're thinking about what modifications and/or accommodations would make your content and your lessons able to reach them. So, I wouldn't necessarily explain it as

challenging but I think it's definitely just another piece of work teachers are doing but it's necessary (Kelsey interview 1, 3/10/2021).

When exploring PSTs' survey and interview responses regarding what *did* make scaffolding for ELs challenging for PSTs, patterns emerged regarding a perceived lack of confidence in successfully working with ELs, as well as a need for more student data, more time, and more EL-specific strategies and additional opportunities to practice implementing those strategies.

PSTs' Perceived Lack of Confidence

PSTs' survey and interview responses indicated that PSTs may lack confidence in their ability to scaffold for ELs. For example, only three of the ten survey participants agreed with the statement: "I feel confident in my ability to meet the cultural and linguistic needs of ELs enrolled in my courses." As Table 4.2 shows, the majority of PST participants somewhat agreed with the statement, and one PST somewhat disagreed. PSTs' confidence in their ability to meet the needs of ELs may be impacted by many situational and contextual variables like being new to the field of education, having limited time and instructional resources, and a perceived lack of pedagogical knowledge and experience. However, the fact that seven of the 10 participants indicated some degree of skepticism in their confidence when working with ELs may indicate the need for additional support in this area. This will be discussed further in Chapter 5.

Table 4.2
Participant Survey Responses to Question 42

Survey Question: Please indicate the degree to which you agree with the statement: "I feel confident in my ability to meet the cultural and linguistic needs of ELs enrolled in my courses."					
Strongly Agree	**Agree**	**Somewhat agree**	**Somewhat disagree**	**Disagree**	**Strongly Disagree**
0 (0%)	3 (27%)	6 (60%)	1 (9%)	0 (0%)	0 (0%)

When asked about challenges of scaffolding for ELs, PSTs also cited a need for more information about students, a need for more EL-specific scaffolding strategies, and more time to plan for appropriate scaffolds as factors that made scaffolding for ELs challenging.

All six interviewees cited a lack of knowledge regarding students' interests and language proficiency as a major challenge when scaffolding for ELs. As discussed earlier, PSTs' access to student information varied by teaching placement, and not having access to key information regarding ELs' WIDA proficiency levels and schooling history sometimes made instructional decision-making regarding scaffolding for ELs difficult for PSTs. While getting to know students can be challenging under normal circumstances, this challenge was compounded by the shortened time frame, role of the student teacher, and teaching in a virtual environment amidst a global pandemic (Kaden, 2020). Five of the six PSTs interviewed indicated that getting to know students in a virtual classroom was particularly challenging because the traditional ways of getting to know students, such as relationship building and collecting student information through student surveys and introductory presentations, seemed to not be as effective in the virtual space. Maggie mentioned this phenomenon during her interview. She explained that a big part of how she makes content accessible and engaging is through relationship building; however, she indicated that building relationships was difficult when teaching in a virtual learning:

> It's really hard to get to know a lot of these kids when they just they don't turn their cameras [on], they're there half the time, and because it's hard to get to know them, it's hard to make [instruction] specific to them if I don't have feedback on like what they like, and like what they want to see more of (Maggie interview 1, 3/14/21).

In her explanation, Maggie described not knowing students' interests or their individual learning preferences and the need for additional feedback from students. Therefore, it was hard for her to determine what content or activities she should include to increase student engagement. Carly had similar challenges with student engagement. When explaining the root of her challenges, another PST, Carly stated:

> I think the root of that is with cameras off and the turn-in rate for assignments, like a get-to-know you survey, where I think I would I would get a lot of this information, it would hopefully make it a little easier to connect content to students lives. Those surveys aren't turned in, and so I don't want to blame the students. That's absolutely not what I'm trying to do, because there's absolutely more that I could do, but it does make it challenging when I've never heard them, seen them. They haven't turned in, you know, crucial assignments that could provide me that information to connect the content their lives. So, [it's] just figuring out different avenues (Carly interview 1, 03/10/2021).

Here, Carly indicated that the virtual environment made it more difficult to attain student information from a traditional "beginning of the year" survey assignment, and as a result, Carly did not have the information needed to provide individualized scaffolding and connect her instruction to students' lives meaningfully. Carly also concluded her statement by indicating that a related challenge was figuring out how to access to student information through "different avenues." Later in the interview, she would indicate that she utilized one-on-one Zoom breakout rooms to get to know students after class.

Similar to Carly's experience, Angela stated: "I am facing a lot of challenges with actually getting to know my students and what is interesting to them." Angela echoed Carly's

sentiment that traditional assignments aimed at gathering student information were less effective in a virtual learning environment. When describing her challenges, Angela stated,

> Yeah, it's been challenging to get to know these students, because it's hard for me, because, like, we did an introduction slide at the beginning of the semester, and many students who have a WIDA level, were also ones who did not fill out their interest slides. So that's definitely been like a challenge for me, just trying to know what I need to do to make the content engaging and accessible (Angela interview 1, 03/14/2021).

In this quote and throughout her interview, Angela highlighted how many of the students who did not turn in assignments, like the introductory slide activity discussed above, were ELs. Also, during the time of this interview, Angela's district was switching from fully online to a hybrid model of instruction where students could continue with their virtual learning or opt to come to school on a modified schedule. Angela repeatedly described getting to know students in a virtual learning space during her placements as challenging, but was hopeful that this would become easier in the new hybrid classroom environment. She explained,

> On Zoom, students just aren't engaging [with the material] but I look forward to actually being able to, like, meet a lot of the students in person, like, this coming week and maybe that is going to like help improve my ability to structure and scaffold (Angela interview 1, 03/14/2021).

Ultimately, many of the interviewees expressed finding it difficult to get to know students within a virtual teaching environment where students had their cameras and microphones off and where traditional "get to know you" instructional activities were seemingly less effective.

In addition to knowing specific information about individual students, PSTs also expressed needing additional background knowledge and context regarding individual students' languages and cultures. For example, Teresa said:

> Every student is different, right? And I would I feel okay, like I might be able to help a Spanish student in a different way, because I have a background in Spanish that I don't have in you know, I don't know even, like French or like another like Arabic or something I have no understanding, like, that culture is so foreign to me. I have such a limited experience with that culture, with that language, that culture; that's what makes it challenging (Teresa interview 1, 3/5/2021).

In the statement above, Teresa expressed that her knowledge of the Spanish language and Hispanic culture was helpful when determining how to appropriately scaffold for that individual student. Further, she indicated that her limited experiences with other languages and cultures made it difficult to scaffold for other students in the same way. The ways in which PSTs considered ELs' diverse backgrounds and learning preferences will be discussed further in Finding Three.

Need for Additional Instructional Knowledge on EL-specific Strategies

In addition to needing to get to know their students, all participants also indicated needing more EL- specific instructional scaffoldings and support in determining how to employ those strategies when working with ELs through their survey, interview, and classwork responses. In survey responses, many PSTs reported the greatest challenge of including ELs in mainstream social studies classes was providing accessible and engaging instruction for ELs. Further, when asked to list what they considered to be the greatest challenges of including ELs into social studies classes, eight PSTs identified scaffolding and making sure all students were

able to access and engage with their course's content as their greatest challenge. For example, Ryan stated that his greatest challenges were "helping students develop the skills/confidence to engage fully [and] finding a way to make content/skills BOTH rigorous and acceptable." During his interview, Ryan again mentioned a need for additional support in implementing scaffolding for specific students. He explained:

> Something I struggle with is being really honest about what materials they're [ELs] ready for. I think sometimes I overshoot and under scaffold and it's been a little easier to do that recently because I don't have two other teachers working with me [his mentor teacher and collaborating ESL teacher] on these things. And I think it's really like it's a matter of mostly preparation (Ryan interview 1, (3/12/2021).

And again, when reflecting on this module's classwork where he annotated a state standardized text based on WIDA standards and potential scaffolding needs for ELs (see Appendix I for assignment details and Appendix J for Ryan's written reflection), Ryan wrote that he believed there was more that he could be doing to support ELs enrolled in his teaching placement. Further, he emphasized how he looked forward to expanding his "instructional toolkit" with additional strategies that would help support ELs' disciplinary literacy development.

Teresa also indicated a need for more pedagogical knowledge regarding how to support ELs, especially in a culturally and linguistically diverse classroom. Teresa repeatedly emphasized that ELs were diverse and recognized that students may require different scaffolds based on their cultural and linguistic backgrounds. For example, during the interview, when asked "What do you think you need to learn more about?" Teresa responded "I think just learning very specific strategies and then practicing them" (Teresa interview 1, 3/5/2021) She

elaborated that she would have benefitted from additional opportunities to practice implementing El-specific strategies with individual students during her teaching placements:

> I don't think that we can actually implement things well [when] we don't practice that ourselves, right? So, I think that, for me, actually getting the experience of doing that I think is really what's going to make the difference (Teresa interview 1, 3/5/2021).

Here, Teresa expressed that she wanted the opportunity to practice implementing EL-specific strategies to gain experiences and knowledge regarding how to implement responsive instructional scaffolds and strategies.

In addition to needing knowledge regarding EL-specific scaffolds and instructional strategies for ELs, PSTs also indicated needing additional support communicating with ELs. For example, Ryan expressed needing additional knowledge regarding how to articulate content in a way that is accessible and comprehensible for students. Again, during his interview, he explained finding it difficult to convey the content to ELs and his worries about struggling with this in his future classroom. He stated,

> Sometimes I have hit points of, like, I'm struggling to find the language to explain to the student in a way that they can understand. When that has happened, I've had people to fall back on I imagine that, if that were to happen now, I would really struggle with it, and I would not be sure what to do (Ryan interview 1, (3/12/2021).

In his statement above, Ryan indicated that he had difficulty finding “the language to explain” or present the information to ELs in a way that was readily accessible.

Need for More Time

It is reasonable to expect time to be a limited resource for PSTs who are juggling many roles and responsibilities. Four of the PSTs spoke directly to this when describing the challenges

that they faced when scaffolding for ELs. When describing her continual effort to create and maintain unit vocabulary lists, Carly described the task by saying, “it’s definitely time consuming to put in that work, I mean no doubt.” Another PST, Maggie, also described making county-wide assessments accessible as a time-consuming task that took “hours and hours of labor.” The normal time constraints that accompany teaching, especially student teaching, were compounded by the current global pandemic and the switch to virtual and hybrid learning. When scaffolding for ELs in this new educational environment, the PSTs found themselves juggling a variety of unique challenges related to time. Kelsey articulated this phenomenon during her individual interview:

> Time is always short, there’s not enough ever, but I feel like this year we're just figuring out every technology concern that is not a normal concern for normal years. Like, the realm of hybrid teaching is such a time sucker and so these concerns of like okay I need to finish something by tomorrow, I need to make sure there's a Spanish version, I need to make sure there's inclusion of like X, Y, Z and all of those things are going to get done, I know that but I am tired (Kelsey interview 1, 3/10/2021).

Kelsey also indicated that while the act of translating texts into ELs’ L1s and providing ELs with other scaffolds was not particularly challenging, creating these scaffolds was yet another thing to do on her already long list of tasks to get done within an even more limited time frame. PSTs’ experiences working with ELs illuminated issues regarding PSTs’ access to student data, their need for more knowledge and time, and how teaching in the midst of a global pandemic compounded many of the challenges they experienced when teaching ELs. PSTs’ experiences also shaped the ways in which they were able to scaffold for ELs, especially in regards to disciplinary language and literacy. During the interviews, all six interviewees indicated that the

virtual classroom climate made it difficult to determine and provide scaffolds for ELs. For example, Carly stated

> I mean, to be completely honest, it's been a challenging experience and I do think that the virtual environment has certainly exacerbated, I think, challenges that many teachers, including myself, with experience to scaffolding for ELs and I think not being there in person, I think there's just so much power that can come with scaffolding (Carly interview 1, 03/10/2021).

Despite facing a variety of challenges related to scaffolding for ELs within a virtual and/or hybrid context, PSTs were able to provide the ELs enrolled in their courses with responsive instructional scaffolds. The specific ways in which PSTs scaffolded for ELs will be discussed in the sections below.

Finding 3: PSTs reported Using a Variety of Responsive Instructional Practices When Working with ELs

Despite their need for additional time and knowledge, PSTs described scaffolding for ELs by employing a variety of instructional practices that addressed all four components of the CLRP framework. As discussed in Chapter Two, I define culturally and linguistically responsive practices as practices that:

- value students' cultural and linguistic diversity and validate students' experiences.
- build meaningful bridges between content and students' lives by utilizing an inclusive curriculum with multicultural resources.
- incorporate instructional strategies that support and scaffold for ELs' diverse learning styles.
- identify and develop disciplinary language and literacy skills.

Valuing and Highlighting Student Diversity

One way all participants reported scaffolding responsively was by valuing and highlighting student diversity within their placement classrooms. When responding to this study's survey, all PSTs reported that secondary social studies classrooms benefited from ELs' unique perspectives and lived experiences. When asked to list what they considered to be the greatest benefits of including ELs in secondary social studies classrooms, eight of the 10 survey respondents indicated that ELs' unique perspectives and lived experiences were assets to their classrooms. For example, Carly stated that ELs "bring [a] wealth of knowledge and experiences [and] share new and different perspectives." Similarly, Angela stated that the inclusion of ELs created a "wider array of perspectives and lived experiences among the students in the class." In their survey responses, both Carly and Angela indicated that their classrooms would benefit from ELs' unique perspectives, experiences, and knowledge.

These responses were corroborated by participants' individual interview responses. For example, during her interview, Kelsey described creating an instructional space where one of her ELs – a Syrian student – could connect her personal experiences with a lesson on the role of government. Similarly, Ryan had a student from Honduras. During his interview, he explained how he utilized his student's personal interests in his seventh-grade history course. During a research project, students were asked to research a specific Native American tribe using a given research template. Ryan explained:

> this student was very excited and wanted to do the Aztecs, which is obviously nowhere in the standards for US history to which is like 1865 to the present and also is outside of the geographic range of the class, but we were like "Yeah she's excited about it. And she's

> still going to practice all of the relevant skills that we wanted so there's no reason to make her focus on something that she is less interested in" (Ryan interview 1, (3/12/2021).

In this excerpt, Ryan capitalized on his students' interest in the Aztecs, which Ryan would later reveal stemmed from her grandpa who was interested in history and from Honduras, land that was historically occupied by the Aztecs. Further, Ryan used his student's interest to increase engagement and develop the student's disciplinary literacy skills pertaining to research.

Building Bridges and Making Connections between the Content and Students' Lives

Another responsive approach one PST reported using when scaffolding for ELs was making connections between students' lives and the content. For example, Kelsey, prioritized building bridges between government content and teenagers' interests. When interviewed, Kelsey described how she considers many of her students' perspectives when planning instruction and making connections between the content and students' lives during her student teaching. She described her lessons as having many inclusive elements that students can "buy into." Specifically, she highlighted making lessons with many inclusive components. She explained how when designing lessons, she considered:

> a lot of different interests that the students could buy into or different cultures or different icons of like sports or pop culture or whatever that I'm like "Okay, this is still about government, but also could be more interesting to teenagers" (Kelsey interview 1, 3/10/2021).

Kelsey did mention however, that while being intentionally responsive to students' perspectives regarding gender and race, her ESL teacher would point out that she unintentionally left out the cultures and perspectives of many of her ELs. Kelsey explained her reaction when the ESL teacher asked, "Why don't we put in some Hispanic culture?"

> I'm always like "Yeah duh! Why didn't I put in a Daddy Yankee[4] song or whatever?" And so, I'm sitting there and I was like okay I balanced gender interest, I've balanced like black/white culture to the best of my ability…that's very generalized. But, like, whatever else, and then I'll sit there and I was like "Yep, that's like a thing that scanned over my brain." (Kelsey interview 1, 3/10/2021).

In this excerpt, Kelsey demonstrated a potential awareness of her implicit biases and how they might have affected her instruction. Further, during the rest of her interview she indicated that once she was made aware, she prioritized building connections between her ELs' lives and her content. Later in the interview, she reiterated why she prioritized building bridges and how she plans to use this scaffold with ELs in the future:

> It's connecting the stuff that they're learning about government and it just makes it a lot more interesting and come to life. And so, I guess in connecting that back to ELs, just making sure that the situations I do choose are also reflective of their culture and things they would find interesting as well (Kelsey interview 1, 3/10/2021).

In her statement, Kelsey emphasized the importance of choosing instructional activities and materials that were reflective of ELs' cultures and individual interests. Specifically, she emphasized how these materials helped students connect with government content and build bridges between the content and students' lives.

Scaffolding for ELs' Individual Diverse Learning Styles

All six interviewees reported scaffolding for ELs' diverse learning preferences through employment of a variety of instructional strategies and approaches. When discussing the ways in which she approached scaffolding for ELs' individual needs, one PST, Teresa, stated: "You can't

[4] Daddy Yankee is a well-known Puerto-Rican music artist.

just employ like one size fits all strategy for ELs" (Teresa interview 1, 3/5/2021). As shown in Table 4.3, PSTs reported providing scaffolding for ELs by utilizing a wide range of instructional approaches.

Table 4.3
Scaffolding Strategies Mentioned in Interviews

Type of Strategy	Resource	Angela	Carly	Kelsey	Maggie	Ryan	Teresa	Was This Strategy Discussed in 2020-2021 Methods Courses? Y/N
Outside Resources/ Technology	Snap and Read		X		X			N
	Landmark Cases		X					Y
	Newsela		X					Y
	Quizlet							Y
	Pear Deck				X			N
	Zoom Breakout Rooms	X	X	X				Y
Specific Instructional Strategies	Sketchnotes						X	Y
	See-Wonder - Think			X	X			Y
	Vocabulary Lists/Sections	X	X		X	X		Y
Language Strategy	Simplified Language	X			X	X	X	Y
	Use of Students' L1		X	X	X		X	Y
Disciplinary Literacy Scaffolds	Text Annotations				X	X		Y
	"Breaking Down" Content	X	X		X	X		Y
	Modified Texts	X	X	X	X	X	X	Y

	Multi-genre Texts		X	
	"Chunking"	X	X	Y

One PST, Teresa, also expressed how she and her mentor teacher made themselves available for students, especially considering the difficulties both teachers and students have faced during the COVID-19 pandemic. Teresa indicated that she and her mentor teacher made themselves available to support students one-on-one who may be experiencing difficulties. She stated:

> We've also just made ourselves as teachers available to stay after and talk to students about their difficulties. I've been very lucky in the sense that I've had a lot of students that have self-advocated for themselves and reached out, but I think that, depending on the culture that they come from, like that might also be a skill that you know needs to be taught (Teresa interview 1, 3/5/2021).

In this excerpt, Teresa highlighted how culture may be one of the many factors that influence students' engagement and communication with teachers. She also expressed that her students benefited from one-on-one support. However, she also indicated that self-advocacy may be a skill that teachers need to cultivate in their students. Teresa did not indicate how well prepared she was in cultivating self-advocacy skills with students. While there were multiple ways that PSTs mentioned helping students individually, during their individual interviews many PSTs prioritized utilizing students' L1, employing outside resources and using Zoom breakout rooms to work one-on-one with students.

Utilization of Students' L1

Four interviewees reported utilizing students' L1 in a variety of ways, primarily when supporting ELs' acquisition and development of content vocabulary. Two of the PSTs who

student taught the same subject at the same school, Carly and Kelsey, with the support of their mentor teachers, curated a list of vocabulary terms with definitions in English and Spanish cognates for Spanish-speaking ELs enrolled in their government courses. Both Kelsey and Carly routinely updated and used this list to support ELs in their daily instruction as well as on major assignments. Kelsey stated:

> We have a running vocabulary list because we're not using a textbook this semester so I've kind of self-curated that where my mentor teacher, she speaks French, and she was like there's anything you want to add in Spanish, like go to town, because I cannot help you. So, I've been you know kind of running this glossary that I add to like once a week to try and have that additional resource. And for most of our exams, which are like written materials, we do give them the option to have an open note situation because they are at home. So that vocabulary resource is the first thing I link every single time because I'm like this is what you need to know and like be able to help you define these words on your own (Kelsey interview 1, 3/10/2021).

Carly explained that her rationale for using this list came from trends that she noticed in assessment data. She explained:

> So, what we found was, I was grading our unit tests and I was noticing that many of the students, my EL students included, were getting the application questions so they knew when I gave them a scenario and asked them "____is an example of x or y" they do, but if I asked them "what was the definition of x or y?" and like a matching or a fill in the blank sort of question they didn't get it. And so, I'm like okay, so you know the application, but we're struggling with the definition (Carly interview 1, 03/10/2021).

While it is important to note that there is a notable difference between closed-ended and open-ended responses and the language each type of question requires, Carly was able to use assessment data to determine that the ELs enrolled in her course needed extra instructional support when defining key terminology. Further, Carly determined that one way to support ELs in acquiring disciplinary language was by tapping into students' L1 linguistic resources.

Teresa also discussed how she used students' L1s during her interview and explained that her rationale for using a student's L1 was to give the student something to "hang the English word on." She stated,

> It's really important to connect and give some students something concrete to hang a new word on, like an image, or I mean even these students' native language. If I had a Spanish language learner, like cognates are really big for me.

These three PSTs used students' L1s to provide ELs with greater access to key content vocabulary and to build connections between the students' diverse linguistic resources and the course content.

As shown in Table 4.3, two interviewees also used their placement district's resource called Snap and Read, a translation service that translates texts and other instructional resources into students L1s, to provide ELs with scaffolds that utilized ELs' L1s. For example, Carly used the Snap and Read resource to provide ELs with support during small group instruction. She explained,

> we made sure that Snap and Read was available for translations to other languages, we just did Spanish since I was the primary one for most of our EL students. And so, I've used that when I've worked with my EL students in small breakout rooms (Carly interview 1, 03/10/2021).

Similarly, Maggie also indicated twice during her interview that she reminded students to use Snap and Read when engaging with disciplinary texts. Both Carly and Maggie used Snap and Read's translation service to make their content more accessible through utilization of the students' L1.

Use of Outside Resources

In addition to Snap and Read, when interviewed, PSTs described supporting ELs' diverse learning styles through the use of other outside resources. One PST, Carly, highlighted other resources like Landmark Cases, Quizlet, and Newsela when looking for scaffolded disciplinary resources. Carly mentioned utilizing a variety of outside resources when preparing scaffolds for a unit on the Supreme Court. She explained,

> I've been using resources like Landmark Cases where they provide those background readings and summaries of the decisions made at different reading levels, so that has been really awesome having access to that and planning to use all of that. I also have used Newsela where you can change the Lexile score to provide that necessary [scaffold], depending on students' reading levels (Carly interview 1, 03/10/2021).

In this excerpt, Carly indicated that she used Landmark Cases to acquire secondary sources for her unit and Newsela to acquire Lexile-leveled texts. Regarding a different outside resource, Maggie mentioned Pear Deck, a web-based educational app utilizing slide decks, to support ELs' learning. Maggie mentioned using Pear Deck, an educational slide deck platform, with Snap and Read to assist ELs in acquiring course content from disciplinary sources. Only two PSTs mentioned using additional resources to support ELs' diverse learning styles. However, PSTs used a variety of outside resources such as resources from Stanford History Education Group and Learning for Justice (formerly Teaching Tolerance) to support their students during classroom

instruction. The PSTs' use of technology and online resources to support ELs is supported by research (see Andrei, 2017).

Utilization of Zoom Breakout Rooms

Another individualized support that three of the six interviewed PSTs indicated using was the breakout room feature in Zoom. When teaching in a global pandemic, many teachers have found innovative ways to provide individual supports virtually through Zoom, Zoom breakout rooms, and other technological apps (See Jiménez Frei & Carlson, 2020; Singh et al., 2020). Both school districts allowed teachers to provide students with more individualized instruction, and many PSTs used Zoom breakout rooms to provide one-on-one or small group support to ELs.

One PST, Angela, described how she used break out rooms to check for students' overall understanding. In her interview, she explained that she and her mentor teacher used the Zoom breakout room feature to check in with each student individually. When explaining what this type of scaffold looked like in her everyday instruction, Angela used a recent example from her elections and media unit. She stated that she and her mentor teacher had students go into individualized Zoom breakout rooms and then met with each student to talk them through the assignment and ask some clarifying questions. She explained her process as "trying to use questioning to create a back and forth (Angela interview 1, 03/14/2021). Angela further explained that her major purpose was to use one-on-one questioning with the breakout room to help individual ELs work through and unpack seemingly vague assignment directions and questions. Angela concluded her point by stating that she used Zoom breakout rooms "as my way to, like, make sure that I'm touching base with English learners" (Angela interview 1, 03/14/2021).

Two other PSTs mentioned using breakout rooms during their interviews. Kelsey explained how she, her mentor teacher, her ESL teacher met regularly in breakout rooms with two students after a lesson to go over the lesson in the students' L1. Carly, who was placed at the same school as Kelsey during her student teaching placement, also used breakout rooms at the recommendation of her ESL teacher. Carly recounted the feedback that her ESL teacher gave her regarding how to best scaffold for one of the ELs enrolled in her course. Carly recounted a time when she had solicited advice from her ESL collaborative teacher regarding how to support a particular EL virtually. Carly stated:

> [The ESL teacher told me that] that student will know exactly what you need to do, you just need to do it in a breakout room with them one on one. And, like, Bingo! So, I did that and it's awesome and it worked and I'm like whoa! It seems so miniscule but, like, it has just made, the biggest impact on my life as a teacher and the student trying to succeed in my class and I want them to succeed in my class (Carly interview 1, 03/10/2021).

In this excerpt, Carly highlighted how her use of a Zoom breakout room empowered her as a student teacher and helped her student find success in her class. Throughout her interview, Carly mentioned using breakout rooms to support ELs four times, and indicated that it was one of her go-to scaffolds when working with ELs.

Towards the end of her interview, Carly specifically addressed how breakout rooms can help support ELs' individualized needs during instructional activities that require high levels of disciplinarily literacy.

> And I think it's difficult for teachers in terms of timelines, but, you know, if we can get into a breakout room, if we can provide more individualized support, I think that's helpful

as well, in the long run, especially with a hefty assignment like an Inquiry Design Model (IDM) (Carly interview 1, 03/10/2021).

In the quotation above, Carly explained how use of Zoom breakout rooms could help provide individualized instructional support for ELs during an IDM lesson. IDM lessons are lessons designed around framing inquiry questions that utilize a variety of rigorous disciplinary texts to gain the necessary content knowledge and disciplinary literacy skills needed to address the lesson's central inquiry question. The ways in which PSTs scaffolded for ELs when engaging with disciplinary texts and developing disciplinary literacy and language skills will be discussed further in the next finding. It is important to note that due to the nature of virtual teaching during a pandemic, the use of Zoom for individualized instruction is currently being debated within the literature (See Dias et al., 2020; Singh et al., 2020;). Further, regarding equity and access, comparisons can be drawn between the use of Zoom breakout rooms and the equity concerns associated with in-person ESL instructional models such as pull-out and push-in instruction (See Darling-Aduana, 2020; Whiting, 2017). This will be discussed further in Chapter 5.

Finding 4: PSTs Reported Using Multiple Linguistically Responsive Scaffolding Approaches When Developing Disciplinary Literacy and Language Skills for ELs

As indicated in Table 4.3, all six interviewees described using multiple linguistically responsive scaffolding approaches to intentionally support EL's development of disciplinary literacy and language skills. In Chapter Two, I used Lucas and Villegas's (2010) LRT framework to define linguistically responsive practices as strategies that promote:

- valuing linguistic diversity,
- learning about ELs' language backgrounds, experiences, and proficiencies,
- identifying the language demands of classroom discourse and tasks,

- scaffolding instruction to promote ELs' learning (Lucas & Villegas, 2010, p. 302).

In this section, I will present the patterns and themes that emerged regarding how PSTs employed linguistically responsive strategies to specifically scaffold disciplinary literacy and languages skills. The scaffolds used included using a variety of instructional strategies that supported ELs' disciplinary literacy and language development when working with disciplinary texts, explicit attention to ELs' vocabulary development, and prioritization of building ELs' background content knowledge and skills.

Text Support

One of the most prominent patterns that emerged was that PSTs reported supporting ELs' development of disciplinary literacy and language skills when working with texts. PSTs described supporting ELs during this process using a variety of approaches. Specifically, PSTs modified texts and "broke down" content within texts.

Modifying Texts

PSTs' survey responses indicated that PSTs believed teachers should modify instruction for ELs. As seen in Table 3.3, eight out of 10 PSTs indicated some level of disagreement with the statement "teachers should not modify assignments for English Learners enrolled in social studies classrooms."

Table 4.4
Participant Survey Responses to Modification Question

Survey Question: Teachers should not modify assignments for English Learners enrolled in social studies classrooms.						
Strongly Agree	**Agree**	**Somewhat agree**	**Neither agree/disagree**	**Somewhat disagree**	**Disagree**	**Strongly Disagree**
0 (0%)	0 (0%)	0 (0%)	2 (20%)	2 (20%)	6 (60%)	0 (0%)

During the individual interviews, all six PSTs reported modifying disciplinary texts. Specifically, PSTs modified texts by shortening the length of articles, providing language supports within the text, and simplifying the language. As discussed above, many PSTs used outside resources like Newsela to provide modified versions of the same text based on Lexile leveling. Other PSTs modified texts themselves and with the support of other school staff members. Ryan described how he modified the disciplinary texts regularly when in his previous placement. He described his modification process as more annotative in nature. He said:

> I did a lot of taking apart of the textbook, I mean we didn't really have textbooks, but like, hard history [documents] and rewriting it in simplified terms, I did a lot of annotating (Ryan interview 1, (3/12/2021).

In his description, Ryan highlights specific elements of his text modification for ELs including simplification of language and unpacking of disciplinary language and content through annotation.

When recounting a recently implemented IDM lesson, a common type of lesson plan used in secondary social studies classrooms that asks students to investigate a specific question through exploration of a variety of disciplinary texts, another PST, Maggie, described how she modified the texts within the lesson to make them more accessible for students. She explained that she believed that the given texts were too difficult and would be inaccessible for her middle school students. When describing her text modification process during her interview, Maggie said:

> some of it was paring back language for everyone and then building in supports that could be accessed by any of them, but probably, in particular by ELs, and not just, like, vocab supports, like defined words in separate colors, but something a special education

> teacher told us was like if it's [the written text] going down, you can't have it (the scaffold) be on the right so like having words that were below paragraphs that were bolded and blue connected to the words in the paragraph they're building so they could find it. I've done a lot of that (Maggie interview 1, 3/14/21).

Similar to Ryan, Maggie detailed how she supported literacy and language development for ELs through simplification of language. In addition to paring back language and using color-coded annotations, Maggie also mentioned embedding vocabulary supports within the texts of a given IDM lesson. Vocabulary supports were one of the most common linguistically responsive scaffolds that PSTs mentioned during their individual interviews and will be discussed later in this chapter.

While PSTs referenced these modifications in regards to making texts accessible to ELs, many PSTs, like Maggie, also mentioned how their other students also benefited their text modifications. For example, when Ryan rationalized his use of textbook annotations by explaining how these annotations made the text assignment simpler and more accessible for students, and therefore increased the likelihood that students would complete that assignment. Teresa expressed similar sentiments when discussing her decision to shorten the length of texts. She explained,

> We've shortened articles before and we've done this for not just for English language learners but also for students from different readiness levels. We've also replaced vocabulary with vocabulary that might be more easily understood for students (Teresa interview 1, 3/5/2021).

In this quote, like Ryan, Teresa also indicated that other students benefited from simplifying language within texts. And while simplifying language can be a solid scaffolding strategy when

modifying texts, PSTs must also make sure that in simplifying key vocabulary terms, they are not promoting less rigorous expectations for ELs and thus creating inequities regarding ELs' access to essential vocabulary terms. This balancing act between simplifying and maintaining instructional rigor, as well as recommendations regarding potential alternative scaffolds that help ELs acquire target essential content vocabulary will be discussed in the next chapter.

Breaking Down Texts

PSTs also reported supporting ELs' disciplinary literacy and language development by unpacking disciplinary texts and walking students through how to read and comprehend disciplinary texts. Throughout the individual interviews, PSTs continually used the phrase "breaking down texts" when describing the types of scaffolding they would provide to ELs. Carly operationalized this phrase as follows:

> Taking small excerpts of the paper and sort of breaking them down in and in between, like in those spaces like what question do you have, what was an important quote, explain this quote, so just taking it like chunking it, I guess, and breaking it down, breaking the text down so it's not so overwhelming from the get go (Carly interview 1, 03/10/2021).

The use of this phrase and of this overall process was particularly evident when PSTs responded to an interview question that asked how they would teach an IDM lesson including a propaganda poster, data visualization, government document, and map.

The six interviewees responded to this question by indicating that they would have used a variety of approaches and instructional strategies to help ELs break down and comprehend disciplinary texts within this given scenario. PSTs often described how they would "break down" the content within a given text. For example, when describing how she would break down the propaganda poster with the IDM scenario, Carly stated that she would have used a "See-Wonder-

Think" activity to break down the propaganda poster and provide ELs with greater accessibility to the text. When explaining how she would use a "See-Wonder-Think," Carly described that she would start by identifying the basic content elements of the poster like key images and texts and their representations, and then transition into building connections between the text content and the larger lesson's content objectives. Angela also referred to providing ELs with supports when "breaking down" the scenario's propaganda poster. Angela explained her scaffolding approach by saying:

> I think that that, like, starting with like the actual image itself. And then, focusing on the text after you've broken down like who is this person in this poster? What are they doing? What does this represent? And then kind of looking going back into like a big picture about what this means for the IDM (Angela interview 1, 03/14/2021).

Angela's approach to "breaking down" the propaganda poster involves unpacking the image into digestible components and then piecing the poster back together in a way that ties the individual components together to form a "big picture" of what the content within the poster means and how it connects to the lesson's larger learning objectives. Another PST, Maggie, described taking the opposite approach when "breaking down" a propaganda poster. Instead, she suggested starting with the caption rather than the image, then connecting the caption with the text to provide students with greater context and meaning. She explained,

> I think [with] propaganda posters and government document[s], a big thing with both of those things [is] just reading the captions. Students don't do that and that's huge to understanding a propaganda poster, because otherwise we do "See-Wonder-Think" and the kids are just like 'I don't know what I'm looking at?'

Maggie further explained how her students often didn't notice the captions until the teacher directed their attention to the text below the image. While their approaches differed regarding where to start, both Angela and Maggie described supporting ELs' development of disciplinary literacy and language skills by "breaking down" the content with the text. Specifically, they detailed how they would have used this strategy to divide texts into comprehensible chunks, and then systematically helped students build connections between the various text pieces and to the lesson's larger learning objectives.

One PSTs indicated "breaking down" another type of disciplinary text, a map. While Ryan never used the phrase "breaking down the content" when responding to the IDM scenario, he provided a detailed account of how he would break down content when using a map as a disciplinary text. Ryan indicated using narration of the content within disciplinary texts to help ELs develop disciplinary literacy and language skills. He stated,

> Say I wanted to use a map to show the progression of the soldiers. I think it would be really important to like narrate the map and like show it changing over time. Otherwise, as it is, they might not fully process the information. So, sort of demonstrating why a source, like a map or data visualization – like deaths in battles – I'm showing how they fit in over time, where they fit in with what we're learning (Ryan interview 1, 3/12/2021).

In his explanation, Ryan described how he would use narration to provide ELs with greater contextualization of the content within a WWII map and support ELs' development of disciplinary literacy skills when unpacking maps, a specific genre of disciplinary text commonly used in history and social studies classrooms.

When describing how to break down a different disciplinary text genre -- data visualizations and graphs -- Carly described how she used procedural chunking to support

student understanding. When explaining her process of systematically unpacking the content within graphs and data visualizations, she stated,

> I feel like the graphs/data visualizations, there's a lot to break down in a very small image just taking it one step at a time, focusing on one, you know if it's a bar graph focusing on one bar at a time. 'Okay, what does this represent? How many does it say? And so, I think just being purposeful about breaking down and chunking each source (Carly interview 1, 03/10/2021).

In this description, Carly emphasized how she scaffolded ELs' development of disciplinary literacy skills related to graphs or data visualizations by breaking down the into small pieces and then systematically unpacking each piece one step, or "one bar" at a time through guided questioning.

As stated earlier, PSTs' rationales for their instructional choices when scaffolding disciplinary literacy for ELs were largely tied to the genres of texts they were working with as well as their overall objectives. As indicated in Ryan's and Angela's quotes above, some PSTs broke down texts to help students acquire greater context and build connections between the text and the larger lesson learning objectives. Others, like Carly and Maggie, unpacked texts to help students systematically process the content within each text piece by piece focusing on one caption or one bar of a graph at a time. Carly also used scaffolding to support ELs' socio-emotional needs and build students' confidence with disciplinary literacy skills. She stated that these text supports helped students:

> socio-emotionally with self-confidence and not feeling overwhelmed when we're working on a long historical document that uses language that me, as a primary English speaker, I

struggle with. So, you know, breaking that down has been helpful adding in spaces, where if they have questions they can write them down (Carly interview 1, 03/10/2021).

When explaining her rationale, Carly highlighted the socio-emotional component of students' developing confidence in disciplinary literacy, and how teachers might provide instructional scaffolds to not only help students access the content but to also gain confidence in their disciplinary literacy skills.

Vocabulary Support

As discussed earlier, PSTs described helping ELs acquire disciplinary terminology and vocabulary through the use of cognates and other instructional strategies that utilized ELs' L1s. However, PSTs said that their abilities to utilize students' L1s were dependent upon their fluency in the language or their access to credible translation services. Therefore, the two PSTs who indicated that they were proficient in Spanish and other languages, could utilize students' L1 to support vocabulary development when working with Spanish-speaking ELs; however, they worried that they could not employ this strategy when working with students whose L1s were languages in which PSTs were not proficient. In these cases, PSTs employed different instructional scaffolds to support ELs' acquisition of disciplinarily language and vocabulary. Teresa described how she provided ELs with vocabulary supports by utilizing some students' L1, and also alluded to employing other scaffolding strategies when use of the students' L1 was not an option. Teresa stated,

> Okay, I know Spanish, I know Polish, I know German so like, if I have a student from any of those backgrounds, I'm like okay "well in this language it's like this which sort of means this." And so, I can do that for a few languages, but not for every language,

> obviously, but I do think that there are other ways like giving students, you know images to hang their words on (Teresa interview 1, 3/5/2021).

In this quote, Teresa indicated using her knowledge of students' L1s while also referencing the need for additional vocabulary development scaffolds that are not dependent upon knowing ELs' L1s. While students' L1s are rich linguistic resources that teachers should absolutely tap into, the reality is that the majority of PSTs will not be proficient in all of their ELs' L1s and therefore need to be equipped with additional El-specific strategies to support ELs' vocabulary development and overall access to course content. Specific recommendations on how secondary social studies educators can support PSTs in this will be discussed in greater detail in the following chapter.

When elaborating on other strategies that she might use to help ELs acquire content vocabulary, Teresa highlighted specific strategies such as word walls and sketchnotes discussed during the "Teaching Linguistically Diverse Students" unit in the Methods course (See Course overviews in Appendix D). When describing sketchnotes, she stated:

> I thought that was awesome. So, I had never done anything like that before, but it was something that just really resonated with me. I was like, this is just a great breakdown of a topic. I thought that it sort of did what I almost naturally did myself sometimes in my own work, when I was younger. When I mentally took notes, I would kind of organize my notes. I'm like 'Okay, these are the terms I have to remember, these are the details,' you know, I would draw something to help me remember and then, like, the main idea (Teresa interview 1, 3/5/2021).

In her description of sketchnotes, Teresa highlighted how the instructional scaffold supported ELs' vocabulary and content acquisition by having students define key vocabulary and visually

represent these terms through drawings. Similarly, Ryan supported ELs' acquisition of vocabulary by including a vocabulary section at the beginning of each unit where students had to visually represent each term. This scaffold, came at the suggestion of an ESL teacher and was discussed in greater detail in Finding One.

In addition to using specific scaffolding strategies, like word walls and sketchnotes, five interviewees reported supporting ELs' acquisition of vocabulary through explicit attention to key vocabulary terms. Ryan indicated that the thing he prioritized most when scaffolding disciplinary literacy was vocabulary. When interviewed, he stated how he tried to be "very explicit and straightforward when introducing words and not to assume that students know what I'm talking about" (Ryan interview 1, (3/12/2021). Ryan elaborated on what he meant by this by providing an example from this teaching placement.

> So, doing this unit on capital cities we started with "Hey, what does it mean if it's a capital? What do you think of capital means? and we got a lot of stuff: it's the oldest city in the country, it's the center of the country, you know, and so being, like, it's actually where the government is located, like getting very explicit. "What's, the capital of America? Everyone knows that it's Washington DC, right because the President lives there and Congress is also there. Why does Virginia also have a capital? You know, oh because there's also a Virginia government that's in Richmond, you know, like that kind of stuff. so being very explicit connecting it to things that they know about. When introducing terms and not trying to assume that they know what I mean, even if it's relatively simple (Ryan interview 1, 3/12/2021).

In his explanation, he emphasized how he used direct instruction, guided questioning, and building local connections to assess his students' understanding of the term capital, as well as

providing a scaffolded approach to clearly define the term within the context of the course. Similarly, Maggie also repeatedly used the phrase "explicit vocab supports" when describing how she scaffolded disciplinary texts for ELs enrolled in her classes.

In addition to supporting ELs' acquisition of key content vocabulary terms, PSTs also indicated that they used vocabulary supports to help scaffold ELs' acquisition of discipline-specific language and grammar structures. In her interview, Kelsey indicated that she used her vocabulary list to support ELs' acquisition of both specific content vocabulary and discipline-specific terminology. Kelsey described using her vocabulary list, discussed previously in the chapter, to support ELs' acquisition of both content (brick) and discipline-specific verbs (mortar) words. Kelsey explained:

> [We] make sure that they're [ELs] having those, like, brick versus mortar words known. I feel like a lot of the in-between words are important in our content but are not necessarily content-specific words, that kind of like fancier verbs or you know, like specific types of like grammar structures or whatever else like we talked about in class (Kelsey interview 1, 3/10/2021).

In this excerpt, Kelsey described how she and her mentor teacher used their vocabulary list to support students' acquisition of content vocabulary as well as disciplinary language structures.

Like other scaffolding supports discussed in this chapter, PSTs noted that while the vocabulary supports intentionally scaffold for ELs, many of their other students also benefited from this scaffold. When describing her experiences learning how to scaffold for ELs during an individual interview, Kelsey mentioned the methods course lessons and conversations about teaching and scaffolding vocabulary and other literacy skills. Kelsey specifically highlighted

lessons that contained instructional strategies to support students' development of disciplinary literacy. She stated:

> I think any of the kind of conversations or lessons that we've done about how to incorporate vocabulary and literacy in our like social studies methods and our social studies classes, because that's very specific of, not just learning, you know, English, but like content specific. English that is going to be, you know, needs to be front-loaded for a lot of students, not just ELs (Kelsey interview 1, 3/10/2021).

In her response, she highlighted how teachers can use vocabulary supports to front-load key terminology and content for ELs, and how this level of support can be beneficial for many students. The act of front-loading vocabulary, or teaching ELs vocabulary ahead of time, is one of the many ways PSTs described building ELs' background content knowledge and literacy skills. While front-loading vocabulary may be beneficial for some ELs, scholars and teacher educators have also recommended that ELs encounter vocabulary in context instead of being taught as lists of vocabulary terms (Gibbons, 2015). Teresa's use of sketchnotes and Ryan's explicit attention to vocabulary within assignments are examples of vocabulary strategies that allow ELs to encounter vocabulary in context rather than through a teacher-created list.

Building Background Content Knowledge and Literacy Skills

Beyond using vocabulary supports to develop ELs' background knowledge and literacy skills, five of the six PSTs interviewed reported employing multiple instructional scaffolds to accomplish these tasks. In her individual interview, Teresa indicated that additional scaffolding supports were needed to help ELs build the background content knowledge and literacy skills for accessing disciplinary texts. Teresa explained,

> sometimes we're like “okay vocab,” but like there's much more than vocab, right? There’s, you know, cultural background and then, like. sentence structure and, like, there's just you know so much there, so I just think focusing on really everything or you touch on everything, you can't focus on everything (Teresa interview 1, 3/5/2021).

In this excerpt, Teresa indicated that beyond vocabulary supports, ELs also needed explicit instruction that built students’ background content knowledge and literacy skills. Throughout her interview, Teresa provided greater context about the type of cultural and content background knowledge ELs need to be able to equitably access social studies content. Teresa mentioned specific instances during instruction where ELs would benefit from explicit instruction that builds students’ background knowledge and literacy skills. For example, Teresa indicated how propaganda posters posed unique challenges for ELs because of the symbolism embedded in this disciplinary genre. She further explained that ELs might not have the same level of background knowledge as students who are English-speaking and whose entire schooling experiences has been within the American public-school system. She further explained how this might inform her instructional practice: “[ELs] might not be coming from the same point of view, so I think that everything would just need to be made very, very explicit” (Teresa interview 1, 3/5/2021).

When describing what this looked like during her fall practicum placement, Teresa also recounted a specific experience with two ELs from her civics and economics. Teresa explained how these students received most of their formal schooling outside of the United States, and therefore, had learned different content related to governmental systems from a non-Western perspective. While these students may have alternative and refreshing ways of viewing U.S. government that could help challenge the dominant Western perspective, they also needed additional background knowledge and context regarding American government systems

compared to their peers who had received most of their formal education from a Western perspective within the United States. Teresa detailed:

> They didn't have this background knowledge that a lot of students have about the American system of government, and so, for me, I think that was just really challenging in terms of building that background knowledge, and sometimes we would just have conversations about "Oh, you know this is how the country was founded…" They didn't have the history courses that other students had (Teresa interview 1, 3/5/2021).

Similarly, Maggie emphasized supporting students' continual development of disciplinary reading and writing skills. Specifically, she mentioned building in additional opportunities for students to cultivate reading and writing skills in middle school history classrooms, and she mentioned using read alouds, writing "brain dumps," and other strategies to accomplish this in her future classroom. Both Teresa and Maggie highlighted that in addition to text and vocabulary supports, ELs need explicit instruction that helps cultivate and develop the background knowledge and disciplinary skills needed to access content.

Summary

In this chapter, I discussed the patterns and themes that emerged from data analysis and this study's four major findings. First, I found that PSTs' experiences with ELs varied depending on practicum and student teaching placement. Second, PSTs indicated various challenges when scaffolding for ELs, including a need for additional EL-specific scaffolding strategies, more time, and opportunities to practice these strategies within their placements. Third, all six PSTs reported scaffolding for ELs by using a variety of responsive instructional strategies, including the use of students' L1, the incorporation of a variety of outside resources, and the use of individualized instruction in Zoom breakout rooms. Finally, all interviewees reported using

multiple linguistically responsive scaffolding approaches when developing disciplinary literacy and language skills for ELs, including breaking down complex disciplinary texts, providing vocabulary supports, and giving explicit attention to the development of background content knowledge and literacy skills. In the next chapter, I will discuss recommendations to the secondary social studies program regarding future instruction and coursework based on these findings.

Chapter 5: Recommendations and Discussion

The overarching purpose of this study was to examine secondary social studies PSTs' experiences with ELs and the ways in which they were scaffolding for ELs, especially regarding disciplinary language and literacy development, as a means of understanding how to better prepare future PSTs within a secondary social studies PGMT program. Specifically, I wanted to use this investigation to better understand how to embed instruction for ELs into the secondary social studies methods course sequence: *EDIS 5600* and *EDIS 5601*: *Teaching Social Studies in Secondary Schools I* and *II*. To accomplish this goal, this study explored PSTs' experiences working with ELs and their planning and reflection regarding scaffolding instruction for ELs. This was done by analyzing data from a fall survey, coursework from content modules on instruction for diverse learners, and individual interviews with PSTs. When reviewing the relevant literature, I discussed the many factors that may affect both practicing and pre-service teachers' ability to plan and implement effective instruction of ELs, and I reviewed similar studies on how to support secondary social studies in- and pre-service teachers as they scaffold for ELs using culturally and linguistically responsive practices. In Chapter Three, I detailed this study's methodology as well as the data analysis process used throughout this study to address this study's central research questions:

- *What are secondary PSTs' experiences working with ELs?*
- *In what ways, if any, do PSTs describe scaffolding social studies instruction for ELs?*
- *In what ways, if any, do PSTs describe scaffolding disciplinary language and literacy for ELs?*

In the previous chapter, I discussed the four findings that emerged throughout data analysis regarding PSTs' experiences working with ELs and the ways in which PSTs were

scaffolding for ELs during their practicum and student teaching placements. Throughout this chapter, I will use this study's findings to make specific recommendations to the secondary social studies course instructor who teaches the PGMT secondary social studies methods course sequence. Table 5.1 outlines my specific recommendations as well as the literature that supports each recommendation.

Table 5.1
Recommendations and Actionable Next Steps

Recommendation	Actionable Next Steps	Support from Literature
1. Begin Methods Course Sequence with information regarding WIDA language levels and the types of data PSTs need to make scaffolding decisions for ELs.	• Introduce WIDA language proficiency levels in Fall • Employment of EL case study students	Theiman et al., 2018
2. Instructors should continue to emphasize EL-specific scaffolding strategies and provide PSTs with additional opportunities to practice employing these scaffolding methods when working with specific ELs to increase PSTs' confidence when scaffolding for ELs.	• Employment of EL case study students when planning and practicing instructional delivery • Continual Use of *Instruction for Linguistically Diverse Learners Parts One and Two* Modules	Dong, 2017; Gibbons, 2015; Li et al., 2017; Shall-Leckrone & Pavlak, 2015; Theiman & Lenski, 2015
3. Instructors should continue to prioritize content, language, and skill development in secondary social studies classrooms by providing and modeling EL-specific scaffolding strategies that support ELs' development of disciplinary language and literacy skills.	• Provide additional opportunities for PSTs to model the deconstruction of disciplinary texts for ELs using SIOP checklist • Utilize Walqui, Koelsch, and Schmida's (2012) unit as supplemental reading when teaching content-area writing	Schall-Leckrone & Barron, 2018; Walqui, Koelsch, and Schmida, 2012

Recommendation #1: Begin Methods Course Sequence with information regarding WIDA language levels and the types of data PSTs need to make scaffolding decisions for ELs

An integral part of providing ELs with quality instruction is responding to students' individual needs (Theiman et al., 2018). One way to implement this type of instruction is by employing culturally and linguistically responsive practices that value students' cultural and linguistic diversity and validate students' experiences. However, in order to incorporate culturally and linguistically responsive strategies into their teaching, PSTs must first know key information about the ELs enrolled in their courses, such as WIDA language proficiency level, first language, and schooling history. Further, PSTs must also be able to use this information to determine the most appropriate culturally and linguistically responsive scaffolding strategies for each student (Gay, 2018; Lucas & Villegas, 2010; Theiman et al., 2018).

Implementation of Recommendation #1

One specific way to help support PSTs in doing this is to provide PSTs with additional opportunities to practice acquiring student information and planning scaffolded instruction using this information during the fall methods course: EDIS: 5600: Teaching Social Studies in Secondary Classrooms I. Instructors already use a scavenger hunt activity that walks PSTs through what types of information they should ask for, and this activity creates opportunities for PSTs to interact with school staff members who may have access to the needed information. Additionally, instructors should explain the WIDA proficiency levels at the beginning of the EDIS 5600: Teaching Social Studies I in the fall so that from the very beginning, PSTs are aware of the types of data they need in order to make informed instructional decisions for ELs. Instructors should also consider using a variety of EL case study students to provide PSTs with

opportunities to practice contextualizing WIDA proficiency levels, reinforce that ELs are not a monolith, and reiterate that there is never a "one-size-fits-all" approach with scaffolding instruction for ELs.

Recommendation #2: Give PSTs' More Opportunities To Plan and Implement Scaffolded Instruction for ELs to Increase PSTs' Confidence When Working with ELs

All of the PSTs interviewed reported knowledge of and experience with implementing multiple instructional scaffolds for ELs, including using ELs' L1s, incorporating students' cultural backgrounds and interests, and providing modified texts, resources, vocabulary supports. All six PSTs interviewed cited the *Instruction for Linguistically Diverse Students* modules as informative in providing them with EL-specific strategies that they felt confident using in their current and future classrooms. However, as discussed earlier, PSTs' survey and interview responses also indicated that PSTs may lack confidence in their ability to scaffold for ELs. As Table 4.2 showed in the previous chapter, only three participants indicated that they felt confident in their ability to meet the needs of ELs. This dissonance between PSTs reporting an ability to provide a variety of scaffolds for ELs' and their self-reported need for additional instructional support may indicate two takeaways. First, PSTs may have sufficient pedagogical knowledge but lack confidence in their abilities to select and implement strategies to support ELs' development of disciplinary literacy. Second, PSTs may view their pedagogical knowledge regarding the development of disciplinary literacy and language skills as more generalized in nature, rather than EL-specific. In both instances, instructors should embed explicit and intentional attention to additional instructional methods specifically designed to support ELs' development of disciplinary literacy and language skills into both the fall and spring secondary social studies methods courses.

Further, researchers have found that explicit instruction on culturally and linguistically responsive teaching strategies has increased PSTs' confidence in working with culturally and linguistically diverse students (Fitchett et al., 2012; Shall-Leckrone & Pavlak, 2015). Therefore, course instructors should modify the methods course content to include and model more EL-specific scaffolding strategies within both the fall and spring methods courses as a way to increase PSTs' confidence in teaching ELs. Additionally, PSTs' confidence in their ability to scaffold for ELs may increase with more opportunities to practice implementing these strategies with specific ELs in mind (Dong, 2017; Li et al., 2017; Schall-Leckrone, 2018; Theiman & Lenski, 2015). While both methods classes already prioritize individualized, student-centered learning, additional opportunities to design and practice instructional scaffolds with specific ELs in mind might help increase PSTs confidence (Dong, 2017).

Implementation of Recommendation #2

Instructors already prioritize EL-specific instruction, as evidenced by the two modules designed on how to support linguistically diverse students in secondary social studies classrooms. Generally, my findings showed that these modules, *Instruction for Linguistically Diverse Students Parts One and Two*, were successful at presenting PSTs with EL-specific strategies that scaffolded vocabulary instruction, and therefore, I recommend that both modules be included in next spring's *EDIS 5601: Teaching Social Studies in Secondary Schools II* course. All of the PSTs interviewed indicated that these two modules were beneficial in shaping their understanding of how to scaffold for ELs and in giving them EL-specific instructional strategies to employ when scaffolding for ELs during their spring student teaching placement. Further, in their *Instruction for Linguistically Diverse Learners: Part One* module class work reflections, all PSTs reported that the assessment annotation activity (see Appendix I) illuminated the fact that

they needed additional instructional support with identifying disciplinary language demands within standardized assessments and with scaffolding appropriately for ELs based on the identified language demands. Therefore, I recommend continual use of these modules at the beginning of the spring methods course.

Another way to provide PSTs with additional instructional support and further develop PSTs' confidence when working with ELs is through the inclusion and use of the SIOP checklist (see Appendix M) when teaching PSTs how to design and implement scaffolded instruction in both the fall and spring methods courses (Echevarría et al., 2008). This checklist is commonly used in many school districts across the country and will prompt PSTs to critically analyze their lesson plan materials and instructional delivery to ensure that their instruction and materials are comprehensible to and accessible for ELs. When teaching PSTs about student-centered instruction, modeling, and scaffolding analysis, instructors could have PSTs' evaluate their lessons and materials using the SIOP checklist and the EL case study students discussed earlier, to practice intentionally scaffolding for specific ELs. Opportunities to practice could also include use of an instruction simulator or mock scaffolding with peers. Not only will modifications like this allow PSTs to apply their instructional knowledge to real life contexts, they may also reinforce the idea that ELs are not a monolith, but rather, a diverse group of students that requires individualized instructional scaffolds based on each student's unique interests and needs (Li et al., 2017).

Recommendation #3: Develop PSTs Who Teach Language, Content, and Skills

Another key component of providing ELs with quality responsive instruction is the ability to identify and develop students' disciplinary language and literacy skills. Similar to Schall-Leckrone and Barron's (2018) findings, data analysis showed that PSTs in this study

benefited from continual instruction on developing students' disciplinary language and literacy skills within secondary social studies classrooms, with explicit attention to teaching both content and language. Finding Four showcased how PSTs reported using multiple approaches to linguistically responsive scaffolding when developing disciplinary literacy and language skills for ELs such as modifying texts, breaking down disciplinary texts, providing vocabulary instruction and building background content and literacy skills (see Table 4.3).

Generally, my findings regarding PSTs' development of disciplinary literacy showed that PSTs prioritized language instruction as a means of accessing disciplinary texts and content. Despite this, all of the PSTs interviewed indicated a perceived need for additional instructional support when developing ELs' disciplinary language and literacy skills. For example, Teresa and Maggie both prioritized teaching students how to write and asked for additional strategies on how to support ELs' disciplinary literacy in this area. Therefore, I recommend that instructors continue prioritizing content, language, and skill instruction in secondary social studies classrooms by providing and modeling additional EL-specific scaffolding strategies that support ELs' development of disciplinary language and literacy skills.

Implementation of Recommendation #3

To help support PSTs' abilities to teach and develop ELs' disciplinary skills, instructors should embed additional opportunities for PSTs to model the deconstruction of disciplinary texts for ELs using the SIOP checklist. Four of the six interviewees described breaking down texts during their fall and spring placements. During the fall methods course instruction on teaching with evidence and multi-genre texts, instructors should intentionally build in opportunities for PSTs to practice deconstructing various genres of disciplinary texts. This instructional delivery

practice can be done collaboratively in small groups and PSTs can practice evaluating one another using the SIOP checklist described above.

Finally, I also recommend adding specific instructional strategies to the spring modules on content-area writing to help support PSTs' confidence and overall ability to develop ELs' writing skills within secondary social studies classrooms. As stated earlier, both Maggie and Teresa asked for additional strategies when teaching writing. There are many avenues the social studies team could take in adding more EL- specific scaffolding instruction to the content-area writing modules. There is an additional supplemental reading that I believe will support for PSTs in this area. Walqui, Koelsch, and Schmida's (2012) unit on writing persuasively can be used to deepen PSTs' understanding of how to scaffold and develop ELs' disciplinary writing skills, especially at the middle school level. This unit is aligned with Common Core literacy standards, prioritizes increasing student agency, and breaks down key understandings regarding how to teach language to ELs in secondary classrooms. Lastly, this unit addresses the concept of civic engagement, and would fit well in our module on teaching the social studies disciplines of government, civics, and economics.

Limitations

Research, by nature, has limitations. This study had two main limitations. First, as mentioned in Chapter Three, I was a graduate teaching assistant in the secondary social studies program, and therefore, my relationships with this cohort of PSTs inherently impacted my data analysis and interpretations of the data. To mitigate this impact, I kept a reflexive journal throughout this process and continuously collaborated with critical peers who were removed completely from the cohort throughout data analysis. The second, and largest, limitation was that this study was conducted during a global pandemic, and therefore, traditional in-person data

collection measures could not be utilized. This was particularly important regarding the individual interviews where participants' comfort and engagement may be impacted by using a Zoom format. The participants frequently were on Zoom for the majority of their days and potentially had lower engagement in the interview due to conditions like Zoom fatigue. Additionally, participants' engagement during interviews was sometimes interrupted by internet connectivity issues within the virtual Zoom setting. Lastly, the hybrid/online nature of the PST participants' coursework and practicum teaching experience may have also impacted how they conceptualized and implemented instruction for ELs because of the online format and lack of face-to-face interaction (Jiménez Frei & Carlson, 2020; Kaden, 2020; Paris & Estrada, 2020).

Reflection

I first became interested in supporting PSTs' abilities to facilitate quality instruction for ELs when I was working with a PST who was student teaching in my high school ESL/U.S. History classroom. As discussed in Chapter 3, my experiences in the classroom as both a classroom teacher and mentor teacher enabled me to experience first-hand the complexities and difficulties of determining the most appropriate way to scaffolds for a diverse EL student population. These experiences have led me to believe that all educators, especially PSTs, would benefit from additional, explicit training regarding how to provide individualized, responsive scaffolding for ELs. Throughout this Capstone study, I sought to combine my professional experiences and expertise with rigorous methodology to explore PSTs' experiences working with and scaffolding for ELs. My central purpose was determining how to better support future secondary social studies PSTs within the localized context of this university's secondary social studies PGMT methods courses. Through this exploration, I determined practical actions that future secondary social studies methods instructors can implement to better facilitate PSTs'

abilities to successfully work with ELs within their secondary social studies classrooms. I intend to share these recommendations with the current secondary social studies team and work with the team to develop next year's secondary social studies methods course content and sequencing.

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Appendix A: The PGMT Program Course Overview

Summer (early June through August)

- Orientation: June 3-4, 2021
- Classes Run: June 7, 2021 - August 6, 2021

Coursework:

- EDIS 5800: Understanding Educational Contexts
- EDLF 5011: Adolescent Learning and Development*
- EDIS 5020: Foundations of Learning and Teaching
- EDIS 5830: Languages and Literacies Across Disciplines
- EDIS 5840: Clinical Experience in Adolescent Education
- Students needing a Cultural Geography course will also take EDIS 5650: Cultural Geography

* *undergrads entering the program are encouraged to take EDLF 3170 or EDLF 5011 as an undergraduate student if their schedules allow. Students from other undergraduate institutions may be able to substitute learning and development coursework for this requirement.*

Fall (August through December)

- School Placements Begin: August 9, 2021 (pending school division calendar approval; date may change if teacher report later than August 9)

Coursework:

- EDIS 5030: Designing Effective Learning Experiences and Environments
- EDIS 5070: Designing Technologies for Teaching
- EDIS 5600: Teaching Social Studies in Secondary Schools I
- EDIS 5820: Assessment of and for Learning
- EDIS 5856: Content Area Seminar: Social Studies
- EDIS 5866: Clinical Experience in Social Studies Education

Spring (January through May)

- School Placements Begin: The first day schools are back in session in January (based on individual school division calendars)

Coursework:

- EDIS 5000: The Exceptional Learner**
- EDIS 5601: Teaching Social Studies in Secondary Schools II
- EDIS 5872: Content Area Seminar: Social Studies
- EDIS 5882: Teaching Internship: Social Studies

- EDIS 6991: Professional Field Project
- Students needing a Physical Geography course will also take EDIS 5640: Physical Geography

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Appendix B: Survey Instrument

This study's survey can be accessed using the following link:

https://virginia.az1.qualtrics.com/jfe/form/SV_8cW6L1ZUY4ZXtVX

Appendix C: Interview Protocol

Date:

Time:

Interviewer:

Participant Interviewed:

Type of Interview: Zoom

Script:

Opening: Hi! Thank you so much for taking time out of your day to participate in this interview. I really appreciate your willingness to talk to me. My current research study is trying to better understand your ideas regarding how to scaffold for ELs, especially when teaching disciplinary literacy. Our conversation should only take maximum 30 minutes, and I will be asking about your experiences with ELs. Participation in this interview is completely voluntary. I just want to confirm that I have your permission to record our conversation? If yes- Thank you! Please let me know if at any point you wish to stop the recording, or if you would prefer that we speak off the record. Great! Do you have any questions before we begin? If at any point, you would like me to clarify or re-word a question, please let me know and I will be happy to do so!

Interview Questions:

Ok, so first can you tell me your names and if you taught ELs during your Fall Practicum.

1. What experiences have you had learning how to scaffold for ELs?
2. Scenario: When thinking about a specific EL from your practicum, can you please provide a specific example of how you have or how you would have bridged between the student's life and your content? (Use EL case study if student has not taught ELs.)

3. Scaffolding often involves modifying instruction. Can you tell me if you modified instruction for ELs? If so, can you describe the modifications that you have used for ELs while teaching?
    a. Why did you pick that modification/ those modifications?
    b. What role did your mentor teacher play? EX- Did they suggest the modification….
4. Please describe any successes or challenges related to making content engaging and accessible for ELs during instruction?
5. Scenario: You are teaching using an IDM lesson on WWII that includes a variety of sources including map, data visualization, propaganda poster and a government document. Thinking about the student you mentioned earlier, how would you make this lesson's content engaging and accessible for them?
6. What have been your experiences developing ELs' disciplinary literacy and languages skills?
    a. How do you plan on developing ELs' disciplinary literacy and language skills in your future classroom?
7. In your opinion, is scaffolding for ELs challenging? If not, can you explain why not, and if so, can you explain what makes it challenging?
8. Thank you so much for sharing about your experiences. My last question is: What more do you think you need to learn?
    a. If we could add more EL content to the social studies methods course, what would you ask for?
    b. When would it be taught?

CLOSING: Thank you again for taking the time to participate in this interview. I really appreciate your willingness to share your ideas with me today. Do you want to elaborate on any previous response? Ok, great! Thank you again for participating in this focus group interview!

Appendix D: Instruction for Linguistically Diverse Students Parts One and Two Overviews

Week 1 Overview Page

Lesson Objectives

- To provide an in-depth overview of EDIS 5601 (course content and assignments);
- To identify and describe instructional planning templates and expectations for EDIS 5601 (and your placement);
- To explore instructional scaffolds for linguistically diverse students;
- To gain an understanding of WIDA and how it influences instructional decision-making.

Reminders & Resources

Upcoming Due Dates

Classwork #1 due 1/12

This Week's Workload

(Expect ~3-5 Hours of Outside Work)

Readings

Review ALL readings and/or videos listed below:

- Read "Interactive Notebooks " and "Graphically Organized Reading Notes ";
- Read Gibbons
- Skim WIDA "Can-Do" Descriptors 6-8 and 9-12 and WIDA 2020 standards

Required Activities

Complete all the required activities listed below, due dates are listed within the details of each assignment.

- Please read the EDIS 5601 Syllabus and listen/watch to the "Overview of EDIS 5601" narrated syllabus;
- Please complete the readings about the Interactive Notebook and Graphically Organized Notes.
- Please review the PPT with excerpts and examples of past Interactive Notebook submissions.
- Please complete the Gibbons and WIDA readings and watch the "Instructional Scaffolding for Linguistically Diverse Students" narrated PPT;
- Please complete and submit Classwork #1 (due 11:59, 1/12).

Week 2 Overview

Lesson Objectives

- Preparing engaging instructional practices that utilize comprehensible input.
- Develop a deeper understanding of scaffolding considerations for English Learners
- Construct your own sketch notes OR word wall for a self-selected disciplinary topic.

Framing Questions

•What is comprehensible input, and how can teachers design lessons that utilize comprehensible input?
•What are considerations teachers must make when scaffolding for ELs?
•How can word walls and Sketchnoting scaffold content for ELs?

Upcoming Due Dates

- **Due Tuesday 1/19/21 at 11:59PM (EST)**
  - Module 2 classwork

This Week's Workload

(Expect ~3-5 Hours of Outside Work)

Readings

- Review ALL readings and videos listed below:
  - Optional:
    - Gibbons: Intellectual Practices
    - Gibbons: Assessing Students' Writing
    - Brown: Strategies for Making Social Studies Texts More Comprehensible for English-Language Learners

Required Activities

- Watch: MODULE 2: INSTRUCTIONAL SCAFFOLDING FOR LINGUISTICALLY DIVERSE STUDENT: PART 2 PPT
- Complete: Module 2 classwork (1/19/21 by 11:59 EST)

Appendix E: WIDA “Can-do” Test Match Up Power Point

This PowerPoint can be accessed using the following link:

https://docs.google.com/presentation/d/1Ob8cypneZ_AfL5FviprVOh0xMvOcs7CQgv_NClV8w0U/edit?usp=sharing

Appendix F: Code Book

Parent Cod	Child Code	Definition	Examples
Culturally Responsive Practices	Highlighting Student Diversity	PSTs reported attending to students' diverse backgrounds, learning styles, interests.	Students' race, ethnic background, preferred learning activities, hobbies, personal interests
	Inclusive Curriculum and Materials	PSTs reported including counter narratives and use materials that include a variety of perspectives.	Use of primary sources that present varying perspectives, bringing in curriculum not highlighted in the standardized curriculum, use of narratives that counter the dominant West-European narrative found in many secondary social studies classrooms.
	Making Connections	PSTs reported connecting their content with specific elements of their students' lives	Connecting course content with students' families, work experience, and experiences outside the classroom
Linguistically Responsive Practices	Inclusion of/ attention to Students' L1	PSTs reported using their students' L1.	Speaking in students' L1, Providing L1 dictionaries, using cognates and translations
	Attention to Disciplinary Literacy and Language	PSTs reported implementing or planning an instruction that involves students' using disciplinary language and literacy skills	Analyzing sources, close-reading, participating in a Socratic seminar or other forms of discussions, writing assessments
	Attention to ELs	PSTs reported implementing or planning learning experiences specifically designed to assist an EL in attaining disciplinary content or skills	Direct instruction, modified assignments and materials, language instruction, use of dictionaries or other vocabulary supports, extended time on assignments

Appendix G: Sample Theme Chart

Code and definition:

Other Staff Member: mention of another staff member. Ex: mentor teacher, EL specialist, SPED teacher.

Theme: 1-2 sentences

1. Mentor teacher supported PST through collaboration (Carly, Kelsey, Angela)
2. Mentor teacher provided PST with generalized not EL specific support (Teresa and Maggie)
3. ESL teacher helped PST create and adapting instructional materials with an EL lens (Kelsey/ Carly/Ryan)

Description/Summary of interpretation (Patterns)

The types of support PSTs received from mentor teachers and other instructional support staff members, like ESL and SPED teachers and specialists, varied by placement.

When describing the ways in which their mentor teachers support their scaffolding decisions, PSTs indicated that mentor teachers varied in the types and levels of support they provided PSTs when working with ELs. Specifically, PSTs indicated ranging levels of autonomy and division of scaffolding responsibilities.

Notes/Patterns
mentor teacher- prompting modifications
mentor teacher- hands off approach, more PST autonomy
Mentor teacher- recommending outside resources like Quizlet, snap and read, etc.
Mentor teacher- helping with disciplinary literacy scaffolds
mentor teacher/ ESL - could have reached out and utilized support more.
mentor teacher- modeled relationship building
mentor teacher- "tag team- divide and conquer" (Angela)
mentor teacher- informal use of things that have worked in the past (Carly and Ryan)
Mentor teacher- suggest specific instructional supports

SPED Teacher- suggested in-text scaffolds such as bolding and color-coding. Gave logistic considerations such as placement of language supports

ESL teacher- providing feedback on ways to scaffold for individual students (Carly)
ESL teacher - not always available
ESL teacher- readily available
ESL teacher- translating texts and using students' L1
ESL teacher- encouraged more inclusive practices for ELs
ESL teachers are busy

E1 Excerpt	*E1 Explanation for choosing*
Maggie: In the fall, it was very much like she was prompting me to do the modifications and then I did them and now in the spring it's more so, like he's like I got it and then like I think we should add this this and this so it's more so, like me, prompting myself, and then I do that work. I think that's I think both my mentor leaders have been phenomenal, but I think that's a question in the environment, like.	mentor teacher support variance
E2 Excerpt	*E2 Explanation for choosing*
(fall) Carly: I don't want to also blame I have no blame on my mentor teacher but you know I think we could have reached out, you know to our EL support teachers more. (spring) Carly: [I've] gotten more of our students' information, like their WIDA scores and ways to support them, and so I just think taking it upon myself being purposeful and intentional about looking at this information being educated and keeping the effective communication with EL teachers are sure. Carly: Our current placement, we have students, EL students from kind of across the WIDA spectrum, we have somehow been ones, twos, threes, fours definitely like a variety in terms of the latest scores, we also have a variety of languages primary languages these students speak.	lack of support from ESL teacher in fall, greater support in spring- greater knowledge of/ access to student data in the spring.
E3 Excerpt	*E3 Explanation for choosing*
Teresa: But also, I don't know just like from like just from experience, I mean teach my mentor teacher has certainly helped I think my mentor teacher has helped more in the sense of like modifying for different readiness levels, more so than ELs specifically, but I do think that ELs fall within that category, because it's just a different it's like a different like readiness realm.	Mentor teacher- more generalized support rather than EL specific
E4 Excerpt	*E4 Explanation for choosing*
Angela: um he will also go through breakout rooms as well, so we try like he'll start I like the top of like the list of breakout rooms like work, his way down and then all started, like the bottom and then. We'll like touch base in like the like main meeting room and say like hey like is there anybody like you need to spend more time with like who should I be focusing on it, and so that is how we like pair it off.	Mentor teacher supports PST through collaboration and shared responsibility of tasks.

E5 Excerpt	*E5 Explanation for choosing*
Carly: An ESOL like teacher once but that was the extent of my knowledge that I had about my EL students in my Fall practicum and then, in my spring practicum.	ESL teacher/ access to information:
E6 Excerpt	*E6 Explanation for choosing*
Kelsey: So, me and [my ESL collaborating teacher] do a lot of work together of trying to make adapt and modify certain things to have Spanish versions of certain keys notes or whatever also being able to offer tests in Spanish.	ESL teacher helping to create materials
E7 Excerpt	*E7 Explanation for choosing*
Ryan: In my second placement at Albemarle we had a collaborative teacher who was an EL specialist and we would defer to her pretty explicitly and like asked her like is this good practice? and she would kind of give us feedback on things that she thought would work well, or you know additional scaffolds that she thought would work well so that that was a little bit more explicit and although I mean she wouldn't like be like here's an article that supports this, I can assume she was drawing on like professional knowledge.	Working with ESL teacher to determine scaffolds

Appendix H: Revised Introduction in the ESL: The Basics PowerPoint

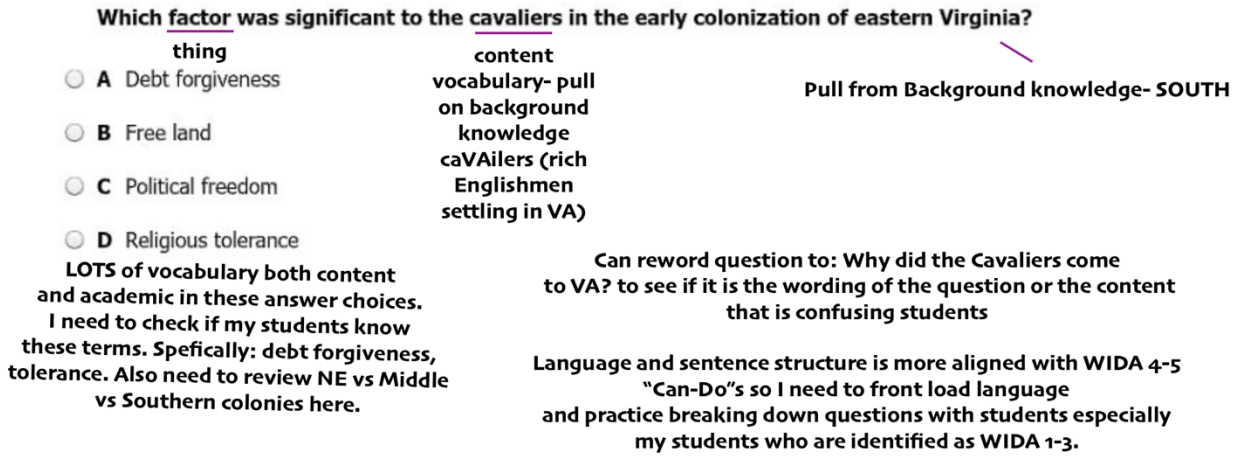
This PowerPoint can be accessed using the following link:

https://docs.google.com/presentation/d/1iOuCMuFC_u8G2kLd7O8AIEELDenh1PhuGKL_JnzcONs/edit?usp=sharing

Appendix I: Instruction for Diverse Learners: Part One Class Work Assignment

Module 1 Classwork: The purpose of this classwork is to provide you the space and opportunity to apply this module's content regarding WIDA standards, Can-Do descriptors

1. Download a practice SOL test of your choice (ideally your spring student teaching placement).
2. Review "Can Dos" to know the levels, WIDA 2020 standards, module 1 readings and ppts. (You can also pull out your language and literacy course resources from this past summer! ☺)
3. Annotate the SOL test with comments that highlight your thinking and considerations regarding ELs. Use the "Can dos" and WIDA 2020 standards to highlight potential areas of support. Annotations can be done by downloading the practice test into a word doc and then using the highlight and comment bubble tools OR hand written and then uploaded to canvas OR can be done using text boxes and other pdf editing tools
4. See Sample Annotation Below:



5. Write a brief reflection highlighting the trends you observed through the annotation process and ideas for how you might scaffold your instruction based your annotations. Draw clear connections between your annotations and your scaffolding ideas. Use examples and BE SPECFIC! What are some questions you still have going into your student teaching placement regarding this module's major ideas and/or working with ELs?
6. Attach Annotated SOL test and Reflection to Module 1 Classwork Assignment.

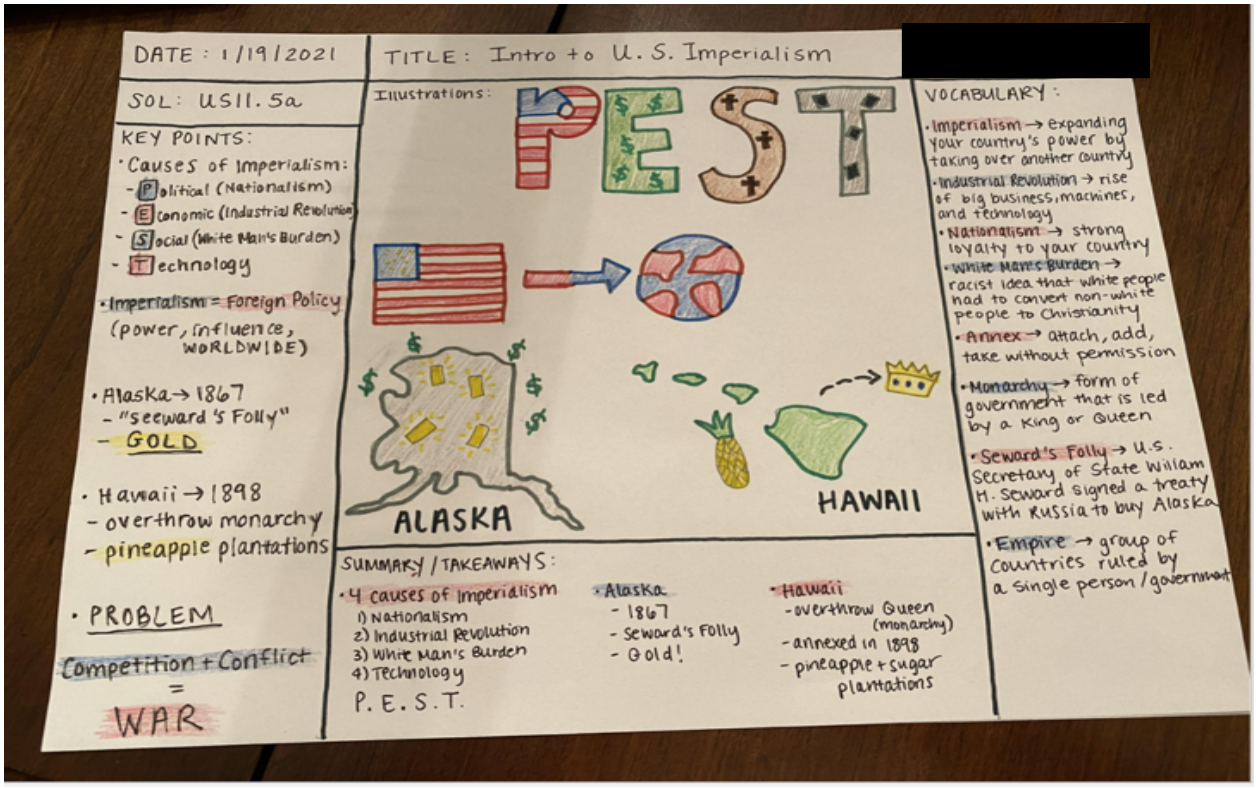
Appendix J: Ryan's Instruction for Linguistically Diverse Students Part One Module Class Work Reflection

The annotation process was frustrating and frequently felt redundant, but it was also illuminating. Throughout, I felt like I typed various incarnations of "difficult language, students need to be prepared and scaffolded appropriately to be able to break down questions. ELP 4/5" dozens of times. This did, however, illustrate how important it will be to, well, actually teach that skill! It reminded me of our much earlier units on the idea of "content literacy": that one of the most important skills for students is becoming, well, literate within the given content area (probably history in my case). And often, I thought to myself: "this would be difficult to understand for a student whose first language is English." It reinforced the importance of practicing these skills with my students, and paying special attention to how students learn to discern meaning and figure out answers from convoluted questions.

I also found myself short on specific scaffolds. Usually, my thinking was just "students need to practice questions like this". This is clearly an area I need further guidance and practice in – the only specific memory tool I came up with was "Unification -> Uni -> Uno -> ONE!". I was very proud of myself, but I also acknowledge that there are many more terms that I need to come up with similar tools for.

I'm looking forward to expanding my toolkit. I've had many ELL students in both placements, and this annotation stressed to me that there is much, much more I could be doing for them.

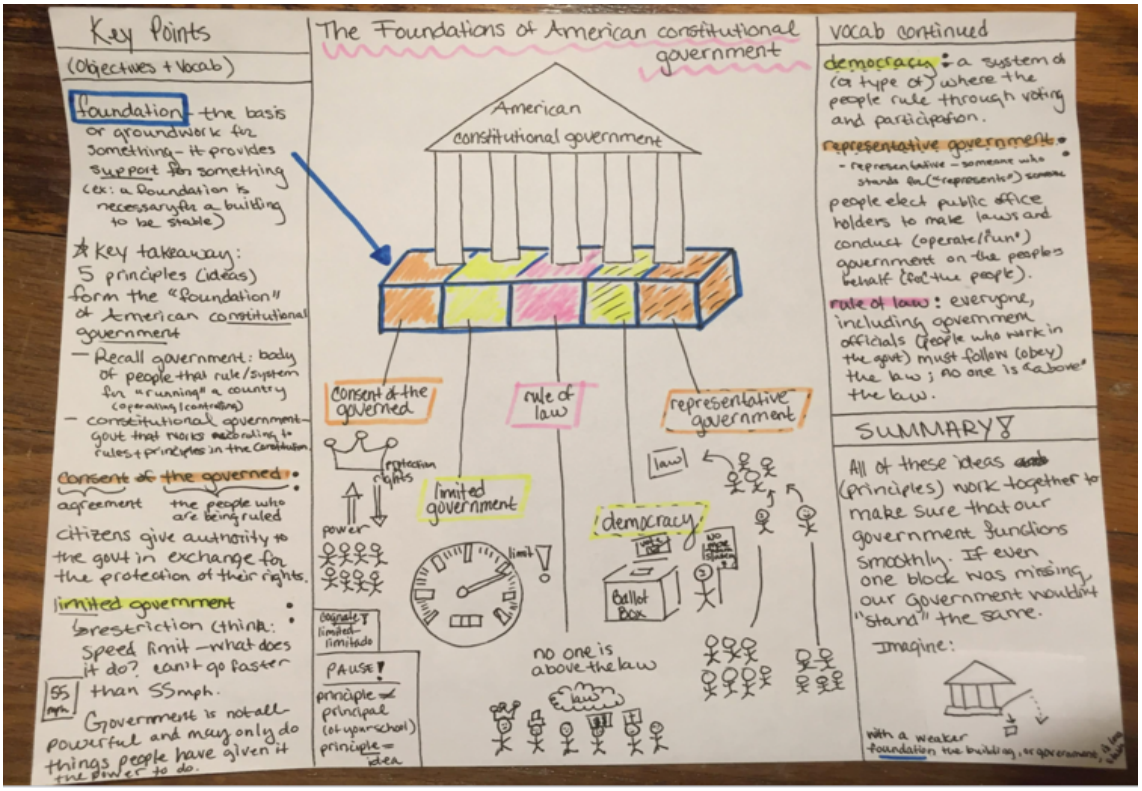
Appendix K: Carly's Sketchnote and Reflection



In my Sketchnote, I chose to focus on the beginning of U.S. imperialism. I think acronyms can be useful scaffolds, so I used "PEST" as a way to remember the four causes of imperialism (political, economic, social, and technology). However, I wanted to break these down further, so in the "key points" column, I listed out what each one specifically means (i.e., "political" = "nationalism"). Then, in the illustrations section, I colored each bubble letter with its corresponding meaning. The "P" is an American flag for "nationalism." The "E" is covered in dollar signs to indicate "money." The "S" has a cross for Christianity and the white man's burden. The "T" has computer/phone/tablet for technology. For Alaska and Hawaii, I wanted to focus on representing the content both visually and physically with an outline of each territory, and the reason for acquiring or annexing it (Alaska = gold, Hawaii = pineapple plantations and

overthrowing the monarchy). Pre-teaching vocabulary through this Sketchnote is also incredibly important. In the "vocabulary" section, I include what I believe to be the most significant words for this unit, including defining the causes of imperialism. In the summary/takeaways section, I wanted to synthesize the key ideas and vocabulary of the unit, with the most critical information, to provide another scaffold for students, especially my ELs!

Appendix L: Teresa's Sketchnote and Reflection



I did my sketchnoting for the following Civics & Economics SOL

CE. 2a. The student will apply social science skills to understand the foundations of American constitutional government by

a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;

My sketchnotes are titled "The foundations of American constitutional government" and they demonstrate how five key principles (consent of the governed, limited government, rule of law, democracy, and representative government) form the bedrock of America's government.

The left column and the top right column feature my objectives, key points, and vocabulary (mostly content vocabulary, but also some key academic vocab words). The first word I define and explain is "foundation." This is both an academic and a content word that is essential for students to understand. I define this word by explaining how it's used in a concrete sense (the foundation of a building refers to the groundwork that supports or holds up a building) in order to help EL students, understand the more abstract usage of the word. Understanding this word is also critical to understanding my illustration, which uses the concrete definition of "foundation" to demonstrate how the principles identified serve to support the "building structure" of American constitutional government. Making the connection between the abstract definition of a word and its concrete definition is important for all students, but especially for ELs as it makes difficult words more tangible for them and thus easier to understand. In my sketchnotes, I aimed to make this connection both visually and in writing.

I define all five principles of American government both in writing and through the use of images. Employing multiple modalities provides additional sensory support for ELs and gives them a visual way to work through understanding a principle. Along the way, I also aim to define "academic" vocabulary that is essential to students' overall understanding of American constitutional government. Usually I include these academic definitions using parentheses, or when necessary, provide a more complete definition. Examples of academic vocabulary that I define include: principle, consent, and limited. In a few instances, I aim to draw connections between the academic definition of a word and its use in a content phrase. For example, to explain limited government, I draw on students' understanding and prior knowledge of speed limits and their purpose/function on the road.

I also use color-coding to separate each key principle (which helps students chunk the content) and show how they work together to comprise the foundation. (Side note: I didn't have five highlighter colors at home otherwise I would have used five distinct colors to make the delineation between the principles clearer).

In addition, my sketchnotes include other features like a quick misconception check for students to help them understand that principle does not equal principal (the principal they are most likely thinking of if they hear the word). Depending on my student population of ELs, I could also include features that draw their attention to cognates/ false cognates. I include one example of this on my sketch notes for Spanish ELs (limited and limitado are cognates) and I could certainly include other relevant cognates. Which cognates/ false cognates I use will vary depending on my student population and their L1s.

I imagine that if using these sketchnotes with students, I would first pre-teach them key vocabulary (both content and academic) and point out our key takeaway: that these five principles form the foundation of American constitutional government. I would then model for students how I use my drawing to help me illustrate this abstract idea concretely. After drawing the "meat" of the picture (the building and its foundation), I would proceed to show students how I can use images to visually support my understanding. I would point out how taking the abstract idea in the SOL and making it concrete through the use of visuals is a method of conceptualization that leads to understanding and transfer to long-term memory.

In my summary section (bottom right), I circle back to the purpose a foundation in a building structure: to provide support and help the building stand. I draw connections between a strong foundation, a standing building, and a smoothly functioning, stable government. I then proceed to use another little visual to illustrate how even one missing foundational piece (principle) can compromise the structural integrity of the building (or the stability/ functioning of the government). My hope is that is final illustration helps students understand the significance of all of the principles and how they work together to support the smooth functioning of a stable American constitutional government.

Lesson Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

Preparation

_____ *Write* content objectives clearly for students.
_____ *Write* language objectives clearly for students.
_____ Choose content concepts appropriate for age and educational background level of students.
_____ Identify supplementary materials to use (graphs, models, visuals).
_____ Adapt content (e.g., text, assignment) to all levels of student proficiency.
_____ Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for the four skills.

Building Background

____ Explicitly link concepts to students' backgrounds and experiences.
____ Explicitly link past learning! and new concepts .
____ Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students

Comprehensible Input

____ Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).
____ Explain academic tasks clearly.
____ Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

____ Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
____ Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
____ Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction

_____ Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.
_____ Use group configurations that support language and content objectives of the lesson. Provide sufficient wait time for student response consistently.
_____ Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text.

Practice/Application

_____ Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
_____ Provide activities for students to apply content and language knowledge in the classroom.
_____ Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).

Lesson Delivery

_____ Support content objectives clearly.
_____ Support language objectives clearly.
_____ Engage students approximately 90-100% of the time (most students taking part/on task). Pace the lesson appropriately to the students' ability level.

Review/Assessment

_____ Give a comprehensive review of key vocabulary
_____ Give a comprehensive review of key content concepts .
_____ Provide feedback to students regularly on their output (e.g., language, content, work). Conduct
_____ assessments of student comprehension and leaning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Reprinted from Echevarria, **J.,** Vogt, M.E., & Short, D. (2000). *Making content comprehensible to English language Learners: The SIOP model.* Boston: Allyn & Bacon.