

Complexities in Context:
Pathways to Preparing Teachers for Cultural and Linguistic Diversity

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Abstract

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In light of an increasingly diverse student population, teacher education programs are faced with the challenge of preparing educators for cultural and linguistic diversity. This qualitative multicase study investigated the ways in which three distinctive pathways of teacher education prepared teacher candidates for culturally and linguistically diverse classrooms. The findings indicated that teacher candidates across the various programs had varying opportunities to learn and enact practices specific to linguistically responsive teaching. These were mediated through various contextual factors within each program that both afforded and constrained opportunities to learn and enact linguistically responsive practices. This research study will contribute to several strands of scholarship within teacher education: teacher preparation for English Language Learners, alternative pathways to teacher preparation, and practice-based teacher education.

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“Be patient toward all that is unsolved in your heart and try to love the questions themselves, like locked rooms and like books that are now written in a very foreign tongue. Do not now seek the answers, which cannot be given you because you would not be able to live them. And the point is, to live everything. Live the questions now. Perhaps you will then gradually, without noticing it, live along some distant day into the answer.”

— Rainer Maria Rilke

In many ways, this dissertation marks the end of a journey, one that I have not walked alone. I am deeply indebted to so many that have walked alongside me in living the questions and learning to love them.

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DEDICATION

To my children,
Atticus and Jubilee

Chapter 1: Introduction

Among the most significant imperatives facing our current education system is meeting the needs of a rapidly increasing culturally and linguistically diverse (CLD) student population. Amid these, English language learners (EL)¹ are the fastest growing group of school age students across the United States (Serpa, 2011). Currently, ELs make up an average of 14 percent of total public school enrollment, ranging from 11 percent in small cities to 18 percent in large cities (The Condition of Education, 2012). The number of ELs is on the rise, having increased by 65% in the last decade (The Condition of Education, 2012).

While the number of ELs has been steadily increasing, the number of teachers adequately prepared to meet the educational needs and unique cultural and linguistic challenges that ELs face in the classroom has failed to parallel the demand (Lucas & Grinberg, 2008). Both federal and state legislation over the last twenty years have increasingly moved the education of ELs into mainstream classrooms. With the passage of the No Child Left Behind Act (NCLB) of 2001 brought heightened accountability of EL student achievement as measured by standardized assessments. In 2010 and 2011, many states adopted the new set of Common Core State Standards for K-12 education, developed by the Council of Chief State School Officers (CCSO). In 2013, the CCSO contracted with WestEd's Assessment and Standards Development Services to develop a set of standards for English language proficiency (ELP) to correspond with states' rigorous content standards in English language arts, math, and science. The English Language Proficiency Assessment for the 21st Century (ELPA21) is a consortium of states that have adopted and implemented the ELP standards of which Washington State is a member.

¹ Culturally and linguistically diverse (CLD), English Language Learner (ELL), and English Learner (EL) are often used interchangeably to describe similar populations of students that come from language minority backgrounds.

Teacher education programs across the country, both “alternative” and “traditional”, have been faced with the challenge of preparing educators to meet the linguistic demands of an increasingly diverse student population. While the corpus of research on the preparation of teachers for diverse populations has been growing steadily over the last two decades (Hollins and Guzman, 2005), there still remains a significant lack of attention given to the subject of preparing teachers to specifically meet the pressing *linguistic* diversity demands (Zeichner, 2005; Zeichner, 2003; Lucas and Grinberg, 2008). Much of the scholarship on multicultural, social justice teacher education has focused on issues of race, gender, and social class and has largely overlooked the issues related to preparing educators to teach the increasing numbers of ELs in our schools (Zeichner, 2003)

Concurrently, the field of teacher education has also experienced a similar demographic shift: an increasing number of teachers are being prepared through alternative/early-entry routes to certification. Over the last twenty years, we have seen an increasing amount of alternative routes to traditional teacher preparation arise in the United States (Loeb & Grossman, 2008). The National Center for Alternative Certification estimates that since the mid-1980s, approximately 500,000 teachers have entered the profession through alternative routes (National Center for Alternative Certification, 2012). In 2010, 48 states and the District of Columbia reported some type of alternate route to teacher certification (NCAC, 2012). The states that first started alternate routes in the early 1980s have been the most prolific in terms of production of new teachers: California, New Jersey, and Texas. New Jersey reports that about 40 percent of its new hires come through alternate routes. For Texas and California, about one-third of their states’ newly hired teacher come through alternate routes (NCAC, 2012).

It is important to note that the categories of “traditional” and “alternative” routes to

teacher certification are not entirely binary or discrete. The distinctions between traditional university-based preparation and alternate routes are not clear-cut (Boyd et al., 2006; Zeichner, 2005). Alternative programs first arose as alternatives to four-year undergraduate programs to attract candidates from various different life paths and life stages (Darling-Hammond, 2010). The first alternative programs were Masters of Arts (MAT) programs started in the 1970s followed by a wave of other post-graduate programs developed in the 1990's. (Darling-Hammond, 2010, p.37) The variation of current alternative programs range in both quality and programmatic structure. In general the distinguishing characteristic of alternative certification programs is the expedited fashion, "early-entry" nature in which teacher candidates become teachers of record in the classroom. While this has been generally true, some alternative programs actually require a longer combination of coursework and clinical experience than university-based programs. Moreover, while traditional programs have been generally structured around coursework and a culminating student teaching experience, many university-based programs are increasingly integrating coursework and clinical experiences, blurring the lines between traditional and alternative preparation programs (Humphrey, Wechsler, & Hough, 2008, p. 2).

While evidence regarding the quality and effectiveness of alternative programs has been mixed (Constantine et al., 2009; Darling-Hammond et al., 2005; Humphrey & Weschler, 2007), many alternative routes to teacher certification are continuing to receive extraordinary financial support in light of recent federal and state policy initiatives. Alternative teacher education programs have been a part of the landscape throughout the history of teacher education (Fraser, 2007), though in recent years, we have seen a significant increase in these programs many of which prepare teachers to work *exclusively* in urban schools where the greatest density of

culturally and linguistically students are being educated (NCES, 2012; Teach for America, 2013).

Of all the current early-entry routes to teacher certification, Teach for America (TFA) is undoubtedly the most highly visible and politicized. Yet, despite the public criticism of TFA by much of the academic community (Popkewitz, 1999; Darling-Hammond, Chung, & Frelow, 2002; Darling-Hammond, Holtzman, Gatlin, & Veilig, 2005; Laczko-Kerr & Berliner, 2002), an increasing number of universities are partnering with TFA to provide support to meet the needs of these alternatively certified teachers in urban schools (Heineke, Carter, Desimone, & Cameron, 2010).

In 2011, TFA initiated a partnership with the University of Washington to provide alternative certification and induction year support for their first cohort of corps members in the Puget Sound. In designing the University Accelerated Certification for Teachers (U-ACT) program, the TFA partnership allowed the opportunity to extend some of the “practice-based” approaches to teacher preparation that UW faculty had been utilizing for some time (Grossman, Smagorinsky, & Valencia, 1999; McDonald, Kazemi, & Kavanagh, 2013; Thompson, Windschitl, & Braaten, 2013; Windschitl, Thompson, Braaten, & Stroupe, 2012) into a new programmatic context.

In the fall of 2013, the University of Washington, partnering with Seattle Public Schools, Alliance for Education, and various other local community organizations, also began a second alternative program in teacher preparation, the Seattle Teacher Residency Program. Integrating aspects of both traditional, university-based and alternative approaches to teacher education, the residency model of teacher preparation has been heralded as a “third space” of teacher education (Berry et al., 2008; Klein, Taylor, Onore, Strom, & Abrams, 2013; Papay, West, Fullerton, &

Kane, 2012; Taylor & Klein, 2015). Teacher residency programs have arisen as a promising alternative pathway to teacher preparation in partnering with local stakeholders including the local school district, community-based organizations, and the university. While the design of this residency model may seem promising, very little scholarship currently exists on the effectiveness of these programs (Papay, 2012). With this most recent addition, the University of Washington currently offers teacher candidates three very different routes to elementary teacher certification. As a result, the University of Washington College of Education provides a fascinating context to examine in-depth these various approaches to teacher preparation.

Rationale for Study

The purpose of this qualitative, multicase study was to examine the preparation of elementary teacher candidates for culturally and linguistically diverse classrooms in the three elementary teacher education pathways at the University of Washington. In many ways, it is easier to clarify the purposes of this study in terms of what I sought out *not* to do. First of all, this study was *not* intended to be a comparison study of which program at the University of Washington was *better* or more *effective* in teacher preparation. Secondly, in pursuing this line of research, I intended to neither attack nor defend either traditional or alternative pathways to teacher education. What I *did* seek to accomplish with this study was to examine the ways in which each of these pathways afforded opportunities for their teacher candidates to work with CLD students. I was interested in examining the interaction between the people, program, and context of each distinctive pathway:

Future research will be more useful for improving teacher education—and teaching, more generally—if it continues to move away from merely looking at variation across pathways, and instead, looks for the *individual features of those programs* that have an

impact on results. These important features—including high-quality supervision of student teaching, course work tied to the practice of teaching, and selection of applicants with given propensities or skills—can cut across pathways and programs, improving outcomes for both teachers and students. By understanding and incorporating these features, we will accelerate the improvement of all routes into teaching. (Grossman and Loeb, 2008, p. 204)

This study was not only an investigation into teacher learning, but also an inquiry into teacher learning *within* organizational contexts. I sought to understand the ways in which characteristics of organizations affected the learning outcomes of teacher candidates.

Significance of Study

In their recent synthesis of teacher preparation research, Cochran-Smith and Villegas (2014) identified three main programs of research focused primarily on teacher education: (a) research on teacher preparation accountability, effectiveness, and policies; (b) research on teacher preparation for the knowledge society; and (c) research on teacher preparation for diversity and equity. Within the larger program of research focused on teacher preparation accountability, effectiveness, and policies included a sub-theme of inquiry focused on alternative certification and pathways. This investigation of multiple pathways towards teacher preparation for CLD students brought together two strands of scholarship within the larger field of teacher education- alternative pathways to teacher preparation and teacher preparation for diversity and equity.

Sleeter (2014) identified the critical need to extend teacher education inquiry into diversity *beyond* pre-service teacher education into professional development opportunities for educators. While there exists a growing body of literature focused on teacher learning for

diversity in pre-service teacher education, this research study aimed to also contribute to the literature on issues related to what happens when candidates leave teacher education programs. This study extended questions beyond “What have they learned and how have they learned it?” to “What are they taking up in practice and why?” The nature of these inquiries characterize this study as one not only of teacher *learning* in pathways to teacher preparation, but a study of *implementation* (Eccles & Mittman, 2006). Previous studies examining teacher *implementation* of EL practices have found that often what is learned in teacher education programs frequently were not fully implemented when faced with the everyday challenges of the classroom (Poynor, 2005).

This study aimed to contribute to three under-researched strands of scholarship in teacher education: teacher education for linguistic diversity, alternative/early-entry pathways to teacher preparation, and teacher learning and implementation of EL pedagogy and practices. I sought to address Zeichner’s (2003) appeal to transcend research on restrictive “traditional vs. alternative” arguments:

Instead of continuing the debate over which is better, 4- or 5-year programs, undergraduate programs or graduate programs, traditional programs or alternative programs, it would be more useful to focus on gaining a better understanding of the components of good teacher education regardless of the structural model of the program (p.506).

I hoped to contribute to the growing literature base on the characteristics of teacher education pathways that facilitate the learning and implementation of practices related to supporting ELs in mainstream classrooms.

Research Questions

The questions that guided my research were these:

- 1) What were the opportunities for teacher candidates to learn about culturally and linguistically responsive teaching within their program of teacher preparation?
- 2) To what extent did teacher candidates enact linguistically responsive teaching practices within their teaching contexts?
- 3) What organizational policies and practices are associated with the variations in teacher learning and implementation of linguistically responsive teaching practices?

Organization of Dissertation

This dissertation is organized into the following eight chapters. In chapter 2, I present a literature review on existing scholarship on teacher education for cultural and linguistic diversity, highlighting in particular, the literature on teacher preparation for ELs. In chapter 3, I share my methodology and describe my theoretical approach, describe the programs and participants, and share my data collection and analysis strategies.

In chapters 4, 5, and 6, I present my analytic findings on each teacher education pathway. Each of these three chapters is organized similarly. First, I present a detailed description of the programmatic structure, mission, and values of each pathway. Then, I present a comprehensive description of each pathway's approach to preparing teachers for cultural and linguistic diversity.

Next, I present two case study portraits of teacher candidates within each pathway, paying particular attention to their opportunities to learn and enact linguistically responsive teaching practices. In chapter 7, I present my findings of a cross-case analysis of pathways from an activity theory perspective. Using a CHAT framework necessitated the examination of not only the activity system of each teacher program in its present state, but an in-depth understanding of the unique cultural and historical development of each program that currently informs existing policies and practices. Drawing upon the findings from the earlier analytic chapters, I describe each teacher education program with respect to its approach to preparing teacher candidates to work with ELs. In doing so, I highlight the mediational tools and resources, as well as, the organizational policies and practices that both afforded and constrained the learning and implementation of EL teaching practices. Finally, in chapter 8, I close with pedagogical and programmatic implications for the field of teacher education, disclose the limitations of the study, and make recommendations for future research in teacher education.

Chapter 2: Literature Review

In this chapter I provide a critical review of the literature on teacher preparation for culturally and linguistically diverse (CLD) learners. This chapter is divided into three main sections. The first section examines the existing scholarship focused on the pertinent issues related to *linguistically* responsive teacher education. The second section focuses on the current knowledge gap in teacher education: early-entry, non-traditional pathways to preparing teachers of ELs. The final section of this literature review introduces the theoretical framework in which I frame this study.

In surveying the literature on teacher education for culturally and linguistically diverse students, many prominent concepts emerge (equity, social justice, diversity, multicultural education, responsive teaching) to name a few. While the corpus of research on the preparation of teachers for diverse populations has been growing steadily over the last two decades (Hollins and Guzman, 2005), there still remains a significant scarcity of literature focused specifically on the subject of preparing teachers to meet the pressing *linguistic* diversity demands of a diverse classroom (Zeichner, 2005; Lucas and Grinberg, 2008). Much of existing literature focused on preparing teachers for diverse students has treated language as only one of many aspects of culture. While issues of culture and language are certainly related, they are also distinct. The common usage of terms such as “culturally and linguistically diverse students” has obscured the particular linguistic issues relevant to teaching English learners (Lucas and Grinberg, 2008). In recent years, researchers have repeatedly called for increased attention to preparing teachers to work with English learners (ELs) in mainstreams classrooms. Because specific issues of linguistic diversity often get lost in the larger discourse surrounding preparing teachers for diversity, I have purposefully chosen to narrow the focus of my literature review on preparing

teachers for the linguistically diverse students. In doing so, I touch on several significant threads within the larger teacher preparation for diversity literature but mainly focus on the critical issues specific to working with linguistically diverse students.

I have organized the first portion of my literature review into three main sections which I have conceptualized as the “why, what, and how” of preparing teachers for linguistically diverse classrooms. The first section attempts to answer the question of “*Why* should we prepare mainstream educators for linguistically diverse classrooms?”. The following section seeks to answer the question “*What* are the necessary knowledge, skills, and expertise that teachers of linguistically diverse students must possess?”. The final section of the review aims to answer the question “*How* have teacher education programs worked to prepare educators to work with ELs in mainstream classrooms?”

The final “How...” question leads us into the second section of this literature review- the Current Knowledge Gap. Currently, there are only a handful of studies that have been published examining issues related to teacher preparation among alternative pathways. While many of these studies do not attend specifically to issues of language, I present an overview of issues related to two alternative models of teacher preparation, the Teach for America and the Residency model, as the larger issues may inform a deeper understanding of the context of my study.

The Demographic Imperative: WHY should we prepare mainstream educators for linguistically diverse classrooms?”

EL Students in Mainstream Classrooms. Currently, over 5 million ELs attend school in the United States (Ballantyne, Sanderman, & Levy, 2008). In the decade between the 1997-98 and 2008-09 school years, the number of English learners in public schools increased by 51

percent while the general population of students grew by only 7 percent (NCELA, 2011).

According to the U.S. Department of Education, 1 in 9 K-12 public school students come from a home where a language other than English is spoken compared to 1990 where the figure was only 1 in 20. By 2025, it is estimated that statistic will grow to 1 in 4 (NCELA, 2011). Given the sharp increase in number of EL students within the United States, many U.S. mainstream teachers should expect to have ELs in their classrooms. In addition to the statistical realities of the growing EL population in public schools, there are further explanations as to increasing numbers of ELs in mainstream classes. As result of political disapproval of the use of languages other than English, the number of bilingual programs and bilingual teachers have diminished (Gándara & Rumberger, 2009; Rumberger & Gándara, 2004). Mainstream classroom teachers are increasingly responsible for providing the majority of instruction to ELs (Menken & Antunez, 2001). Furthermore, the implementation of the No Child Left Behind Act (NCLB) in 2001 has contributed to this trend by requiring that Limited English Proficient (LEP) students be tested in English after they have been in the U.S. for three years or longer (NCLB, 2001). Preparing these students for standardized tests in English within three years has pushed many schools and districts to accelerate the process of enrolling them in mainstream classes (Lucas and Grinberg, 2008).

Under federal law, ELs must be provided appropriate English language development support services and be assessed annually until they meet a state's criteria for proficiency in English on specific language tests in order to no longer be considered an English language learner (Ballantyne, Sanderman, & Levy, 2008). Classroom instruction for ELs varies depending upon state laws and the proportion of ELs in the district. Instruction can range from classrooms where all students receive bilingual/dual-language instruction to structured/sheltered English

immersion classrooms to general education classrooms, where content instruction from the mainstream teacher is supported by an EL specialist working with individual students.

Unfortunately, ELs are often misidentified or transition out of services prematurely leading towards placement in mainstream classroom without additional language support (Abedi & Dietel, 2004). Given the importance of language development for academic success, all classroom teachers with ELs must understand the principles and best practices of supporting their unique needs.

Inadequately Prepared Teachers. Despite the steady increase in numbers of ELs in the schools nationwide, most mainstream teachers without additional certification or specialization in EL, English as a Second Language (ESL), or bilingual education, have not had adequate training to meet the demands of teaching culturally and linguistically diverse youth (Ballantyne et al., 2008; NCES, 2007; Sox, 2011; Zehler et al., 2003). Ballantyne et al. (2008) in a sponsored report for the National Clearinghouse for English Language Acquisition, found that only 29.5% of teachers with ELs in their classrooms had any training specific to working with ELs, even though 57% of them believed they did not have enough preparation for working with their ELs.

Gándara, Maxwell-Jolly, and Driscoll (2005), in a study of in-service teachers in 22 districts in California, found that teachers with more pre-service and in-service preparation felt greater confidence in their ability to teach ELs. Overall teachers were frustrated with the wide range of ELs placed in their classrooms and their lack of preparation for working with student with multiple proficiency levels. In addition they found that the more preparation teachers had had specific to working with ELs the better able they were to critically evaluate the shortcomings in instructional programs and resources available to their ELs. Teachers found that professional development that focused on content-specific strategies and the learning and development of

ELs were more helpful to them; models of professional development that were focused on linguistics were too theoretical for them and seemingly the least effective. Teachers expressed that they wanted more opportunities to collaborate with their colleagues, time for observations, and increased coaching.

Reeves (2006) surveyed 279 secondary content teachers in 4 districts in Nebraska. 89% of the surveyed teachers felt as though they did not have adequate training to work with ELs in their classrooms. Approximately half (53%) of the respondents expressed interest in receiving additional training in working with EL students.

Ballantyne et al. (2008), found that less than one sixth of the university-based pre-service teacher education programs provided specific training to working with ELs in their program. In addition, Ballantyne et al. (2008) found that only 26% of teachers had any professional development related to working with ELs since they entered the field of teaching. Zehler et al. (2003) reported that on average, teachers within their study received only 4 hours of training related to working with ELs in their professional development.

Academic Indicators of ELs. Historically, the overall academic performance of ELs has fallen behind that of other students within the US (Abedi & Dietel, 2004; Abedi & Gándara, 2006). Nationally, students identified as ELs have performed significantly lower on reading and writing assessments, and to a lesser degree in math, science and social studies assessments than their native English-speaking peers (Abedi, 2006). In his 2008 report for the Pew Hispanic Center, Fry examined the National Assessment of Education Progress (NAEP) and compared ELs performance with their native English-speaking counterparts. Achievement levels (Below Basic, Basic, Proficient, Advanced) were used to report results in terms of a set of standards for what students should know and be able to do. As a whole, NAEP scores revealed that EL

students were far behind other students in their mathematics and reading skills in 2005. The 2005 assessment indicated that 46% of EL students nation-wide achieved at the below basic level in math in grade 4. In reading 73% of EL fourth grade test-takers were below basic. Among white fourth-graders nationally, 11% were at the below basic level in math and 25% were below basic in reading (Fry, 2008).

In Samson and Collins' (2012) report focused on the five states with large proportions of English language learners (California, Florida, Massachusetts, New York, and Texas), the authors found that among students in California and New York, only 25 and 29 percent of grade 4 ELs were able to meet basic levels in reading. The other states fared slightly better, with Florida having the highest percentage of fourth-grade EL students performing at basic or above in reading. Unfortunately, performance did not seem to improve for older EL students. The percentage of non-ELs performing at or above basic in eighth grade reading was higher than in fourth-grade, yet the trend reversed for EL students where lower percentages of ELs score at basic or above in eighth grade than in fourth-grade. Among eighth-graders in all states except Florida, 25 percent or fewer of ELs scored at or above the basic level in reading. In Florida, 41 percent of ELs scored at or above the basic level in reading.

Some of this data may be misleading as many researchers question the validity of current assessments of ELs (Abedi, 2007; Solano-Flores, 2008). When tests assessing academic achievement are administered to students still developing English language proficiency, indicators of students' knowledge of content is difficult to isolate in part due to lack of language proficiency (Abedi, Hofstetter, & Lord, 2004). Unfortunately, the achievement gap between ELs and their non-EL peers seems to widen over time and could be exacerbated by teachers who do not know how to support ELs in their language development in the later grades. While the causes

of the disparities in achievement between ELs and their non-EL peers are debatable, the significant achievement gap clearly suggests the need for teachers to seriously address the work of supporting ELs.

EL Teacher Expertise: WHAT are the necessary knowledge, skills, and dispositions of teachers of linguistically diverse students?

While there are still many aspects of educating ELs that remain contested, several comprehensive sources from the research community have begun to identify critical knowledge, skills, and dispositions for teachers of ELs (Samson & Collins, 2012). De Jong & Harper (2005, 2009, 2011) have argued the EL teacher expertise must include deep understandings of language acquisition processes, an awareness of the relationship between language and culture, and an understanding of how to mediate these dimensions of language into classroom practices. Fillmore and Snow (2000) outlined what educators must understand in order about language in order to effectively teach ELs including aspects of both oral and written language. In addition, they recommended courses and course components to be included in teacher education programs to address the challenge of teacher preparation for ELs. These courses included: Language and Linguistics, Language and Cultural Diversity, Sociolinguistics for Educators in a Linguistically Diverse Society, Language Development, Second Language Learning and Teaching, The Language of Academic Discourse, and Text Analysis and Language Understanding in Educational Settings. Bartolomé (1994) argued for moving “beyond the methods fetish” and “toward a humanizing pedagogy” to create learning environments informed by both action and reflection where power is shared by students and teachers and reflects the students’ background knowledge, culture, and life experiences (p. 173).

Lucas and Villegas (2011) presented a conceptual framework that extended their original

framework for culturally responsive teaching (Villegas and Lucas, 2002) to foreground issues of language in teacher preparation. The authors previously argued that culturally responsive teachers need to develop six qualities: sociocultural consciousness, affirming views of diversity, commitment and skills for promoting change in schools, understanding of how learners construct knowledge, skills for learning about their students, and ability to use appropriate instructional approaches for diverse students (Villegas and Lucas, 2002; Lucas and Villegas, 2011). I have purposefully selected Lucas and Villegas (2011) framework for Linguistically Responsive Teaching to orient this section on the requisite knowledge, skills, and orientations for EL teachers as this framework provides a comprehensive, research-based organization of issues and ideas related to what teachers need to know in order to best support ELs in mainstream classrooms. Darling-Hammond (2006) argued that teacher education programs must move toward a more dynamic conceptualization teacher knowledge to include both "*what* teachers need to learn—the content of preparation—and *how* they need to learn it—the processes that allow teachers to develop useful knowledge that can be enacted in ways that respond to the complexity of the classroom" (Darling-Hammond, 2006, p. 80). Lucas and Villegas' framework organized the work of topics and objectives of preparing teachers to work with ELs using Darling-Hammond's (2006) framework of the requisite knowledge, skills, and dispositions.

In the following section, I will further explicate the different sections of the framework. In doing so, I will further connect the theoretical concepts within the framework to the larger literature focused on EL teacher expertise.

Linguistically Responsive Teaching. Organized into a set of orientations towards language and ELs and particularly, language related knowledge and skills, Lucas and Villegas

(2011) articulate the qualities of EL teacher expertise (See Figure 1). The authors identified six qualities that teachers must possess in order to be linguistically responsive teachers:

“sociocultural consciousness, affirming views of linguistic diversity, commitment and skills for promoting change in schools, understanding of how learners construct knowledge, skills for learning about their students, and ability to use appropriate instructional approaches for diverse students” (p. 56).

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| <p>❖ Orientations of Linguistically Responsive Teachers</p> <ul style="list-style-type: none"> ➤ Sociolinguistic consciousness: <ul style="list-style-type: none"> ▪ Understanding of the connection between language, culture, and identity ▪ Awareness of the sociopolitical dimensions of language use and language education ➤ Value for linguistic diversity ➤ Inclination to advocate for EL students <p>❖ Knowledge and Skills of Linguistically Responsive Teachers</p> <ul style="list-style-type: none"> ➤ Learning about EL students’ language backgrounds, experiences, and proficiencies ➤ Identifying the language demands of classroom tasks ➤ Applying key principles of second language learning <ul style="list-style-type: none"> ▪ Conversational language proficiency is fundamentally different from academic language proficiency ▪ ELs need comprehensible input just beyond their current level of proficiency ▪ Social interaction for authentic communicative purposes fosters EL learning |
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Figure 1. Qualities of Linguistically Responsive Teachers (Lucas and Villegas, 2011, p. 57)

Orientations of Linguistically Responsive Teachers. Sociocultural consciousness incorporates sociolinguistic and sociopolitical conceptions of language use and language education in the United States (Gort, Glenn. & Settlage, 2011; Valdes & Castellon, 2011). Lucas

and Villegas (2011) argue that teachers must understand how language relates to students' cultural and identity development as well as how language policies may affect their access to education and to incorporation in the larger society.

Teachers must also *value* linguistic diversity, not just tolerating it, but viewing it as an asset or resource for the classroom rather than a problem that needs to be fixed (Sakash & Rodriguez, 2011; Villegas and Lucas, 2011). Teachers who demonstrate that they value their students' linguistic diversity understand that skills learned in one language often transfer when learning a new language. The students' first language development, therefore, can help the students develop linguistically and academically in the second language. Teachers must view their students as sophisticated users of language and maintain high academic expectations for their ELs. Teachers who value linguistic diversity welcome the use of students' first language in the classroom or can reference resources in students' first language to help in their understanding of concepts in their second language (Lucas, Villegas, & Freedson-Gonzalez, 2008b; Mohr & Mohr, 2007).

Linguistically responsive teachers also *advocate* for the academic and linguistic needs of their ELs. In order to do this effectively, they must first have developed their sociolinguistic and sociopolitical consciousness and have demonstrated that they value linguistic diversity. Advocacy however goes beyond merely understanding the issues that surround ELs, but requires that teachers take action on the part of their students. They challenge policies that marginalize their ELs and limit their access to education. They confront practices that are deficit-oriented and one-size-fits-all models that ignore the complexity of language learning and its role in students' academic development, and they demand that resources be made available to assist their ELs with their language learning and academic development (Athanasas & De Oliveira, 2008; de

Oliveira & Athanases, 2007).

Knowledge and Skills of Linguistically Responsive Teachers. While understanding the larger context surrounding EL education and a willingness to advocate on their behalf, a teacher's practice in the classroom is also important for providing quality education to ELs. Particularly, teachers must have an understanding of second language acquisition theories and how these theories are applied to the classroom context (Bunch, 2013; de Jong & Harper, 2005). Teachers need to know the difference between conversational and academic language; they must understand the importance of scaffolding their instruction for ELs; and understand how students' first language can facilitate the acquisition of the second language (Darling-Hammond & Bransford, 2007; Valdés, Bunch, Snow, Lee, & Matos, 2005). Teachers must know how to provide their EL students opportunities to use English in a variety of contexts, and give them opportunities to interact with others, as language development, like academic development is socially constructed. Teachers must also know how to adapt their instruction to facilitate second language acquisition and know how to create a learning environment that is conducive for second language acquisition.

Teachers must also learn how to look *at* language rather than *through* it (Harper & de Jong, 2009). Teachers must understand how language is used in the learning process; it also means that teachers must understand the language demands of tasks utilized in the classroom on a daily basis. Lucas and Villegas (2011) explain that identifying the language demands of tasks involves identifying key vocabulary, and understanding the linguistic expectations for successful completion of each task. This considers not just *what* is communicated but *how* it is communicated in the classroom.

Finally, teachers must take the time to learn about their EL's backgrounds. By doing so,

teachers can better identify the linguistic and cultural resources their ELs bring with them, and utilize these to relate instruction to them (González et al., 1995). Teachers must also understand that ELs are not a homogenous group—there is a lot of diversity within the “EL” group (Rubinstein-Ávila, 2006). Students have different educational experiences and different levels of proficiency in each of the language domains in each language. Taking the time to learn about students’ backgrounds will facilitate the teacher’s role in the classroom and help identify the potential challenges their students may have with the different tasks required of them; it also allows teachers to identify the cultural and linguistic resources students bring with them to the classroom (García, Arias, Murri, & Serna, 2010; Lucas, Villegas, & Freedson-Gonzalez, 2008a).

Effective Teacher Education Programs for ELs: HOW have teacher education programs worked to prepare educators to work with ELs in mainstream classrooms?

There is a rich body of literature considering how teachers learn to serve culturally diverse students (Banks et al., 2005; Cochran-Smith, Davis, & Fries, 2004, Villegas & Lucas, 2002). Within this corpus of research, language is considered only one of many aspects of culture and often gets “lost in the larger fabric of culturally responsive teacher preparation” (Lucas & Grinberg, 2008, p. 606). Linguistic diversity in the classroom results in distinctive challenges for teachers and warrants in-depth exploration and preparation to understand the unique backgrounds and needs of ELs. To adequately prepare teachers for work with ELs, research must be devoted specifically to teacher preparation for linguistic diversity; however, the literature on teacher preparation for ELs is limited. The final portion of the literature review focuses on programmatic issues of teacher preparation programs for linguistically diverse students.

Teacher Preparation for ELs. Valdés, Bunch, Snow, Lee, & Matos (2005) recommend

several structural suggestions to enhance pre-service teacher preparation programs for ELs. They assert that teachers must understand big concepts related to language, including dialectical differences, language variations, and unique language demands of various disciplines. The authors propose an introductory linguistics course, followed by integration of language education throughout different curricular strands of teacher education programs. Other researchers have also given suggestions for university-based teacher preparation for ELs, including a linguistics course (Athanases & De Oliveira, 2011), incorporation of social justice issues (Balderrama, 2001), linguistically responsive pedagogical practices (Lucas, Villegas, & Freedson-González, 2008; Lucas and Villegas, 2011, 2013), and EL instructional strategies (Commins & Miramontes, 2006). Although recommendations for teacher preparation may be grounded in research on ELs, very few empirical studies have been able to determine whether teacher learning or implementation of practices has occurred based on these given suggestions. The following section includes a review of empirical studies of pre-service teacher preparation at the programmatic level.

Very few studies have measured the *effectiveness* of teacher preparation programs in regards to EL preparation. Faculty members at the University of Massachusetts at Amherst (Gebhard, Austin, Nieto, & Willett, 2002) described the pre-service teacher preparation program that incorporated social justice and diversity issues throughout pre-service coursework. Through interviews with five current and former students, authors found that teachers from their program were aptly prepared to teach culturally diverse students; however, their findings demonstrated a weakness in EL instruction, as students did not pick up on the link between culture and language that faculty members attempted to represent. Although the study provided information to faculty to be cognizant of needed changes, the program only displayed strengths in educating for cultural

diversity and not specifically ELs.

Another study of a pre-service teacher preparation examined a California university program that infused EL specific topics and strategies into all coursework (de Oliveira & Athanases, 2007). The five-year investigation of the teacher education program surveyed over 300 graduates, analyzed program documentation, and conducted focus groups to understand how the program prepared teachers for work in the classroom with ELs. The study found that graduates were advocates both inside and outside of the classroom, as demonstrated by their creation and maintenance of a safe classroom environment, diversification of instruction for ELs, response to sociopolitical issues, and encouragement to foster bilingualism and biliteracy. Findings demonstrated the benefit of incorporating EL instruction throughout an entire undergraduate program.

In reporting updated findings from their on-going longitudinal study, Athanases and de Oliveira (2011), “mapped a framework to examine program-wide attention to preparing teachers to teach and advocate for ELLs” (p. 198). This analysis conceptualized ways programs can self-examine the extent to which ELs are included in program content, course and clinical activities, and how constituents’ (faculty, candidates, school personnel, EL families) voices may be included in this examination. This framework acted as an organizational tool for their data collection processes. The authors also suggest it’s potential to be used as a planning tool for teacher education programs seeking to further develop attention to the work of teaching ELs. Divided into three domains, the framework orients us to the “content” in what is taught about ELs, the learning “processes” in which the content is enacted, and the “context” in which teacher educator programs may develop practices, dispositions, and knowledge regarding teaching ELs.

Baecher (2012) conducted a mixed methods study within a college of education in a

university in the northeast US. Faculty members from three departments (Curriculum and Teaching, Educational Foundations, or Special Education) and teacher candidates across multiple programs (Elementary Education, Early Childhood Education, and Secondary Specialist Programs in Social Studies, English, Mathematics, and Science) were surveyed during the 2011-2012 academic year. In addition, existing syllabi from coursework throughout the various teacher education departments were analyzed. Findings from the syllabi review and survey analysis indicated that overall there was little formal attention to ELs in the curricula, although candidates believed that some of the topics had been briefly addressed in their course activities. The author attributed the findings due to the lack of higher education structures to promote the sharing of practices and resources across faculty members within and across multiple programs (Pugach, Blanton & Correa, 2011). In addition, the background experiences of faculty were found to be a contributing factor to the extent of attention paid to ELs in the curriculum. Although many teacher candidates had experiences with learning academic content in another language, fewer faculty did. In particular, faculty from the secondary subjects other than English were the least likely to have infused their courses with EL subject matter and the least likely to themselves have a background in language learning. The author's findings confirm there is a strong connection between personal experiences and subsequent empathy for and interest in ELs in one's classroom (Pettit, 2011).

The above research addresses various areas of pre-service teacher preparation for working with ELs; however, the primary focus on pre-service, university-based programs fails to make the connection with the classroom in which in-service mainstream teachers are responsible to educate ELs. One study that sought to connect pre-service teacher preparation to first year classroom teaching was a study conducted by Poynor (2005). The author longitudinally followed

two teachers through their reading methods courses, student teaching, and first year of teaching to understand the transfer of pre-service knowledge to classroom instruction. After qualitative data collection and analysis, the study uncovered tensions and contradictions between theories of EL instruction from methods courses and the practice carried out in classrooms. Poynor found that pre-service knowledge did not transfer, as coursework did not emphasize what theory looked like in practice, student teaching allowed no control over theory or practice, and other pressures took priority in the first year of teaching, such as adhering to policies and preparing students for standardized tests. The findings confirmed the importance of research on in-service teacher learning and implementation, as top-down pressures in the form of language policies and mandates often take precedence over the good pedagogy for ELs learned in pre-service teacher preparation.

Teacher Educator Expertise. While program design and course content are undeniably important in understanding issues of teacher preparation for ELs, the role teacher educators play is also critically important to consider. Teacher educators must be qualified to teach about ELs in courses designed for mainstream teachers (Ballantyne et al., 2008; Costa et al., 2005; de Oliveira & Athanases, 2007; Lucas, 2011; Meskill, 2005). Teacher educators should explore their own attitudes and beliefs about culturally and linguistically diverse students and should expand the curriculum beyond the Eurocentric perspectives prevalent in traditional programs (Costa et al., 2005; Lucas, 2011). Unfortunately, the majority of what we know about what teacher educators need to know has been based on theoretical and conceptual studies. Few studies have addressed *how* to prepare teacher educators for the task of equipping teacher candidates to work with ELs.

Costa, McPhail, and Brisk (2005) studied an institute to prepare teacher educators with

the knowledge and skills they needed to integrate EL principles into their teacher education courses. They noted in their study that prior to the institute, faculty members experienced varying degrees of success with integrating EL education issues into the courses they taught. There was a great deal of inconsistency across the board, as to what was taught and to what extent. In addition, the levels of knowledge about theory and practice related to EL education varied greatly. During the institute, faculty focused on revamping teacher education courses to provide a more comprehensive approach to EL education issues. After the institute, each participant met with the facilitator independently to brainstorm ways to revise their syllabi to be more inclusive of ELs. The researchers discovered that faculty generally exhibited positive changes after the seminar and one-on-one meeting, and the participants generally expressed that the meeting was helpful for the implementation phase. Faculty reported that they had added new readings that pertained specifically to EL education issues in their syllabi; one introduced the Sheltered Immersion Observation Protocol (SIOP) model to his or her classes, and the others brought in guest speakers. The most beneficial aspect of the institute was that EL education issues were distributed across the TEP, creating the more desired comprehensive approach to EL education preparation for pre-service teachers. In order for the programmatic change to occur, however, Costa et al. (2005) attributed the faculty's willingness to participate in the institutes as one of the crucial factors. Furthermore, incentives like stipends, offered through grant funding, were important.

In a similar manner, Gort, Glenn, & Settlage (2011) studied an initiative at their university to prepare faculty members. In their study, they highlighted two teacher educators, one who taught English education, and the other who taught science education. Before the initiative began, the professors had limited discussion about ELs in their methods classes. They both

included ELs in the discussion with other diverse learners. As part of the initiative, however, the teacher educators were involved in study groups which met once monthly, and they met in between study group sessions with an ESL/bilingual education professor one-on-one to discuss how they could better address the needs of ELs in their courses. By the end of the semester, both professors had made significant changes to the curriculum in their methods courses. They both incorporated having a graduate student or other bilingual person conduct a lesson in another language, first without scaffolding and then another with scaffolding. The professors found that their students more fully understood the linguistic challenges ELs faced, and they understood why scaffolding the language in their lessons was important for their ELs. At the end of the initiative, the professors continued to adjust their curriculum to more fully incorporate EL education issues in their methods courses. They commented that they felt more confident leading discussions about linguistic diversity in their classrooms after having participated in the initiative.

Meskill (2005) also addressed the preparation of university faculty to provide more comprehensive approaches to educating teachers about EL educational issues. Meskill's *Training All Teachers Project (TAT)* prepared faculty through collaboration with EL specialists, group workshops by subject area throughout the academic year, and a series of presentations about ELs conducted to both faculty and their students during the year. Meskill utilized the collaborations with EL specialists to help faculty members better infuse their syllabi and course topics and assignments with issues related to EL education. The group workshops provided faculty from similar subject areas to focus on EL education issues related to their specific content. Follow-up was provided throughout the year, so that they could work together to improve their understanding and the depth of their discussions related to EL education in their subject areas.

The presentations were delivered by graduate students specially trained to work with ELs and were tailored to meet the needs of faculty and their students. Faculty entered the TAT program with varying degrees of knowledge and beliefs about ELs; in addition, they all incorporated some aspects of EL education in their curriculum. By the end of the program, faculty reported that their students seemed to have a better understanding of ELs in their courses, and faculty wanted to increase the extent to which they addressed EL issues in their courses. In addition, Meskill surveyed students in the professors' courses as well. Overall students seemed to have a better understanding of the complexity related to educating ELs and remarked that previous to the instruction, they had not been aware of the legal issues regarding educating ELs. This study supported the need to more fully prepare *all* faculty in teacher education programs and provide continuing support to them as they work to infuse aspects of EL education in their curriculum.

Current Knowledge Gap: What do we know about alternative pathways' approaches to teacher preparation for linguistic diversity?

The dearth of research looking specifically at teacher preparation for linguistic diversity has been well documented (Hollins & Guzman, 2005; Lucas & Grinberg, 2008; Zeichner, 2005). Within this existing body of literature, even less research exists on alternative pathways to teacher education and their work with ELs.

With the establishment of the National Center for Alternative Certification and the American Board for Certification of Teacher Excellence, and the classification of alternatively prepared educators as "highly qualified" under the No Child Left Behind Act (2001), the federal government has made clear its support of alternative teacher preparation programs (Zeichner & Hutchinson, 2008). Because many teacher shortages and hard-to-fill positions are likely to affect high-poverty schools in urban areas, alternative teacher preparation programs have had

significant impact on students that have the most significant needs. Studies have found that alternative teacher preparation programs work disproportionately with students who are “non-white, poor, low-achieving, and urban” (Grissom, 2008, p. 130).

Over the last twenty years, we have seen an increasing amount of alternative routes to traditional teacher preparation arise in the United States (Loeb & Grossman, 2008). The National Center for Alternative Certification estimates that since the mid-1980s, approximately 500,000 teachers have entered the profession through alternative routes (National Center for Alternative Certification, 2012). In 2010, 48 states and the District of Columbia reported some type of alternate route to teacher certification (NCAC, 2012). The states that first started alternate routes in the early 1980s have been the most prolific in terms of production of new teachers: California, New Jersey, and Texas. New Jersey reports that about 40 percent of its new hires come through alternate routes. For Texas and California, about one-third of their states’ newly hired teacher come through alternate routes (NCAC, 2012).

While there has been a great deal of obscurity as to what distinguishes an alternative teacher preparation program from a traditional teacher education program (Loeb & Grossman, 2008), generally the distinguishing characteristic of alternative certification programs is the expedited fashion, “early-entry” nature in which teacher candidates become teachers of record in the classroom.

Two seminal studies have been conducted in recent years that have contributed to our understanding of the *characteristics* of alternative programs: the Boyd et al. (2008) study of New York City’s multiple pathways into teaching and the Humphrey and Weschler (2005) and (2008) studies of seven alternative certification programs in the United States. Both of these large-scale investigations explored the characteristics of the alternative programs in terms of *who* and *what*

comprised their programs. Included in the analyses of both of these studies were important findings related to the preparation of teachers to work with ELLs. Humphrey and Weschler's (2008) report indicated that 40 percent of participants in reported that their early-entry program did not improve their ability to meet the instructional needs of English-language learners at all (p.29). Early-entry program participants with more frequent *mentoring* did report that their program impacted their subject-matter knowledge, their ability to meet the instructional needs of English-language learners and students from diverse cultural backgrounds.

Boyd et al.'s study of teacher education in New York City looked at 16 institutions that prepared teachers to work in elementary classrooms in NYC. Within these institutions, they looked at 26 college-recommending elementary certification programs in addition to two large early-entry programs, Teach for America and NYC Teaching Fellows. The authors found that one of the most significant differences between alternative programs and traditional university-based programs was the *timing* of the opportunities to learn rather than actual differences in terms of *content* or *pedagogy*. This was not surprising, given the limited time in which the pre-service early-entry preparation occurred.

In terms of coursework related to preparing teachers to work with culturally and linguistically diverse students, the authors found that only 10 programs (out of 26) offered courses in multicultural education and only 2 college-recommending programs in the sample offered a course focused on the teaching of English Language Learners. The overall lack of specific course work focused on preparing teachers to teach English learners is surprising, given the language diversity found in New York City public schools. The relative lack of attention paid to the teaching of English learners was found across *all* programs, both traditional and alternative. Teachers surveyed in both studies reported that they felt that their coursework and

program experiences did not adequately prepare them to work with students for ELL backgrounds or students with disabilities (Boyd et al., 2008; Humphrey and Weschler, 2008).

Teach for America. Both Humphrey and Weschler (2008) and Boyd et al. (2008) include Teach for America (TFA) in their analysis, but it is worth highlighting particularly distinctive characteristics of TFA for the purposes of this study. TFA is a two-year program that recruits recent college graduates from elite universities to work in high-needs schools across the country with a mission to “to build a movement to eliminate educational inequity by enlisting our nation's most promising future leaders” (Teach for America, 2013) Teachers are prepared during a five week summer institute where they take coursework and teach summer school. After their summer institute training, corps members enter the classroom as teachers of record and continue to receive ongoing support from TFA throughout their induction year. In addition to TFA, teachers often receive support from local universities that partner with TFA to provide professional development and coursework, leading to alternative certification and often to a master’s degree in education.

In recent years, scholarship examining TFA’s teacher preparation model in the context of diversity has begun to emerge (Heilig & Jez, 2010; Hopkins & Heineke, 2013). Hopkins and Heineke (2013) highlight the shortcomings of TFA’s training model to prepare corps members to work with ELs in particular. In their review of the Teaching as Leadership framework (Farr, 2010; TAL, 2012), the standardized curriculum experienced by TFA corps members during summer institute, they note that only six pages out of 800 in total, were give to the presentation of strategies of supporting ELs in the classroom. In addition, candidates received one 90 minute training session entitled *Planning Instruction to Meet the Needs of English Language Learners* (Hopkins & Heineke, 2013) during summer institute. Hopkins and Heineke (2013) conclude that

the “stand-alone” session which focused largely on simplified input and output strategies failed to offer candidates with information about how to *integrate* these with language development and content instruction. The authors problematized the assumption that 90 minutes of training adequately prepared corps members to work with ELs and offer findings from a recent study (Heineke & Cameron, 2013) that attend to corps members feelings of overall under-preparedness to work with ELs in particular.

Residency Model. A rather recent model of teacher preparation is the urban teacher residency (UTR) approach to teacher preparation. Described as a “third space” or “third way” of teacher education, UTRs are seen as “incorporating the best of both traditional and alternative approaches to teacher education and certification” (Berry, Montgomery, and Snyder, 2008, p.4). UTRs are guided by the belief that that new teachers in urban schools should enter the classroom with a minimum of one year of guided clinical experience in an urban classroom (Berry et al., 2008)

Although specific designs of UTRs may differ, residency programs share these distinctive characteristics:

- tightly weave together education theory and classroom practice
- focus on Residents learning alongside an experienced, trained Mentor
- group candidates in cohorts to cultivate professional learning community and foster collaboration
- build effective partnerships among school districts, higher education institutions and nonprofit organizations
- serve school districts by recruiting and training teachers to meet specific district needs
- support Residents once they are hired as teachers of record

- establish and support differentiated career goals for experienced teachers (Berry et al., 2008, p.5.)

While seen as a promising approach, to date, there is very little evidence examining the effectiveness of UTRs (Mader, 2016; Papay, 2012). The limited existing scholarship on the UTR does not include either qualitative or quantitative research on what happens for residents or their students in terms of learning (Gatti, 2012). Among the limited studies examining teacher residency programs in depth, Papay (2012) and Gatti (2012) offered evidence into the UTR approach in specific content areas. In a recent study of the Boston Teacher Residency, Papay (2012) found that graduates from the Boston Teacher Residency had higher retention rates than other teachers throughout the district, were more racially diverse, and provided a disproportionate share of the district's math and science teachers. Gatti (2012) examined the learning to teach process for residents learning to teach secondary English in an urban residency program. Gatti (2012) found that the interaction of novice teachers with the English curriculum, and available resources shaped the version of teaching English they constructed within their urban classrooms.

In terms of research on preparing residents to teach ELs, I found one study by Naiditch and Diaz (2015) that examined this work in the Newark Montclair Urban Teacher Residency. The authors described the ways in which they structured learning opportunities for residents within the residency program. These included opportunities to work with ELs, modify lessons for ELs, and develop descriptive portraits of ELs in their classrooms. While not an empirical study, the authors offered a personal account of the instructional approach to teach residents in the context of a residency program. To date, this is the only existing exploration of preparing teachers for linguistic diversity in a residency program.

Theoretical Framework

Considering the complexity of the learning to teach process, I am guided by a sociocultural perspective that considers the experience of teacher learning to be mediated by social practices and cultural tools, and developed by participation in joint activities (Vygotsky, 1978). Cultural historical activity theory (CHAT), which draws on key Vygotskian ideas, extends the sociocultural line of thinking to emphasize the unit of analysis from the individual to collective subjects (Ellis, Edwards, & Smagorinsky, 2010). Activity theory, which originates from Leont'ev's extension of Vygotsky's sociocultural approach to learning, attempts to dialectically link the individual and the social structure (Engeström, 1999). The activity system is foregrounded, comprised of object-oriented, collective, and culturally mediated human activity. An activity system includes the object, subject, mediating artifacts (signs and tools), rules, community, and division of labor. Within this, internal tensions and contradictions are the motivating forces for change and development (Engeström & Miettinen, 1999, p. 9).

Operationalizing the Activity System. In Engeström's Activity Framework, there are six interrelated components an activity system. A model of his basic activity system is represented in Figure 2 below.

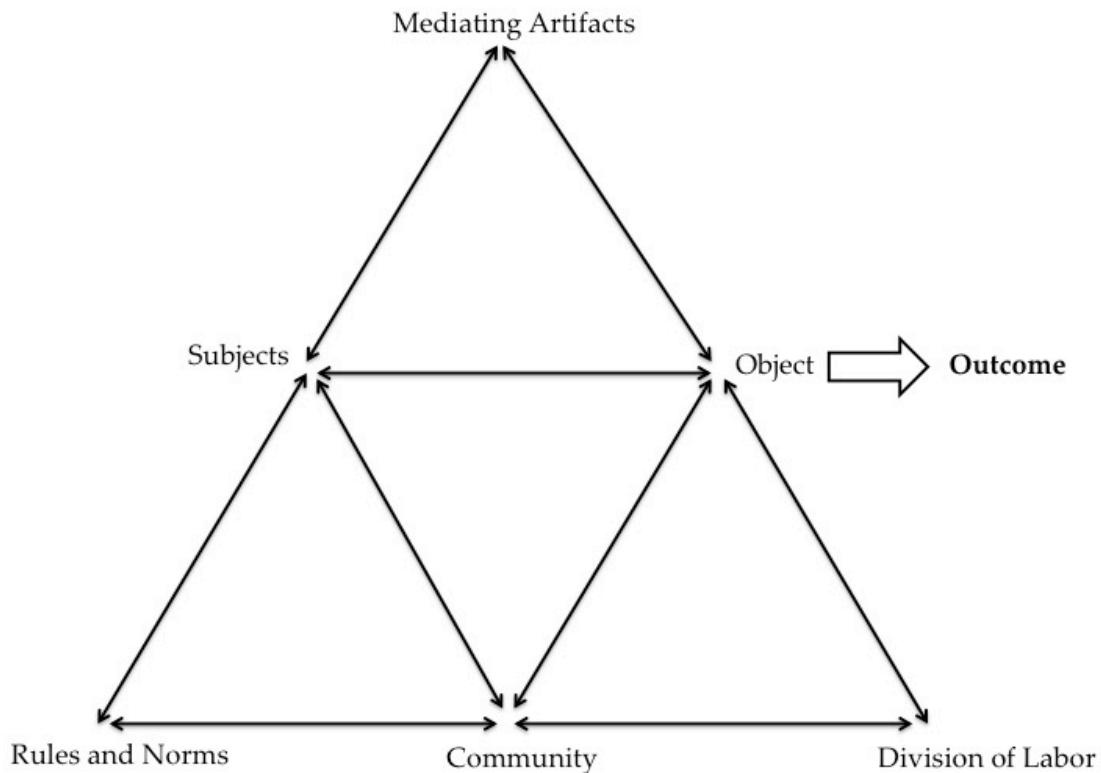


Figure 2: Engeström's Activity Framework

The subject component is defined as an individual or individuals involved in the central activity, according to Engeström (1987). The subject component acts as an analytical anchor to design the entire activity system (Nunez, 2009). This anchor orients the ways in which participation in the activity system is understood. For the purposes of this study, the subject(s) of each activity system are the teacher candidates.

According to Engeström (1987), the object refers to the “raw material” or “problem space” at which the activity is directed. It may be understood as the goal or objective of the activity. It is transformed into outcomes through the mediation instruments and tools (Engeström, 1993). Peck and McDonald (2014) state “the general object of activity for a teacher education program, of course, is the preparation of competent and effective teachers, although other objects/goals can and do exist for every program” (p.4).

A third component of the activity systems consists of instruments, also referred to as tools, which are “anything used in the transformation process, including both material tools and tools for thinking” (Kuutti, 1996, p.14). These tools may be both practical and conceptual (Grossman et al., 1999). In teacher education these may include curriculum and coursework while conceptual tools might include ideas such as culturally and linguistically responsive teaching, social justice, and equity.

The community is composed of the subject and other individuals that are brought together by a shared object (Engeström, 1996). This also refers to the characteristics, and particularly values, beliefs, and ideologies of the people undertaking the activity in question. In this study, community would include faculty, staff, students, and other partnering organizations involved in a teacher education program.

The rules represent norms, conventions, or social traditions that are established by the community to govern its members (Engeström, 1993, 1998). These include formal and informal policies and expectations that constrain actions within the activity system. In teacher education, these would include federal, state, and local policies, expectations for faculty/instructor participation and performance.

The division of labor refers to both the horizontal division of tasks between the members of the community and to the vertical division of power and status (Engeström, 1987, 2001). This refers to the roles and responsibilities of participants in the activity system. In this study, this refers to the ways in which teacher education programs were structured in terms of the roles and responsibilities of the numerous people involved in the program- faculty, teacher educators, cooperating teachers among others.

Continuous construction exists between the multiple components of the activity system.

Participants use tools as well as continue to renew and develop them. They help share the rules of the activity system. In every activity system exist contradictions and tensions between the elements of the system. Peck and McDonald (2014) highlight the contradictions between traditional divisions of labor in university-based teacher education programs where often faculty roles emphasize coursework on campus, supervisor roles emphasize observation and evaluation of teacher candidates in the field, and cooperating teacher roles emphasize collaboration with candidates in the classroom. These varied roles often lead to significant tensions in how participants understand the “object” of activity.

The underlying conceptual assumptions of CHAT framework afford this inquiry into teacher learning in multiple ways. Many recent research studies into teacher learning and teacher education have utilized a CHAT approach in their analysis (Ellis, Edwards, & Smagorinsky, 2010; Grossman et al., 1999; Peck & McDonald, 2014; K. Zeichner, Payne, & Brayko, 2014). CHAT offers a perspective towards the process of learning to teach as a “continual, mutually mediating process of appropriation and social action” (Ellis et al., 2010, p.4). Teachers adopt the cultural practices that are valued in the particular social situations of their development (i.e. schools, programs, and universities). The social settings of development are complex systems where the practices of schools and programs may intersect, or they may be contexts in which the rules and norms are discrete and reflect only the practices in which they are situated. These culturally and historically situated practices inform the ways in which participants learn to teach. Each participant interacts with these in varying ways (Ellis et al., 2010). CHAT allows for the consideration of these identified practices to be considered in an activity system in a broader context, accounting for how and why they have developed over time, and in relation to other existing practices (Douglas, 2010). CHAT also allows the recognition of distributed expertise

across systems. The experience of learning involves participation in accessing and contributing to the shared expertise. Lastly, CHAT assumes the “dialectical relationship between continuity and change and the reproduction and transformation of social structures and relationships” (Ellis et al., 2010, p.5)

This activity system heuristic is helpful in the present study because it makes visible the various dimensions involved in teacher learning. CHAT affords the opportunity to understand the conditions for learning, how they are created, and what is learned (Edwards, 2005).

Chapter 3: Methodology

Comparison as currently employed is defective—even perverse—in at least three respects. In the first place, it is used indiscriminately and arbitrarily. Facts are torn loose from their context in social and natural environment and heaped miscellaneous together, because they have impressed the observer as alike in some respect... In the second place, this haphazard, uncontrollable selection yields only static facts—facts which lack the dynamic quality necessary to a genetic consideration. The third remark is that the results thus reached, even passing them as correct, yield only loose aggregates of unrelated traits—not a coherent scheme of mind.
(John Dewey, 1902)

This chapter outlines the multicase study design and methods (Stake, 2013, Yin 2009) that guided this research. In this chapter, I give the details of the multicase study design including a description of my qualitative data collection methods and data analysis. I also introduce the six educators who participated in this study and the settings in which they learned to teach. The chapter is organized into the following sections: a) Research Design, b) Settings and Participants, c) Data Collection, and d) Data Analysis.

Research Design

Because the research questions necessitated an in-depth understanding of the local contexts of learning and implementation, and of the interactions among various contextual factors (Miles & Huberman, 1984), I utilized a multicase study design (Stake, 2013, Yin 2009). I chose this method because both multicase study design and my theoretical framework, CHAT, highlight activity in contexts. In multicase study design, a case belongs to a particular collection of cases that share a common characteristic or condition (Stake, 2013). The collection of cases is called a quintain. A quintain is the object, condition, or phenomenon, the “collective target” to be studied:

Multicase study research starts with the quintain. To understand it better, we study some of its single cases- its sites or manifestations. But it is the quintain we seek to understand.

We study what is similar and different between the cases in order to understand the quintain better (Stake, 2013, p.6).

The guiding question that orients the multicase design is “What helps us understand the quintain?” In my study where I examined teacher learning in three different pathways to teaching, the focus began with the individual cases. Each case was studied individually in-depth to elucidate the complexity and situational uniqueness of each situation (Stake, 2013). Taken together, these cases revealed a deeper understanding of the quintain, which in my study was each teacher education pathway.

Cases are complex entities located in particular contexts. Cultural, historical, and physical contexts matter, and thus the overarching purpose of a multi-case study is to illuminate multiple contexts, especially the problematic ones (Stake, 2013, p. 12). Multicase study is not about comparing cases rather, the cases studied are a selected group of instances chosen so that I might better understand the quintain (Stake, 2006).

Settings and Participants

Settings. This research study took place over multiple settings. The first setting was the teacher education programs. The second setting was participants’ clinical placements during the spring of 2015 (for the U-ACT candidates this was their first year of teaching/ TFA placements). The third setting took place in 6 different schools where participants started as full-time teachers upon completing their teacher education programs (For U-ACT candidates, this was their second year).

Setting 1: Teacher Education Programs². There were three main contexts in which I was interested in studying: the elementary teacher education program (ELTEP) at the University of Washington, the University Accelerated Certification for Teachers Program (U-ACT), and the Seattle Teacher Residency (STR). All three of these pathways to teacher certification were housed within the larger context of the University of Washington College of Education. Each of these three teacher education programs shared significant similarities. Much of this was due to the common roots of both the newer U-ACT and STR programs in the pre-established ELTEP programmatic and pedagogical traditions. The ELTEP program's strong orientation towards social justice and emphasis on practice-based approaches to teacher education (Windschitl, Thompson and Braaten, 2011; Zeichner, Payne, & Brayko, 2012) greatly informed the development of both U-ACT and STR programs. While all three of these teacher education programs shared similarities in their practice-based approach to teacher education, the programmatic structures of these pathways were considerably different. As a result, the contexts in which the novice teachers were teaching and learning also presented significant differences.

Setting 2: Clinical Placements.³ Each of these teacher education pathways partnered with different schools, districts, local, and national organizations in providing support to their teacher candidates. The second set of settings, participants' clinical placements, took place in the programs' partner school classrooms in which candidates were placed in a yearlong practicum. In these settings, teacher candidates from the ELTEP and STR programs were responsible for following the expectations of the classroom cooperating teacher and school district, including utilizing the mandated curricula and instructional frameworks. For the two TCs from U-ACT,

² Detailed descriptions of each teacher education program are offered in the following analytic chapters.

³ Greater detail of clinical placements is provided in the following analytic chapters.

these settings were participants' first year teachers of record. In this portion of the study, six different schools are represented.

Setting 3: First Year Teaching.⁴ The third set of settings include the various schools in which the participants of this study received fulltime teaching jobs upon completing their respective teacher education programs. For the two U-ACT participants, this was their second year of teaching.

Table 1. *Clinical Placement and First Year Teaching School Descriptions*⁵

Participant Pseudonym	Clinical Placement Year 1	[First Year Teaching] Placement Year 2
Amy [ELTEP]	Bateman Elementary School Seattle, WA 1 st grade	Peninsula Elementary School Seattle, WA 2 nd grade
Karen [ELTEP]	Alpha Elementary School Seattle, WA 4 th grade	St. Paul School Seattle, WA 5 th grade
Jen [STR]	Middleton Elementary School Seattle, WA 3 rd grade	Middleton Elementary School Seattle, WA 2 nd grade
Monica [STR]	Oakview Elementary School Seattle, WA 3 rd grade	Keystone Elementary School Seattle, WA 3 rd grade
Liz [U-ACT]	Mount Adams Charter School Seattle, WA 1 st grade	Stephens Elementary School Seattle, WA 4 th grade
Rosie [U-ACT]	Kensington Elementary School Federal Way, WA EL Specialist	Kensington Elementary School Federal Way, WA 3 rd grade

Participants. Six focal participants (two from each of the three programs) were selected for participation in this study using purposeful sampling strategy (Patton, 2003). Participants were selected using the following criteria: 1) Participants were teaching (or student-teaching) in an urban, elementary school; 2) Participants were teaching in a classroom with a significant number of identified English learners. I specifically looked for classrooms that had 3 or more

⁴ Greater detail of first year teacher settings is provided in the following analytic chapters.

ELs in their placements; 3) Participants were planning on teaching locally in the Seattle area after completion of their teacher education program.

In February of 2015, I contacted the program directors and various instructors in each of the three programs. Based on knowledge of their students, each of them shared suggestions of participants that fit my criteria. I contacted each potential participant via email requesting his or her participation in the study. Table 2 gives a brief descriptive overview of the six focal participants:

Table 2. *Participant Description Overview*

Participant Pseudonym	Race/Ethnicity	Gender	Age
Amy [ELTEP]	Caucasian	Female	31
Karen [ELTEP]	Caucasian	Female	48
Jen [STR]	African American	Female	25
Monica [STR]	Caucasian	Female	31
Liz [U-ACT]	Caucasian	Female	25
Rosie [U-ACT]	African American	Female	24

The following is a brief description of each participant, including their personal experiences with language learning and teaching⁵:

1. Amy's student teaching was in a first grade classroom in a public school in Seattle. Upon graduation, she was hired as a second grade teacher at an Advanced Learning school also in the Seattle Public Schools. Amy studied German beginning in middle school and all throughout high school and college.
2. Karen's student teaching experience was in a 4th grade classroom in Seattle Public Schools. After completing the ELTEP program, she began teaching at a private, parochial school in Seattle. In college, Karen studied French, Spanish, and Indonesian. In graduate school, Karen studied Burmese.
3. Jen's student teaching experience was as a third grade teacher in a Title I school located

⁵ Each participant is described in greater detail in the following analytic chapters.

in Seattle. Upon completing STR, she was hired by the same school to continue as a third grade teacher. In college, Jen studied both Spanish and Swahili and taught English during a summer study-abroad program in Ghana.

4. Monica was a student teacher in a third grade classroom in a Title 1 Seattle Public School. After completing STR, Monica was hired as a third grade Math and Science teacher at another Title 1 located in Seattle.
5. Liz was a first-year teacher in a first grade classroom at Mount Adams Charter School. After completing U-ACT, Liz started her second year of teaching at a Title 1 public school in Seattle. Liz studied Spanish in both high school and college. Considering herself to be proficient, she used Spanish regularly to provide primary language support to her Spanish speaking students.
6. Rosie was a first year teacher in an EL specialist role in the Federal Way school district. In her second year of teacher, she taught in a 3rd grade classroom in the same school. Rosie studied Spanish in high school and college but didn't consider herself to be proficient in the language.

Data Collection

In order to ensure case study validity, I sought multiple sources of evidence (Merriam, 2009; Yin, 2009) to enrich the data and situate the discourse within the larger social, cultural, and historical contexts. In total, the data included the following:

- Audio recordings and transcriptions of participant interviews;
- Audio recordings and transcriptions of program instructor and director interviews;
- Artifacts of novice teacher practice (e.g., lesson plans, classroom assessments,

samples of student work)

- Artifacts of program implementation
- Field notes from direct observations of the classroom.

Interviews. I interviewed each of my participants six times over the duration of my study. Three of the interviews were conducted during the spring quarter of 2015 (February 2015- June 2016) while participants were TCs enrolled in their respective programs. The final three interviews were conducted during the fall quarter of 2015 (September 2015- January 2016) while participants were first year teachers (U-ACT participants were second year teachers). I observed and interviewed each participant once a month during the duration of the study. Interviews were conducted using semi-structured interview protocols (Merriam, 2009; Patton, 2003). My initial interview with candidates consisted of open-ended questions designed to gain an understanding of participants' initial experiences with their teacher education program as well learn about their personal background. In subsequent interviews, I questioned my candidates around specific things noticed from my classroom observations. Additionally, in each interview, I asked my participants about how they felt about their work as a teacher at that point in time, what they were learning, what resources they were finding to be most helpful at that time and what were the most significant challenge they were currently facing. In my exit interview with the participants, I asked participants to reflect on their own learning experiences in both their teacher education program and during their first year of teaching. This final interview served two main purposes: 1) to member check my preliminary findings from the data analysis; b) to have teachers reflect on their own learning processes. This gave participants a voice in the data strengthening the construct validity of the case study (Yin, 2003).

In addition to the participant interviews, I also interviewed the teacher educators within

each of the three programs, instructional coaches, mentor teachers, and principals using semi-structured interview protocols. Specifically, I asked them about the particular supports that they provided the participants in terms of working with ELs.

Lastly, I interviewed each program director of the three pathways, in addition, the Assistant Dean of Teacher Education at the college, who oversaw all of the programs. These interviews were important in gaining an understanding of the goals and vision of the programs as a whole and how priorities and approaches to preparing teachers for CLD classrooms were both conceptualized and implemented.

Observations. I conducted monthly observations for each participant in the classrooms in which they are student teaching/ teaching. Each participant was observed six times; three times during their student teaching in the spring of 2015 and three times during the fall of 2015. I acted in the role of observer as participant, where my research activities were known, while my participation in the group was secondary (Merriam, 2009). I observed lessons in multiple content areas for each of my candidates. Each observation was about sixty-to-ninety minutes in length. In each observation, I tried to account for the following: a) the physical setting; b) the participants; c) the activities and interactions; d) the conversations among participants; e) subtle factors such as non-verbal communication and lastly; f) my own behavior (Merriam, 2009). Field notes were taken in each observation and included my own comments and interpretation as well as direct quotations from people in the classroom, detailed descriptions of the people, activities, and setting (Merriam, 2009).

Artifacts/ Documents. I collected the syllabi for all of the courses offered in each program during the 2014-2015 academic year. These included the CLD content courses from each program, as well as the syllabi for the courses leading towards the EL endorsement. In

addition, I collected program handbooks from ELTEP, U-ACT, and the Seattle Teacher Residency program in order to gain an understanding of the overall programmatic structure and organizational culture of each pathway. In addition to teacher education related documents, I also collected examples of the participants' work while they were TCs in their program. This data included copies of their edTPA submissions, program assessments, "instructional performance challenges" (IPCs) for U-ACT candidates, and lesson plans.

Data Analysis

Audio records of interviews, observations, and artifacts of teacher practice were transcribed and entered into a web-based platform for qualitative methods data analysis Dedoose™. Throughout the investigation, I wrote analytic memos (Miles & Huberman, 1994) in which I explored emerging themes. These memos were organized largely into two sections: methodological and theoretical considerations. The methodological notes guided future directions for research, questions that emerged from the data. The theoretical notes consisted of my reflections on what I observed in the data. After each observation and interview, I wrote down my insights in memo form. I used these analytic memos to identify possible codes for analysis and after coding the data, to further analyze, and begin writing about the themes in the research.

Using a grounded theory approach and constant comparative method (Glaser & Strauss, 1967; Strauss & Corbin, 1994), I first identified emergent themes throughout the initial data collection, which I used to inform subsequent collection of data and analysis. Data analysis was ongoing and iterative throughout the duration of the study.

For my initial round of coding, I used a "descriptive coding" process (Miles and Huberman, 1994), where I assigned a word or short phrase to label a basic, low-inference

interpretation of the data. The initial codes were used to generate pattern codes that summarized themes from the data (Saldaña, 2015). Ultimately, analytic categories were developed into themes that emerged directly from the data. This cycle of coding and theme-generating informed my findings in relation to the case study participants' experiences within their teacher education programs, made visible the opportunities to learn afforded by each program, and the ways in which organizational policies and practices interacted with participants' experiences in learning to teach. The following analytic chapters 4, 5, and 6 present the themes that emerged from this cycle of data analysis.

In chapter 7, I present a cross-case analysis of the three pathways of teacher preparation. In doing so, I present the data through an explicitly CHAT-informed lens. In order to present this analysis, I engaged in another cycle of coding where I used an a priori framework (CHAT) as my beginning coding scheme. Using the six dimensions of Engeström's activity heuristic, I re-coded the data in order to identify the organizational supports and structures that both afforded and constrained teacher candidates' opportunities to learn and enact linguistically responsive practices. The themes presented in chapter 7 are refracted through an activity theory framework. They illustrate the ways in which each program's activity influenced participants' opportunities to learn to teach.

Engaging in a grounded theory analysis allowed me to gain an in-depth understanding of the participants' experiences within their respective programs. Employing a CHAT analysis of the data allowed me to further understand how organizational policies and processes impacted the experiences of the participants. Taken together, both analytic approaches allowed me to gain a comprehensive understanding of participants' experiences within their respective programs.

Ethical Considerations

All of the participants, instructors, and schools were given pseudonyms in order to protect the identities of individuals. I openly communicated the purpose of my study to my participants. Continued participation in this study was voluntary.

Chapter 4: Learning to Teach for Cultural and Linguistic Diversity in ELTEP

ELTEP Program Description

The Elementary Teacher Education Program (ELTEP) is a year-long traditional university-based teacher preparation pathway. Through a combination of coursework and fieldwork, over the length of four academic quarters, teacher candidates receive a Masters in Training (MIT) degree and are eligible for Washington state K-8 certification upon completion of the program. Beginning in summer quarter, candidates take methods courses in a variety of content areas while spending significant amounts of time in local elementary school classrooms. Methods courses, including Literacy and Math, are taught in partnership with educators in local school districts, on site at local elementary schools. Teacher candidates spend increasing amounts of time in their field placements throughout the year culminating in their quarter-long student teaching experience in the spring. See Table 3 for a visual representation of the ELTEP programmatic course sequence.

Table 3. *ELTEP Coursework and Fieldwork Sequence*

	SUMMER 2014	FALL 2014	WINTER 2015	SPRING 2015
COURSE WORK	EDTEP 501 Field Work (1 credit) EDTEP 531 Teaching & Learning in Literacy (3 credits) EDTEP 543 Teaching & Learning in Social Studies & Arts (4 credits) EDTEP 544: Differentiated Instruction (1 credits) EDTEP 503: Classroom Management for Elementary School Educators I (1 credit) EDTEP 511: School & Society (3 credits)	EDTEP 502 Field Work & Reflection (2 credits; one full day in school) EDTEP 544 Differentiated Instruction II (SPED) (3 credits) EDTEP 541 Dilemmas of Teaching & Learning in Elementary School (3 credits) EDTEP 532 Teaching & Learning in Literacy II (4 credits, taught in the field) EDTEP 521 Teaching & Learning in	EDTEP 503 Field Work & Reflection (4 credits, three full days in school) EDTEP 544 Differentiated Instruction III (CLD) (4 credits) EDTEP 533: Teaching & Learning in Literacy III (3 credits) EDTEP 522: Teaching & Learning in Numeracy II (3 credits) EDTEP 523 Teaching & Learning in Science (3 credits) EDSPE 503:	EDTEP 601 Field Work Student Teaching & Reflection (7 credits; full time student teaching) EDSPE 503: Classroom Management for Elementary School Educators IV (1 credit) Capstone Project (3 credits) Teacher Performance Assessment (TPA)

	EDC&I 324 Physical Education & Health in Schools (2 credits) EDC&I 494: Issues of Abuse (1 credit) 16 credits	Numeracy I (4 credits, taught in the field) EDSPE 503: Classroom Management for Elementary School Educators II (1 credit) 17 credits	Classroom Management for Elementary School Educators III (1 credit) 18 credits	11 credits
FIELD WORK	Approximately 75 hours in the field	One full day in placement Approximately 75 hours in the field	3 full days in placement Approximately 215 hours in the field	Approximately 440 hours in the field

Note. CLD coursework is bolded. Adapted from Courses & Field-Based Learning: Elementary Teacher Education Program. (n.d.). Retrieved May 13, 2016, from <https://education.uw.edu/programs/teacher/elementary/courses>

ELTEP Program Mission and Values

Guided by an explicit commitment to equity and academic excellence, the ELTEP program was characterized by a commitment to prepare teachers with deep content knowledge in the entire elementary curriculum and the ability to differentiate learning for the students in their classrooms serving diverse, poverty-impacted communities (Elementary Teacher Education Program, 2016). See Table 4 for a description of ELTEP's program vision:

Table 4. *ELTEP Program Vision*

ELTEP's vision is to foster early career teachers' capacity to integrate richly contextualized knowledge of culture, community, and identity with pedagogical and content knowledge and practice.

We acknowledge that education cannot be reduced to disciplinary parameters but must include attention to power, history, self-identity and the possibility of collective agency. As such, we take an alliance building approach with families, schools, and communities to collaboratively transform inequitable institutional practices.

Fostering early career teachers' capacities and alliance building includes:

- A social justice orientation which entails critical self-reflection and action to address inequities in communities, schools, and classrooms, shaped by race and socioeconomic status as well as by gender, sexual orientation, language, immigration status, (dis) ability, and religion.
- Systems and structures that support the complex work of teaching through collaborative inquiry in partnership with schools, communities, and families.
- Social, emotional as well as intellectual dimensions of equitable teaching and learning.

Developing and enacting this vision requires generous, deliberative, participatory on-going

conversations that acknowledge and honor the multiplicity of expertise across boundaries.

(Elementary Teacher Education Program (ELTEP) Field Handbook, 2014, p.6)

ELTEP Program Themes and Conceptual Framework

The expectations for TEP teacher candidates are organized in terms of five program themes: a) content knowledge, pedagogy and assessment, b) social relationships and classroom management, c) student identity, language and culture, d) equity and inclusion, e) inquiry, collaboration and professionalism (Elementary Teacher Education Program (ELTEP) Field Handbook, 2014, p.7-8). Figure 3 depicts the ELTEP program themes and the theoretical underpinnings; candidate outcomes are situated in complex, dynamic social contexts, including cultural values and practices of diverse communities and at its core, the programmatic themes are centered on questions of student-learning.

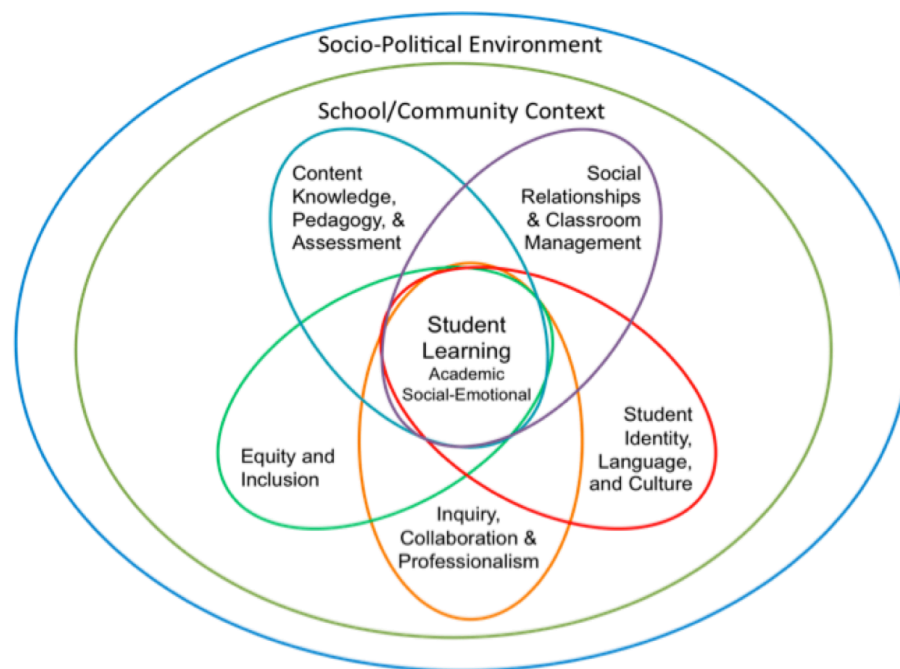


Figure 3: ELTEP Program Themes (Elementary Teacher Education Program (ELTEP) Field Handbook, 2014, p. 7-8)

ELTEP CLD Context

In the winter of 2015, teacher candidates took a three-credit course on the topic of Culturally and Linguistically Responsive Teaching: EDTEP 544. This is where the ELTEP candidates received the bulk of their content instruction regarding teaching CLD students. This course aimed to prepare teacher candidates to demonstrate a beginning knowledge of the following:

- teaching culturally and linguistically diverse students as political, multidimensional, and connecting to and building community
- stages of second language acquisition and levels of English language proficiency
- language register such as the conversational and academic language continuum
- differentiated lesson planning using some key principles of multicultural education, and key elements of the SIOP framework

Students were also expected to demonstrate the ability to:

- use observation and informal interview data to make meaningful assertions about CLD students' experiences in schools
- draw upon the English language proficiency levels and knowledge of their CLD students to design culturally and linguistically appropriate lessons
- create and modify lesson plans /design instructional practice through a filter of multicultural education, and drawing upon key elements of the SIOP framework
- select and implement classroom strategies that simultaneously support academic language development and content learning

Students were also expected to develop:

- critical and adaptive dispositions towards appropriate instructional practice for culturally and linguistically diverse students (EDTEP 544 Syllabus, 2014)

Two sections of this course were taught in the winter quarter of 2015 for two cohorts of students in the ELTEP program. Melinda, a tenure line faculty member, taught one section, while the other section was taught by Kate, a Teaching Associate (non-tenure line faculty) and recent graduate of the UW PhD program. Both instructors worked collaboratively to develop the course offered that year. Kate explained that since the beginning of the course's inclusion in the ELTEP curriculum several years ago, the course had undergone significant changes and adaptations:

In ELTEP it started out as a class that was only focused on ELL students, and it's a methods class. Melinda had told me a little about the history before then because she had to fight to get that class put in and she initially developed that class with Amy is who is now an assistant professor at Mountain View University. They had developed it I think two years before. I think I was coming in on the third year of the class. It was very heavily based with some "Here are some ideas of some activities that you can do with your kids..." (Kate, Interview, June, 4, 2015).

Continuing to build on the course developed initially by Melinda and Amy, Kate further explained the process that she and Melinda underwent to modify the course:

We used SIOP as the frame and we tried to hit the whole model. It just didn't work. It was too much...It seemed to sit, to me, a little bit outside the work that they're doing in other content areas. The next year we decided, we don't need to address everything. Let's just hone in on some very specific areas that we want mainstream classroom teachers to do, like 'student talk', 'comprehensible input', 'accessing prior knowledge'...those types of things that we wanted to see mainstream classroom teachers do (Kate, Interview, June, 4, 2015).

Kate began doing lesson demonstrations in Spanish in order for teacher candidates to experience a model of language teaching and language learning in another language. She incorporated the constructs of ‘comprehensible input’ and ‘student talk interaction’ in a frontloading vocabulary science lesson in which she demonstrated for both sections of the course. Kate explains that teacher candidates found this to be extremely helpful because “they could actually *see* it.”

The course underwent significant changes during the 2014-2015 academic year. Because of the overall program’s need to reduce the number of credits, a previously offered course focused entirely on Multicultural Education was cut, and attempts to combine this course and the ELL focused course were made. What resulted was a challenge:

It’s going to be very difficult to do, because there’s some things in Multicultural Ed you need to really explore and think about that are connected to teaching culturally and linguistically diverse students, but you need more space than one class. There’s some overlap, but one class is not enough. There’s some things you need to address in both classes that are unique to both sets. For example, in Multicultural Ed you need to do some self-exploration about your own racial and ethnic identity and gender identity and just doing that work to help you become more aware of the issues that are happening in society. Then, for ELL there’s the linguistic piece as well. It was I would say beyond difficult (Kate, Interview, June, 4, 2015).

Kate was frank in her assessment of not only the challenges of *designing* this combined course, but of how the constraints on time that this course provided affected the students, “The teacher candidates were like, ‘this is the *ONLY* time we get to talk about this, and we want to learn more’ ... and there’s not enough, they wanted more” (Kate, Interview, June, 4, 2015).

Kate also spoke of how time constrained her ability to implement *rehearsals* (Kazemi, Ghouseini, Cunard, & Turrou, 2015; Lampert et al., 2013), a core instructional element of the practice-based teacher education work being conducted in other ELTEP methods courses.

I tried out some rehearsals, tried to learn a little bit more about how they do them, and we did rehearsals in class with the idea being that they would try out some of these practices. We took a stance of modifying lesson plans. They would try out different modifications that they would be able to do in their classrooms. The problem with just doing rehearsals was that we didn't really have a cycle. My understanding of rehearsals is that they occur within a particular learning cycle (Kate, Interview, June, 4, 2015).

Here, Kate was referencing the Learning Cycle being implemented to teach a variety of instructional practices in various content area methods courses in the ELTEP program, and also both the STR and U-ACT programs (UW ELTEP Handbook, 2014).

Realizing that she was unable to facilitate her students' working through all four of the various quadrants of the Learning Cycle, Kate soon understood the limitations of utilizing *rehearsals* in her own teaching context:

Basically what we did was the first half of planning and enacting. They did a little reflection on their enacting, but they didn't get to try out with kids anywhere that we would be able to give some feedback on or to see. The nature of the class was such that it was really difficult to get them to video, get them to try out things in their placements, and video, and come back (Kate, Interview, June, 4, 2015).

Kate suggested that they move the course in the program sequence to winter quarter, in order to give her students more time to familiarize themselves with quality literacy and math instruction before attempting to learn to modify lesson plans in those content areas "In the fall,

they didn't have a good base to modify, they didn't have a good sense of what good literacy and math instruction was." (Kate, Interview, June 4, 2015)

While moving the class to winter quarter addressed the challenge of embedding their *rehearsals* into classroom work, Kate still felt the constraints of time in her attempts to give TCs meaningful learning opportunities that were rooted in their classroom experiences. During her winter course, Kate tried to facilitate video professional learning communities (PLCs) with her TCs. TCs would video record their own practice, share their video of recorded practice with a small group of TCs, and analyze the video together using a pre-established protocol.

Again, we ran into the challenge with time because there just wasn't enough time. We still had that Multicultural Ed/ELL combination, so it just didn't work because we didn't have enough time to do it (Kate, Interview, June, 4, 2015).

If given the opportunity to teach the course again, Kate reflects on how she would have used video PLCs and restructured the activity to make it more meaningful for TCs.

Maybe do one together as a whole class. That's the way you normally do. You do one together as a class so you can go through the whole protocol together, but we didn't have time for that. It was like trying out these pieces to connect more to students' classrooms and the work that the TCs were doing with kids in classrooms (Kate, Interview, June, 4, 2015).

Kate's use of *video PLCs* and *rehearsals* were two attempts to tighten the connection between the learning experiences provided in coursework and TCs' classroom experiences. Though this was a familiar challenge to instructors in other content areas as well, this problem was only amplified in the context of preparing teachers to work with ELs. Kate highlights two challenges specific to her EL teaching context, in particular, that she faced that year:

There's a couple of challenges with that. One is that not every teacher candidate had ELL students in their classrooms. The other challenge with that, thinking back on it now, it feels a little piecemeal instead of part of a cohesive cycle. It gets more helpful when it's part of a cycle or an overall picture and approach to teaching teacher candidates how to work with culturally and linguistically diverse students. That's where I'm trying to think of... what does that?... (Kate, Interview, June, 4, 2015).

Kate looked to the promising scholarship surrounding *core practices* and *ambitious teaching practices* (Kazemi et al., 2015; McDonald et al., 2013; Windschitl et al., 2012) developed in other content areas at UW and how they presented a cohesive framework of instruction to support learners in specific content areas.

In the following section, I present two portraits of teacher candidates within the ELTEP program. To gain a deep understanding of their experiences surrounding their teacher learning experiences, I first present a brief description of each candidate and how they came to the ELTEP program. Subsequently, I present emergent themes from the data related to how they came to learn and implement practices related to supporting ELs within their classrooms.

Case Study Portrait: Amy

I first met Amy at a bustling coffee shop in the Capitol Hill neighborhood of Seattle. Regarded as the cultural bastion of the city's arts and music community, Capitol Hill is well known for its cultural diversity and large LGBTQ community presence. Just a short five-minute walk from the main thoroughfare of Capitol Hill where I first met Amy, was Bateman Elementary School. Amy had initially hoped that her student teaching placement would be in the Capitol Hill neighborhood so that she could walk to work and felt fortunate to be assigned a student teaching placement in the same community in which she lived.

From her early professional experiences working as a summer camp counselor to tutoring inner-city youth as a college student, Amy had always been interested in working with children. After college, Amy joined City Year, an Americorps program that partners with schools in high-poverty communities to support their students' needs (City Year, 2016). Following Amy's two years in the City Year program where she worked with foster-care and homeless youth in Seattle, she knew she wanted to pursue a career that was more "service-oriented" (Amy, Interview, April 27, 2015). Amy decided to pursue a career in nursing, but when a personal physical injury prevented her from completing nursing school, Amy decided to explore a career in teaching. She began working in an afterschool program in a local Seattle school:

I fell in love with the elementary age. I love learning. I always loved school. I obviously love kids, love building connections of knowledge, and really just love hearing what kids have to say. I know in this profession you're just always learning all of the time so I really see that as something that I want to get out of my life, not just doing the same thing every day, but really being of service for people, always learning and being challenged, and trying to provide a safe space for kids to express themselves and take risks (Amy, Interview, April 27, 2015).

Wanting to pursue a "service-oriented" career working with children, Amy applied to the ELTEP program.

Constructing understandings of Teaching for Social Justice. Amy entered the ELTEP program knowing it was oriented towards social justice, but was well aware that she had little personal experience concerning issues of social justice. "I feel like it's not something that I...all the aspects that tie into it, like the political side and multicultural side that I don't have a ton of life experience of knowledge of" (Amy, Interview, April 27, 2015). Throughout the year, the

idea of teaching for social justice continued to be an issue that she struggled to come to terms with.

It overwhelms me a little bit. I still feel it's super important and it's a responsibility all of us should have, but it's still something that gives me a little anxiety... just how do I solve this big, huge issue? But I'm still willing to learn and be vulnerable with it. (Amy, Interview, May 13, 2015).

Amy's developing understanding of how to address this "big, huge issue" was apparent in her reflections on her attempts to create equitable learning opportunities for her students. While Amy noted that the equity focus in classroom instruction was highlighted throughout all of the content area methods courses, in particular she felt it present in the coursework around classroom management, literacy, and in math. While at times, she felt that "the equity piece" was a little more abstract; Amy could point to learning opportunities that were more concrete and relevant to her practical setting.

For Math talk, creating that equitable access on doing non-ability grouping I'm thinking about, because what I've observed with my mentor teacher was putting students into ability groups so that you could differentiate. We got a chance to observe another classroom where the teacher did not do that at all [in her Math methods course]. He didn't quote the research. He just said, 'Research says that in only benefits white males doing that.' But my mentor teacher is like... 'Well, how do you differentiate instruction and really give targeted instruction?' (Amy, Interview, April, 27, 2015)

Acknowledging this disconnect in perspectives of meeting all students' needs through grouping, Amy resolved to try both non-ability grouping (learned from her coursework) and ability grouping (as modeled by her cooperating teacher) in math. This example of her experiences of

disconnect in learning via coursework and classroom is further explicated in the following theme.

Challenges in Conceptualizing Practice for ELs. As a requirement of ELTEP, candidates were asked to complete a research inquiry project in an area of their choosing. Amy chose to focus her inquiry project on better supporting her ELs in her classroom. Citing her own challenges of supporting her EL students in her placement, Amy chose to explore the ways in which Project GLAD strategies could be used to support her EL students' reading comprehension. She designed an intervention study where she implemented practices from the GLAD approach with a small group of EL students in her classroom. She chose two strategies "Picture Dictionary" and "10:2" to implement with a small, guided reading group of ELs. After implementing these strategies for two weeks with her students, she reported on the effectiveness of these interventions with her ELs.

Curious as to why Amy chose to focus her inquiry project on supporting ELs, I inquired about what piqued her interest in this area. Amy responded, "We didn't learn any *specific* EL strategies. That's why I was curious about the EL strategies for my inquiry project" (Amy, Interview, June, 29, 2015). I probed further about her feelings around not having received any *specific* EL strategies in her coursework, and Amy responded by describing her experiences with the EDTEP 544 course:

I don't think we got super-specific because I just think there's so many strategies. She emphasized looking at the content, whether it's a read-aloud or story problem, or what's being reflected in the content and then the criteria in the lesson plan. Student Talk. Comprehensible Input. A lot on Academic Language... and then I'm forgetting a third one... and activating prior knowledge and background knowledge (Amy, Interview, June

29, 2015).

Amy's inquiry project into learning and implementing more *specific* strategies mapped onto the larger conceptual ideas of facilitating *Student Talk* and using *Comprehensible Input* to make content accessible to ELs. The GLAD strategy, "10:2", provided an opportunity for her EL students to have a structured *student talk* opportunity using key vocabulary, while the "Picture Dictionary" strategy allowed for Amy to provide her students with *comprehensible input* around key vocabulary. While Amy learned about these general EL supports in her ELTEP coursework, she was unable to make the connection of specifically how to implement them into her context.

Challenges in Transition. After Amy graduated from the UW ELTEP program, she took a 2nd grade teaching position at Cascadia Elementary school, an "Advanced Learning" program site for the Seattle Public Schools. All of Amy's students had tested into the "Highly Capable Cohort" and were receiving supports to work through curriculum designed at two grade levels above their current 2nd grade placement.

Learning a new curriculum, among all the tasks that first year teachers face, proved to be challenging to Amy. Amy was grateful for the support of her grade-level team:

They're a really strong team. Believe it or not, I actually don't do any planning. They do all the planning. Two people do Literacy. Two People do Math. And one person does Science and Social Studies. We come to a meeting and they give out all the plans so that there's lots of collaboration there. They said to me... Don't worry about it (Amy, Interview, November 3, 2015).

Amy, being the only first year teacher on her grade level team, appreciated not having to do any of the lesson planning, but still felt challenged by elements of implementing the plans. Overwhelmed by the mere task of carrying out the established plans, Amy saw little room or

opportunity to differentiate the lesson plans according to her students' needs. Due to the nature of Cascadia being an established Advanced Learning site, there were no English learners in her school. I asked Amy about the needs of supporting diverse learners in her classroom and she noted several recent observations of one of her students:

I can tell with their writing, two students. Phillip, so his family's Chinese and I can tell when he's reading, like he would leave off the endings of words, and then in his writing... it's just that he writes so much... I don't even know how to approach it. (Amy, Interview, December 4, 2016)

When I asked further about whether Amy felt that she needed to differentiate instruction or provide extra support for any of her students, Amy responded:

Typically no. For Math, the way we differentiate is that we have enrichment. Kids can kind of go at their own pace that way. I am starting to wonder though with a few students, if they need more of a graphic organizer or if it's mostly they need just someone there by them to prompt them. Otherwise, when I get the plans, I'm not really differentiating (Amy, Interview, January 12, 2016).

From the moment I first met Amy when she was a student at UW, I was struck by how reflective she was about her own learning and her own development as a teacher. Where she saw a gap in knowledge, she very thoughtfully sought out opportunities to bridge the gap. When I met her again during her first year of teaching, it was apparent that Amy felt constrained by challenges she faced in orienting herself to a new curriculum, new grade level, and everyday issues of classroom management:

In terms of my development, honestly, I don't know if I've really developed my teaching practice that much because I've spent all my energy...like I want to go home and just

kinda turn it off. I don't do a ton of reflection. I'm spending my time orienting myself to the curriculum and like I said, just delivering that (Amy, Interview, January 12, 2016).

Transitioning into a first year teaching context, significantly different from where she learned to teach, in terms of curriculum, grade level, student population and needs, proved to be challenging for Amy in taking up what she learned through her ELTEP program.

Case Study Summary. Amy was extremely reflective in her practice as a TC and as first year teacher. She struggled to make connections between what she was learning in her coursework and the contexts in which she was teaching. Amy was especially interested in supporting her ELs and wished she had learned more observable strategies in her EL coursework. Her first year of teaching proved to be challenging for Amy thus she relied heavily on the support of her colleagues for lesson planning. This provided very few opportunities for Amy to differentiate instruction or make adaptations for her diverse learners.

Case Study Portrait: Karen

Karen came to pursue elementary school teaching as a second career. Previously completing her PhD in anthropology, Karen worked for several years as a cultural anthropologist in Southeast Asia. Karen decided to take time off when she had children. As her children became of elementary school age, Karen started volunteering in their schools and came to enjoy her experiences tutoring students. When her youngest child started Kindergarten, Karen felt ready to go back to work and considered either doing a post-doctoral fellowship to become more current in her field or to “completely reinvent” herself (Karen, Interview, April, 30, 2015). Karen chose the latter. She expressed that being with young children was personally meaningful and the impact that she was able to make, more immediately apparent than that of a researcher.

Karen was initially interested only in teacher certification and wasn't interested in programs that offered Masters in Teaching degrees. Looking at the local teacher education programs in Seattle that offered K-8 certification without Masters degrees left her with limited options, none of which appealed to her. Karen, instead, was particularly drawn to ELTEP:

I wasn't as drawn to their focus. I think what really drew me to UW's program [ELTEP] was it's focus on social justice, which is really what drove my decision to do something more practice-based. That goes back to why I wanted to do teaching. I did not want to live in theory-land anymore. I wanted to be doing something and practicing something (Karen, Interview, April, 30, 2015).

In the following section I explicate various themes that emerged from the data I collected on Karen's experiences learning to teach and implement practices related to supporting diverse learners.

Teaching for Social Justice *through* Practice. As highlighted by Karen's quote regarding why she initially chose the UW program, it was apparent that from the very beginning of her entry into teaching, being oriented towards teaching as an act or *practice* of social justice was critical to her motivation to teach:

I really like that UW, the [ELTEP] program explicitly mentioned talk about race, talk about social justice. All of these issues that I think are so important and I didn't see that at the forefront of other programs (Karen, Interview, April 30, 2015).

Karen clearly valued the coursework at UW that highlighted supporting students from diverse backgrounds and the civil rights component of much of the program in general. Karen attributed her student teaching placement and her cooperating teacher as the context (and person) in which she learned most about teaching for social justice:

I feel like I've gotten more from my CT [cooperating teacher] than I have from my coursework, but without the coursework, I wouldn't necessarily know the questions to ask her or the things I wanted to put into practice (Karen, Interview, April 30, 2015).

Karen's student teaching placement was in a fourth grade classroom in a public school in northeast Seattle. While northeast Seattle is considered to be less socioeconomically and racially diverse than other neighborhoods in the city, the particular school in which Karen student taught was much more diverse than neighboring schools. Approximately one-third of her students came from predominantly upper middle class European American and Asian American homes. Another third of her students were children of visiting international scholars to UW from either Asia or Europe, while the remaining third of her students came from Pioneer Place, a low-income housing unit near school where many immigrant families lived. Roughly half of her class were English language learners from countries such as Israel, Czech Republic, Eritrea, Somalia, and South Korea.

With this classroom diversity, coupled with the support of her cooperating teacher as an invaluable resource, Karen found an ideal context to *practice* her learning around diversity and social justice teaching. "I feel like this hands-on experience in the classroom has helped all the learning from my coursework and my reading crystallized" (Karen, Interview, April 30, 2015).

When I met Karen again in the fall of 2015, I was surprised to learn of where she had accepted her first teaching position. Knowing that it was important for Karen to be teaching in a diverse classroom, I was initially surprised to learn that she had taken a position within a private, parochial school in north Seattle:

Well, given my interest in social justice, my [instructional] coach Mindy suggested that I apply. I hadn't really considered applying to non-profit schools, but I had a couple of

interviews at public schools and wasn't thrilled with the school culture of these particular schools. [Public] schools that I was really interested in weren't hiring. I really loved what I was hearing about the school in terms of not doing standardized tests and really emphasizing social justice into the curriculum (Karen, Interview, February 9, 2016).

As Karen explains, she was drawn in particular to the school's focus beyond academics in raising global citizens. She cited the need to assess her students on how kindly and respectfully they communicate with others and a mandatory service project required of all students. All of these things, in addition to the cultural diversity of the school, were considerations that attracted Karen to the school. Her school was roughly forty percent Latino. In Karen's classroom of twenty-two fifth graders, approximately half of her students were from diverse cultural and linguistic backgrounds, including three English language learners from Spanish speaking backgrounds.

Teaching for Diversity through Differentiated Instruction. The learning opportunities provided to Karen in the ELTEP program included coursework and clinical opportunities to support diverse learners in various content areas. In addition, her first year of teaching fifth grade at St. Paul School provided her a context in which she had many diverse learners to support. Teaching in a diverse context was of utmost importance to Karen, but she struggled in terms of *how* to support her diverse learners. "I feel like my heart breaks a little bit every day because I feel like I don't quite do enough to meet every individual student's needs (Karen, Interview, April 30, 2015.)

Karen recognized this to be a challenge that she would face in her student teaching placement, but also in her future career as a teacher:

"Here we have a lot of students who have needs that I am not going to be able to

meet as a beginning teacher or a teacher with ten years of experience because of their home circumstances. Yesterday, a student of mine whose father is serving a life-sentence was crying because she misses him. I don't know if she'll ever see him again. I can't fix that" (Karen, Interview, April 30, 2015).

While Karen was aware of her limitations to meet all of her students' individual needs, she continued to experience tension around differentiating instruction for her diverse learners in her first year of teaching:

I feel like I could do more. I differentiate the homework and I do pull small groups in math. Yeah, there's a lot more...I don't know if I'm differentiating as much as I could in terms of just actual work I'm providing (Karen, Interview, April 30, 2015).

Teaching to Support Linguistic Diversity. In both her student teaching placement and in her own classroom, I observed Karen implementing several of the practices taught in the ELTEP program. One example in particular was her use of *visuals* in supporting students accessing the content. "I use a lot of anchor charts and I always try to think about using visuals" (Karen, Interview, February 9, 2016).

When I asked Karen about this particular instructional support, Karen attributed her learning and implementation of using *visuals* and *realia* to seeing it modeled by her cooperating teacher, as opposed to a practice she learned from her teacher education program.

I think it's something I would do anyway because it's what I learned from my mentor. I think I remember it's something from that class. Some of the readings and some of the discussions that was mentioned as this is really important to have a lot different ways for kids to access the content. I think I know why that is, but just because my

mentor did, it's probably something I would do anyway (Karen, Interview, February 9, 2016).

While the use of visuals to support student ELs was introduced as a strategy in her UW coursework, Karen attributed her use of this practice in her placement to how it was modeled to her by her cooperating teacher in her student teaching context.

On another occasion, Karen describes a lesson where she used *realia* to help her ELs access the content. She describes how she brought in a microscope for an ecosystems unit her class was doing:

Some kids knew all about microscopes. They understood how the magnification worked and other kids kept calling it a telescope. They've never seen it and they don't understand how the thing in the dish is the thing they're looking at. You can just see their experience is so different (Karen, Interview, February 9, 2016).

Reflecting on this lesson, Karen commented on how this was only *one* of many examples in which not only student diversity was apparent in her context, but that diversity was often accompanied with disparity in students' experiences:

I think the students really learn from each other because they represent such different backgrounds. On the other hand, it just makes the disparities really clear (Karen, Interview, February 9, 2016).

Karen's use of providing *realia* to build her EL students' background knowledge was an important instance of supporting her ELs and bridging the disparities in her students' experiences.

Case Study Summary. Karen brought a wealth of experience into her work of learning to teach. Her training in cultural anthropology and passion for social justice guided her

vocational and instructional decision-making. Her clinical placement provided her various opportunities to engage with ELs and support their learning. The practices modeled by her cooperating teacher facilitated her own enactment of those practices.

Summary of ELTEP

Candidates learned about culturally and linguistically responsive teaching through a combination of coursework and clinical experiences. Opportunities to rehearse and analyze linguistically responsive teaching practices were constrained by the ELTEP program structures. Combining the Multicultural Education course with the Culturally and Linguistically Responsive Teaching course placed severe limitations of time for candidates to engage with practices specific to *linguistically* responsive teaching. Amy's case study revealed how the lack of visual representations of linguistically responsive practices prevented her from enacting linguistically responsive practices. Karen's case study revealed how a clinical placement, and the enactment of linguistically responsive practices by a cooperating teacher, positively impacted the enactment of practices by TCs.

Chapter 5: Learning to Teach for Cultural and Linguistic Diversity in U-ACT

U-ACT Program Description

The U-ACT program is an alternative route to teacher certification designed exclusively to support Teach for America corps members working in the Puget Sound region and South Central Washington region. Teacher candidates in U-ACT work as full-time teachers of record on conditional certification in high-poverty public schools while concurrently taking U-ACT coursework to meet the standards of K-8 certification. During the year of my study, 2014-2015, the candidates that I studied were members of the fourth cohort of Washington TFA corps members supported by U-ACT.

The U-ACT teacher candidates (TCs) were divided into content area teams. The Elementary content team met for three to four hours every week to focus in on ideas specific to content and pedagogy in the areas of literacy and math. Additionally, each month, all TCs (across content areas) met to engage in additional coursework around classroom management and supporting culturally and linguistically diverse learners.

In previous years, TFA candidates would join U-ACT following their five-week summer training institute led by Teach for America. In the summer of 2014, instructors from the U-ACT program at the University of Washington, in partnership with the TFA national design team, re-designed the summer coursework for the TFA corps members assigned to the Puget Sound/Eastern WA area as well as corps members in the Chicago region. All of the TCs in this cohort received both initial summer institute training and their ongoing preparation for certification by the U-ACT program. Melanie, the U-ACT Program Director described this unique partnership and the opportunity afforded them that summer:

Some of us designed the work and then some of that design team then actually led the work on the ground or the design team supported people who were leading the work on the ground. It looked very much like U-ACT class sessions, in what their daily work looked like. Very intimately connected with what they practiced in the afternoons and what the student-facing curriculum was that they taught the next day. All of the student-facing curriculum were the instructional activities. [There was] nice alignment there.

(Melanie, Interview, May 28, 2015)

The U-ACT instructional team was comprised of mostly graduate students and clinical (non-tenure line) faculty referred to as “Team Leads.” Because half of the cohort was located in Eastern Washington school districts, approximately 4 hours away from the UW, these teacher candidates would interact with their coursework via synchronous meeting technology, Google Hangout. Because all TCs were teachers-of-record, U-ACT’s structure, curriculum, and pedagogical approach was organized around the fundamental idea that teachers’ practice should be at the center of learning to teach. Therefore, teachers’ instructional performance in the classroom was the major focus both for instructing teachers and assessing teachers.

U-ACT utilized video records of candidates’ classroom practice, via the Edthena online platform, as the primary means for assessing their growth as teachers in the program. As a performance-based program, TCs were expected to meet particular standards of teaching practice, to be able to enact “ambitious” and equitable teaching practices with their own K-12 students (Lampert, Beasley, Ghouseini, Kazemi, & Franke, 2010; Thompson et al., 2013; Windschitl et al., 2012). The TLs designed a series of classroom performance assessments, called “Instructional Performance Challenges” (IPCs), to focus TCs’ work on learning these instructional strategies and practices in meaningful and authentic ways in relation to their daily

work as teachers. IPCs included videos of classroom instruction, written lesson plans and reflections by the teacher candidate, and analysis of K-12 student work and artifacts. The IPCs were scored using rubrics that are used for national teacher preparation assessments as well as rubrics from nationally recognized frameworks on instructional practice.

Across coursework in U-ACT, TCs participated in a number of “learning cycles” of practice through “exemplar” video analysis, lesson planning, enactment, analysis of candidates’ video(s), and analysis of K-12 student work (McDonald et al., 2013). This learning cycle supported teacher educators in U-ACT in developing teacher candidates’ enactment of the core practices of ambitious teaching by embedding their practice within authentic and meaningful instructional activities where they engaged in intellectually rigorous content with K-12 students specific to their discipline and context (Blum et al., forthcoming).

U-ACT Core Principles and Practices

The U-ACT program shared a common conceptual framework with the other teacher education programs at the University of Washington. This framework identified the following interrelated dimensions of teachers’ knowledge, practices, and dispositions that supported student learning: content knowledge, pedagogy, and assessment; social relationships and classroom management; equity and inclusion; student identity, language, and culture; inquiry, collaboration, and professionalism (U-ACT Student Handbook 2014-2015 Cohort, 2014).

The U-ACT adopted a vision towards ambitious teaching shared by others at UW to define a set of core principles and practices that guided their program:

Core Principles:

1. **Position Students as Competent Sensemakers:** Ambitious teachers have the pedagogical know how to learn about students’ prior knowledge, to assess that knowledge and build

on it. Ambitious teachers believe that all & kids are smart and capable of engaging with and understanding high level content.

2. Know students: Ambitious teachers' knowledge of students includes, but is Not limited to, academic assessment, understanding child development, building relationships with children, families, & communities.

Ambitious teachers have a repertoire of practices that supports them to continually learn about their students.

3. Engage student in Rigorous Content: Ambitious teachers focus student learning on developing knowledge of content that requires them to engage in intellectually rich and challenging ways.
4. Challenge Inequities: Given the current context of schooling and the inequitable access to opportunities and outcomes, ambitious teaching demands that teachers identify and interrupt patterns of inequity and bias. Such patterns limit access to rigorous content and learning for individuals and groups of students.

Core Practices:

1. Teaching towards instructional goals
 - a. Strategically choosing and implementing tasks with a high level of cognitive demand that align with instructional goals
2. Eliciting and responding to students
3. Orienting students to each other
 - a. Setting and maintaining expectations for students' participation
 - b. Reflecting the cultural practices of the students in your classroom within participation structures

4. Orienting students to the content & the content to the students
 - a. Accessing students' prior knowledge
 - b. Modifying curriculum by integrating content that connects to students' lives
 - c. Addressing bias in curriculum
 - d. Using a variety of representations in order to provide greater access to the content for students
5. Positioning students as competent
6. Assessing students' understanding (U-ACT Student Handbook 2014-2015 Cohort, 2014).

U-ACT CLD Context

Since the first year of the U-ACT program, the elementary content teams met weekly for instruction in both literacy and math methods. Other content area methods for elementary TCs, such as Science and Social Studies, had not been explicitly supported by U-ACT. Three years ago, during the second year of the program, I was invited by Melanie to facilitate a special Saturday professional development session on the topic of supporting English learners in mainstream classrooms. In our Saturday session, in the span of four hours, we covered important topics including "Getting to Know your Students," "Theories of Second Language Acquisition" and "Facilitating Student to Student Talk." In the following academic year, the U-ACT directors decided to create a Team Lead position to support TCs in working with ELs. Because I did not have my own designated course, my work was distributed over three, four-hour Saturday sessions throughout the academic year. With that cohort, we covered the same topics from the previous year, in addition to lessons on the topics of "Academic Language" and "Comprehensible Input." Because I was given complete flexibility as to what to focus on that year, I consulted with Kate, an instructor in the ELTEP program and personal mentor to me.

Through our various discussions, she helped me to narrow down several core themes to focus on with the TCs. Only being able to interface with the TCs once a month, I wanted to be certain that I covered the most important topics. In addition, I framed my instruction around Lucas and Villegas' linguistically responsive teaching instructional framework (Lucas & Villegas, 2011). Additionally, I met with the TLs weekly to discuss how to support TCs in the various content teams and discuss ways to integrate some of the EL work in the content teams.

During the academic year of my study, 2014-2015, the structure of supports for the EL work changed again. This year, due to scheduling changes with TFA's Saturday Professional Development sessions, our U-ACT Saturday sessions would only be held once a quarter. An additional challenge that presented itself was that I was to share those sessions with another Team Lead, Lev, who was the Special Education/Classroom Management instructor. Considering our significant scheduling constraints, Lev and I started to consider how we might be able to look for common threads in our support as to make the best use of our time and resources with the candidates. We were inspired by Santamaria's (2009) work on Culturally Responsive Differentiated Instruction where she looked for common ground between pedagogical practices associated with Differentiated Instruction, traditionally situated with Special Education, and practices related to Culturally and Linguistically Responsive Teaching. We sought to re-design our supports for our TCs under a new theoretical approach that we entitled Differentiating Instruction for Diverse Learners. (See Table 5 for an overview). From the beginning, we were careful to draw TCs' attention that supporting students with special needs was not the same thing as supporting ELs in the classroom. Aware of the literature that often teachers confused supporting ELs as "just good teaching"(de Jong & Harper, 2005), we were careful to position our ELs' language diversity as an asset to the classroom:

We've tried to think more about this additional content team leads that we have to better unpack the work that's happening in the content teams, but also the additional Saturday sessions that are more about the theory as well as the practice in these other areas; working with English language learners or culturally and linguistically diverse students or differentiation at a larger scale because I think that's a space that we recognized as Team Leads, we just didn't have the expertise or knowledge in ourselves. While I think some of the seeds were there in content teams, I don't think we were doing enough of that work, making it explicit or lifting it up for the teacher candidate (Melanie, Interview, May 28, 2015).

We also worked to integrate our assessment into the content team areas. We structured our Saturday sessions around the Learning Cycle where TCs were introduced to a particular instructional activity and given the task to enact it within their respective content areas. We worked with the Team Leads to embed our tasks within IPCs already being completed within content teams. For example, the task of writing an academic language objective, which we introduced during our Saturday Session, was implemented in the context of an IPC that were enacting in either Literacy or Math. For example, several candidates chose to add and implement language objectives in a Choral Counting IPC they were working on in Math while other TCs chose to add and enact academic language objectives in a Interactive Read Aloud IPC from their Literacy course.

Table 5. *U-ACT Differentiated Instruction for Diverse Learners Overview*

U-ACT Saturday Sessions	Key Topics/ Guiding Questions
Module 1: Positioning Students as Sensemakers Positioning Students as Competent	<ul style="list-style-type: none"> • Who are our diverse learners? <ul style="list-style-type: none"> ○ Students with Disabilities? ○ Who are our Culturally Linguistically Diverse Students? • Identifying language backgrounds, experiences and proficiencies

Module 2: Orienting Students to Each Other	<ul style="list-style-type: none"> • Facilitating Student-to-Student Talk • Flexible/Strategic Grouping
Module 3: Orienting Students to the Content	<ul style="list-style-type: none"> • Making Content Comprehensible <ul style="list-style-type: none"> ○ Scaffolding ○ Academic Language

Considering the limitations on our face-to-face time with the TCs during organized sessions, Lev and I decided to structure our supports utilizing a variety of technological tools including online Google Hangouts. We met with TCs in small groups online twice a month. In small groups of four to six TCs, we continued our conversations regarding topics covered during our Saturday Sessions- “Supporting ELs Academic Language” and “Establishing Rules, Routines, and Procedures.”

Other Google Hangout sessions included Lesson Planning workshops, where TCs were encouraged to bring their lesson plans and “problems of practice” to the online sessions. In addition, we provided one-on-one support to the candidates as we acted as instructional coaches in their classroom. Throughout the year, we made multiple visits to TCs’ classrooms, observing, and providing feedback on lessons.

While the programmatic constraints catalyzed Lev and I to design a multi-faceted approach to preparing TCs to work with diverse learners, we felt we didn’t have enough time to address all the pertinent issues to working with diverse learners with our TCs. Overall, the U-ACT approach to preparing teachers to work with CLD learners existed in the spaces that Lev and I facilitated but also embedded throughout the design of the program:

I think a lot of those tenets of what is considered multicultural education or culturally responsive teaching is already embedded in the work. I don’t know if we are helpful with our candidates about being as explicit about that as we could be, but then we’re also... the content teams are covering content, and not the very necessary and explicit actions

that are not just explaining student talk, and how else to get students talking to each other if they're students who also have language needs. (Melanie, Interview, May 28, 2015)

Case Study Portrait: Rosie

It was during Rosie's junior year in college, that she knew she wanted to pursue a career in education. Rosie got a part-time job working in an afterschool program at a low-income elementary school. Having grown up attending a private school, this experience was eye-opening in many ways. "I never saw all those things that were going in low income schools and I was really interested in it." (Rosie, Interview, April 2, 2015). Originally thinking that she would pursue a graduate degree in psychology, Rosie decided to change career directions and apply to Teach for America:

It was sort of just, I wanted to teach, but I didn't want to change my major and I didn't really want to go right back into school. I didn't want to do a graduate program that wouldn't let me work full time at the same time. I wanted to start teaching as soon as I could (Rosie, Interview, April 2, 2015).

Rosie had recently gotten married and her husband had just found a job in Seattle. As they were looking to relocate from Winston-Salem, North Carolina, it was important for her to find a teacher preparation program located in Seattle. Though she was aware that there were other programs in Seattle, she chose only to apply to Teach for America. "I knew there's some other residency programs and things like that, but Teach for America was the most famous and the biggest (Rosie, Interview, April 2, 2015). After applying and receiving acceptance into the TFA program, Rosie headed to Chicago for TFA's summer training institute. Rosie's experiences during TFA intensive summer training were much like of those of former TFA corps members throughout the years (Brewer, 2013; Lanier, 2012; Ness, 2004):

Institute was just so overwhelming. It was hard to be a good teacher in the morning and then a good student after school. It was a lot of work. We were cramming so much in to such a short period of time that I felt like I was so tired (Rosie, Interview, April 2, 2015).

Rosie taught a small group of students, along with other members of the TFA Seattle and Chicago cohorts, in a summer school program located on the south side of Chicago. In the afternoons, Rosie would attend the U-ACT led courses in literacy and math. And the remainder of her time would most often be spent in other TFA sponsored professional development and planning instruction with her team for the following day.

Entering into summer institute, Rosie still did not know where her first year teaching placement would be. With the support of TFA, Rosie was applying to open positions with partnering school districts throughout the Puget Sound area. Towards the end of the summer, Rosie obtained a position as an EL Specialist in the Federal Way school district, a public school district roughly thirty miles south of Seattle.

With the majority of her other cohort members entering mainstream elementary classrooms, Rosie soon realized that the extent of her own preparation was going to be a more general approach to teaching elementary-aged learners:

I went through the same preparation that the other elementary school teachers did, but I haven't had any specialized ELL training. I didn't know that I wasn't going to get any specialized training [in EL] until we were at Institute and I realized, "Oh. This is what I'm going to get." (Rosie, Interview, April 2, 2015).

Having placed TFA corps members as EL specialists in previous years, the U-ACT team leads were familiar with the challenges of supporting candidates that would be placed in the EL specialist role. While the U-ACT literacy and math coursework and the IPCs they initially

designed were for mainstream elementary teachers, both instructors were eager to adapt their tasks for Rosie's context. "For ELL specific things, Melanie and Kelly tried really hard to make sure I'm able to apply what the whole group is doing to my specific context (Rosie, Interview, April 2, 2015). Rosie described how both Melanie and Kelly worked to adapt their IPCs for a small group setting. For example, instead of facilitating an "Interactive Read-Aloud" with an entire class, Rosie enacted this particular IPC with a small group of her EL students. In addition, because teaching math was not one of Rosie's responsibilities as an EL specialist, Melanie worked with Rosie to incorporate math into her small group instruction.

Limited EL Teacher Preparation. As Rosie started teaching, it became increasingly apparent that TFA had not adequately prepared the Rosie for the EL Specialist position that she had been assigned. After receiving no specific instruction during summer institute about how to support ELs, Rosie began to look to other resources to inform her work:

I think that I got a lot from U-ACT and I knew that TFA couldn't give me ELL specific strategies, so I just didn't worry about TFA. I didn't ask for it, because I knew they didn't have it (Rosie, Interview, April 2, 2015).

While receiving instructional support from two separate organizations, two interconnected activity systems of TFA and U-ACT, Rosie came to draw upon different mediational tools provided by each organization. Speaking of the resources that she received from TFA, Rosie commented:

Yeah, Kevin would be my coach. He would give me advice on management and culture. He doesn't know what ELL groups really look like, so he didn't give me much for that (Rosie, Interview, April 2, 2015).

Rosie did look to TFA for support around issues related to classroom management in her EL classroom. She shared the example of how at a point during the fall quarter of her first year teaching, she was experiencing significant classroom management challenges:

When I was having a lot of trouble with Jon and Dante's behavior. He would come in and he would observe, and then he would give me ideas about how I could seat them, or what I can say to them to create a classroom where they might feel better, or where they might be encouraged to behave. Things like that... (Rosie, Interview, April 2, 2015).

The resources that she received were largely around how to manage these students' behaviors as opposed to support their engagement around academic issues of EL strategies or supports.

Problematic Placement. Nearly all of the students that Rosie worked with her first year were English learners. Because Rosie's school implemented a "Walk to Read" program, a few of the students that she worked with were not ELs, but assigned to her class based on their low reading levels. "My school tries to give me all ELL kids, but sometimes there's other kids that get thrown in here too." (Rosie, Interview, April 2, 2015). Her mornings were divided by supporting different groups of ELs in literacy organized by grade levels. She worked with students from various grade levels as well as various English language level proficiencies. As she began the year, she felt particularly challenged by "not knowing where to start" (Rosie, Interview, April 2, 2015). Because her school did not provide her with a standardized curriculum, she found that all teachers were doing different things and using different materials within their classrooms:

When I first started, I had no clue what I was supposed to be doing. Sometimes I didn't know exactly what I should be teaching or what would be the best use of my time and my students' time. We have a lot of different resources and we have lots of different

curriculum in my room, but just trying to figure out which of those I'd like to work and how I want the ELL program to look has been really challenging (Rosie, Interview, April 2, 2015)

It wasn't until much later in the year, where Rosie began to feel more comfortable with her work as an EL Specialist:

I feel like I'm getting a handle and sort of figuring out what it means to be an ELL teacher, but it took me, I mean, I still really don't know, but it took me a while to even get to a place where I knew at least a little bit about what was going on. (Rosie, Interview, April, 2, 2015)

When given the opportunity to continue in that role the following year, Rosie chose not to return to the EL classroom, but rather fill an opening in the third grade at the same school. Knowing that Rosie was planning on pursuing an EL endorsement the following summer to get more training around working with ELs, I was curious as to why Rosie did not want to return in the EL Specialist position:

I'm just looking forward to just having my twenty five kids that I'm responsible for, because with ELL there's two hundred something ELL kids, but I didn't really feel like I was held accountable for their grades or their scores, because it is more on the classroom teacher. ELL was kind of an extra support, but even if I hadn't done anything, if they had just played games the whole thing, no one would have known, and I wouldn't have been the one questioned about their scores. (Rosie, Interview, April, 2, 2015)

It was apparent that Rosie wanted to have her own classroom and manage a smaller group of students, but I was surprised by how her response revealed her local's school context of accountability, or rather lack of accountability, for the services provided to their large EL student

population. While Rosie seemingly had many school-provided curricula, it was left to her completely to decide what was appropriate for her students. And that was quite a challenge considering Rosie had received no prior training regarding how to support ELs at their varying language proficiencies.

Rosie hadn't been the only TFA corps member placed in an EL Specialist role in the history of the TFA/U-ACT partnership. In fact, in the school where Rosie taught, a previous TFA corps member had also begun her first year placement in the EL specialist position and had transferred into a Kindergarten position the following year. "She was so confused and she felt like she had no clue what was going on. She did the same thing. So she left ELL too" (Rosie, Interview, July 8, 2015). In light of the lack of support by her school, coupled with very little specific training around working with ELs, it's clear that her surrounding context did not facilitate a successful experience for her as an EL specialist.

"Catching Up." As Rosie looked to the next year, having her own classroom, Rosie was aware of the challenges that awaited her:

I think it will be a challenge to go back to teaching all the subjects. I feel like I have to catch up with everyone else from my TFA group that had their own classroom, because I didn't teach math. I didn't teach history, or any of those things. I think my goal is just to try and get a handle on all of that stuff so that I can really feel like a teacher that can do everything (Rosie, Interview, July 8, 2015).

As a second year teacher, Rosie no longer received support from U-ACT. She continued to receive limited support from TFA, mostly in the form of observations and visits from her coach, Kevin:

It's definitely been less. I think I needed less support this year than last year. So Kevin is good when I have something I particular that I need or when he comes into my classroom if he notices something (Rosie, Interview, January 27, 2016).

Although Rosie was no longer the school's EL specialist, all of her students were from culturally linguistically diverse backgrounds. "I have 7 active ELLs but almost everyone was ELL at some point and speaks another language at home" (Rosie, Interview, January 27, 2016). Having participated in the EL endorsement program over the summer, I was curious as to how that informed Rosie's sense of preparedness for teaching her CLDs students this year. I asked Rosie about how she was drawing on the things she learned in the EL endorsement program "Yeah, a lot of the theory stuff I haven't thought much about, but the more practical stuff and the assessment pieces have been helpful- like how to assess language and ability" (Rosie, Interview, January 27, 2016). I asked Rosie to specify which practical strategies that she found to be most helpful:

Well, I'm constantly doing ELL strategies like asking for how to say things in a home language, or using a lot of pictures, explaining vocabulary very clearly. Then I'm mindful of the languages that I have in my classroom with everything that I do (Rosie, Interview, January 27, 2016).

Overall, Rosie felt much greater success as a teacher in her second year at Kensington School. She attributed this to her familiarity with the students and pre-established relationships with other teachers and administration. Most importantly, she credited not having to support the entire school of ELLs, "I don't have to worry about 250 ELL students. I just have my 27. It's much more manageable for me to wrap my head around (Rosie, Interview, November 18, 2015).

Case Study Summary: Given Rosie's limited five weeks of support, and limited EL specific training, Rosie's experiences learning to teach in an EL specialist role was problematic for many reasons. While the U-ACT program adapted to support her unique situation, she still continued to feel overwhelmed by the task of supporting the 250 ELs in her school. Rosie's case demonstrates the many disconnections in her initial training and the lack of context-specific supports for the EL specialist role she was responsible for in her school.

Case Study Portrait: Liz

Lisa credited the influence of her caring fifth grade teacher as her source of initial motivation and attraction to the work of teaching. Prior to entering public school in the middle of her fourth grade year, Lisa had been home-schooled by her mom. Her parents' separation and following divorce proved to be a distressing experience for Lisa:

I was going through my parents' divorce and it was really traumatizing to me as a kid. He [Mr. Miller] put me first before my education. What I mean is that, he made sure I was well enough mentally and emotionally to be able to be in the classroom before really trying to educate me... He just opened me up to realizing that teaching isn't just about the numbers and the letters, but it's also just about teaching a child to be a human being. That was the best year I've ever had and it was literally in fifth grade where I was like, I want to be a teacher, because he did so much for me in my fifth grade year. (Liz, Interview, June 23, 2015).

Having spent much time outside of school in her local community center, surrounded by children of all ages, Liz was further convinced that she wanted to work with children in her future. As a sociology major in college, Lisa felt drawn to the "research and data" aspect of working with children. Towards the end of her time in college, she began to feel as though she needed to be

more “hands-on with kids”. Because she was in her final year and receiving a full-tuition scholarship, changing majors and transferring into the college of education was not perceived as a practical option to Lisa. Instead, Lisa chose to apply to Teach for America:

I didn't have the finances for another year of schooling. Teach for America was my way of becoming a teacher like I wanted to be, without having to pay for another year of school. (Liz, Interview, June 23, 2015).

As a lifelong resident of Seattle, staying in the city was critical to Lisa as she wanted to be near her family, in particular, her seven-year old brother whom she co-parented:

My heart just lies in Seattle...just all the kids in this area, the poverty that we have here and the many different ethnicities and cultures we have. My heart and passion are in this city that I know and that I'm used to and that I can relate to. (Liz, Interview, June 23, 2015).

Liz entered her summer institute excited to learn how to teach. Being aware of the constraints that TFA faced in terms of a five-week teacher preparation program, Liz was sympathetic towards, yet aware of the deficits of her TFA training:

I think Teach for America does a great job with the time that we have, but I do think that I could have benefited from more time from a student teaching experience. That was the thing that I felt like I lacked in Summer Institute. I didn't get to spend a lot of time with the demonstration teacher so I felt like there were a lot of things like I missed from that area. (Liz, Interview, June 23, 2015).

Overall, Liz felt as though her summer institute experience was positive and provided her the “right level” of teaching and learning. She appreciated the connections between what they learned in their sessions with the U-ACT instructional team, was what they were implementing

the following day. “I liked the lessons we taught in class were connected to what we were learning in school the second half of the day.” (Liz, Interview, June 23, 2015).

Learning to Teach at Mount Adams Charter School. In the fall of 2014, the first charter school in Washington opened in the Central District of Seattle. Previously, operating as a privately funded school serving primarily high-poverty students in extreme poverty, the school operated in conjunction with the Mount Adams non-profit organization providing healthcare and other services to the families of students. The students at Mount Adams Charter School were all children who had experienced severe, multiple personal traumas. It is here that Liz began her teaching career.

Liz’s first year of teaching was filled with challenges that she felt ill prepared on multiples levels to handle. Liz worked in a first grade classroom. She was the only first grade teacher at her school. Though there were two other TFA corps members (U-ACT TCs) at her school, Liz often felt isolated and was unsure of knowing what and how to teach.

Her students came from a variety of different backgrounds. All of her students’ families were receiving social services from the Mount Adams non-profit. Several of her students were homeless, two of her students’ parents were imprisoned, three of them were ELs, and all but one student came from culturally and linguistically diverse backgrounds.

Multiple Supports, yet Lack of Resources. While Liz received multiple instructional supports from the various organizations she was a member (e.g. UACT, TFA, Mount Adams Charter School), she still felt as though she lacked the appropriate resources in order to be successful in her work.

Lack of Curriculum. Liz felt throughout the year that she struggled to meet many of the students’ academic needs, particularly in the area of reading. Because of the mismanagement of

funds by the Board of Trustees, Liz was left without curriculum for reading and math. Midway through the year, Liz received a new Math curriculum to implement, but in the area of Reading instruction, she was left to develop it completely on her own. She pieced together most of her literacy activities through resources she found online:

A lot of it, I was able to find on Teacherspayteachers.com and buy a lot of it. A lot of it for me was looking at the Common Core standards, what they were supposed to learn and finding a way to teach it on my own (Liz, Interview, June 23, 2015).

Being a “STEM”-focused school, Liz explained how the school board had prioritized funding math and science, and little was left for any other instructional resources:

At the beginning and end of the year, we had a whole different board and a whole different school leader. We had two people that put technology first, because we are supposed to be a STEM school, but basically they put technology above curriculum and they bought really, really expensive technology. After that, there was no money for curriculum (Liz, Interview, June 23, 2015).

Yet despite the lack of resources provided by the school, Liz looked to other relational resources to “fill the gap”, “Kelly helped a lot and my mom. My mom was my teacher from Pre-K to four and so my mom was amazing this year” (Liz, Interview, June 23, 2015).

Overall, Liz felt that most of her reading instruction was about learning through the process of “trial and error”:

To be honest, I would come up with something overnight and be able to fail. Just to try it. And if that didn’t click, I’d do something again. The Kindergarten teachers, since they were teaching their kids to read, I connected with them to see what they were doing and

what they were trying and how I could try to incorporate that into my classroom (Liz, Interview, June 23, 2015).

Despite the overall lack of resources, Liz reflected positively on her experiences teaching her students to read:

I think under the circumstances I was teaching in and the lack of resources, I think I did a wonderful job this year. I think I could do even better with an abundance of resources and support by my administration (Liz, Interview, June 23, 2015).

Inexperienced Colleagues. One of the complicating challenges that Liz faced at Mount Adams Charter School was the lack of experienced leadership and personnel at her school. The most experienced teacher at her school brought only two years of experience. All other teachers were first year teachers in the first year new charter school. Being the only first grade teacher, Liz often felt isolated and unsure of where to turn to for help:

It's just, not having that large community of experienced educators to work with, I think that was big. It seems like other U-ACT and TFA candidates had. Even if they didn't have a curriculum, they still had other teachers to go talk to and use stuff from and work with that. We didn't have that resource (Liz, Interview, June 23, 2015).

Unhelpful help. Liz often felt overwhelmed by multiple commitments to her two supporting organizations, TFA and U-ACT. With limited time, she often felt unable to meet the expectations and requirements of both the programs. Often she had to choose one program over the other:

TFA wanted these PLCs [Professional Learning Communities] to happen and then they wanted these once a month institutes, and constant surveys. It was hard to put forth effort

into TFA when U-ACT was grading me. Because not only lesson plans come first, then U-ACT then TFA (Liz, Interview, June 9, 2015).

While Liz didn't necessarily feel that there were any disconnections or conflict between the supports they were offering, she found the amount of responsibilities difficult to balance:

I never felt like there was contradictions between the organizations. I felt like they were almost on the same page. Definitely some things were a little overwhelming. Balancing both U-ACT and TFA were very difficult (Liz, June 9, 2015).

In the end, Liz chose to prioritize her work within U-ACT above her responsibilities to TFA:

I didn't go to a lot of my PLCs because I thought they were a complete waste of time. I told Kevin straight up. I was like, I don't want to be there. I definitely speak for a lot of teachers that did not like the PLCs. A lot of it was supposed to be run by corps members. But a lot of the second year corps members were high school teachers. That was the main divide, was having secondary and elementary together just didn't make sense (Liz, June 9, 2015).

Socio-Emotional “Success” of Teaching. In spite of all of the challenges that Liz experienced during her first year, Liz took great pride in her efforts to connect with her students on socio-emotional levels.

“I'm really proud of how in tune I was with my kids' emotional and social needs. Like Mr. Miller, I put that first and would stop everything if a kid was crying or if a kid was upset. I made sure that they knew that their life was more valuable to me than Math was at that moment. For the demographic we are serving, I think that's really important (Liz, Interview, June, 23, 2015).

Developing relationships and connecting with her students was of utmost importance to Liz. This desire to connect with her students often guided her decision-making in the classroom. Liz described how this impacted her classroom management approach:

I've had a whole year of trying the whole No Nonsense Nurturer thing and they did not respond worth a dime. They did not. No respect, no anything... Then I realized that for my students they needed me to be as open as possible and tell them as much as appropriate and I did (Liz, Interview, June 9, 2015).

Liz began to share more about her own personal family history and some of her own personal family traumas to further connect with her students. Her overarching goal was to create an emotionally safe classroom for her students, "I want my classroom to really be a place where they knew they were getting taken care of and loved and I think I did a great job of that" (Liz, Interview, June, 23, 2015).

The Politics of Placements. As Liz's first year of teaching was coming to an end, she faced an uncertain future as to whether she would return the following year. Mount Adams was found in violation of their charter and she was unsure whether the school would even be open for another year. Over the summer, Liz applied to schools throughout the Puget Sound region, and accepted a position teaching 4th grade in southeast Seattle. Leaving Mount Adams was a difficult decision to make:

The population at Mount Adams is what I want to serve. As a child I went through childhood trauma, that what I want to serve. But I need to be able to grow as a teacher and improve my practice before I can really do that. That was what ended up leading me to leave Mount Adams (Liz, Interview, December 8, 2015).

Liz felt that Mount Adams was not a conducive environment where she could develop as a teacher. Additionally, Liz had ethical concerns about working at Mount Adams:

To be blunt, things went on illegally with funding and donations and stuff. Our ELL services, our special ed services. I was asked to sign off on things that didn't happen. I refused to jeopardize my career and that was the biggest thing. I knew I needed to leave (Liz, Interview, December 8, 2015).

Liz often spoke about the lack of support the administration provided her at Mount Adams. While they were highly visible in terms of bringing by potential donors to classroom visits, she received very little support otherwise. Liz's experience in her second year of teaching was entirely different.

At Stephens Elementary, Liz often felt that she was being micro-managed by the principal. She was expected to submit detailed lesson plans weekly and email the principal each evening if she anticipated making any changes to the plans. She found this to be cumbersome and extremely time-consuming:

The lesson plans I turn in are like twenty-three pages long... and homework and newsletter and conference data and all of the data you're using in your planning. She wants me to stick to a schedule, so she told me I need to update her every time I change my plans. Well, I change my plans almost every day depending on what we understand and don't understand! I'm going home and doing two to three extra hours of work every night (Liz, Interview, December 8, 2015).

Overall, the data-driven school culture felt restrictive to Liz. She felt that she was unable to "innovate" and forced to teach in a way that's "not my style" (Liz, Interview, December 8, 2015). She described her transition into teaching at Stephens like so:

I feel like I went from one end of the spectrum to the other. Just complete chaos, dysfunction. It was a circus... to this. Micro-managed. I don't know how else to explain it. I feel like every day I'm fighting for how I think teaching should be done (Liz, Interview, December 8, 2015).

Liz felt that she had been trained in a different style of teaching that conflicted with the accountability-driven culture of her school:

I'm trained to teach to the kids and not to the test. That's my mentality. I feel like this is the kind of battle that TFA said I would have, but being the only TFA person here, I am the only one trying to innovate. It feels like a one-on-thirty fight (Liz, Interview, December 8, 2015).

Case Study Summary. Liz's case reveals the tumultuous contexts in which she began to learn to teach. When reflecting her TFA/U-ACT preparation she commented:

I don't think anyone was prepared for last year. I don't think it would have made a difference. I mean no matter what program you go through, you won't be better prepared for the chaos of what last year was (Liz, Interview, January 6, 2016).

With so few academic supports provided to her, Liz focused on what she perceived like she could manage: cultivating a safe, classroom environment for her students. Liz's second year brought about a marked change in expectations put upon her. In turn, she felt severely constrained to teach in the ways that she had been prepared to teach.

Summary of U-ACT

At the heart of U-ACT's approach to preparing elementary teachers for culturally and linguistically diverse classrooms were the core principles and practices in which the values of culturally responsive teaching and multicultural education were embedded. U-ACT's attempts to

further support candidates attending to the needs of diverse learners was largely pieced together through a variety of different instructional supports: online and face to face coaching, Saturday class sessions, and online small group sessions. While the candidates found the overall support to be helpful, both participants in my study were placed in first year teaching contexts that made the enactment of practices learned within the programs a challenge. Both of the participants' first year experiences reveal a lack of programmatic attention and consideration of contexts in which they placed their candidates.

Chapter 6: Learning to Teaching for Cultural and Linguistic Diversity in STR

STR Program Description

In the academic year of 2014-2015, STR accepted their second ever cohort of residents. The newest of the three K-8 teacher education pathways at UW, STR was designed as a partnership between Seattle Public Schools, the Alliance for Education, the Seattle Education Association, and the UW College of Education. Most methods courses were taught by clinical (non-tenure line) faculty, in collaboration with educators in the Seattle Public Schools. Clinical faculty also acted as instructional coaches to the residents in the program. A distinctive feature of the STR program is the incorporation of mentor teachers as teacher educators. STR is a five-quarter program where residents take a combination of coursework and seminars while spending significant time (4 full days) in their mentor teachers' classrooms throughout the academic year. Full-time coursework is required in the summer before and after the academic year. Residents are given the option to pursue either an EL or Special Education endorsement in the summer quarter following the program.

STR residents are given a stipend throughout the program and a contingency contract of employment with Seattle Public Schools. Teacher candidates must commit to teaching in a Title I public school in Seattle. STR is explicit in its aims to prepare teacher candidates using the curriculum and instructional practices implemented in the Seattle Public School district with a focus on teaching in high-poverty, culturally and linguistically diverse communities.

See Table 6 for a visual representation of the course sequence residents participated in during the 2014-2015 academic year.

Table 6. *STR Course and Fieldwork Sequence*

SUMMER	FALL	WINTER	SPRING
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	2014	2014	2015	2015
	EDTEP 501 Field Experience (2) – includes 7 Friday seminar days	EDTEP 502 Field Experience (2) – includes 4 Tuesday seminar days	EDTEP 503 Field Experience (4) – includes 3 Tuesday seminar days	EDTEP 601 Field Experience (4) – includes 3 Saturday seminar days
	EDTEP 531 Teaching & Learning in Literacy I (3)	EDTEP 564 Working in Schools (1)	EDTEP 564 Working in Schools (2)	EDTEP 564 Working in Schools (1)
	EDTEP 521 Teaching & Learning in Numeracy I (4)*	EDTEP 522: Teaching & Learning in Numeracy II (3) – includes 1 studio day per grade	EDTEP 533: Teaching & Learning in Literacy III (3)* – includes 1 studio day per grade	EDTEP 523 Teaching & Learning in Science (3)* - 6 sessions
	EDTEP 544: Differentiated Instruction: Learning Environments & CLD (2)*	EDTEP 532 Teaching & Learning in Literacy II (4)* – includes 1 studio day per grade	EDC&I 539 Students' Mathematical Thinking, Curriculum, and Pedagogy (4)* – includes 1 studio day per grade	EDC&I 465 Social Studies Education: Elementary School Programs and Practices (3)* - 6 sessions
	EDTEP 511 School & Society (3)*	EDTEP 544: Differentiated Instruction: CLD (3)* - 6 sessions	EDTEP 544 Differentiated Instruction: CLD (1) – integrated with Studio Days	Multicultural Ed (2)
COURSE WORK	In Seminar <ul style="list-style-type: none"> EDSPE 503: Classroom Management (2)* 3 Child Development 2 Math Institutes – full days 2 Art Workshops Resident Evaluation Process 	EDSPE 504: Foundations in Special Education (3)* - 6 sessions In Seminar <ul style="list-style-type: none"> EDSPE 503: Classroom Management (1^) EDTEP 552 Assessment in Elementary Ed (1^) Science and SS (^) to have sessions during this quarter 	EDSPE 520: Foundations in Special Education (1) - integrated with Studio Days EDC&I 494: Issues of Abuse (on-line) In Seminar <ul style="list-style-type: none"> EDTEP 552 Assessment in Elementary Ed (1^) EDSPE 503: Classroom Management (1^) Science and SS (^) to have sessions during this quarter 	In Seminar <ul style="list-style-type: none"> EDC&I 324 Physical Education and Health in Schools (2^)
FIELD WORK		4 full days	4 full days	4 full days

Note. The CLD courses are bolded. Adapted from Seattle Teacher Residency: Courses & Field Based Learning. (n.d.). Retrieved May 13, 2016, from <https://education.uw.edu/programs/teacher/seattle-teacher-residency/courses>

STR Program Mission and Values

STR's mission is "to accelerate student achievement through the preparation, support, and retention of a group of exceptional teachers who reflect the rich diversity in Seattle Public Schools" (Seattle Teacher Residency Handbook, 2014). The values of the STR pathway can best be understood by examining their articulated impact goals for their teacher candidates:

- Impact Goal #1: STR design responds to SPS' identified student needs (academic, social, cultural, etc.) in order to positively and meaningfully impact student achievement
- Impact Goal #2: STR has coherent, shared curricula and pedagogies (across partners and programs) for mentoring and clinical practice, including:
 - Common mentoring practices
 - Mechanisms to make practices public and to collectively develop practices
 - Clinical Higher Ed methods developed and enacted with residency schools
 - Concentration of residents and rationale
 - Linked use of funding, community resources, leadership resources.
 - Linked school-wide improvement work
- Impact Goal #3: STR recruitment strategies will focus on selecting the most well qualified candidates whose experience prepares them to work in an urban educational environment with a diverse population of students.
- Impact Goal #4: STR will contribute to the development, support and sustainability of diverse resident and mentor teachers who demonstrate a commitment to instructional leadership, reflective practice and culturally responsive teaching as measured by student growth, retention data (teachers and mentors) and school classroom climate and new teacher evaluation data.

- Impact Goal #5: STR will be an anchor element of a coherent human capital strategy for SPS. (Seattle Teacher Residency Handbook, 2014)

STR CLD Context

Residents in the 2014-2015 cohort received instruction regarding culturally and linguistically responsive teaching over a period of three quarters. During the summer quarter, residents took part in a two-credit course that explored the various, interrelated factors that influenced the teaching and learning of CLD students. The focus of this summer course was to examine the ways in which different political, historical, and social contexts impact CLD students. At the end of the course residents were expected to demonstrate an emerging knowledge of:

- teaching culturally and linguistically diverse students as political, multidimensional, and connecting to families and communities, and building community
- basic principles of second language acquisition and levels of English language proficiency
- language register such as the conversational and academic language continuum
- scaffolding instruction for culturally and linguistically diverse students (EDTEP544 Differentiated Instruction for CLD Students Summer 2014, 2014, p.1)

Residents' formal learning around teaching CLD students continued during their fall quarter as they participated in a three-credit course building on the foundational work they did in the previous summer. Residents re-visited the basic principles of *language acquisition* emphasizing both *academic language* and *scaffolding*. In addition, this course focused on teaching residents instructional strategies for supporting ELs in mainstream classrooms.

By the end of the course, residents were expected to demonstrate knowledge of:

- stages of second language acquisition and levels of language proficiency
- differences between conversational and academic language
- differentiated lesson planning using main principles from the SIOP framework
- classroom strategies to facilitate the participation and learning of EL students

In addition, residents were expected to be able to

- use observation and informal interview data to make meaningful assertions about EL students' experiences in schools
- identify the language proficiency levels and differentiate between conversational and academic language
- create and modify lesson plans using main principles from the SIOP framework
- select classroom strategies that simultaneously support academic language development and content learning
- make connections between sociocultural influences in EL learning (EDTEP 544C Differentiated Instruction for Culturally and Linguistically Diverse Students, 2014, p.3)

In the winter quarter of the STR program, residents were enrolled in a two-credit seminar where they participated in "Studio Days" that allowed for the integration of EL work and math methods. During these seminar sessions, residents continued their learning and practicing of instructional strategies to support ELs. The focus of this quarter's work was to explore how to integrate the methods and approaches to working with EL students into literacy and math instruction (Integrating Instruction for Culturally and Linguistically Diverse Students into Literacy and Math, 2014).

Kate, the Teaching Associate (non-tenure line faculty) who was the EL methods

instructor for the STR program worked with Emily to design the Studio Day approach during the previous year. Building on what they had learned from their experience in the previous year, they designed an integrated EL/Math Methods experience for their STR candidates:

I collaborated with Emily and we worked together. We modeled it after Japanese lesson study. We planned the lesson and introduced the lesson to them... We'd go into one of the resident's classrooms. They would teach a lesson, a mini-lesson. Then the other supporting residents, we had data collection tools for them, so they would write down their observations, samples of student talk, and then during small group work or partner work they would go and work with the students to both support the students' learning and also to gather more information. Then we'd come back and debrief (Kate, Interview, June 4, 2015).

These Studio Days offered the residents the opportunity to focus on supporting particular ELs in their classes. During their debriefs, Emily and Kate would facilitate a discussion around specific observations they noticed about the ELs and what they heard them say, "This is what I noticed about Robert and this is what she said when she was adding the prime numbers!" (Kate, Interview, June 4, 2015). Emily and Kate recorded the residents' observations. They discussed patterns and things that stood out for them from the data. Questions such as "Did the students meet the learning objective?" "Did the students meet the language objective?" oriented their discussion. The residents then made adaptations to the lesson based on their findings and with Emily and Kate's support, made changes to the original lesson. Then, residents returned to another resident's classroom and they re-taught the lesson with the new adaptations and changes. Afterwards, the residents returned to debrief the experience with Emily and Kate again. Kate, who was also an instructor in the ELTEP program discussed why she believed the Studio

Days approach was particularly helpful for her teacher candidates, “The residents do the heavy lifting of the thinking and not me. It’s not me telling them to do things” (Kate, Interview, June 4, 2015). Kate’s sentiments reflect more of a constructivist approach to teacher learning which allows TCs to construct their understanding around EL teaching practices as opposed to Kate doing the intellectual “heavy lifting” for them.

The Studio Days also offered a setting for students to think about EL teaching practices within a particular content area. Kate contrasted this with the experience that her teacher candidates received in the ELTEP program:

When you’re learning about teaching culture and linguistically diverse students, you need to have to some time focused solely on ELL students, instruction, things like that. Then you also need time to work with, What does this look like when I’m teaching math? What does this look like when I’m teaching science? What does that look like when I’m teaching literacy What does that actually mean in these content areas? (Kate, Interview, June 4, 2015).

The Studio Days and the overall structure of the STR program afforded Kate with the opportunity to formally facilitate learning about EL teaching practices in specific content areas:

I feel like the structure of the residency program is you’re getting the best of both worlds. You’re getting the thinking, the theory [and] they’re really critically examining educational opportunities and instruction (Kate, Interview, June 4, 2015).

Case Study Portrait: Jen

Beaming with excitement and energy, upon my first meeting with Jen, it was difficult not to be completely captivated by Jen’s electric personality. Every word, every response by Jen was uttered emphatically, beaming with confidence. I first met Jen on a Tuesday afternoon at the

“HUB”—the Husky Union Building, during a short break between STR courses. As a recent alumnus from UW, the campus was still a very familiar place to her. As a pre-law major at UW, Jen had worked as an intern in the local prosecuting attorney’s office. She began to notice that the majority of young men that came through her office were disproportionately African American males. “I wanted to figure out how I could be of help to that system. I realized that my efforts weren’t going to do much moving in the justice system ”(Jen, Interview, March 3, 2015). Upon graduating in 2013, Jen decided not to go to law school as originally planned, but decided to involve herself in non-profit, local community organizing endeavors instead:

I noticed that the first system that our kids enter is the education system, and it’s so similarly aligned with the prison pipeline...and everything that’s going on with the prison system, and I said ‘How can I help this?’ Teaching was the best avenue to get into the advocacy work for the student that I felt that I could actually advocate for them in that way. You have to teach them, *before*, the importance of staying away from the justice system as much as possible (Jen, Interview, March 3, 2015).

As Jen was coming to these realizations about the justice system and education, she fortuitously received an informational email about the STR program. Jen had recently applied for a para-professional substitute position at the Seattle Public Schools. Reviewing her qualifications and experience, an HR representative emailed and asked her to consider applying to the STR program:

It was the best thing that happened to me because I started to really research it and then, it was like the best way to prepare to be a teacher! You get your master’s degree in a year and you’re being prepared where you’re in the fieldwork because that was the most important part to me, actually being in the field working with students every day, not just

one or two days a week, but every day (Jen, Interview, March 3, 2105).

Three Steps Behind. Jen relished her time in the classroom. She treasured the hands-on experience provided by her extensive time in her mentor teacher's classroom. The graduate level coursework, on the other hand, proved to be quite the challenge for Jen. "The accelerated portion of this program is difficult to keep up with only because *I* still have to learn "(Jen, Interview, March 3, 2105). Jen was referring here to basic content knowledge needed to teach a particular subject area. For example, Jen describes her experience with particularly challenging unit on teaching fractions in her math methods course:

So Emily is teaching us fractions. Some of my classmates can get it in a snap because they were taught that in school or whatever. For some reason it's a big struggle for me. I have to be re-taught that stuff [by Emily] and then we can talk about what she taught me that day. I'm always three or four steps behind (Jen, Interview, March 3, 2105).

Despite feeling behind her classmates, Jen credited her perseverance for her success in the program:

I'm a prideful person. I don't like to ask for help. It's hard for me to do that, but there's a lot of things that I haven't learned that professors like Emily are spending extra time to teach me. Professors like Marie and Kate are spending extra time to teach me" (Jen, Interview, March 3, 2105).

As Jen began to share with her instructors and coaches about the need for more support, several of her instructors responded by offering to preview the upcoming material with her before the entire cohort would receive instruction:

Last weekend, for two hours, Emily sat with me and a couple of other students and went through everything we are going to be learning about fractions. That's the kind of work

that they do for us and they're not getting paid for it. These are the things they choose to do for us because they care about us and they want us to be successful, and you feel that.

Yeah, I'm extremely grateful. (Jen, Interview, March 3, 2015)

A “Resident” of the Community. Along with several other residents in her cohort, Jen spent several days a week at Middleton, a K-8 public school in the Central District neighborhood of Seattle. Not only was Jen a *resident* with STR, Jen was a resident of the community:

I live in the Central District. I moved to the Central District specifically so that I could be in the school community, so I could see my students at the park, so I could see them at the grocery store, so that I could go and work at the homeless shelters and do volunteer work and feed the homeless. Sometimes I'm feed students that go to our school (Jen, Interview, May 21, 2015).

Jen was invested in the community. From very early on, Jen saw her role as not only a student-teacher but as an advocate for her students. In particular, Jen worked to advocate for her students of color living in a neighborhood experiencing quite significant demographic changes:

It used to be a predominantly black community and now it's not anymore. The school doesn't reflect the community. Though it sits in a very wealthy neighborhood, you still have kids in extreme poverty who are dealing with mass trauma, who are in daily crisis. It doesn't make sense for so much wealth to be in the community and for that school to be a Title I school. That's because a lot of the community isn't sending their children to that school because of the reputation that school has. There are still a lot of poor black kids that go this school (Jen, Interview, March 3, 2015).

Jen's classroom demographics were reflective of the school demographics and descriptive of the community's social dynamics as a whole:

The class is very segregated in a way that you have a major achievement gap. The black students in my classroom are very low, if you wanted to use that terminology, or they're struggling in all content areas. My biracial children in my classroom, I would say, they sit in the middle. Then my white students are excelling high, like highly excelling students. That's literally all I have in my classroom. I have African students, black students, and white students.

It's definitely by race in my class. It's difficult because a lot of my, if you watch them at recess, they don't play with each other anymore like they did in first grade. The white kids tend to play with the white kids and the black kids tend to play with the black kids (Jen, Interview, March 3, 2015).

Although she resided in the community, Jen often felt uneasy and uncomfortable with her role as a teacher of color in her school:

As a teacher of color, working with white families and working with white students has been extremely difficult for me. There's a lot of questions that I get. I get a lot of interesting questions from white families. They ask me a lot of things, they wonder a lot of things about me. It's almost as if their students don't think I'm competent a lot of times (Jen, Interview, March 3, 2015).

Jen coming to terms with her role as a teacher of color at Middleton, and her identity as a woman of color living in the community, was still something she continued to develop as she entered into her first year of teaching.

First Year Challenges. Jen was hired as a second grade teacher, back at Middleton for her first year of teaching. Already familiar with the school culture and curriculum, the transition into the first year of teaching was relatively smooth with the exception of Seattle Teacher's

Union Strike during the first few scheduled days of school. Working as resident during the previous year, Jen felt as though she was oblivious to certain aspects of teaching. Starting the school year walking the picket lines, Jen soon took notice of how political her roles and responsibilities as a teacher would include:

There's a lot of politics in teaching that I didn't realize. I came into teaching in a very interesting year. We struck the first five days of the year of the school year. I just came in very politically charged. I didn't realize how much politics influence the classroom (Jen, Interview, December 1, 2015).

As she reflected on her teaching experiences during the first few months of the school year, it was the "politics of teaching" that she felt most unprepared for:

It's politics in teaching aren't something that you are taught. There's a lot of politics in teaching that I didn't realize. There's a lot of "You've got to be safe. You've got to be careful. You've got to not say that. You can't say this, you can't say that kind of stuff" Stuff that's not taught (Jen, Interview, December 1, 2015).

In addition for being unprepared for dealing with the political aspects of teaching, Jen often felt underprepared to deal with some of the socio-emotional aspects of teaching. During the first few months of school, one of Jen's students attempted to commit suicide at school. As Jen described this incident to me, her sheer frustration and confusion with not knowing how to fully process the event, was still evident months after the incident:

It was outside the classroom. We were walking back in front of the other kids. There's just no protocol for anything. There's no clear consequence. You talk to families and they're just like "You handle it." Its just, there's no support around a lot of different things. I knew that it would be like that when I came into teaching but not to the extreme

that I feel like I deal with (Jen, Interview, December 1, 2015).

After reaching out to the school's family support advocate, the school's on-site social worker, Jen still felt overwhelmed by the experience and felt as though the school-provided support systems were inadequate:

Everything's slow acting because there are just so many cases in this school. It's like there are 15 kids on suicide watch at your school. It's hard when all you can really do is focus on what you can handle. That part is really hard (Jen, Interview, December 1, 2015).

In addition to this traumatic incident, Jen spoke frankly about the challenges of teaching in a classroom with students with significant needs:

I have students with extreme trauma. I have students with extreme behavior disorders that are supposed to be in EBD classrooms, self-contained classrooms, and they are not because we just don't have the correct program here for them. They have IEPs for extreme behaviors and they are in my classroom. I have students that are extremely gifted. They are extremely high and they move quickly. I do a lot of differentiated instruction in here (Jen, Interview, December 1, 2015).

Differentiated Instruction Approach. Not only did Jen have students with significant behavior issues in her classroom, she also had students working at various different levels of ability. In order to accommodate her varying students' needs, Jen tried to implement a differentiated instruction approach to teaching in all of the content areas.

In particular, Jen drew upon key ideas of scaffolding and developing students' academic language:

Scaffolding, using academic language, but also giving them a different way of thinking

about it or a more scaffolded way of understanding certain terms. I use a lot of academic language because I want them to use academic language. I catch myself repeating myself often and trying to give them a different way of understanding (Jen, Interview, December 1, 2015).

Identifying with Diversity. Given the diverse setting in which Jen was teaching, I asked her if she felt that STR had prepared her well for dealing with issues of diversity. I was struck by her response, especially in light of her reflections of the STR program while she was a resident:

I am diversity. I feel like I live it. My life prepared me to do this, not the program. I feel like as a teacher of color, with everything going on in the world, I couldn't be more prepared, just off my passion. No, I don't think the program adequately prepares you to teach culturally linguistic children or children of color in general, because there's just not enough research or not enough work around that in general. There's just not. You could have two or three professors that do color lines and do different activities with you, who share different strategies with you on how to teach students of color, but that doesn't mean those things will work for those students (Jen, Interview, January 15, 2016).

As I continued to probe more into Jen's thoughts on her teacher preparation, she remarked how her colleagues at Middleton, helped shape her thoughts about teaching:

I have like... maybe I'm biased but I don't think we were prepared at all, not as much as we should be. This profession is dominated by white women. That is what this profession is dominated by. There needs to be a better effort put in with checking privilege, with white people checking privilege in this profession. There are so many things that happen to our children in teaching and in schools that no one says anything about (Jen, Interview, January 15, 2016).

Jen felt as though she could identify with her students in a way that most of her colleagues were unable to:

They say that, “Wow! You can get him to that! Wow! You were able to make him produce that? Wow! I heard that he moved up three reading levels. Were you testing him correctly?” Or you get all these... I call it ‘Shade’ but you get all of these subconscious little statements thrown at you about students who were labeled bad or labeled not able to function or whatever. I mean this student right here. He produces so much work for me. He didn’t produce anything for his first grade teacher, this one right here (Jen, Interview, January 15, 2016).

Unfortunately, Jen felt like most her colleagues “just don’t get it.” The “subconscious little statements” about her students of color reflected a school culture in which students’ diversity was underappreciated:

Yes, it’s terrible. It’s definitely a struggle. I get so much subconscious little stuff thrown around that are from good teachers who care but it’s checking your own privilege. No program can prepare you for that, when the whole school needs to be prepared for it. When the institution that’s producing these teachers needs to be prepared for it (Jen, Interview, January 15, 2016).

Case Study Summary. Living and working in the community where she taught, Jen learned to teach through the lens of her identity as a woman of color. Teaching was perceived as an act of advocacy and political struggle. While Jen received many special supports throughout STR program, in terms of her own self-perception of preparedness for equity-oriented, teaching of CLD students, she expressed her own identity as a CLD teacher as the best preparation for culturally and linguistically responsive teaching.

Case Study Portrait: Monica

Originally from the Bay Area, Monica's interest in education was birthed during her early experiences working in non-profit youth development programs. After graduating from college, Monica started working as an Americorps member in an afterschool program teaching sports and conflict resolution. Her positive experience solidified her desire to be working full-time in a school. The following year, Monica moved to the Seattle where she continued working in a similar afterschool program in various schools throughout the Puget Sound. From there Monica began working with a local non-profit, Refugee Women's Alliance where she managed youth programs. While she gained valuable experience overseeing the various education programs throughout King County, Monica began to feel rather disconnected from the direct "one-on-one work" with youth and families:

I missed that a lot. It kind of felt like that's what I had the most energy with. I feel like I have the most energy with kids and families. I knew I was ready to go back into school and be working with youth and families all the time (Monica, March 5, 2015).

Monica was familiar with the residency model of teacher preparation, as she had investigated similar programs in both Chicago and Denver. Monica was drawn to STR because it afforded her the opportunity to most quickly do the "one on one work" she missed and engage in the energizing work of working with youth and their families:

STR was a good fit because I'd already been doing all this work, so it was like I just want to straight into the classroom. I don't want to spend a year or a huge chunk of time in a university class where I'm not already jumping into the classroom. I just hit the ground running (Monica, March 5, 2015).

Drawn also to STR for its emphasis on social justice and equity, Monica was glad for the

opportunity to learn to teach in local, high poverty schools. “I liked how it was set up and connected to the district. It had a really strong emphasis on social justice, race, and equity. I think that was a big draw for me” (Monica, Interview, March 5, 2015).

Hit the Ground Running. Monica began her teaching experience in a 2nd/3rd grade multi-age classroom. When Monica first arrived, the school was in the process of undergoing a significant structural transition. In previous years, the school had two distinctive programs: 1) a “contemporary program” which according to Monica, was “more or less, a general education”, 2) a Montessori program. Defined not only by instructional approach, Monica noticed that her school was segregated across program lines. As a resident working in the “contemporary program”, her classroom was significantly more racially and linguistically diverse than classes in the Montessori program:

In our classroom we have a lot of African students, a lot of East African American families have lived in this area for a long time. We have two Spanish speaking students. Our classroom is a big, huge range which is cool because there’s so much differentiation involved both because we have EL students and because this extreme range of learners. Five of our students received EL services. Let me think, three of those students speak Oromo, two speak Somali, and one speaks Spanish natively. I think that all of those students speak their home languages at home. (Monica, Interview, March 5, 2015)

Not only was her class diverse in terms of culture, language background and race, her multi-age placement included students diverse in age and ability:

It’s interesting to be in a multi-age just with the completely huge range. Every class has a range, but really, really, really early second graders reading are reading at Kindergarten level. Then really pushing advanced readers and third grade reading at fourth or fifth

grade levels (Monica, Interview, March 5, 2015).

In order to support her multiple diverse learners, Monica credited her STR coursework has a helpful tool in supporting her students:

Our coursework with Kate around CLD and creating a culturally responsive classroom were helpful in preparing me to work with my EL students. I would also give credit to intentional math and literacy methods "Studio Days" that were specifically focused around differentiation and supporting emerging bilingual students (Monica, Survey, 2015)

Meaningful Mentorship. When I asked Monica about the tools and resources that she found to be most helpful in her experiences around learning to teach, Monica credited both her official STR assigned mentor teacher and a particular STR instructor who acted as a mentor to her as being the most instrumental in her development as a teacher. In many ways, Monica's mentor teacher modeled to her the type of educator she wanted to become:

She's been a teacher for twelve years. She's not set in ways. She definitely has ways that are set, but not to the extent. She's like... "What do you think about this?" or "Let's change this up!" She's always doing new things or finding new things and I think that is something that I hope to continue to do as I go through my teaching career (Monica, Interview, March 5, 2015).

Monica also spoke about the profound impact that Emily, her Math Methods instructor had on her development as a teacher. "I've had an awesome experience with Emily. She kind of became a person that people would go to...She's really developed this way of talking and teaching about math that is really cool" (Monica, Interview, March 5, 2015). This "way of talking and teaching about math" is something that carried with her into her first year of teaching. Towards the end of

Monica's residency year, she accepted a job at Keystone elementary school in south Seattle. She was excited for the opportunity to work with her grade level team where she would only be teaching two subject areas: math and science:

I actually am excited about it. Not that I don't like literacy and the things that brings. I particularly like Math and Science and think it might be kind of nice to just get really good at those content areas and see where that goes (Monica, Interview, June, 2015).

Intentional support of ELs beyond "good teaching". When I met again Monica at Keystone school during her first year of teaching, I walked into her classroom, and I was instantly struck by the ways in which she set up the physical space of her classroom. All around the room, there were rich representations linguistically responsive supports for her students. Covering the walls of her classroom were posters and anchor charts that provided examples of ways in which she was supporting her diverse learners. Content and academic language objectives for both Math and Science were written on the board daily for students to review. In every lesson I observed, Monica would begin by reviewing these objectives. She was explicit in her stating of the academic language objectives and pointing out the language structures that her students would need to successfully engage with the lesson. For example, these were the objectives written on the board during my observation on January 20th, 2016:

MATH: I can review what I know about equivalent fractions to prepare for my unit test.

SCIENCE: I can describe the properties of 3 minerals. I can compare how the minerals are the same and different from rocks.

RULER: I can describe steps and strategies for taking a Meta Moment.

As Monica introduced her science lesson that day, she led the students in reading the objectives together and highlighted how they would be using academic language to *describe and*

compare characteristics of the minerals.

An entire bulletin board was devoted to example language structures in the form of sentence stems to support students' conversations. These included:

"I would like to revise my thinking."

"I would like to add on to _____."

"I have a connection."

"I agree with ___ because ___."

"I disagree with ___ because ___."

These were clearly displayed in the front of the classroom and Monica regularly reminded students to use these during their small group discussions.

During the three lessons I observed during her first year of teaching, I observed Monica providing multiple opportunities for her students to engage in meaningful math conversations. In my final interview with Monica, I asked her to reflect on a lesson taught earlier in the day. I observed Monica teaching a "Jeopardy" lesson where she reviewed equivalent fractions with her students. Students were divided into small groups. Monica would display a word problem on the board. She would read it aloud to her students. Then students worked individually in their groups to solve the problem using a visual representation to explain their response. Afterwards, they discussed their findings with their small groups and when groups reached consensus, they could raise their hands to report they were ready with an answer. Groups raced to finish quickly, but because it was understood that all students within the small groups needed to agree, these tasks provided rich opportunities for students to negotiate their understanding about the problem.

Monica explained why she felt this "Jeopardy activity was especially helpful:

On a day like today, where we've covered the content and it was more coming back to it, figure out what's happening, giving them opportunities to share, and respectfully agree and disagree, is something that we do often. I do a fair share of setting it up and facilitating it, but I think that it's important that their voices are the center (Monica, Interview, January 20, 2016).

Monica called on groups, one by one, to come up to the front of the class and share their answers. One person from each group was selected to share the group's findings. Each group had the opportunity to share their findings and explain the visual model and approach to solving their problem. Having tried this same Jeopardy activity before, where student groups were given *different* problems to solve, Monica made an intentional adaptation to this activity to provide all students with the same problem:

I think that it is just a good scaffold for hearing language about the same type of problem in many ways and seeing it in many ways. Every team is doing it slightly differently, or they're doing it in the same way and they're hearing it, like someone else's words saying the same thing they did, but maybe a little bit different (Monica, Interview, January 20, 2016).

Monica realized the opportunity this activity afforded in providing students the chance to talk through their math thinking as well as listen to other students' ideas around the same ideas. She recognized the importance of her students engaging the math content through rich conversations in the classroom and it's something that she sought to do beyond the Jeopardy activity, but to other activities throughout the day:

I try to give them space to have a partner conversation, a small group conversation, and a whole group share out, and potentially about the same thing, so I don't have to hear every

single person's voice in the whole group, and neither do they, but they did have a chance to talk about it, or they did have a chance to work on it (Monica, Interview, January 20, 2016).

Monica credited the STR program in influencing her in this way:

Something that I gained a lot from like Emily's model of math teaching was putting an emphasis on number talks and having kids describe and be able to explain their thinking (Monica, Interview, January 20, 2016).

Monica also attended to issues of language beyond providing opportunities for structured student talk. She intentionally used a variety of strategies to support her students' learning. Monica discussed the ways in which her experiences with both STR and the EL endorsement program helped shape her thinking:

I know that we've [STR] talked about it, and my endorsement about, and my endorsement, it's not just good teaching. It's using different modes of accessing materials and different ways for students to learn. There have to be additional monitoring. I think you have to be really intentional in the planning about awareness and language, and language objectives, and what vocabulary words do students need to know and use in order to do this or to make sense of that (Monica, Interview, December 15, 2015).

A "Let's Go!" Climate of Teaching. One of the distinctive characteristics of Monica's first year of teaching was the amount of support she received from like-minded colleagues. One of the reasons she applied to teach at Keystone was because the large number of residents that were already currently working there. She felt like it would be a climate that would welcome her approach to teaching:

I wanted to be in a place where people were like "Let's go!" I wanted to have an energy

at the school that was like a momentum to make some changes that were significant. And I knew the values of the program for STR and if people in the school already have those, that's a great start (Monica, Interview, December 15, 2015).

Monica found that “energy” at Keystone and particularly found it in her grade level team. Monica was hired to teach 3rd grade math and science. Her teaching partner, Glen, a resident from her cohort, was hired to teach Literacy and Social Studies. She also found a great amount of support and camaraderie in working with Sandy, a resident from the previous resident cohort, who also taught 3rd grade math and science. Sandy and Monica did all of their planning together. Instead of using an assigned curriculum, with the support of the administration, they created their own materials aligned with the Common Core State Standards. Monica credit their shared STR heritage that made this work possible:

Sandy and I come from the same program. We both had Emily. She's very conceptually, procedurally reasoning. All of the areas of mathematics that students need to have in order to be flexible. We're both coming from that lens and it's so helpful. We teach a bit differently, but we are kind of in line with our thinking and it's been really helpful for me and Sandy to have that kind of relationship this year (Monica, Interview, December 15, 2015).

Case Study Summary. Monica “hit the ground running” both in her residency year and her first year of teaching. With ample support provided through a thoughtful mentor, like-minded first year colleagues, and influential STR faculty, Monica worked to create a classroom full of equity-oriented learning opportunities for her diverse learners.

Summary of STR

STR provided an integrated approach to preparing residents to work with culturally and linguistically diverse students. Residents received coursework in CLD instruction during each quarter of the program. In addition, an integrated EL/content area approach was offered through residents' participation in Studio Days. Residents drew upon their own rich experiences and funds of knowledge to enact culturally and linguistically responsive teaching practices. Participants enacted many of the EL/Math practices in both their residency year and their first years of teaching.

Chapter 7: Cross- Case Pathways Analysis

In the previous chapters, I explored the experiences of participants' processes in learning to teach in the context of three pathways to teacher preparation. While each of the six cases, taken together, revealed a deeper understanding of the characteristics of each program, I elected to frame my cross-case analysis through a distinctively CHAT informed perspective. Applying this heuristic to each program illuminated the ways in which the collective experience of participants' interaction with mediational artifacts led to deeper understandings of the pedagogical practices of culturally and linguistically responsive teaching. In response to systemic contradictions and disconnections, the CHAT model of activity system also enabled multi-faceted analyses of the complex practices related to teacher candidate learning and implementation. This lens also made visible the multiple relations within an activity, at a particular point in time, and as it evolved over time (Foot, 2014).

In this chapter, I present my findings through the lens of activity theory to look across the six participants' experiences within the three pathways of teacher preparation. In the section to follow, I describe the themes that emerged from the activity analysis.

Teacher Candidates: Learning to Teach for Social Justice

All three of the pathways shared a strong focus on preparing candidates to teach in poverty-impacted, culturally and linguistically diverse schools. While the programs shared a similar overarching mission and vision, they were *enacted* in each of the pathways in various different ways. Each program was distinctively designed in consideration of their potential teacher candidates and the various contexts of learning and teaching in which they would be. These settings ranged significantly in specificity. For instance, U-ACT supported their teacher candidates to work with learners in a specific classroom. On the other hand, STR had a bit

broader, yet still particular ‘object’ in preparing their candidates—high poverty, public schools in Seattle. Moreover, the ELTEP program offered the least context-specific preparation of all three pathways. It is important to note though that the ELTEP program at UW was unlike many traditional, university-based teacher education programs. Because many traditional programs prepare TCs for to work in multiple settings, university-based programs have often been criticized for not preparing TCs for the complexities of teaching in urban settings (Haberman, 1996; Matsko & Hammerness, 2013; Siwatu, 2011). ELTEP is explicit in its goals to prepare TCs with:

- A social justice orientation which entails critical self-reflection and action to address inequities in communities, schools, and classrooms, shaped by race and socioeconomic status as well as by gender, sexual orientation, language, immigration status, (dis)ability, and religion.
- Systems and structures that support the complex work of teaching through collaborative inquiry in partnership with schools, communities, and families.
- Social, emotional as well as intellectual dimensions of equitable teaching and learning. (ELTEP Handbook, 2014, p. 6).

Both Karen and Amy were drawn to the ELTEP program for its social justice orientation to teaching and grappled with the issues related to their development as social justice educators in their own respective ways. For Karen, it was essential for her to find a context in which she could enact the social justice practices that she valued and were cultivated during her time in the ELTEP program. Her choice to work at St. Paul upon graduation demonstrated her commitment to social justice over other considerations.

For Amy, the process of becoming a social justice oriented educator was difficult. At first she was uncomfortable with the overt emphasis by the program on issues of equity, but her experiences with supporting particular students in her clinical placement, began to grow and interest in investigating linguistically responsive teaching practices. Culminating in her final ELTEP inquiry project investigating supports for ELs' reading comprehension, Amy's development as a social justice educator took shape in her growing interest as a linguistically responsive educator.

In an activity framing of STR, the object of their program can be well-understood by its vision statement: "The Mission of the STR is to accelerate student achievement through the preparation, support, and retention of a group of exceptional teachers who reflect the rich diversity in Seattle Public Schools" (STR Handbook, 2014, p.4). Jen's emboldening reflection of herself as a teacher of color in her school demonstrated this outcome "I am diversity. I feel like I live it. My life prepared me to do this. I feel like as a teacher of color, with everything going on in the world, I couldn't be more prepared just off my passion" (Jen, Interview, December 1, 2015). Although, as we discovered in her case study, Jen needed various supports beyond "passion" for her to be prepared to teach. Nevertheless, Jen did not take lightly her position as an educator and advocate for her students. In the case of Monica, I observed her development into a social justice oriented educator in the multiple opportunities she worked to provide her students access to rigorous content. Creating chants for her students to memorize their multiplication facts, developing "UPS Check", and her consistent use of providing students sentence stems to support their academic language use were some of the many ways I observed enacting some of the social justice oriented principles and practices originating from her UW instruction.

Lastly, the U-ACT program TCs demonstrated a commitment to social justice instruction in each of their classrooms. Liz took it upon herself to build deep relationships with her students, incorporating students' funds of knowledge to guide her teaching (Moll, Amanti, Neff, & Gonzalez, 1992). Rosie, on the other hand, demonstrated her social justice oriented instruction through her priority on differentiating learning experiences for her learners. As a second year teacher, Rosie with a classroom of majority ELs placed great emphasis on differentiating both literacy and math tasks for her students at varying language level proficiencies:

It's definitely a challenge because I usually have to do something very different with them than what I do with the main group. I want the main group to be doing challenging things at the same time. Usually I come up with different supporting prompts and activities for the students that I have that are struggling (Rosie, Interview, January 27, 2016).

Community of Teachers and Learners

An activity analysis of each pathway reveals the complex web of actors involved in the teacher learning processes. It also reveals the ways in which the roles and responsibilities of the various community members interacted to afford and constrain teacher learning. Numerous individuals mediated the learning experiences of the TCs within each program. Instructors, coaches, cooperating teachers, mentor teachers and program directors interacted with TCs to varying degrees. In addition, TCs' students, parents, and colleagues at each school provided the social contexts where TCs learned to teach. In addition, TCs' fellow cohort members in each pathway helped negotiate understanding of the learning to teach process.

Teacher Educator as Coach. A distinctive feature of both the ELTEP and STR pathways were the dual roles that the instructors played: coach and teacher educator. These dual

roles allowed the ELTEP and STR instructors to have a deep understanding of the complexities of contexts in which their TCs were learning to teach. Moreover, it provided instructors with more “touch points” with TCs:

The instructors help to bring it together as opposed to leaving it to the candidates to do which, in the more traditional programs, that’s actually something that happens and may be somewhat problematic depending on where candidates are in their own learning journey. In this way faculty are really helping. They they’re coaching them as well. They give lots of touches around the same kinds of topics (Paul, Interview, April 14, 2015).

This allowed instructors to facilitate residents’ learning experience by reducing the “number of translations” residents had to make:

One of the things they [STR] want to do- it’s interesting- is cut down on the number of translations that candidates have to make. I don’t know if that’s intentional from the design, but that’s what is actually happening (Paul, Interview, April 14, 2015).

This was evidenced by the amount of extra support that Jen received from both her EL instructor and Math instructor outside of coursework. Challenged by the academic rigor of graduate school, Jen relied on heavily on the extra supports her instructors provided her:

There’s a different level of professionalism and expectation in a graduate program, that if you’re not adequately prepared for it, you won’t be successful. I think a lot of the reason why I am successful in this program is because I have a lot of perseverance. I make very close relationships with my professors and I’ve asked for help. I’m a prideful person and it’s hard for me to do that, but there’s a lot of things that I haven’t learned... that professors like Emily are spending extra time to teach me. Professors like Marie and Kate are spending extra time to teach me (Jen, Interview, March 3, 2015).

Teacher Educator as Designer. In STR, Kate acted not only as an instructor and coach, but she also was an initial designer of the overall program. This afforded her the opportunity to “build” the structure of the program without the constraints of working with pre-established structures:

When they started to delve more into curriculum, that’s when I started to come in. Yes, so pretty much the way that ELL is in the residency is my design. I say that humbly because I took what I learned from Maya and Anna and my work in ELTEP to inform what we were doing in STR (Kate, Interview, June 4, 2015).

The STR program provided Kate the opportunity to implement programmatic changes that she was unable to implement in ELTEP:

Some changes that I had wished would happen in ELTEP, but because of the nature of the program and whatever, I wasn’t able to do so. But with the residency I was. It was intentional design by me, but not... it just didn’t... I’m standing on the shoulders of other people’s work, so it’s not just me (Kate, Interview, June 4, 2015).

Because Kate was a core faculty member in STR, she felt like she had a more prominent role in the program, whereas her role in ELTEP it was considerable less so:

I would say there’s really four core instructors. Of course the Math and Literacy people are seen as core instructors. Marie is the core SPED person, and I’m the core ELL person. We all get along great. We all collaborate well. That is a very different place to be than in ELTEP where I’m not a core faculty. Number one, I’m not a tenure-line position, so I’m more marginalized than that, but I’m not in the thick of things. ELL is still seen as the periphery and not the core (Kate, Interview, June 4, 2015).

Cooperating Teacher vs. Mentor Teacher. Another interesting aspect related to division of labor within the pathways was the role of the cooperating teacher and mentor teacher. Because in U-ACT, TCs were the teacher-of-record, this did not apply. In both ELTEP and STR, the cooperating teacher and mentor teacher supporting the TCs in the placements played significant roles in TCs learning. Both Monica and Jen lauded their mentor teachers as being instrumental in their understanding around teacher practices across content areas. These relationships they continued beyond their official professional commitment and continued into their following year.

Jen stayed in close contact with her mentor teacher. Continuing to teach at Middleton, just across the hall from her mentor teacher, she often relied on her mentor's support:

Me and my mentor we're really close. If I need anything, I go over there. If I have struggles with something or anything, she's here to support me and she also has another resident. She can come over and still watch my lessons and help me with different things (Jen, Interview, December 1, 2015).

Jen attributed much of how she learned to teach to her mentor:

My classroom pretty much looks just like my mentor's classroom. Everything I learned about teaching was from her and from that program. I have to use everything I know from them. I didn't have any background in teaching or any experience in it. I had to use everything that I know from that program to help me (Jen, Interview, December 1, 2015).

Both of Jen and Monica attributed their mentor teacher as the most helpful "resource" in guiding their learning to teach process.

Both Amy and Karen from ELTEP also considered their cooperating teacher to be their most helpful "resource" in learning to teach. When Karen found herself teaching at St. Paul

School with no other grade level colleagues, she often reached out to her former cooperating teacher for advice, ideas, and curriculum support, “I really do miss having a team. We get together every couple of weeks” (Karen, Interview, February 9, 2016).

Community Tool Library

Across and within each of the teacher preparation pathways was a set of common tools shared and distributed among the teacher education community at UW.

Community Tools. Each of the pathways shared common mediating artifacts in the form of coursework in preparing TCs to work with ELs. While each of the courses that the pathway offered was structurally different, each course offered strikingly similar content. Considering the historical development of each of the courses, and the cross-collaboration among instructors across programs, it was somewhat expected to see similar content offered in each course. Core theoretical and conceptual tools related to the socio-political context of EL teaching, theories of learning and language acquisition, and developing academic language were taught to TCs across all pathways. Additionally, conceptual tools associated with SIOP such as Comprehensible Input and Student Talk/Interaction were introduced as well. At times, concrete tools were shared across programs. For example, a SIOP 1st grade math lesson, was shown in all three programs, at differing moments within each program, to provide TCs a visual representation of structured student talk opportunities in an EL classroom. TCs were provided a graphic organizer to organize their thinking around their noticings from the video. After watching the video together, TCs discussed their observations made visible in the representation of practice. This was one example of a common instructional activity shared amongst the three pathways.

Practice-based Tools. Many of the practice-based tools being used in both STR and U-ACT originated from work developed by faculty within the ELTEP program (Kazemi, Franke, &

Lampert, 2009; Windschitl, Thompson, & Braaten, 2011). Given that many of the designers and instructors of both the U-ACT and STR program began their own graduate work and personal practice with faculty in the ELTEP, the intellectual line of practice-based teaching found its way into the newer programmatic contexts of STR and ELTEP:

That practice-based work that really started in ELTEP worked its way into the other programs. It seeded the idea that we can do this differently and that doing it, teaching people to be teachers solely from our place here in the classroom at the university is really limited. It moved the locus of the work outside this building (Paul, Interview, April 14, 2015).

Shared Tools Across Content Areas. In terms of mediating the artifacts across content areas, each pathway varied in their structural approaches. The STR Studio Days allowed for the integration of EL and Math Methods courses. Kate recognized the affordance STR's approach to integrating the mediating tools of learning to teach ELs and Math in the context of Studio Days:

When you're learning about teaching CLD students, you need to have some time focused solely on ELL students, instruction, things like that. Then you also need time to work with, what does this look like when I'm teaching math? What does this look like when I'm teaching literacy? What does that actually mean in the content areas? (Kate, Interview, June 4, 2015)

In U-ACT, this work of integration occurred to some extent, in the context of the weekly TL meetings. One of the instructional decisions made early on was to embed our DI for Diverse Learners assessments into the IPCs of the content areas. Our reasoning was two-fold: 1) to integrate the DI coursework intentionally within content, 2) to not overburden the TCs with an additional IPC. One example of how we did this was during Fall Quarter where we asked TCs to

embed an academic language objective into either a math or literacy lesson and provide an adapted lesson plan with explicit adaptations for the ELs in their classroom. Most TCs chose the “Interactive Read Aloud” IPC in Literacy or the “Choral Counting” IPC to enact the task we gave them. In addition, we supported the Literacy and Math TLs during our TL meetings in order to answer any questions that TCs might have regarding the task. Both the Literacy and Math TLs also attended our Saturday session to familiarize themselves with the content of our course and to support their TCs in contextualizing some of the EL-related content in their area.

In ELTEP, the integration of EL concept tools and Content Methods courses were not largely apparent in the data set. Kate commented on her work in the ELTEP program:

The classes and things are a lot more siloed. There’s some challenges with faculty collaborating with other faculty, and the focus of the faculty is not always teacher ed.

There’s some very real differences in how each program is set up and structured (Kate, Interview, June 4, 2015).

The Learning Cycle. All three of the pathways, in their handbooks, and various syllabi throughout their programs included the Learning Cycle (McDonald et al., 2013) as a part of their program-wide instructional approach to teacher education. McDonald et al. (2013) offered this learning cycle as a framework “to learn particular practices by introducing them to the practices as they come to life in meaningful units of instruction, preparing them to actually enact those practices, requiring them to enact the practices with real students in real classrooms, and then returning to their enactment through analysis. See Figure 4 for a visual representation of the Learning Cycle.



Figure 4: The Learning Cycle

While each program may have had an overall commitment to implement the learning cycle, each program had varying opportunities to provide TCs to with particular components of the learning cycle. In U-ACT, while the learning cycle was used widely to provide instruction regarding the core practices in literacy and math, programmatic constraints did not allow TCs to analyze or reflect on their practices regarding differentiating instruction for diverse learners in a formal setting.

Kate described the challenges she experienced when trying to utilize the learning cycle in her ELTEP course:

Basically what we did was the first half of planning and enacting. They did a little reflection on their enacting, but they didn't get to try it out with kids anywhere that we would be able to give some feedback on or see (Kate, Interview, June 4, 2015).

Her experience with utilizing the learning cycle in STR was entirely different:

In the residency it's a little easier because they're in classrooms so much. We can do things. I can do an actual cycle where we do rehearsals in class. They go try it out in their placements, video record, come back and we analyze video (Kate, Interview, June 4, 2015).

Community Rules and Norms

The community rules and norms referred to the explicit and implicit regulations, norms and conventions that afforded and constrained practices within each program (McDonald and Peck, 2013).

Epistemological Underpinnings. Various rules and norms existed within each program that managed the activity within each system. Firstly, all pathways had differing requirements and schedules for time spent in clinical placements. These were dictated by each program's epistemological understandings of teacher learning processes. TFA and U-ACT's approach positioning learning to teach through practice was demonstrated by very little attention to program-level support surrounding educational foundations and theories:

We're trying to focus on the more practical action work, the enactment work. I know all the content teams are using theory and research drive what decisions about practice and enactment they focused on, but really it's like we're trying to get the teacher candidates to *do* the work and then we help them unpack and see what they're doing (Monica, Interview, May 28, 2015).

ELTEP's gradual release into a full-time clinical teaching placement, reflected ELTEP's prioritization of TC's development of deep pedagogical content knowledge before teaching without supervision. STR's requirements of TC being in their mentor's classroom three to four

days a week from the beginning of their training experience reflects STR's approach to teacher learning to be highly contextualized in actual classrooms.

Collaboration. ELTEP and STR faculty had weekly instructional team meetings to discuss what TCs were learning across content areas and their own problems of practice. This afforded faculty multiple opportunities to collaborate and provide integrated support across EL supports within content areas. In STR, faculty made a concerted effort to educate each other on the content of their coursework:

Another thing we are trying to do and plan to do more of as an instructional team is to educate each other on the content of our courses so we can speak that language in math methods. When we request lesson plans or unit plans, part of our template includes differentiating for CLD or special education (Marisa, Interview, May 7, 2015)

Instruction. At the instructional level, a norm of each program was the expectation that TCs would need to take the edTPA at the end of their preparation. This norm guided the instructional choice of using edTPA rubrics as our assessment tools in U-ACT. Notably, our instructional choice of focusing on developing TCs' understanding around developing students' academic language was fueled by the TCs' need to demonstrate a good understanding of supporting students' academic language development.

Tensions and Contradictions

According to CHAT, contradictions arise when new ways of thinking or doing come in conflict with traditional or currently accepted ways of thinking and doing and may occur within each of the elements, between elements, or among activities, resulting in tensions within the system (Engeström, 1999). Tensions may exist within and among the different elements of the

system. These tensions and how they are resolved provide continuous transformations, and opportunities for the development of new practices (Meyers, n.d.).

Practical EL Strategies. While each teacher education program provided TCs with both theoretical tools and practical tools of teaching ELs, TCs still felt that they wanted more practical strategies around working with ELs. This led Amy to pursue her final inquiry project to examine two key GLAD strategies. Monica also wished that STR had provided her with more practical strategies to support her ELs:

I wish we would have had more direct training with GLAD or SIOP strategies. Much of the coursework was theoretical or general and broad. On the last day of our EL endorsement program this summer, a woman came in and went over a host of GLAD strategies, which were very concrete and informative as starting places of which to enact some of the critical English language development work in the classroom. More support on how to connect and work with bilingual IA's and English Language Specialists would have been useful as well (Monica, Survey, 2016).

Hakkarainen (1999) described the “common object problem” as two activity systems lacking a shared objective. A challenge faced by all TCs was appropriating the pedagogies and practices learned in their respective programs in their clinical settings.

Karen describes the challenge of wanting to use a particular type of curriculum that wasn't taught in her ELTEP program. Seeing it used in her cooperating teacher's room, she was curious to learn more about it, though it this particular curriculum wasn't taught in her coursework:

I think the one thing I wish I had gotten more of is how to use reading and writing workshop, I just wish, and of course, I don't know if they could really do this... I know

that schools have different curriculum that they use but I just really wish I had more training in that particular class because my mentor used it, but wasn't with a lot of fidelity. I just feel like that I'm supposed to do it but I haven't been trained, so that's kind of hard... I think if that had been modeled more, if I had some sort of training in that, it would have been really helpful (Karen, Interview, February 9, 2016)

The most apparent “common object” problem occurred in the relationship between TFA and U-ACT. Both Rosie and Liz perceived TFA and U-ACT as two separate programs that provided different supports as opposed to a partnership of programs providing induction year support to them. Rosie appreciated that the programs were offering differing resources:

I liked that they were doing different things. I like that we were getting more of the social stuff from TFA, and more of the academic stuff from U-ACT, because then it wasn't a repeat of anything.

Being pressed for time, Liz felt it difficult to meet the expectations of both programs:

Yeah, it's hard to be in two different ... It's like we're in two different programs, but it should just be one program with lots of people working together.

Sometimes Kevin would ask me things about U-ACT, and I could tell he had no clue what was going on. Things like he would say 'Can we meet on Wednesday night?', and we always had U-ACT on Wednesday night, and I was thinking 'Don't you know...?'

Liz's experience with disconnection with her teacher education programs extended into the activity system of her school:

Our newest school leader, it seems promising that she'll make a connection with TFA. I hope she does, but the very first school leader had no interest in all. I don't know why....

But they didn't have a connection really and same with U-ACT. We were just... that's where we went to school and they knew that.

In Liz's experience, she experienced these tensions across three different systems.

Time, Space, and Prominence. Working in both STR and ELTEP provided Kate an intimate knowledge of two different contexts of implementation. Many of the instructional activities she first developed in her ELTEP course, she implemented in the STR program as well. She felt overall that the residents in STR were better prepared to work with ELs than TCs in the ELTEP program:

Because the residents had more time, it was continued through the entire three quarters, with the work and different experiences. I think was both in terms of breadth of what we were able to cover, but more importantly, depth. The residents were able to go deeper than the ELTEP students were, not on the fault of the students' part, but just because the structure of the program and the structure of what we were able to accomplish in either one. Time, Space, Prominence... (Kate, Interview, May 6, 2014).

Conclusion

In summary Table 7, I provide an activity analysis of the three elementary teacher education pathways at the University of Washington.

Table 7. *Activity Analysis of UW Teacher Education Pathways*

Activity Dimension	ELTEP	U-ACT	STR
Subject: Participants engaged in the activity system	Teacher candidates from diverse backgrounds.	TFA Corps Members [reflective of TFA's recruitment priorities-diversity, leadership potential]	Teacher candidates from diverse backgrounds. Non-traditional candidates were encouraged to apply.

Object: the purpose of the work, as understood by students, faculty, staff, field supervisors	Social justice oriented teachers prepared to work in a <i>variety of contexts</i> .	Social Justice oriented teachers prepared to support students in their <i>current TFA placements</i> .	Social justice oriented teachers prepared to work in <i>Seattle Public Schools</i>
Tools: The conceptual and material tools used to carry out the work of the program-- curriculum frameworks, syllabi, observation protocols, assessments	Program-wide: Learning Cycle CLD Specific: EL/Multicultural Ed Fall Course and clinical placement.	Program-wide: Learning Cycle Core Practices CLD Specific: U-ACT DI for Diverse Learners, U-ACT coursework	Program-wide: Learning Cycle Core Practices CLD Specific: Summer/Fall EL coursework, fieldwork, EL Studio Days
Rules: the explicit and implicit regulations, norms and conventions that afford and constrain practices within the program	EL work limited to coursework.	Limited f2f time with TCs constrain work/provide challenges to around supporting diverse learners	EL work integrated into and across content areas
Community: values, beliefs and ideologies held by program participants	Time, Space, Prominence of EL work not adequately represented in program. EL and Multicultural Ed course combined to create a theory-heavy course.	EL prep/ DI prep insufficient for TC's placements. Team Leads work to collaborate and integrate EL work into IPCs in content areas.	Instructors meet regularly, co-teach, collaborate to integrate work in supporting diverse learners.
Division of labor: the differentiation of roles and responsibilities for doing the work of the program	Tenured-track faculty and recent PhD graduate instruct EL course.	Primarily graduate students working as both instructors and coaches within the program.	Recent PhD graduates working in multiple roles: instructor, coach and designer of program.

Analyzing each teacher education program through the lens of activity theory, allowed me to understand the complexity of the learning-to-teach process within each pathway. Examining each pathway through an activity lens made visible the various people (individuals and communities) and artifacts that mediated teacher candidates' contextualized learning processes and outcomes. It also helped to highlight the tensions and contradictions among the individuals and communities to negotiate practice across multiple activity settings. In particular,

an activity analysis highlighted the ways in which organizational policies and practices afforded and constrained opportunities for candidates to learn. I have outlined three of the most significant organizational tensions highlighted in the case studies that have been traditionally endemic to the field of teacher education below.

Disconnection between Theory and Practice. Candidates across the various programs experienced the disconnection between what they perceived they were learning in their coursework and what they were able to enact within their fieldwork placements. In the context of ELTEP, because the TCs participated in CLRT coursework during the winter quarter, and their student teaching placements were in the following spring quarter, they had limited opportunities to enact the linguistically responsive teaching practices in which they were learning. In addition, TCs commented that they had difficulty enacting practices because they didn't have concrete representations of the practices they were learning, "This is all good stuff that we're learning, but it's so hard when you don't see a model of it" (Amy, Interview, March 13, 2015).

In U-ACT, because the TCs were teachers of record while they were participating in the teacher education program, candidates had relatively few constraints in being able to enact the practices which they were learning about in their U-ACT coursework. TCs would be introduced to a core practice and given the opportunity to rehearse it within the methods course. Then TCs could immediately enact the core practice the very next day in which they were teaching. The intimate knowledge that the instructors within the U-ACT program had of the classroom contexts in which the TCs were teaching also allowed them to easily guide TCs in adapting the core practices to fit the contexts in which they were teaching. Because Rosie worked as an EL specialist during her first year of the TFA program, many of the Math instructional activities designed for the U-ACT candidates were difficult to implement without significant adaptations.

Rosie worked with Melanie, the U-ACT math instructor, to adapt the instructional activities to be more meaningfully enacted within her EL placement.

In STR, the inclusion of Studio Days as a part of the program's integrated approach to preparing teachers to work with CLD students, allowed TCs the opportunity to not only learn about the practices and discuss them but to immediately enact them, reflect on them, and re-conceptualize them based on what they observed in the classroom. Contextualizing the CLRT methods within a particular content area lesson (math) during Studio Days allowed for TCs to experience concrete examples of the abstract tools (mediational artifacts) they were negotiating throughout their coursework.

Disconnection between Content Area Methods and CLRT work. Analysis of the course syllabi and interviews with directors and instructors across and within the three pathways revealed varying levels of integration and communication between content area methods courses and CLRT coursework. In ELTEP, much of the methods courses operated relatively independent of each other. Few formal opportunities existed to collaborate across content areas. Whereas in the U-ACT program, because faculty meetings were held weekly, the program procedures allowed for various opportunities for faculty to collaborate, share ideas, and integrate CLRT content into the content methods coursework. In STR, weekly faculty meetings as well as formalized organizational structures such as the aforementioned Studio Days, allowed for program-facilitated opportunities for greater connections between CLRT and content area methods. The organizational structures of both U-ACT and STR brought faculty in various areas together whereas in ELTEP, that proved much more difficult because of the individualized nature of the work of the research faculty within the ELTEP program.

Differences in Division of Labor. The division of labor within each program negotiated

opportunities for content area methods faculty and CLRT faculty to collaborate and integrate their work. In the ELTEP program, the majority of faculty held tenure-line appointments with much of their roles and responsibilities at the University oriented towards research, while the faculty in both the U-ACT and STR were graduate students, recent PhD graduates, or non tenure-line faculty. Most of their professional responsibilities were centered on teaching with little focus on research. Their primary roles within the University were as instructors within their respective programs. ELTEP faculty were not only expected to teach within the program but to simultaneously maintain a vigorous line of research and inquiry. These organizational policies and procedures may have constrained TCs opportunities to learn.

Chapter 8: Implications

In the previous seven chapters, I presented my research on the learning experiences of teachers prepared in various different pathways. I aimed to examine how teachers learned and enacted practices related to supporting ELs in their various settings. The questions that guided my research were these:

- 1) What were the opportunities for teacher candidates to learn about culturally and *linguistically* responsive teaching within their program of teacher preparation?
- 2) To what extent did teacher candidates enact linguistically responsive teaching practices within their teaching contexts?
- 3) What organizational policies and practices are associated with the variations in teacher learning and implementation of linguistically responsive teaching practices?

By adopting a sociocultural perspective on learning, and the use of CHAT as an analytic frame, I examined the accounts of six focal participants' experiences within their pathways to teaching. Delving into each case and quintain through an activity system lens drew attention to the complexities of context within each unit of study. Using this lens made visible the organizational supports and constraints existing within each system that interacted with TCs' experiences with teaching and learning.

In this final section, I present several programmatic and pedagogical implications informed by the findings of this study.

Pedagogical and Programmatic Implications

Practice- Based Teacher Ed for ELs. Considering the current landscape of teacher education, being a student-researcher at the University of Washington afforded me the incredible

opportunity to study three contemporary approaches to teacher preparation. While each of these pathways had distinctive features and characteristics, they shared a mutual commitment to teacher preparation through a “practice-based” approach. Although the term “practice-based” is commonly used to describe contemporary efforts in teacher education, there seems to be little consensus as to what this actually means (Forzani, 2014). Ball and Cohen (1999) first envisioned a move towards a “centered in practice” approach towards a “statement about a terrain of action and analysis that is defined first by identifying the central activities of teaching practice and, second, by selecting or creating materials that usefully depict that work” (p. 13).

Forzani (2014) highlight the ways in which “practice-based” is often used to describe teacher education programs that offer extended apprenticeships or opportunities to practice in classrooms, or extended opportunities offered in partnership with local schools and districts (e.g., Berry et al., 2008; Matsko & Hammerness, 2014) (p.358). Zeichner (2012) highlights two contemporary strands of practice-based teacher education efforts. The first strand is an effort to identify as set of core practices embedded in particular subject areas like mathematics (e.g., Kazemi et al., 2009), science (e.g., Windschitl et al., 2011), and English language arts (Grossman et al., 2010), while the other focuses on identifying effective teaching practices and frameworks not tied to particular subject areas the Danielson (2007) and Marzano (2007) frameworks for effective teaching, and Lemov’s (2010) practices of “champion teachers” (p. 378). The first strand of efforts focused on “core practices” or “high-leverage” practices (Ball & Forzani, 2009; McDonald, Kazemi, & Kavanagh, 2013) have worked to identify a particular set of practices essential for novice teachers to develop in teaching within specific content areas (Forzani, 2014; Grossman et al., 2009; Lampert, Beasley, Ghouseini, Kazemi, & Franke, 2010; Windschitl, Thompson, Braaten, & Stroupe, 2012).

Interrelated scholarship focused on the development of pedagogies of practice include research connected to the practices of modeling (e.g., McDonald et al., 2013) and rehearsals and other “approximations” of practice (Grossman et al., 2009; Lampert et al., 2013), and with the use of video and other artifacts of teaching for representing and decomposing practice (Forzani, 2014; Ball, 2013; Ghouseini & Sleep, 2011).

All three pathways that I examined in this study were characterized by their practice-based approaches to teacher education. As the study revealed, each of these pathways’ practice-based approaches were enacted in varying ways. In the case of ELTEP, participants’ experiences in learning and enacting linguistically responsive teaching practices were limited due to programmatic constraints. Pedagogies of practice, including “rehearsals” and activities involving the decomposition of practice were often limited due issues of time, space, and prominence within the program. This was also the case of UACT. The work of preparing to TCs to work with ELs was largely pushed to the margins of the program as evidenced by structural design of both UACT and ELTEP’s CLD coursework. In STR, greater opportunities existed to prepare TCs in linguistically responsive teaching due to the integration of this work throughout methods courses as well as the distribution of courses through the academic year.

In consideration of the various contexts of each pathway’s approach to prepare linguistically responsive teachers, I offer the following considerations in order to better align- the EL Teacher preparation work in the context of the teacher preparation program⁶.

Shifting the focus from Conceptual to Practical. Grossman, Smagorinsky, & Valencia (1999) offer an important distinction between two types of “tools”, conceptual and practical, that are commonly used in teacher education. Practical tools are “classroom practices, strategies, and

⁶ These considerations are to be intended for implementation within the existing structures of each pathway as opposed the context of the EL endorsement program.

resources that do not serve as broad conceptions to guide an array of decisions but, instead, have more local and immediate utility. These include instructional practices, such as journal writing and daily oral language exercises, and resources, such as textbooks or curriculum materials that provide such instructional practices.” Conceptual tools are “principles, frameworks, and ideas about teaching, learning, and English/language arts acquisition that teachers use as heuristics to guide decisions about teaching and learning.” These can include broadly applicable theories and theoretical principles and concepts, such as instructional scaffolding, that can serve as frameworks for instructional practice the different strands of the curriculum (p.14). This study revealed that teacher candidates received a variety of both practical and conceptual tools regarding the teaching of ELs. Due to complexities in their clinical contexts, several of these candidates were unable to appropriate these tools in their student teaching settings as well as into their first years of teaching. Some candidates felt constrained by the curriculum. Others were unable to visualize what linguistically responsive teaching might look like in their own teaching contexts. Several candidates stated that they would have liked to have learned about more specific teaching strategies for ELs. Having a brief exposure to several strategies from the Guided Language Acquisition Design (GLAD) instructional model, several candidates mentioned wanting more “GLAD-like” strategies in their coursework. GLAD is a K-12 instructional model consisting of 35 well-articulated strategies. It is specifically designed for teachers who have a significant number of ELLs in their mainstream classrooms (OCDE Project GLAD, 2016). In a recent Education Northwest sponsored study, Deussen (2014) found that after one year of implementation, ELs in Project GLAD classrooms performed better in vocabulary, reading comprehension and two aspects of their essay writing (ideas and organization), compared to ELLs in control classrooms. Non-ELs in the Project GLAD and

control classrooms generally performed similarly, suggesting that Project GLAD benefits ELs while not holding back their non-EL peers. In the Project GLAD training model, teachers attend a two-day workshop on research and theory where they are introduced to the theoretical and research base of the model, and discuss current pedagogy and strategies that promote academic discourse and literacy success (OCDE Project Glad, 2016). After the two-day workshop, teachers participate in a four to five-day demonstration. The demonstration allows for participants to observe and utilize GLAD strategies. During the afternoons of the demonstration, teachers start the processes of planning and preparing materials to use in their own classrooms.

While I am not suggesting that the each or any of the pathways move to adopting GLAD in its entirety, I believe GLAD's articulation of specific, identifiable practices are helpful not only to practicing teachers, but teacher candidates looking for visual representations of effective EL teaching practices. The GLAD model is not absent of conceptual tools, rather, it foregrounds the practical above the conceptual. I believe it would be worthwhile to consider what a move towards a more practice-foregrounded approach to teaching ELs might look like in the context of each of these three pathways.

Establishing “Core Practices” for Linguistically Responsive Teaching. While the field has yet to come to consensus on the definition of a “core practice”, Grossman, Hammerness & McDonald (2009) have put forth a descriptive list of the characteristics of core practices:

- Practices that occur with high frequency in teaching;
- Practices that novices can enact in classrooms across different curricula or instructional approaches;
- Practices that novices can actually begin to master;

- Practices that allow novices to learn more about students and about teaching;
- Practices that preserve the integrity and complexity of teaching; and
- Practices that are research-based and have the potential to improve student achievement.

Dubetz and Coffey (2015) put forth a third strand of core practices towards Zeichner's (2012) description of 1) content-specific and 2) non-content-specific core practices. This third strand of core practices focuses on effective instructional practices for particular populations of learners (Dubetz and Coffee, 2015). By doing so, they argue that "generic" core practices can often "miss important practices that are essential to the success of English learners in various contexts (p.3). To date, there is very little work on core practices for teaching ELs (e.g. Dubetz and Coffee, 2015; Peercy, 2014; Understanding Language, 2013). It is an emerging area of scholarship that I believe has promising implications for the teacher education settings at the University of Washington. Because content-specific core practices are already being widely implemented across the various three programs, inquiry and implementation of a set of core practices for ELs would allow for a better alignment across content areas within programs as well as potentially contribute to a shared vision and approach of preparing teachers for linguistic diversity among the teacher education community at the University of Washington. In addition, this work could contribute to the limited body of literature of practice-based pedagogy to teaching ELs and to the larger field of *linguistically* responsive teacher education.

To identify a set of core practices for linguistically responsive teaching would require the consideration of several issues faced by other current researchers in the field: 1) how to conceptualize aspects of practice that support learning of high-quality instruction; 2) how to identify core practices that avoid a reductionist, simplistic selection of specific moves

(McDonald et al., 2013); and 3) how the identification and teaching of core practices for ELs, how these core practices interact with new standards for teaching both content and ELs(e.g., Common Core State Standards, Next Generation Science Standards, World Class Instructional Design and Assessment Standards for ELs (WIDA), English Language Proficiency Assessment Standards(ELPA)).

One approach to this work can be seen in Nancy Dubetz’ work on identifying a set of core practices for ELs (Dubetz, 2016; Dubetz and Coffey, 2015). The five core practices that she and her colleagues have identified are:

1. Helping English learners develop proficiency in academic language,
2. Using learner resources to support new learning,
3. Providing comprehensible input,
4. Promoting oral language development to enhance academic learning, and
5. Using culturally and linguistically responsive formal and informal assessments.

In two recent studies (Dubetz, 2016; Dubetz and Coffey, 2015), the author reported the positive relationship between the implementation of the core practices for ELs and the enactment of practices within the first years of teaching. Participants completing the program were found to be more effective at moving their ELs to higher levels of proficiency than a comparable group of first year teachers in the same school district.

In another recent study, Peercy et al. (2016) investigated the ways in which core practices of ELs were taught in two teacher education methods courses, and how they were enacted in teachers’ clinical placements. Findings indicated some teachers had difficulty identifying the core practices and relatedly, had difficulty enacting them in their first year of teaching, while

other participants who were able to identify the core practices noted that they were foundational to approaching instruction of ELs in meaningful ways.

These two efforts demonstrated an approach to identifying and teaching core practices for ELs that were not content-specific. An alternate strand of core practice work for ELs currently underway is an approach to identifying *content-specific core practices for ELs*. Thompson et al. (2016) describe their recent efforts to develop and implement “hybrid EL-science practices” that support discipline learning for ELs. The authors describe three hybrid practices that developed out of their study of a two year professional development project in which both Science and EL instructional coaches teachers in six secondary schools to co-plan, co-teach and co-debrief lessons with teachers:

1) Developing a Practice of Noticing EL Students as Science Learners

This included the following components:

- Knowing who the EL students are in a science class
- Attending to EL student participation in a science class
- Supporting insights about EL student participation and learning in science with evidence (often observational)
- Treating EL students as individuals with unique histories, strengths, and needs

2) Supporting how/why explanation talk for all students

3) Addressing science specific language functions within modeling (p. 11-17)

Thompson et al. (2016) found that the greatest influence to the development of “hybrid EL practices” was the instructional coaches’ upfront work of planning for instructional inquiry with learning outcomes for students and teachers (p.1). Von Esch (2016) reported on her work to integrate EL and math instruction in a pre-service teacher education program. The author argued

for more closely integrated EL and content area instruction through developing: (1) content-specific core practices for beginning EL educators, especially academic language development; (2) EL instructional routines through which to engage in more cognitively and linguistically demanding work; (3) core practices that attend to students' cultural and linguistic strengths and their social, political and cultural contexts (p. 8).

Carefully considering the intersection of content-specific practices and EL practices can advance our understanding of a practice-oriented approach to teaching rigorous academic content to ELs.

Context-Specific Teacher Education. Stillman and Anderson (2013), in using the term “re-mediation” provide a helpful term in describing the reorganization of teacher candidate learning to take into consider complex and dynamic conceptual factors that mediate learning. The authors state “Such re-mediation—what we might also think of as the reorganization of PST [pre-service teachers] learning—necessarily involves rethinking where and when we place student teachers, as well as how we support them within and across settings” (p.4).

Matsko and Hammerness (2013) identify several layers of contexts to consider in an approach to context-specific teacher education: federal/state policy context, public school context, local geographical context, local socio-cultural context, district, and classroom and student. Each of these pathways, to varying extents, considered each of these contexts in their overall program-wide approach to preparing teachers candidates. In fact, the overall design of the Seattle Teacher Residency program has be been guided by the major tenets of a context-specific teacher education program (Berry et al., 2008; STR Handbook, 2014; Zeichner and Bier, 2015). In ELTEP, the Community, Family, Politics strand (CFP) demonstrates a program-wide commitment to develop “community teachers” who are knowledgeable of the communities in

which they teach and work to connect their classroom to community knowledge, community leaders, and community organizations (ELTEP Handbook, 2014; Murrell, 2001; Zeichner and Bier, 2015). In UACT, the majority of their community-connecting efforts are facilitated through their partner TFA. The focus of UACT's context-specific approach centers on developing a deep understanding of the classroom contexts in which they are teachers of record.

In terms of preparing teacher candidates for ELs, I believe there is great potential in re-mediating some the experiences around working with ELs to provide a more context-specific approach to linguistically responsive teacher preparation. The considerable disconnect between what teacher candidates learn in their courses and their opportunities to enact these practices in their clinical placements and schools is well documented (Zeichner and Bier, 2015; Zeichner, 2010). I imagine a re-mediated experience oriented towards linguistically responsiveness might consider the following characteristics:

1. ***Teacher candidates would be placed in classrooms that have a significant number of ELs.*** This may seem obvious, but as evidenced by some of the challenges I faced in finding participants for this study, many TCs were placed in classrooms with less than 3 ELs, and some placed in classrooms with no ELs at all.
2. ***Careful consideration of the role of cooperating and mentor teachers.*** While STR provides a rigorous selection process for their mentor teachers, it is unclear as to how selective the processes in finding cooperating teachers for TCs in the ELTEP program were. In all four cases of STR and ELTEP that I investigated, the role that both cooperating teachers and mentor teachers played in their understanding and enacting of teaching practices was significant. Given this, I imagine that if TCs had been placed in classrooms in which their cooperating teacher or mentor teacher implemented

linguistically responsive teaching practices regularly, this could have a profound impact on their understanding of teaching ELs as well as affect the ways in they enact linguistically responsive teaching practices.

3. ***Partnerships in placement.*** As mentioned earlier in this study, the two cases I investigated in U-ACT revealed how problematic their initial TFA placements were. While the practice of TFA's placement of their corps members in high-need, high-poverty schools has been well-criticized for many reasons over many years, this study reveals the ways in which these problematic placements impacted the experiences of ELs. If U-ACT is going to continue it's partnership with TFA, I think it is critical to examine the continued practice of placing TFA corps members as EL specialists in their initial teaching placements. Placing these teachers in these positions demonstrates a significant lack of attention to the complexities of context of teaching ELs.

Time, Space, and Prominence of EL work. Considering the increasing number of ELs in mainstream classrooms coupled with the gap in academic achievement of many of these ELs, I believe it is imperative that all teachers working in mainstream classrooms be adequately prepared in linguistically responsive teaching practices. Each of the pathways provided a formal recommendation to their TCs to pursue the EL endorsement program if TCs wanted to pursue further experience with working with ELs. It was clearly articulated in program handbooks and within each Culturally and Linguistically Responsive Teaching course syllabus. Two of my participants elected to do so, and in my opinion, were better prepared for teaching diverse learners as a result. Yet, the reality was, all of my participants continued to work in classrooms with significant numbers of CLD learners. Given the fact that not all TCs will elect to add on an additional endorsement to their initial credential, the question of how to integrate the work of

preparing linguistically responsive teachers within the existing programmatic structures of each program should be explored. This begs the question of how teacher education programs can address the marginalization of EL related work and move towards thoughtfully addressing the issues of time, space and prominence preparing linguistically responsive teachers plays within the program.

Limitations of Study

There are several limitations to this study. First and foremost, the most apparent limitation of this study was scope of the project. Limited time and resources constrained opportunities for more participant observations and interviews. A larger sampling of participants may have been able to contribute to a more robust portrait of each teacher education program. Additionally, my positionality as a research provided a particular lens to this work. I served as a Team Lead in the U-ACT program during the duration of this study. Lastly, this study captured participants' perspectives on their learning processes during a relatively brief period of time. As participants continue to learn and develop, further inquiry into how they evolve over time would be an interesting inquiry to pursue.

Conclusion

The field of teacher education as a whole faces the critical challenge of preparing teachers for diverse learners while navigating the constraints of particular program designs. Although this is not a unique issue to early-entry/alternative certification programs, the challenge of negotiating the amount of important pedagogical content with practical clinical experiences are intensified as candidates are “learning to teach” as teachers of record. As universities continue to partner with alternative pathways to teacher preparation such as TFA and STR, it is necessary to think further about the development and implementation of practice-based tools

(Windschitl, Thompson and Braaten, 2011; Zeichner, Payne, & Brayko, 2012). In particular, there is an increasing need for these tools to meet the needs of the ever-increasing culturally and linguistically diverse student population within the United States. As the literature suggests, more research and inquiry needs to be done into looking at how best to prepare teachers of linguistically diverse students. This research study will contribute to the scholarship on teacher preparation for ELs. As mentioned earlier, there is little research on the impact and effectiveness of the teacher residency model of teacher preparation. This qualitative study will also add to the growing literature base on urban teacher residency programs. Lastly, the University of Washington College of Education currently sits in a very unique position in offering three very different pathways to teacher preparation. The University's decision to provide induction year support for Teach for America was and remains to be highly politicized. The full implications of this decision remain to be seen. While the university's affiliation with the Seattle Teacher Residency Program has garnered far less controversy, this particular pathway has arisen in recent years as a promising alternative model of practice-based teacher preparation. An insider's perspective into these three teacher education pathways housed under one umbrella institution of higher-education can offer valuable insight into other institutions of the like considering the development or partnership of alternative pathways.

The landscape of teacher education is changing. While reform in teacher education and the existence of alternative pathways is not necessarily a new movement (Fraser, 2007), the increasing prominence of various alternative pathways is re-defining for us as a society what a "highly-qualified" teacher is (Zeichner, 2013). Further attention needs to be given to the implications of these programs as their increasing importance within the teacher education landscape have the potential to have severe impacts on the current teaching force. With Teach for

America and Urban Teacher Residencies working solely in urban, impoverished neighborhoods, with often the most vulnerable student population, the implications of their work are ever more pronounced. While this is mainly a study focused on teachers and teacher education, it can have far-reaching implications, effectively to and hopefully to students within the classroom in which these teachers are being prepared to teach. Linguistically diverse students, English learners, and immigrants are often the most vulnerable in our current educational system that politicizes the use of English, a language that is secondary to them. Preparing teachers to engage with this diverse student population is essential in responding to the pressing educational needs of our time.

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