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Learning to Teach Emergent Bilinguals:
Mainstream Preservice Secondary Teachers in Student Teaching

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Abstract

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This qualitative collective case study investigates how mainstream preservice secondary teachers in a university-based program learn to teach emergent bilinguals in their student teaching. Despite the facts that emergent bilinguals are the fastest growing but lowest performing student population in the U.S. and secondary emergent bilinguals are disproportionately represented in national rates of dropout and academic failure based on national testing results and statistical data, a large percentage of mainstream classroom teachers are underprepared to work with them. My dissertation captures what culturally and linguistically sustaining pedagogical tools mainstream preservice secondary teachers appropriate during student teaching; explores how they perceive the impact of their teacher preparation program and their student teaching experience on their learning to teach emergent bilinguals; and investigates what factors shape and influence their enacted practices in relation to emergent bilinguals during their student teaching. Drawing on literature from schooling of emergent

bilinguals at the secondary level, culturally sustaining teaching, linguistically responsive teaching, and teacher learning, the study takes a sociocultural approach and proposes a Culturally and Linguistically Sustaining Teacher Learning Framework. Through interviews and participant observations of preservice teachers' student teaching, this empirical study is situated in the broader contexts of teacher education program and the placement school. The findings present factors that provide affordances to preservice teachers' learning: 1) the explicit English Language Learner coursework and workshop series; 2) the ELL expertise of mentor teachers, university supervisors, and university faculties; 3) characteristics of opening-mindedness, learner stance, and readiness to collaborate in mentor teachers and preservice teachers, and 4) practicum components where preservice teachers work with emergent bilinguals while receiving ELL focused coaching. Factors that constrain preservice teachers' learning include fragmentation of ELL curriculum in teacher education program, the isolation of ELL specialists from mainstream teachers in placement school, and the weak bridge between teacher preparation program and the placement school, and between theory and practice. This study calls for explicit and coherent culturally and linguistically sustaining curriculum and pedagogy in teacher preparation program, more collaboration between ELL and mainstream teachers both at university preparation programs and placement schools, and a closer bridge between teacher education program and the placement school.

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DEDICATION

For my parents in China, Guixiang and Youquan.

谢谢你们给予我的一切!

For giving me life and letting me explore the world.

For my husband and my best friend, Mike.

For emergeng bilinguals.

For a better tomorrow!

Chapter 1. Introduction

Emergent bilinguals, also widely known as English learners (ELs) or English Language Learners (ELLs), are among the fastest growing populations, making up nearly 10% of the student population in the United States (U.S. Department of Education, 2016). Following García, (2009), this paper primarily uses the term “emergent bilinguals”¹, while simultaneously using the term ELs to provide connections with existing scholarship, since most recent literature uses ELLs or ELs. Between 1990 and 2010, the population of emergent bilinguals increased rapidly by 80% (Pandya, Batalova, & McHugh, 2011). In 2010, 20% of the nation’s population aged five and older spoke a language other than English at home (Crouch, 2010). Emergent bilinguals are not primarily arriving from other countries when they enroll in public schools; instead, a majority of them are U.S.-born citizens, with some being second or third-generation immigrants (Capps, Fix, Murray, Ost, Passel, & Herwanto, 2005). This indicates “that many children of natives [US-born citizens] who were LEP [limited English proficient] when they began school remain LEP through secondary school” (pp. 17–18). Reclassified ELs – those who are considered fluent English proficient continue to need support in acquiring the English language and literacy to succeed in their U.S. schooling. They and the many ELs who are placed in the mainstream now form “the new mainstream” (Enright, 2011).

Background and Research Rationale

Emergent bilinguals are the fastest growing student population in the U.S.; however, they are also the lowest performing students vulnerable to academic failure (Waxman, Rivera, & Powers, 2012) and the “least educated portion of the school-age population,” based on national testing results and statistical data (The Working Group on ELL Policy, 2009, p.4). Close to half of emergent bilinguals

¹ García (2009) takes on an asset lens and uses “emergent bilinguals” instead of the negative Limited English Proficient (LEP) or mere ELLs or ELs, to recognize their linguistic, cognitive, social, and educational resources.

are in secondary schools (National Center for Education Statistics, 2017). Menken (2013) considers emergent bilinguals at the secondary level “overlooked and underserved” both in research and practice; she notes, “Secondary emergent bilinguals are disproportionately represented in national rates of dropout, grade retention and course failure” (p. 440). A large percentage of mainstream classroom teachers feel they are underprepared to work with culturally and linguistically diverse emergent bilinguals (Lucas, Villegas, & Martin, 2015; Athanases & Oliveira, 2011). Though there is evidence the number of unprepared teachers dropped, the quality and impact of both preservice preparation and in-service professional development is still lacking (Hamann & Reeves, 2013). Congress introduced a new bill H.R.4838 titled Reaching English Learners Act (2018) to fund teacher preparation programs through grants so that more teachers can be trained to instruct emergent bilinguals.

Cochran-Smith and Villegas (2017) indicate that much of the scholarship on teacher preparation for diversity and equity was rarely situated within the larger context of the program and gave an “incomplete and fragmented picture” of how preservice teachers learn to teach diverse learners (p. 503). Anderson and Stillman (2013) also call for greater attention to preservice teachers’ personal histories and the context of student teaching site. Regarding preparing culturally and linguistically responsive teachers for emergent bilinguals, Lucas and Grinberg (2008) point out this body of work is “sadly inadequate. Research is needed in every area” (p. 628). Despite some existing scholarship on the knowledge base and competencies of teaching emergent bilinguals, and some research evidence that shows preservice teachers reflecting more complexly about diversity (Cochran-Smith & Villegas, 2017; Faltis & Valdés, 2016), less is known about their enacted practices in the classroom. Faltis and Valdés (2016) expose the urgent need, “To date, the research remains silent on the preparation of teachers for teaching in linguistically diverse classrooms” (p. 557). Zeichner (2005) notes reports of rigorous empirical research on the preparation of classroom

teachers to teach ELs are sparse and calls for research to examine the implications and impacts of the various efforts to prepare classroom teachers to teach ELs. He also states, “Rarely is there direct observation of candidate’s teaching and any follow-up to examine how specific approaches impact teaching candidates beyond the course or field experience” (Zeichner, 2011, p. 330). In the analysis of teacher preparedness for emergent bilinguals, Webster and Valeo (2011) recommend, “Studies must move beyond affirming changes in students' awareness, attitudes, or interests to probing whether these changes relate to future actions and behaviors” (p. 136). Although clinical and field experiences play an essential role in preservice teachers’ development and practice of the skills and dispositions needed to work effectively with emergent bilinguals (Darling-Hammond, 2012; Valdés, Bunch, Snow, & Lee, 2005; Zeichner & Conklin, 2005), empirical research that focuses on fieldwork with emergent bilinguals is almost nonexistent, as are studies that focus on mainstream preservice teachers’ clinical or field experiences. To promote equity and social justice for emergent bilinguals, this dissertation investigates how mainstream preservice secondary teachers in a university-based program learn to teach emergent bilinguals in their student teaching. This study addresses the following gaps: the lack of scholarship at the program level to prepare mainstream preservice secondary teachers to work with emergent bilinguals, the need to situate studies in larger contexts, and the sparsity of empirical studies on how student teachers learn to teach emergent bilinguals in practicum. It is based on the essential role clinical experiences play in bridging theory and practice and providing the space for teachers to work towards the balance between developing conceptual and practical tools (Darling-Hammond, 2012; Valdés et al., 2005; Zeichner & Conklin, 2005).

This study takes a sociocultural (Wertsch, 1998; Rogoff & Lave, 1984) approach to investigate the mediating role of individual characteristics, teacher education program, and student teaching site in mainstream preservice secondary teachers’ learning to teach emergent bilinguals.

Their personal lived stories and the narratives they bring to the teacher education program, their exposure to theoretical and practical readings from university course work, practical strategies from their student teaching, co-planning and conversations with their mentor teacher, and university supervisor observations and subsequent debriefings all become essential mediators in their learning to teach emergent bilinguals.

This study is unique in three ways. First, it investigates the student teaching experience situated within the program context; second, it captures culturally and linguistically sustaining pedagogical tools and practices mainstream preservice secondary teachers appropriate during student teaching; third, it investigates how preservice secondary teachers perceive the impact of their teacher preparation program and their student teaching experience on their learning to teach emergent bilinguals and explored affordances and constraints. The findings of the study have implications for understanding how to better prepare mainstream preservice secondary teachers to work with emergent bilinguals.

Research Questions

- 1) What pedagogical tools do preservice secondary teachers appropriate and what repertoires of practices do they construct in relation to emergent bilinguals during student teaching?
- 2) How do preservice secondary teachers perceive the impact of their teacher preparation program and their student teaching experience on their learning to teach emergent bilinguals?
- 3) What factors influence and shape mainstream preservice secondary teachers' enacted practices in relation to emergent bilinguals during their student teaching?

Organization of the Dissertation

Chapter 1 of the dissertation has thus far introduced the background and rationale for this study, followed by research questions. Chapter 2 first reviews literature relevant to this study, including schooling of secondary emergent bilinguals, culturally sustaining teaching, linguistically responsive teaching, and teacher learning. I then propose a Culturally and Linguistically Sustaining Teacher Learning conceptual framework that centers culturally and linguistically sustaining teaching. Chapter 3 outlines my research methodology and describes how I approached data collection and analysis. In Chapter 4, I address each research question case by case. My cross-case analysis and findings are elaborated in Chapter 5. Lastly, I provide my conclusions and implications of this dissertation study in Chapter 6.

Chapter 2. Literature Review and Conceptual Framework

This dissertation explores how mainstream preservice secondary teachers learn to teach emergent bilinguals during student teaching. I review bodies of literature in the schooling of emergent bilinguals at the secondary level, culturally sustaining teaching, linguistically responsive teaching, and teacher learning, and describe the conceptual framework of the study. In the literature review, the first component is on the schooling of secondary emergent bilinguals delineates who emergent bilinguals are at the secondary level, how they perform academically, what policies impact their academic achievement, and what challenges they and their teachers face. The culturally sustaining teaching component and the linguistically responsive teaching component are reviewed separately to highlight the differences before being combined into the culturally and linguistically sustaining teaching framework to recognize their interconnectedness. The last component focuses on preservice teachers' learning to work with emergent bilinguals at the pre-service level and in the field. The chapter ends with elaboration of a Culturally and Linguistically Sustaining Teacher Learning framework.

Schooling of Secondary Emergent Bilinguals: Opportunity Gaps, Policies, and Challenges

Emergent bilinguals at the secondary school level are heterogenous, arriving with disparate levels of academic language and literacy skills in both their first language and English, content knowledge, and prior schooling experiences. There are three main groups of secondary emergent bilinguals: (a) newly arrived with adequate schooling, (b) newly arrived with limited/interrupted formal schooling (also known as students with interrupted formal education or SIFE), and (c) long-term English language learners (LTELs) (Menken, 2013; Flores, Kleyn, & Menken, 2015). While these categories have been commonly used, Brooks (2015) calls for cautious use of the policy labels ELs/LTELs when understanding and interpreting emergent bilinguals' linguistic experiences.

Emergent bilinguals who are new arrivals with home language literacy, though perform poorly in the beginning, tend to acquire academic language relatively quickly (Callahan, 2006), as most educational programs cater to this first group (Menken, Klyen, & Chae, 2012). The SIFE group have no or little home language literacy skills and perform at least two grades below their peers (DeCapua, Smathers, & Tang, 2007). A subset of SIFE students are refugees, and have other factors that can impede their learning (e.g., acculturation stress, psychosocial challenges resulting from trauma, and family separation) (Kanu, 2008).

Long-term English language learners (LTELs) are English learners who have attended public schools in the U.S. for seven or more years but have not obtained a fluent level of English proficiency as determined by the state and federal education system (Menken & Klyen, 2010). They usually function well socially in their home language and English but exhibit academic gaps in their academic background knowledge; they are more likely to be placed in reading remedial classrooms and/or identified to receive special education services that limit their opportunities to learn and rarely address their linguistic and academic needs (Callahan, 2005, 2006; Sullivan, 2011). Many

have experienced academic challenges and received limited or no support in mainstream classrooms (Kim, 2017). Slama (2012) found 60% of high school ELs were U.S. born in one state yet failed to develop a minimum level of academic language to perform mainstream academic work in English, even though they had spent nine or more years in public schools. Olsen (2010), through surveying 40 districts throughout California in 2009 and 2010, notes 59% of ELs in secondary schools are LTELs, and in one out of three districts, more than 75% are LTELs. How they are reclassified – the transition from EL to fluent English proficient (FEP)- varies across states, districts, or within districts; a consistent determinant is whether an emergent bilingual achieves a pre-specified level on an assessment or sets of assessments (Cimpian, Thompson, & Makowski, 2017).

The schooling of emergent bilinguals is often characterized by a pedagogy of poverty: isolated skills and strategies with low-rigor curriculum, passive instruction, and no access to challenging and interesting content (Pease-Alvarez, Samway, & Cifka-Herrera, 2010; Waxman, Huang, & Padron, 1995). English language learning development is emphasized over the development of content knowledge or academic skills (Evans & Hornberger, 2004). Even though research confirms the value of using the native language as a resource in ELs' academic learning, emergent bilinguals are often denied access to it and languages other than English are discriminated against to maintain the privilege of English (Crawford, 2008; August & Shanahan, 2006).

Gándara, Maxwell-Jolly, and Rumberger (2008) document seven dimensions of inadequate schooling for emergent bilinguals: (a) inadequate access to appropriately trained teachers, (b) inadequate professional development opportunities to help teachers address their instructional needs, (c) inequitable access to appropriate assessment, (d) inadequate instructional time to accomplish learning goals, (e) inequitable access to instructional materials and curriculum, (f) inequitable access to adequate facilities, and (g) intense segregation into schools and classrooms that place them at risk. In their book *Educating Emergent Bilinguals* (2010), García and Kleifgen

show “a growing dissonance between research on the education of emergent bilinguals, policy enacted to educate them, and the practices in schools” (p. 4); they expose four important aspects of educational inequities: language considerations, curriculum and pedagogy issues, participation of parents and communities, and assessment, and they describe alternative practices that “alleviate these injustices” (p. 5).

When it comes to college access, Kanno and Cromley (2015) show only 19% of ELs advance to four-year colleges, compared to 45% of native English speakers. They are underrepresented in high-track courses (Kanno & Kangas, 2014), as high-stakes assessments that are found inappropriate for ELs continue to be used to measure their academic achievement (Solorzano, 2008), and their perceived “underachievement” leads to their retainment and puts them at higher risk of dropout (Salazar, 2004). One of the major hurdles for ELs is acquiring minimum college qualifications, such as taking Algebra II, during high school. In Kanno and Kangas’s study, EL participants always transitioned from sheltered courses to remedial-level courses; regardless of their performance level, they are denied attending college preparatory courses. Callahan, Wilkinson, and Muller (2010) also find placing ELs in pull-out EL courses reduces their access to college preparatory resources. In their study on ELs’ challenges to accessing four-year college education, Kanno and Varghese (2010) described their participants’ acute awareness of their nonnative-speaker identity, which often led to self-censorship that hindered them from applying for universities. Their study also found there are structural constraints that are directly related to their ESL classification status and the number of years of English class requirement, both of which are linked to policies on emergent bilinguals.

The discursive deficit framing of emergent bilinguals through statistical data and as “aggregates of test scores” clearly has detrimental effects (Koyama & Menken, 2013, p. 87). There

are clearly multidimensional causes of academic failure, ranging from institutional practices such as academic tracking (Callahan, 2005), to students' first-language literacy level and low socioeconomic status. One critical cause, however, is teachers who are not prepared to work with these English language learners (Janzen, 2008). The prevailing teachers' discourse surrounding emergent bilinguals reveals deficit-based thinking towards cultural and linguistic diversity (Sharma & Lazar, 2014). Olsen delineates in her executive summary, *Reparable Harm* (2010), barriers districts face in addressing the needs of LTELs; these include “shortage of teachers prepared with the knowledge and skills to effectively teach Long Term English Learners,” “inadequate assessments and systems to know how English Learners are doing or to identify English Learners who are not adequately progressing,” and “widespread lack of understanding related to English Language Development and misunderstandings about what constitutes ‘English proficiency’” (p. 3). Newer teachers with the least amount of experience are more likely to be assigned to teach ELs (Dabach, 2011; Working Group on ELL Policy, 2009). There is also chronic overrepresentation of ELs in special education classes (The Working Group on ELL Policy, 2009; Gándara, Maxwell-Jolly, and Callahan, 2003). Scholars have been calling for ELL specialists and subject content teachers to collaborate to ensure the success of ELs (Hamann & Reeves, 2013; Davison, 2006; Ovando & Combs, 2011); however, there is no doubt that mainstream classroom teachers need to be better prepared to teach emergent bilinguals.

How emergent bilinguals are supported (or not) in their public schooling is also heavily impacted by policies. The era of standards has resulted in policies that put emergent bilinguals at risk. Recent years have seen a dramatic reduction in bilingual education programs in states like California, Arizona, and Massachusetts (Menken, 2013). Even though there is a strong research base that supports home language instruction (Goldenberg, 2012), it has been highly politicized and tied to national immigration. In 2002, the U.S. Department of Education Office of Bilingual

Education and Minority Languages Affairs (OBEMLA) was renamed the Office of English Language Acquisition (OELA); the No Child Left Behind Act of 2002 terminated the Bilingual Education Act (BEA) (Villegas & Lucas, 2011). Until recently, the education of emergent bilinguals was considered the job of ELL specialists (Hamann & Reeves, 2013). Valdés (2004) notes the “expectation by mainstream English-teaching professionals that ESL practitioners can and will deliver second language learners who are ‘well prepared’” (p. 117). However, policies, such as No Child Left Behind, have resulted in a decrease of resources available to ELs, such as bilingual programs, and ELs are increasingly mainstreamed at a faster pace (Lucas, Villegas, & Martin, 2015; Harper, de Jong, & Platt, 2008). Approaches to teaching ELs are narrowed, with more focus on standardized test scores (Lucas & Villegas, 2013). There is much more emphasis on accountability. The link between high-stake testing and high dropout rates of ELs has been well-documented (Valenzuela, 2005) and Fine and her colleagues (2007) refer to high stake exams as border controls that determine who will receive a passport to higher education. Solano-Flores (2008) observes that most current high-stake assessments fail to produce dependable measures of emergent bilinguals. Rodriguez-Mojica (2018) demonstrates emergent bilinguals, when in naturally occurring classroom interactions, not in formal testing situations, were able to accomplish academic tasks aligned to state expectations. Assessments with a complex linguistic structure and cultural bias can negatively affect emergent bilinguals’ performance (Abedi, 2010). McNeil and colleagues (2008) found the most vulnerable youth, including English language learners, are at risk of being pushed out of their schools, because schools wanted to show “measurable improvement” in ratings. Qualitative studies conducted by Koyama and Menken (2013) reveal linguistic diversity is consistently treated as liability and emergent bilinguals are framed as statistical data. In Cervantes-Soon and Valenzuela’s review (2011) of the development of policies related to the schooling of bilingual learners, they find a subtractive policy context prevails, the same as what Valenzuela described in 1999- a systematic

neglect and invisibility. To show the systematic negligence, Valdés (2001) uses the expression “ESL lifers” stuck in an “ESL ghetto”.

Cochran-Smith (2004) states we are dangerously “closer to a technical view of teaching, a training model of teacher education, the isomorphic equating of learning with testing” (p. 3). As standardized testing has eclipsed pedagogical decision making, teachers increasingly focus on basic literacy routines, skills, and test preparation to the detriment of larger literacy activity and language production (Enright, Torres-Torretti, & Carreón, 2012). Such work can lead to intellectually impoverished curricula, instead of casting work with ELs and others as high challenge, high support so that emergent bilinguals can have equitable access to full participation in the mainstream curriculum (Hammond, 2006).

Authors (CCSSO, 2012) of the Framework for English Language Proficiency Development Standards (ELPDS) describe the "double challenge" faced by ELs in light of the new Common Core State Standards (CCSS): "They must simultaneously learn how to acquire enough of a second language to participate and learn in academic settings while gaining an understanding of knowledge and skills in multiple disciplines through that second language". The CCSS and the Next Generation Science Standards (NGSS) are especially challenging for ELs, as tasks across disciplines require students to “engage in greater written and oral discourse, as well as argumentation from evidence” (Santos, Darling-Hammond, & Cheuk, 2012, p. 2).

In Haynes’ policy brief (2012), she addresses the importance of connecting English language proficiency and content standards and describes implications of implementing college and career-ready standards on ELs. She calls for policy leaders, administrators, curriculum developers, teacher educators, assessment specialists, and practitioners to examine programs and approach language and literacy instruction collectively and collaboratively. Recent policy brief by Hakuta

and Pecheone (2016) also calls for the need to integrate language and content for holistic learning, addressing the loopholes in federal law that allow “sequential provision of content (i.e., providing language instruction before content instruction) without delineating when, for whom, and for how long sequential provision of content is appropriate or acceptable” (p. 3).

Clearly the era of standards and policies putting emergent bilinguals at risk have resulted in extra challenges for secondary EBs and their mainstream teachers (Short & Fitzsimmons, 2007; Gándara, Maxwell-Jolly, & Driscoll, 2005; Rubinstein-Avila & Lee, 2014; LeClair, 2009). The high school graduation rate of ELs for the year 2014-2015 was only 65.1%, compared with 83.2% for all students (National Center for Education Statistics, 2016). The National Assessment of Educational Progress (2015) shows only 29% of eighth-grade ELs in the United States achieved at the “basic” level in reading, while it was 85% for their European American, non-ELs.

In the next two sections, I focus on scholarship advances that impact secondary emergent bilinguals’ schooling: culturally sustaining teaching and linguistically responsive teaching.

Culturally and Linguistically Sustaining Teaching

The schooling of English learners has recently become one of the foci in multicultural and social justice teacher education (McDonald & Zeichner, 2009). Emergent bilinguals benefit from advances in culturally responsive teaching, especially when a majority of the teachers are White monolinguals whose schooling and life experiences differ vastly from their students. Teacher expectations are often lower for minoritized students than for their White classmates (McKown & Weinstein, 2008). Lack of cultural awareness may contribute to teacher perceptions of students’ lack of engagement, misinterpretations of capabilities of ELs, low inclusion competence, low expectations, and low levels of EL sensitivity. A culture of blame can be coupled with a reduced sense of responsibility for student learning (Diamond, Randolph, & Spillane, 2004).

Ladson-Billings (1995) originally framed culturally relevant pedagogy with three key tenets: “academic success,” “cultural competence,” and “sociopolitical consciousness” (p. 160). Culturally responsive teaching strategies and resources pedagogies should build on the strengths, experiences, and cultural ways and knowledge of linguistically diverse students – their funds of knowledge (Gonzalez, Moll, & Amanti, 2005) – and embody “the use of students’ complete linguistic, sociocultural, and academic repertoires in learning processes and events” (Gutiérrez & Jaramillo, 2006, p. 180). “Zones of practice” in which “the everyday and spontaneous comes into contact with the scientific and the schooled” (Gonzalez, Moll, & Amanti, 2005, p. 267) should be created to show the connection between in-school and out-of-school knowledge. Recognition of students’ home language and culture can facilitate their feelings of connection to the content and sense of belonging to the school community and can have a positive influence on learning (Nieto, 2010). As Gay (2000) explains, culturally responsive teaching can be defined as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming” (p. 29). Nieto (2000) suggests that teacher education programs place equity front and center and make social justice ubiquitous. García (2005) referred to a responsive pedagogy that expands students’ knowledge beyond their own immediate experiences while using those experiences as a sound foundation for appropriating new knowledge as a “pedagogy of empowerment” (p. 76). Bartolome (1994) called for the need to embrace a humanizing pedagogy that not only values students’ background knowledge, culture, and lived experiences, but also equalizes power between teachers and students.

Responding to the reductive and assimilating ways culturally relevant/responsive pedagogies are sometimes implemented, Paris (2012) proposed culturally sustaining pedagogy, which aims to

“perpetuate and foster— to sustain— linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (p. 93). Paris and Alim (2014) suggest two most important tenets of culturally sustaining pedagogy: focusing on plural and evolving nature of youth identity and cultural practices and embracing youth culture’s counterhegemonic potential. Paris (2016) further states that culturally sustaining educators understand that “humanizing relationships of dignity and care are fundamental to student and teacher learning” (p. 8). Therefore, this dissertation study, while recognizing Ladson-Billings’ initial “sociopolitical consciousness” tenet, adopts the culturally sustaining terminology to foster linguistic and cultural pluralism.

While culturally sustaining teaching has a linguistic component, due to the fact that the schooling of emergent bilinguals is often subsumed in the large culturally responsive teaching frame where language issues get swamped by broader diversity concerns (Lucas & Grinberg, 2008; Zeichner, 2003) and as language and culture are inextricably entwined, the next section will separately review scholarship advances in linguistically responsive teaching.

There are common misconceptions that good instruction for emergent bilinguals is “just good teaching” (de Jong & Harper, 2008). Articles discussing in-service teachers’ beliefs about emergent bilinguals show that many teachers hold numerous misconceptions about the best ways to learn a second language (Pettit, 2011). de Jong, Harper, and Coady (2013) later conceptualize a teacher expertise framework for mainstream elementary school teachers that encompasses three dimensions: “(a) understanding ELLs from a bilingual and bicultural perspective, (b) understanding how language and culture shape school experiences and inform pedagogy for bilingual learners, and (c) ability to mediate a range of contextual factors in the schools and classrooms where they teach” (p. 90). To draw more attention to the linguistic issues instead of only focusing on cultural and affective ones, de Jong and Harper (2011) emphasize the importance of helping mainstream teachers look *at* language rather than simply *through* language. Faltis, Arias, and Ramírez-Marín

(2010) similarly explore specific competencies for mainstream secondary teachers. Valdés, Bunch, Snow, and Lee (2005) focus on how language works in teachers and teacher educators' own lives and the lives of their students both in and outside school, and how language, literacy, and identity are intertwined. They recommend adding an introductory linguistics course within schools of education. In an ideal situation, they propose a language strand become an integral part of teacher preparation programs.

Lucas and Grinberg (2008) “pull the threads related to language that get lost in the fabric of culturally responsive teacher preparation” (p. 606) by focusing on linguistic issues in their review of the preparation of mainstream teachers to teach ELs. Lucas, Villegas, and Freedson-Gonzalez (2008) extract six essential principles of second language development to be the linguistic foundation for mainstream teachers of ELs: Differences between conversational language proficiency and academic language proficiency (Cummins, 2008); Krashen’s comprehensible input hypothesis (Krashen, 2003) and Swain’s meaningful output hypothesis (1995); social interaction to develop ELs’ conversational and academic proficiency; native-language skills; a safe welcoming environment (Verplaetse & Migliacci, 2008); and explicit attention to form and function (Schleppegrell, 2004). They also delineate three types of linguistically responsive pedagogical expertise: learning about ELs, identifying language demands in classroom tasks, and scaffolding learning. Addressing “the missing piece in teacher education”, Lucas and Villegas (2010, 2011) center linguistically responsive teacher preparation. This framework guide includes three orientations: sociolinguistic consciousness, value for linguistic diversity, and inclination to advocate for ELs; and four types of language-related knowledge and skills. To further concretize the foundation for linguistically responsive preservice teacher preparation, Lucas and Villegas (2013) map their previous framework onto Feiman-Nemser’s (2001) tasks for learning to teach and create a list of foundational tasks for learning to teach ELs in preservice programs.

Bunch (2013) also conducted a literature review on what mainstream teachers need to know to integrate language and content teaching and learning for the new standards era. Inspired by Galguera (2011), Bunch argues that “the pedagogical language knowledge of mainstream teachers can be construed as knowledge of language directly related to disciplinary teaching and learning and situated in the particular (and multiple) contexts in which teaching and learning take place” (p. 307). Bunch also delineate varying practices from literature that can be viewed as examples of addressing pedagogical language knowledge. Clearly, the pedagogical language knowledge will enable teachers to “think and act linguistically” (Bailey et al., 2010).

Complementing Bunch’s concept of pedagogical language knowledge, Turkan and colleagues (2014) propose all teachers need Disciplinary Linguistic Knowledge (DLK) to unpack language demands associated with a content area, drawing on systemic functional linguistics theory and academic language perspectives.. They define DLK as teachers’ knowledge of the academic discourse of a discipline or content area, which facilitates teachers in making disciplinary content accessible to ELs and guiding ELs to use meaningful oral and written discourses to participate in the discipline. They point out that DLK is not a generic set of linguistic principles, but something that needs to be learned for each subject.

Much has been published on effective instructional strategies to work with emergent bilinguals for in-service teacher development, although they tend to be isolated and fragmented (Faltis & Valdés, 2016). Athanases and de Oliveira (2014) point out youth from non-dominant communities, including youth of color and ELs, benefit from particular kinds of support: culture and language – enabling students to build on prior knowledge by accessing cultural and linguistic resources; collaboration- enabling community building, joint productive activity, and co-

constructing of knowledge; and code-breaking – supporting students’ gaining access to the culture of power (Delpit, 1988).

Scaffolding is widely recognized as fundamental to the teaching and learning of ELLs (Gibbons, 2002; Echevarria, Vogt, & Short, 2008; Schleppegrell, 2011; Schleppegrell & O’Halloran, 2011; Verplaetse & Miglicacci, 2008). It is the means through which teachers “amplify and enrich the linguistic and extralinguistic context” of a learning task (Walqui, 2006) to make it accessible for emergent bilinguals. Walqui (2006) approached scaffolding as both a structure and a process and discussed six types of salient instructional scaffolding: modelling, bridging, contextualization, building schema, re-presenting text, and developing meta-cognition. Hammond and Gibbons (2005) theorized a model of enriched scaffolding within a social theory of language into macro-level designed-in planned supports and micro-level interactional work.

García and her colleagues (García, Johnston, & Seltzer, 2017) focus on translanguaging practices that utilize the full linguistic repertoire of emergent bilinguals and speak to the need for preservice teachers to develop awareness towards sociolinguistic variation, value linguistic diversity, and address sociopolitical positions. According to García and Wei (2014), translanguaging is “part of a moral and political act that links the production of alternative meanings to transformative social action” (p. 57). Flores (2014) states, “Translanguaging is not simply a research method but rather part of a larger political struggle of linguistic self-determination for language-minoritized populations.” García (2009) calls for designing coursework that focuses on shifting teachers’ deficit perceptions of bilingualism and preparing future teachers for multilingual rather than monolingual and monoglossic pedagogies.

Scholars such as de Jong, Harper, Lucas, Villegas, García, Faltis, Bunch, Schleppegrell, Gibbons, and Walqui have pushed the field of teacher preparation and development forward to

reconceptualize teacher preparation programs to become more linguistically responsive. Agar (1994) who coined the term languaculture cautioned that treating language and culture separately distorts both concepts. To build on critical scholarship advances on culturally sustaining practices and translanguaging, this dissertation will utilize the term culturally and linguistically sustaining teaching that aims to disrupt traditional assimilationist assets pedagogies and to legitimize and sustain cultural and linguistic practices and ways of being of marginalized students and communities.

Preservice Teacher Learning and Working with Emergent Bilinguals

Teacher development is situated and contextualized within communities (Lave & Wenger, 1991; Vygotsky, 1978); learning to teach is struggling to make sense of “varying and sometime competing perspectives, expectations, and roles they [teachers] have to confront and adapt” (Beijaard, Meijie, & Verloop, 2004, p. 115). Horn and colleagues (2008) investigated how preservice teachers learn to teach by conceptualizing learning to teach as “a project that involves constructing a repertoire of practices, along with developing pedagogical reasoning about the deployment of those practices” (p. 63). Van Huizen and colleagues (2005) also point out:

Learning to be a participant in an activity system involves learning an action-repertoire in relation to the meanings ‘behind’ this repertoire: public meanings invested in the activity that need to be explored by participants in relation to what makes participation personally meaningful to themselves (p. 272).

Increasing teacher capacity requires the development of both conceptual and practical tools (Grossman, McDonald, Hammerness, & Ronfeldt, 2008). Webster and Valeo (2011) point out that “preservice and in-service training focuses heavily on establishing English proficiency and classroom strategies rather than on the *who*, *how*, and *why* of English-language teaching and

learning” (p. 120). Kaufman (2014) even cautions the danger of preservice teachers’ just obtaining materials on “what to do,” as it can result in “a continuous loop of instruction that focuses disproportionately on the teaching of isolated, predetermined skills and strategies” (p.108). As Britzman (1991) argues: “Learning to teach is not a mere matter of applying decontextualized skills or of mirroring predetermined images; it is a time when one’s past, present, and future are set in dynamic tension. Learning to teach - like teaching itself - is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become” (p. 8). Paris (2016) criticizes the isolation of teaching skills and pedagogical moves from the political, ideological and moral commitments; he states, “Culturally sustaining practices cannot happen if a teacher does not value young people of color, if they are working from deficit frames” (p. 7).

Learning to teach is an inherently social and collaborative activity that occurs within a community of practice (Lave & Wenger, 1991); Cochran-Smith and colleagues (2017, p. 107) conceptualized learning to teach in teacher education as complex systems, including “individuals (preservice teachers, teachers, teacher educators, students, principals), classrooms, schools, school districts, teacher education programs/pathways and courses, professional learning contexts, school-university collaborations, and supervision and/or mentoring arrangements”. Preservice teachers learn from and with others the norms of teaching, through activities such as articulating the reasoning behind pedagogical decisions, engaging in problems of practice and ongoing reflection on their teaching to improve student learning.

A review of empirical studies on preservice teacher learning on working with emergent bilinguals shows there are various levels of EL infusion to integration. Some programs take on program wide effort to address how to better prepare mainstream teachers to work with ELs, including summer institutes (Brisk, 2008; Costa, McPhail, Smith, & Brisk, 2005), faculty

professional learning communities (Levine, Howard, and Moss, 2014), faculty co-teaching, and faculty mentoring at the faculty level; revising existing teacher education curriculum content, such as methods course and assessment course, adding a specific course, such as introduction to linguistics or diversity, or adding an endorsement or certificate program; investigating field experiences and student teaching placements; and revising preservice teachers' observation and assessment instruments. Nutta, Mokhtari, and Strelbel (2011) detail the One Plus model that shows how different components work to embed or add EL-specific courses. Studies that investigate field experiences and clinical practices take place in a variety of settings: clinical components from general methods courses (Sugimoto, Carter, & Stoehr, 2017; Glenn & Gort, 2014) or field-oriented immersion course (Almarza, 2005); internship at community sites (Rogers, Marshall, & Tyson, 2006); and student teaching (Bates & Rosaen, 2010; Anderson & Stillman, 2010). Similar to what has been pointed out by Zeichner (2011), they offer fragmented glimpses of preservice teachers' learning to teach emergent bilinguals in fieldwork and student teaching.

Grossman et al. (1999) pointed out critical disjunctures in preservice teachers' experiences as they move through the different settings of university courses, student teaching, and induction. Zeichner (2010) pointed out field experiences are complicated, as they span over separate worlds of K-12 schools and universities. It addresses the troubling divides between praxis and theory (Roth & Lee, 2007; Cole, 1988) and enables researcher to study the "process or activity of engaging with a task rather than merely the outcome or product" (Ellis et al., 2010, p. 95). To better integrate the worlds of the field and teacher education, Rosaen and Florio-Ruane (2008) suggest thinking of the field as a potential place for interdependence and interaction amongst teacher candidates, teacher educators, and classroom teachers, rather than positioning learning experiences as taking place either "out there" in the field or "in here" on campus. Learning to teach emergent bilinguals in the mainstream classroom during student teaching is learning to select, appropriate, and transform or

reject pedagogical tools while assigning meanings to those tools and constructing their repertoires of practices. Based on sociocultural theories of learning, preservice teachers are continually shaping and being shaped by their social contexts, including but not limited to their teacher education program professors, instructors, university supervisors, and peers; their mentor teachers, colleagues, and school leaders at the student teaching site; their own lived experiences, expertise, and language ideologies; and the larger socioeconomic and sociopolitical context (Hammerness et al., 2005; Ellis, Edwards, & Smagorinsky, 2010; Wilson, 2014). As preservice teachers learn to teach in their placement school, they engage in borderland discourse (Alsup, 2006). They bring with them their prior lived experiences such as those with other languages and cultures and their fluid beliefs and understandings towards diversity and equity to the evolving and shifting nexus of multimembership; they simultaneously enact multiple communities of practices: the practices advocated by the university; their peers in the teacher education program; their university supervisor, the classroom practices of the mentor teacher; the classroom practices of the colleagues in their placement school; and the school and district practices, which are all influenced by larger policies on the schooling of emergent bilinguals. How will they navigate the various competing voices of teaching emergent bilinguals in the activity systems of the placement school and teacher education program, reauthor and (re)construct their own repertoires of teaching emergent bilinguals? How will they navigate the possible tensions and disjunctures between different discourses about teaching emergent bilinguals? How will they go through the “process of selectively assimilating the words of others” (Bakhtin, 1981, p. 341) in the contact zone of multiplicities of voices and ideologies? Ball and Freeman (2004) state, “In a Bakhtinian sense, with whom, in what ways, and in what contexts we interact will determine what we stand to learn” (p. 6).

Conceptual Framework – Culturally and Linguistically Sustaining Teacher Learning

In the study, I take a sociocultural (Wertsch, 1998; Rogoff & Lave, 1984) approach to examine how mainstream preservice secondary teachers learn to teach emergent bilinguals during student teaching and explore factors that foster, shape, and/or constrain mainstream preservice secondary teachers' opportunities to learn to teach emergent bilinguals during student teaching.

Ladson-Billing (2006) argues “being” is more important than “doing” and practicing culturally relevant pedagogy is one of the ways “being” that will inform ways of “doing” (p. 41). As this study is interested in both “becoming” teachers of emergent bilinguals and “doing”, I created a Culturally and Linguistically Sustaining Teaching framework, for this dissertation, building on Lucas and Villegas’s Linguistically Responsive Teaching Framework (2011) by weaving back culturally sustaining pedagogy (Paris, 2012, 2016) and incorporating ideas from other linguistically responsive teaching scholarship (Faltis et al., 2010; Bunch, 2013). As mentioned previously, while culturally sustaining pedagogy clearly includes linguistic focus, I intentionally chose to accentuate the importance of linguistically sustaining teaching by naming it explicitly in the framework so that it would not be swamped by other elements in culturally sustaining pedagogy. Translanguaging (García, Johnston, & Seltzer, 2017; Flores, 2014) is explicitly added. It is also a direct attempt to disrupt assimilationist assets pedagogies, to empower emergent bilinguals’ linguistic and cultural identities, and to sustain language varieties and promote linguistic agency (Paris, 2016; Charity Hudley & Mallinson, 2010). The Culturally and Linguistically Sustaining Teaching (CLST) framework acted as the analytical tool for preservice teachers’ intertwining performance and assignment of meaning, as they develop their understandings, dispositions, and agency in CLST and enact them in student teaching. The CLST framework is further elaborated below in Figure 1.

Orientations:

1. Sociocultural, sociopolitical, and sociolinguistic consciousness

An understanding that language, culture, and identity are deeply interconnected; and an awareness of the sociopolitical dimensions of language use and language education.

2. Value for cultural and linguistic diversity

Belief that cultural and linguistic diversity is worthy of cultivating, and accompanying actions reflecting that belief. Encourage translanguaging. Value cultural pluralism.

3. Inclination to advocate for emergent bilinguals

Understanding of the need to take action to improve emergent bilinguals' access to social, cultural, and political capital and educational opportunities, and willingness to do so.

Pedagogical Knowledge and Skills:

4. Learning about emergent bilingual students' cultural, linguistic, and academic backgrounds, experiences, and proficiencies

Understanding of the importance of knowing about the backgrounds and experiences of emergent bilinguals, and knowledge of strategies for learning about them. Engaging with the community and students' families. Integrating emergent bilinguals' funds of knowledge into curriculum and pedagogy.

5. Identifying the language demands of classroom discourse and tasks

Skills for determining the linguistic features of academic subjects and activities likely to pose challenges for emergent bilinguals, including identifying key vocabulary, understanding syntactic and semantic features of academic language, and the linguistic expectations for successful completion of tasks.

6. Knowing and applying key principles of second language learning

Knowledge of key psycholinguistic, sociolinguistic, and sociocultural processes involved in learning a second language, and of ways to use that knowledge to inform instruction such as collaborative activities. Intentional use of participant structures, collaboration, and joint activities that use small-group work and heterogeneous groups of emergent bilinguals and English speakers.

7. Scaffolding instruction to promote emergent bilingual students' learning

Ability to apply temporary supports to provide emergent bilinguals with access to learning English and content taught in English, including using extralinguistic supports such as visuals and hands-on activities; supplementing written and oral text with study guides, translation, and redundancy in instruction; providing clear and explicit instructions; modelling; and contextualization.

Figure 1. Culturally and Linguistically Sustaining Teaching (CLST) Framework

The importance of situating teacher learning in multi-layered organizational contexts when conducting research on teacher education has been emphasized by scholars (Grossman & McDonald, 2008; Zeichner, 2006). Johnson and Golombek (2003) argued that “teacher learning is understood as socially negotiated and contingent on knowledge of self, students, subject matter, curricula, and setting... Moreover, it emerges from a process of reshaping existing knowledge, beliefs, and practices rather than simply imposing new theories, methods or materials on teachers...” (p. 730). Cochran-Smith and Demers (2008) note the new approach to teacher learning and professional education is more constructivist and the field of teacher education should recognize “both prospective and experience teachers brought prior knowledge and experience to all new learning situations, which are social and contextually specific” (p. 1011), similar to the position expressed by Anderson and Stillman (2013). As Zeichner (2011) clearly states, “The school-based field experience is not a freestanding course that impacts teacher candidates independent of the social and institutional contexts in which it exists” (p. 332).

Figure 2 on the next page shows how preservice teachers’ learning to become culturally and linguistically sustaining teachers for emergent bilinguals is situated in complex activity systems where many voices come into the contact zone and their experiences are mediated by their characteristics and experiences, their university teacher education program, their placement school/district/community, and the larger sociocultural and sociopolitical context. Their enacted practices (or not) in relation to emergent bilinguals are influenced by their understandings, dispositions, tools, and agency. Based on the framework by Hammerness and colleagues (2005), I created a Culturally and Linguistically Sustaining Teacher Learning framework that puts culturally and linguistically sustaining teaching front and center for the schooling of emergent bilinguals. Understandings refer to deep knowledge of content, pedagogy, students, and social contexts. Agency refers to “the sociocultural mediated capacity to act” (Ahearn, 2001, p. 112); in the context

of teaching emergent bilinguals, agency can be evidenced in ways such as how preservice teachers challenge to abandon a position of neutrality (Miller & McIntyre, 2012), critically reflect on the inequities in using standardized assessments to measure emergent bilinguals, and actively advocate for emergent bilinguals. Dispositions refer to habits of thinking and action regarding teaching and

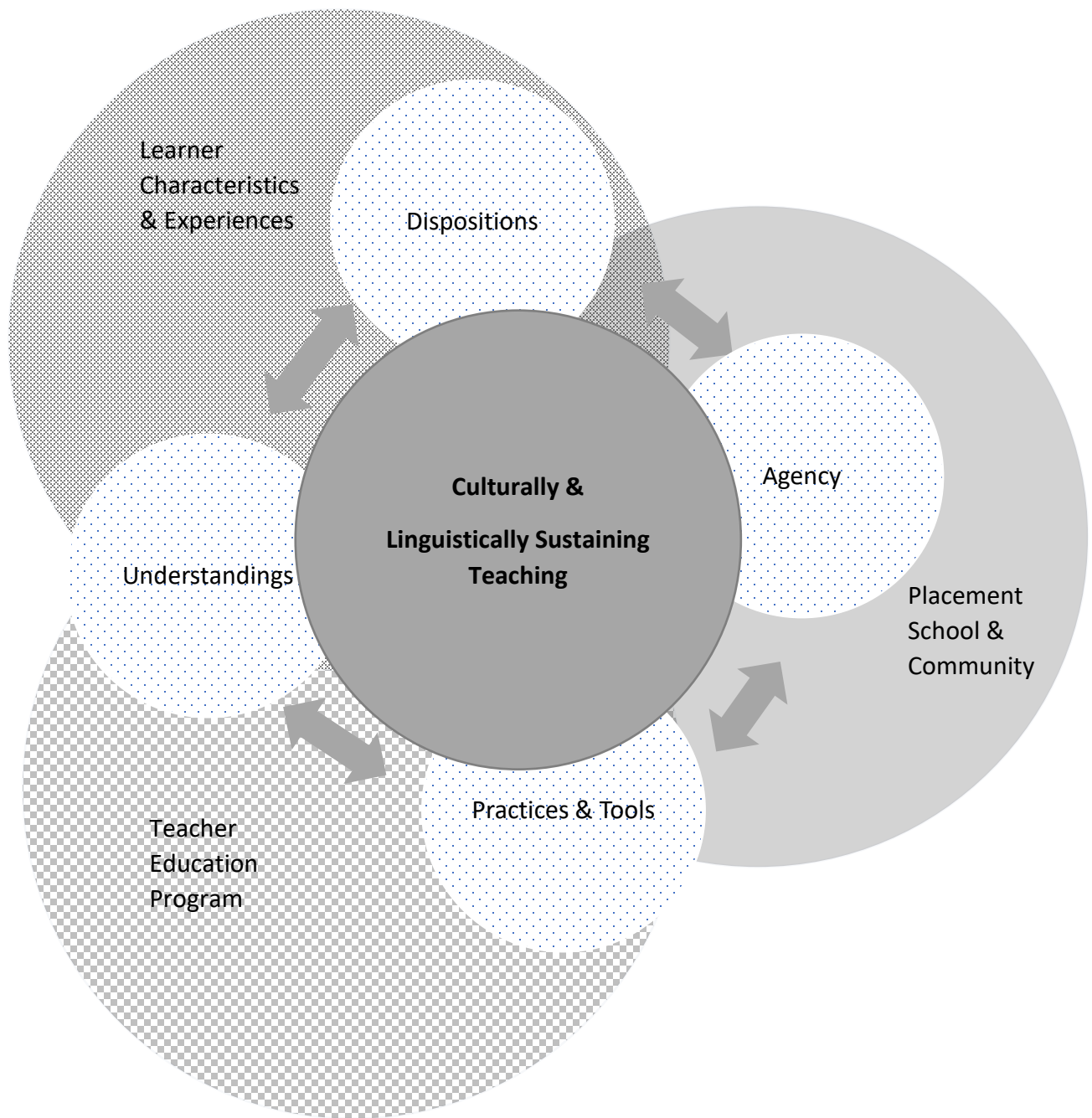


Figure 2. Culturally and Linguistically Sustaining Teacher Learning Framework

students. Villegas (2007) defines dispositions as “tendencies for individuals to act in a particular manner under particular circumstances, based on their beliefs” (p. 371). It is directly related to what Bartolomé (2004) called political and ideological clarity. Therefore, in the Culturally and Linguistically Sustaining Teacher Learning Framework, as shown in Figure 2, beliefs towards emergent bilinguals lend support or act as barriers to preservice teachers’ dispositions. Orientation 1 in the CLST vision - sociocultural, sociopolitical, and sociolinguistic consciousness, and orientation 2 – value for cultural and linguistic diversity will be manifested in dispositions; whereas orientation 3 – inclination to advocate for emergent bilinguals will be manifested in agency. Tools include both conceptual and practical resources for use. Culturally and linguistically sustaining teaching is posited as the vision that glues all pieces together when it comes to the overall Learning to Teach Emergent Bilinguals framework. Pedagogical knowledge and skills or the lack of will be evidenced in preservice teachers’ understandings, tools and practices. Understandings will include preservice teachers’ knowledge of language acquisition theories and the importance of learning about emergent bilingual students’ cultural, linguistic, and academic backgrounds, experiences, and proficiencies. It is worth noting that the larger sociocultural and sociopolitical context, especially the current media rhetoric on immigration and border wall, though not shown in this framework and not the focus of this study, it is assumed it plays a role in preservice teachers’ learning to teach emergent bilinguals.

This dissertation study explores where the central circle of CLS teaching intersects with the elements (understandings, agency, dispositions, practices and tools) of teacher learning framework, captures how preservice teachers learn to work with emergent bilinguals during student teaching, and investigates affordances and constraints of their characteristics and experiences, their experience in the secondary teacher education program, and their student teaching at the placement school on their *becoming* and *doing* culturally and linguistically sustaining teaching.

Summary

In this chapter, I reviewed literature on secondary emergent bilinguals' schooling to delineate the opportunity gaps and challenges and to emphasize the need to better prepare mainstream teachers to work with them. Next, I described the scholarship advances on culturally relevant/sustaining and linguistically responsive pedagogy, and reviewed literature on teacher learning and development that shed light on teachers' work with emergent bilinguals. Finally, I presented the Culturally and Linguistically Sustaining Teacher Learning framework, adapted from the work of other scholars and concretizing elements of the framework through centering culturally and linguistically sustaining teaching. In Chapter 3, I will discuss the design and methodology of the dissertation and elaborate on how I approach data collection and analysis.

Chapter 3. Research Design and Methodology

The goal of this study is to investigate how mainstream preservice secondary teachers learn to teach emergent bilinguals in student teaching. I seek to answer the following research questions:

- 1) What pedagogical tools do preservice secondary teachers appropriate and what repertoires of practices do they construct in relation to emergent bilinguals during student teaching?
- 2) How do they perceive the impact of their teacher preparation program and their student teaching experience on their learning to teach emergent bilinguals?
- 3) What factors influence and shape mainstream preservice secondary teachers' enacted practices in relation to emergent bilinguals during their student teaching?

The intent of this chapter is to expound the design and methodology. I will first explain my logic of inquiry. It will be followed by the research design. In the research design, I will describe the university-based program setting, explain my role as a researcher, elaborate on the

selection/nomination process of case participants, detail data collections strategies, and elucidate the processes for coding and data analysis.

Logic of Inquiry

This dissertation uses a multiple case study approach (Yin, 2003) as six individual cases are examined to capture how mainstream preservice secondary teachers (PSTs) learn to work with emergent bilinguals during student teaching. These six teachers – John, Mary, Georgia, Terry, Ben, and Derek - all belonged to the 2017-2018 cohort of preservice secondary teachers in a masters-in-teaching program at a university in the Pacific Northwest region of the United States.

Qualitative methodology is appropriate for the study because it offers opportunities to carry out in-depth examinations into a given phenomenon. Mainstream preservice secondary teachers' personal experiences, their prior schooling, their teacher preparation program coursework, their student teaching placement, and their mentor teacher, their peers in the cohort, including, but not limited to their daily interactions with students, parents, colleagues, administrators, and the wider professional communities, all provide various rich contexts for exploring how they make meanings, appropriate or reject pedagogical tools, and (re)construct their repertoires of practices as they learn to work with emergent bilinguals.

Case study is a particularly suitable design because of the process nature of the study focus: learning to appropriate and transform pedagogical tools during student teaching while assigning meaning to those tools is a process of becoming and doing culturally and linguistically sustaining teaching. Merriam (2009) states that the case study research allows for a level of understanding and explanation not possible through conventional experimental or survey design and results in “thick description” (a term coined by Geertz, 1973, used for interpreting how meanings are produced, perceived, and interpreted). It offers a focus “on holistic description and explanation” (p. 43). As

Glesne expresses, one can focus on “the complexity within the case, on its uniqueness, and on its linkages to the social context of which it is a part (2014, p. 290).”

Merriam also states that “the more cases included in a study, and the greater the variation across the cases, the more compelling an interpretation is likely to be (2009, p. 49).” Borko, Whitcomb, and Byrnes (2008) hold the same opinion, “Multiple case studies enhanced the power of the research program by affording opportunities for cross-case analyses. In comparing cases, researchers identified patterns and trends along with individual variation; more importantly, they were able to explore contextual factors that helped explain both patterns and variation” (p. 1027). Having multiple participants will also enable me to “strengthen the precision, validity, stability, and trustworthiness of the findings” (Miles, Huberman, & Saldana, 2014, p. 33). Creswell (2013) suggests that the small number of case studies, ideally fewer than 4 or 5, provides “ample opportunity to identify themes of the cases as well as conduct cross-case theme analysis” (p. 157). Though I heeded the suggestion of having fewer than 5 cases, one additional preservice teacher in the same subject content area from the same placement school happened to want to participate, I increased the number of case studies to 6. The PSTs in this study came from the subject areas of mathematics and social studies. My study focuses on how PSTs learn to teach emergent bilinguals during student teaching; I investigated contexts at the individual, placement school/community, and teacher education program levels.

Teacher Preparation Program Context

This qualitative collective case study investigates mainstream preservice secondary teachers in a university-based Master’s in Teaching (MIT) program. As an instructional coach, the equivalent of university supervisor, the commonly used term in scholarship, I have access to the secondary teacher education program, its preservice teachers, and the school placement sites.

This year-long, cohort-based secondary MIT program is situated in the College of Education and aims to serve every student in every community. Supporting youth from poverty-impacted communities is one of its missions; therefore, preservice teachers receive extensive experience in poverty-impacted schools. This MIT program also has a strong focus on issues of equity, access, and multicultural education. MIT graduates earn an entry-level certificate for teaching middle or high school subject content areas: mathematics, science, social studies, language arts, and world languages. Preservice teachers in world languages were not included in this study, due to the program curriculum sequence that excludes them from participating in the *Working with English Language Learners and Literacy across the Curriculum* (later referred to as *Language and Literacy*) course where the workshop on working with emergent bilinguals is situated. This does not suggest it is not important for preservice world language teachers to be included.

The MIT program requires approximately 720 hours of field-based learning, along with academic coursework. The field-based learning starts in spring quarter where different clusters of preservice teachers are assigned to various middle school sites and spend one day per week for classroom observations; the observation focus is on students and student learning. In summer quarter, preservice teachers in the content areas of mathematics, science, social studies, and English language arts spend three weeks working with incoming freshmen in a summer bridge program at a local poverty-impacted high school. During this period, as an integral component of the Language and Literacy course, preservice teachers plan and teach literacy rich lessons, under the guidance of course instructors, university supervisors, and experienced high school teachers. The preservice teachers learn to establish relationships with students, understand students' needs, and learn to factor them into student engagement.

In the fall quarter, through a meticulous interview process with mentor teachers, each preservice teacher candidate receives their permanent student teaching assignment with a specific mentor teacher. They first spend the whole month immersed in their placement site to start the school year with their mentor teacher. Once university courses start, they spend three days per week in the field and their student teaching experience is supported by their university supervisor/instructional coach, who makes three to four visits during the quarter, with each visit covering an inquiry cycle of lesson planning, observation of lesson delivery, and post-observation debrief. A co-teaching model takes place in Fall, and preservice teachers slowly take on more responsibilities. Their fulltime student teaching starts in winter, their last quarter, and the university supervisor makes three or more visits to support their clinical experiences. At the end of Fall and Winter quarters, each preservice teacher, mentor teacher and university supervisor complete a progress evaluation form (PEF). During winter quarter, preservice teachers complete their edTPA, “a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom” (EdTPA, n.d.) and their one-year program ends with a Capstone project. For preservice teachers who are interested in pursuing an ELL Endorsement, they can take an extra quarter of courses in the Spring and complete ELL practicum during that time. These teachers are required to pass a state assessment in order to become certified in teaching ELL.

According to the Secondary Teacher Education Program (STEP) director, there were two courses from the first two quarters that address some content on serving emergent bilinguals; however, the exclusive ELL component came from the ELL workshop sessions that were situated in the Language and Literacy course. For the last two quarters, there was not any particular EL focus within the STEP curriculum. Though more could be done and there could have been more EL

infusion, the director felt introducing the EL workshop served as a teaser and motivator for preservice teachers to pursue the add-on EL endorsement.

Language and Literacy course and ELL workshop. The Language and Literacy course was designed to help preservice teachers identify the language and literacy demands within content area activity, learn to select appropriate scaffolds to support students' language and disciplinary literacy, and critically analyze and reflect on language use in the classroom. Key topics covered include, but are not limited to, disciplinary literacy, language varieties, scaffolding, academic talk, and academic language. As part of the course assignments, preservice teachers conducted discourse analysis, designed, and delivered literacy-rich lesson in their content area for the summer bridge program at a local high school. Preservice teachers were grouped into two sessions, one session for preservice social studies and English language arts teachers and the other for math and science.

The ELL workshop series was a new component added to the course for the first time for the 2017-2018 cohort. I, along with another instructor Amina, who cotaught the course with a third instructor and the program director, were tasked with designing the ELL workshop. The workshop series consists of 5 sessions, a total of 9 hours. Session 1 took place on university campus prior to preservice teachers' summer bridge practicum experience; sessions 2 and 3 were held at the practicum school site; sessions 4 and 5 took place on campus after the completion of the summer practicum. All content preservice teachers took part in these sessions together.

To prepare for the workshop content, I first conducted literature review on what needed to be included. I also interviewed the previous cohort of preservice secondary teachers who finished the teacher preparation program and participated in the 5th quarter ELL add-on endorsement program. Interview questions focused on what ELL content they wished all of their peers could have experienced. The resulting workshop content includes topics such as ELL student diversity,

translanguaging, language acquisition theories, language demand and scaffolding, transformative family involvement, and advocacy and legal cases. English Language Proficiency standards and SIOP resources were also briefly referenced.

Practicum components other than student teaching. For the spring quarter, preservice teachers in the program were placed one day a week in different school sites. They were able to observe different teachers and had focus students they followed. Each school site had a university supervisor who would facilitate post-observation debriefs with the PSTs as a group on site.

For the summer bridge practicum, the PSTs except those in World Languages, worked with mentor teachers in an urban high school's summer school for three weeks, preparing incoming 9th graders for the new school year. Social studies and English language arts PSTs worked with a social studies teacher from the school; whereas the math and science PSTs worked with the adjunct math faculty member from the university who took on the summer school mentor teacher position.

Researcher Positionality: My Racialized, Cultural, and Instructional Experiences

I identify myself as a female bilingual English/Chinese immigrant teacher/teacher educator with deep cultural roots from China while partially acculturated into the American society. As a Chinese American immigrant and a teacher/teacher educator in the U.S., I experience firsthand how the color of my skin and the “non-native-English-speaking” label affect my life. My insider knowledge on the immigrant and language learning experience help me better understand the unique experiences of emergent bilinguals and observe more clearly language demands inherent in different content areas.

My personal experience in learning English as a foreign language and Japanese as the third language, my rich professional experience in teaching English as a foreign, or second language, or language arts, and my university supervisor/teaching assistant experience in a Teacher Education

program at my university influence my classroom research lenses and frames. My cultural and linguistic backgrounds lend me special lens to observe culturally and linguistically sustaining pedagogy. I am familiar with the daily routines in a public school and hold certain assumptions and biases about education, as a result of having received my public-school education in China and having worked in several public schools in the US. During all stages of this research project, including but not limited to project proposal, field work, analysis, and writing up of the research study, I sought to put my assumptions in check, be objective, and stay true to the facts presented.

I enter the study with the intent to effect social change and I want to disrupt the commonly held deficit discourses and beliefs surrounding emergent bilinguals. I have observed the invisibility of my own emergent bilingual students in mainstream classrooms when I worked as an ELL teacher in a middle school. I was enraged when I found out how many of the ELs become long-term ELLs and some never become reclassified. I am upset when emergent bilinguals are often not considered for magnet, honor, or International Baccalaureate programs but considered for/referred to special education. I am also annoyed that people equate their language ability with their cognitive ability. I position myself as someone having expertise in working with emergent bilinguals. I work hard to not assume what White preservice teachers come with and to be open to their lived experiences, and to not position preservice teachers as people holding deficit views towards emergent bilinguals.

Since I investigated preservice teachers in the teacher education program I worked for as a university supervisor, I hold insider knowledge of the university program, including how the coursework is structured, and am familiar with some of the student teaching sites. Since I have co-taught the Language and Literacy course for the summer quarter and co-designed and delivered the ELL workshop series, there can be a power differential, as I am one of the instructors for the teacher education program. I realized my shared experiences with university supervisors and preservice

teachers in the STEP program might have led/skewed the conversations in a way that projected my thinking and I considered how that might have affected data. By agreeing with or sharing what I have observed, I could have influenced what interviewees decided to share afterwards. These preservice teachers positioned me as someone who advocates for the education of emergent bilinguals. It is also worth pointing out that I did not supervise any of the case study participants, since I supervised World Languages preservice student teachers who were not included in my study.

Ellis (2007, p. 25) suggests researchers should “strive to leave the communities, participants, and yourselves better off at the end of the research than they were at the beginning.” Anderson and Stillman also point out that “minimizing or withholding mediation for research's sake risks placing K-1 2 students at greater risk for social, emotional, psychological, and academic injury at the hands of PSTs, and thus also risks placing PSTs at greater risk for having to carry the burden of having injured the psyche, spirit, and academic development of K-1 2 youth (2013, p. 55).” To maximize the benefit for PSTs to participate in my study, I debriefed with them after each observation, either immediately afterwards in a face-to-face session, or through a phone conversation, a short email, or a video chat, whenever possible, which means I took on a modified English Language Learner coach role. It differs from the official university supervisor’s role, as PSTs will not be evaluated by me, nor will they be required to act upon feedback provided. PSTs have the choice of paying close attention to my feedback and putting them in action; they may also ignore it. I made the intentional decision to do timely debriefings because I believe ethically, I should not withhold feedback until the end of the study, knowing its potential uptake in PSTs can have a direct impact on emergent bilinguals’ schooling and PSTs’ reflective practices. Withholding feedback until the end of the dissertation study goes against the purpose of better preparing PSTs to work with emergent bilinguals. I considered the impact my unofficial coaching role played in all stages of this study and observed possible changes in preservice teachers’ enacted practices throughout the study.

Recruitment of Participants and Sampling

For this qualitative collective case study, criterion sampling - the strict inclusion of participants who satisfy some specific, predetermined set of qualifiers (Patton, 2015) - was initially used in this study. According to Patton, criterion sampling is especially useful for in-depth qualitative interviews, as the accuracy of participants' shared experiences is more easily ascertained, thus enhancing the quality of data collected. Snowball sampling - sampling that "obtains knowledge of potential cases from people who know people who meet research interest" (Glesne, 2014, p. 51) was also used.

Patton (2015) states, "The logic and power of purposeful sampling lie in selecting information-rich cases for in-depth study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry...Studying information-rich cases yields insights and in-depth understanding" (p. 264). At the beginning of the summer Language and Literacy course workshop, a pre-survey was given to establish a baseline of how prepared PSTs feel to work with emergent bilinguals. The pre-survey was slightly adapted from Project DELTA's survey instrument (2009). At the end of the course, a post-survey with three additional open-ended questions was given to gauge PSTs' perceived preparedness to work with emergent bilinguals and their interest in participating in the dissertation study.

Studies indicate teachers with proficiency in a language other than English tend to hold more favorable views towards emergent bilinguals (Lucas, Villegas, & Martin, 2015) and minority teachers are more likely to empathize with emergent bilinguals than teachers from more dominant and privileged groups (Varghese, 2008). Keeping those studies in mind, I labelled PSTs who expressed interest in participation as first, second, or third choice buckets based on the following criteria: PSTs of color, language proficiency in languages other than English, and the number of

years living or working overseas in a non-English speaking country. Through the pre and post raw data comparison, I also identified PSTs who made significant gains on the survey and highlighted them. Those who marked not interested in the study were excluded. This initial sampling yielded eight potential participants: four in Math, three in ELA, and one in Social Studies.

I then obtained demographic data on the placement schools that work with the teacher education program, specifically, reported and published data on the percentage of emergent bilinguals from the State Superintendent of Education. Although STEP works with a variety of districts, I intentionally chose the district with most partner schools, keeping the district context consistent. Four placement schools with the highest percentage of emergent bilinguals were initially selected – three high schools, and one middle school, as preservice secondary teachers (PSTs) placed at these school sites are more likely to have emergent bilinguals in their mainstream classroom, thus providing richest information on my dissertation. One other school that was designated exclusively for emergent bilinguals was excluded, as it will potentially skew the data with its school-wide focus on emergent bilinguals and will not fit the “mainstream” focus of the study. After the initial four school sites were selected, names of PSTs placed in those sites were cross referenced with the initial eight potential participants. As a result, three ELA teachers and two math teachers from the potential pool were excluded, as they were placed in schools with lower percentages of emergent bilinguals. I made the decision to drop the middle school from the list, as there was only one potential Math PST and I wanted to have at least two PSTs at each site.

As Emmel (2013) explained, qualitative sampling is not a single planning decision, but an iterative series of decisions throughout the process of research. I emailed those PSTs who have not made a decision on whether they wanted to participate in the study but were placed at the three high schools. Some showed their interest quickly; for those who did not reply, I contacted those

preservice teachers' university supervisors to obtain some basic information on whether those PSTs have emergent bilinguals and how they are supporting them in their student teaching. I then asked my fellow supervisors to check with the PSTs during their school visits and help me recruit more participants if they believe those PSTs can be a good fit for my dissertation study.

The initial email to PSTs in chosen placement school sites focused on the fact that PSTs would not need to do anything extra when participating in the study, other than being observed during student teaching and an interview after they finished the student teaching and completed the program. This is especially important, since PSTs were still in the middle of their student teaching while working on their edTPA. I also emphasized that I would not be evaluating their student teaching but would bring a lens of working with emergent bilinguals to my observations. I informed them that I would share my notes, debrief with them, and provide feedback on their work with emergent bilinguals, if they chose to take the time to meet with me after each visit. The debriefing was arranged during their lunch break, planning period, or after school. If a visit took place when the PST was observed by his or her university supervisor, I could join their debriefing and conduct a co-debrief, if permission was granted. I also appealed to the mission of the project in a way that emphasized the opportunity to improve the current program for future preservice teachers. In addition, I reiterated and guaranteed participating PSTs the unique opportunity to receive mentoring support specific to practices that support emergent bilinguals. I reassured them nothing would be used against them in any way. The consent form for PSTs is in Appendix A.

As a result, I was initially able to secure six PSTs from the three high schools, with three social studies PSTs in the first site, one math teacher in the second site, one social studies and one science teacher in the third site. Due to the change of school site in the science PST's situation, he was excluded from the study and the third site was left with the one social studies PST. One

additional math PST was added to the second site, as he worked closely with the existing math PST and wanted to participate in the study. Table 1 below demonstrates the names of the participants, the university supervisors, and the school sites.

Placement School	Cedar Stream High School			Fairview Heights High School	Rainbow Brook High School	
Preservice Teacher	John	Mary	Georgia	Terry	Ben	Derek
University Supervisor	Julia		Amina	Mabel	Susan	
Discipline	Social Studies				Mathematics	

Table 1. Names of Placement Schools, Participants, and University Supervisors²

The placement schools vary in terms of percentage of classified emergent bilinguals and student diversity. Table 2 contains placement school sites' data in terms of the total number of students, the percentage of emergent bilingual students, the percentage of students on freed/reduced lunch and the average number of years of staff experience.

Site Name	Total Number of Students	Emergent Bilingual Students %	Students on Free Reduced Lunch %	Number of years of experience (2016-17 data)	White students %	Black/ African American %	Hispanic / Latino %	Asian %
Cedar Stream	1037	14.6	60.8	11.9	23.8	21.7	28.3	17
Rainbow Brook	717	25.2	72.2	7.7	3.2	48.9	13.9	25.8
Fairview Heights	1258	18.8	63.3	13.5	8.1	27.4	11.2	46.5
District Average		12.5	31.8	10.9	47.1	14.9	12.1	14.1

Table 2. Placement School Site Data

Note: Based on May 2017-2018 Official State data

² The names of all individuals and locations have been changed to protect anonymity.

Placement Schools Context

Placement site – Cedar Stream High School. Three of the case study participants were placed in the Social Studies department at Cedar Stream High School: John, Mary, and Georgia. As indicated in Table 2, 14.6% of students at Cedar Stream High School are emergent bilinguals, slightly above the district average of 12.5%. The student body is very diverse, with the top four student groups being White 23.8%, Black/African American 21.7%, Hispanic/Latino 28.3%, and Asian 17%.

The ELL department at this school was led by a veteran teacher with 17 years of experience at the school. The department has a sheltered program where emergent bilinguals who are not mainstreamed and have not exited the annual state required ELPA 21 test take classes in a separate setting from teachers certified in ELL and the content area. Those who are mainstreamed receive support from instructional assistants who are frontline contacts when it comes to community engagement. Apart from teaching her own classes, as the ELL department lead, she supports mainstream students through grade checks and monitoring. Regarding the funding shift from instructional assistants to certificated ELL teachers, she expressed her disagreement. She believed the goal of the ELL department was getting emergent bilinguals mainstreamed. She explained what it means when emergent bilinguals mainstream, "When students achieve proficiency or at least when their language is emerging that they mainstream and when they mainstream then they have already had the content and the background the other students have had."

Regarding her role in providing ELL professional development for the school, she spoke strongly about working with emergent bilinguals directly and opposed the notion that she should support teachers in the building. She did not feel it was her responsibility to provide professional development and work with her colleagues on better serving emergent bilinguals. The building

sometimes receives professional development from district specialists. As a result, though the need for ELL PD is on the school improvement plan, Cedar Stream is still waiting for the district to make it happen.

Placement site – Fairview Heights High School. As shown in Table 2, 18.8% of students at Fairview Heights are emergent bilinguals, higher than district average of 12.5%, but lower than Rainbow Brook. The average number of years of experience the staff has is 13.5, compared to the district average of 10.9. Its free and reduced lunch percentage is at 63.3%, almost double the amount of the district average of 31.8%. Asian students make up the largest student body 46.5%, followed by 27.4% Black/African Americans, and 11.2% Hispanic/Latino. White students only make up 8.1% of the student population.

The ELL department is led by a veteran teacher who knows the student body well and can pull out home language statistics easily without a pause. Apart from the State ELPA 21 testing result, emergent bilinguals are also given in-house assessments in reading and math. They are then classified as level 1, 2, and 3. Levels 1 and 2 take classes in a sheltered setting, apart from taking electives with the mainstream, whereas level 3 students only take sheltered Language Arts. Level 1 and some lower level 2 students take both English language development and English language arts booster classes. The EL department lead stated, “What we want to do is get them up to speed in English well enough so that they are. Our goal is always to push kids into the mainstream as they can.” It is in this climate of teaching emergent bilinguals where Terry was placed in social studies.

Placement site – Rainbow Brook High School. As shown in Table 2, Rainbow Brook High School is a high-poverty urban school. 25.2% of students at this site are emergent bilinguals, much higher than district average of 12.5%. The average number of years of staff experience is 7.7, compared to the district average of 10.9. Its free and reduced lunch percentage is at 72.2%, more

than double district average of 31.8%. Black/African American students make up 48.9% of the student body, followed by 25.8% of Asians, and Hispanic/Latino 12.1%. White students only make up 3.2% of the student population.

The ELL department was led by a veteran teacher with close to 30 years of teaching experience. He is new to his role, as the previous ELL lead of 20 years at the school retired. The department runs a sheltered program, similar to Cedar Stream, where emergent bilinguals who are not mainstreamed and have not exited the annual state required ELPA 21 test take classes in a separate setting from teachers certified in ELL and the content area. Those who are mainstreamed receive support from instructional assistants who are frontline contacts for community engagement. Apart from teaching his own classes, as the ELL department lead, he supports mainstream students through grade checks and monitoring.

Regarding his role in providing ELL professional development for the school, he talked about ELL professional developments that took place over the years. However, when asked specifically about this year, he remarked that no school wide ELL PD had yet taken place. ELL specialists attend grade level meetings. He expressed how he enjoyed working with individuals or small groups of teachers instead of a school wide “blanket” PD. He clearly sees the demographic change in student body and embraces it but pointed out that it was not the case with all the teachers, as the older generation of teachers are not seeing the diversity change and some seek to avoid teaching ELL. He described how some teachers fail to serve emergent bilinguals and will not provide the support they need for successful schooling. It is in this climate of teaching emergent bilinguals where two participants were placed here in the mathematics department: Ben and Derek.

Presence of emergent bilinguals in placement classroom. The six preservice teachers were placed with six different mentor teachers who had different numbers of emergent bilinguals throughout their teaching periods. At Cedar Stream High School where John, Georgia, and Mary were placed, emergent bilinguals were mostly placed in two of John’s periods (66% for period 1 and 44% for period 2); Georgia reported her overall percentage of emergent bilinguals was 9% whereas Mary reported close to 5%. At Fairview Heights, Terry reported 7.6% of her students were emergent bilinguals. At Rainbow Brook, Derek reported a higher percentage of emergent bilinguals for his period 1 – 37.5% with 9 out of 24 labelled as ELL, whereas his other periods had very few ELLs, with only one in his honors class. Ben reported only 4 out of 66 students. The presence of emergent bilinguals in the mainstream, specifically recorded here by PSTs reflected how each placement runs their ELL department and what support models they adopt; and explained why the percentage of emergent bilinguals in individual classrooms differed from the place school percentage data on emergent bilinguals.

Case Study Participants’ Characteristics – Experiences with Language and Diversity

The six case study participants represented a wide range of backgrounds, including their racial and linguistic backgrounds, language learning, overseas work and study, and general experiences with diversity, as shown in Table 3.

	Race	Language learning Experience	Overseas work/study experience	Experiences with diversity
John	Asian	heritage speaker of Tagalog Combining English and Tagalog at times Studied Spanish for three years Rated self as intermediate level of Spanish	Sent back to study in the Philippines at an elementary school.	Immigrant family in low socioeconomic status. Parents learned to speak Spanish because of interaction with Latinos on farms

Mary	White	Took Hebrew through weekend/summer school growing up. Studied Spanish periodically during K-12 Studied Arabic before studying abroad Studying Korean for family reasons	Studied in Cairo/ Taught English	Spouse Generation 1.5 Korean Experience in some heterogenous public schools
Georgia	White/ Hispanic Mixed Race	Grew up in bilingual Spanish and English household Studied Hebrew for 9 years.	Studied in Israel for 4 months	Professional work with adults in promoting social justice around anti-racism and community organizing
Terry	White	Studied Spanish One year of Portuguese	Studied in Spain and Argentina Worked in Brazil	Worked with youths through outdoor education and after school programs that served some students from diverse backgrounds.
Ben	White	Studying Spanish	None	Raised by one Mexican immigrant Schooling with largely White/Latino student body.
Derek	White	Took two years of German Took three years of Spanish	Travelled in Germany Taught English in Cambodia	Exposed to a lot of Spanish through working with Spanish speaking colleagues in restaurant industry Tutored in afterschool programs

Table 3. Case Participants Learner Characteristics

John. As a preservice teacher of color whose parents are first generation immigrant farm labor, John grew up in a diverse, largely Latino and Filipino low socioeconomic community with few White people. He indicated that he went through US schooling without a role model in his K-12

teachers. He grew up speaking English, although his parents spoke Tagalog to him. Since his parents could not speak English, he would often act as the language broker of the family. For a couple of years, John was sent back to an elementary school in Philippines where he stayed alone with his grandmother.

Mary. Mary is a White female preservice teacher who went through mostly Alternative/private schools and some public schools. She had ample experiences learning different languages such as Hebrew, Spanish, and Arabic. She was also learning Korean so that she could communicate better with her partner's family. Mary had also both worked and studied overseas. Prior to attending and during a large part of the STEP program, Mary had experiences in non-profit organizations working with youth leadership training and she wanted to make sure they had access to participation in politics and become politically engaged.

Georgia. As a biracial female, Georgia grew up in a Jewish White and Mexican bilingual Spanish household and went through both private and public schools in her K-12 education. Georgia grew up speaking Spanish and English but also took Spanish in school. She also studied Hebrew for about 9 years. Georgia entered the teacher preparation program via working on the race and social justice initiative for city government and in community organizing and political advocacy. She did not initially choose education for her career, and chanced upon a teaching career after making the connection between the public speaking and presentation skills she gained in her previous work and the classroom teaching skills. She is well aware of her person-of-color minority identity. Prior to enrolling in STEP, she searched for a graduate program with a high percentage of students of color and found STEP; she was delighted to learn that STEP had a social justice focus, although she was surprised by the low number of students of color in her cohort.

Terry. Terry is a White female preservice teacher who grew up in affluent White communities and went through highly tracked school programs that offered honors and AP classes. She minored in Spanish and music and studied overseas. She had the experience of running after school programs. She fell in love with working with youth through outdoor education and teen leadership programs, prior to entering the teacher preparation program.

Ben. Ben is a White male preservice teacher who grew up in a small rural town on the west coast. Though one of Ben's parents is an immigrant from Mexico, Ben did not have the opportunity to learn Spanish growing up. The student body of his high school was almost evenly split between White and Latino students, with very few black, Asian, and Native Americans and Ben had many bilingual teachers and peers. Ben entered the teaching preparation program because of his love of math and his experience of having alternating "good" and "bad" experiences with math teachers. He also shared that his darker-skinned younger brother had a very different schooling experience from himself. Though they both were misplaced into remedial programs initially, his brother was never taken out of these remedial programs. It had a big influence on Ben's interest in becoming a teacher. Ben shared that he is beginning to learn Spanish now so that he could go and visit his Mexican side of the family for the first time.

Derek. Derek is a White male preservice teacher who is easy going and approachable. He has lived in the area since he was three. Having gone through majority White schools, Derek did not experience much diversity growing up. When he was eleven, he had the opportunity to visit his family in Germany and spent 3 months there, which led his interest in taking German for two years in high school. His experience working with many Spanish speaking colleagues in the restaurant industry gave him exposure to Spanish and influenced him to take three years of Spanish in college. Derek was able to speak some Spanish with students during the spring quarter practicum and

learned some math vocabulary in Spanish from students and his Spanish speaking Math methods professor. Derek also had experience teaching English in Cambodia. His interest in math and his tutoring experiences both with his siblings and in an after-school program steered him towards the teaching profession.

Data Collection

Narrative inquiry is one of the methodologies used in this collective case study. Clandinin and Rosiek (2007) stated “narrative inquiry is an approach to the study of human lives conceived as a way of honoring lived experience as a source of important knowledge and understanding”, and “narrative inquirers study an individual’s experience in the world and, through the study, seek ways of enriching and transforming that experience for themselves and others” (p. 42). The purpose of narrative inquiry is to describe “the way people go about making sense of their experience within these contexts (such as spatial, cultural, social, institutional, place, and people) and contributing to that ongoing sensemaking” (p. 45). Clandinin and Rosiek also pointed out that “Narrative inquirers work with an attitude of knowing that other possibilities, interpretations, and ways of explaining things are possible” (p. 46). In order to better triangulate data, content analysis of classroom observations and observations on how preservice teachers engage in their professional community, such as interactions with emergent bilinguals, and mentor teacher will be used to capture and analyze culturally and linguistically sustaining practices emergent in “small stories”, the everyday, ephemeral narratives arising from talk-in-interaction (Bamberg, 2004).

The primary data points for each case study are interviews and observations. The purpose of the qualitative interviews is “to understand the meaning of respondents’ experiences and life worlds” rather than to discover facts or laws (Rubin & Rubin, 2005, pp. 2-3). There was one long

interview for each preservice teacher and each interview was audio recorded with permission. Follow-up email was sent when clarification was needed.

For all the observations, I took an observer as participant role where I focused on collecting data and recording a running log of what the preservice teacher and students were doing, what handouts were given, and what activities were taking place. The first visit also focused on classroom environment and culture, and the ecology of the classroom such as what languages and posters were displayed (or not) and where teacher desks were placed. Each visit was at least one period long and sometimes lasted for one hour and a half, if it was a block period. Teacher-student-mentor interactions were also recorded during the entering and exiting of students. For the debrief sessions following my observations, I took on the participant as observer stance, as I am both observing and participating, especially if co-visits and co-debriefs with content area supervisors were arranged. In some of the debriefings, mentors also joined the conversation.

A minimum of four 1-hour-long classroom observations took place during the last quarter of their student teaching. This was purposeful, as PSTs had finished most of their coursework and were close to submitting their edTPA. Field notes were kept of classroom observations. I also recorded my short interactions with mentor teachers and PSTs before and after each visit, as they can also shed light on their daily work with emergent bilinguals. On the same day when each visit was made, field notes were typed into the computer and a separate noticing and wondering file was created to jot down questions to follow up on and emerging patterns were noted. Questions from each visit helped shape the subsequent classroom observations' focus and form the basis of the final interview, which took place at the end of the student teaching assignment. Interviews were voice recorded, and interview memos were written immediately after each interview.

To triangulate data, interviews were conducted with the mentor teacher, university supervisor, and the director of the teacher education program. The consent form for these audio-recorded interviews is in Appendix B. Interviews with PSTs, mentor teachers, and university supervisors took place first. Since the summer Language and Literacy course workshop was the direct component that aimed to prepare PSTs to work with emergent bilinguals, the co-developer/co-instructor of the workshop was interviewed at the end of the course. The director of the secondary teacher education program was interviewed later to obtain a program wide overview of how the schooling of emergent bilinguals was integrated into the program.

To better understand each student teaching site, extra data were gathered through interviews with the ELL department lead and conversations with instructional assistants when available. Table 4 details all data points. All interview protocols are in Appendix C.

Teacher Education Program	Director	Language and Literacy Workshop Co-Instructor	University Supervisors
Observations			When possible, co-visits and co-debriefs.
Interviews	Interview Protocol 1	Interview Protocol 2	Interview Protocol 3
Artifacts	Program handbook	Course syllabus Preservice teachers' key assignments PSTs' reflections	PSTs' observation forms that include lesson plans PSTs' progress evaluation forms
Placement School	Mentor Teacher (MT)	EL Leader	Preservice Teacher
Observations	Included with observations of PST		A minimum of 4 visits 1 hour each visit Observation protocol
Interviews	Interview Protocol 4	Interview Protocol 5 for EL Leader	1 interview Follow-up when needed Interview Protocol 6
Artifacts	Classroom landscape / artifacts on display	Emergent bilinguals' languages School initiatives for EBs	Teaching materials

Table 4. Data Collection Points

Classroom observations. Classroom observations were initially based on an observation protocol (Appendix D). Project DELTA observation protocol (2009), used in Florida to observe instructional practices of mainstream elementary teachers with ELLs, was slightly adapted to better fit mainstream secondary classrooms. Learning from the experiences of Project DELTA, I used the adapted instrument after each observation to analyze the lesson, based on the running notes I kept during classroom observations that were recorded in two columns: noticing and wondering. The noticing column records step-by-step teaching practices: what the teacher is doing and what students are doing. While jotting down noticings, I also recorded my wonderings during the observations, such as questions regarding moves and suggestions on opportunities to better serve emergent bilingual students. These notes were used to debrief with participants. A separate section at the bottom of each file contained some field notes regarding each participant. I have also collected some lesson materials either via paper form or asked participants to email me certain course materials. All classroom observations took place in January, February and March, prior to mainstream preservice secondary teachers' graduation from the teacher education program.

Interviews. The list of interviewees includes preservice teacher, mentor teacher, university supervisor, Language and Literacy workshop co-instructor, the teacher education program director, and the ELL department leads. Interviews with preservice teachers took place within one month of their completion of the teacher education program, most within two weeks. Interviews with mentor teachers and university supervisors also took place within one month of student teaching completion. All other interviews took place between April and June. Each interview was followed with an individual analytical memo.

Artifacts. Artifacts were collected during the study. They include the following:

lesson plans; handouts; PowerPoint presentations; and coursework assignments/reflections, such as exit tickets from preservice teachers. I also obtained from university supervisors and mentor teachers observation forms and progress evaluation forms; and from the teacher education program: pre and post surveys on Language and Literacy course workshop; program materials; meeting minutes; and secondary teacher education program handbook including the curriculum design.

In total, for student teaching, I observed over 2400 minutes, about 40 hours at placement schools. I debriefed about 690 minutes, 11.5 hours with participants. John had over 225 minutes of debrief while Ben and Georgia received less than 1 hour of debrief time, due to scheduling differences and constraints. John and Derek received more attention and focus, based on accessibility to preservice teachers' classes and to their university supervisor, variety (e.g., second or foreign language proficiency, overseas experience, and ethnicity) and opportunities to learn (Stake, 2000). During the cross-case analysis, only the first four visits would be analyzed, in terms of culturally and linguistically sustaining teaching.

For interview data, I interviewed all participants (6), their university supervisors (4), mentor teachers (6), and the ELL department leads (3) in the three sites. The ELL workshop co-instructor and the director of the secondary teacher preparation program were also interviewed. The overall interviews above totaled 775 minutes, close to 13 hours of audio recording.

Data Analysis

Data analysis followed both deductive and inductive strategies and occurred as an iterative process where codes are continuously visited and reinterpreted after "crisscrossed" reflection (Spiro et al., 1987, as cited in Stake, 2000, p. 445). Interviews were first transcribed through TEMI, an online speech recognition service provider. These verbatim transcripts were then individually checked and updated for content accuracy, not for grammatical accuracy, thus protecting the voice of each

interviewee. All transcripts were then uploaded onto Dedoose, a web-based application for data management and analysis. The total amount of interview transcripts adds up to 149 pages.

Based on the Culturally and Linguistically Sustaining Teacher Learning framework as shown in Figure 1 Chapter 2, the first round of deductive coding categories for field notes, reflections, and transcribed data included learner characteristics and experiences, teacher education program, the placement school and community, and the larger district/state/national context. As the proposed CLS framework derives from Lucas and Villegas's Linguistically Responsive Teaching Framework (2010), I also focused on emic perspectives and used open coding to identify preservice teachers' perceptions and enacted practices of culturally and linguistically sustaining teaching (Merriam, 2009). Those sections were initially further broken down inductively, as I was open to concretize and revised these sub-codes: learner characteristics and experiences, placement school and community, the teacher education program, and the district/state/national context.

I added a separate category to focus on the culturally and linguistically sustaining teaching. Initial codes of this deductive category include understandings, dispositions, agency, tools and practice, as shown in Figure 2. I then reviewed the three orientations and four pedagogical knowledge and skills detailed in the Culturally and Linguistically Sustaining Teaching framework and fit them as sub-codes and descriptors. I also added translanguaging as a separate sub-code to give it more emphasis. Though I began with a set of predetermined codes in the Culturally and Linguistically Sustaining Teaching Framework to analyze enacted practices, I remained open to generating additional codes (Miles & Huberman, 2014). When data from the field indicate the need to add and revise these codes, I was open to this inductive addition and revision to accentuate the need for humanizing pedagogy (Bartolome, 1994; Paris, 2016). After coding the transcript of one participant, I created more sub-codes such as recommended changes to teacher education program,

their overall naming of their student teaching experience as part of the program experience, and a sub-code feedback to catch perceived inadequacies in their teacher education program.

After the reorganizing and revising the new code tree, I reviewed the adapted DELTA FL project’s observation protocol and combined some descriptors so that they can work with the current practice codes. I compared and contrasted descriptors and codes and revised the code tree for CLST. Appendix A includes three examples of codes. For observations coding, I first examined the observation record that detailed the number of visits and the length of each visit, including the amount of time I spent in conducting debriefs. Realizing there was discrepancy in the overall number of visits each participant received due to scheduling constraints, I made the decision to only code the first 5 visits initially, as my record indicated every participant received at least 5 visits. The 30 observations in the six PSTs’ classroom totaled 1953 minutes, 32.55 hours. Table 5 below detailed the analyzed observations for each PST.

Table 5											
<i>Observation Minutes Record</i>											
Case	Visit 1	Min	Visit 2	Min	Visit 3	Min	Visit 4	Min	Visit 5	Min	Total
John	12-Jan	105	1-Feb	58	5-Feb	58	7-Feb	96	12-Feb	58	375
Mary	17-Jan	46	5-Feb	58	12-Feb	58	17-Feb	58	26-Feb	58	278
Georgia	5-Feb	58	12-Feb	58	26-Feb	58	5-Mar	58	12-Mar	58	290
Terry	26-Jan	110	1-Feb	55	13-Feb	55	2-Mar	55	7-Mar	55	330
Derek	7-Feb	80	9-Feb	60	14-Feb	90	28-Feb	90	9-Mar	50	370
Ben	16-Feb	50	1-Mar	80	9-Mar	40	13-Mar	50	20-Apr	90	310
Total Number of Minutes											1953
Average Observation Minutes/PST											325.5

Table 5. Observation Minutes Record

I then coded one lesson observation notes using the above code tree for practice. I mostly focused on my noticing section, as that is a running record of what teachers and students did in that lesson. The wonderings column and my field notes were used as reminders of the lesson to make sure sections were coded correctly. If there is information specifically about the participant’s

practice that I was not able to observe but enacted, I also coded that information. After each observation was coded, I wrote a short summary based on excerpts coded. Through the process, I provided the space for students to engage in academic talk as one sub-code of scaffolding instruction. After coding all five visits of the participant, I ran an analysis on how the codes were applied in those visits. Table 6 shows the detailed application of codes in culturally and linguistically sustaining practices. Italicized and indented sections are sub-codes that belong to the immediate code above. For example, curriculum that reflects student diversity and values funds of knowledge would include codes from incorporating students’ background knowledge or prior experiences and materials that reflect different ethnicities, racial groups, or students’ home lives. Similarly, the number of codes for scaffolding instruction would be a sum of the four boxes below them. The only exception will be the sub-code *varying grouping structures* under *applying key principles of second language learning*, as the number of codes for it could be smaller, if a preservice teacher uses group work but does not vary group structure.

Table 6
<i>Culturally and Linguistically Sustaining Practices</i>
Caring behavior/empathy towards ELLs
Positive feedback and high expectations communicated to ELLs
Engaging with the community and students’ families
Translanguaging - Using L1 as a resource
Curriculum that reflects student diversity and values funds of knowledge <i>Incorporate students’ background knowledge or prior experiences</i> <i>Materials reflect different ethnicities, racial groups, or students’ home lives or experiences.</i>
Identifying the language demands of classroom discourse and tasks
Applying key principles of second language learning <i>Varying grouping structures</i>
Scaffolding instruction to promote emergent bilingual students’ learning <i>Providing space to engage in academic talk</i> <i>Comprehensible Input</i>

Giving clear directions and instructions and checking student comprehension on assignments/tasks

Scaffolding reading comprehension and writing instruction

Providing multiple opportunities for appropriate informal and formal assessment

Table 6. Culturally and Linguistically Sustaining Practices Codes

For the coding of mentor teachers, I added more codes to placement school and community under ELL, such as “sheltered” EL program, instructional assistants, placement of emergent bilinguals, and the collaboration between EL and mainstream. I also created *inadequacies* code to catch the inadequacies in placement school’s service for emergent bilinguals. Underneath the mentor teacher influence, I added sub-codes of ELL training mentor teachers received in their teacher preparation and ELL strategies preservice teachers perceived them use in practice. I also coded the interview using the CLS framework that includes elements such as practices, understandings, and tools in serving EBs. I then wrote a summary that covers the mentor teacher’s teacher preparation in serving emergent bilinguals, overseas work/study experience, their mentoring partnership with the preservice teacher, and their beliefs and pedagogy in serving EBs.

During the analysis, I triangulated interviews with observational data, artifacts such as course documents to develop a holistic understanding of participants’ experiences and perspectives related to their experience student teaching emergent bilinguals (Yin, 2008; Stake, 2000).

Summary

In this chapter, I elaborated on my research design and methodology. I also presented student diversity of the three placement school sites and characteristics of the six case study participants in terms of experiences with language and diversity. In Chapter 4, based on the sociocultural approach and the Culturally and Linguistically Sustaining Teacher Learning Framework, I will address each research question case by case to delineate each participant’s sense making of their learning experiences in relation to teaching emergent bilinguals, analyze how preservice teachers navigate

tensions between various voices, author their world in the contact zone, and negotiate their participation in communities, and how they do culturally and linguistically sustaining teaching.

Chapter 4. Findings

This chapter presents findings for the six individual case studies organized by the research questions. I first provide information on each preservice teacher's mentor teacher's and university supervisor's mentoring/coaching experiences and backgrounds in working with emergent bilinguals. I then address each research question and organize the answers by case study. Stake (2000) stated, "illustration as to how a phenomenon occurs in the circumstances of several exemplars can provide valuable and trustworthy knowledge (p. 444)." The "cross-case" analysis (Merriam, 2009) will then be conducted with the themes and categories juxtaposed and integrated across the data collected from each case study in Chapter 5.

Due to the essential roles the mentor teacher and the university supervisor plays in each preservice secondary teacher's journey of learning to teach emergent bilinguals, information on their teaching, coaching, and mentoring backgrounds such as number of students mentored/coached, years of teaching experience, their experiences with diversity, and whether and how they are prepared to teach emergent bilinguals is collected. Details are included in Appendix E.

Research Question 1

What pedagogical tools do preservice secondary teachers appropriate and what repertoires of practices do they construct in relation to emergent bilinguals during student teaching?

John – Social Studies. When working with emergent bilinguals, John was observed providing comprehensible input in several ways: providing visual support through the use of a document camera and projector, creating a key vocabulary list with easy-to-access definitions, modelling annotations, and checking in with individuals or small groups to make sure they are on

track and comprehend the task at hand. John gave very clear directions and gave students the opportunities to explain verbally what they were supposed to do. He also had students retell what was previously said to check for understanding when necessary. He had written directions up on the wall or a slide. The graphic organizer he provided to students was a helpful scaffold in reading and the three choices he gave students to write about was clear evidence of writing scaffolds. He identified language demand through preparing a vocabulary sheet, although it was not used in class. He also created a notes guide to scaffold reading comprehension. He demonstrated his ability to provide reactive, rather than proactive scaffolding through explaining key terms when students were confused. He also provided space for student talk so that they could share their opinions, although no specific sentence stems were given in the beginning, but he started providing them in later observations. John incorporated group work created space for students to engage in academic talk, and noted down students' answers. Tools he used included: Take a stand, before/during/after reading graphic organizer, and three-choice-prompt sum-up.

Table 7	
<i>John's CLS Practice Patterns</i>	
	John
Caring behavior/empathy towards ELLs	6
Positive feedback and high expectations communicated to ELLs	1
Engaging with the community and students' families	0
Translanguaging - Using L1 as a resource	2
Curriculum that reflects student diversity and values funds of knowledge	5
<i>Incorporate students' background knowledge or prior experiences</i>	2
<i>Materials reflect different ethnicities, racial groups, or students' home lives or experiences.</i>	3
Identifying the language demands of classroom discourse and tasks	3
Applying key principles of second language learning	2
<i>Varying grouping structures</i>	1
Scaffolding instruction to promote emergent bilingual students' learning	30
<i>Providing space to engage in academic talk</i>	5
<i>Comprehensible Input</i>	10

<i>Giving clear directions and instructions and checking student comprehension on assignments/tasks</i>	11
<i>Scaffolding reading comprehension and writing instruction</i>	4
Providing multiple opportunities for appropriate informal and formal assessment	0
Total Coded Practices	49

Table 7. John's CLS Practice Patterns

John described his experience working with emergent bilinguals as fascinating and complex; he expressed strong interest in teaching and advocating for emergent bilinguals. Table 7 demonstrates his enacted culturally and linguistically sustaining practices. Those are consistently evidenced in his clear directions that are both verbally repeated and clarified with visual support. Based on the code distribution, it was clear John excelled in making sure his directions were clear and did frequent check-ins with students. It is worth noting here his interactions with emergent bilinguals were positive and friendly, and he always made himself available and approachable. John also worked hard to make input comprehensible and scaffolded his instruction by providing visual support, check-ins, vocabulary scaffolds, sentence frames, modelling annotation, and various graphic organizers. He created spaces for emergent bilinguals to engage in academic talk. Another notable area is how much John cared about his students and worked to include curriculum that incorporates students' backgrounds and funds of knowledge.

Mary – Social Studies. Mary did individual checkins with students as they entered the classroom, demonstrating caring behavior towards her students. She was also observed making small conversations with students about what is happening in their lives, further demonstrating her caring relationship. At the beginning of her lessons, Mary had students complete Do Now that included key questions and academic vocabulary, a routine her mentor teacher uses. When her students contributed to discussions, Mary noted them down on the board or slide, providing audio, video, and visual input for emergent bilinguals, making it more comprehensible. She also modelled

what students need to do, paused and clarified several in-the-moment key terms to help students access the content. During work time, she also did frequent checkins with students to clarify her directions and provide more scaffolding if needed. Mary also put students in pair and groups of three and had them engage in academic talk. She continued to look for opportunities for students to bring in their prior knowledge. To better help students understand the context, she also shared her own lived experience to make a point. Mary varied grouping structures and tried jigsawing. She pushed students' thinking by asking students to provide evidence for their claims. For a few students, she made sure to do her individual checkins to clarify directions. She also continued to engage students in Socratic seminar, at the beginning of which, she reviewed the participation norms. Mary brought Trump's travel ban into the curriculum space as they talked about immigration and the Chinese Exclusion Act. Mary also continued to push students to unpack their thinking. She also provided positive feedback and acknowledged the critical thinking that was happening in the classroom space.

Table 8	
<i>Mary's CLS Practice Patterns</i>	
	Mary
Caring behavior/empathy towards ELLs	8
Positive feedback and high expectations communicated to ELLs	4
Engaging with the community and students' families	0
Translanguaging - Using L1 as a resource	0
Curriculum that reflects student diversity and values funds of knowledge	5
<i>Incorporate students' background knowledge or prior experiences</i>	2
<i>Materials reflect different ethnicities, racial groups, or students' home lives or experiences.</i>	3
Identifying the language demands of classroom discourse and tasks	2
Applying key principles of second language learning	2
<i>Varying grouping structures</i>	2
Scaffolding instruction to promote emergent bilingual students' learning	26
<i>Providing space to engage in academic talk</i>	5
<i>Comprehensible Input</i>	11

<i>Giving clear directions and instructions and checking student comprehension on assignments/tasks</i>	7
<i>Scaffolding reading comprehension and writing instruction</i>	3
Providing multiple opportunities for appropriate informal and formal assessment	0
Total Coded Practices	47

Table 8. Mary's CLS Practice Patterns

Table 8 shows Mary's practice patterns. Mary reported a successful example of working with emergent bilinguals in having students read and/or share in front of the class, making them active and visible members of the community. Mary's positive relationship building with students was evidenced in how well she knew her students both inside and outside the classroom. She excelled in doing individual check-ins for knowing them as individuals, monitoring their comprehension, and pushing their thinking. Her directions were clear with visual support. She also integrated audio and visual materials to make input more comprehensible. Her attention to language demands became more intuitive and she was able to provide more in-the-moment scaffolds on vocabulary. She also became more comfortable with giving up control of her classroom and creating more space for students to engage in academic talk. Mary was intentional in activating students' prior knowledge in content and building connections to their funds of knowledge. Finally, she held high expectations for students and consistently pushed them to deepen their thinking while validating their contributions.

Georgia – Social Studies. Georgia provided planned scaffolds in her PowerPoint presentation. Directions were clearly articulated on the slides to provide visual support. She used contrasting words in bold typeface and key terms that were colored and/or underlined. Georgia reminded students about previous learning and attempted to activate their prior knowledge. She also created space for students to engage in academic talk. Videos and images were used to make the input more comprehensible. On a worksheet she designed, she also left space for students to write in

their own opinions, an attempt to integrate students’ background knowledge into the curriculum space. She modelled how to read and provided paraphrasing as scaffolds along the way. She also gave a sentence starter for a writing response activity. Her students were given the opportunity to work on a group project. Georgia scaffolded the project into accessible questions. She also provided talk time for groups to discuss their project. There was a clear checklist that gave explicit directions and requirements.

Table 9	
<i>Georgia’s CLS Practice Patterns</i>	
	Georgia
Caring behavior/empathy towards ELLs	0
Positive feedback and high expectations communicated to ELLs	0
Engaging with the community and students’ families	0
Translanguaging - Using L1 as a resource	0
Curriculum that reflects student diversity and values funds of knowledge	2
<i>Incorporate students’ background knowledge or prior experiences</i>	2
<i>Materials reflect different ethnicities, racial groups, or students’ home lives or experiences.</i>	0
Identifying the language demands of classroom discourse and tasks	2
Applying key principles of second language learning	0
<i>Varying grouping structures</i>	0
Scaffolding instruction to promote emergent bilingual students’ learning	17
<i>Providing space to engage in academic talk</i>	5
<i>Comprehensible Input</i>	5
<i>Giving clear directions and instructions and checking student comprehension on assignments/tasks</i>	5
<i>Scaffolding reading comprehension and writing instruction</i>	2
Providing multiple opportunities for appropriate informal and formal assessment	2
Total Coded Practices	23

Table 9. Georgia’s CLS Practice Patterns

In Georgia’s culturally and linguistically sustaining teaching practices shown in Table 9, it is apparent that she scaffolded her instruction through providing visuals and video, giving clear directions, and providing space for students to engage in talk. She was also seeing some language

demands and used some sentence starters. Georgia is reflective practitioner, ready to adapt and change her lessons based on learning evidence she collects. Though she used group structure, it did not seem intentional in terms of language support. It was also clear in the data that she struggled with making connections with students and having students bring their cultural and linguistic backgrounds into the classroom. Georgia used the words “relationship-based” and “incomplete” to describe her work with emergent bilinguals.

Terry – Social Studies. The visits and post-visit conversations with Terry evidenced her strong understanding of the need to learn more about students. She was willing and interested in differentiating instruction for students but felt underequipped not seeing models from her mentor teacher. Terry provided space for students to reflect on their own learning and setting their own goals. Students were also given opportunities to engage in group talk on class content of global economy. She showed explicit directions on slides with key vocabulary terms bolded and sentence stems given for key tasks. Terry also gave students choices of different reading tasks and worked with a group of emergent bilinguals during differentiated individual/group work time. Students were given opportunities to present their group work and Terry captured students answers on the projector. She also used a video to prompt students’ thinking and students were given opportunity to discuss in their groups.

Table 10	
<i>Terry’s CLS Practice Patterns</i>	
	Terry
Caring behavior/empathy towards ELLs	1
Positive feedback and high expectations communicated to ELLs	4
Engaging with the community and students’ families	0
Translanguaging - Using L1 as a resource	0
Curriculum that reflects student diversity and values funds of knowledge	1
<i>Incorporate students’ background knowledge or prior experiences</i>	0

<i>Materials reflect different ethnicities, racial groups, or students' home lives or experiences.</i>	1
Identifying the language demands of classroom discourse and tasks	3
Applying key principles of second language learning	3
<i>Varying grouping structures</i>	1
Scaffolding instruction to promote emergent bilingual students' learning	22
<i>Providing space to engage in academic talk</i>	5
<i>Comprehensible Input</i>	10
<i>Giving clear directions and instructions and checking student comprehension on assignments/tasks</i>	5
<i>Scaffolding reading comprehension and writing instruction</i>	2
Providing multiple opportunities for appropriate informal and formal assessment	2
Total Coded Practices	36

Table 10. Terry's CLS Practice Patterns

Terry described her work with emergent bilinguals as emerging, inadequate, hopeful, multi/cross-cultural. She established good relationships with students and constantly provided feedback and expressed high expectations she has for them. Table 10 shows Terry's coded practices. It is clear that she worked hard to provide comprehensible input. She often captured students' answers when they shared, and her lesson slides held explicit directions on activities and visuals. The key concepts and vocabulary terms in the content of the slides was often bolded to draw students' attention. She also had students repeat or re-voice directions and their opinions making sure students understood what had been said and that this was understood by others. Terry was comfortable getting students to discuss in groups and have them share in front of the class. Her use of guided notes and exit tickets demonstrated her formative assessment approaches. Her interactions with emergent bilinguals do not provide evidence in-depth knowledge of students' backgrounds and funds of knowledge.

Ben - Math. Two effective practices observed were his modeling of solving math problems by writing out the steps and his inviting a student to the front to show work. Ben taught a review class and used different colors to show differences between concepts. Summary notes prepared by

his mentor teacher showed key math reasoning and included sentence frames. Several other effective strategies were observed: use of video, use of real life scenarios – basketball, football, and bank accounts, paraphrasing of the key academic terms, hands-on manipulation of variables, and use of academic talk both in a whole-class setting and group discussions. There were apparent planned scaffolds for key math vocabulary and concepts. The lesson objective was also clearly written on the board.

In general, Ben struggled with classroom management and students talked over him.

Table 11	
<i>Ben's CLS Practice Patterns</i>	
	Ben
Caring behavior/empathy towards ELLs	0
Positive feedback and high expectations communicated to ELLs	0
Engaging with the community and students' families	0
Translanguaging - Using L1 as a resource	0
Curriculum that reflects student diversity and values funds of knowledge	1
<i>Incorporate students' background knowledge or prior experiences</i>	1
<i>Materials reflect different ethnicities, racial groups, or students' home lives or experiences.</i>	0
Identifying the language demands of classroom discourse and tasks	4
Applying key principles of second language learning	1
<i>Varying grouping structures</i>	0
Scaffolding instruction to promote emergent bilingual students' learning	17
<i>Providing space to engage in academic talk</i>	1
<i>Comprehensible Input</i>	7
<i>Giving clear directions and instructions and checking student comprehension on assignments/tasks</i>	8
<i>Scaffolding reading comprehension and writing instruction</i>	1
Providing multiple opportunities for appropriate informal and formal assessment	0
Total Coded Practices	23

Table 11. Ben's CLS Practice Patterns

Ben thought his overall experience with emergent bilinguals was both rewarding and multi-dimensional. Based on the code distribution from the five observations shown in Table 11, it is clear Ben was very comfortable modeling in front of the classroom and gave clear verbal directions while providing some visual input. He provided comprehensible input at various times. He also was able to provide some in-the-moment scaffolds that showed his understand of the language demands involved in the task. Due to difficulties connecting with students in general, authentic caring behaviors towards and interactions with students were not observed.

Derek – Math. Derek gave explicit directions, although mostly verbally without visual support. He provided space for students to do partner work. Derek also modelled steps involved in solving problems while referring to anchor charts around the room. As shown through Derek’s interactions and conversations with his students before the class, Derek had good relationships with students and interacted with them in an authentic way. Derek modeled steps in detail by using a document camera. He was also actively assessing students’ learning and brought what he noticed into discussions. His classroom routines were clear. He actively included emergent bilinguals in his class to answer questions; during independent work time, he intentionally checked in with emergent bilinguals. There was an increase in student talk as he gave more opportunities for students to share their thinking. He had students show their work on their individual whiteboards and assessed their learning. His agenda was written out on the board and the worksheets provided included examples and rules that would give emergent bilinguals more access to the content. Table talk was used for students to tackle some problems together.

Table 12	
<i>Derek’s CLS Practice Patterns</i>	
	Derek
Caring behavior/empathy towards ELLs	3
Positive feedback and high expectations communicated to ELLs	2

Engaging with the community and students' families	1
Translanguaging - Using L1 as a resource	1
Curriculum that reflects student diversity and values funds of knowledge	1
<i>Incorporate students' background knowledge or prior experiences</i>	1
<i>Materials reflect different ethnicities, racial groups, or students' home lives or experiences.</i>	0
Identifying the language demands of classroom discourse and tasks	2
Applying key principles of second language learning	2
<i>Varying grouping structures</i>	0
Scaffolding instruction to promote emergent bilingual students' learning	18
<i>Providing space to engage in academic talk</i>	3
<i>Comprehensible Input</i>	6
<i>Giving clear directions and instructions and checking student comprehension on assignments/tasks</i>	8
<i>Scaffolding reading comprehension and writing instruction</i>	1
Providing multiple opportunities for appropriate informal and formal assessment	3
Total Coded Practices	33

Table 12. Derek's CLS Practice Patterns

Derek described working with emergent bilinguals as both rewarding and a learning process, as he continued to figure out what works and what does not and learn from emergent bilinguals. Based on the codes in Table 12, it is evident Derek was able to scaffold his instruction through giving clear directions and model the key steps involved in solving math problems. He made his input comprehensible by using anchor charts, posters, and writing key steps on the board. The use of summary notes, as previously discussed in Ben's case, identified language demands of the tasks at hand and provides access points for emergent bilinguals. Derek also provided space for group discussions, although the grouping seems more incidental than intentional. It is worth noting that Derek clearly saw the value of students' first language and understood what translanguaging could look like. He shared his experience of using Spanish to work with emergent bilinguals, although it was not directly observed.

Research Question 2

How do preservice secondary teachers perceive the impact of their teacher preparation program and their student teaching experience on their learning to teach emergent bilinguals?

Each participant's perception toward a variety of components in the teacher preparation program and the placement school is elaborated to address research question 2. From the world of the university teacher preparation program, factors analyzed include university coursework, coaching from the university supervisor, ELL coaching from the researcher, and the peer support from the same cohort of preservice secondary teachers. Factors at the placement school discussed include mentoring from the mentor teacher in placement, the ELL departmental support, their professional learning communities, and the support from peer colleagues.

John – Cedar Stream. This section investigates John's perceptions.

Perceptions of STEP. In John's opinion, what contributed most to his learning to teach emergent bilinguals were his student teaching of emergent bilinguals and having the researcher provide ELL-focused coaching: "I think what helped the most really, it was having the experience student teaching ELLs and then you coming in as well helped tremendously." He also talked about the language and literacy course, as a whole, being beneficial, as he was able to apply what he learned in student teaching. He credited a particular think-aloud activity the researcher modelled for his finally *looking at* the language instead of *looking through* the language, as he was better able to see the language demands of instructional tasks he has designed and provide necessary literacy scaffolds (de Jong & Harper, 2011).

The researcher's voluntary coaching role in this research study clearly had a strong impact in John's case. John felt having the researcher come in and provide coaching on working with emergent bilinguals, "helped tremendously." He remarked, "I think I did much better towards the

end at supporting EL students than at the beginning. Yeah. And I feel like yeah, it was, it was helpful. Um, I was even able to practice it.”

Perceptions of the placement school. John had a successful student teaching experience. He was placed with a mentor teacher who, though not certified in teaching ELL, was assigned to teach a mainstream history/English language development class, where 23 out of 31 students are emergent bilinguals. John worked very well with his mentor teacher, although there would be times when he would need to change his lesson plan because his mentor teacher would do something differently. He noted several strategies his mentor used that could be effective for emergent bilinguals: think-aloud and showing video with captions, pauses and talking through, and trying to get support from colleagues. Having taken the ELL workshop through STEP, he positioned himself as the influencer in his relationship with his mentor, when it comes to working with emergent bilinguals:

Given because I had the ELL workshops in the ELL class or the language literacy class, I had a little more experience or a little more knowledge on how to support ELL students. Like the vocab and all that stuff. So he was willing to do that stuff.

John did not have much information on how EBs are supported by the ELL department. He didn't know how many EBs there were outside his class. The EL department did not seem to take on any active involvement with mainstream teachers. The only example he gave was of an EL teacher helping his mentor pronounce student names at the beginning of the school year. He thought the EL department was more isolated than general education teachers. He did talk a lot about his instructional assistants, especially the one supporting his Spanish speakers. He found the instructional assistant super helpful and gave examples of how the assistant would actively seek out

information from his mentor so that he could study the content in advance and better support emergent bilinguals.

Mary – Cedar Stream. This section investigates Mary’s perceptions.

Perceptions of STEP. Mary had a successful student teaching experience. The following section details several key factors from the university program that she perceived impacted her learning to teach emergent bilinguals: coaching from the university supervisor, the ELL coaching from the researcher, the Language and Literacy course and ELL series, the Social Studies Methods course, and the cohort support.

Regarding experience with her university supervisor Julia, Mary thought highly of Julia and saw the focus on making sure non-White voices are also heard and elevated. Mary was eager to participate in the case study and welcomed every opportunity to debrief with the researcher. The Language and Literacy course had a large impact in her learning to teach emergent bilinguals. She thought the ELL workshop series acted like her crash course, “That crash course definitely helps me kind of refocus, especially since I don't have a language arts background.”

Mary also spoke highly of her Social Studies Methods course and shared how email reminders from her professor on differentiation ideas were helpful. She is also a careful observer during the spring practicum in a diverse school and noticed differentiation strategies demonstrated by her mentor teachers. Mary enjoyed support from her cohort peers too and they often exchanged ideas for curriculum and pedagogy, on top of offering emotional support for each other.

Perceptions of the placement school. Mary’s mentor teacher (M-MT) is an experienced African American male teacher who grew up “on the Jim Crow law a lot of poverty” and has worked with challenging youths in alternative schools. He connects well with students and is very

proud of the fact he does not have classroom management issues with students. Mary spoke highly of her mentor teacher's ability to build relationships with students.

In terms of overall learning during student teaching, Mary did not feel she has learned much content and curriculum from her MT. They did not collaborate, no co-planning nor co-teaching. She did recognize the huge value relationships with students bring, which MT has consistently modelled. Mary compensated her overall lack of learning opportunities from her MT by observing other colleagues, especially the neighboring classroom teacher.

Georgia – Cedar Stream. This section investigates Georgia's perceptions.

Perceptions of STEP. Georgia struggled with her student teaching at the school site. She believed ELL coaching and the co-debrief with her placement peer John were the two most helpful things.

The most helpful thing was like when you came to observe me and debrief afterwards..... but basically like not just debriefing me and you, but debriefing with John like several of us at the same time because then hearing what he was doing it just like that was, I feel like the most beneficial um, um, in terms of my learning.

Georgia's university supervisor Amina played an instrumental role in mediating Georgia's student teaching. Amina gave specific structures following which the mentor teacher could give Georgia feedback. Georgia stated, "Amina was instrumental. I don't even know if I would've gotten to full time teach if she hadn't intervened, because he (MT) was just not setting that up for me."

Georgia and Amina worked closely together to figure out her needs and what type of participation they would need from her mentor teacher. It was clear Amina provided both emotional and professional support throughout her student teaching. Georgia described Amina, "She was very,

very, very helpful in being supportive of me and giving me good feedback and helping me. Like, um, you know, even think about my own areas of growth. She's the best.”

In terms of university coursework, Georgia found the ELL workshop series in the Language and Literacy course helpful; however, due to the overall timing of the summer bridge experience, she felt her learning was limited. She wished the summer bridge was structured differently so that more time could be spent on learning specific strategies. Georgia also mentioned she gained some knowledge on the sociopolitical experience of immigrant schooling, politics of English only movement and its impact on student learning through a particular course in the STEP curriculum.

For the spring and summer practicum, Georgia had mixed opinions about the spring practicum component where they visited a school once a week and she was placed at a secondary school that exclusively serves emergent bilinguals. She brought up her experience of following students to other classes that afforded her opportunities to observe different strategies; however, she felt missed important learning opportunities, due to lack of debriefings about their observations. Georgia's feedback on the summer practicum was more critical. She felt it was poorly timed and structured, and there were too many components happening at the same time that resulted in her poor learning while feeling exhausted. Georgia also felt the purpose of the summer bridge program was not clear and she received mixed messages.

Georgia highly valued the support from and collaboration with her cohort peers placed at the same school.

Perceptions of the placement school. Georgia was placed with a White male teacher who is the department lead of the Social Studies department at the school. Though Georgia's mentor teacher initially told the teacher preparation program he did not wish to take on a student teacher this year, he ended up taking Georgia as his second student teacher, after interviewing Georgia.

The placement was difficult for Georgia and her relationship with her MT did not go smoothly. According to Georgia, her mentor teacher thought “the best thing for her to do is just to try stuff and figure it out” and Amina was able to intervene. There seemed to have been a lot of tension between Georgia and her mentor teacher, as evidenced in Georgia’s interview except.

I spent a lot of time trying to figure out like what is he thinking right now? What does he want right now all this stuff? Which was just like really annoying and like advocating for myself..... So I feel like my growth was stunted for a long time because I was just kind of waiting for some guidance that just didn't really come.

Georgia did not feel she received enough guidance from her MT. When she reflected on her overall student teaching, she said:

I just feel like I felt a lot more creative and expansive in my thinking about teaching before the experience and so I'm trying to like, do things that help remind me of why I wanted to do this in the first place. Like what different things I was keeping in mind in the first place. Um, different ideas that I held about what I could do more, what was possible because I just feel like those have been kind of stripped away.

It was clear this student teaching placement has constrained her learning opportunities. She remarked, “My vision or expectations for teaching are just narrowed by my experience with this one teacher in this one department, this one school.”

As Georgia is well aware of her minority status, she actively looked for peers and role models who are minority or women. She developed some close relationships with some colleagues at the student teaching site. They provided general support during Georgia’s student teaching. Conversations were likely not specific to supporting emergent bilinguals.

Terry – Rainbow Brook. This section investigates Terry’s perceptions.

Perceptions of STEP. Terry regarded the ELL workshop series as number one element that helped prepare her to work with emergent bilinguals and the ELL coaching she received from the researcher as the second key element. Terry felt the overall STEP program’s anti-oppression framework contributed to her learning too.

I think STEP is really dedicated to anti-oppression frameworks and for building caring relationships with students, um, and being self-reflective in our identity. And I think that all of those combined really positioned me to be like a mindful and thoughtful teacher for all my students, which includes like English language learners.

Terry thought her methods course provided her ideas to differentiate but felt they wouldn’t be successful without the ELL workshop series and the ELL coaching. She specifically explained scaffolded reading experience. Terry also mentioned some course content readings about the schooling of emergent bilinguals and the damage English-only settings have on students’ identities.

Terry spoke of the impact her spring practicum at the school that exclusively served emergent bilinguals had on her learning. She noticed the supportive learning environment these emergent bilinguals were in and felt it was harder to achieve in general education classrooms.

Perceptions of the placement school. Terry was placed with a White male mentor teacher who had no prior mentoring experience. She originally was going to be placed at a different school site, but it did not work out and Terry started at Fairview Heights after the school year started. Although Terry’s mentor teacher (T-MT) taught both 9th grade World History and 11th grade U.S. History, Terry only had one preparation and lead taught three periods of 9th grade. During the 11th grade US History, she could simply observe her mentor teacher and/or do her planning. Terry

described her student teaching as, “Overall it's been really great. I think that I grew a lot and learned a lot. Um, it was really hard and it was really challenging and ultimately really rewarding.”

Terry thought her mentor teacher, being it was the first time for him to take on a student teacher, was not willing to give up his control and was hesitant in changing things. Terry also felt her mentor teacher does not intentionally do anything to support emergent bilinguals. She thought her mentor teacher values building relationships with students, although she felt he does not build as strong relationships with emergent bilinguals. One particular ELL strategy Terry thought her mentor teacher uses is similar-ability grouping.

Terry did not feel there was much intention at the placement school to support emergent bilinguals in the mainstream. Her teaching load arrangement with her mentor provided her opportunities to observe some colleagues at the placement school. These observations seemed to have limited influence on her learning to teach emergent bilinguals.

Ben – Fairview Heights. This section investigates Ben’s perceptions.

Perceptions of STEP. In the next section, I elaborate on a few components Ben mentioned from the secondary teacher preparation program that he perceived had impacted his learning. Ben thought the ELL coaching from the researcher helped him bridge the summer ELL workshop learning with his student teaching and reminded him the need to provide emergent bilinguals support.

It's given me more more stuff to think about and kept me from getting kind of lazy and about like just getting in like doing the routine of instruction. So I think that it has a positive influence. And reminded me of a lot of stuff that we had already discussed in the summer. I had not had a chance to think about or haven't had a reason to think about it.

When asked about what he knew about his emergent bilinguals, he shared that he knew from the ELL workshop series about the invisibility of some long-term ELLs, although he himself seemed to have fallen into the same habit.

I knew that was talked about in the summer is that specific issue where some students will have, they'll be classified as ELL and will need the extra support but it might not be clear or visible to the teacher. And despite that I kind of fell into that habit.

Knowing his university supervisor Susan had taught in a school that exclusively serves emergent bilinguals, Ben thought she has a strong intuitive feel for working with them, although it has not been explicitly the focus of her coaching. Ben perceived her focus is more on the technical part of completing program components and offering instructional feedback that centers on students buy-in and cognitive development.

Ben had a difficult time recalling components of the teacher preparation program. Ben spoke of “*thought-provoking*” readings about accommodation, inclusion, and special education in the spring quarter. He also talked about the ELL workshop series and expressed how he wished it had been a better balance between the summer practicum and the ELL classes with the need for more time for ELL. For the spring practicum, he felt he didn’t really get to learn a lot about students. Ben felt the Math methods course did a good job of connecting theory with practice and shared he learned from watching videos of peers’ teaching.

Regarding the last quarter, Ben felt disconnected from the STEP world and occupying two worlds at the same time.

Last quarter the last quarter felt like I was occupying two separate worlds that weren't really bridged as much as the previous quarters Like i was at the placement school, and then

separately I was at the university. that was kind of, I think it is because we were spending so much more time here than we were anywhere else.

Though Ben did not emphasize the support from Derek during the interview, it was apparent they often planned together and debriefed their experiences. They also often commuted to university together for courses and frequently supported each other during their student teaching.

Perceptions of the placement school. Ben has enjoyed his student teaching at the placement school regardless of the challenges. He wanted a diverse experience and saw the inherent value in diversity. Ben thought the school has a caring environment, although it suffers from its reputation and lack of access to resources.

Ben was placed with a White male teacher who is head of the math department and has an additional building leadership role. This placement allows Ben to have two periods of planning, instead of one. Ben spoke highly of his mentor teacher and talked about a variety of strategies shown to him to serve emergent bilinguals: clear directions in multiple ways, the system of scaffolded notes, and allowing notes during tests. Ben also mentioned his mentor teacher's practice of not "othering" students by giving extra time or retake. Both Ben and his mentor agree on the need to keep students in class and not to contribute to the school-to-prison pipeline.

In terms of working with colleagues in placement school, apart from the fact that the ELL teacher who teaches sheltered math is on their math team, Ben has very limited interaction with the ELL department. As Ben's mentor teacher had multiple planning periods due to his leadership role, Ben took advantage of the extra planning period to observe other teachers in the same grade level. Although he was able to observe some teaching, this experience has limited impact on his learning, as he does not have time to talk about their instruction. Ben interacts frequently with the math team, although about instruction, rather than topics on serving emergent bilinguals.

Derek – Fairview Heights. This section investigates Derek's perceptions.

Perceptions of STEP. Derek talked about how much he learned about literacy in math from being in the classroom of his university supervisor Susan, who not only was the classroom mentor teacher during the spring practicum that demonstrated teaching in a school that exclusively served emergent bilinguals, but also took on the role of a teaching assistant for their Math Methods course.

It was clear the Math Methods course focused on scaffolding and multiple representations. Regarding the Language and Literacy course and the ELL workshop series, Derek felt it helped him take on an asset lens.

I had a lot of that information content wise from what we were doing in methods, but like a lot of the like mentality and like how to approach addressing emergent bilinguals and stuff in the classroom and looking at the, you know, the positives and what they bring to the classroom instead of the deficits and stuff like that.

Derek also mentioned how he benefited from some content in the Multicultural Education course. Overall, Derek perceived a lack of focus on Mathematics and emergent bilinguals in STEP.

I don't think there's a ton of resources and discussion about teaching mathematics to emergent bilinguals and like what, like really looking at like what literacy is in mathematics. Like how, um, even though like mathematics is prevalent in every culture and society and language, but like we still anglicize it and we still, you know, take a lot of things for granted when it comes to teaching it and a lot of the vocabulary and the way we say things.

In terms of coaching, Derek had a great relationship with Susan, and he valued her coaching, as she helped bridge theory and practice and pushed his thinking in providing a variety of scaffolds through using different tools. Regarding the ELL coaching from the researcher, Derek felt the post-

observation debriefs and conversations were helpful, as it provided actionable strategies that can be implemented in his own classroom with his emergent bilinguals. He commented on the experience I shared with him as an emergent bilingual learner who has strong math knowledge in Chinese but had difficulties in accessing the content he was teaching during one particular visit; he also talked about how beneficial and “*eye-opening*” it was to have both the teacher educator and emergent bilingual learner perspectives.

The cohort structure of the teacher preparation program provides many affordances to Derek’s learning. Not only did he get ideas from the math cohort and STEM, since some of the courses are open to all subject content areas, he is also communicating with Humanities peers.

Perceptions of the placement school. Derek was placed with a White female teacher who was pursuing her National Board certification at the time. As one period had special education students, that period was co-taught with the Special Education teacher. An instructional assistant was assigned to help with emergent bilinguals during this period.

Derek thought highly of his mentor teacher and learned many effective strategies that work well with emergent bilinguals. As his mentor teacher was working on National Board at the same time, he had a lot of freedom teaching on his own while getting feedback from his mentor.

In terms of support from the EL department, apart from seeing instructional assistants in some classrooms, Derek felt the topic of serving emergent bilinguals is never at the center. Even though there was in-building PD, it was not focused on emergent bilinguals. He commented on efforts coming from individuals but stated there is not a school wide system to focus on this work.

Derek worked very closely with his peer preservice teacher Ben and the math PLC at the placement school. Since one of Derek’s periods has a co-teaching model, even though he was not

able to do much co-planning, he was able to learn strategies that will work well with emergent bilinguals.

Research Question 3

What factors influence and shape mainstream preservice secondary teachers' enacted practices in relation to emergent bilinguals during their student teaching?

In this section, I address question 3. As shown in Figure 2, Chapter 2, learning to teach emergent bilinguals during student teaching is affected by a multitude of factors. The Culturally and Sustaining Teacher Learning Framework demonstrates potential influences coming from preservice secondary teachers' learner characteristics, the placement school, the teacher preparation program, and the researcher's ELL coaching. Preservice secondary teachers' enacted practices with emergent bilinguals are also influenced by their understandings, dispositions, and agency in culturally and linguistically sustaining teaching.

John - "I want more ELL students. It's basically what I want to say." The following section goes in depth to elaborate on affordances and constraints on John's journey to learn to teach emergent bilinguals during student teaching.

Learner characteristics and experiences. John's immigrant experiences heavily influenced his choice of becoming a teacher, "One of the biggest reasons why I wanted to become a teacher when I got into college was, I realized I didn't have any real role models." He saw the disconnect between middle-class White teachers and immigrants. He shared an example of how one of the emergent bilinguals he student-taught wanted to grow up to be like him and was deeply moved, "He hopes to be like me when he gets older and I was like, you know, you're going to do, you're going to be better than that whenever you're older."

Keenly aware of the need to help emergent bilinguals establish pride for their first language while wanting them to be successful in English, John clearly brings an asset lens to serving them, which enables him to lead by example and found a level of trust that is built on high expectations and care. His university supervisor Julia commented, “John has deep commitment and deep desire to serve all students, especially students who are facing multiple forms of marginalization. I think his personal experience of that strengthens his commitment and ability to do that.” John’s mentor teacher also commented, “John views students through an asset-based lens, which is really something that's hard to teach but he just excels in it.”

His lived experiences as a person of color from an immigrant family plays an essential role in his learning journey to serve emergent bilinguals. His acute sociocultural sociopolitical consciousness led him to choose teaching as the profession so that he himself could be a role model. The lack of support in developing home language in his own schooling propelled him in encouraging emergent bilinguals to continue to use and develop their first languages.

CLST: Understandings, dispositions, and agency. This section focuses on elaborating on John’s understandings, dispositions, and agency in culturally and linguistically sustaining teaching. John’s personal experiences have helped him become more empathetic towards emergent bilinguals. He understands the unique situations emergent bilinguals might be in.

ELL students have so much more going on in their lives to be honest. Like a lot of them work, some of them have family responsibilities that other students don't have at that age. You know. A lot of them when they go home, they don't. They speak their native language. He sees the need to bring in controversial topics into the classroom and is ready to bring in counternarratives and depict contributions of immigrants into the curriculum to empower emergent bilinguals.

I won't be afraid to talk about it as a class. If it has to take a week to dive deep into something like immigration and history of immigration, and the contributions of immigrants have made to this country since its founding, then I'll do that. . . . So often we talk about like history or even in language arts, humanities in general, it's so white and there's not really much that students can relate to and could see themselves and also maybe curriculum that can have students teach you.

He clearly holds asset lens, values cultural and linguistic diversity, upholds bilingualism, and seeks to empower emergent bilinguals.

I had the opportunity to, you know, even though I did it towards the end is really tried to empower themselves in terms of their culture but cultural backgrounds, their, their knowledge and language. And I think because I think at that age you don't recognize that your bilingualism is an asset. Is that something that you can use and something that we should take to your advantage. Um, because English has always been what they were told to learn to talk to, write. And not giving them the space to use their own language and stuff.

John also demonstrate keen sociocultural, sociopolitical, and sociolinguistic consciousness and understands how language, culture, and identity are interconnected. In his classroom, emergent bilinguals “had the opportunity to still be themselves”. He understands how isolated emergent bilinguals often are in schools and strives to create a classroom environment where they feel at home and have access to a quality education. He remarked, “It's not fair for them not to have the experience every other student has, just because they speak two languages doesn't mean they should be punished for that or they speak one other language better, they shouldn't be punished.”

John also starts to see language demands in the content and looks for ways to scaffold his instruction. One success with emergent bilinguals he shared was showing students how to break

down difficult texts. He referred to the zone of proximal development several times, recognizing the need for emergent bilinguals to practice the language and seeing the benefit of alternating group work and individual work. John understands some emergent bilinguals' needs for extra encouragement and preparation time to share their work and uses the prepping strategy where he asks them first whether they are willing to share.

John holds some misconceptions towards emergent bilinguals. He felt one of the differences between emergent bilinguals and mainstream students was EBs' reluctance to share. He would probably benefit from more professional development opportunities that help create necessary scaffolds for these EBs so that they can better access the content and engage more in class discussions.

Placement school influence. In the placement school, John's mentor teacher, his university supervisor Julia, and his peers placed in the same school site all potentially worked together to influence John's learning to teach emergent bilinguals.

Mentor – preservice teacher relationship – Learning to teach emergent bilinguals together. Though John's mentor teacher (J-MT) was not specifically trained in working with emergent bilinguals, his learner stance, positive relationship with John, and his experiences in the classroom worked together to afford a positive and collaborative learning partnership journey for John to learn to better serve emergent bilinguals.

When it comes to working with emergent bilinguals, J-MT felt "*ill-equipped*" and thought he himself needed more training to understand how emergent bilinguals are identified and what language scores meant in order to better serve emergent bilinguals. Through brief coaching conversations with the researcher, J-MT quickly realized what language demands are for classroom activities and he was able to provide in-the-moment scaffolds, basing on students' participation and

behavioral patterns. The changes in performances of emergent bilinguals in class that resulted from planned scaffolds allowed him to see capabilities of those students, thus encouraging him to become more aware of their needs and engaging in reflective conversations with John through the lens of ELL in his mentoring work. The mentor's practices were heavily influenced by the ELL coaching provided by the researcher. J-MT commented, "The best thing that came out of the mentorship this time was the EL coaching." He shared several examples of clear uptake on translanguaging and providing space for student talk such as Socratic Seminar. During the fourth and fifth visits, mentor-MT identified the language demands, realized there were ways they could provide better scaffolds for emergent bilinguals, and made immediate in-the-moment changes. The partnership between John and his mentor teacher clearly worked well together. At the end of the student teaching, J-MT had these remarks, "It actually felt like more work after John left, because we were able to talk about things and it really pushed my lessons." This mutually beneficial partnership enabled them to collaborate consistently and it was clear J-MT positioned John as someone who could contribute and push his own thinking. Julia also thought John's relationship with his mentor benefited John. She sang high praise for their partnership and thought it was productive and effective.

John attributed his key learnings to the fact that he had the opportunity to work with emergent bilinguals in his placement. The fact that his mentor who was not endorsed in teaching ELL, but was eager to learn led to equal power in the partnership on their learning journey together, which afforded John rich opportunities as his mentor's experiences in teaching led to the quick adoption and uptake of ELL strategies in their co-teaching.

Teacher education program influence. In this section, I focus on exploring how the teacher education program has influenced John's learning. John spoke highly of two essential components that helped prepare him for working with emergent bilinguals: his placement in a classroom with

lots of ELL students and the ELL coaching he received from the researcher. He also appreciated the coaching he received from his university supervisor. Though he did not directly name the support he received from his peer PST Georgia, it was obvious he benefited from bouncing ideas off each other and problem solving during their lunch time together.

The Language and Literacy course where the ELL workshop series was situated afforded him key learning opportunities in developing both conceptual and practical tools in working with emergent bilinguals. He was able to look at the language instead of looking right through it.

Through the teacher education program curriculum and pedagogy, John embraces translanguaging and creates space in his classroom for emergent bilinguals to showcase their first languages and cultures, thus elevating their status. The value of the ELL workshop series was clear in its impact on John's learning to teach emergent bilinguals, as he clearly expressed the need to have a class of its own, instead of only a few hours situated in another course.

Julia's coaching focus in social justice and elevating the voices of marginalized communities afforded him extra support, as she actively considers John's experience as a teacher of color and seeks ways to better support his learning journey. Knowing how isolated teaching is, especially for a teacher of color, she continuously helped John grow his support network. Though not endorsed in ELL, she had gone through teacher preparation programs that had some focus on content literacy. Through her workplace, she received a series of Guided Language Acquisition Design training so she could better serve the diverse student body in her district. She actively pushes for critical pedagogy and wants her preservice teachers to tackle issues that matter to the marginalized communities and address them in class in a way that does not further marginalization and traumatization. Her theoretical knowledge and personal experiences with the immigrant population made her feel more urgent to bring social justice issues into the classroom. She explicitly

named Trumpism, the Wall, and racism, and expressed how immigrants' contributions are not recognized. Julia also emphasized the importance of showing different perspectives while not furthering stereotypes. She expressed the need for herself to continue to develop her knowledge in better serving emergent bilinguals and we were able to conduct co-debriefs together. During the co-debriefs, she privileged John's voices and encouraged John to embrace his teacher of color identity. It is possible that the coaching conversations also helped push John's thinking in how he could promote equity for emergent bilinguals and bring students' identities into the classroom space.

Case John summary. John's person-of-color identity and his lived experiences in the public school system played a large role in him becoming a teacher who wanted to be a role model for students of color. His placement in a setting where a large percentage of a particular period was comprised of emergent bilinguals and where his mentor teacher, though not ELL endorsed, took a learner stance, afforded him many learning opportunities to serve emergent bilinguals. The ELL coaching from the researcher was well received by the PST/MT duo and the coaching conversations clearly had positive impact on John and his mentor's uptake. His university supervisor who was social justice oriented and looked to elevate the voices of marginalized students and communities helped John bridge practice and theory while providing targeted support for preservice teacher of color. For John, the Language and Literacy course and the ELL workshop series provided foundational knowledge and skills in serving emergent bilinguals; however, he attributed his learning mostly to student teaching emergent bilinguals and receiving ELL coaching from the researcher. John also benefited from having his peer Georgia in the same placement school. They were able to support each other in their learning journey. Apart from having a collaborative and supportive mentor teacher, influence from other colleagues, including the ELL department at the placement school seemed minimal.

Mary - “There are things that we can do as teachers.” The following section goes in depth to elaborate on affordances and constraints on Mary’s journey to learn to teach emergent bilinguals during student teaching.

Learner characteristics and experiences. Mary has had ample experiences learning different languages such as Hebrew, Spanish, and Arabic, having studied and worked overseas. She is also learning Korean so she could communicate better with her mother-in-law. Her own language learning experiences lead to her empathy and understanding of emergent bilinguals’ challenges in schooling. Her university supervisor Julia thought Mary’s background in educational policy affords her useful perspectives on the sociopolitical context of education.

CLST: Understandings, dispositions, and agency. Mary understands the nuances in emergent bilinguals and brought up the issues of being an emergent bilingual in need of special education services. She recognizes the trend in the changing demographics of the population in the city. She values diversity and expresses her sense of jealousy towards her peer John who had many emergent bilinguals in his class. She also is learning to hold high expectations towards emergent bilinguals. Below is one example of success she shared in the interview.

There are our two students, I'm thinking who are both quiet in class and I, in the last couple of weeks I, I tapped them to be team leaders and it was just awesome. And I was like, oh, I had like definitely lower expectations about their abilities to be team leaders because of language. So that was a really good learning for me because I was all like patting myself on the back to be like, make them team leaders.

Mary clearly sees the power behind academic language and wants to make sure she is providing students access to the power.

It's really important to me that students are exposed to a tertiary academic language that I know carries status with it. And so I intentionally did use vocabulary that I knew was kind of beyond what most, if not all students knew because I want them to have access to the language of power.

She wants to make sure emergent bilinguals have access to rigorous content through differentiated instruction. When asked what type of professional development and advice she would give to future colleagues who have not had the training in serving emergent bilinguals, she provided answers that showed in-depth understanding of, and advocacy for their schooling and she poignantly pointed out the misconception that emergent bilinguals should just work harder.

Is it about equipping students to just slog through dense texts or giving them access to differentiated access to the content and I think that my very novice advice would be like it's fine to have both. I think both of those goals are legit, but it's really important to differentiate between those two of them.

Placement school influence. This section explores factors from Cedar Stream High School.

Mentor – preservice teacher relationship - I'm not coteaching. I'm just teaching by myself.

Mary was placed with an African American male mentor teacher. They have a complex working partnership, although at the personal relationship level, they are friendly and congenial to each other. In terms of the mentorship, Julia felt it was less productive and supportive for Mary, “Going in some of his methods, his pedagogy are not really aligned with the program.” However, she felt he could offer classroom management strategy, “in terms of building deep relationships with students and how to use that social capital to push students, being the warm demander”.

Mary's mentor (M-MT) values relationships with students, uses *Teach Like a Champion* as his Bible, and believes teaching is improvisation. In terms of serving emergent bilinguals, he remarked,

I don't have any English language learners in my class. All of them speak English. Yeah. So I don't even think about English as a second language with these kids here. Now most of the Latino kids that don't speak English very well. They got another class up the hall there, all those kids are English learners. I don't have, not a single one.

A large percentage of the interview was him going over the different strategies he uses in his classroom, such as Do Now and No Opt Out. He refers to it as his Bible, "The Bible was for Christians, Koran for Muslim but if you're a teacher there's a book called Teach Like a Champion. And that is my bible for education." At the end of the interview with the researcher, he reiterated, "Read Teach Like a Champion. Read that and pick out some techniques and apply them to your style and you are gonna be alright. Teach Like a Champion. That's my Bible. That's what got me on my path and I've been sticking with it." Regarding his mentoring work with Mary, M-MT did not feel Mary should do what he does and believes "teaching is improvisation more than it is anything." He said he improvises a lot, "I don't do lesson plan. I have got no lesson plan. I do have a syllabus and I follow it."

He made an analogy between the first bullet in a war and the bell in a school. At the beginning of Mary's student teaching, M-MT told her, "Let me tell you something, don't do what you see me do, don't say what you hear me say, you watch me, listen to me, and you pick up your own style."

Some of the strategies he mentioned such as exit ticket and do now can serve emergent bilinguals to some extent, although it is not intentional nor language focused. His overall beliefs in

teaching as improvisation and art make it potentially difficult for preservice teachers to be apprenticed into teaching, without co-planning and coteaching. Though he himself is a teacher of color and clearly acts as a role model for students of color, due to his lack of understanding in linguistic diversity, emergent bilinguals in the mainstream seem invisible to him and their needs are not necessarily met.

Although Mary did not receive much direct mentoring from her mentor teacher, it was clear she thrived in this context, took up the challenge, and developed her practices quickly.

I'm not coteaching I'm just teaching by myself, but, um, but I think for me that was actually better or maybe not better, but I liked that. Um, like I learned a ton, I certainly don't feel like I have been a first year teacher yet, but I definitely don't feel like I have just been a student teacher. like I felt much more. Um, I feel like I got a lot more just comfort, comfortable planning and adapting.

In terms of ELL strategies Mary's mentor used, Julia commented on his attempt to use vocabulary routines, although she felt it could have been more meaningful and scaffolded in different ways, and students could have been encouraged to use the vocabulary.

Teacher education program influence. Mary mentioned several key courses from the teacher preparation program that explored some issues of emergent bilinguals' schooling and how to support and provide access to all students, as previously elaborated in her perceptions of student teaching.

The cohort structure has supported her learning along student teaching, both in terms of emotional support and getting resources and ideas. It was clear Julia played an important bridging role between curriculum content from the teacher education program and practice at the student teaching site.

The ELL workshop series had a huge impact on her learning and Mary herself called it a crash course that offered her some tools. The ELL coaching from the researcher has also influenced Mary's learning journey, as she is an extremely reflective practitioner and is not afraid of trying new ideas. Mary has grasped the asset lens behind translanguaging and is actively trying out ways of bringing different languages in. She also believes content can be made accessible to everyone and teachers should not simply tell students to work harder but need to show them the tools and strategies to tackle difficult texts.

There are things that we can do as teachers, like tools that we can give students, strategies we can give them to help them actually decode and work through difficult texts and it's not just like keep going back to the same. Especially like work harder basically.

Case Mary summary. Mary was placed with a mentor who did not provide much direct guidance on supporting her student teaching, although his focus on building close relationships and trust with students had a large impact on Mary's learning. Her years of professional work experience navigating relationships with different people helped her navigate this partnership successfully, gaining the trust of her mentor teacher and getting close to free reign of the classroom space. She was eager to participate in the study and wanted to continue to learn to better serve emergent bilinguals. Her reflective nature led to easy and visible uptake of ELL strategies after debriefings. Her strong relationship with her university supervisor also provided opportunities for her to tackle problems and the tight knit community spirit from the social studies cohort supported her. Mary thought highly of the methods professor and the ongoing communication she received throughout student teaching.

Mary enjoyed her learning journey at the placement school. It is clear she made connections between what the teacher preparation program prepared her in advance, what was happening in the

classroom with emergent bilinguals in practice, and the new ideas and strategies discussed in the ELL-focused debriefings with the researcher. She learned to look more at the language and plan scaffolds ahead while figuring out when to provide in-the-moment scaffolds. She was one of the preservice teachers who decided to take the ELL endorsement courses in spring.

Georgia – “You're so insecure as a novice teacher.” In this section, I analyze the multitude of factors that shape Georgia’s learning journey as she navigates her student teaching to learn to serve emergent bilinguals.

Learner characteristics and experiences. Georgia’s lived experiences growing up in a bilingual household clearly provided affordances in her understandings of how language and culture are interconnected.

It's not just the Spanish language but it's like the culture, Mexican culture. And I feel like I have access to both of those things like access to Pacific Northwest, American white culture, me from here and then also access to Pacific Northwest Mexican culture and Mexican culture from my family. So I feel like there's a cultural piece, there's the language piece, there's like understanding how, what like it feels like to be learning your language from someone who's not a heritage speaker, but that was like a big thing for me in high school. All my teachers were white women, taught me Spanish and they were teaching like this weird Spanish that I wasn't familiar with, like they were teaching not too much, but still it was like a thing to teach Spanish from Spain, but like that's not what we speak here, you know, and then the examples were just so weird, like little videos and stuff that they were showing, just like completely disconnected from my culture.

Her mother’s career in working with Mexican population on English language skills and worker rights could have influenced Georgia’s choice of prior work in racial equity and community

organizing. Her acute racial and cultural consciousness afforded her an extra layer of analytical lens to her own education and can potentially affect how she empathizes emergent bilinguals' schooling. Georgia's university supervisor Amina commented on how focused Georgia was on social justice and challenging the status quo, "something Georgia holds really tightly."

CLST: Understandings, dispositions, and agency. Georgia shows clear understanding of the need to get to know emergent bilinguals. She also brought up the need for building relationships and getting to know their life both in and outside school. When asked about what she would share with her future colleagues about serving emergent bilinguals, she commented on the need to keep the rigor while thinking about how to provide access to emergent bilinguals.

Georgia used "relationship-based" and "incomplete" to describe her work with emergent bilinguals. The reason she chose "incomplete" was that she felt she was slowly learning to identify emergent bilinguals who are often invisible and under the radar and she was realizing the difficult language demands involved in the content, but she was not sure what to do, because she did not feel she had the right tools yet.

Georgia wanted to bring controversial topics into the classroom space; however, she perceived her students as not willing to engage with these topics.

We tried to discuss in class and students are not really, they didn't really have much to say about that, about um, anti-immigrant or like the Muslim ban or like any of those things that were kind of in the media, it didn't seem like they're really in our classes, knew much about it and they didn't really have much to say about it.

As Georgia came into teaching through working on the city's race and equity initiative, one would assume she would hold deep knowledge related to immigration and its impact on students. However, her remarks demonstrated a potential disconnect between how one feels and what

concrete steps one can take. Georgia probably would benefit from support groups that bring the issue to the forefront and investigate how current immigration rhetoric can impact students' learning and teachers' teaching.

Placement school influence. This section explores factors from Cedar Stream High School.

Mentor – preservice teacher relationship – “I just feel like we're living in alternate realities.” Georgia wanted a collaborative relationship but did not feel it was happening. Georgia seemed to seek personal connections that go beyond the professional relationship which seemed a mismatch in the partnership.

Not just collaborating but like an emotional connection. Like I didn't feel that really. Um, and that was just really hard for me. Like just on a personal level, I need to feel like some like relationship that's beyond like the tasks that need to get done in order to feel like supported, successful.

There might have been communication mismatch and confusion in the partnership regarding role roles and responsibilities.

I got really just strange feedback from him about like he felt like I wasn't taking initiative enough and I'm just like, I just feel like we're living in alternate realities because I feel like everything I've done in this internship is because I initiated it, you know. So anyway, it was just frustrating.

Her difficult relationship with her mentor also led to her self-doubting her own judgement on her own teaching, “I had my own assessments. But you're so insecure as like a novice teacher that you're like, you can't really even trust your instincts a lot at the time. But there's a lot of second guessing.” Based on her sharing of her mentor's use of universal design and survey at the beginning

of the school year to learn about students' backgrounds, one can infer that Georgia was indeed learning some strategies that could work for emergent bilinguals, although they might not be explicitly named as ELL strategies. Their tense partnership might have kept her partially blind to the other strategies.

Georgia's mentor teacher was direct about his underpreparedness to work with emergent bilinguals. He did not feel there was any support or professional development coming out of the ELL department or the district, even though it was supposed to be a focus for the past three or four years.

Teacher education program influence. The biggest factor in helping Georgia complete her student teaching is her university supervisor's mediation. Without her mediation and guidance, Georgia's learning would be negatively impacted. Similar to how Georgia perceived her MT's mentoring skills, Georgia's university supervisor Amina also thought the mentor teacher is not skilled in making teacher moves visible, explaining the reasoning behind those moves, and providing specific feedback to Georgia.

Amina also played a key ELL coaching role, as she was the co-presenter of the ELL workshop series. As a Muslim American who is equity-minded and shares marginalized experiences as a person of color, Amina believes teaching is political and never neutral and explicitly names White privilege and racism in education. Her passion in social justice lends her key lens in attending to the needs of marginalized students. It is clear her questioning of the performances of marginalized students in Georgia's class helps push Georgia to be more equity minded.

It was surprising to see how the specific ELL workshop that took place at the summer practicum site was perceived by Georgia. Though the intent was for PSTs to make connections between what content was discussed in the workshop and what specific strategies they could use

during the summer practicum, due to how the series was structured in the Language and Literacy course and how there were competing demands on PSTs at the same time, opportunities to learn were limited. Though one session was deliberately placed at the summer practicum site to maximize learning time, it was not perceived as positively due to the timing.

As previously mentioned, regarding the researcher's ELL coaching role, Georgia thought the debriefs she had post observation, not just with the researcher, but with her cohort peers were the most beneficial in terms of her learning to teach emergent bilinguals. Due to scheduling constraints, Georgia was only able to debrief with the researcher face to face for about 40 minutes, the shortest amount of time, when compared with the other cases. Though Georgia received email notes and ideas on serving emergent bilinguals, it was not clear how useful those notes were to her.

Case Georgia summary. Georgia held deep beliefs about social justice prior to entering the teaching profession. Yet she seemed to be having difficulties connecting with students and had a hard time managing the classroom during student teaching. Though she did well in planning and was an expert in content, Georgia's university supervisor Amina thought those two pieces prevented her from becoming as successful a teacher. It was also clear she had a difficult relationship with her mentor, and her mentor teacher only provided very limited opportunities for her to learn to teach emergent bilinguals and in her opinion, it even constrained her view towards teaching in general. Though she was able to get connected with several educators of color at the placement school, it was not clear how much influence she received in terms of serving emergent bilinguals. The teacher preparation program offered some learning opportunities for serving emergent bilinguals, such as the spring practicum and the ELL workshop series; however, due to perceived ill structure, timing, or sequence, Georgia felt she did not benefit as much from her learning in the teacher preparation program. The content coaching she received from her university supervisor and the ELL coaching

from the researcher were two clear affordances in Georgia's student teaching. Georgia had concerns over whether she would continue teaching at the end of the MIT program. Her accidental discovery of the teaching profession through her equity work around the region landed her in the program. Then tension between her and her mentor teacher seemed to have dampened her initial enthusiasm towards the teaching profession.

Terry – “It was really hard, and it was really challenging and ultimately really rewarding.”

Learner characteristics and experiences. Terry has strong foreign language skills which is evidenced by her fluency in Spanish and how quickly she picked up Portuguese. It was clear Terry used her Spanish language skills connecting with Spanish speaking students. Her prior experiences working with outdoor camps afforded her many opportunities to interact and communicate with youths from different linguistic and cultural backgrounds. Her own language learning and overseas study and work experiences clearly helped her develop deeper understandings and empathy towards emergent bilinguals.

My own personal experience of like studying abroad and learning the language and being in a situation where I don't, I don't not fluent like an outsider trying to learn this language and I think that just allows a lot of empathy as well as understanding. Yeah. Like what the process is like and what is nice to know.

CLST: Understandings, dispositions, and agency. Terry understands the importance of creating a safe learning for all students, especially undocumented students.

I think that there's this culture of fear and uneasiness and stress that comes into the classroom because it's major component of kids' lives. Um, so I think that there's making sure that like students when they're in the classroom, they feel safe is really important to me.

Her social justice lens helped her take the agency to advocate for undocumented students. She shared her experience of using the classroom space to disseminate resources related to DACA, which she learned from an outside organization. When asked about how current immigration rhetoric impacts her work, Terry emphasized three areas, “building strong relationships with students, providing resources for students and like having a curriculum that's reflective of students experiences where they feel safe and celebrated.” She believes it is important to “understand how power and oppression works in the classroom in our society” and to take an asset-based approach to classroom. She clearly sees the need to provide emergent bilinguals access to curriculum.

Placement school influence. This section explores factors from Fairview Heights.

Mentor – preservice teacher relationship – “It was really hard for him to let go of control of his classroom.” Terry was initially placed with a humanities teacher who was mostly teaching English. She did not get her placement with her mentor teacher until after the school year had already started, as previously mentioned. There was some tension between Terry and her mentor teacher. It was clear the fact she was his first student teacher and he was still learning how to mentor constrained her learning. His lack of understanding in how to serve emergent bilinguals and his hesitance in letting her try new things at times further limited her opportunities to learn.

Terry’s mentor (T-MT) felt the mentorship was rewarding to him and provided him the opportunity to reexamine his own practice and appropriate some methodology. He commented that Terry was able to help him see some blind spots in his own teaching, such as her lens in serving the LGBTQ community.

Terry’s university supervisor Mabel thought T-MT was insecure about his own teaching. She also observed the constraints curriculum has put on Terry’s learning, as she felt T-MT was doing more traditional history curriculum that would did not leave as much space to make

connections with emergent bilinguals and their families' immigration experiences. She remarked on the tension between Terry and the mentor teacher:

He originally didn't really want to let her take over much and she ended up, I mean she's done a lot observing and kind of fighting to take little pieces..... he saw coaching as an imposition.

In the university supervisor's opinion, Terry's placement with the mentor was a mismatch to some extent that constrained Terry's learning:

Terry really pushed against that; she didn't want to be as traditional. I think one of the hardest things is that because of that, she didn't learn. There were things that he could teach her about running a traditional classroom. I think she probably didn't learn cuz she was pushing so hard. It wasn't what she wanted for her classroom to look like.

Some strategies he mentioned that he often uses with emergent bilinguals are varying grouping structures and providing visual and verbal input, both of which Terry was able to notice, although she felt it was not necessarily intentional. His lack of understanding on the schooling of emergent bilinguals led to his seeing emergent bilinguals as proficient and ready for mainstream stream classrooms, as everyone else, once they exit the sheltered ELL program. Therefore, emergent bilingual students' cultural and linguistic assets and needs can go unnoticed or ignored, making these emergent bilinguals as invisible.

Teacher education program influence. Terry's university supervisor Mabel shared her on how to mediate the relationship between Terry and her mentor teacher. She felt Terry was not holding students accountable for rigorous work and would push Terry to think about equity.

Though Terry mostly perceived these conversations as classroom management issues, Terry's awareness in the need to promote equitable educational access for some student subgroups might be beneficial towards raising her awareness of the need of emergent bilinguals. It was not clear how Terry perceived the advices she received from different members. She did comment that her university supervisor had come from affluent schools and charter schools, whose student bodies differ vastly from the students at her placement school. This could be a sign of negative impact the change in her placement and change in her university supervisor had on her learning.

Terry was extremely welcoming and very open to engage in post-debrief ELL-focused conversations with the researcher. She was extremely reflective and was also willing to try new ideas. Though the sixth visit was not included in the coded patterns, it is worth mentioning that she was observed using translanguaging to recognize the power of first languages, similar to John.

Case Terry summary. As a White female preservice teacher growing up in affluent communities, Terry positioned herself as a social justice-oriented educator and recognized her own power and privilege. Her language learning and overseas work and study experiences and her outdoor educational backgrounds working with youths provided affordance to her work with emergent bilinguals, as she empathized with them and looked for ways to better support their learning. Though she had tension with her mentor teacher and did not perceive him as someone strong or intentional in working with emergent bilinguals, Terry was able to benefit from some of her mentor's universal good teaching strategies. Her university supervisor's lens of providing rigorous access to students of color and holding them accountable for their learning acted as constant reminders on the need to promote equity for all students. Terry recognized the anti-oppression framework the Secondary Teacher Education Program uses and its focus on self-reflection of identity. Though she saw the value of how the topics of working with emergent

bilinguals were included in the curriculum, she highlighted the impact the ELL workshop series and the ELL coaching she received from the researcher and felt they would not be as successful without the latter components. Overall, Terry felt she was underprepared to work with emergent bilinguals and the preparation she had received from the Secondary Teacher Preparation Program was inadequate. Similar to Mary, she decided to take the extra Spring quarter ELL Endorsement Program to grow her knowledge.

Ben – “I'd take two or three years to learn how to be a teacher.” Ben’s struggles with classroom management loom over his entire student teaching. Multiple factors could have played into it: his own management style, difficulties in differentiation, lack of understandings of the student body, and fear of contributing to school-to-prison pipeline. Ben wishes he could have more time to learn to be a teacher and recognizes the complexity of teaching.

Learner characteristics and experiences. Ben’s university supervisor Susan commented on Ben’s lack of presence and confidence in front of students and wondered why Ben seemed to have more internalized stress than his peers even though he had a smaller teaching load. She also expressed how Ben’s communication style might have constrained his learning, “Ben didn't have a commanding presence in the same way. I think a lot of it was presence a lot of it was like articulation of voice and clarity.” Susan thought that Ben was overwhelmed with everything and he “never really did much of the planning”.

Outside of teaching and learning, Ben was actively involved in left wing politics, held a leadership role in an outside group, and viewed himself as a socialist. It is clear his lived experiences of being raised by an immigrant and having family members who are both documented and undocumented have an impact on his teaching.

I was raised by an immigrant, and I have family that are immigrants. some of them are legal immigrants and some of them are undocumented. So that's something that I'm familiar with too, affects me personally. that combination of subject and also that type of method, taking what they know and writing them on a whiteboard all together and talking about it as a class, taking the time to be deliberate about the vocabulary

CLST: Understandings, dispositions, and agency. When asked about what he learned about working with emergent bilinguals, he brought up the need to be explicit and provide scaffolds without sacrificing rigor. He also talked about the importance of math vocabulary and the need to discuss them with students.

In the interview, it was clear Ben sees the interconnectedness between language and content. However, he also commented on the fact that he might have confused emergent bilingual students' reading and writing ability with their math ability and felt some of them might have seemed invisible to him. Ben understands the need to bring in curriculum that matters to emergent bilinguals' lived experiences. When asked to share a success he had working with emergent bilinguals, he shared the following:

One lesson in particular we were talking about social justice issues, I just had students share everything they knew about like, the issues like immigration enforcement spending. So we asked students everybody what they knew about ICE and immigration enforcement and that moment of recognizing, I don't get a lot of chances to talk to them about issues that I care about, talking to them about immigration, the immigrant rights and the social aspects of that and how we can use math to study that.

When asked about what advice he would give to others regarding working with emergent bilinguals, he expressed the need to know students and bring in their funds of knowledge, and the

need to focus on math vocabulary. He then went on to describe the difficulties to differentiate for students while providing a variety of scaffolds for all students.

In the interview, Ben also talked a lot about how his students were not motivated and mature enough, how there was poor attendance, and how students were tired. He did not go into details on what he knows about his emergent bilinguals. Ben also critically reflected on his own practices with emergent bilinguals below:

I knew that was talked about in the summer is that specific issue where some students will have, they'll be classified as ELL and will need the extra support but it might not be clear or visible to the teacher. And despite that I kind of fell into that habit.

Placement school influence. Ben's university supervisor Susan seemed to indicate the school culture overall was not very supportive of a school wide positive management system.

Mentor – preservice teacher relationship. Ben and his mentor seemed to have a good working relationship. In terms of their co-planning and coteaching, Susan thought B-MT did almost all the planning. Ben definitely benefited from exposure of the universal approach his mentor teacher adopts and demonstrates. His mentor teacher's summary notes provided detailed scaffolds including sentence stems to help students develop mathematical reasoning. The focus on modeling, attention to key math vocabulary, use of sentence stems and prompts, and use of mixed-group structures are all great examples of strategies and approaches that fall into culturally and linguistically sustaining teaching. Ben clearly has a lot of exposure from his mentor teacher's general teaching practices, even if they are not explicitly named as specific ELL strategies.

Despite the fact there is a math/ELL teacher in their professional learning community, their discussions centered more on alignment of curriculum and little on working with emergent bilinguals.

Teacher education program influence. It was clear Ben spoke highly of his experience during the spring quarter, when some of the math methods course took place in a math classroom, taught by his university supervisor Susan, then classroom teacher, at a high school that exclusively served emergent bilinguals. The Math Methods professor himself had experience teaching emergent bilinguals and central to his work is privileging youth experience and students and families' funds of knowledge, bringing equity in mathematics education. Both Susan and Math Methods professor provided affordances in Ben's learning to teach emergent bilinguals. Susan described how the course incorporated ELL:

We did a lot about graphic organizers and we did a lot about sentence stems and we did a lot about anchor charts and kind of those strategies again like, it was more we did it throughout, we would say like here is an instructional strategy. You can try out like it's really essential for ELL students.

Susan has a strong background and rich experience in teaching emergent bilinguals. However, she did not bring the topic of serving emergent bilinguals to the forefront, as she believed it is an extra layer for Ben. She felt Ben needed to develop teaching in general first before tackling the issue of serving emergent bilinguals.

I don't think working with EL students is a great fit for him yet. To get there he needs to first develop his presence as a teacher. I don't think he's ready for it yet. I think he needs more time just learning how to teach with support before he's really and think he needs some more time teaching in a non EL environment before he really intentionally works with the EL students. I think he just needs support in teaching in general and teaching ELLs is like another layer and I don't think he's ready for that yet .

The ELL workshop series in the summer provided a foundation for Ben's understandings of the issues surrounding serving emergent bilinguals, and Ben expressed he would have liked more ELL focus rather than the summer bridge practicum. Ben also added that an ELL workshop after PSTs have had more concrete student teaching experience would have been beneficial. Although I provided ELL suggestions on how to better serve emergent bilinguals, due to the fact Ben was overwhelmed in general, especially with classroom management, in spite of showing understandings of the need to provide scaffolds for emergent bilinguals, there was little to no uptake of ELL strategies.

Case Ben summary. Ben's student teaching experience can be described as challenging but rewarding at the same time. The difficulties he had from classroom management largely constrained his learning experiences. He also struggled with pacing and balancing the need to cover curriculum while providing scaffolds to meet all students' varieties of needs. His mentor teacher, though not ELL endorsed, demonstrated effective teaching practices that could benefit emergent bilinguals; however, his lack of understanding on emergent bilinguals' need to develop cognitive academic language proficiency could also potentially put these students at risk. Though Ben's university supervisor Susan had expertise working with emergent bilinguals, her positioning of serving emergent bilinguals as a second layer to classroom management led to some missed opportunities to coach with the explicit lens of working with emergent bilinguals. The fact Ben's placement was next door to Derek and in the same department provided affordances to Ben's learning. Though Ben was able to refer to some components of the STEP curriculum, it was clear he would have benefited from more frequent and more direct connections between the STEP world and the placement school, especially when they did their full-time student teaching. Although Ben had a good understanding of emergent bilinguals' general needs in school and the need for teachers to value their funds of knowledge, he was not able to give them focused and targeted attention.

Derek – “There’s so much more to mathematics! We can try and meet each other!”

Learner characteristics and experiences. Derek’s university supervisor Susan commented on how easy-going Derek is and how he is always eager to try out strategies. His overseas English teaching experience gave him new perspectives towards teaching in general and better prepared him for challenges. Though Derek has had limited lived experiences with diversity, he shows his understandings towards immigrants and wants to honor students’ truths.

We (Ben and Derek) have talked about where it's like you kind of feel obliged to address it (immigration). Like we did a lesson where we looked at immigration enforcement spending with exponential equations so we could look at like how that has changed. And I had some students who were like, yeah, I want to look at this because I am an immigrant.

CLST: Understandings, dispositions, and agency. Derek’s university supervisor Susan remarked that building relationships with students while holding them accountable for their study is one of Derek’s strengths. Derek holds high expectations of his emergent bilinguals and provides both in-class and after-school space to help scaffold their learning. He also talked about the need for curriculum to reflect emergent bilinguals’ lived experiences and shared their lesson on immigration spending.

Derek sees the gap between his White monolingual experience with emergent bilinguals’ multicultural and multilingual experiences.

I think the biggest struggle, especially starting out is being someone who grew up in a very heterogeneous white English speaking area and being like a white monolingual English speaker is like even like trying to understand or even get a notion of like how you can support these students are like where they're coming from or anything like that. Like it's

very, it's very difficult to even try and put yourself in their shoes when it comes to like learning and being in the classroom. So, I think that was a very steep learning curve.

During the first co-debrief with his mentor teacher and university supervisor, Derek talked about how he would let students tell the class their thoughts and that he couldn't "*let me teach you about you*". It was a strong statement, showing understanding of race coming from a White teacher. He shared how at the beginning of the semester they talked about African Americans who are leaders of the math field.

He started to think differently about math being the universal language and understood the importance of looking at the math language and focusing on literacy in math.

There's so much more to mathematics that we don't readily think about all the time. So even just having those conversations of like reading through a problem or looking at an equation and being like, okay, what do we need to make sure everyone knows? That was huge.

During the interview, he was asked about reading in math. Derek did not feel reading or speaking about math was a definitive barrier in communication for emergent bilinguals, although he did notice some struggles from students.

Placement school influence. This section explores factors from Rainbow Brook.

Mentor – preservice teacher relationship. Derek and his mentor work well together. As his mentor is also pursuing her National Board certification during this time, she is also reflecting heavily on her own practices. She uses a variety of anchor charts and her classroom wall space is well decorated with handwritten math concepts covered in the courses she teaches. Although Derek and the Special Education teacher did not plan together extensively, the special education teacher jumping in and clarifying for SPED students in different ways the mathematical concepts being covered in class provided examples of scaffolds that can benefit emergent bilinguals as well.

Though he did not receive extra support from the ELL department, he benefited from having the opportunity to co-teach with the special education teacher who frequently demonstrates strategies that often also work with emergent bilinguals. Having an ELL instructional assistant in the classroom also makes it an explicit need for him to pay attention to emergent bilinguals in the classroom.

Teacher education program influence. Derek's close personal and professional relationship with his cohort peer Ben provides affordances in his learning to teach emergent bilinguals. They shared lesson plans – Derek would teach first; if Ben had free time, he would observe Derek, or Derek would communicate with Ben how it went; Ben would then teach the same lesson later in the day to a different group of students. Those lesson plans were mostly planned by B-MT who has a system of summary notes that are scaffolded with sentence stems and key math concepts and vocabulary, providing access points to emergent bilinguals.

Derek's university supervisor Susan gave ELL-focused probing questions and feedback. She talked about the need to write out directions, instead of only giving verbal ones. She also specifically talked about ELP standards and levels. She also suggested the need for more language posters and the importance of using emergent bilinguals' first language. These evidence that fact that Susan's expertise in serving emergent bilinguals provides affordances in Derek's learning.

As an extremely reflective practitioner, Derek showed high interest in learning more about how to work with emergent bilinguals and made connections between what the ELL workshop series covered and what he could do in class. There was a gradual increase of student talk time and visual input of agenda and steps, both of which were effective strategies that work well with emergent bilinguals. Derek also was able to talk a lot more about his emergent bilinguals and provide individualized support during independent work time. There is no doubt the ELL coaching

provided by the researcher had a positive impact on his learning to teach emergent bilinguals during student teaching.

Case Derek summary. Derek had a successful student teaching experience and learned from both his mentor teacher, PLC colleagues, his teaching partner the special education teacher at the placement school, and his cohort peers in the teacher preparation program. He was approachable while holding students accountable for their learning. His overseas English teaching experience and spring practicum experience helped him develop empathy towards emergent bilinguals and see the value students' first languages bring. The ELL expertise his university supervisor and his math Methods professor brought and the ELL coaching the research provided all provided affordances to his learning to teach emergent bilinguals. It was also clear how beneficial his relationship with Ben was, as they shared scaffolded lesson plans and summary notes that were prepared by or modeled after Ben's mentor, the math Lead at the school.

Summary

In this chapter, I presented the findings and addressed each research question case by case. For question 1, each participant's enacted culturally and linguistically sustaining teaching practices were elaborated. Question 2 detailed each participant's perceptions of the impact the teacher preparation program and the student teaching had on their learning to teach emergent bilinguals. For question 3, affordances and constraints of each case study were explored and delineated. Chapter 5 will look across all six cases, synthesize the findings, and examine how these mainstream preservice secondary teachers learned to teach emergent bilinguals during student teaching.

Chapter 5. Discussions of Findings: Cross-Site Cross-Case Analysis of Findings

How mainstream preservice teachers learn to teach emergent bilinguals during student teaching are dynamic and continuous synergies of multiple internal and external variables across activity

settings. They are pulled and pushed by their personal beliefs and lived experiences, the teacher preparation program, the placement school, and the sociopolitical context while they author themselves in becoming teachers of emergent bilinguals. This chapter is organized by the three research questions and provides cross-case analysis and discussions.

Research Question 1. Enacted Culturally and Linguistically Sustaining Practices

In this section, I will answer research question 1, and present culturally and linguistically sustaining practice patterns across the six cases. The coding practices of these cases indicated need for refinement of the CLST framework; some codes overlap and can fall into several categories. For example, providing a sentence stem can also be considered as identifying language demand, which is part of the scaffolding strategies. Even though differentiation practices such as providing a menu of choices work well with emergent bilinguals and promote their ownership of learning, they are not able to be captured in the proposed framework. Despite the limitations from the proposed CLST framework, Table 13 is able to give us insight on which culturally and linguistically sustaining and practices are used more frequently than others and which ones seem to be less used, giving implications on how teacher preparation programs can better design their curriculum and pedagogy around serving emergent bilinguals.

Table 13							
<i>Culturally and Linguistically Sustaining Practices</i>							
	John	Mary	Georgia	Terry	Ben	Derek	Total
Caring behavior/empathy towards ELLs	6	8	0	1	0	3	18
Postive feedback and high expectations communicated to ELLs	1	4	0	4	0	2	11
Engaging with the community and students' families	0	0	0	0	0	1	1
Translanguaging - Using L1 as a resource	2	0	0	0	0	1	3
Curriculum that reflects student diversity and values funds of knowledge	5	5	2	1	1	1	15

<i>Incorporate students' background knowledge or prior experiences</i>	2	2	2	0	1	1	8
<i>Materials reflect different ethnicities, racial groups, or students' home lives or experiences.</i>	3	3	0	1	0	0	7
Identifying the language demands of classroom discourse and tasks	3	2	2	3	4	2	16
Applying key principles of second language learning	2	2	0	3	1	2	10
<i>Varying grouping structures</i>	1	2	0	1	0	0	4
Scaffolding instruction to promote emergent bilingual students' learning	30	26	17	22	17	18	130
<i>Providing space to engage in academic talk</i>	5	5	5	5	1	3	24
<i>Comprehensible Input</i>	10	11	5	10	7	6	49
<i>Giving clear directions and instructions and checking student comprehension on assignments/tasks</i>	11	7	5	5	8	8	44
<i>Scaffolding reading comprehension and writing instruction</i>	4	3	2	2	1	1	13
Providing multiple opportunities for appropriate informal and formal assessment	0	0	2	2	0	3	7
Total Coded Practices	49	47	23	36	23	33	211

Table 13. Comparison of Practices from Preservice Teachers

Two strong practices preservice teachers demonstrated in culturally and linguistically sustaining teaching are comprehensible input and giving clear directions/checking with students' comprehension on tasks, both of which fall into scaffolding and demonstrate macro-level designed-in planned supports and micro-level interactional work (Hammond & Gibbons, 2005; Schleppegrell & O'Halloran, 2011). Another area that PSTs demonstrated strengths in is providing space for students to engage in talk, although the two math PSTs Ben and Derek lagged behind.

In terms of identifying language demands, it was evident PSTs were quick to focus on key vocabulary items and were able to provide sentence stems for completion of assignments. However, they have not demonstrated strong understandings of linguistic features at the syntax and semantics levels. They were rarely observed scaffolding reading or writing instruction, which could be a result

of comparatively weaker pedagogical language knowledge (Bunch, 2013) and disciplinary linguistic knowledge (Turkan et. al, 2014). All four social studies PSTs were observed trying to scaffold one dense reading text, although to varying degrees of success. The two math PSTs focused only at the vocabulary level. This could be evidence of the need for more instruction in their Math Methods course to focus on math linguistic knowledge.

The sub-code *varying group structure* was low. Even though PSTs understood the need for emergent bilinguals to socialize with their peers through group work and provided opportunities for them to work in groups, few intentionally varied their grouping structure. They could benefit from more studies on participant structures and language socialization.

Two areas that had the least number of codes were translanguaging and family and community engagement. Only John and Derek were observed using emergent bilinguals' first language as a resource. PSTs also showed needs in growing how to activate and integrate students' prior knowledge and experiences and include materials that reflect their diverse backgrounds. For low family and community engagement, there could be two possible reasons: 1. Classroom observations might not be the right channel to capture that information. 2. preservice teachers in this study might have not felt as prepared and comfortable to engage with families and communities. Mary provided feedback to the program, "*maybe it's more like an advice thing for STEP, you know, we talk a lot about family engagement and what, what are some really practical tips for family engagement with families who speak a different language than you do?*" Brown, Harris, Jacobson, and Trotti (2014) reviewed parental involvement readiness in teacher preparation program graduates. They found parental involvement is often a deficiency in teacher education programs and many graduates are poorly prepared to conduct family partnerships.

Another area that warrants attention is the low number of codes surrounding multiple opportunities for both informal and formal assessment. Missing codes from assessment could potentially be due to the fact the study does not collect student evidence and/or the possibility of this being a growth area for PSTs.

Looking across the enacted practices from the six case studies, it shows fragmented appropriation of culturally and linguistically sustaining teaching. There is a prevalence of macro-level scaffolds in the form of comprehensible input and micro-level scaffolds in the form of explicit directions and check-ins for understanding. There is a strong need for PSTs to develop culturally sustaining teaching so that PSTs' funds of knowledge can be integrated into the curriculum and pedagogy space. There is also a need for PSTs to continue to develop their pedagogical language knowledge and disciplinary linguistic knowledge.

Appropriation of how some practical tools can be used certainly help provide more access to equitable schooling for emergent bilinguals; however, the fragmented appropriation is limited to more universal pedagogical moves instead of humanizing pedagogy that brings students' and their communities' funds of knowledge both culturally and linguistically, into the curriculum and pedagogy space. These moves tend to be more focused on giving explicit directions and providing comprehensible input (i.e., sentence stems and visual support). Language focus tends to show up in pulling out key vocabulary terms. Without the conceptual tools such as deeper understandings of language acquisition and socialization, asset lens of valuing first languages and cultures, and advocacy lens of promoting multilingualism, use of aforementioned practical tools would only yield limited impact on promoting equitable schooling for emergent bilinguals. On the other hand, preservice teachers who have the conceptual tools might not be able to bridge the connections with

practical tools, either because they do not know the practical tools, or know the tools but lack the capacity to balance their attention to a variety of general demanding needs to learning to teach.

Hebard (2016) uses the term “centering” to describe the process student teachers go through to reflect on how practical tools align or conflict with practical tools and develop their framework of tools that are conceptually and practically coherent. This centering process can be facilitated by methods professor, the university supervisor, or the mentor teacher at the placement school. When centering process does not occur, PSTs then engage in more superficial collection of fragmented pedagogical tools, “a grab bag of options” (Hebard, 2016, p. 28) that lack deeper connections to conceptual foundations.

Bartolomé (2004) pointed out the need for teachers to develop political and ideological clarity, lack of which “often translates into teachers uncritically accepting the status quo as natural (p. 100)” and leads to possible perpetuation of deficit views towards marginalized students. Although the six PSTs showed strong understandings and dispositions in culturally and linguistically sustaining teaching, especially regarding the urgent need to provide equitable education to emergent bilinguals, to integrate language into rigorous content, and to provide scaffolds to make content accessible, as shown in research question 3, Chapter 4, they lagged behind in empirical strategies to put them into practice, especially in the areas of engaging families and bringing in their funds of knowledge into the curriculum and pedagogy space. Hallman and Meineke (2016) find a teacher education program needs to become coherent in its ideology and instructional methods through a partnership approach that combines the building of knowledge on ELs and linguistics and literacy practices for ELs. Mainstream teacher preparation programs should provide more opportunities to guide preservice teachers to continue to develop their ideological and political clarity while offering specific teaching tasks that will help grow PSTs’ critical and

humanizing pedagogy. The enacted practices demonstrate the need for mainstream teacher preparation programs to focus more on what culturally and linguistically sustaining teaching looks like and sounds like.

Research Question 2. Perceived Learning from STEP, Placement School, and across Systems

Learning from the university. In the activity system of the teacher preparation program, preservice teachers learn to teach from professors in different courses. The spring and summer practicum components also provided them with learning opportunities. Although student teaching is an integral part of the teacher preparation program, components of coaching from university supervisor and the ELL coaching offered by the researcher will be covered in the subsequent Learning In and Across the Activity systems section, as they are also key factors influencing PSTs’ learning to teach emergent bilinguals.

The six preservice teachers from two different content areas – math and social studies – were placed at three different student teaching sites. They shared some courses together but were also in their individual discipline methods cohort. All of them also went through a practicum component in the first quarter – spring; they also had the shared experience in the summer bridge practicum. How do they each perceive how the different components of the teacher preparation program impacted their learning to teach emergent bilinguals? Table 14 illustrates the affordances and constraints each PST experienced in the teacher preparation program.

Table 14. Learning to Teach Emergent Bilinguals – Factors from Teacher Preparation Program

	Language and Literacy (ELL Workshop)	Other STEP Coursework /Elements	Spring/Summer Field Influence
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John	++ Beneficial. Created a foundational knowledge for student teaching Modeling of think-aloud	+ Survey about how to make a safe learning community	o Spring, not effective example. Learned a little about the system label of ELs o No ELL focus on students.
Mary	+++ ELL Workshop in L. How to teach language components. Reading strategies. More tools in toolbox.	+++ Treats methods course as a homeroom Email reminders about differentiation Classroom for all – SPED/ELL Universal design	++ Instructor influence from spring placement Differentiation Celebrating students
Georgia	++ Helpful but limited by the overall timing EL workshop is favorite part Not as connected to L and L course	+ Sociopolitical experience of immigrants schooling English-only movement	+ for spring Saw differentiation when following students No chance to debrief - For summer, poor timing Too many components
Terry	+++ EL workshop Giving EBs access Translanguaging Asset-based approach	++ Anti-oppression framework of the program Differentiation from Methods Readings on immigrants schooling	++ For spring in ELL school Access to language and content instruction Positive characteristics of EBs + For Summer Difference in academics
Ben	++ Learned invisibility of long term ELs Fallen into the same habit	++ Readings on ways to accommodate diverse learners. Concepts of accommodation and inclusion. Math methods watching peers teach - Last quarter occupying two worlds	o Not much learning from Spring In an affluent school - Learned limitation of collaboration Limited his learning from EL workshop

Derek	++ Asset lens Translanguaging Recognize students’ content ability	- Lack of focus in math and emergent bilinguals +++ Math methods Multiple representation Teaching assistant/mentor teacher teaching emergent bilinguals ++ Multicultural Education Readings on connecting with students and communities both inside and outside the classroom	++ Spring – seeing mentor teacher/university supervisor work with emergent bilinguals ++ Summer bridge – real world experience. Figuring out how emergent bilinguals approach math and literacy
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Using +++, ++, +, o, -, -- to show most affordances, lots of affordances, some affordances, limited to zero impact, some constraints, lots of constraints to capture the factors that influence their learning to teach emergent bilinguals.

Language and literacy course/ELL workshop series. The Language and Literacy course and its ELL workshop series clearly had a positive impact on PSTs’ learning to teach emergent bilinguals during their student teaching, albeit, to different extents, and how the two components were structured seemed to have somewhat constrained their learning. Their feedback to how they can be better structured will be elaborated later in this section.

PSTs felt this course helped create foundational knowledge for them and gave them some practical strategies to differentiate for emergent bilinguals. Mary thought it was crucial for her to look at literacy in social studies, as many of the Language and Literacy course content, which might have seemed easy for PSTs in English language arts, were new to her. Terry and Derek both brought up how important translanguaging is and teachers should hold asset-based approaches in working with emergent bilinguals. Ben noted how he learned about the invisibility of long-term ELLs but was unfortunately falling into the same pattern.

The ELL workshop series was added to the Secondary Teacher Preparation Program for the very first time, although the Language and Literacy course has been in place in prior years. The fact

that the EL workshop was not an integral part of the Language and Literacy session negatively affected how it was perceived by some PSTs. Though we encouraged them to do some post-workshop session reflections, only some students actually posted, due to its optional, not compulsory nature. Some PSTs also felt they could skip some of the sessions and didn't feel the need to attend each one. Assignments were minimal, so were the readings, as that decision was intentionally made not to overwhelm PSTs. Overall, it had felt more as a "hole filling" process, rather than weaving it into the existing fabric of the STEP curriculum. It would be defined as more of an add-on content, as it did not focus on restructuring the whole course and full integration.

Villegas, SaizdeLaMora, Martin, and Mills (2018) state that although preservice teachers get to learn knowledge for teaching emergent bilinguals such as theoretical ideas and practical strategies through university courses, they might require contacts with emergent bilinguals that afford opportunities to develop caring relationship with them in order for PSTs to embrace inclusive and asset-based teaching. Derek remarked how much he learned from his practicum time teaching emergent bilinguals math.

Practicum components in quarters 1 and 2 - spring and summer. Based on the interview results, preservice teachers had mixed views towards their practicum experiences. For the spring practicum, John did not feel he saw any good examples of working with emergent bilinguals but instead ended up seeing how unsupported they were. Though John and Mary were placed in the same spring quarter placement school, Mary thought she was able to see more positive examples of how schools were supporting emergent bilinguals. Derek spoke highly of his spring practicum, as he was placed in a school that exclusively served emergent bilinguals and the ELL-endorsed classroom teacher was the teaching assistant for the math methods professor and demonstrated many differentiation strategies. Derek had opportunities to work with emergent bilinguals directly,

realized the importance of bringing in students' first languages, and observed how emergent bilinguals approached literacy in math. Terry, who was placed in the same school as Derek, also had a very positive experience observing the learning of emergent bilinguals, especially in terms of learning about their characteristics, the relationships they have with each other in those classrooms, and their access to the content. Ben, on the other hand, was placed in an affluent school; he did not feel he learned much about working with emergent bilinguals during the spring practicum. For the summer bridge, he also felt he learned more about the difficulties in collaboration more than any other aspects.

Preservice teachers experienced different affordances and constraints in their spring and summer practicum. Factors such as who the focus students were in which classrooms with which teachers at what type of schools, and what their own individual learner characteristics are, have impacted their learning.

Perceived impact from other coursework and components. Different preservice teachers commented on a variety of components from the STEP program that contributed or constrained their learning. It was clear there was some infusion in the STEP curriculum to bring some visibility to the schooling of emergent bilinguals. Concepts such as universal design, accommodations, inclusion, and diverse learners covered in a variety of courses helped preservice teachers establish their foundational knowledge in working with all students. Based on the interviews, several themes emerged.

Individual methods courses tend to have a larger impact on their learning. Mary regarded her social studies methods courses as her homeroom. Derek also spoke frequently and highly of his math methods content that covered multiple representations and differentiation.

Preservice teachers also brought up readings in different courses that tackle accommodations and inclusion, immigrant schooling, and connecting with students and communities. Terry expressed the overall anti-oppression framework of the program helped prepare her to work with emergent bilinguals; Georgia mentioned readings specifically covering sociopolitical experiences of immigrants and the English-only movement.

Feedback to the program. When asked about how the program could better prepare them to work with emergent bilinguals, each preservice teacher provided some feedback to teacher preparation program. Several themes emerge: 1) Introducing working with emergent bilinguals and language acquisition theories early in the program; 2) Making the ELL series into a full course; 3) Providing more ELL support during practicum in spring and summer; 4) Running some ELL workshop during student teaching; 5) Providing ELL coaching; 6) Valuing and integrating preservice teachers' prior experiences and backgrounds; 7) Providing more resources on family engagement; 8) Explicit naming of ELL strategies in program courses; 9) Better sequence of courses to create program wide coherence. The feedback PSTs provided to the teacher preparation program demonstrates a clear need for systematic and program wide analysis of curriculum components that explicitly prepare PSTs to become culturally and linguistically sustaining so that all components of the program curriculum achieve better sequence and coherence.

Summary. This section elaborated components of the Teacher Preparation Program that impacted PSTs' varied learning journeys to be prepared to work with emergent bilinguals: Language and Literacy course with the ELL workshop series, spring and summer practicum, other coursework. PSTs' feedback to how the program can better prepare them to work with emergent bilinguals is also delineated. In the next section, I will focus on factors at the placement school.

Learning at placement school. In the activity system of the placement school, preservice teachers not only learn to teach from their mentor teachers, their professional learning communities, and colleagues in the same school, they also continue to learn from the university through the coaching of their university supervisor, when they are student teaching full time. Table 15 captures the affordances and constraints they experience at the placement.

Table 15. Learning to Teach Emergent Bilinguals – Factors in Placement Schools

Case	Student Teaching in a setting with ELs	Mentor Teacher	Placement ELL Department	Placement Colleagues	Peer Influence
John	+++ YES – Salient Teaching emergent bilinguals during student teaching. Applying what he learned in the summer	++ Co-planning/coteaching, learning to teach emergent bilinguals together	o Little	o Little	+ Lunch time with another PST (Georgia)
Mary	+ Small number 1 or 2 in each period	o No coplanning, no coteaching Relationship building with students. Not learning content, curriculum or pedagogy	o None	+ Learned/observed next door neighbor teachers	++ Resources from others. Peer support
Georgia	+ Trying to get to know the students Looking for ways to differentiate	-- Not enough guidance Left to figure out things on her own Was told not taking initiative More creative and expansive in thinking before placement	o None	++ Relationships with other female teachers of color and some male teachers of color	++ Lunch time with another PST (John) Co-planning with Mary Peer support Close contact with ELA group

Terry	+ Positive relationships Trying to figure out how to get to know EBs Realizing difficulties in providing access to EBs	- Mentor teacher not willing to give up control No intentional focus on ELLs Had to advocate for herself	o Not much intention around serving emergent bilinguals	+ Observing other teachers and seeing some strategies	+ Only one in placement Cohort support from peers
Ben	+ Figuring out language and content abilities	+ Work well together A variety of strategies to work with EBs	o Limited interaction with ELL Math teacher Do not know who they are	+ Opportunities to observe other teachers and work with PLCs	++ Work closely with Derek in the same placement school
Derek	++ Seeing how emergent bilinguals write their answers Back and forth learning Trying different things	++ Anchor charts Reflective practices together Had lots of freedom	o Some interaction with instructional assistants Not at the center	++ Co-planning opportunities during math PLC Limited interaction outside math department	++ Learning from and with the math cohort and the entire STEP cohort

Using +, ++, +++ to show most affordances, lots of affordances, some affordances, limited to zero impact, some constraints, lots of constraints to capture the factors that influence their learning to teach emergent bilinguals.

In the following section, I will first analyze how the presence of emergent bilinguals in placement classroom affected their learning. I will then focus on mentor teachers, other colleagues, and the ELL department's roles in influencing preservice teachers' learning to teach emergent bilinguals. Lastly, I will discuss their learning from peers and the entire cohort.

Presence of emergent bilinguals in placement classroom. In the six cases, John had the largest number of emergent bilinguals and Derek came in second. Both reported their opportunities to student teach emergent bilinguals provided affordances to their learning. John named having emergent bilinguals in his classroom as one of the most crucial keys to his learning as it provided him opportunities to connect theory with practice. Though Mary had a very small percentage of

emergent bilinguals, she was constantly thinking about how to better scaffold for them. As shown in Table 15, having emergent bilinguals in student teaching classrooms is a plus factor, as they learn to teach them along with their mentor teacher and university supervisor. The presence of emergent bilinguals reminds preservice teachers the need for them to differentiate and scaffold so that they can also have access to content while developing their English language proficiency.

Learning from mentor teachers. Mentor teachers’ mentoring experiences and styles, their ELL expertise, and their individual characteristics such as open-mindedness and learner stance affect preservice teachers’ learning to teach emergent bilinguals.

Mentor teachers’ mentoring experience and mentoring style. Mentor teachers of the six participants had limited experience mentoring preservice teachers. Table 16 shows the number of student teachers they each had prior to taking on the preservice teachers in this study.

Table 16. Number of Preservice Teachers Mentored

John-MT	Mary-MT	Georgia-MT	Terry-MT	Ben-MT	Derek-MT
2	2	1	0	1	1

Terry-MT never mentored before and came on board without any mentor training. He initially did not wish to take on a student teacher but was convinced by the STEP program. Terry and Georgia struggled, to different extent, with the partnership. Georgia’s university supervisor Amina took on a much more active mediator role; whereas Terry’s university supervisor Mabel ended up working more separately from Terry-MT, although she shared her frustration in the mediator role of a university supervisor.

In terms of mentoring style, Georgia-MT, Terry-MT, and Mary-MT were barely present when I observed student teaching practices; on the other hand, Ben-MT, Derek-MT, and John-MT were always present and jumping in to provide on-the-spot guidance to Ben, Derek, and John. In

terms of the mentor-mentee partnership, John's case demonstrated the most equal working relationship. Georgia had the most intense relationship at the placement which required significant mediational effort from her university supervisor Amina. Though Terry also expressed struggles, she was able to navigate the tension more successfully. In the case of Mary, her mentor teacher gave her all the freedom she needs to experiment but provides almost no guidance, apart from demonstrating the need to establish a positive community and strong relationships.

ELL expertise from mentor teachers. Appendix E contains details of how each mentor teacher was (or not) prepared or trained to work with emergent bilinguals. It is evident that they received very little ELL-related training from their teacher preparation programs. There was little to none in building or district support and the training they received were not explicitly focused on serving emergent bilinguals. There are common misconceptions that such as teaching ELL is just good teaching (Terry-MT, John-MT, Georgia-MT, and Mary-MT). Derek-MT commented, "I don't know that many PDs where the focus is on ELL learners..... I don't know if we've ever really had a PD recently where it's like, OK this is what we need to do for ELL." John-MT did not receive much training in serving emergent bilinguals. He also came from teaching in a community where there were very few emergent bilinguals. Terry-MT clearly stated, "I think there are some things that I need to grow in terms of ensuring that my ELL students are able to access the learning in and meet learning objectives. That's not something that I feel especially confident about." Mary-MT simply saw no emergent bilinguals and added, "Now most of the Latino kids that don't speak English very well. They got another class up the hall there, all those kids are English learners. I don't have, not a single one."

Though Ben-MT has a general understanding of the needs of emergent bilingual students, it seems he lacks key understandings of how basic interpersonal communication skills and cognitive

academic language proficiency are related; therefore, long-term ELLs/emergent bilinguals in his classroom can potentially become invisible.

I mean there's a spectrum of students in ELL, technically like you can't really even differentiate from most of the other students, if they've had ELL services for years and technically, they no longer need them, but they still show up as ELL students.

Although these mentor teachers were not well prepared to work with emergent bilinguals, some exhibited using strategies that work well with emergent bilinguals, such as intentional grouping (Terry-MT), a variety of anchor charts (Derek-MT), and guided summary notes (Derek-MT and Ben-MT).

As pointed out by scholarship that there is the growing recognition that “*all teachers are, or will be, teachers of ELLs*” (Lucas, Strom, Bratkovich, & Wnuk, 2018, p. 169), mentor teachers, most of whom have not been prepared to teach ELLs, like novice teachers, will need opportunities to develop into teachers of emergent bilinguals.

Mentor teacher open-mindedness and learner stance. Apart from the amount of ELL expertise mentor teachers bring with, whether mentor teachers are open-minded and willing to take a learner stance affords or constrains preservice teachers’ opportunities to learn to teach emergent bilinguals. When mentor teachers themselves are continuously searching for opportunities to improve their own practices, they play a much more collaborative role with the content area university supervisors and the researcher/ELL coach.

John evidenced the benefit of having a mentor who was also learning to better serve emergent bilinguals. John-MT quickly took on the ELL strategies and positioned his mentee John as someone who had something to offer to him as well. He took on the ideas behind translanguaging.

He even showed advocacy and agency by sharing these with his colleagues, as mentioned by Georgia, when she talked about how the social studies department meetings were like.

Georgia-MT did not seem as open-minded; he specifically talked about how having a student teacher breaks up his momentum. He stated, “I have to take a break next year. It breaks up my momentum, because I want to give the classroom the student to like try out new things and that kinda just breaks up the momentum that I have.”

Learning from ELL department/peers/colleagues. While all three placement schools employ the sheltered EL program with pull-out support for newcomers, how the three school sites’ ELL department leads situate their work in their individual building and how they work with colleagues differ from each other. These school sites evidenced clear fragmentation of efforts in serving emergent bilinguals.

Cedar Stream’s EL department lead clearly saw herself as a classroom teacher responsible for students in her own classroom and some checkins with emergent bilinguals who have been mainstreamed, yet did not feel it would be her responsibility to provide professional development training and support to her colleagues. Rainbow Brook’s EL lead felt more comfortable connecting with colleagues on a small scale, such as through PLCs or one to one advice when needed. Fairview Heights High School’s EL lead takes on a much stronger advocacy role and facilitated in-building training to better serve emergent bilinguals.

In general, the ELL departments all seem quite isolated from the rest of the school, although Fairview Heights seems to have a stronger collaborative relationship compared with the other two sites. Overall, depending on teacher characteristics such as whether they are willing to seek out help and collaboration with others, and whether their ELL department actively builds support of

colleagues into their program, mentor teachers seem to have different experiences with the ELL specialists in their building, and preservice teachers they mentor tend to follow the same pattern.

If preservice teachers have stronger desire to better support emergent bilinguals, they are more likely to take the initiative to step out of the comfort zone of their placement classroom and reach out to other teachers and colleagues in placement school. In Terry's case, she actively sought out the EL department lead at Fairview Heights, as she hoped she could do her ELL practicum when she pursued the 5th quarter ELL Endorsement Program.

Summary. As the frontline socialization factor in student teaching, mentor teachers play an essential role in affording or constraining opportunities for preservice teacher to learn to teach emergent bilinguals. Although the mentor teachers in these six case studies were not well prepared and trained to work with emergent bilinguals, some of them are demonstrating effective use of strategies that work well with emergent bilinguals, even though they might not be explicitly named as ELL strategies. Whether mentors are open-minded and willing to take a learner stance also plays an important role, as it leads to more equal power play between the mentor and the preservice teacher, and it creates more productive learning spaces for preservice teachers. How much mentoring experience the mentor has and what mentoring style he or she takes on also impact preservice teachers' learning experiences. The clear demarcation of "your teaching style" versus "my teaching style" and "your learning space" versus "my teaching space" reduces preservice teachers' opportunities to learn, as they have to learn to navigate the tension between themselves and the mentor teacher. The three placement schools' ELL departments played a limited role in influencing preservice teachers' learning to teach emergent bilinguals, as the collaboration between ELL specialists and classroom teachers was almost non-existent. Depending on how their individual professional learning communities worked and how much initiative these preservice teachers were

willing to take to interact with colleagues in the placement, the six preservice teachers walked away with different amounts of learning from their placement colleagues.

Learning in and across activity systems. Feiman-Nemser (2008) conceptualized learning to teach as four broad themes: learning to think like a teacher, learning to know like a teacher, learning to feel like a teacher, and learning to act like a teacher. It can mean becoming a reflective practitioner and “learning to place the activities of teaching and learning in a pedagogical framework that links ends and means (p. 698).” Learning to know like a teacher means learning different kinds of knowledge (knowledge of content, knowledge of pedagogy, pedagogical content knowledge, and pedagogical linguistic knowledge for emergent bilinguals) both learned practice and gained in the context of their work – knowledge for teaching and knowledge of teaching. Learning to feel like a teacher takes into consideration individuals’ learning experiences, emotions, intellect, and identities; it can mean how they navigate tensions, gaps, and challenges. Learning to act like a teacher means learning to be ready for unpredictability and develop adaptive expertise. Learning to teach is to ultimately “integrate ways of thinking, knowing, feeling, and acting into a principled and responsive teaching practice (p. 699).”

All activity settings – learner characteristics, the teacher preparation program and the placement school site - provide affordances and constraints for preservice teachers to learn to teach emergent bilinguals and appropriate conceptual and practical tools. Lave’s (1998) distinction between setting and arena is very useful in explaining how preservice teachers might construct and interpret the activity settings differently. While arena has visible structural features, setting is individual’s construal of the arena, which can indicate different understandings. Preservice teachers might take the same course from the same professor going through the same curriculum, what they take away and decide to appropriate, transform or reject will vary. PSTs placed in the same school

setting for practicum components or student teaching could also have vastly different constructions of the arena, based on their goals, their interactions, and their prior experiences and learning.

Apart from the individual activity settings in the teacher preparation program and the placement school site, preservice teachers also live in many overlapping and intersecting spaces between these two. The cohort structure from the teacher preparation program extends into their personal space and across placement sites. It also provides opportunities for them to form tight mini cohorts when PSTs are placed in the same school site. How universities partner with placement school mentors and how university supervisors bridge the two activity settings can influence how PSTs learn to teach emergent bilinguals in these third spaces.

In Rosaen and Florio-Ruane's examination of the root metaphor "field experience" (2008), they pointed out the risk of separating doing in the field from the thinking in university coursework and envisioned an alternative ecological environment where "growth involves interdependence as well as interaction among organisms" (p. 713). Teacher educators, mentor teachers, and university supervisors all work together to help achieve "the balance of diverse ingredients needed for growth" of preservice teachers, where theoretical/conceptual tools and practical tools are being developed simultaneously and the enacting and analysis of practice take place in the overlapping social and productive spaces of the two commonly perceived as isolated activity systems: the "in here" teacher education program and the "out there" placement school (p. 726).

Table 17 shows how each of the six preservice teachers perceived their learning from and with their peers, their university supervisor, and the ELL coach/researcher, as all of them straddle in and across the activity systems of placement schools and the teacher preparation program.

Table 17. Learning to Teach Emergent Bilinguals – In and Across Activity Systems

	Peer Influence	University Supervisor	Researcher/ELL Coaching
John	+ Lunch time with another PS (Georgia)	++ Social Justice /Equity lens Supporting his teacher of color identity	+++ ELL Coaching and Debrief
Mary	++ Resources from others. Peer support	+ Making sure non-White voices are heard Undoing institutionalized racism	++ Targeted feedback. Giving students airtime
Georgia	++ Lunch time with another PST John Coplanning with Mary Peer support Close contact with ELA	+++ Mediator between Georgia and mentor teacher Emotional and professional support Conversations driven by Georgia	+++ Most important for her learning Post-observation debriefs Group debriefs with peers
Terry	+ Only one in placement Cohort support from peers	+ Focus on classroom management Gender equity	+++ ELL coaching
Ben	++ Work closely with Derek in the same placement school	+ Technical support Instructional feedback Not explicitly focused on working with EBs	+ Good reminder of summer learning and need to provide support for EBs
Derek	++ Learning from and with the math cohort and the entire STEP cohort	++ Helping bridge theory and practice Providing scaffolds and tools Coaching reflects the focus of the program	+++ Actionable strategies Hearing about researcher's ELL perspective in math

In terms of language learning experiences growing up, two preservice teachers of color John and Georgia were exposed to another language other than English: John - Tagalog and Spanish; and Georgia – Hebrew and Spanish. Mary took Hebrew through weekend and summer school. Though Derek and Terry did not grow up speaking another language, both studied several languages and had overseas immersion language experiences. Both of them have lived experiences with diversity: John has interpreted for his parents on many occasions and wanted heroes and role models who are

people of color; Georgia chose her line of work in equity and searched for a program that had a high percentage of candidates of color. Ben has lived experiences with diversity as well through his stepfather and stepbrother from Mexico. Though Derek did not grow up in a diverse community, his prior work in the restaurant industry afforded him many opportunities to interact with Spanish speaking population. It is clear that having experiences in learning other languages and being immersed in other cultures through studying or working abroad helps build empathy towards emergent bilinguals, as those experiences afford them opportunities to look at the language components, not just through them.

In terms of teachers of color, John was observed actively advocating for emergent bilinguals through translanguaging and recognizing their assets, whereas in Georgia's case, her own identity did not seem to play as salient a role as John. Though Georgia came from social justice related work and clearly positioned herself as a career professional in this regard, it was not shown up in her teaching, during the observed periods.

Peer and cohort support. Peer and cohort support provided affordances to their learning to teach emergent bilinguals, especially when they are in the same placement school. John and Georgia would have lunch together; Georgia and Mary co-planned and shared units. Ben and Derek co-planned and frequently collaborated, as they were right next door. Terry, though in a separate building, also shared resources with her fellow social studies Terry. Terry and Georgia both shared they were getting resources from the ELA preservice teachers in the cohort as well. The amount of support they provide each other was evident.

Coaching from university supervisor. John and Mary shared the same social studies university supervisor; Ben and Derek were also assigned to the same supervisor in math; Terry and Georgia each had their own social studies supervisor. As the default bridge and connection between

the university activity system and the placement school activity system, university supervisors play an important role in preservice teachers' learning during student teaching. Based on interviews, their perception of their university supervisor's role and priorities varied to different extents, although all have positive impacts.

Georgia perceived her university supervisor playing a key mediator role, as she helped Georgia navigate the tension with her mentor teacher. Terry also felt her university supervisor mediated, although to a much lesser extent. Mary and John both commented on their supervisor's coaching on connecting theory with practice; John, a preservice teacher of color, also benefited from coaching on exploring and building his own teacher of color identities. Derek thought his university supervisor varied her coaching focus with him depending on what the program focus is at the time, whereas Ben felt the same supervisor was more of a technical help, making sure he was meeting program requirements.

In terms of coaching around working with emergent bilinguals. Georgia's university supervisor Amina clearly had a positive impact on Georgia's learning, as the supervisor is the co-presenter of the ELL workshop series and brings with her ELL lens to teaching. However, in the interview with Amina, she expressed how she felt she did not do enough coaching around working with emergent bilinguals.

Ben and Derek's university supervisor Susan who is ELL endorsed and comes with ELL expertise also provided affordances to their learning during student teaching, as she was able to probe their thinking and help them connect what they have learned in math methods with what they can do in the field; however, Derek seemed to have much more uptake on her coaching around working with emergent bilinguals than Ben. Mary and John benefited from their university supervisor's focus on elevating marginalized community's voices too; Terry mentioned her

supervisor's reminders on the need to hold all students accountable and the gender equity lens helped her self-reflect and collect data on her own students' learning. In terms of coaching around ELL, Terry's university supervisor Mabel expressed the need for her as a coach to become better informed of what ELL strategies are covered in the STEP curriculum.

The four university supervisors brought with them their own lived experiences, their different amount of expertise in working with emergent bilinguals, and their different coaching and mentoring experiences and foci. They coached in their own ways to promote social justice, whether it was about marginalized voices or gender equity. Their impact on preservice teachers are mitigated by each preservice teacher's learner characteristics and their learnings from the STEP activity system and the placement school system.

ELL coaching from researcher. The ELL focused coaching conversations and post-observation debriefings clearly provided affordances to preservice teachers' learning to teach emergent bilinguals during student teaching. John, Georgia, Derek, and Terry regarded the ELL coaching they received as one of the most crucial factors in preparing them to work with emergent bilinguals. Mary also expressed how helpful it was to receive targeted feedback on how to better serve emergent bilinguals. Ben thought the ELL coaching reminded him the need to provide scaffolds and differentiate for emergent bilinguals.

Summary. This section elaborated important factors that impact their learning across activity systems: who they are and what they have experienced; their relationship with their cohort peers or sub-cohort at the placement school; their coaching experiences and ELL expertise of their university supervisor; and the ELL coaching they have received from the researcher. They work in complex ways to shape their individual journeys through the multiple activity systems.

Research Question 3. Affordances and Constraints in Learning to Teach Emergent Bilinguals during Student Teaching

While the six individuals placed with six different mentor teachers at three different schools had their own trajectories in learning to teach emergent bilinguals, there are some common affordances and constraints.

Affordances. This section presents factors that positively influence preservice teachers' learning to work with emergent bilinguals.

ELL curriculum and pedagogy. Specific and explicit content that focuses on serving emergent bilinguals, such as the course Language and Literacy course and the ELL workshop series, and the ELL coaching from the researcher provided affordances to preservice teachers' learning. Mary thought it was crucial for her, as her content area is social studies, not English language arts. It was also perceived as important for Ben and Derek in math, as they started to develop their skills in looking at the role of language and literacy in math.

ELL expertise in practice. The more ELL expertise including differentiation and inclusion strategies the university supervisors, faculty members, and the mentor teachers have, the more likely preservice teachers will engage in reflective practices regarding the schooling of emergent bilinguals and include emergent bilinguals who are often invisible in the mainstream. Both Susan and Amina have expertise in working with emergent bilinguals; as university supervisors, they pushed their preservice teachers to bring emergent bilinguals to the front and out from invisibility. The math professor's background in ELL also provided affordances to preservice teachers' learning. Georgia confirmed the finding from Anderson and Stillman (2010) and demonstrated her compromised view towards teaching for social justice and meeting the needs of emergent

bilinguals. In her perception, she was not supported by her mentor teacher and there was limited or no apprenticeship when it comes to teaching emergent bilinguals.

Important characteristics. When it comes to mentor teachers, mentoring experiences, learner stance, readiness to collaborate, and open-mindedness are four important factors that are more likely to lead to equal and constructive partnerships with preservice teachers. John's mentor teacher, though not certified in ELL, was eager to learn with John, participated in the mentor cohort support program, and their partnership provided affordances for John's learning. Derek's mentor teacher herself was continuing to learn while going through the process of obtaining her National Board certification.

When it comes to preservice teachers themselves, personal experiences of learning other languages and working or studying overseas are beneficial to their work with emergent bilinguals. As shown in Table 3, Chapter 3, Ben was the only one with limited experience learning other languages and has not had the opportunity to live or study overseas. Even though he had a supportive mentor teacher and university supervisor and received ELL coaching, he demonstrated limited abilities to look at language demands and created few opportunities for emergent bilinguals to develop language and content simultaneously.

Other desirable characteristics in preservice teachers include: how flexible they are, how comfortable they are navigating relationships with their mentor teachers, and how willing they are to engage with the other colleagues at the placement schools also affected their student teaching experiences. Even though Mary's mentor teacher had little ELL expertise, Mary was comfortable in that free space and worked closely with her university supervisor Julia and her cohort peers.

In terms of race, it is clear both John and Georgia have positive interactions with emergent bilinguals and are more likely to emphasize with emergent bilinguals, which confirms the benefits

of minority teachers, as they are more likely to emphasize with emergent bilinguals (Varghese, 2008). The two PSTs of color also demonstrated some differences in their practices. Based on enacted culturally and linguistically sustaining practices, John was observed actively bringing in his own cultural and linguistic identities into the classroom space, advocating for emergent bilinguals in his classes to embrace their own cultural and linguistic backgrounds and develop healthy identities. Georgia, on the other hand, struggled with bringing that into the curriculum and pedagogy space, although racial equity is a strong element in her belief system. Her struggles could be a result of her attention pulled to other more demanding areas such as navigating tension with her mentor teacher and classroom management issues; it could also be a manifestation of her more introverted personality that hindered her successful establishment of sound relationships with her students. Even though it is hard to quantify the impact the PSTs of color identities have on their students, since this study does not focus on emergent bilinguals' experiences in PSTs' classrooms, overall, the PSTs of color identities provide affordances to their learning to teach emergent bilinguals.

Practicum with emergent bilinguals and ELL coaching. Having emergent bilingual students in practicum reminds preservice teachers the need for them to provide equitable schooling to emergent bilinguals. Their presence provides preservice teachers opportunities to reflect on the knowledge they learned from STEP and apply it in practice. With on-site ELL coaching, they were then able to better connect theory with practice, thus more likely to become culturally and linguistically sustaining teachers. For practicum, where preservice teachers are placed plays an essential role and whether there are opportunities for them to see effective practices with emergent bilinguals play a crucial role in their learning. It is important to consider how the practicum is structured and where it is situated in the curriculum sequence so that they have conceptual and theoretical tools to analyze what they are seeing and actually learn from the experience.

Amongst the six preservice teachers, John had received most visits – a total of eight – and most debriefing time – 225 minutes. Although not captured in his enacted culturally and linguistically sustaining practices chart, which only showed the first five visits, he evidenced more uptake of CLS practices, including a translanguaging moment where he invited emergent bilinguals to write the term “empowerment” in their first language. Once he saw what a positive impact that translanguaging practice had on his emergent bilinguals, he became much more inclined to use translanguaging. This indicates a longer period of ELL coaching and more contacts with emergent bilinguals in practicum potentially lead to more uptake of CLS practices.

Constraints. This section explores factors that constrain preservice teachers’ learning to work with emergent bilinguals.

Fragmentation of ELL curriculum in STEP. The STEP program’s various components of the curriculum that focus on the schooling of emergent bilinguals lack coherence. How are preservice teachers making sense of the connections between conceptual and practical tools? Where are PSTs exposed to conceptual tools and pedagogical tools? Apart from ELL workshop series and brief introduction in the use of SIOP, they are covered fragmentally throughout the teacher preparation program. It was also evident that the ELL workshop series in this study, though unanimously agreed as important for their learning to teach emergent bilinguals, needs revision on how it is structured, sequenced, and integrated into the mainstream teacher preparation program.

Georgia’s university supervisor/course instructor Amina thought the EL content should be embedded into every component of the program and ELL strategies need to be explicitly named and stated. She remarked, “It should be something that's constantly embedded, not an added approach.”

John and Mary’s university supervisor Julia thought the Teaching for Learning and the Methods courses should have incorporated more content literacy or English language development strategies:

That's where students are actually designing instruction, that's where students are actually grappling with how to represent content and how to deliberate, how to choose the vocabulary that really matter. And so, they're not thinking about ELs in those classes in particular, we are setting them up for that being extra, for that being kind of on the side.

Terry's supervisor Mabel commented on the need for herself to make ELL more explicit in coaching, "Part of it could be coaching candidates to ask the questions like how do you support EL learners and if it's just like oh I put them with strong students like pushing and saying No, I'm trying to do more than that."

A cohesive foundation of conceptual tools in the teacher preparation program would have a stronger impact in PSTs' learning to teach emergent bilinguals. Athanases and de Oliveira (2011) conducted a case study on one university teacher education program's infusion effort to prepare teachers to work with ELs, focusing on program content, coursework, field placement processes, and the larger context. The study shows it is possible to achieve program coherence. An in-depth program wide curriculum analysis using the culturally and linguistically sustaining teaching lens is needed to provide a wholistic view from the teaching and learning in the STEP program, revisit its coherence, and explore how all ELL components are connected and build on each other.

Isolation of ELL specialists in placement school. Overall, the placement schools' ELL department played very limited roles in these preservice teachers' learning to teach emergent bilinguals, due to the common isolation of ELL specialists from mainstream teachers. It is still the common practice to run sheltered programs and English language proficiency test scores were still acting as gate keepers of subject content, even though research clearly shows emergent bilinguals benefit from mainstream classrooms. EL specialists in placement schools of this study tended to understand more nuances of complexity and showed more empathy. There was a stronger sense of

caring; some took on a much stronger advocacy role than others. Unfortunately, they continued to be isolated from the mainstream and collaborated little with mainstream teachers. Amongst the three placement schools, Rainbow Brook High School ELL department lead had the strongest advocacy voice and was most willing to provide PD in her building. Cedar Stream High School ELL department lead had the strongest voice against providing PD and collaborating with her peers. Valdés, Kibler, and Walqui (2014) stated the shift in the expertise of ELL professionals in an era of new standards; some degree of collaboration and capacity in providing PD to peers are two of many possibilities. ELL professionals in schools who are veteran teachers might not be ready for this shift. In this reality, in order for mainstream preservice teachers to be socialized in working with emergent bilinguals, talks around how emergent bilinguals are supported and who EL-endorsed staff members are should be made explicit by the placement school. This could be done by the placement school site coordinator in university-placement school partnership. A better selection criterion for partnership schools will be discussed in Chapter 6.

Weak bridge between STEP and placement school. University supervisors and mentor teachers are preservice teachers' first line of contact when they experience disjunctures between ELL practice and theory. They should be well versed in how the teacher preparation program is preparing them to teach emergent bilinguals and bring the knowledge of both conceptual and practical tools into reflective conversations with preservice teachers.

Georgia's MT thought as long as Georgia knew what the university program's requirements were in terms of what is needed from him as a mentor, it would be enough. He was not sure what type of support he would need from the program. Ben's MT also expressed his lack of understanding towards how the STEP program prepares PSTs to work with emergent bilinguals.

University supervisors Mabel and Julia both expressed the desire to learn more about how to better work with emergent bilinguals so that they could be better equipped to support their PSTs.

Summary

In this chapter, I conducted cross-site cross-case analysis. The findings show factors that provide affordances include the explicit curriculum for teaching emergent bilinguals – English Language Learner coursework and workshop series, the amount of ELL expertise mentor teachers, university supervisors, and university faculties hold, characteristics of opening-mindedness, learner stance, flexibility and readiness to collaborate in mentors and preservice teachers, and practicum components where preservice teachers work with emergent bilinguals while receiving ELL focused coaching. Factors that constrain their learning include fragmentation of ELL curriculum in teacher education program, the isolation of ELL specialists from mainstream teachers in placement school, and the weak bridge between teacher preparation program and the placement school, and between theory and practice. Chapter 6 will conclude this study with contributions and implications. Limitations and future research directions will also be discussed.

Chapter 6. Possible Conclusions and Implications

The purpose of this study was to explore how preservice secondary teachers in a university-based master's in teaching preparation program learn to teach emergent bilinguals during student teaching. Using a qualitative multiple case study approach, I focused on six preservice teachers from two different content areas placed in three different high schools in the Pacific Northwest.

I employed a sociocultural approach to investigate how the three activity systems - learner characteristics, the teacher preparation program, and the placement school site – work together to influence preservice teachers' learning to teach emergent bilingual students. I proposed the Culturally and Linguistically Sustaining Teacher Learning framework (see Figure 3, Chapter 2) that

centered culturally and linguistically sustaining teaching in learning to teach in community. In this chapter, I discuss how this study's findings contribute to the preparation of mainstream preservice teachers to work with emergent bilinguals.

Contributions and Implications

This qualitative collective case study sheds light on how mainstream preservice secondary teachers navigate their student teaching to learn to teach emergent bilinguals. This study contributes to the field of culturally and linguistically sustaining teacher education by identifying key areas to better support preservice teachers in both the contexts of the university and the placement school. It also sheds light on some program level and placement school components that provide affordances to preservice teachers' learning to work with emergent bilinguals.

This study also contributes to scholarship that bridges the gap between theory and practice by providing the detailed lived experiences of how preservice teachers navigate their student teaching of emergent bilinguals. Furthermore, it contributes to scholarship on the enactment of culturally and linguistically sustaining teaching by mainstream preservice secondary teachers. As evidenced in findings from Chapter 5, although the six preservice teachers were able to enact some culturally and linguistically sustaining practices through their learning both at the teacher preparation program and placement school, they all felt they were underprepared and expressed the need to learn more about how to better serve emergent bilinguals. In order to promote equitable education for emergent bilinguals, this study recommends all teachers become endorsed in teaching ELL. Due to financial constraints, only two of the six preservice teachers were able to pursue the ELL endorsement. The following sections details implications of the study.

Explicitness and coherence of CLST curriculum and pedagogy. This study evidences the importance of having an explicit and coherent focus on culturally and linguistically sustaining curriculum and pedagogy in a teacher preparation program. As Nutta, Mokhtari, and Strebel (2011) demonstrated, there are models that embed competencies of working with emergent bilinguals into different teacher preparation curriculum. It is important to bring the topic of culturally and linguistically sustaining teaching at all levels of STEP curriculum, so that preservice teachers can go beyond “just good teaching” (de Jong & Harper, 2008). The racial, cultural, and linguistic diversity of students should be at the center of teaching and learning and culturally and linguistically teaching is good teaching “plus”.

Based on the observed patterns of culturally and linguistically sustaining teaching, PSTs in this study were able to demonstrate more uses of macro-level planned scaffolds that focus on providing comprehensible input and explicit directions. Though some showed attempt to model disciplinary literacy skills in reading and writing, it was functioning at the surface level. Curriculum to prepare all teachers to work with emergent bilinguals should put more focus on helping teachers develop disciplinary linguistic knowledge and pedagogical language knowledge. Teacher preparation programs should help bridge connections between academic language in edTPA and DLK/PLK throughout the entire course of study. Bunch (2013) reviewed literature on approaches that address pedagogical language knowledge; these include: using systemic functional linguistics to focus on linguistic features of texts and task; integrating genre-based pedagogies with critical language awareness; and sociocultural approaches to apprentice ELs into academic success, such as intentional use of participant structures, scaffolding, and joint-activities. Bunch also mentioned other possible approaches such as promoting ELs’ home and community language, literacy, and cultural practices; focusing on informational density in content-area texts; and supporting the development of language functions corresponding to the new standards.

Where should DLK/PLK (Bunch, 2013; Galguera, 2011) be covered? The Language and Literacy covered literacy in general in the discipline; however, due to the fact it is offered to all PSTs except World Languages cohort (with its own practicum component separate from the rest), it has limited impact in depth regarding specific content areas. In order to help PSTs further develop disciplinary linguistic knowledge (Turkan et. al, 2014), the secondary teacher preparation program should make sure that the content methods courses offer more opportunities for PSTs to analyze language demands in their discipline. If content methods faculty do not feel as prepared to discuss language in their discipline, this should be a great opportunity for the ELL faculty to collaborate with them so that teaching tasks can be designed to help PSTs look at the language.

As discussed in Chapter 5, there should be more focus on curriculum that can help preservice teachers to continue to develop their own ideological and political clarity in working with emergent bilinguals and concretize them into actionable strategies. Pedagogies of discomfort can be employed to raise preservice teachers' awareness on social and economic inequities and question power and privilege (Sharma & Lazar, 2014). There is the need for teachers to develop critical consciousness and asset-based pedagogies, and “take a stand against the oppressions that intersect in the lives of their students inside and outside of school (Carey, Yee, & DeMatthews, 2018, p. 122)”. Garrone-Shufron (2015) also called for teacher preparation programs to support preservice teachers in developing knowledge on how and commitment to teach academic English in mainstream content areas.

This study also evidenced the need for a “professional learning continuum” (Feiman-Nemser, 2001, p. 1013) from preservice through inservice education. It also confirms the advantage of having a preservice teacher of color and confirms the need to diversify the teaching force (Villegas & Irvine, 2010).

Collaboration between ELL and mainstream in STEP and placement Schools.

As preservice teachers learn to teach students in general during student teaching, how is the teaching of emergent bilinguals positioned by the TEP program and the placement school? Is it possible that the separation of general teaching/teaching of emergent bilinguals directly affects how PSTs teach the overall student population as one “amorphous average” monolingual English speaking student (Commins & Miramontes, 2006, p. 240), sidelining and marginalizing emergent bilinguals, therefore, perpetuating their invisibility in the mainstream?

Data from the study show very little collaboration between mainstream teachers and the ELL specialist in the building, which would demonstrate the need for preservice teachers “to engage trained ELL professionals and actively seek opportunities for collaboration and the deepening of knowledge for teaching academic content to ELL[s]” (McGraner & Saenz, 2009, p. 11). How can ELL faculty and general education faculty collaborate better at the program level? Kleyn and Valle (2014) show collaboration work at the faculty level can be done and is beneficial.

Bridge between STEP and placement schools. How can teacher preparation programs and placement schools be better bridged? What information should be shared between the STEP program and partnership schools to ensure maximization of learning? How could the web of support be strengthened so that preservice teachers’ socialization during student teaching provides more affordances, rather than constraints? This study indicates five areas to consider: permeable curriculum to bridge practice and theory; stricter selection of placement schools/classrooms and closer match between mentor teachers and preservice teachers; creative form of mentor teacher support; building university supervisor’s mediational capacity and ELL lens; and expanding ELL coaching.

Curriculum permeability. University teacher preparation programs should design for permeability so that points of continuity and contradiction across settings can become opportunities to learn (Hebard, 2016), which can enable preservice teachers to engage in productive centering process to form their cohesive framework of serving emergent bilinguals. Boundary objects such as progress evaluation forms that require conferring between mentors, university supervisors, and preservice teachers could have more explicit components built in to accentuate culturally and linguistically sustaining teaching. Questions such as whether students' first languages can be incorporated and what funds of knowledge of emergent bilinguals can be integrated can act as starting points and reminders.

Selection and match of partners. Based on the findings from this study, below areas should be considered when selecting placement schools and classroom mentors and matching mentors with preservice teachers.

- 1) Selection of placement school/placement classroom: presence of emergent bilinguals and roles of ELL specialists. Placement classrooms should clearly be identified as having emergent bilinguals. Another criterion should be how closely the ELL specialists work with the mainstream teachers, as previously recommended.
- 2) Selection of mentor teachers. Mentor teachers should preferably be ELL endorsed. As they are not readily available, it is important that they are at least generally good at working with all students and provide examples of practices that will benefit emergent bilinguals, even if not specifically designed for them. Mentor teachers should receive training in mentoring so that preservice teachers are able to see how teaching moves are scaffolded and understand the rationale behind those moves.

- 3) Match of mentor teacher and preservice teacher. The relationship between MT and PST plays an important role in PSTs' learning during student teaching. It is important to build in an interview/pairing/trial process so that PSTs can maximize their learning in a collaborative relationship.

Space for mentor teacher support. Though the university program offered mentorship program that provides the space for mentor teachers to grow their mentoring practices, due to time constraint and the multiple forces competing for attention, not all mentors could take advantage of the opportunity, even if they wanted to. How can university and placement schools establish a mutually beneficial and collaborative partnership system where two overlapping systems work towards the same object – preparing mainstream teachers to become culturally and linguistically sustaining teachers? What are some creative ways to support mentors' growth? How might technology such as Zoom could be integrated?

University supervisor mediation and ELL lens. The study has implications on the general needs for university supervisors to be better trained on what their mediational role is like. Zeichner (2010) pointed out university supervisors are often times doctoral students who have not received proper training and the position is often taken by a new cohort of doctoral students for funding purposes, making it a transient population.

How can ELL coaching be integrated into the coaching work of university supervisors? Are there effective ways ELL university supervisors can collaborate with content area university supervisors? Future research should look for ways to prepare all teacher preparation program faculty and university supervisors to become culturally and linguistically sustaining teacher educators. Since preservice teachers in Hughes' study (2014) were able to benefit from lesson plan annotations to bridge theory and practice, this sensemaking can be facilitated by university

supervisors and there can be intentional focus on how emergent bilinguals are considered in the lesson plan. This can be a modified version of annotating lesson plans, facilitated by university supervisors with expertise in working with emergent bilinguals. Co-visits can be arranged so that content supervisor and ELL supervisor can provide feedback from different perspectives.

Space for opportunities to work with emergent bilinguals and ELL coaching. All mainstream preservice teachers should have opportunities to work with emergent bilinguals through some form of practicum, preferably during student teaching. Practicum should be accompanied by ELL coaching, as on-the-job embedded ELL coaching has provided tremendous affordances in this study. This can take place in different ways across all levels of the activity systems. In the teacher preparation program, it could take the form of ELL faculty coaching mainstream STEP faculty or the collaboration between an ELL university supervisor and a content supervisor. The coaching can also come from ELL specialists at the placement school.

Validity

In this study, several measures were used to address the issue of validity (Merriam, 2009).

1. Triangulation. As Patton (2015) explains, “Triangulation, in whatever form, increases credibility and quality by countering the concern that a study’s findings are simply an artifact of a single method, a single source, or a single investigator’s blinders” (p. 674). To increase validity and transferability, this paper employed multiple theoretical frameworks. There are also multiple data sources such as observations and multiple interviews with various parties the PSTs interacted with.
2. Peer review. To ensure the interpretation of the data is consistent, data examination, analysis, and conclusion were checked by a committee of professors who are familiar

with scholarship surrounding the schooling of emergent bilinguals and teacher education research.

3. Member check. “Member checks” (Lincoln & Guba, 1985) – involving participants in meaningful analytical ways were employed as a means of increasing “authenticity”. In this collective case study, transcripts were sent to preservice teachers, university supervisors, and mentor teachers for them to check for accuracy.
4. Audit trail. A log was kept showing the date and content of each visit. Observation logs were recorded to detail the length of each visit and observation focus/content, which was followed by reflection notes that shape the corresponding data analysis and subsequent visit focus. Interview logs were kept showing whether it was video or audio or both were recorded. Recorded interviews were transcribed and coded for themes.
5. Positionality statement. A researcher positionality statement was included to bracket off the researcher’s experiences from those of the participants. The purpose of the self-examination was to permit the researcher to gain clarity from her own preconceptions, which is part of “the ongoing process rather than a single fixed event” (Patton, 1990, as cited in Marshall & Rossman, 2006, p. 105).
6. Reciprocal relationship. To heed calls for reciprocal relationships with participants rather than unilaterally beneficial ones (Lincoln, 1995), I continue to offer my expertise with emergent bilinguals to participants during participants’ first year of teaching.

Limitations

As with all research, this study came with some limitations. First, the six preservice teachers self-selected to participate in this dissertation study, which limits representativeness of the findings.

Florio-Ruane (2002) argues for keeping the work of teacher education complex and a study should “look within and also outside the area illuminated by any single approach to research” (p. 209).

Though this dissertation study attempted to investigate several nested contexts – both sociohistorical and situational factors that influence preservice teachers’ learning to teach emergent bilinguals, what has been framed out of view, such as emergent bilinguals’ evidence of learning and perception of their learning experiences with preservice teachers, are extremely relevant and should warrant future studies. This study also did not systematically focus on the teacher preparation program activity setting in terms of curriculum and pedagogy that prepare teachers to work with emergent bilinguals, which constrains the inferences the study can make.

As the research studies the teacher education program in which I am directly involved, I am susceptible to bias in doing participant research, while I have inside knowledge that leads to more in-depth understanding of the program. PSTs’ relationship with the researcher can shape self-reports in ways that might bias research findings, as social desirability bias might suggest (Nederhof, 1985). Though triangulation from the teacher education program provides some insight on key program components that impact PSTs’ learning to teach emergent bilinguals, the study does not follow them into their university classrooms and track their overall engagement with the teacher education curriculum. It is also not a longitudinal study and does not follow PSTs into their first year of teaching; it only observed their practices during student teaching to capture their culturally and linguistically sustaining teaching repertoires and does not provide any information on whether these preservice teachers’ effective practices with emergent bilinguals will be sustained, therefore limiting the claims that can be made in their tools appropriation, as the socialization into teaching continues in their activity settings.

The selection of participants was limited by the initial choice of high school sites that indicated a higher percentage of emergent bilinguals. Those PSTs who showed the most gain in their self-reported preparedness to work with emergent bilinguals but were placed in schools with

fewer emergent bilinguals were not studied. Future research could focus on PSTs in schools with lower percentage of emergent bilinguals.

The observations were greatly impacted by accessibility and availability. How participants received the ELL coaching from the research also varied, as some took place as debriefs in face-to-face setting, sometimes one-to-one, sometimes with another case study participant, other times with their university supervisor, and/or with the mentor teacher. The frequency of observations was not consistent, and some case study participants received more visits, compared to others.

The study contributes to preservice teachers' learning literature in practicum and provides insights on how mainstream preservice secondary teachers learn to teach emergent bilinguals. The study was only able to focus on Social Studies and Math teachers. Future studies should also explore how preservice Science teachers learn to teach emergent bilinguals.

This study primarily focused on the student teaching placement school context. To gain a better understanding of the activity system in the teacher education program, a thorough program wide review and analysis of how elements of working with emergent bilinguals are integrated and incorporated in curriculum and pedagogy by university faculty is also needed. PSTs' course reflections and coursework could be reviewed and analyzed, as they provide data points to look into how they reflect on their practices and have progressed throughout the academic year. As we continue to explore how preparing teachers to teach emergent bilinguals can be better integrated into all mainstream teacher preparation programs, future studies could investigate Lucas and Villegas's mapping of specific teaching tasks (2013), which are aligned with tasks for learning to teach proposed by Feiman-Nemser (2001).

Across systems, it would be ideal if one or two in-depth ethnographic studies can be carried out through their learning experience during the teacher preparation program and student teaching

as they learn to teach emergent bilinguals. Future research should also investigate shared artifacts and boundary objects such as the lesson inquiry cycles, and progress evaluation forms, and co-debriefs that connect the activity system of the teacher education program and the student teaching placement school and provide space for both mentor teachers and university supervisors to work together to achieve the same object - helping PSTs become culturally sustaining and culturally responsive teachers for emergent bilinguals. How are these tools being used to promote teacher learning and development? This study also suggests the potential impact of having university supervisors trained to work with emergent bilinguals. Future researchers could focus on exploring how their training could lead to PSTs' better preparedness to work with emergent bilinguals.

Since the tension inevitably exists between the infusion of ELL into mainstream teacher preparation and the add-on/separate ELL endorsement programs due to time and cost constraints, a longitudinal study that explores the experience of preservice teachers going through the mainstream preparation program and an add-on endorsement program will shed light on what high-leveraging essential components should be integrated into all teacher preparation programs.

This dissertation study focused on preservice teachers' student teaching experience in a university-based program that aims to promote social justice. These preservice teachers had many opportunities to reflect on their sociocultural identities and their existing understandings of race, class, gender, sexuality, power, and privilege. The program is designed to foster their growth in critical thinking and promote their social justice commitment. Though care was taken to maximize the variation amongst this bounded case study with thick descriptions, it is ultimately up to readers to make connections to their own experiences and judge the applicability of the results of this study to their empirical settings of interest.

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Appendix A. Coding Examples

A.1 – Affordances & Constraints Factors

Learner Characteristics & Experiences			
	Language Learning Experiences		
	Lived Experiences in diverse communities		
	Overseas work/study experiences		
	Schooling Experiences		
Placement School & Community			
	District/State/Societal Influences		
	ELL Department		
		ELL Colleague Influence	
		Isolation of EL Teachers	
	IAs		
	Influencer		
	Mentor Teacher Influences		
		ELL Strategies	
	Placement Colleagues Experiences		
	Placement School Specifics		
		Perceived Inadequacies	
Teacher Education Program			
	Coach Influences		
		Coaches ELL background	
	Cohort Peer Influences		
	Coursework Influences		
		Strategies	
	ELL Coaching from Researcher		
	Field Experience (Spring/Summer)		
		Poor Examples	
	Recommended Changes		
	Student Teaching		
	Perceived Inadequacies		
		Misconceptions towards ELs schooling	
District/State/National Context			
	District/State/National EL Policy		
	Sociopolitical Climate-Immigration policy		

A.2 – Culturally & Linguistically Sustaining Teaching Orientations

Category	Level 1 Codes	Level 2 Codes/Level 1 Description	Level 3 Codes/Level 2 Description
Culturally & Linguistically Sustaining Teaching			
	Understandings	Understanding the importance of learning about emergent bilingual students' cultural, linguistic, and academic backgrounds, experiences, and proficiencies; knowledge of key psycholinguistic, sociolinguistic, and sociocultural processes involved in learning a second language	
	Agency	Inclination to advocate for ELL students Understanding of the need to take action to improve emergent bilinguals' access to social, cultural, and political capital and educational opportunities, and willingness to do so.	
	Dispositions		
		Sociocultural, sociopolitical, and sociolinguistic consciousness	An understanding that language, culture, and identity are deeply interconnected; and an awareness of the sociopolitical dimensions of language use and language education.
		Value for cultural and linguistic diversity	Belief that cultural and linguistic diversity is worthy of cultivating, and accompanying actions reflecting that belief. Encourage translanguaging. Value cultural pluralism.

A.3 – Culturally & Linguistically Sustaining Teaching Practices

Culturally & Linguistically Sustaining Teaching Practices				
Category	Level 1 Codes	Level 2 Codes/Level 1 Description	Level 3 Codes/Level 2 Description	Level 4 Codes/ Level 3 Description
	Practices			
		Caring behaviour/empathy towards ELLs	Teacher demonstrates caring behaviour/empathy toward ELLs (e.g., through active listening, evidence of concern for their emotional well-being, connection to their lives outside school).	
		Postive feedback and high expectations communicated to ELLs		
		Engaging with the community and students' families		
		Translanguaging - Using L1 as a resource	Teacher encourages students to use languages other than English to respond to questions or instruction, or to interact with peers during learning tasks. Group students by L1 Use bilingual IAs as brokers Encourages metalinguistic awareness (e.g., by making cross-linguistic comparisons or highlighting language functions and their linguistic forms).	
		Curriculum that reflects student diversity and values funds of knowledge		
			<i>Incorporate students' background knowledge or prior experiences</i>	2. Teacher taps into/links to students' background knowledge or prior experiences (e.g., by inviting ELLs to share experiences and encouraging all students to value and learn from diverse experiences). (Note: this indicator does not reference prior school learning.)
			<i>Materials reflect different ethnicities, racial groups, or students' home lives or experiences.</i>	Teacher uses materials (e.g., books, pictures, videos) that reflect different ethnicities, racial groups, or students' home lives or experiences.
		Identifying the language demands of classroom discourse and tasks	Skills for determining the linguistic features of academic subjects and activities likely to pose challenges for emergent bilinguals, including identifying key vocabulary, understanding syntactic and semantic features of academic language, and the linguistic expectations for successful completion of tasks.	
		Applying key principles of second language learning	Ways to use knowledge of psycholinguistic, sociolinguistic, and sociocultural processes involved in learning a second language to inform instruction such as collaborative activities. Intentional use of participant structures, collaboration, and joint activities that use small-group work and heterogeneous groups of emergent bilinguals and English speakers.	
			<i>Varying grouping structures</i>	Teacher varies group structures (e.g., jigsaw, information gap) appropriate to language or content learning objectives, so that ELLs "hear, see, say, and write."

		Scaffolding instruction to promote emergent bilingual students' learning	Ability to apply temporary supports to provide emergent bilinguals with access to learning English and content taught in English, including using extralinguistic supports such as visuals and hands-on activities; supplementing written and oral text with study guides, translation, and redundancy in instruction; providing clear and explicit instructions; modelling; and contextualization.	
			<i>Providing space to engage in academic talk</i>	
			<i>Comprehensible input</i>	Teacher uses clear speech (e.g., reduced rate, clear enunciation, repetition, or paraphrase) as appropriate for ELLs' age and English proficiency levels. Teacher uses a variety of non-linguistic techniques (e.g., gestures, facial expressions, demonstrations, hands-on activities) or supplementary materials (e.g., graphs, models, visuals, films, multimedia) to clarify instruction and illustrate/reinforce content learning
			<i>Giving clear directions and instructions and checking student comprehension on assignments/tasks</i>	<ol style="list-style-type: none"> 1. Teacher provides visual support for verbal directions/instructions (e.g., modelling, writing agenda or homework assignments on board). 2. Teacher repeats and paraphrases directions/instructions as needed. 3. Teacher explicitly marks transitions from one activity to the next, or from one concept to the next. 4. Teacher uses routines to facilitate comprehension of activities.
			<i>Scaffolding reading comprehension & writing instruction.</i>	<ol style="list-style-type: none"> 1. Teacher engages students in meaningful interactions around texts (e.g., inviting personal connections to the text). 2. Teacher models, teaches, and encourages students to use reading comprehension strategies (e.g., predicting, inferring, or summarizing). 3. Teacher provides exemplars and mentor texts for different types of writing across content areas. 4. Teacher uses graphic organizers or sentence or paragraph frames to scaffold writing tasks. 5. Teacher uses writing tasks that use language for (authentic) communicative purposes. 6. Teacher explicitly teaches language structures in the context of the lesson/text through direct instruction, modelling, and practice.
		Providing multiple opportunities for appropriate informal and formal assessment	Scaffolding assessments for different English proficiency levels, using authentic assessment tasks, using assessment data to inform instruction	

UNIVERSITY OF WASHINGTON
PRESERVICE TEACHER CONSENT FORM
Learning to Teach Emergent Bilinguals
Mainstream Preservice Secondary Teachers in Student Teaching

Researcher

Fenglan Nancy Yi-Cline, Instructional Coach in Teacher Education Program, Doctoral Candidate in Curriculum & Instruction with College of Education, nyicline@uw.edu, 253-273-5826, Advisee of Manka Varghese

Researcher's statement

The purpose of this consent form is to give you the information you will need to help you decide whether to be in the research study or not. Please read the form carefully. You may ask questions about the purpose of the research, what we would ask you to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form that is not clear. Please know that the decision to participate in this research study is a voluntary one. Your signature certifies that the content and meaning of the information on this consent form have been fully explained to your satisfaction and that you have decided to participate having read and understood the information presented.

PURPOSE OF THE STUDY

This research studies how mainstream preservice secondary teachers learn to teach English language learners in their student teaching. It intends to explore factors that foster, shape, and/or constrain these preservice teachers' opportunities to learn to teach English language learners and capture culturally and linguistically responsive practices they enact during student teaching. The study should have implications for understanding how to better prepare mainstream preservice secondary teachers to work with culturally and linguistically diverse English language learners.

STUDY PROCEDURES

Based on school report cards from the Office of Superintendent of Public Instruction, three local high schools have been identified as potential placement school sites with a high percentage of emergent bilinguals/English language learners, amongst cooperating placement schools for the Secondary Teacher Education Program at the University of Washington. You have been chosen to participate in this study because you are a preservice teacher placed at one of these schools.

Taking part in this dissertation study is voluntary and you will not receive any monetary compensation.

Interview- You will be interviewed by the researcher. The interview will take 45-90 minutes and include a set of demographic questions in addition to other open-ended questions about your experiences learning to teach emergent bilinguals/English language learners both in the Secondary Teacher Education Program and the placement school. It will take place after you finish the Masters in Teaching program. You might be contacted for a follow-up interview, if needed.

Classroom observations-You will be observed for a minimum of three to four times during student teaching in your placement school, with each observation lasting 50 to 90 minutes, dependent on your schedule. The observations will most likely take place closer to your graduation date, in February and March of 2018.

Application documents, submitted assignments, completed observation forms, and edTPA Packet-Your application documents for the Secondary Teacher Education program, submitted university course assignments, completed post-observation forms, and completed edTPA packet will be accessed by the researcher for document analysis.

You may refuse to answer any question or item in any questionnaire, or interview.

Interviews will be video or audio recorded, with permission.

RISKS, STRESS, OR DISCOMFORT

Setting aside time for interview and/or completing a questionnaire might be inconvenient to you. If there are any questions that you do not feel comfortable answering, you can choose not to answer them.

BENEFITS OF THE STUDY

The study will have implications for understanding how to better prepare mainstream preservice secondary teachers to work with culturally and linguistically diverse emergent bilinguals/English language learners both for university preparation programs and partnering placement schools. Participating preservice teachers will have the opportunity to reflect on their experience learning to teach emergent bilinguals/English language learners and receive feedback and support from the researcher.

CONFIDENTIALITY OF RESEARCH INFORMATION

All of the information you provide will be confidential. No one other than me will know what you said during the interview. Your name and any identifying information will not appear on the transcript; in addition, I will not include your name and/or your institution that you are associated with.

Government or university staff sometimes review studies such as this one to make sure they are being done safely and legally. If a review of this study takes place, your records may be examined. The reviewers will protect your privacy. The study records will not be used to put you at legal risk of harm.

If you have any further questions, please feel free to contact the researcher Fenglan Nancy Yi-Cline at (253) 273-5826 or nycline@uw.edu. If you have questions about your rights as a research subject, please call of the University of Washington Human Subjects Division at (206) 543-0098.

Fenglan Nancy Yi-Cline

Date

Subject’s statement

This study has been explained to me. I volunteer to take part in this research. I have had a chance to ask questions. If I have questions later about the research, I can contact the researcher listed above. If I have questions about my rights as a research subject, I can call the University of Washington Human Subjects Division at (206) 543-0098.

Printed name of subject

Date

Signature of subject

UNIVERSITY OF WASHINGTON

INTERVIEW CONSENT FORM

Learning to Teach Emergent Bilinguals

Mainstream Preservice Secondary Teachers in Student Teaching

Researcher

Fenglan Nancy Yi-Cline, Instructional Coach in Teacher Education Program, Doctoral Candidate in Curriculum & Instruction with College of Education, nycline@uw.edu, 253-273-5826, Advisee of Manka Varghese

Researcher’s statement

The purpose of this consent form is to give you the information you will need to help you decide whether to be in the research study or not. Please read the form carefully. You may ask questions about the purpose of the research, what we would ask you to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form that is not clear. Please know that the decision to participate in this research study is a voluntary one. Your signature certifies that the content and meaning of the information on this consent form have been fully explained to your satisfaction and that you have decided to participate having read and understood the information presented.

PURPOSE OF THE STUDY

This research studies how mainstream preservice secondary teachers learn to teach English language learners in their student teaching. It intends to explore factors that foster, shape, and/or constrain these preservice teachers’ opportunities to learn to teach English language learners and capture culturally and linguistically responsive practices they enact during student teaching. The study should have implications for understanding how to better prepare mainstream preservice secondary teachers to work with culturally and linguistically diverse English language learners.

STUDY PROCEDURES

Based on school report cards from the Office of Superintendent of Public Instruction, three high schools have been identified as potential placement school sites with a high percentage of emergent

bilinguals/English language learners, amongst cooperating placement schools for the Secondary Teacher Education Program at UW. You have been chosen to participate in this interview study because you are currently employed in one of these schools or the district and work with emergent bilinguals/English language learners, or have worked with the Secondary Teacher Education Program 2017-2018 cohort of preservice teachers.

Taking part in this dissertation study is voluntary and you will not receive any monetary compensation.

You will be interviewed by the researcher. The interview will take about 20 to 40 minutes and include a set of questions on your knowledge of and experience in how you and your colleagues work with emergent bilinguals/English language learners, or how preservice teachers are prepared to work with emergent bilinguals/English language learners in your context.

You may refuse to answer any question or item in the interview.

The interview will be audio recorded, with permission.

RISKS, STRESS, OR DISCOMFORT

Setting aside time for interview might be inconvenient to you. If there are any questions that you do not feel comfortable answering, you can choose not to answer them.

BENEFITS OF THE STUDY

The study will have implications for understanding how to better prepare mainstream preservice secondary teachers to work with culturally and linguistically diverse emergent bilinguals/English language learners both for university preparation programs and partnering placement schools. You will have the opportunity to reflect on your involvement in working with emergent bilinguals/English language learners and/or your effort in preparing future teachers to work with emergent bilinguals/English language learners.

CONFIDENTIALITY OF RESEARCH INFORMATION

All of the information you provide will be confidential. No one other than me will know what you said during the interview. Your name and any identifying information will not appear on the transcript; in addition, I will not include your name and/or your institution that you are associated with.

Government or university staff sometimes review studies such as this one to make sure they are being done safely and legally. If a review of this study takes place, your records may be examined. The reviewers will protect your privacy. The study records will not be used to put you at legal risk of harm.

If you have any further questions, please feel free to contact the researcher Fenglan Nancy Yi-Cline at (253) 273-5826 or nyicline@uw.edu. If you have questions about your rights as a research subject, please call of the University of Washington Human Subjects Division at (206) 543-0098.

Fenglan Nancy Yi-Cline

Date

Subject's statement

This study has been explained to me. I volunteer to take part in this research. I have had a chance to ask questions. If I have questions later about the research, I can contact the researcher listed above. If I have questions about my rights as a research subject, I can call the University of Washington Human Subjects Division at (206) 543-0098.

Printed name of subject

Date

Signature of subject

Appendix C. Protocols-Instruments

From the teacher education program

Interview Protocol 1: Program director

Goal: to obtain an overview of which courses/program elements that support preparation of emergent bilinguals

Interview questions:

- ✓ How is the teacher education program preparing mainstream teachers to work with emergent bilinguals?
- ✓ What program wide initiatives and efforts are currently in place?
- ✓ If you could have all the resources you need to restructure the whole program to better prepare mainstream teachers to work with emergent bilinguals, what would you like to see happen?

Interview Protocol 2: Language and Literacy Co-instructor

Goal: to obtain their observation of PST's performance in course

Interview questions:

- ✓ How are PSTs prepared to work with emergent bilinguals in the content methods course?
- ✓ What is your general impression of the PST regarding their learning trajectory in your methods course?
- ✓ What is your experience having the PST in your classroom?
- ✓ Have you ever received professional development on how to prepare preservice teachers to work with emergent bilinguals?
- ✓ What would you like to know about working with emergent bilinguals?

Interview Protocol 3: University supervisor

Interview Protocol for University Supervisors

Preamble: Thank you so much for agreeing to the interview. As mentioned in the consent form I emailed you, my dissertation study explores how preservice teachers learn to teach English learners/emergent bilinguals during student teaching. Since you have coached _____ for two quarters and have known _____ in other settings in STEP, you have played a key role in their learning.

In this interview I am going to try to learn a little bit about your teaching and coaching experience. I also want to gain a better understanding of how you mentor _____ on their work with English learners, and your impression of _____'s student teaching.

	Question	Rationale	Alternatives to consider
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Part 1-in the first part of this interview, I'm going to ask you questions to understand about your teaching and mentoring history	Tell me about your teaching and coaching experiences.	Years of teaching Types of schools they have worked for (diversity) Years of coaching Numbers of students coached	
	Tell me about different languages you can speak.	Language abilities	Can you read and write in those languages?
	Have you ever studied or worked overseas? Which countries were you in?	Overseas experiences	How long were you there?
	What do you think of the current media rhetoric on immigration and undocumented immigrants? Does it affect your mentoring work? If so, in what ways?	Attitudes towards EBs	
Part 2 Teacher preparation /professional development and experience working with ELs	How were you prepared to teach emergent bilinguals? What training have you received on working with language learners?	Experience with EL	
Part 4: Reflecting on your coaching experience and role of STEP in preparing teachers for ELs.	What is your general impression of _____ regarding their learning trajectory in placement?	PT's overall performance	
	Tell me about how _____ has worked with ELs.	PT's work with ELs	
	What are _____'s strengths and weaknesses as _____ enters teaching?	PT's readiness	

	<p>What role do you think MT plays in preparing _____ to teach ELs? How well is the PT working with their mentor teacher? What are some tensions you have seen or heard?</p>	<p>MT/PT partnership Socialization</p>	
	<p>What type of guidance/support do you think STEP has provided to better prepare PTs to work with ELs?</p>	<p>Methods course; Other STEP curriculum; Program wide components?</p>	<p>What's your general impression of how STEP is preparing teachers to work with ELs?</p>
<p>Would you like to add anything in relation to the content of the interview? What would this be?</p>			

From the placement schools

Interview Protocol 4: Mentor Teacher

Interview Protocol for Mentor Teachers

Preamble: Thank you so much for mentoring our teacher candidate _____. As mentioned in the consent form I emailed you, my dissertation study explores how preservice teachers learn to teach English learners/emergent bilinguals during student teaching. Since you have mentored _____ for two quarters, you have played a key role in their learning.

In this interview I am going to try to learn a little bit about your teaching and mentoring experience. I also want to gain a better understanding of how you and the school work with English learners, and your impression of _____'s student teaching.

	Question	Rationale	Alternatives to consider
Part 1-in the first part of this interview, I'm going to ask you questions to understand	Tell me about your teaching and mentoring career.	<p>Years of teaching Types of schools they have worked for (diversity) Years of mentoring Numbers of students mentored</p>	What made you decide to take on the mentor role?
	Tell me about different languages you can speak.	Language abilities	Can you read and write in those

about your teaching and mentoring history			languages?
	Have you ever studied or worked overseas? Which countries were you in?	Overseas experiences	How long were you there?
	What do you think of the current media rhetoric on immigration and undocumented immigrants? Does it affect your work with emergent bilinguals? If so, in what ways?	Attitudes towards EBs	
Part 2 Teacher preparation /professional development and experience working with ELs	How were you prepared to teach emergent bilinguals? What training have you received on working with language learners?	Experience with EL	
Part 3 Placement School	How are ELs placed and supported in your classroom/in the school? What programs are available to ELs?	Classroom EL culture School EL culture	What programs are there to reach the EL community?
	How do you work with EL specialists? What support do you receive from the building/district?	Building/District support	
Part 4: Reflecting on your mentoring experience and	What is your general impression of _____ regarding their learning trajectory in placement?	PT's overall performance	
	Tell me about how _____ has worked with ELs.	PT's work with ELs	

partnership with STEP	What are _____'s strengths and weaknesses as _____ enters teaching?	PT's readiness	
	What type of support have you received from the university?	Partnership	What's your general impression of the university teacher training program?
Would you like to add anything in relation to the content of the interview? What would this be?			

Interview Protocol 5: EL Department lead and/or assistant principal who is in charge of the ELL program.

Interview Protocol for EL Department lead/Administrator

Preamble: Thank you so much for agreeing to be interviewed. As mentioned in the consent form I emailed you, my dissertation study explores how preservice teachers learn to teach English learners/emergent bilinguals during student teaching.

In this interview I am going to try to learn a little bit about how ELs are supported in your building. I also want to gain a better understanding of how you work with teachers in the building.

Question	Rationale	Alternatives to consider
Tell me about your EL community.	Demographics Languages SES	What are the top three languages in the EL community?
Tell me about how your building places and supports ELs	Program structure Inclusion Access to programs (IB/Gifted)	Are they in sheltered classes? How many EL endorsed teachers do you have in your building?
How does the building reach the EL community?	Community reach effort	
What is the role of the EL department lead/EL specialist?	In-house coaching/pull-out classes/sheltered	
How does the building support teachers' work with EL? District?	Building/district support	

What policies impact ELs' learning the most?	Policy impact	What types of data do you collect on ELs?
Would you like to add anything in relation to the content of the interview? What would this be?		

Interview Protocol 6: Preservice Teachers

Interview Protocol for Preservice Teachers

Preamble: I am so glad you are participating in my study. Thank you so much for welcoming me into your classroom. As you know, my study explores how preservice teachers like you learn to teach emergent bilinguals during student teaching.

In this interview I am going to try to learn a little bit about your personal history, your STEP experience in learning to teach emergent bilinguals, and your student teaching experience at _____ high school. I want to gain a better understanding of how you are learning to teach emergent bilinguals during student teaching.

	Question	Rationale	Alternatives to consider
Part 1-in the first part of this interview, I'm going to ask you questions to understand about your personal history	Tell me about yourself? Where did you grow up? What kind of community? What kind of schools did you go to?	Personal history- -Racial demographics, political context, rural/urban/suburban, family, Experiences with emergent bilinguals/immigrant community.	Tell me a little bit about where you grew up. -Walk me through what some of the contexts looked like
	Tell me about different languages you can speak.	Language abilities	Can you read and write in those languages?
	Have you ever studied or worked overseas? Which countries were you in?	Overseas experiences	How long were you there?
	Why did you decide to become a teacher?	Motivations and influences for becoming a teacher	

		History/Background	
	Why did you decide to apply to STEP?	Values/social justice	
	What are some experiences you have had before starting the program that make you better positioned to teach emergent bilinguals?	Courses/community volunteering (tutoring) experiences/community contexts/backgrounds	
	What do you think of the current media rhetoric on immigration and undocumented immigrants? Does it affect your work with emergent bilinguals? If so, in what ways?	Attitudes towards EBs	
	What other life roles do you have besides that of being a student teacher?	Other potential influences	
Part 2 STEP	What coursework or elements from STEP helped your work with emergent bilinguals during your student teaching? What elements of the program contribute the most to your learning to teach emergent bilinguals?	Program influence Caucusing/curriculum	Any particular class projects/content? Language and Literacy course Assessment
	What have you learned about emergent bilinguals during your spring/summer field work?	Field work influence	
Part 3 Placement School	How's your student teaching experience? How has it affected how you look at the teaching profession?	Views of the teaching profession Willingness to get into teaching	

	Tell me about the classes you taught.	Subject/levels/planning periods	
	How does your mentor teacher work with emergent bilinguals? What strategies does your mentor teacher use the most with emergent bilinguals?	Mentor teacher influence	
	What have you learned from the university supervisor/instructional coach regarding your work with emergent bilinguals?	Coach influence	
	Who else and what else in this school community has contributed to your student teaching experience?	Any other influences How have you worked with the ELL teacher(s) in the building?	
	Tell me about the placement school's effort in teaching emergent bilinguals. Can you think of any policies that are impacting how emergent bilinguals are served at your placement school and placement district? How are those policies impacting you?	Contextual constraints	
	What connections are you making between STEP coursework and your student teaching? Who or what has helped you make these connections?	Learning to teach Bridging theory and practice	
Part 4: Reflecting	Tell me about your ELs.	Knowledge of EL Number/Language level	

on your ELL teaching experience	What are some words that describe how you feel about your work with emergent bilinguals?		
	Tell me about the successes you have had working with emergent bilinguals and their community.	Curriculum adaptation Looking at the community as assets	What have you learned from Ebs, their parents, and the community?
	Tell me about the struggles you have had.	Probing difficulties, constraints.	
	What questions do you still have about teaching emergent bilinguals?	Will you pursue the ELL endorsement?	
Part 5: Reflecting on STEP/ Student teaching experience	What are the top three to five pieces of advice you would give to future colleagues who have no experience in working with emergent bilinguals?	Overall understanding of work with EBs	what should the ideal teacher for emergent bilinguals be like?
	What advice would you have for the teacher education program so that they can better prepare future teachers to work with emergent bilinguals?	Opportunities for program improvement	If you have the power to restructure and redo the STEP curriculum and student teaching for the next cohort of preservice teachers so that they can be better prepared to work with emergent bilinguals, what would you change? What would you keep?
Would you like to add anything in relation to the content of the interview? What would this be?			

Appendix D. Emergent Bilinguals in the Mainstream: Observation Instrument

Emergent Bilinguals in the Mainstream

Observation Instrument:

Instructions for Use

What is the purpose of this form?

This observation instrument was designed to be used to investigate lessons being taught by a preservice secondary mainstream classroom teacher, focusing on culturally and linguistically sustaining teaching practices for emergent bilinguals.

How do I use this form?

The descriptions listed on the left side of the page under each indicator are the indicators/professional practices to be investigated. As you observe the lesson, underline the indicators/professional practices as evidence that describes what you observe. Follow the directions below to determine which numerical rating should be assigned to each indicator and circle one numeral for each indicator.

Rate each indicator (observed) using the following scale:

√ + Effectively Demonstrated
Demonstrated

√ Adequately Demonstrated

√ - Partially

√ - Indicator Partially Demonstrated

√ Indicator Adequately Demonstrated

√ + Indicator Effectively Demonstrated

If it is not observed, leave it blank.

CLASSROOM OBSERVATION PROTOCOL-Schooling of Emergent Bilinguals

(Taken and slightly adapted from PROJECT DELTA, 2009)

I. Using culturally and linguistically sustaining teaching strategies	
A. Using the L1 as a resource for teaching and learning	
	1. Teacher makes L1 materials available for students to use during instruction (e.g., bilingual or L1 dictionaries, books, posters, pictures).
	2. Teacher uses language other than English during instruction (e.g., cognates, translation and definition of vocabulary, development of Math concepts or oral language and literacy).
	3. Teacher encourages students to use languages other than English to respond to questions or instruction, or to interact with peers during learning tasks.
	4. Teacher pairs or groups students who share a common L1.
	5. Teacher uses a bilingual assistant, parent, or other volunteer to work with ELLs using their L1 in content, language, or literacy learning.
Ben. Using students' cultural backgrounds as a resource for teaching and learning	
	1. Teacher uses materials (e.g., books, pictures, videos) that reflect different ethnicities, racial groups, or students' home lives or experiences.
	2. Teacher uses culturally diverse community members or parents who assist with instruction, demonstrate expertise, or serve as models of success.
	3. Teacher uses paraprofessionals who play a purposeful role as cultural or linguistic brokers.
	4. Teacher taps into/links to students' background knowledge or prior experiences (e.g., by inviting ELLs to share experiences and encouraging all students to value and learn from diverse experiences). (Note: this indicator does not reference prior school learning.)
	5. Teacher demonstrates caring behaviour/empathy toward ELLs (e.g., through active listening, evidence of concern for their emotional well-being, connection to their lives outside school).
	6. Teacher provides positive affective feedback and communicates high expectations to ELLs.
II. Contextualizing instruction to increase comprehensibility	
A. Using pre-reading/pre-viewing strategies to build cultural, academic, and linguistic background	
	1. Teacher makes explicit links to students' prior learning.
	2. Teacher pre-teaches vocabulary using different modalities (visuals, demonstrations, etc.).
	3. Teacher uses graphic organizers and the organizational structure of text to help students understand and learn concepts through reading.
	4. Teacher explicitly teaches the grammar and/or discourse features needed to talk or write about concepts represented in graphic organizers.
Ben. Using strategies to make input more comprehensible	

	1. Teacher uses clear speech (e.g., reduced rate, clear enunciation, repetition, or paraphrase) as appropriate for ELLs' age and English proficiency levels.
	2. Teacher simplifies (vocabulary or sentence structure) or elaborates/paraphrases the language of content instruction (e.g., Math word problems)
	3. Teacher uses a variety of non-linguistic techniques (e.g., gestures, facial expressions, demonstrations, hands-on activities) or supplementary materials (e.g., graphs, models, visuals, films, multimedia) to clarify instruction and illustrate/reinforce content learning (i.e. Math concepts).
	4. Teacher checks with ELLs individually (e.g., by going over to them, calling on them to verify comprehension).

C. Asking appropriate questions

	1. Teacher checks for individual ELLs' comprehension by asking questions modified in form or response mode according to their English proficiency levels.
	2. Teacher asks ELLs linguistically appropriate, content-related questions that encourage higher order thinking.
	3. Teacher addresses questions to ELLs at comparable frequency rates with other students.
	4. Teacher pauses after questions to allow adequate time for ELLs to respond.

D. Giving clear directions and instructions

	1. Teacher provides visual support for verbal directions/instructions (e.g., modelling, writing agenda or homework assignments on board).
	2. Teacher repeats and paraphrases directions/instructions as needed.
	3. Teacher explicitly marks transitions from one activity to the next, or from one concept to the next.
	4. Teacher uses routines to facilitate comprehension of activities.
	5. Teacher checks student comprehension of assignments (e.g., asking students to paraphrase). (Note: indicator focus on process—not content.)

E. Using appropriate materials

	1. Teacher selects relevant texts at different reading levels for ELLs with varying English proficiency.
	2. Teacher selects comprehensible materials that challenge and engage ELLs.

III. Providing specific and scaffolded opportunities for language and literacy development

A. Integrating language and content instruction

	1. Teacher states language learning objectives verbally or writes and displays them visually for students (e.g., on the board, chart paper).
	2. Teacher states content learning objectives verbally or written and displayed for students (e.g., on the board, chart paper).
	3. Teacher addresses language objectives in addition to vocabulary (e.g., grammar, discourse structures) in content area (i.e. Math) instruction.

Ben. Expanding language use through increased interaction

1. Teacher varies group structures (e.g., jigsaw, information gap) appropriate to language or content learning objectives.
2. Teacher provides linguistic scaffolding needed for ELLs at different English proficiency levels to participate meaningfully in cooperative learning structures.
3. Teacher encourages dialogue with peers during whole group instruction (e.g., students explain Math processes, solutions to each other; clarify or justify their own responses and question their peers' approaches to solving problems).
4. Teacher provides appropriate feedback on student language, focusing on form as well as on meaning (e.g., extending students' answers).

C. Providing intentional and explicit opportunities to understand and use English forms and functions

1. Teacher provides opportunities for integrated language skill development so that ELLs "hear, see, say, and write."
2. Teacher illustrates the characteristics of social/informal versus academic/formal registers of English and helps students develop academic skills in spoken and written English.
3. Teacher explicitly teaches language structures in the context of the lesson/text through direct instruction, modelling, and practice.
4. Teacher identifies and teaches contrastive (L1/English) sounds, words, grammar, or discourse structures that are problematic for the ELLs.
5. Teacher encourages metalinguistic awareness (e.g., by making cross-linguistic comparisons or highlighting language functions and their linguistic forms).

D. Teaching vocabulary

1. Teacher selects and teaches high priority vocabulary for ELLs.
2. Teacher uses effective strategies to teach vocabulary to ELLs (e.g., introduce, write, repeat, highlight, refer to L1, use different modalities) in the context of meaningful text and oral discourse.
3. Teacher develops student awareness of how word meanings and forms are related and patterned.
4. Teacher teaches key vocabulary prior to and (as needed) during instruction, and reviews vocabulary following instruction.
5. Teacher models, explicitly teaches, and encourages students to use vocabulary learning strategies (e.g., using context, cognates, word stems).

E. Scaffolding reading comprehension

1. Teacher engages students in meaningful interactions around texts (e.g., inviting personal connections to the text).
2. Teacher models, teaches, and encourages students to use reading comprehension strategies (e.g., predicting, inferring, or summarizing).

	3. Teacher addresses core reading skills with ELLs but may use different versions (adapted, abridged, glossed, or bilingual) of texts.
	4. Teacher provides appropriate instruction in phonemic awareness, building on PA developed in the L1 when possible.
	5. Teacher provides appropriate instruction in letter/sound correspondence, paying particular attention to specific contrasts in letters, sounds, and spelling patterns in English that may cause difficulty for ELLs from different language backgrounds.

F. Scaffolding writing instruction

	1. Teacher provides exemplars and mentor texts for different types of writing in the content area.
	2. Teacher uses graphic organizers or sentence or paragraph frames to scaffold writing tasks.
	3. Teacher differentiates writing tasks for ELLs on topics that are identical (or modified as appropriate) to those for other students.
	4. Teacher uses writing tasks that use language for (authentic) communicative purposes.

IV. Providing multiple opportunities for appropriate informal and formal assessment

A. Scaffolding assessments for different English proficiency levels

	1. Teacher uses (and allows ELLs to use) alternative tasks (e.g., pictures, drawings, or gestures) to demonstrate comprehension of concepts and mastery of skills appropriate to students' English proficiency levels.
	2. Students with higher English proficiency assist ELL peers by translating or interpreting their responses.
	3. Teacher uses assessment accommodations during paper and pencil tests (e.g., extra time, use of bilingual dictionaries).

Ben. Using authentic assessment tasks

	1. Teacher uses assessment tasks that connect to students' real-life knowledge and skills or classroom-based performance.
	2. Teacher provides students with clear evaluation criteria or examples to illustrate expectations.

C. Using assessment data to inform instruction

	3. Teacher uses continuous analysis of data to progress ELs' proficiency levels.
	4. Teacher uses assessment to readjust instruction.

Appendix E. Preservice Teachers' Mentor Teacher and University Supervisor: Backgrounds, ELL Preparation and Professional Development

School Site	Mentor Teacher/University Supervisor	Years of teaching experiences	Years of coaching experiences (for	Number of prior student teachers	Overseas Work/Study Experience	Language Learning Experience	Experience with diversity outside current teaching	ELL training in teacher preparation	EL PD from the building	EL PD from district/outside	EL Beliefs & Pedagogy
Cedar Stream High School	John-MT (J-MT)	8		2	Y – short term Spanish Immersion Camp chaperone	Y – short term Spanish Immersion Camp chaperone	Came from teaching in schools that are not very diverse.	Limited - 2 hours from a high school teacher	No guidance from the building EL	Supposed to happen. Not yet	Creating access points for everyone. Good strategies for emergent bilinguals, good for everyone. Just good teaching. Translanguaging/r relationships Learning with John
	Georgia-MT (G-MT)	10		1	N – traveling experience	Studied Spanish. No immersion experience	Grew up interacting with immigrants in NY. Went to diverse schools	Not well prepared in language acquisition training	No guidance	Supposed to happen. Not yet	Commented on things he saw Georgia's doing with emergent bilinguals - breaking down instructions/checkins
	Mary-MT (M-MT)	15		2	N	Spanish/Creole from College	Mentor teacher of color (African American), taught in	Received some information.	Not mentioned.	Not mentioned.	Sees no emergent bilinguals in his class.

							diverse schools				
	John-Mary-Supervisor - Julia	8	2		Y-travelled extensively worldwide	Spanish in elementary Portuguese/French in secondary, Spanish/Italian in university	Taught in a wide range of schools around the area both in terms of student diversity and socio-economic status.	Some focus on content literacy	Not mentioned.	Series of GLAD training	Talked about the importance of meeting students' needs, including their socioemotional needs. Advocate for critical pedagogy. Named Trump's wall and racism.
	Georgia - Supervisor - Amina		2		Y	Arabic, Spanish Intermediate	Muslim American Taught in diverse schools both in the US and abroad. Volunteered in a bilingual and binational school	Took some classes. No student teaching in ELL. Learned working with ELL on the job	On-the-job training. Worked side by side with ELL teacher in the building	Professional development and continuing education credits in ELL	Co-instructor of ELL workshop series. Stated historical content is American centric and white European. Think teaching is a political act. Named the assumption all students are U.S. citizens.
Fairview Heights	Terry-MT (T-MT)	8		0				Not much. Felt it's a gap in practice	Some building PD	None	Best practices good for ALL Grouping Visual and verbal input
	Terry – Supervisor	9	2	1	N	Some Spanish, a little	Several years of experience teaching in a	BCLAD – Bilingual Cross-	Unknown	Unknown	BCLAD – Bilingual Cross-Cultural Language

	sor-Mabel					German and a little Hebrew	diverse school	Cultural Language and Academic Development Certificate from CA			and Academic Development certificate
Rainbow Brook High School	Ben-MT (B-MT)	7		1	N	A little Italian/Spanish.	Grew up in mostly White schools.	Some chunks from STEP program. Not focused in Math prep program.	In the past, once or twice a year in-building PD	No district PD	Universal approach Math academic vocabulary Modeling Grouping
	Derek - MT (D-MT)	7		1	Studied in Germany	A little German	Not much exposure to diversity before teaching at the school	A course or component of a course that required readings from an ELL book; some differentiation strategies.	Somali community talk at a staff meeting	Some literacy trainings but not specifically for ELL.	Providing visuals is the key. Using guided notes Getting students input and voice

	Ben/De rek- Supervi sor - Susan		1		Y – studied and taught overseas	Spanish, Tamil, Malay	Malaysian American. Taught and visited schools overseas.	ELL endorsed. Masters in Multicultu ral education	Some learning from GLAD trained colleague	District Mooc Course, siloed learning	ELL Endorsed ELL expertise
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