EXAMINING PROFESSIONAL DEVELOPMENT OFFERINGS FOR IN-SERVICE TEACHERS OF ENGLISH LANGUAGE LEARNERS: A CONTENT ANALYSIS

A Dissertation

by

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ABSTRACT

Recent research has developed strong theories on student learning; however, we have less ideas about professional learning of teachers. The purpose of this study was to examine EL-related PD opportunities offered to teachers working with bilingual students. In addition, the study examined whether differences in the sessions by grade level, attendance, session topic, language used for session, and length of PD session. The study also examined how PD differs for teachers of ELs serving elementary grade levels. Identifying the types of EL-related PD teachers received assisted in determining whether there might be a disconnect between the professional development opportunities offered and the needs of teachers who serve ELs.

This study employed quantitative content analysis, which is a research method that employs varied procedures to interpret the text, the message, make inferences about it and classify the information studied into fewer categories. Descriptive statistics including frequencies and chi-square analyses were conducted for answering the research questions. There were 627 sessions offered by this professional development (PD) provider, targeting K-5 general education teachers, with 186 or 29.7% of sessions devoted to EL-related topics. Only 18 (9.7%) sessions mentioned Spanish as a language to be used in the session description or title, but 30.2% of sessions addressed state certification test preparation. Chi-square test showed that almost half the sample of sessions at 87 or 46.8% were presented as benefitting PK-12 educators, and another large percent of 41.9%, or 78 sessions, were specific to PK-5 educators. The number of sessions listed targeted grades that Grade 3 alone (2 session only) or Grades 2-3 (1 session). The chi-square test showed that there was a significant association between session attendance and session topic (χ^2 (253) = 589.454, p < 0.0001). Native language (L1) teaching methods topic was one of the topics with zero attendees registered. Another topic that had zero attendees was

bilingual teaching methods topic. The chi-square test showed that there was not a significant association between session attendance and session grade level (χ^2 (88) = 60.164, p = 0.99).

However, for length of the session and attendance, the chi-square was significant with 81.7% of all sessions in the sample awarded as between 1 through 9 hours. The data in the present study showed that there were fewer PD opportunities provided to teachers of ELs compared to sessions covering general education content. The greatest percentage of PD topics covered in the 1-year sample of PD offering concentrated on certification exam preparation. Sessions offered in Spanish were limited and mostly available within sessions covering bilingual teacher exam preparation. One day workshop prevailed as most of the offerings. Chapter 5 concludes the study with implications for practice and recommendations.

CONTRIBUTORS AND FUNDING SOURCES

Contributors

All work conducted for the dissertation was completed by the student independently. This work was supervised by a dissertation committee consisting of Professor Yolanda Padrón as advisor along with Dr. Rafael Lara-Alecio and Dr. Fuhui Tong of the Department of Educational Psychology as well as Professor Jemimah Young of the Department of Teaching, Learning, and Culture.

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CHAPTER 1

INTRODUCTION

The English learner (EL) population in the United States has increased exponentially in the past three decades. Texas is the second state after California with the highest number of ELs in the US with 18.7 % of students identified as ELs (NCES, 2018). With 92% of ELs scoring below proficient on National Assessment of Education Progress (NAEP, 2013) compared to 62% of non-ELs (National Center for Education Statistics, 2021), meeting academic standards to support ELs in schools has placed additional demands on teachers and have raised a need to examine what kinds of professional development activities provide support to meet the state standards of educating ELs effectively. With the English Learner population growing in the U.S. more teachers want professional development opportunities specific to ELs (Gallo et al., 2008; Matteson et al., 2013). Previous research demonstrates teachers of ELs are not prepared to meet the learning needs of diverse students (Batt, 2010) or bilingual learners (García et al., 2010; Reeves, 2006). To achieve higher outcomes for ELs and ensure that needs of ELs are addressed, researchers must identify the specific areas that are addressed in PD.

However, a lack of research exists regarding professional development for teachers of ELs (Gándara & Santibañez, 2016). Knight and Wiseman (2006), for example, conducted a review of literature on the topic of PD for teachers of ELs and pointed to the dearth of research as a main finding. This finding supports more recent work that continues to highlight the lack of scholarship focused on PD needs of teachers who work with bilingual students (Ek & Chavez, 2015). Ek and Chavez (2015) argue that professional development in the U.S. targets White teachers and bilingual teachers receive a translated version of the training mainstream teachers receive. Often, such training does not cover the pedagogy of the bilingual classrooms (Ek &

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Chavez, 2015). Téllez and Varghese (2013) also discovered neglect of bilingual teacher PD. In their overview of literature on PD of practicing bilingual teachers, they state that PD that bilingual teachers received was redundant, not highly regarded and did not address their concerns (Calderón, 2002; Téllez & Varghese, 2013; Varghese, 2006).

Prior researchers have focused primarily on investigating the frequency of PD offered to teachers of ELs (Gándara & Santibañez, 2016; López et al., 2013) and the influence of PD on teachers' instructional strategy improvement (Song, 2016; Tong et al., 2015). Scholars also examined the challenges and the areas of need for teachers of ELs (Batt, 2008; Gándara & Santibañez, 2016; Hiatt, 2016).

Gándara and Santibañez' (2016) recent survey of teachers in Los Angeles revealed the challenges and supports teachers felt would be the most helpful in addressing the needs of EL students. Some of the most significant needs teachers in the survey expressed were being able to: work with a mentor or a coach, participate in a professional learning community (PLC), improve communication with parents, and have an opportunity to observe other effective teachers. Teachers reported that the time spent on PD related to instructing ELs was insufficient (Gándara & Santibañez, 2016). Gándara and Santibañez also found challenges for teachers of ELs were covered insufficiently in the PD they received. When asked what teachers wanted as the topic for PD, the most challenging areas for teachers were not even mentioned in the professional development training that they received.

More than half of the bilingual and ESL teachers in Franco-Fuenmayor et al.'s (2015) study reported never receiving PD related to ELs. Teachers also pointed out that the PD they did receive was inadequate for their needs (Franco-Fuenmayor et al., 2015). In an earlier investigation, Varghese (2006) found that the PD bilingual teachers received was redundant and

not highly regarded. For example, bilingual teachers felt their PD was not focused specifically on bilingual content and teachers wanted more PD focused on language use in the classroom. Teachers were confused about how much English should be taught and were not sure how to address the different levels of English. To teach ELs effectively, teachers need appropriate PD that provides them with the necessary knowledge and skills to successfully work with that student population (Calderón et al., 2011; Téllez & Waxman, 2006).

Professional development refers to practices that improve the job-related knowledge, skills, attitudes of school professionals (Wilde, 2010) and take several forms. PD activities vary widely and can range from more organized and structured forms such as sessions and workshops, education conferences and seminars, observation visits to other schools, professional development networking, individual and collaborative research, mentoring and peer observation. Additionally, a more formal and self-directed form includes reading professional literature and informal dialogue to improve teaching (Kemp, 2011). Further, effective PD may include meetings, follow-up, workshops, and hands-on practice opportunities, which are usually conducted by outside personnel. These may include instructional coaches, sometimes referred to as external expert presenters, who design and deliver PD; these coaches also mentor teachers, model instructional strategies, and conduct workshops (August & Shanahan, 2006). Districts frequently utilize the help of coaches in improving instruction of ELs (Wagner, 2007). Therefore, understanding opportunities designed to improve instruction of teachers of ELs is a critical step in understanding how teachers can be more supported (Rodriguez et al., 2014).

Empirical evidence indicates quality PD can increase teachers' skills (Tong et al., 2015). Goldenberg and Coleman (2010) and Xu (2016) found teacher PD to be one of the key factors for EL achievement. Research has demonstrated that quality PD can transform teachers'

practices (Lee & Buxton, 2013). Some researchers proposed that PD can address teacher quality issues in the United States (Horwitz et al., 2009). It is important, therefore, to examine the topics of EL-related PD offered to teachers through different training providers to increase insight regarding how to provide effective PD opportunities (Franco-Fuenmayor, 2013).

Problem Statement

Many classroom teachers in the United States are having more ELs in their classrooms. In the 2014-2015 school year, 9.4% of public-school students in the United States participated in programs for ELs (National Center for Education Statistics, 2021). California, Nevada, Texas, New Mexico, and Colorado are the states with the highest numbers of ELs (National Center for Education Statistics, 2021). The EL student population continues to grow, and teachers still struggle in educating these students (Rubinstein-Avila & Lee, 2014).

According to the most recent data obtained from the Migration Policy Institute (2015), 10% of all students in the United States are ELs. The performance of ELs is lowest on standardized tests among all other groups in Texas, and in other states. EL students also have the lowest graduation rates (National Center for Education Statistics, 2021). In 2015, the achievement gap between ELs and non-ELs was 37 points on fourth grade reading NAEP scoring at or above basic in 2015 (National Center for Education Statistics, 2021). The achievement gap between ELs and non-ELs was 45 points on eight-grade reading NAEP scoring at or above basic in 2015 (National Center for Education Statistics, 2021). Teachers of ELs reported the PD they received about teaching ELs is inadequate, while some teachers stated they did not receive any PD regarding how to work with ELs (Franco-Fuenmayor et al., 2015; Gándara & Santibañez, 2016).

Many content teachers consider themselves appropriately prepared to teach only mainstream students, however, are not well equipped to meet the challenges of teaching diverse students (Elfers & Stritikus, 2014). Often, they see the EL specialist as a responsible teacher for ELs (Yoon, 2008). Therefore, researchers believe that content teachers need support and assistance and an opportunity to learn about how to appropriately differentiate instruction for ELs (Elfers & Stritikus, 2014). Districts with a high immigrant population started providing PD to in-service teachers (Ballantyne et al., 2008; Field, 2008), however, in-service teachers in rural school districts have limited opportunities to receive face-to-face professional development focused on the needs of ELs (Sehlaoui et al., 2005). Little is known about the knowledge general education teachers need to meet the needs of emergent bilinguals, and oral language, academic language and cultural diversity have been shown as the areas where teacher candidates are unprepared to fully support emergent bilinguals (Samson & Collins, 2012). Palmer and Martínez (2013) stated "an ideological shift for educators and teacher educators in the United States" needs to happen (p. 269) to change the practices for emergent bilinguals. Systematic PD that can support teachers in meeting the needs of linguistically diverse students is one way to address the problem (Samson & Collins, 2012). Although researchers have investigated the instructional needs of teachers and their PD priorities, little research is available on the types of topics of EL-related PD offered to teachers.

Recent research has developed strong theories on student learning; however, we have less ideas about professional learning of teachers (Kennedy, 2016). The purpose of this study was to examine the types of PD topics offered to district professionals through a professional development (PD) provider and investigate how these PD offerings may differ by grade levels, attendance, session topic, language used for session, and length of PD, and the length of PD

session. . Research evidence states that the focus and content of PD teachers of ELs receive may be impacted by the type of program used in the district (Elfers & Stritikus, 2014; Franco-Fuenmayor et al., 2015). When completing a survey on bilingual and second language development, bilingual teachers in (Franco-Fuenmayor et al., 2015) study scored higher than their ESL counterparts. Researchers in this study also reported that outcomes of teacher's knowledge regarding the programs was different for various grade levels. Therefore, more research needs to be conducted to determine the types of training educators working with ELs receive and how this training differs, by examining whether differences exist in PD according to the grade level these educators serve in. We know that PD lasting 14 or fewer hours showed no effects on student learning and the programs offering 30-100 hours spread out over 6 to 12 months had larger effects (Yoon et al., 2007), therefore, it is important to investigate the length of sessions offered. Elfers and Stritikus (2014) stated that opportunities for secondary teachers to participate in PD were limited and secondary teachers felt that PD was poorly designed which discouraged them to attend additional training, therefore, it is important to investigate session attendance. In this study, the researcher examined how PD differs for teachers of ELs serving elementary grade levels.

The present study is different from previous studies in that it examined the types of topics offered to teachers in various grade levels and investigated if the content of PD differed by grade level, numbers of hours offered by topic of the session, and session attendance. The study pertained to the PD training selected for teachers of ELs. The study also examined how PD differs for teachers of ELs serving elementary grade levels. Prior research demonstrated that the PD teachers of ELs receive is insufficient, not highly regarded by teachers and sessions offered in Spanish were not offered to bilingual teachers. According to Peréz Cañado (2016, p. 283)

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"content teachers would greatly benefit from specific teacher training actions comprising attention to language and culture, targeting both BICS and Cognitive Academic Language Proficiency". Other researchers have also indicated that providing PD sessions in Spanish is beneficial to teachers of Els (Menken & Antuñez, 2001; López et al., 2013). Therefore, it was important to examine the PD training offered. This study involved a content analysis of EL-related PD across one professional development (PD) provider. Examining how EL-related teacher professional development training varied provided a better understanding of why educators report that they are not being well prepared to teach in classrooms with bilingual students. Prior research pointed out the need to conduct larger-scale and more focused analysis of district practices and policies in improving instruction for ELs to provide better guidance and direction to school districts regarding these practices (Horwitz et al., 2009).

Theoretical Framework

The following sections address the need for high-quality professional development for teachers of ELs as well as what research has been done regarding professional development needs of teachers of ELs.

Need for High-Quality PD

Frontline Research and Learning Institute examined PD district offerings of more than 100,000 educators in 27 states and concluded that only 20% of professional development and training for teachers meets the criteria of high-quality professional learning established by Every Student Succeeds Act (ESSA), (Combs & Silverman, 2016). On the other hand, according to Johnson and Marx (2009), the following components are part of effective professional development: a) intensive, sustained, whole-school efforts focused on development of student conceptual understanding; b) focus on building relationships between teachers, teachers and

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students, teachers and university faculty; c) focus on creative positive school culture and classroom climate (p. 118). Continuing with recommendations for successful and productive PD, Wilde suggests 5 core principles of PD.

1. People attending PD come with different expertise, skills, and knowledge. PD needs to link what they know and extend their abilities.

2. There should be an engaging environment where participants have an opportunity to apply the new skills.

3. PD developers should offer feedback and offer follow up.

4. Evidence on effectiveness of PD should be collected where change in knowledge and skills are measured.

5. PD should be linked to changes in students' outcomes.

She also emphasizes that PD needs to be ongoing, supportive, flexible, and developed with educators not for them (Wilde, 2010). These recommendations should be considered when offering school-based PD: provide teachers with choice of topics; be mindful of teacher's limited time; administrative support is central to teachers' commitment to PD (Kim et al., 2014). Horwitz and colleagues (2009) studied reform efforts focused on ELs in six urban school districts. The team found that higher quality PD programs were based on EL instruction and literacy research, long-term, hands-on, included elements such as lesson or technique modeling and coaching. Equally important was that PD targets not only teachers, but principals and other school administrators (Menken & Solorza, 2015).

Going into more depth about PD, the most successful PD models were examined. Learning skills and techniques from peers, engaging in action research, giving educators opportunities to pursue individual inquiries and explore curriculum are more contemporary and

effective models of PD (Joyce & Calhoun, 2010). Further, according to Spezzini et al. (2015), it includes one or more of these features: action research, reflective practice, and professional learning communities. This quote reinforces the importance of collaborative PD: "The most powerful forms of professional development occur in ongoing communities of learners that meet on a regular basis… to advance the achievement of school and school system goals for student learning" (Learning Forward, 2011, p. 5). Finally, collaborative practices via a learning community model were considered the most effective for professional learning (Darling-Hammond & Richardson, 2009). Joyce and Calhoun (2010, p. 62) remind us also that these types of practices can make positive changes in student learning in a very short time.

For PD to be effective, school administrators must be active, directly involved in the process of PD, and make professional growth a priority for everyone (Honigsfeld & Dove, 2015, p. 113). Finally, Wilde (2010) suggests three areas that need to be measured: information and strategies of English language development; sheltered content and bilingual instruction. PD should be evaluated; pre-and post-observations are ideal. PD content as well as PD implementation could be assessed using checklists, surveys, interviews, focus groups, and rating scales. She recommends that each participant's progress towards meeting the objectives of PD is evaluated. The knowledge of the content presented during the PD session and the ability of the participant to implement this knowledge could be evaluated through observation, monitoring and feedback. Knowledge and utilizing knowledge need to be assessed upon the participant's completion of PD (Wilde, 2010). Effective professional development practices in high-achieving countries (Wei et al., 2009, p. 18) include these common features: opportunities for both formal and informal in-service development; professional learning and collaboration built into teachers' work hours; on-going PD embedded in teachers' contexts. Teachers are involved in decisions

regarding curriculum and instructional practice; induction programs for new teachers are available and mentors receive formal training.

In sum, professional development varies widely, certain models of PD are considered more effective and can affect teachers' practice and students' learning. Researchers have a similar stance on high-quality PD, especially on features and elements of effective PD, ongoing, collaborative, more specifically done through the professional learning community (PLC) measured and data driven PD (Darling-Hammond & Richardson, 2009; Slack, 2019). Administrative engagement has been recommended as an element of high-quality PD; however, the majority of PD conducted is lacking in this regard (Combs & Silverman, 2016; Opfer & Pedder, 2011).

PD Needs of Teachers

One of the research questions in (Fitzsimmons-Doolan et al., 2017) study investigated the educator's perception on Dual Language (DL) implementation. Some teachers experienced struggle, receiving conflicting information from the district and outside PD consultants, and several expressed the DL model used by the district is too rigid and not developmentally appropriate for students. They also struggled with implementation of this program. Study results revealed that educators needed coaching while teachers felt limited due to a lack of training.

Survey results in (Gándara et al., 2005) study also revealed that the teachers who were more prepared to work with ELs cited the shortcomings of the programs, resources and instructional services while 52% of teachers in Batt's study wanted to create ESL consulting teacher positions, as thoughts on how to restructure PD. Gándara and Santibañez (2016) study states that teachers request working with a mentor or coach and participation in a professional learning community. Providing time for teachers to observe commendable lessons, practice and

discuss what they have learned with the coaches was reported. A noteworthy finding by Gándara and Santibañez was the fact that school leaders were not mentioned as a source of support for teachers when encountering problems with teaching ELs. Teachers expressed that PD needs to be ongoing, they wanted to observe other effective teachers, and in both settings, they also felt better materials were needed as well as more time to teach students and collaborate with peers. Elementary school teachers also felt that the paraprofessional support could help them better address the needs of ELs. A noteworthy point is that teachers also reported that they need additional support from the principals.

The area of greatest need in Gándara and Santibañez (2016) study was the lack of time to observe other effective teachers and lack of time to learn what they needed to know about teaching ELs (Gándara et al., 2005). The other challenges were inadequate materials (Fitzsimmons-Doolan et al., 2017; Gándara et al., 2005). Elementary school teachers also felt that paraprofessional support could help them better address the needs of ELs (Gándara et al., 2005). The top challenge expressed by elementary and secondary teachers was the variability ELs bring to the classroom such as different levels of English proficiency, academic preparation, and having to meet the needs of these students in the mainstream classrooms (Gándara et al., 2005). Dual language teachers felt it was not fair that they had to translate the English materials into Spanish (Chesnut, 2015) given that the focus of the PLC in English.

In a study conducted by Varghese (2006), bilingual teachers reported confusion about language use and what to do in the classroom. Teachers also wanted more guidance on program implementation (Franco-Fuenmayor, 2013; Franco-Fuenmayor et al., 2015). Not only do the teachers feel the need for consistency, principals also felt there was a lack of consistency and clarity at the school and district level on structures of the programs for Els (Padrón & Waxman,

2016). Lack of structure and clarity of the second language programs and the specifics of implementing them, was a concern for nearly every principal in the Padrón and Waxman (2016) study. When asked about the type of change they wanted to see, they expressed frustration with leadership on the district level about second language programming. Principals reported they wanted better communication, better district leadership and clarity on guidelines from the second language program office. Padrón and Waxman (2016) stated that principals' lack of knowledge in program implementation could "potentially damage the success of ELs (p. 141)". To provide better guidance to their teachers, researchers recommended that principals need PD on issues of EL instruction and language learning.

Bilingual teacher training does not meet their needs, they do not feel supported by the district administrators and receive lack of direction from the central office and experience lack of materials as one of their other concerns (Gallo et al., 2008)**.** Teachers had insufficient training about second language development and research on bilingual programs (Franco-Fuenmayor et al., 2015).

Teachers request ongoing coaching and mentoring support (Fitzsimmons-Doolan et al., 2017; Gándara & Santibañez, 2016; Chesnut, 2015; Santibañez & Gándara, 2015). Teachers continue to report lack of support and engagement with principals (Gándara et al., 2005; Santibañez & Gándara, 2015). Overall, these studies found that teachers want more and better PD (Franco-Fuenmayor et al., 2015; Gallo et al., 2008; Téllez & Varghese, 2013; Varghese, 2006), consistency and clarity from the district especially on issues of program implementation (Padrón & Waxman, 2016; Fitzsimmons-Doolan et al., 2017).

Purpose of the Study

The purpose of this study was to examine EL-related PD opportunities offered to teachers working with bilingual students. In addition, the study examined whether differences in the sessions are associated with a certain variable such as grade level, attendance, session topic, language used for session, and length of PD. The contexts of PD such as the percentage and amount of EL-related training teachers receive were examined. The percentage of sessions conducted in Spanish was investigated. The study also examined how PD differs for teachers of ELs serving elementary grade levels. Identifying the types of EL-related PD teachers received assisted in determining whether there might be a disconnect between the professional development opportunities offered and the needs of teachers who serve ELs. Moreover, Franco-Fuenmayor (2013) recommended examining the types of PD and kinds of support offered to educators, specifically focusing attention on the topics of staff development offered in various training facilities.

Research Questions

The following research questions were examined in the present study.

1. What percent of all PD sessions offered to K-5 content area teachers from one professional development (PD) provider was devoted to working specifically with English learners?

2. What are the topics covered in the PD sessions offered by the PD provider to teachers instructing ELs in K-5 classroom?

    a. What is the frequency of the PD sessions by each topic?

    b. What is the frequency of the PD sessions conducted in Spanish?

3. Are there statistically significant differences in PD session topics by grade level?

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If so, what the differences are?

4. Are there statistically significant differences in

    a. PD session attendance by session topic?

    b. PD session attendance by grade level?

5. Are there statistically significant differences in numbers of hours offered by topic of

the sessions by PD session topic?

Significance of the Study

This study examined the PD training of in-service educators working with ELs. The findings of this study provided information about the different types of professional development provided by one professional development (PD) provider, the topics of PD offered and the needs of the teachers. Understanding what training was offered to those who serve ELs and how these sessions differed might help PD developers make more appropriate decisions about the PD that needs to be offered to teachers. A specific examination of topics in PD offered to teachers of ELs was needed to subsequently improve the professional learning of educators.

CHAPTER 2

SYSTEMATIC REVIEW OF LITERATURE

Introduction

After two decades of research on high-quality professional development, researchers have developed knowledge and insights about the content, context, and design of high-quality professional development (PD). PD content should be centered on student learning and is more effective when the school's approach is a coherent process, part of the school's reform effort involving whole grade levels, schools, or a department while also linking curriculum, assessment, and standards (Darling-Hammond & Richardson, 2009). We also know that PD lasting 14 or fewer hours showed no effects on student learning and the programs offering 30-100 hours spread out over 6 to 12 months had larger effects (Yoon et al., 2007). Collaborative-job embedded PD approach or what researchers call PLC has also shown to be more effective and researchers state that it can improve student achievement and teacher practice and effectiveness (Darling-Hammond & Richardson, 2009, p. 50).

Traditional forms of PD such as conferences and short workshops have been criticized as having no impact on the skills of teachers. These forms of PD tend to be less effective, there is not enough time to effect teachers' practice and they are considered unproductive (Boyle et al., 2004). It is not surprising that 90% of teachers felt that the PD they attended had no or little impact on their pedagogical practice or the learning of their students (Darling-Hammond et al., 2009). Xu (2016) examined whether there was a link between teacher attitudes towards PD and the school's overall performance by using 13 teacher attitudes as predictor variables, all 13 items were positively correlated with school performance at the elementary and middle school level. The 13 predictor variables used in this study were: availability of sufficient resources for PD;

appropriate amount of time provided for PD; PD offerings are data driven; aligned with the school improvement plan; differentiated; focused on content; incorporate use of instructional technology; teachers reflect on their practice; PD follow-up is provided; opportunities to work with colleagues to perfect teacher practice are provided; PD is evaluated; PD improved teachers' abilities to impact learning; and PD offerings focused on diverse students' learning are available. Encouraging teachers' reflection on practice was the best and the only statistically significant predictor of overall school performance at the elementary school level (Xu, 2016).

Research focused on the designs and types of different PD, such as "reform-based" PD, "traditional", site based or learning community, workshops, and curriculum-linked PD types (Penuel et al., 2007). Matherson and Windle (2017) state that there is a disconnect between what is offered to teachers and what they really desire in their PD.

PD does not meet teachers' needs; for example, it emphasizes the topics chosen by administrators, it is mandated by the district or state and teachers have little opportunity to apply the skills, obtain feedback, as well as PD being brief and infrequent (Wilde, 2010). These brief one-stop workshops often have little impact on student's achievement and are often not differentiated for teachers' levels of expertise, their years of teaching experience, and do not consider teacher's personal preferences for learning new content (Honigsfeld & Dove, 2015). Not only are these mandated PD models unproductive, but also teachers feel resentment while administrators are frustrated (Nieto, 2009). Most professional development continues to concentrate on ideas presented in isolation that are not related to sophisticated teaching practices or teachers' daily contexts (Opfer & Pedder, 2011). Issues of language and culture that are central to bilingual teachers' work are often ignored in PD (Ek & Chavez, 2015). Professional development practices and discourses promote monolingualism in English and ethnocentric

monoculturalism (Sue, 2004)—empowering dominant culture's views. In addition, it is targeted toward White teachers (Ek & Chavez, 2015).

Previous research (Franco-Fuenmayor et al., 2015) has indicated bilingual and ESL teachers do not feel that the in-service training in districts addresses their needs; therefore, identifying the types of topics of these PD sessions is an important step in addressing the problem of why teachers of ELs may be insufficiently prepared. Research has examined PD teachers of ELs receive and has found that teachers do not feel prepared to teach ELs. To understand how EL-related PD can be improved, this review investigates EL teacher's perceptions about PD they attend, describing what we know about EL-related teacher professional development needs, and how district leaders structure and facilitate EL-related PD. Key terms defining what PD is, a section describing method used to extract articles for this research synthesis are included. The findings are organized into three sections: a) teacher's perceptions about EL-related PD, b) EL-related PD needs, c) strategies employed by districts to facilitate and structure PD.

The only previous review that could be found by Tellez and Varghese (2013) documented research focused on bilingual teacher PD and Knight and Wiseman (2006) who pointed to the dearth of research as a main finding. These two literature reviews were not comprehensive and focused only on selected few studies. This research synthesis followed PRISMA guidelines (e.g., Moher et al., 2010) where applicable.

Defining Professional Development

Professional Development "refers to processes and practices that improve the job-related knowledge, skills, and attitudes of school employees (Wilde, 2010)." PD can range from more organized and structured forms such as single sessions and workshops, education conferences

and seminars, observation visits to other schools, professional development networking, individual and collaborative research, mentoring and peer observation. Additionally, a more informal and self-directed forms include reading professional literature and informal dialogue to improve teaching (Kemp, 2011). Formal PD activities are characterized by having teachers meet outside of their classroom to learn and discuss their teaching with the goal to change teacher's practices inside the classroom (Kennedy, 2016). These practices are usually learning activities that are structured and can vary widely in terms of goals, time and support. This review will focus on formal learning activities. Every Student Succeeds Act (ESSA)'s definition of high-quality professional learning includes 6 criteria: 1. Sustained (not a stand-alone, short-term workshop); 2. intensive; 3. collaborative; 4. job-embedded; 5. data-driven; and 6. classroom-focused. Walter and Briggs (2012) analyzed the results of 35 evidence-based studies of teacher professional development and defined the characteristics of professional development that make the most difference for teachers: concrete and classroom-based, expertise comes from outside the school, teachers have the choice of what PD to undertake, work collaboratively with peers where opportunities for mentoring and coaching are provided. PD should be sustained over time and supported by administration. Next section describes the systematic review method used in this study and its advantages.

Systematic Review

A systematic review is a research method, defined as a review of a clearly formulated question using systematic procedures to locate, collect and critically analyze data from the studies that are included in the review (Moher et al., 2010). This part of the study utilized a systematic review that is also referred to as research review or research synthesis. This type of review is known as a methodical, transparent, and replicable approach (Siddaway et al., 2019).

PD is a vast topic; thousands of articles have been written on this topic over the years (Kennedy, 2016) which makes identifying literature on a specific topic time-consuming and complicated. Systematic reviews synthesize and critique literature in order to get an idea of the nature and quality of information, give the reader an impression of the extent of the literature that is available in relation to research questions. Systematic review is a methodology known for its influential potential to inform policy and practice (Siddaway et al., 2019).

Research synthesis presents comprehensive, critical, and coherent evidence on a particular topic with the aim to provide broad conclusions and implications, as well as finding gaps and inconsistencies. While some literature reviews selectively discuss the literature, and summarize the results of research findings, systematic review is a special type of literature review. The goal of this type of review is to minimize bias and subjectivity by using a systematic search process to find all published and unpublished work related to a specific research question. Systematic reviews have consistently implemented inclusion and exclusion criteria. The main advantage of this method is replicability, which allows another researcher to extend the review or update it. This type of review has been known to be highly cited, influential and high-quality reviews have been linked to developing a new theory (Siddaway et al., 2019).

There are several other reasons for conducting a systematic literature review over other review strategies. These tend to be of higher quality, are more comprehensive, and their less biased nature makes this type of review more likely to be published than other literature review types (Siddaway et al., 2019). Another advantage of using systematic reviews is the methodology itself. This method allows the researcher to follow concrete steps and focus on sections and subsections of the review while still maintaining quality and rigor. Having a consensus of findings across studies gives practitioners and policy makers an overall picture of

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evidence on a specific topic and makes this method more advantageous than other types of reviews. The next section describes the aims of the systematic review.

Aims of the Review

The primary goal of this research synthesis was to examine and synthesize empirical literature on EL-related PD, identify EL-related PD priorities and teacher instructional needs when working with ELs, teacher's perceptions about EL-related district- level PD they attend, and the final goal of this research synthesis is to identify how district-level leaders structure and facilitate EL-related PD to help PD decision makers better understand how to design relevant district-level EL PD.

Gándara and colleagues revealed that the professional development teachers received played a role in how confident they felt about their teaching abilities with ELs (Gándara et al., 2005). Years of teaching experience with ELs and number of ELs in their classes was another factor determining how confident teachers felt about their abilities to teach ELs. Survey results indicated the professional development provided was not sufficient to help them teach these students and the quality of in-service PD they received was of concern. An overview of literature on PD of practicing bilingual teachers Téllez and Varghese (2013) found that PD that bilingual teachers received was redundant, not highly regarded and did not address their concerns (Téllez & Varghese, 2013). Gallo et al. (2008) interviewed 15 bilingual teachers in districts of Southwest Texas, who were teachers in these districts during the time this study took place. The interview revealed that many teachers felt a lack of support from the district, especially in bilingual education training. One teacher stated that there was no training in bilingual education for 6 years and the training she attended was "mostly games at very low cognitive level" (p. 12). Teachers expressed that there was no direction from the district, lack of communication and

training, and particularly they mentioned no support with Spanish materials. Several teachers disclosed they had to go to Mexico to purchase Spanish materials. They felt that PD for bilingual teachers was "disappointing and depressing (p. 12)". Therefore, a rigorous examination of the empirical research on EL-related teacher PD, specifically, understanding what teachers think about their district-level EL-related PD is one of the motivations for this review. If we know what teachers think of district –level EL-related PD offerings, district administrators can better address teacher concerns.

A second reason for a close examination of the empirical research on EL-related teacher PD stems from the fact that researchers have different opinions about what teachers need to learn in their EL-related PD. Mellon et al. (2018) concluded that PD should "focus directly on pedagogies that can help shift teacher attitudes about diverse students, particularly ELLs" (p. 100). Gándara and Santibañez (2016) found that communicating with parents was the least covered area during PD according to the survey results and was not the topic where teachers wanted the PD to focus. Teachers wanted to work with a mentor or coach and participate in a professional learning community. Providing time for teachers to observe commendable lessons, practice and discuss what they have learned with the coaches was reported as the most effective way to improve instruction of ELs. This study raises an important concern. Why do teachers consistently report communicating with parents as one of their major concerns, yet the same teachers do not mention it as an area of professional development.

Spies et al. (2017) proposed that PD should be "differentiated, ongoing, and confront theoretical and pedagogical beliefs" (p. 39). They recommend that PD should be discerned between bilingual/bicultural teachers and should be differentiated by language, culture, and experience. To change educator's practices PD needs to be ongoing with consistent and

immediate feedback. District administrators should consider coaching models to support teachers in implementing PD in the classroom. Since these external factors are so central to teacher's beliefs and practices then PD should include the leaders such as school and district level administrators. It should be a collaborative effort between PD providers and PD participants, and PD decisions should be based on teachers' needs. They recommended guided reflection and coaching to challenge beliefs and it should be done in a non-threatening way with problem solving discussions.

In another study, Bowers et al. (2010) wanted to determine what strategies teachers are learning through their PD and which of these strategies they thought were effective for the ELs. The researchers concluded that PD these teachers attended influenced the choice of strategies these teachers were using. Teachers in (Gándara et al., 2005) were also asked about the most and least useful PD topics. Elementary and secondary teachers' perceptions of usefulness differ in the survey results. Elementary school teachers expressed that learning about English language development was the most useful to them, while secondary school teachers cited strategies for teaching academic content and cultural training as the most useful. When asked what would help them improve their teaching of ELs, elementary and secondary school teachers wanted professional development focused on reading and writing in English, instructional strategies, and English language development.

In their review of literature on bilingual teacher PD, Téllez and Varghese (2013) argue that due to the controversial nature of bilingual education, it is imperative that bilingual teachers are taught to be advocates for their programs. Authors argue that due to a political controversy surrounding bilingual instruction, bilingual teachers' PD must be considered separately from another teacher PD. They argue that PD for bilingual teachers need to focus on learning how to

protect and promote bilingual education programs by conducting research in the classrooms, building alliances and to consider offering two-way bilingual programs. Researchers recommend PD that is focused on advocacy (Téllez & Varghese, 2013), focused on leadership, advocacy, and transformation.

One sees conflicting information on what teachers should be learning in their EL-related PD, and researchers propose that certain types of topics should be the focus of PD. There are also reported differences in elementary and secondary teachers' preferences towards EL-related PD topics (Gándara et al., 2005) and several researchers urge to differentiate PD for bilingual teachers (Spies et al., 2017; Téllez & Varghese, 2013). Therefore, strong empirical knowledge base about EL-related teacher PD is needed when decisions are made about PD, especially understanding what types of training are needed and supports are needed to facilitate and design better targeted EL-related PD.

A third and final aim of this review of the literature on EL-related PD is to understand how district leaders structure and facilitate EL-related PD. There is a lack of research investigating districts' reform efforts specifically focusing on ELs (Horwitz et al., 2009). Researchers in this study examined why ELs do well in some districts and not in others. They chose 6 urban districts where they conducted site visits, individual interviews and focus group interviews with key district officials, faculty and staff and collected documents. Various contrasts between the districts have emerged. Regarding professional development, specific features of districts that do well with ELs included providing access to PD to teachers of ELs, and general education teachers. EL PD was aligned with other departments' PD, focused on language development across curriculum. Principals had access to PD where they learned how to prioritize instructional needs of ELs. These districts also were strategic in placement and

monitoring of EL teachers. Researchers point out to the need for a larger scale analysis of various district strategies, a more focused investigation of these practices, for example on professional development and the impact these strategies have on student achievement.

Kaplan and Leckie (2009) document their perceptions on developing PD workshops to Arizona educators. One challenge these two PD developers stated was the reluctance of some teachers to learn about second language acquisition and some had misconceptions about immigrant students. Several participants had strong views especially on the use of native language in acquisition of English and were stubborn and reluctant to learn information that contradicted their viewpoints. Kaplan and Leckie explained this reluctance and resistance were possibly caused by the state-mandated nature of the training. A few teachers viewed workshops as an inconvenience, "disruption to their specific professional development needs (p, 300)". Kaplan and Leckie emphasized they wanted to make workshops practical, something teachers could refer to when they go back to class. PD developers felt it was important to provide teachers with instructional strategies that "address learning for all students (p. 302)". Most of the teachers found the workshops valuable and were able to rethink their teaching strategies. Administrators also reported seeing their teachers use the workshop strategies. A teacher commented "Load of strategies to use… fun for all students" (p 302). When working on mandated PD the authors recommend changing opinions through dialogue, not arguments; take a positive stance and not defensive; use demonstration rather than lecture. They recommended providing PD to principals as well to develop a common dialogue.

Given these concerns, district leaders need research-based strategies and approaches when structuring and facilitating PD to better support teachers. There was a great need for empirical research on EL-related teacher PD. In this review, the researcher met this need by

compiling the empirical research on district-level teacher EL-related PD from 2005 through 2020 so that district leaders have a better idea what works for teachers. The researcher sought to answer the following research questions for this systematic review:

Research Questions

1. What are in-service teacher's perceptions regarding EL-related district PD offerings?

2. What are in-service teachers EL- related PD needs and challenges when working with ELs?

3. What do we know about how district leaders structure and facilitate EL-related PD?

Method

A multistage process was used to identify articles for this systematic review. The process included: (a) a systematic search of electronic databases, (b) abstract screening for inclusion criteria, (c) full article in depth reading to determine if the piece of literature met all inclusion criteria. Four stages to search and collect data from various sources meeting eligibility criteria for this study are described in more depth. PRISMA guidelines were followed where applicable.

Search and Abstract Review Method

According to Kennedy, every year thousands of new articles are written about PD, a popular topic (Kennedy, 2016). PD studies are often combined with studies testing a new curriculum or technology. Some describe programs, some present experimental evidence, some include teacher observations and testimonials. To identify studies that are directly related to PD, the search for this synthesis was completed in different stages. The idea was to start with many search terms and broad categories and narrow down to a group of studies that met the certain criteria.

To develop an appropriate list of studies for this research synthesis, several stages were required. As it was mentioned previously literature on teacher PD is large, diverse and disconnected. The author of this research synthesis made all the decisions and selected categories that she deemed to be appropriate.

Stage 1: Electronic Search

The author developed a list of search terms to be used for this research synthesis. Using the key words and phrases related to EL teacher PD, studies of EL-related PD provided to K-12 in service teachers in the United States that were published in peer reviewed journals between 2005 and 2020 were reviewed. To identify studies of PD related to teachers of ELs, search terms included: *professional development*, *staff development*, *teacher training*, and *professional learning*. These search terms were combined with the search term: *teacher, bilingual teacher*, *dual language teacher*, and *ELL or English Language Learner, EL or English Learner, CLD or Culturally Linguistically Diverse.* Four educational databases were searched: *Education Source, Professional Development Collection, Academic Search Ultimate, and Psyc Info.*

Stage 2: Abstract Review

Using the search parameters and limiting the search to January 2005 through April 2020, the search yielded 2,973 articles as seen in Table 1. To narrow further, the abstracts were reviewed according to the inclusion and exclusion criteria. A copy of the literature was obtained if there was not enough information to apply a criterion. Of the 2,973 abstracts reviewed, only 284 peer-reviewed articles met these criteria, 2800 articles were excluded from the review because EL PD was only peripherally connected to the research. After deleting the duplicates across the databases, 173 articles were included in the next stage.

Table 1

Results of Database Searches

Database Search	*n for* papers identified in each search	*n for* papers meeting including criteria	*n for* papers extracted		*n* for papers for review
			Not met inclusion criteria	Duplicates	
Academic Search Ultimate	761	76	685	1	75
Ed Source	1,646	134	1,512	3	131
Psych Info	189	28	161	0	28
PDC	377	50	327	0	50
Total	2,973	288	2,685	4	284

Stage 3: Full Article Review

These 173 articles were looked at more closely, the researcher retrieved a full text and the selection was made based on full reading of these original articles. Based on the full reading, 52 pieces of literature met the parameters selected for the study. One hundred and twenty-one pieces of literature were then excluded from this review after applying the exclusion criteria with results shown in Table 2.

Stage 4: Articles Included in the Review

Upon close review and more in-depth analysis of each of the 52 pieces of literature, several more studies were eliminated when it was revealed that these studies did not meet the standards for this research synthesis. The most common reason for exclusion was that EL-related teacher PD was not the focus of the article. Studies that were focused on higher education (14), or prekindergarten education (1), did not focus on EL-related PD (15) position papers, reports (3) were excluded. The resulting collection used for this synthesis includes 19 studies that were read

in depth. Figure 2 displays a flow chart showing how the literature was narrowed to 19 studies included for this literature review.

Inclusion Criteria

The studies selected for inclusion in this systematic review were based on the following seven criteria.

1. Studies were published in English, and research was conducted from 2005 through 2020.

2. Research was conducted in the US.

3. Research on PD was conducted with in-service teachers.

4. Research addressed the K–12 student population.

5. Research addressed the topic of EL-related PD and PD is the focus of the study. Researchers use PD to study many things, which makes a review of PD difficult (Kennedy, 2016). A researcher may be interested in a new classroom tool, specific strategy, or curriculum, and must provide PD to enable teachers to use their innovation (Kennedy, 2016). Using this parameter, I studies published before 2005 and studies where PD was used to measure effectiveness of a certain instructional tool and not professional development activities.

6. Research reports empirical data.

7. Research was found in peer-reviewed journals.

Exclusion Criteria

Studies were excluded from this systematic review if they met one of the following six criteria:

1. Studies that were focused on higher education PD were excluded; this includes professional development opportunities that were conducted in higher education settings. For this research synthesis, only district-level PD opportunities were considered since the focus of this study is on district level in service teacher PD.

2. Studies that did not describe a method or data, were excluded.

3. Studies examining PD of Pre- K teachers were also excluded.

4. Studies that did not address the topic of district level EL PD.

5. The exclusion criteria also applied to articles presented as reviews, position papers, and reports.

6. Studies investigating PD of pre-service teachers were excluded.

Figure 1

Inclusion/Exclusion Process for the Literature Review

```
IDENTIFICATION  →  SCREENING  →  INCLUDED IN
                                  REVIEW

        ↓                ↓                        ↓

REVIEWED 2,973 TITLES    SCREENED 173
AND ABSTRACTS FROM       ARTICLES
DATA BASES               FOR ELIGIBILITY

        ↓                ↓                        ↓

EXCLUDED 2800       EXCLUDED 121 ARTICLES      19 ARTICLES
ARTICLES DEEMED     BASED ON EXCLUSION
INAPPROPRIATE       CRITERIA; HIGHER ED. (15),
UPON REVIEW OF      NO METHOD (25), PRE-K (2),
TITLE & ABSTRACT,   NOT ON TOPIC OF ELL
WERE DUPLICATES     RELATED PD (70), REVIEWS
OR UNOBTAINABLE     (6), PRE-SERVICE (3)
```

Table 2

Results of Literature Search by "Key Terms" and Databases

Search Terms	Database			
	Academic Search Ultimate	Education Source	PSYC INFO	Professional Development Collection
Professional Development & Teacher & …				
ELL or English Language Learner	89	200	29	77
EL or English Learner	143	512	30	98
CDL or Culturally Linguistically Diverse	31	59	15	27
Dual Language	9	24	4	6
Professional Learning & Teacher & …				
ELL or English Language Learner	10	24	2	7
EL or English Learner	25	50	3	20
CDL or Culturally Linguistically Diverse	7	15	2	6
Dual Language	1	2	0	1
Staff Development & Teacher & …				
ELL or English Language Learner	0	2	1	0
EL or English Learner	3	3	0	2
CDL or Culturally Linguistically Diverse	1	1	0	1
Dual Language	1	1	0	1
Teacher Training & Teacher & …				
ELL or English Language Learner	74	188	25	31
EL or English Learner	295	412	38	77
CDL or Culturally Linguistically Diverse	41	99	25	10
Dual Language	5	14	3	1
Bilingual Teacher & …				
Professional Development	12	17	4	10
Professional Learning	0	0	0	0
Staff Development	0	0	0	0
Teacher Training	14	24	8	2
Total Articles by Database	761	1,646	189	377
Overall Total				2,973

Note. The delimiters for the searches included the date range of 2005 to 2020, the publication type of peer reviewed academic journals, and the language of English only.

Analytic Procedure

To begin the review of 19 studies, the researcher created tables to document the findings and questions about literature. In these tables, the researcher recorded basic bibliographic information, methodological details, data such as participants and study purpose, that would help the researcher answer the research questions of this review. All articles were annotated and analyzed descriptively. Narrative summary procedure was used to describe the current literature and the implications.

Results of Systematic Review

This section starts with general characteristics about the included research studies. To provide the overview of the EL-related PD literature, the characteristics of all included studies are summarized. As previously mentioned, nineteen studies were included in this analysis. Four themes dominate these studies on in-service EL teacher professional development included in this analysis. The researcher provides narrative description and interpretation of these studies. Of the 19 studies in this review, almost half ($n = 8$; 42 %) were quantitative with another half qualitative, and many studies used multiple methods to collect their data, with survey ($n = 12$; 63%), being the most common data collection method, see Figure 3 for research methods data. Several studies did not report a sample size (i.e., Elfers et al., 2013; Elfers & Stritikus, 2014; Plough & Garcia, 2015); therefore, I did not calculate an average sample size. There was only one study that had a relatively large sample size by Hiatt and Fairbairn (2018) who had 884 participants.

Two studies where four districts participated were not clear in reporting their sample size For example, Elfers and Stritikus (2014) and Elfers et al. (2013) had four districts participating with more than 200 interviews conducted. The researchers also collected other descriptive details

about the studies included in this review, including grade level, sample type, region, frequency of ELs and school type. Table A.5 in Appendix B lists the characteristics of participants and settings. The studies reviewed included educators from a variety of backgrounds coming from diverse educational settings. From rural schools in North Texas to urban schools in California altogether the studies involved content area teachers, ESL/Bilingual teachers and district leaders. Of the 19 studies, five studies were conducted in the Midwest, three were conducted in Texas, others represented 8 states and 3 regions in the US. Of the 19 studies, 4 were conducted in the urban area, 4 in suburban, 4 in metropolitan area, 3 studies included teachers from rural areas, and 2 studies had participants from all district types, two studies were not clear about the school/district type. When gathering data about the number of ELs in the reviewed studies, some authors did not report the percentage of ELs (6 studies), five studies had 11%-20 % ELs, four studies had 31% and more ELs where one study conducted with rural teachers having to work in the classrooms with more than 50% ELs (Hansen-Thomas et al., 2016). Out of 19 studies, 7 were conducted with content area teachers, 4 studies involved Bilingual/ESL teachers and the rest of the studies had various groups represented including principals and district administrators. Participants ranged from grades K-12, most studies included participants from all grade levels and elementary settings were the second highest grade level (7 studies). The three most common areas of focus were EL-related teacher PD needs ($n = 7$; 37%), what district leaders do to structure and facilitate PD ($n = 8$; 42%), and teacher's perceptions regarding EL-related PD ($n = 4$; 21%).

Figure 2

Synthesis Results: Research Methods Used in Studies Reviewed
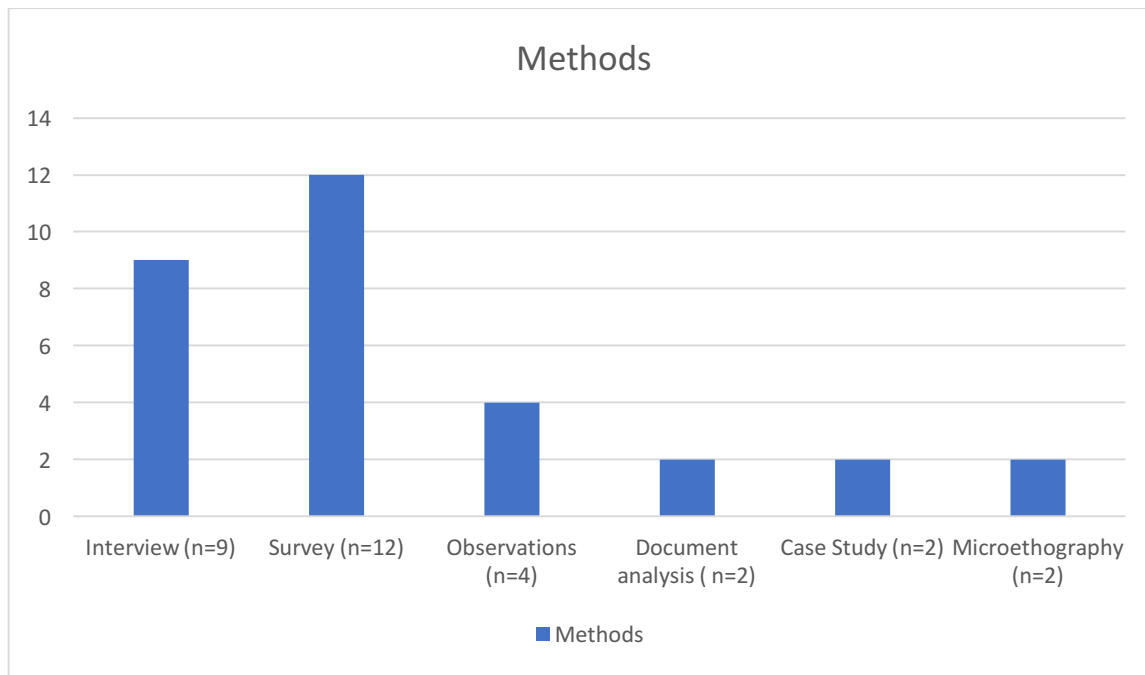
In-Service Teachers Perceptions regarding EL-Related PD

This section reviews research related to teachers' perceptions of EL focused PD. These four studies presented in Table A.1 of Appendix B reveal various attitudes towards EL-related PD offered by the districts. More specifically, this section illustrates the perceptions of professional development experienced by these teachers.

Using an ethnographic approach, Varghese (2006) explored how the professional identities of bilingual teachers in the urban school district were formed. She explored three areas in this study; marginalization of bilingual teachers, their professional development and their individual histories. She found that bilingual teachers experienced tensions on many levels. Varghese interviewed and observed the professional development these four bilingual teachers attended. The district professional development these teachers received, provided by two local

university professors, was not focused specifically on bilingual content and teachers wanted more PD focused on language use in the classroom. Teachers were confused about how much English should be taught and were not sure how to address the different levels of English. Instructors' different views on language maintenance created another confusion for these bilingual teachers. Teachers reacted differently to this PD session. Some felt positive, some expressed concerns and left the training before it ended. Varghese recommended that professional development of bilingual teachers should help teachers address what they should become and not just what they should know where topics such as teacher agency and advocacy are built into the professional development. She also suggested providing bilingual teachers with space where they can discuss issues faced in the bilingual classrooms in a local context.

When examining secondary teachers' attitudes towards receiving EL-related PD approximately half of the teachers were interested in receiving EL-Related PD, and 45% were not interested (Reeves, 2006). This contradicts the findings of another study where when asked about PD preferences, 25 % are prepared to teach ELs, 100 % responded they would participate in PD if it was offered (O'Neal et al., 2008). On site workshops, online courses and a combination of these two were preferred. Rural teachers seemed interested in EL-related PD, but since they were located one hour from the closest university, it was convenience not the lack of desire to attend training (O'Neal et al., 2008).

When surveying 181 math educators (Ross, 2014) reported that most participants participated in more than one PD opportunity. PD sessions they attended included cultural, language proficiency, cultural and life experiences of ELs, connecting math and EL culture, knowledge, differentiating instruction for ELs, linguistics, differences between BICS and CALP. School is where they received most of their PD (40%) and 60% elsewhere, college/university

(42%), business corporation 1%), state level agency (23 %), and 4 % community organization. Most, 82% had opportunities to learn about EL through PD, but only 46% actually attended these EL math related sessions and only about one third attended sessions on linguistics (37%). The most frequent type of session attended was a one-time workshop.

In conclusion, the themes emerged in these studies reflect the current issues experienced by teachers of ELs. Bilingual teachers experience marginalization, they have unique needs and need differentiated PD (Varghese, 2006), they experienced marginalization, felt misunderstood and alienated by their mainstream teacher colleagues. Overall, these studies found that teachers do want to attend PD on EL-related topics (O'Neal et al., 2008; Varghese, 2006). Rural teachers were more enthusiastic about attending EL-related PD than their suburban peers. Content-area secondary teachers in one study (Reeves, 2006) did not seem interested in EL-PD (45 %) despite On-site one-time workshops were the most preferred way to learn for teachers in two studies. Next section addresses various needs teachers experience in their work with ELs.

EL-Related PD Topics Priorities and Teacher Instructional Needs

This section reviews the prevailing topics teachers request in their PD when working with ELs. Table A.2 in Appendix B outlines the findings of seven studies.

When asked to identify the areas where bilingual and ESL teachers needed PD: respondents prioritized: ESL methods, sheltered instruction, and first and second language literacy methods (Batt, 2008). Hiatt and Fairbairn (2018), in their open ended qualitative results, revealed similar challenges such as lacking in the foundational knowledge of language, understanding language proficiencies. Their participants had difficulty knowing how to plan differentiated lessons. They found differentiated instruction were among the other areas teachers wanted more training. Given these points, many teachers expressed that too much PD emphasis

was put on English-monolingual students, and they also wanted more training on the specific

strategies, vocabulary, literacy, technology and language development (Collins & Liang, 2014;

Franco-Fuenmayor et al., 2015). Principals and teachers also felt that their teachers needed PD

especially in the area of vocabulary building (Hansen-Thomas et al., 2016; Padrón &Waxman,

2006).

In Padrón and Waxman's (2016) study, principals felt that second language teachers

needed additional PD stating, "more and better professional development" (p. 137) especially

that principals were not able to provide the support for these teachers. Nineteen of 22 principals

had no academic preparation in bilingual education or second language learning where only three

had completed courses for ESL endorsement. When asked to describe the nature of second

language programs offered on their campus, 20 could not provide the specifics of the program.

Only two principals could state specific goals and objectives of the program and describe the

programs. When asked about weaknesses/challenges of implementing a program, most referred

to staff development. Further, some felt that second language district personnel needed additional

training. To provide better guidance for their teachers, researchers recommended that principals

need PD on issues of EL instruction and language learning.

Consequently, researchers recommend that in order to address the challenges of

educating ELs, ESL and bilingual teachers need support and cooperation with mainstream

teachers and administrators. The next study utilized a mixed method approach, a survey that has

open ended questions completed by 225 bilingual and ESL teachers. When examining the PD

opportunities being provided to teachers of ELs and determining if there are differences in the

training provided to ESL and bilingual teachers, Franco-Fuenmayor et al. (2015) also found that

teachers had insufficient training about second language development and research on bilingual

programs. PD activities focused more on instructional practices for ELs and research-based

instructional strategies where the focus was on monolingual students. The findings show

bilingual teachers knew more about second language development and research on bilingual

programs than their ESL counterparts and bilingual teachers who taught in the one-way dual

language programs. Pre-K teachers outscored first, third, fourth and fifth grade teachers on their

proficiency related to research in bilingual programs, however, such differences were not noted

between PK, Kinder and 2 grade teachers. An open-ended question about the usefulness of the

PD these teachers participated in revealed that PD was insufficient, half received no PD during

the school year, and some teachers felt their training was not useful. Many teachers expressed a

desire to receive more training on the specific strategies and they also wanted more guidance on

program implementation. More resources in Spanish and a need for consistency in the

curriculum were improvements they felt were needed in the instruction of ELs.

coaching as well as additional support from principals (Batt, 2008).

The Classroom and Content Teacher ELL Preparation Survey was distributed to 884

participants who were K-12 classroom and content teachers, 126 completed the survey (15 %

response rate). The goal of the survey was to measure teachers' perceived levels of preparation

and knowledge, Hiatt and Fairbairn (2018) revealed that majority of the survey respondents felt

somewhat prepared in the Language Domain of the Teachers of English to Speakers of Other

Languages (TESOL) P-12 Professional Teaching Standards but poorly prepared in the Culture,

Instruction and Assessment Domain. Participants exhibited lower levels of knowledge in the

Professional Standards that include items such as research, legislation that affects the teaching

and assessment, communicating with families, collaborating with teachers, all pertaining to ELs.

When asked about PD priorities, 68 participants responded. Their priorities were: to better understand language development process and language expectations of various levels of language proficiency, learn more about cultural differences, dispelling potential misconceptions about cultural groups and learn strategies to work and communicate with EL families. In Instruction Domain they prioritized EL strategies, resources to use with newcomers, how to differentiate assessments and instruction for ELs. Both qualitative and quantitative results show that they scored low on assessment domain when compared to Language Culture and Instruction Domain. They wanted to learn more about resources in the community, and they felt an instructional coach could be helpful with strategies, with this in mind they wanted EL PD but offerings were limited. Furthermore, researchers share recommendations on how to make EL PD more effective such as ongoing, long-term commitment focusing on EL PD and suggest differentiating PD based on the perceived levels of teacher knowledge (Hiatt & Fairbairn, 2018).

When investigating the PD experiences of teachers of ELs and what they report about their knowledge of EL issues, Doran's (2017) survey revealed that teachers of ELs wanted more practice with strategies, and many wanted their PD emphasizing strategies and practice rather than concepts. Despite frequent PD focused on the needs of ELs and feeling confident to provide instruction to ELs, their ability to recognize key concepts related to knowledge of second language development was of concern, a correlation between the frequency of PD and school effectiveness was put into question. Researcher identifies several priorities for PD:

1) PD needs to be evaluated.

2) Methods of delivery; teachers should be able to apply what they learned in their PD

Moreover, the researcher recommends paying attention to the quality and the quantity of PD and states PD should be focused not only on strategies but on appropriate interventions. Doran (2017) asserts the importance of high-quality PD, and feels that this is a challenge for districts. She also discusses the need for research focusing on how districts could adapt PD training to the different skills and levels of teachers; addressing the difference in knowledge the EL teachers have compared to general education teachers.

In Doran's (2014) earlier study, four areas were identified as the most important for their growth and they desire more PD in these areas: classroom management, curriculum and content, building relationships with students and understanding their backgrounds, and more PD on second language acquisition and strategies. One participant expressed that the sheltered instruction workshop she attended was very helpful. When asked to identify what prior PD was helpful, 3 of the 10 teachers could not think of one. Typical PD session was described as "We sit around the room and they talk at us". One participant talked about her weekly intervention team meeting and how these were meaningful and helpful. Three teachers felt that PD was repetitive and did not provide opportunity for discussion or mastery. Several participants felt that SIOP sessions were helpful. Teachers prioritized informal PD, they felt that donuts and coffee meetings where PD delivered by peers, specific, practical were necessary and more relevant to their needs.

When questioned on the greatest challenge in meeting the needs of ELs the most frequent response by elementary school teachers was communication with parents (Hansen-Thomas et al., 2016). Specifically, the weakest aspect was failure of teacher preparation programs to teach them how to work with parents of ELs, and 72% reported that the problem was in parents of ELs who are unable to help with homework. Difficulty reaching out to parents was noted by Hiatt and

Fairbairn (2018) and Hansen-Thomas et al. (2016). Batt (2008) and Hansen-Thomas et al. (2016) recommended that colleges of education offer Spanish language courses to help pre-service and in-service teachers to gain fluency and empathy for their learners since 28% of teachers surveyed in Batt's study requested Spanish language classes.

When asked about challenging aspects of working with ELs, elementary school teachers expressed communication barriers such as language and culture as a common challenge. Lack of knowledge on cultural differences, lack of time to collaborate with peers were also reported as concern for teachers Hansen-Thomas et al., 2016; (Hiatt & Fairbairn, 2018). As has been noted by Batt (2008), 20% of teachers knowledge and skills in working with ELs as well as being frustrated with colleagues' level of understanding regarding multicultural education and diversity, also citing lack of teacher collaboration. Teachers reported shortages of bilingual /ESL staff on campus, and when asked which areas needed restructuring, 75% indicated hiring more bilingual/ESL teachers (Batt, 2008). The second greatest challenge for elementary school teachers was insufficient time to teach ELs during the day (Hansen-Thomas et al., 2016; Hiatt & Fairbairn, 2018). Other challenges noted were lack of resources and tools (Hansen-Thomas et al., 2016; Hiatt & Fairbairn, 2018), and not knowing where to find appropriate resources (Hiatt & Fairbairn 2018). Finally, teachers requested more resources in Spanish (Franco-Fuenmayor et al., 2015).

In short, various topics of PD teachers' desires were emphasized in these studies. Teachers want to learn about strategies and ESL methods (Batt, 2008; Doran, 2017; Franco-Fuenmayor et al., 2015; Hiatt & Fairbairn, 2018), vocabulary instruction (Franco-Fuenmayor et al., 2015; Hansen-Thomas et al., 2016; Padrón &Waxman, 2006) to develop better communication with parents (Hansen-Thomas et al., 2016; Hiatt & Fairbairn, 2018), they also

need more time, resources, and Spanish materials. They also report struggling with language and literacy development and request their PD in this area (Batt, 2008; Franco-Fuenmayor et al., 2015; Hiatt & Fairbairn, 2018).

Structuring and Facilitation of PD: District Level

There is a critical shortage of research investigating what has been done with those who train teachers of ELs, specifically about the role that leaders do or could play in the learning of EL students (Elfers & Stritikus, 2014, p. 307). Only four studies investigated the initiatives regarding the PD of teachers of ELs at the district level (Elfers et al., 2013; Elfers & Stritikus, 2014; Hopkins et al., 2019; Plough & Garcia, 2015).

The first two studies were similar, using interviews, class observations and document analyses collected from four districts in Washington state researchers identified 5 dimensions of "level of support" for teachers of ELs: district support for professional learning, specialized staff support that included ongoing support by coaches and paraprofessionals; providing access to appropriate instructional resources; collective focus on EL-related issues by building collegial community and providing opportunities for collaboration through PLC, and school and district leadership (Elfers et al., 2013). Examining the nature of support district and school leaders provide to teachers of ELs, the fifth level of support was the focus of this first study (Elfers & Stritikus, 2014). After conducting 200 observations and semi-structured interviews in 12 schools with various district and school leaders, researchers revealed that developing support for general ed. teachers was challenging for school and district leaders in this study. One such challenge was the structure at the top level. Bilingual/ESL was placed in "the special program category made obstacles to full access to sit at the same table with general ed. and curriculum" (Elfers & Stritikus, 2014, p. 319) causing marginalization of Bilingual/ESL especially in the decisions

about PD and funding. School leader's actions of support were: ensuring materials are provided, designing professional learning communities, and a space where teachers could meet and support each other.

However, teachers felt uneven about the support they received from district leaders and researchers believe this was linked to the extent of communication these teachers received about different initiatives (Elfers et al., 2013). Elfers et al. (2013) claimed that the nature of relationship between leaders and school faculty can have an effect on the instruction of ELs. School leaders were strategic in selecting and placing teachers for PD opportunities. Principals reported selecting those who are more likely to use the strategies taught in the PD. Another challenging aspect these leaders describe–was ways to help teachers understand their critical role in meeting the needs of ELs and encourage them to learn how to teach them effectively. It was difficult for school leaders to ask their general ed. teachers to attend additional PD on ELs. When reframing that EL strategies will help all students, districts got more support on PD offerings from reluctant teachers. Several district leaders encouraged professional learning communities to focus on data which led to teachers wanting to attend training on how to work with ELs. Opportunities for secondary teachers to participate in PD were limited and secondary teachers felt that PD was poorly designed which discouraged them to attend additional training. Since numbers of ELs and the needs of the districts were greatest in elementary, PD opportunities were prioritized. The form and focus of support varied according to the "demographics of the district, the presence or absence of bilingual programs, and the nature of the school and district community" (Elfers et al., 2013, p. 171).

Hopkins and colleagues (2019), however, reported that teacher's EL PD opportunities were limited; most teachers did not have access to EL-related information (93 %). The district

hired one ESL coordinator and designated five schools as EL cluster site, and arranged

transportation for students. The district halted all EL-related mandated PD sessions to focus on

other areas such as reading and writing that did not attend to language and content needs of ELs.

One study in this review (Plough & Garcia, 2015) described how one school shifted away

from traditional workshop training approach to a collaborative discussion as part of the reform,

and this resulted in helping teachers own the achievement gap data, working collaboratively to

raise student achievement. The authors claim that the focus on teacher PD in the school reform

can better address EL challenges through a more targeted approach.

These four studies demonstrate how little is known about designing and structuring EL-

related PD opportunities for teachers and administrators on the district level. Districts have

developed various strategies and while research on coaching has been expanding, less is known

about the focus of PD offered to teachers and how this PD may differ for elementary and

secondary teachers. Top district officials find it challenging to ask mainstream teachers to attend

additional PD offerings (Elfers & Stritikus, 2014). More research is needed to learn about the

types of EL PD districts utilize and how this process differs for various grade levels and various

characteristics of districts such as the number of ELs in that district or district location.

EL-Related PD Facilitation: Coaches' Perspective

The next four studies review instructional coach initiatives aimed at teachers' EL PD and

how these initiatives reform school districts across the U.S. These four studies investigated the

facilitators' practices in working with teachers and the steps coaches took to support the teachers

of ELs specifically identifying the actions taken by facilitators and coaches in working with these

teachers towards improvement (Chesnut, 2015; Molle, 2013a, Molle, 2013b; Rodriguez et al., 2014).

Molle's (2013a) study assesses the facilitation practices used by the lead facilitator of the PD program. The study relies on discourse analysis of interaction among K-12 teachers and administrators during a semester-long PD program designed for teachers working with English learners. Throughout the 5-day PD there is evidence of conflict among participants, the topics of tension dealt with questions on how ELs should be educated. Molle states that conflict is possible and necessary in EL PD and facilitators need to know different ways of managing conflict.

In another study Molle analyzed one event, a conversation of a general education social studies teacher and the struggle his ELs had with the mock trial assignment that he designed for his class (Molle, 2013b). Eleven participants participated in the CLIMBS program (3 ESL, 2 bilingual teachers from middle school, 3 general education teachers from middle school, 2 general education teachers from high school, 1 secondary program support teacher). Most participants had little to no training working with ELs. Data collected consisted of transcripts of group conversations, interviews with program participants, and researcher field notes. Upon presenting the problem, the other participants and the facilitator suggest strategies that he could use to help ELs complete this assignment. Molle concluded that conversations focusing on classroom strategies may restrict what can be learned during the PD because important topics were pushed to the side while reinforcing views depicting ELs as deficient. As interview data demonstrates, four out of five teachers who reflected on what they learned from the program; techniques and strategies – as one of the outcomes of the PD, showing that the deficit perspective is still there even when teachers learn different strategies thus demonstrating the complexities of the PD. PD needs to help educators explore what they do with students and how they think about

students. Educators should have opportunities to examine their beliefs and practices. PD facilitators and developers should reconsider how we do PD with teachers, Molle urges PD developers to broaden the content of PD not just limiting on the technical aspect (Molle, 2013b).

The Rodriguez et al. (2014) study reported the results of a study that examined the relationship between coaches and teachers of ELs. The purpose of this study was to investigate what coaching adjustments instructional coaches made to meet the needs of diverse teachers and students. Thirty elementary school coaches participated in the qualitative study that investigated the adjustments instructional coaches made to meet the needs of ELs and their teachers. They were *Reading First Literacy Coaches* who worked in K-3 grade classrooms, 29 of whom were Hispanic females. Data was collected via a paper survey completed by 30 coaches, online survey completed by 26 coaches, and focus group interviews with 4 coaches. Literacy coaches in this study understood and supported bilingual education. Vocabulary development and use of cognates, scaffolding, making content comprehensible, activating prior background knowledge, using manipulatives, visuals, and songs and learning centers were among the many strategies these coaches shared trying to meet the needs of Hispanic ELs. Finding authentic materials in Spanish and providing teachers with adequate professional development were the two main challenges literacy coaches shared. Some took on the initiative to provide additional PD focused on the topics of second language acquisition, bilingual programs and research based strategies. This study investigated how literacy coaches supported teachers of ELs. Authors recommended focusing the future research on linking the steps coaches take to help teachers of ELs be effective with these students, and the impact they have on student learning (Rodriguez et al., 2014).

Dual language teachers in the Chesnut (2015) study felt frustrated that school administrators do not understand the unique needs of these students and teachers. School

coordinators struggled facilitating EL-related PD due to conflicting ideologies, they felt that a different curriculum was needed along with a dual immersion coach who would provide help on an ongoing basis. Due to the program differences teachers felt that they needed to be evaluated differently and expressed that they felt devalued and that their ideologues conflicted with the PLC work they were involved in. Lack of clarity from the district level is evident as reported by (Chesnut, 2015) dual language teachers as they could not make decisions in what language to give students support, which contributed to the problem why these teacher leaders struggled facilitating EL-related PD.

In sum, coaches also find it difficult facilitating sessions with reluctant teachers (Molle, 2013a, 2013b) and advice on navigating tension has been mentioned in two studies (Molle, 2013a, 2013b). Only four studies touch on the strategies EL coordinators and directors use when offering district EL-related PD (Elfers et al., 2013; Elfers & Stritikus, 2014; Hopkins et al., 2019; Plough & Garcia, 2015).

<div align="center">**Discussion of Synthesis Results**</div>

In this review, the researcher synthesized the research on EL-related PD teacher perceptions, PD needs and how districts structure and facilitate EL-related PD. The researcher understands that there are high-quality studies of EL-related PD that did not meet the inclusion criteria for this review. It was surprising to see such a lack of literature examining teacher's district-level EL PD programs. There were only 19 studies that met the criteria for this review. The topic of perceptions on EL-related PD offerings was investigated in 4 studies, mainly through quantitative methods with survey being the top research method. One study reported that almost half of content area teachers surveyed were not interested in attending EL-related PD (Reeves, 2006) and only about one third of high school teachers surveyed (Ross, 2014) reported

attending sessions on linguistics (37%). The most frequent type of session they attended was a one- time workshop. This data differs for rural teachers who when surveyed, all 100% responded they would participate in EL-related PD if it was offered (O'Neal et al., 2008). Their rural location could be a determent in their desire to learn, they mainly preferred on site workshops, online courses and combination of these two. Empirical research on EL- related teacher perceptions specifically, when examining participants, ranges from K-12 and their specialization ranges from bilingual teachers (Varghese, 2006), math teachers (Ross, 2014) and content area teachers (O'Neal et al., 2008; Reeves, 2006). Since data in these studies point to differences in teacher perceptions of EL-related PD for rural and suburban area teachers, the researcher recommends investigating these differences further.

Much of this review focused on teachers' perceived lack of preparation, due to low quality and insufficient PD, and teachers' and administrators' lack of support and direction from the central office. Teachers of ELs continue to experience marginalization (Elfers & Stritikus, 2014; Varghese, 2006). Teachers in bilingual classrooms feel their teacher training does not meet their needs, teachers need direction from the central office and a lack of materials has been reported as a frequent concern (Batt, 2008; Chesnut, 2015; Franco-Fuenmayor et al., 2015). Teachers of ELs also report lack of support and engagement, especially with principals, they struggle communicating with parents (Hiatt & Fairbairn, 2018) and request ongoing coaching and mentoring support. They also feel that lack of resources, lack of time to learn what they needed to know about teaching ELs as well as having insufficient time to teach ELs during the day (Hiatt & Fairbairn, 2018) were the areas of greatest need.

Top EL-related PD priorities reported are: ESL methods were mentioned in five studies (Hiatt & Fairbairn, 2018; Batt, 2008; Franco-Fuenmayor et al., 2015; Doran, 2014, 2017). The

next topic for PD priority referenced in four studies was language and literacy development

(Batt, 2008; Doran, 2014; Franco-Fuenmayor et al., 2015; Hiatt & Fairbairn, 2018). The third

topic requested in EL-related PD was vocabulary instruction, mentioned in three studies (Franco-

Fuenmayor etal., 2015; Hansen-Thomas et al., 2016; Padrón & Waxman, 2016). The other topics

requested in PD included differentiated instruction and assessment (Hiatt & Fairbairn, 2018),

language proficiency (Hiatt & Fairbairn, 2018), sheltered instruction (Batt, 2008), academic

preparation and content and curriculum (Doran, 2014, 2017), communication with family

(Hansen-Thomas et al., 2016; Hiatt & Fairbairn, 2018), resources (Franco-Fuenmayor et al.,

2015; Hiatt & Fairbairn, 2018), cultural training (Hiatt & Fairbairn, 2018), Spanish language

(Batt, 2008), technology (Franco-Fuenmayor et al., 2015), classroom management, building

relations with students, social and emotional needs of students (Doran, 2014). ESL methods is

the most requested PD. It is requested by teachers in all grade levels and all district types.

District administrators and coaches find it challenging to provide support to teachers of

ELs (Elfers & Stritikus, 2014), experience tension when facilitating EL-related PD (Molle,

2013b) and resistance on a part of mainstream teachers to attend additional required staff

development (Elfers et al., 2013). Finding authentic materials in Spanish and proving teachers

with adequate professional development were the two main challenges literacy coaches shared

(Rodriguez et al., 2014). PD facilitators and developers should reconsider how we do PD with

teachers, Molle urges PD developers to broaden the content of PD not just limiting on the

technical aspect (Molle, 2013b). Molle states that conflict is possible and necessary in EL PD

and facilitators need to know different ways of managing conflict. Researchers suggest advocacy

as an important and promising topic that should be part of bilingual teacher PD (Varghese, 2006)

and urge districts to offer differentiated PD to meet bilingual teachers' unique needs.

It is clear research examining EL focused PD offerings, specifically, differences in EL-related PD offerings in various grade levels and since differentiated PD is advised for bilingual teachers, the differences in EL topics for various grade levels and teacher specializations should be examined further, so that PD developers could initiate the process of change and make a difference for EL students through engaging, high quality PD offerings that are differentiated for teachers' language, culture and experience. We need more empirical research examining why ELs do well in some districts and not in others, how do districts that do well with ELs provide access to EL-related PD and how do these districts attract general education teachers to attend these sessions.

Finally, it is important to note that this review is not without limitations. Since the researcher did not incorporate gray literature, such as reports that were not published in peer reviewed journals, dissertations, it is possible that many studies were excluded due to the researcher search strategy. There may be more information on this topic than what is presented in this review, since the sample of articles reviewed was so small. Despite the low number of articles included in this review, the researcher provides a synthesis of the existing research on EL-related PD to address the needs of teachers who are working with ELs. This research synthesis can inform districts about teachers' PD priorities, needs, their perception of El-related PD, can help district administrators address these needs by restructuring PD and providing insights on EL-related PD facilitation process.

CHAPTER 3

METHOD AND PROCEDURE

The purpose of this study was to add to the knowledge concerning the topics of EL-related PD offered to educators through a PD provider. A purposeful examination of the PD sessions offered to teachers instructing ELs was conducted to identify (a) the percentage of EL-related sessions available to content area K-5 teachers, (b) identify specific session topics, attendance, language used for the session and length of the PD session, and grade level (d) whether there is a difference in session topics.

The systematic literature review of prior studies pointed to a lack of EL-related PD available to teachers and bilingual teacher's dissatisfaction with the training they receive in their districts. The researcher focused on the grade level differences because of the hypothesis posed in a previous study that teachers' knowledge of bilingual pedagogy varies by grade levels (Franco-Fuenmayor et al., 2015). All of these variables might have important implications for EL outcomes, and must inform policy discussions regarding the kind of professional development teachers of ELs should have.

Considering the changing demographics in classrooms in the southwest region of the US, it was, therefore, important to investigate what specific session topics are emphasized in the professional development (PD) training of teachers of EL in this region. A content analysis of PD sessions to identify the percentage of EL-related training available to K-5 teachers, an analysis of the topics PD sessions offered specifically to teachers instructing ELs in K-5, and a comparison of these sessions between various grade levels in elementary level could influence what could be done to improve the PD experiences of teachers. Chapter 3 discusses the

methodology selected for this study, including the details about the population, instrumentation, data collection procedures and analysis of data.

Research Questions

The research questions for this study were as follows:

1. What percent of all PD sessions offered to K-5 content area teachers of one professional development provider was devoted to working specifically with English learners?

2. What are the topics covered in the PD sessions offered by the PD provider to teachers instructing ELs in K-5 classroom?

    a. What is the frequency of the PD sessions by each topic?

    b. What is the frequency of the PD sessions conducted in Spanish?

3. Are there statistically significant differences in PD session topics by grade level? If so, what the differences are?

4. Are there statistically significant differences in

    a. PD session attendance by session topic?

    b. PD session attendance by grade level?

5. Are there statistically significant differences in numbers of hours offered by topic of the session by PD session topic?

Design of the Study

This study employed quantitative content analysis, which is a research method that employs varied procedures to interpret the text, the message, make inferences about it and classify the information studied into fewer categories (Hsieh & Shannon, 2005). Content analysis has been often used in education and nursing fields (Graneheim & Lundman, 2004). Content

analysis can be used with quantitative or qualitative data and documents (Glenn, 2009; Pershing, 2002), and there are two ways that it can be used, inductive or deductive (Elo & Kyngäs, 2008).

This study utilized a deductive approach. This approach is recommended when the previous knowledge on the phenomena exists, the basis of this prior knowledge and the structure of the analysis moves from general to specific, researcher retests the new data in a different context (Elo & Kyngäs, 2008). This approach is also called directed approach to content analysis (Hsieh & Shannon, 2005). The process is more structured and uses predetermined codes. Content analysis summarizes characteristics across a set of messages (Hsieh & Shannon, 2005; Neuendorf, 2017). Message characteristics can be described as two types: manifest content (describing visible, obvious components that are countable and psychically present) and latent content (requires interpretation of meaning of text, cannot be measured directly). Both types of content use interpretation, but the level of abstraction and depth could vary (Graneheim & Lundman, 2004). The latent content that is physically present and can be counted was measured by using a frequency analysis. The manifest content was discovered by using a bilingual teacher matrix (Menken & Antuñez, 2001), 10 topics from López et al. (2013) study, and the state's bilingual teacher certification competencies to obtain a better understanding of what knowledge and skills these sessions target and emphasize.

Session title and session description are the two main units of analysis that were used for identifying the session topics in the study. Meaning unit in this study are words, sentences and paragraphs that are related to each other and have the same central meaning. The written material is usually read several times with the goal to immerse in the data (Elo & Kyngäs, 2008 p. 109). To code the data according to the categories, two types of the categorization matrices are used in the deductive content analysis: structured or unconstrained matrix. For the purpose of this study,

a structured matrix was used in this study, that means the researcher chose only aspects that fit the categorization frame of the matrix. The researcher used the principles of an inductive content analysis method and created new concepts if the aspect did not fit with the categorization frame (Elo & Kyngäs, 2008 p. 112).

There are many ways to decode the message or text, such as the content of the message, the messenger, and the receiver of the message can be analyzed. Content analysis is usually used in studies examining communication patterns (Neuendorf & Kumar, 2002). Four elements that frame the analysis presented in the Shannon-Weaver model were utilized in this study (Hsieh & Shannon, 2005). These elements are source, message, channel, and receiver. The source and the message were analyzed in this study. The source was analyzed for the percentage and frequency of EL-related PD sessions offered to bilingual K-5 teachers. The message was analyzed by examining the content of these sessions. The researcher did not examine the Shannon and Weaver model in its entirety in this study, and reader's reaction to source or message was not examined in this study.

One study by Menken and Antuñez (2001) was focused specifically on bilingual teacher preparation, and has some commonality with this study. They include three critical areas of knowledge that they believe should be included in the preparation of bilingual teachers in a matrix consisting of 31 codes that they use for coding university courses designed for bilingual specialists. Each of the three critical areas were described and the theoretical foundation for the matrix was presented: Knowledge of Pedagogy; Knowledge of Linguistics; Knowledge of Cultural and Linguistic Diversity. Menken and Antuñez (2001) use the matrix as a tool to categorize courses in their coding and analysis of the data process and state that the matrix

defines critical aspects of effective bilingual teacher preparation. The Menken and Antuñez

(2001) Matrix is presented below:

I. Knowledge of Pedagogy

   A.   Methods

      1. Native language literacy
      2. ESL/ELD methods
      3. Methods for subject matter content in English (sheltered)
      4. Methods for subject matter content in L1
      5. Bilingual methods

   B.   Curriculum
      1. Materials (adaptation)
      2. Bilingual curriculum

   C.   Assessment
      1. Subject content
      2. English literacy
      3. L1 literacy
      4. Assessment of LEP students/ language assessments

II. Knowledge of Linguistics

   A. Linguistics
      1. Psycholinguistics
      2. Sociolinguistics
      3. Linguistics/ educational linguistics

   B. Language acquisition
      1. First language acquisition
      2. Second language acquisition
      3. Contrastive analysis

   C. Language Structure
      1. Structure grammar of English
      2. Structure grammar of L1
      3. Contrastive language structure

   D. Language Proficiency
      1. Second language (L1)
      2. English

III. Knowledge of Cultural and Linguistic Diversity

      A.   Foundations of bilingual education
           1. Theory models, research, policy
           2. History legislation
           3. Reforms
           4. Foundations of instruction for LEP students

      B.   Multiculturalism
           1. Multicultural/ cultural diversity/cross cultural studies
           2. Cultural anthropology
           3. Parent/community involvement and communication

Topics of university bilingual teacher preparation courses were the focus of their study. Another study that has commonality with this study is a dissertation study (Mann, 2016). The researcher used quantitative content analysis in combination with qualitative textual analysis to investigate how topics about teaching bilingual learners are presented in the teacher education ELA methods textbooks. To identify how topics about instructing ELs are presented in the textbooks, the researcher in this study used the conceptual framework that consisted of 10 topics from the López et al. (2013) study. The examples and definitions for these topics were taken from Florida TESOL standards (Mann, 2016) and Menken and Antuñez (2001) study. The 10 TESOL and Bilingual Education Topics provided by López et al. (2013) appear below:

Teaching Methods

Native language (L1) acquisition

Native language (L1) literacy

Second language (L2) acquisition and bilingualism

Second language (L2) literacy

ESL methods

Bilingual methods

Curriculum

Materials selection

Materials adaptation

Assessment

English proficiency

Content assessment

No content analysis studies that examine EL-focused PD topics of in-service professional development training of teachers of ELs have been found in the current literature. Analyzing the content of EL-related PD offered by teacher training centers would help researchers and district administrators get a closer look on what teachers are learning in these PD sessions and it would also help in determining PD priorities related to teachers instructing ELs in K-5. The researcher developed a codebook, the EXCEL spreadsheet outlined five sections for each session: session description and title, session audience (grade level), session numbers of hours offered by topic, number of attendees registered for the session. TAMU IRB determined that the proposed activity is not research involving human subjects as defined by DHHS and FDA regulations. Further IRB review and approval by this organization was not required because this is not human research. Upon IRB approval, a pilot study was conducted.

Data Source

PD Provider

To respond to the questions in this study, a document analysis of EL-related PD was performed on the EL-related sessions conducted in the fall and spring semester of 2020 and 2021, in one teacher training center that provides teacher PD. This PD provider is located in the Southwestern region of the US where schools serve large numbers of ELs. This PD provider has an online calendar of professional development sessions.The researcher received a written

permission to utilize the data obtained from the workshops published on the training provider website.

The PD provider provides a tab on their home page called workshops. Advanced search was performed, specifically, a search of workshops. The specific date (i.e., academic year 2020-2021) was entered. View workshop details tab allowed the researcher to view the workshop details such as workshop identification, workshop title, description, audience, fee, content area, max number of participants, minimum number of participants, number registered, length of PD session, stipend, date times and location, room name, begin time and end time, and workshop contacts. To identify EL-related sessions, the researcher searched and read the description and title of each session targeting K-5 teachers. To identify if the session was EL-related, and as part of the content analysis, 24 topics and codes adapted from the Menken and Antuñez (2001) matrix and the López et al. (2013) 10 topics were used to determine the session topic. The session title and session description were analyzed to determine the frequency of occurrence for various words and phrases and to calculate the number of sessions related to education of ELs. Only EL PD sessions included in the online calendar were analyzed.

Instrumentation

Instrument Development: Coding Scheme

In priori coding, coding categories must be clearly defined, established prior to the study (Krippendorff, 2013; Neuendorf, 2017) and must be mutually exclusive, independent and exhaustive. In creating the codebook and coding schemes, the matrix developed by Menken and Antuñez (2001) consisting of 31 codes used for coding university courses for bilingual specialists was utilized. Their approach to using the matrix has focused on topics of university teacher preparation courses. Because data for this research was centered on bilingual teacher

preparation in university level EL courses and was developed with bilingual competencies and state standards, it was determined that it would be a reliable instrument for this study. Menken and Antuñez (2001) created the matrix consisting of three categories: Knowledge of Pedagogy, Knowledge of Linguistics, and Knowledge of Curriculum and Linguistic Diversity.

Their matrix coding includes 31 codes used as topics for this study coding scheme (see matrix by Menken & Antuñez, 2001, on p. 56). The examples and definitions for each category are presented in the Codebook (Appendix A). The bilingual certification competences consist of four distinct categories across three domains: knowledge of pedagogy, knowledge of curriculum and instruction, and knowledge of cultural and linguistic diversity. In addition to 31 topics from the matrix, coders use these competencies to classify sessions in language concepts and language acquisition, ESL/Bilingual instruction and assessment, foundations of ESL/Bilingual education, cultural awareness, family and community involvement. To help the researcher find relevant topics that PD providers were emphasizing with teachers. The content analysis conducted by López and Santibañez (2018) revealed that Texas ESL and bilingual requirements had a notably higher level of coherence with all the domains and categories reflected in the review of the literature centered on effective instruction for ELs (López & Santibañez, 2018).

Codebook

Coding protocol was utilized to develop a codebook. The researcher coded each professional development session's title and description, numbers of hours offered by topic, grade level, and number of attendees registered for the session. The codebook used for categorizing the sessions was based on the Menken and Antuñez (2001) matrix of three categories with 31 codes and López et al.'s (2013) 10 suggested topics. The frameworks were merged, and the additional topic of bilingual learners' social emotional and academic

development was added it. The codebook's categories represented 24 categories that included whether topics addressed special education or gifted and talented students needs because of session being listed as PD for meeting those students' needs.

Data Collection and Measurement

Procedure

Data collection happened in several stages. The specific steps describing each of the stages of quantitative data collection are described below.

Stage One

In the first stage of data collection, two coders scanned the sessions for the first message units, descriptors, words or phrases that describe English learner sessions. The coders searched for the following descriptors in the session title and session description: EL (English learner), ELL (English Language Learner), LEP (Limited English Proficient), ESL (English as a Second Language), CLD (Culturally and Linguistically Diverse), Bilingual, Emerging Bilingual, Dual Language. A coding form to mark the frequency of occurrence for each session with one of these descriptors was utilized each time the phrase or word is mentioned. The marks were counted and recorded on the form and this completed stage one.

Stage Two

After completing stage one and identifying sessions specifically addressing the topics related to ELs, the coders read the session title and description to locate second message units, words or phrases that describe any of the 31 topics from the Menken and Antuñez (2001) matrix and López et al.'s (2013) 10 topics. A separate form was used for the session title and session description. Message units that discuss one of the categories from the coding scheme were searched. Topics frequency for each message unit was measured by making a mark on a coding

form every time the primary focus of the session content is relevant to a topic from the matrix. The number of sessions were counted and recorded for each category. Topics conducted in Spanish were marked and recorded.

To make sure the topics included in the data used for the analysis were appropriate for meeting the purpose of the study, the original dataset provided by the PD provider were evaluated for completeness and suitability. The coders utilized a three-point scoring rubric to assess all PD sessions and determine which PD sessions applied to the purpose of the study. For each PD session, coders chose one of three scoring options. The value of 1 meant the session contained no or very minimal evidence of the sought element being in the session evaluated (Watson et al., 2005). The PD sessions scored by a value of 1 were excluded from the content analysis addressing EL-related PD. The value of 2 meant the session contained occasional, frequent or sufficient descriptive detail that represented meaningful guidelines for implementation (Watson et al., 2005). The value of 3 indicated the session contained substantial representation of the element in which the topic occurred in many instances throughout the text. Concepts and applications were clearly defined and described. The reader could ascertain in the description if a significant "topic constituted a major instructional objective of the PD session" (Watson et al., 2005, p. 155). The sessions receiving values of 2 or 3 were included in the final dataset of 186 PD sessions. In addition to the topics from the matrix, sessions could be identified in additional topics: ESL, Bilingual certification; Bilingual learners' social and emotional development.

Training of Coders

After finalizing the coding scheme, coding instructions, and recording forms for the reliability study, the researcher and another coder, who are both graduate students majoring in

bilingual education participated in the coding work. Researcher conducted training on ESL and Bilingual competencies for 12 hours, the coder was certified in bilingual education after receiving this training in 2020. Before coding the actual sample, questions and disagreements were considered. Two coders independently coded 90% of the sample sessions. Reliability test sample was conducted on randomly selected 50 sessions. The content of session data was examined utilizing the count of total content codes designated for each session. Interjudge agreement scores were determined for each rater. The researcher employed an additional coder and used code-recode process as well as Cohen's kappa coefficient to determine the number of times the coders agreed compared to the number of times there was agreement by chance alone, to establish trustworthiness of the coding scheme. Agreement percentage of at least 80% in each coding category (Neuendorf, 2017, p. 64) was the goal for the strive for the coders. Interrater agreement of 95% was established for 186 sessions. Negotiated agreement method was used to improve the intercoder agreements.

Pilot Study

Upon IRB approval, a pilot test was performed on 1 year of EL-related PD sessions conducted by one of the PD providers. The researcher and another coder completed stage one and stage two independently and coded sessions using the coding instrument. Disagreements and coding problems were discussed, and the coding instrument was edited. This procedure was done several times until an acceptable level of intercoder agreement was obtained and a reliable coding mechanism was established. The data from the initial phase were placed in tables. Notes and reflections were collected and organized in tables.

<div align="center">

Data Analysis

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The researcher calculated the appropriate summary statistics across all session topics. The

data analysis was conducted in two phases. Phase one involved frequency counts of sessions focused on a specific topic. In phase two the researcher compared what differences in sessions, if these existed. The researcher created two files. The first file had data on all the EL-related sessions offered through the provider. The second file included EL-related teacher session title, session description, grade level targeted, attendance and numbers of hours offered by topic of the session. Only sessions targeting EL related sessions were included in this file. Manual coding was completed using Excel spreadsheet.

Research Question 1

To address Research Question 1: What percent of all PD sessions offered to K-5 content area teachers from one professional development (PD) provider was devoted to working specifically with English learners? The researcher calculated summary statistics to identify the percentage of EL-related training teachers receive through the PD provider. This data were gathered during phase one of the analysis. A frequency count was conducted to determine what percent of the total sessions offered to content-area K-5 teachers were EL-focused in K-5.

Research Question 2

To answer research question 2, What are the topics covered in the PD sessions offered by the PD provider to teachers instructing ELs in K-5 classroom? data were gathered during the second phase of analysis. The researcher reviewed the EL-related K-5 PD sessions and conducted a frequency count by each topic. A number and percent of different topics were determined. A frequency analysis determined the number and percent of all K-5 teacher EL-related PD sessions conducted in Spanish.

Research Question 3, 4, and 5

Chi-square analyses were used to determine if significant differences existed between session topics by grade levels (RQ3), session topic, grade level, and attendance, (RQ4), and length of session by topic (RQ5). For this analysis, the total number of occurrences of a specific topic were combined based on the grade level, which was addressed in the dataset based on how the sessions were reported by the PD provider. A chi-square analysis was conducted with PD sessions and the grade level. Post hoc test for chi square contingency tables was computed after determining a statistically significant chi-square. Post hoc testing identified significant cells that contribute to statistical significance.

CHAPTER 4

PRESENTATION OF FINDINGS

This chapter presents the results of the content analysis of EL-related PD sessions conducted by one PD provider during the 2020-2021 academic year. The purpose of this study was to better understand PD focused on teaching of ELs in elementary classrooms, examine the content of these sessions, the types of sessions teachers of ELs attend, specifically examining aspects such as the frequency of sessions by each topic, frequency of sessions conducted in Spanish and what difference if any exists between sessions by grade level, session attendance and numbers of hours offered by topic (Table 3).

The following research questions were examined in the present study.

1. What percent of all PD sessions offered to K-5 content area teachers of one professional development provider was devoted to working specifically with English learners?

2. What are the topics covered in the PD sessions offered by the PD provider to teachers instructing ELs in K-5 classroom?

    a. What is the frequency of the PD sessions by each topic?

    b. What is the frequency of the PD sessions conducted in Spanish?

3. Are there statistically significant differences in PD session topics by grade level? If so, what the differences are?

4. Are there statistically significant differences in

    a. PD session attendance by session topic?

    b. PD session attendance by grade level?

5. Are there statistically significant differences in numbers of hours offered by topic by PD session topic?

Table 3

Descriptive Statistics for Number of Registered Participants and Numbers of Hours Offered by Topic

Statistic	Number participants registered per topic (N)	Number of hours offered per topic
n	186	186
M	35.47	7.589
Mdn	21.50	6.000
Mode	0	6.0
SD	45.901	7.3966
Skewness	2.514	1.835
Kurtosis	7.195	2.274

Results

Research Question 1

Research Question 1 asked what percent of all content of one PD provider sessions offered to content area teachers in K-5 is devoted to working specifically with English learners. There were 627 sessions offered by this PD provider, targeting K-5 general education teachers, with 186 sessions (29.7%) devoted to EL related topics. 29.7% (see Table 4).

Table 4

Number and Percentage Total and EL Sessions Offered to K-5 Teachers from March 2020-

March 2021

Month	General Education Session *n*	EL Session	
		n	*%*
March	57	14	24.6
April	91	23	25.3
May	73	15	20.5
June	39	12	30.8
July	18	7	38.9
August	57	14	24.6
September	39	12	30.8
October	61	24	39.3
November	47	16	34.0
December	33	9	27.3
January	49	22	44.9
February	63	18	28.6
Total	627	186	29.7

Research Question 2a: The frequency of the sessions by each topic.

Research question 2 asked: What are the different topics covered in the professional development sessions offered to teachers instructing ELs in K-5 classroom. In addition, this question asked: What is the frequency of sessions by each topic and the frequency of EL sessions conducted in Spanish. Results indicated that sessions revealed 24 topics reflecting a variety of areas (see Table 5). These areas included: Teaching methods, Curriculum Assessment, State Certification, and other topics such as theory, research history, legislation, knowledge of

cultural and linguistic diversity, and bilingual learners' social emotional and academic development.

The majority of the EL-related sessions were devoted to bilingual teacher test certification preparation (19.4%). Methods for subject matter content in English was the second most frequently offered session topic (18.3%) followed by English proficiency assessment (16.1%). State certification testing for ESL teacher exam sessions was the next popular topic (10.8%) followed by ESL teaching methods (8.1%). Program model, theory and research topic share the same frequency as Bilingual Curriculum: material selection and adaptation of English and Spanish resources topic (5.4%). The remaining session topics were not offered as frequently (3% and less) as seen in Table 5.

Table 5

Topics and Frequency of Professional Development Sessions Related to Teaching ELs

Category	*n*	%
Teaching Methods		
Native language (L1) literacy Teaching Methods	2	1.1
Second language (L2) literacy Teaching Methods	4	2.2
ESL methods Teaching Methods	15	8.1
Bilingual methods Teaching Methods	1	0.5
Methods for subject matter content in English (sheltered methods)	34	18.3
Native language (L1) literacy Teaching Methods including SPED/IEP	1	0.5
Second language (L2) acquisition and bilingualism Teaching Methods including SPED/IEP	2	1.1
ESL methods including SPED/IEP Teaching Methods	1	0.5
ESL methods including SPED & GT Teaching Methods	1	0.5
Structure grammar of L1 (Spanish Language Arts SLAR	1	0.5
Curriculum		
Curriculum: material selection and adaptation of English resources	6	3.2
Bilingual Curriculum: material selection and adaptation of English and Spanish resources	10	5.4
Curriculum: material selection and adaptation of English resources SPED/IEP	1	0.5
Curriculum: material selection and adaptation of English resources GT	1	0.5
Assessment		
English proficiency assessment	30	16.1
Content assessment	1	0.5
Content assessment SPED/IEP	1	0.5
State Certification		
State Certification Testing Preparation 154 ESL	20	10.8
State Certification Testing Preparation 164 BTLPT	36	19.4
Models, theory and research	10	5.4
History, legislation	2	1.1
Knowledge of cultural and linguistic diversity	2	1.1
Bilingual learners' social emotional and academic development	2	1.1
Bilingual learners' social emotional and academic development SPED/IEP	2	1.1
Total	186	100.0

Research Question 2b: The frequency of sessions conducted in Spanish.

To calculate the frequency of the sessions conducted in Spanish, sessions mentioning Spanish as a language of the session were calculated. Out of 186 total EL-related session occurrences, 18 (9.7%) sessions mentioned Spanish as a language to be used in the session description or title. Table 6 provides the frequencies.

Table 6

Frequency and Percentage of Sessions Offered in Spanish Versus English

Language	*n*	%
English	168	90.3
Spanish	18	9.7
Total	186	100.0

Research Question 3: Are there statistically significant differences in PD session topics by grade level? If so, what the differences are?

The sessions listed included targeted grade levels, however, grade levels were aggregated. Since grade levels were aggregated (e.g., PK-12, and PK-5 grades). The categories for teachers of ELs serving elementary grade levels could not be developed into mutually exclusive grouping because of the how the data was reported the PD provider. As a result, almost half the sample of sessions at 87 or 46.8% were presented as benefitting all educators, and another large percent of 41.9%, or 78 PD sessions, were specific to elementary educators (see Table 7).

Table 7

Number and Percentage of Sessions Provided by Grade Levels as Reported by the Professional

Development Provider

Grades	*n*	%
PK-12	87	46.8
PK-5	78	41.9
PK-2	9	4.8
PK-6	5	2.7
Grade 3	2	1.1
Grades 2-3	1	0.5
Grades 3-5	2	1.1
Grades 3-8	1	0.5
Grades 1-5	1	0.5
Total	186	100.0

The chi-square test seen in Table 8 showed that there was significant association between session topics and grade levels (χ^2 (184) = 462.728, $p < 0.0001$). The chi-square test showed that the number of sessions offered for all grades, n = 87 (46.8%) and elementary grades, $n = 78$ (41.9%) teachers were significantly greater than the number of sessions offered to teachers in elementary grades.

Table 8

Chi-Square Results for Session Topic and Grade Level

Nonparametric statistic	Value	*df*	*p* (2-sided)
Pearson Chi-Square	462.728[a]	184	< 0.0001
Likelihood Ratio	202.371	184	0.168
Linear-by-Linear Association	0.001	1	0.977
n	186		

Topics in the elementary grades included: Methods for subject matter content in English (sheltered methods) and ESL methods were the most often offered PD sessions in for elementary grade level teachers. Selecting and adapting English resources and curriculum as a session topic, $n = 6$ (3.2%) this topic was offered to teachers in the All Grades category. However, for adapting and selecting Spanish resources, the sessions were offered to both All Grades, $n = 5$, and Elementary Grades, $n = 5$ (5.4%). About one-third of the time, the English Language proficiency assessment topic ($n = 26$, 29.9%) was offered to all teachers of All Grades. For the content assessment topic, All Grades were targeted ($n = 1$, 0.5%). Sessions covering ESL certification exam, $n = 20$ (23%) were offered to All Grades teachers, while sessions targeting Bilingual teacher exams were mostly concentrated on the Elementary Grades category ($n = 24$; 30.8%). Spanish Language Arts, specifically the structure of grammar sessions, were offered to Elementary Grade teachers ($n = 1$, 0.5%). The remaining session topics did not target a specific grade as seen in Table 9.

Table 9

Crosstabulation of Category of Session and Target Grade Levels

Category of Session	Target Grades for Content									Total
	PK-12	PK-5	PK-2	PK-6	Grade 3	Grades 2-3	Grades 3-5	Grades 3-8	Grades 1-5	
Teaching Methods										
Native language (L1) literacy	0	0	2	0	0	0	0	0	0	2
Second language (L2) literacy	0	2	0	0	0	0	1	1	0	4
ESL methods	7	8	0	0	0	0	0	0	0	15
Bilingual methods	0	1	0	0	0	0	0	0	0	1
Methods for subject matter content in English (sheltered methods)	2	25	3	0	2	1	1	0	0	34
Native language (L1) literacy including SPED/IEP	0	1	0	0	0	0	0	0	0	1
Second language (L2) acquisition and bilingualism including SPED/IEP	1	0	0	1	0	0	0	0	0	2
ESL methods including SPED/IEP	0	1	0	0	0	0	0	0	0	1
ESL methods including SPED & GT	1	0	0	0	0	0	0	0	0	1
Structure grammar of L1 (Spanish Language Arts SLAR)	0	0	0	0	0	0	0	0	1	1
Curriculum										
Material selection and adaptation of English resources	6	0	0	0	0	0	0	0	0	6
Bilingual Curriculum material selection and adaptation of English and Spanish resources	5	5	0	0	0	0	0	0	0	10
Material selection and adaptation of English resources SPED/IEP	0	1	0	0	0	0	0	0	0	1
Material selection and adaptation of English resources GT	1	0	0	0	0	0	0	0	0	1
Assessment										
English proficiency assessment	26	4	0	0	0	0	0	0	0	30
Content assessment	1	0	0	0	0	0	0	0	0	1
Content assessment SPED/IEP	1	0	0	0	0	0	0	0	0	1
State Certification										

Category of Session	Target Grades for Content									Total
	PK-12	PK-5	PK-2	PK-6	Grade 3	Grades 2-3	Grades 3-5	Grades 3-8	Grades 1-5	
Testing Preparation 154 ESL	20	0	0	0	0	0	0	0	0	20
Testing Preparation 164 BTLPT	8	24	0	4	0	0	0	0	0	36
Models, theory, and research	2	4	4	0	0	0	0	0	0	10
History, legislation	2	0	0	0	0	0	0	0	0	2
Knowledge of cultural and linguistic diversity	2	0	0	0	0	0	0	0	0	2
Bilingual learners' social emotional and academic development	1	1	0	0	0	0	0	0	0	2
Bilingual learners' social emotional and academic development SPED/IEP	1	1	0	0	0	0	0	0	0	2
Total	87	78	9	5	2	1	2	1	1	186

Research Question 4: Are there statistically significant differences in PD session attendance by session topic and by grade level?

As seen in Table 10, the percent of zero registered attendees is noticeable when grouping the course attendance rates into equally spread intervals. The dates of these sessions with no registrations also coincided with the beginning of the Covid-19 pandemic as reported in data set.

Table 10

Number and Percentage of Registered Attendees

Registered Attendees	*n*	%
0	15	8.1
1-20	74	39.8
21-40	43	23.1
41-60	27	14.5
61-80	8	4.3
81-100	2	1.1
101-120	4	2.2
121-140	5	2.7
141-160	2	1.1
161-180	1	0.5
181-200	2	1.1
No data reported	3	1.6
Total	186	100.0

Sessions were most likely to enroll between 1 and 20 teachers with a frequency of 74, or 39.8% of the sample of 186 sessions. Sessions larger than 80 attendees formed about 10% of the sample. The chi-square test showed that there was a significant association between session attendance (number of attendees) and session topic (session category), χ^2 (253) = 589.454, $p <$ 0.0001. The chi-square test showed that session registration for certain topics varied as seen in Table 11. Native language (L1) Teaching methods topic, $n = 2$, was one of the topics with zero attendees registered (1.1%). Another topic that had zero attendees was Bilingual Teaching Methods topic, $n = 1$, (0.5%). Content assessment with SPED/IEP topic registration, $n = 181$-200, (0.5%) was significantly greater than the regular education content registration, $n = 101$-120 (0.5%). Consequently, the statistically significant result suggests that sessions were more popularly attended based on the session topic. The crosstabulation appears in Table 12.

Table 11

Chi-Square Results for Session Category and Number of Attendees

Nonparametric statistic	Value	df	p (2-sided)
Pearson Chi-Square	589.454	253	< 0.0001
Likelihood Ratio	255.764	253	0.440
Linear-by-Linear Association	0.086	1	0.769
n	186		

Table 12

Crosstabulation of Session Category and Number of Attendees

	Attendees as Categories												
Category	0	1-20	21-40	41-60	61-80	81-100	101-120	121-140	141-160	161-180	181-200	Not reported	Total
Teaching methods													
Native language (L1) literacy	2	0	0	0	0	0	0	0	0	0	0	0	2
Second language (L2) literacy	3	0	0	1	0	0	0	0	0	0	0	0	4
ESL methods	0	4	9	2	0	0	0	0	0	0	0	0	15
Bilingual methods	1	0	0	0	0	0	0	0	0	0	0	0	1
Methods for subject matter content in English (sheltered methods)	4	13	7	3	5	0	0	0	2	0	0	0	34
Native language (L1) literacy including SPED/IEP	0	1	0	0	0	0	0	0	0	0	0	0	1
Second language (L2) acquisition and bilingualism including SPED/IEP	0	0	0	2	0	0	0	0	0	0	0	0	2
ESL methods including SPED/IEP	0	0	0	1	0	0	0	0	0	0	0	0	1
ESL methods including SPED & GT	0	1	0	0	0	0	0	0	0	0	0	0	1
Structure grammar of L1 (Spanish Language Arts SLAR)	0	0	0	1	0	0	0	0	0	0	0	0	1
Curriculum													
Material selection and adaptation of English resources	0	2	3	1	0	0	0	0	0	0	0	0	6
Bilingual curriculum material selection and adaptation of English and Spanish resources	0	2	1	1	0	0	1	2	0	1	0	2	10
Material selection and adaptation of English resources SPED/IEP	0	0	0	1	0	0	0	0	0	0	0	0	1
Material selection and adaptation of English resources GT	0	0	0	0	1	0	0	0	0	0	0	0	1

Table 12 Continued

Category	Attendees as Categories												
	0	1-20	21-40	41-60	61-80	81-100	101-120	121-140	141-160	161-180	181-200	Not reported	Total
Assessment													
English proficiency assessment	0	3	13	11	0	0	0	2	0	0	0	1	30
Content assessment	0	0	0	0	0	0	1	0	0	0	0	0	1
Content assessment SPED/IEP	0	0	0	0	0	0	0	0	0	0	1	0	1
State certification													
State Certification Testing Preparation 154 ESL	0	17	3	0	0	0	0	0	0	0	0	0	20
State Certification Testing Preparation 164 BTLPT	4	25	4	3	0	0	0	0	0	0	0	0	36
Models, theory and research	1	3	3	0	1	0	1	1	0	0	0	0	10
History, legislation	0	0	0	0	1	0	1	0	0	0	0	0	2
Knowledge of cultural and linguistic diversity	0	1	0	0	0	1	0	0	0	0	0	0	2
Bilingual learners' social emotional and academic development	0	2	0	0	0	0	0	0	0	0	0	0	2
Bilingual learners' social emotional and academic development SPED/IEP	0	0	0	0	0	1	0	0	0	0	1	0	2
Total	15	74	43	27	8	2	4	5	2	1	2	3	186

Research Question 4: Association between session attendance by grade level

The chi-square test showed that there was not a significant association between session attendance and sessions' target grade levels, $\chi^2 (88) = 60.164, p = 0.99$. Consequently, concluding that sessions were more popularly attended based on grade level targeted would not be statistically appropriate. Table 13 has the results. Table 14 shows the crosstabulation between the two variables.

Table 13

Chi-Square Results for Attendee Categories by Target Grade Levels

Nonparametric statistic	Value	*df*	*p* (2-sided)
Pearson Chi-Square	60.164	88	0.990
Likelihood Ratio	67.118	88	0.952
Linear-by-Linear Association	0.074	1	0.786
n	186		

Research Question 5

Research Question 5 asked whether there were statistically significant differences in numbers of hours offered by topic. The chi-square test showed that there was not a significant difference between session topic (categories of sessions) and numbers of hours offered by topic, $\chi^2 (69) = 79.511, p = 0.182$. Table 15 has the results.

Table 14

Crosstabulation for Attendee Categories and Target Grade Levels

Attendee Categories	Target Grades for Content									Total
	PK-12	PK-5	PK-2	PK-6	Grade 3	Grades 2-3	Grades 3-5	Grades 3-8	Grades 1-5	
0	0	12	2	0	0	0	1	0	0	15
1-20	35	27	4	4	2	1	1	0	0	74
21-40	22	19	2	0	0	0	0	0	0	43
41-60	17	7	0	1	0	0	0	1	1	27
61-80	2	5	1	0	0	0	0	0	0	8
81-100	1	1	0	0	0	0	0	0	0	2
101-120	4	0	0	0	0	0	0	0	0	4
121-140	3	2	0	0	0	0	0	0	0	5
141-160	0	2	0	0	0	0	0	0	0	2
161-180	0	1	0	0	0	0	0	0	0	1
181-200	2	0	0	0	0	0	0	0	0	2
Not Reported	1	2	0	0	0	0	0	0	0	3
Total	87	78	9	5	2	1	2	1	1	186

Table 15

Chi-Square Results for Categories of Sessions and Numbers of Hours Offered by Topic Hours

Nonparametric statistic	Value	df	p (2-sided)
Pearson Chi-Square	79.511	69	0.182
Likelihood Ratio	74.720	69	0.298
Linear-by-Linear Association	0.094	1	0.759
n	186		

Most sessions were offered for 1 to 9 hours as seen in Table 16. Only 4 sessions (2.2%) lasted 28 to 36 hours. The topics of these sessions were Bilingual teacher certification preparation ($n = 3$) and program models, theory and research ($n = 1$). Only 11.3 % of the sessions ($n = 21$) were offered for 19 to 27 hours. These topics included: methods for subject matter content in English (sheltered methods; $n = 8$); English proficiency assessment ($n = 9$); Bilingual teacher exam preparation ($n = 4$). Out of 186 sessions, 9 sessions (4.8%) included 10 to 18 hours of PD. These sessions included the following topics: English proficiency assessment ($n = 7$), bilingual teacher exam preparation ($n = 1$) and bilingual learners' social emotional and academic development ($n = 1$).

Table 16

Crosstabulation for Session Categories and Numbers of Hours Offered by Topic Hours

Category	Numbers of hours offered by topic				
	1-9	10-18	19-27	28-36	Total
Teaching Methods					
Native language (L1) literacy	2	0	0	0	2
Second language (L2) literacy	4	0	0	0	4
ESL methods	15	0	0	0	15
Bilingual methods	1	0	0	0	1
Methods for subject matter content in English (sheltered methods)	26	0	8	0	34
Native language (L1) literacy including SPED/IEP	1	0	0	0	1
Second language (L2) acquisition and bilingualism including SPED/IEP	2	0	0	0	2
ESL methods including SPED/IEP	1	0	0	0	1
ESL methods including SPED & GT	1	0	0	0	1
Structure grammar of L1 (Spanish Language Arts SLAR)	1	0	0	0	1
Curriculum					
Material selection and adaptation of English resources	6	0	0	0	6
Material selection and adaptation of English and Spanish resources	10	0	0	0	10
Material selection and adaptation of English resources SPED/IEP	1	0	0	0	1
Material selection and adaptation of English resources GT	1	0	0	0	1
Assessment					
English proficiency assessment	14	7	9	0	30
Content assessment	1	0	0	0	1
Content assessment SPED/IEP	1	0	0	0	1
State Certification					
Testing Preparation 154 ESL	20	0	0	0	20
Testing Preparation 164 BTLPT	28	1	4	3	36
Models, theory, and research	9	0	0	1	10
History, legislation	2	0	0	0	2
Knowledge of cultural and linguistic diversity	2	0	0	0	2
Bilingual learners' social emotional and academic development	2	0	0	0	2
Bilingual learners' social emotional and academic development SPED/IEP	1	1	0	0	2
Total	152	9	21	4	186

CHAPTER 5

CONCLUSIONS

This chapter presents a summary of the study and important conclusions made from the data described in Chapter 4. The purpose of this study was to better understand PD focused on teaching of ELs, examine the content of these sessions, the types of sessions available to teachers of ELs, specifically examining aspects such as the frequency of sessions by each topic, frequency of sessions conducted in Spanish and what difference if any exists between sessions by grade level, attendance and session topic and attendance and grade level. The materials used were the EL session topic and session description conducted by one teacher training center in 2020-2021 year. There were 186 EL related sessions conducted from March 2020-February 2021. An academic year (2020-2021) of EL related PD was analyzed for this study.

Teacher professional development has been discussed widely in research. However, despite the growing body of literature on the topic of professional development, there is a mismatch between what is known about effective PD and what is actually available to teachers. Most in-service professional development offered short-term workshops that introduce teachers to various concepts without providing a connection to practice that is needed for the PD to be effective. In a more recent review of the literature on PD, Kennedy (2016) concluded that professional learning of teachers is still an area where researchers do not have a consensus, specifically how it works, what happens in PD, how it facilitates teacher learning, and how it changes teacher practices. Teachers are required to participate in PD every year. Large sums of federal money is spent on the design and implementation of PD programs.

Less is known about the professional development related to teachers of ELs. Less than half of the bilingual/ESL teachers in Franco-Fuenmayor et al.'s (2015) study reported never

receiving any PD related to ELs. Their participating teachers stated that the PD they did receive was inadequate for their needs.

Growing numbers of EL students in the nation's classrooms have not only created a critical need for bilingual and ESL teachers but also made the need for EL-related PD so that teachers are better equipped to meet the ever-changing demands and needs of their EL students. English learners have the lowest graduation rates. These students' performance on standardized tests is lowest among all other groups. Many content teachers express being unequipped to meet the challenges of the CLD students and often see EL specialists as responsible for educating ELs. Oral language, academic language, and cultural diversity were the areas where teacher candidates are unprepared to fully support the emergent bilinguals (Samson & Collins, 2012).

Knowing the professional development topics emphasized by PD providers represent an important step in evaluating PD effectiveness and could help PD developers in planning PD programs to better address the needs of teachers who increasingly have EL students in their general education classrooms. Therefore, this chapter includes a review of the purpose and research questions, methodology, and findings; discussion of the findings; implications for practice; and recommendations for further research.

A document analysis of EL-related PD sessions conducted in one academic year by one PD provider was conducted. This PD provider was selected for the high number of ELs it serves (38 % in year 19-20) and the area this center serves also employs the largest number of EL teachers (11% in year 19-20). The study employed a content analysis, a research method that uses various procedures to evaluate the text, the message and make inferences. A codebook developed by Menken and Antuñez (2001) and the 10 topics from López et al. (2013) were selected to analyze the content of the EL-related sessions. The 24 codes used came from Menken

and Antuñez (see Appendix A). The data collection was conducted in two phases. Phase one collection procedure included finding all K-5 sessions offered to regular education teachers. These sessions were put in a special EXCEL spreadsheet. The second phase included identifying only sessions targeting teachers of ELs. In order to identify these EL-related sessions a keyword procedure was employed. Once the EL-related sessions were identified, the EXCEL spreadsheet was organized in the following manner for each EL-related session:

- Session title

- Session description

- Numbers of hours offered by topic

- Number of attendees

- Grade level of attendees

Two coders coded the sessions using the 24 codes from the Menken and Antuñez (2001) matrix and López et al.'s (2013) 10 topics. The original Menken and Antuñez matrix consisted of 31 codes. It was determined that 20 of the 31 codes would be used for the purpose of analyzing the content of the sessions of EL-related PD. Interrater agreement was calculated for the validity and reliability. Interrater agreement of 95% was established for 186 sessions. Chi-square was the main statistical analysis technique used to determine if there are differences in the session topics by grade level and by attendance and length of sessions (Questions 2-5). To determine the percent of EL-related sessions a frequency was calculated.

Research Question 1 asked: What percent of all PD sessions offered to K-5 content area teachers of one teacher training center was devoted to working specifically with English learners? This question was answered by calculating the total number of sessions offered to K-5 teachers in one

calendar year. The researcher calculated 627 sessions offered to K-5 teachers. The proportion of sessions devoted to teachers of ELs in this study was 29.7%.

Research Question 2 asked: What are the topics covered in this teacher training center PD sessions offered to teachers instructing ELs in K-5 classroom? It had two sub questions that produced its findings.

Research Question 2a was: What is the frequency of the PD sessions by each topic? Content analysis of the sessions revealed 24 topics. The majority of the EL-related sessions were devoted to bilingual teacher test certification preparation. Methods for subject matter content in English was the second most frequently offered session topic followed by English proficiency assessment. State certification testing for ESL teacher exam sessions was the next popular topic (10.8%) followed by ESL teaching methods (8.1%). Program model, theory and research topic share the same frequency as Bilingual Curriculum: material selection and adaptation of English and Spanish resources topic (5.4%). The remaining session topics were not offered as frequently (3% and less).

Research Question 2b was: What is the frequency of the PD sessions conducted in Spanish? Out of 186 total EL-related session occurrences, 18 (9.7%) sessions mentioned Spanish as a language to be used in the session description or title.

Research Question 3 was: Are there statistically significant differences in PD session topics by grade level? If so, what the differences are? The chi-square test showed that there was significant association between session topics and grade levels. Almost half the sample of sessions at 87 or 46.8% were presented as benefitting PK-12 educators, and another large percent of 41.9%, or 78 sessions, were specific to PK-5 educators. The number of sessions listed targeted grades that Grade 3 alone (2 sessions only) or Grades 2-3 (1 session). The chi-square test also

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revealed that the number of sessions offered to third through fifth grade teachers, and the number of sessions offered to third through eighth grade teachers, as well as the number sessions targeting teachers of first through fifth grades, were significantly lower than the number of sessions targeting teachers in PK-12 and PK-5.

Research Question 4a asked: Are there statistically significant differences in PD session attendance by session topic? The chi-square test showed that there was a significant association between session attendance and session topic. Native language (L1) teaching methods topic was one of the topics with zero attendees registered. Another topic that had zero attendees was bilingual teaching methods.

Research Question 4b asked: Are there statistically significant differences in PD session attendance by grade level? The chi-square test showed that there was not a significant association between session attendance and session grade level. While the chi-square was not significant, a visual analysis of the crosstabulation table showed that about half of all sessions attended were reported as targeting PK-12, essentially all teachers regardless of grade.

Research Question 5 asked: Are there statistically significant differences in numbers of hours offered by topic by PD session? There were significant differences. The bulk of the numbers of hours offered by topic was at 81.7% of all sessions in the sample awarded as between 1 through 9 hours. However, over 10% of the sample represented numbers of hours offered by topic ranging from 19 to 27 hours. The remaining numbers of hours offered by topic were split between 10 to 18 hours (4.8%) and 28 to 36 hours (2.2%).

Discussion

Spies et al. (2017) proposed that PD should be "differentiated, ongoing, and confront theoretical and pedagogical beliefs" (p. 39), discern between bilingual/bicultural teachers, and

differentiate by language, culture, and experience; however, the current findings suggest that PD has not been differentiated as recommended. Researchers also recommended that PD should be ongoing and teachers should be given an opportunity for critical reflection to help them confront theoretical and pedagogical beliefs. The sessions categories offerings in the sample did not suggest that teachers had opportunities for reflection and for deeper examination of their teaching methods with EL students. The training offered in the sample suggested a focus on acquiring knowledge and practice, but the research reviewed indicated that learning about best practices in teaching methods should be a major focus of most PD for EL educators. To change educator's practices, PD needs to be ongoing with consistent and immediate feedback; however, the findings suggested that EL educators receive non-differentiated PD in single session workshops. With these contrasts to the literature in mind, the remainder of the discussion addresses each research question.

Research Question 1 Discussion

The proportion of sessions devoted to teachers of ELs in this study was 29.7%. However, 30.2% of all 186 sessions devoted to Els targeted teachers seeking ESL or Bilingual certifications. The number of EL students in this area was almost 40%, and even though 30% of PD sessions targeting EL teachers seems adequate, the growing size of the EL student population suggests more PD focused on other topics continues to be needed. These findings suggest the professional development provided was not sufficient to help them teach these students and the quality of in-service PD they received was of concern (Franco-Fuenmayor et al., 2015; Gándara et al., 2005; Hiatt, 2016).

Research Question 2 Discussion

The majority of the EL-related sessions were devoted to ESL and bilingual teacher test certification preparation (30.2%) rather than on teaching methods. Less than 10% of all PD sessions were offered in Spanish language to the teachers. It would be helpful to provide sessions in Spanish particularly for lower grade bilingual teachers who are required to teach in Spanish. The data support the need for adding more Spanish language PD to training center offerings as recommended by Gallo et al. (2008). As Franco-Fuenmayor et al. (2015) noted, teachers want more resources in Spanish and more guidance on program implementation. Research states that effective bilingual teachers need to have good language proficiency in both languages to enhance academic language and strengthen students' vocabulary (Batt, 2008; Franco-Fuenmayor et al., 2015; Hiatt & Fairbairn, 2018; Rodriguez et al., 2014).

The focus of the PD appeared to be about certification rather than best practices in teaching and learning for EL students, with 8.1% as ESL teaching methods, 18.3% as methods for subject matter content in English, and 16.1% as English proficiency assessment. The range of most offered sessions was limited, suggesting Doran (2017) was correct in concluding that teachers of ELs wanted more practice with strategies. Further, the data supported Hiatt (2016) who revealed that teachers expressed having poor preparation for the culture, instruction, and assessment. In fact, oral language, academic language, and cultural diversity are the areas where teacher candidates have reported being unprepared to fully support emergent bilinguals (Samson & Collins, 2012).

Research Question 3 Discussion

The PD sessions were not targeted to individual grades, except in three cases, Grade 3 alone (2 sessions only) or Grades 2-3 (1 session). The findings appeared to directly contradict the

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recommendations by Franco-Fuenmayor et al. (2015), who suggested PD needs to be directed to individual grades during the school year when teachers need more support and coaching. Conversely, the PD sessions were reported in the data as targeting all PK-12 educators or PK-5 educators. However, Gándara et al. (2005) indicated that secondary school teachers have different needs than elementary school teachers. Gándara et al.'s secondary teachers cited needing strategies for teaching academic content and cultural training, while the elementary teachers needed English language development PD. Sessions such as those in the data sample were not clearly reported as making those distinctions for meeting teachers needs with elementary versus secondary considerations. The data showed that the sessions were brief one-stop workshops. The findings support Honigsfeld and Dove who lamented that single session workshops often have little impact on student achievement and do not differentiate for teachers' levels of expertise, years of teaching experience, and personal preferences for learning new content.

Research Question 4 Discussion

The observable data suggest that sessions targeting all grades PK-12 were more attended, but sessions targeting specific topics such as native language (L1) teaching methods and bilingual teaching methods did not have any attendees registered in the data against recommendations made by Wilde (2010) about the important of knowledge and skill for English language development and bilingual instruction. However, teachers should learn the theory (Short, 2013) behind the practical aspects such as the process of second language acquisition, the stages of SLA, and the role of L1 in acquiring English.

Few PD sessions in Spanish were attended, yet Franco-Fuenmayor et al. (2015) stated that vocabulary, literacy, language development, use of technology, and differentiated instruction

tend to be areas in which teachers want more training, suggesting that Spanish-language PD would provide that specificity for teachers. Finally, it was noted that there were no PD sessions attended in this teacher training center about parent-teacher communication and relationships even though teachers struggle with communicating with parents (Gándara et al., 2005; Hiatt, 2016).

Research Question 5 Discussion

There were significant differences. The bulk of the numbers of hours offered by topic hours was at 81.7% of all sessions in the sample awarded as between 1 through 9 hours, suggesting the PD represented the single workshop model that does not enable teachers to gain practice over time that includes coaching and feedback. Short (2013) offered guidelines for delivering systematic sheltered instruction PD emphasized that training should be spread over 1 school year, with follow- up workshops, job embedded, for supporting teachers as they learn new techniques. Indeed, Castro et al. (2017) recommended that PD be targeted as an intervention and last for up to 2 years to get changes in teacher practices, particularly for ensuring EL students receive instruction from a best practices viewpoint. The data suggest that the PD provider represented in the study did not diversify their workshops for ensuring teachers received higher number of hours offered by topic for their PD participation.

<div align="center">

Conclusions

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The data in the present study showed that there were fewer PD opportunities provided to teachers of ELs compared to sessions covering general education content. The greatest percentage of PD topics covered in the 1-year sample of PD offerings concentrated on certification exam preparation. Perhaps, the PD provider is focusing on these as this is where their greatest needs are. More research needs to be done to determine this. Sessions offered in

Spanish were limited and mostly available within sessions covering bilingual teacher exam preparation. Because lower grade bilingual teachers in lower elementary grades are required to teach in Spanish, it would be helpful to provide sessions related to L1 in Spanish as it will help strengthen vocabulary and language proficiency required for bilingual teachers. One day workshop prevailed as most of the offerings. Offering only a one-day PD on a topic does not consider that teachers may be at different stages in their cultural awareness and need more or less time to process content (Colombo, 2007). Majority of sessions did not target a specific grade level. Sessions targeting teachers in PK-12 category clearly shows lack of understanding that teachers in PK are not to learn the same concepts that teachers in sixth grade. Lack of focus on a specific grade level could be a budget friendly alternative to providing PD that reaches more teachers but did not take into account that making explicit connections between the contents of the workshop and the students will be difficult to accomplish in a one day session. Most of the offered sessions focused on sheltered instruction strategies. None of the sessions involved inviting administrators or key district leaders. PD did not target a specific audience; a broad category of teachers of ELs was used to describe the audience for session description, perhaps, this is an approach the training center uses to reach more teachers.

Implications for Practice

Data collected in this study showed that some sessions had very low attendance. Topics of PD should be evaluated periodically by tracking attendance. Decisions about PD topics should be based on the needs of teachers. Data in this study shows that despite low attendance or no registrations reported these sessions were continued to be offered. In addition, knowing the specific needs of teachers can be possibly resolved during a PD session and could help PD providers provide an evaluation aspect to a PD session where impact of the session is measured.

Data showed that the topics of the sessions focused heavily on the sheltered methods and certification exams for bilingual teachers. PD needs to go beyond the traditional format covering curriculum, teaching, and learning (Doran, 2014, 2017). Teachers should not just be introduced to the teaching methods and assessment domains. Franco-Fuenmayor et al. (2015) indicated bilingual and ESL teachers do not feel that the in-service training in districts addresses their needs. The lack of attendance at many sessions may indicate the topics of these PD sessions did not meet their needs.

Additional topics need to be considered that are beyond generic offerings to provide PD where principals and teachers develop a common dialogue that PD providers can use to make more targeted, focused, and effective PD. Guided reflection and coaching between teachers and principals can be used, such as through PLCs, to challenge beliefs in a non-threatening way with problem solving discussions (Darling-Hammond & Richardson, 2009; Menken & Solorza, 2015; Spezzini et al., 2015). An implication involves key district leaders supporting teachers by participating in PD and implementing practices and structures that help their teachers assume shared leadership. Teachers need to be supported and encouraged to act, address inequities, and injustices so central when working with Els (Slack, 2019). An implication is that PD as a collaborative effort between PD providers and PD participants would better support teachers' efforts to ensure students are successful. PD providers could design special PLCs, given the increased use of web conferencing technology, and offer them as part of meeting teachers' needs.

PD providers should consider that PD needs to be differentiated by teachers' experiences and credentials, given that the majority of the PD sessions addressed limited topics like certification testing. Differentiated and ongoing PD can be done with key district and school leaders in a form of discussions where teachers voices are heard and where teachers make

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decisions about curriculum, assessment, and learning for the benefit of their students. Collaborative PD, such as through PLCs, will also help PD providers become more familiar with the challenges these teachers endure could also help PD providers prepare a more targeted PD, develop the type of PD that will help understand the challenges involved in teaching EL effectively and prevent teachers of ELs from being insufficiently prepared (Franco-Fuenmayor et al., 2015; Spies et al., 2017).

Data in this study showed that administrators were not listed as participants in any of the sessions offered. Educators should not be alone in creating high quality learning, administrators should be there learning with teachers to support teachers, students, and families. Administrative engagement has been recommended as an element of high-quality PD (Combs & Silverman, 2016; Opfer & Pedder, 2011); however, the majority of PD in the data was lacking in this regard.

Finally, the researcher recommends that PD should specify and not use a general label like teachers of ELs or teachers of Grades PK-12. The data indicated that most sessions were listed as targeting teachers of all grades or teachers of all elementary grades. Also, the data did not show any demarcation of whether sessions were targeting novice teachers versus veteran teachers. Consideration of the unique needs of novice, veteran, EL, and bilingual teachers, bilingual teachers in the session descriptions so that teachers could see the PD as differentiated by teachers' experience and by the ages of the students they teach could improve attendance. PD developers could initiate the process of change and make a difference for EL students through engaging, high quality PD offerings that are differentiated for teachers' language, culture, and experience.

Recommendations for Further Research

Because the 19 core practices identified by Peercy (2014) for teaching content area subjects were not observed in the data, the core practices for EL students have not been yet identified. A conceptual EL PD framework should be developed that focuses on the practice-based pedagogy for ELs, which in turn will help PD developers design focused and targeted PD sessions.

Research needs to address issues that will make PD topics more relevant to teachers. The number of sessions listing targeted grades that Doran (2017) also discussed includes the need for research on "how school or system might adapt PD offerings" (p. 558) to the different skills and levels of teachers and addressing the difference in knowledge the EL teachers have compared to general education teachers. Thus, future researchers could survey teachers about why they do or do not choose to attend certain types of or particular topics of PD that are offered by their PD providers. Such research could be used to better design PD that not only meets teachers needs but expands the breadth of PD for curriculum, assessment, and learning (Doran, 2014, 2017).

Research exists on the challenges EL teachers experience when working with EL population and researchers can identify the shared knowledge of teaching about ELs which will improve EL-related PD. PD developers and EL teachers and EL researchers need to collaborate on the topics that are relevant to them since previous discussions have been conducted without attending to the voices of EL PD providers. Understanding what difficulties and needs these PD providers have in their PD design may help EL researchers and other PD providers make more effective PD sessions. There are a few anecdotes and informal observations of EL PD providers and what they encounter developing or conducting PD. A specific examination of the difficulties and needs of the EL PD designers could guide researchers in preparing better teachers for our

English language learners. The researcher suggests exploring outcomes and teacher perceptions of session presentation strategies for engaging teachers at a high-level during PD and connecting PD to the needs of teachers have been reported to improve teacher's attitudes (Kibler & Roman, 2013; Mellon et al., 2018; Song, 2016) and had a positive impact on changing teachers' practices (Mellon et al., 2018; Song, 2016).

Further research examining EL-focused PD offerings and differences in EL-related PD offerings in various districts and PD providers is needed to determine the level of focus on certification versus best practices in EL instruction. PD can improve teachers' beliefs and practices (Mellon et al., 2018; Spies et al., 2017; Song, 2016), and links between PD and EL students' performance have been demonstrated by Castro et al. (2017). However, with 30% of all PD in this study's data focusing on certification, more studies about EL teacher PD that is focused on how teachers select and use curriculum, the use of assessments with EL students, models and theory of bilingual or EL education, cultural and linguistic diversity, students social emotional and academic development, and even legal and historical issues related to EL education. Such research could be used to inform policy makers and PD providers about what PD topics EL teachers do perceive as most valuable to them.

Limitations

The data in this study were collected during spring 2020 and fall 2021, specifically representing the period of March of 2020 through February of 2021. Data collection coincided with the start of the COVID-19 pandemic in US, during which schools and institutions in the state were closed during mid-March 2020, operated online for the remainder of the 2019-2020 school year. PD attendance was one of the variables examined in this study. A few of the

sessions had zero attendees registered in March 2020. The lack of attendees could have been due to the start of the pandemic. Therefore, data in this study should not be generalized.

Another limitation of this study is that only 1 year of PD was researched. Collecting data longitudinally over several years could have shown a different trend in topics and attendance, the major variables. In addition, data in this study came only from one PD provider. Collecting data from additional regions in state or the US or different PD providers such as in service teacher PD provided by the districts or local teacher organizations such as state TESOL affiliates (Teaching English as a Second Language) or state Bilingual Education affiliates could have strengthened the study's generalizability.

The data came from a database of PD sessions provided by a single PD provider. The dataset was subject to the same limitations of secondary data that prevent a researcher from manipulating the variables when they have been defined by the primary organization collecting the data (Hsieh & Shannon, 2005). In the case of this research, the PD provider set the parameters of the variables. In particular, the grade level targeted for the PD sessions did not allow for mutually exclusive categories to be formed, such as categories of Grades PK-5 for elementary versus Grades 6-12 for secondary, because almost half of the PD sessions were listed for all grades, effectively listed as Grades PK-12. Other sessions were listed for Grades 2-3 or even Grades 3-8. Future analysis using more specific representations for the grade levels taught. The grade level category caused the findings to have reduced generalizability.

Finally, the study employed a content analysis method, which utilizes a quantitative coding procedure. The researcher was not able to get an in-depth perspective on the topics as to what specific ideas are emphasized in this in-service teacher PD. Having only session title and session description variables reduced the researcher's ability to capture the scope and substance

of the sessions as experienced by both PD provider and participants. The researcher was not able to capture the discussions and elaboration of ideas that occurred during the actual PD sessions. It is possible that the PD provided went beyond the stated focus areas and issues described in the session descriptions. Because of these limitations, further research to examine PD topics in a more complete manner is needed to gain a more informed perspective on the topic of PD.

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Codes for Sessions

10 **Teaching Methods (**If SPED/IEP add 6 to end of code; If GT add 7 to end of code; If all the above add 8 to end of code**)**

    11   First language acquisition process
    12   Teaching Methods in Native Language Literacy (L1)
    13   Second language acquisition process and bilingualism
    14   Second language (L2) literacy
    15   ESL/ELD Methods
    16   Bilingual Methods
    17   Methods for subject matter content in L1
    18   Methods for subject matter content in English (sheltered methods)
    191   Structure/grammar of English
    192   Structure grammar of L1 *(Spanish Language Arts SLAR)*

20 **Curriculum**

Merge original 21 (Materials selection) and 22 (Materials adaptation) into NEW 23

    23   Curriculum: material selection and adaptation of English resources (old 21 and 22)
    24   Bilingual Curriculum: material selection and adaptation of English and Spanish resources

30 **Assessment (**If SPED/IEP add 6 to end of code**)**

    31   Assessment of EL Students/language assessment
    32   Assessment of subject content (in English and/or L1)

40 **State Certification Testing Preparation**

    41   Certification exam for ESL teachers
    42   Certification Exams for Bilingual Teachers

50   Models, theory and research
60   History, legislation
70   Bilingual learners social emotional and academic development
80   Knowledge of cultural and linguistic diversity

Grade Level

0=not indicated	5 = Grade 3
1=PK-12	7=Grade 2-3
2=PK-5	8=Grade 3-5
3=PK-2	9=Grade 3-8
4=PK-6	10=Grade 1-5

For original ATTENDEE, Number registered, if not provided = 500

Attendees RECODED

0 = "0 registered"

1 = "1-20 registered"
2 = "21-40 registered"
3 = "41-60 registered"
4= "61-80 registered"
5= "81-100 registered"
6= "101-120 registered"
7= "121-140 registered"
8= "141-160 registered"
9= "161-180 registered"
10= "181-200 registered"
500= "no data reported"

NUMBERS OF HOURS OFFERED BY TOPIC RECODED

1= "1-9 hours"
2= "10-18 hours"
3= "19-27 hours"
4= "28-36 hours"

Coding EL-Related Topics for Content: Coding Instructions

Scan the session title and session description for evidence (i.e., words and phrases) of the occurrence of EL-related topics. The following table lists and provides examples of the topics in the right column. Please use only these topics.

Teaching Methods	Examples of topics
First language acquisition process Native language. (L1) acquisition: knowledge of theories and research about how all students acquire their first language, including recognizing the stages and skills acquired at each stage	● How students acquire their native language/Spanish, the process of it ● Processes of first language acquisition (basic constructs of L1 development).
Native language (L1) literacy: knowledge of how L1 reading and writing develop, and how L1 literacy influences the development of L2 literacy	● Respect for and incorporation of students' first language in instruction ● Knowledge of research regarding how L1 literacy influences development of L2 literacy
Second language (L2) acquisition and bilingualism: knowledge of theories and research about how students acquire a second language, including recognizing the stages and skills acquired at each stage and understanding the role of individual learner variables in the process of learning a second language; knowledge of the components of students' L1 and L2, including similarities and differences between L2 and L1	• Knows how to promote students' biliteracy by maintaining students' literacy in L1 while developing students' literacy in L2 • Using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2 • Including authentic children's literature in L1 and L2
Second language (L2) literacy: Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2).	• Knows how to help students transfer literacy competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies). • Knows how to apply linguistic concepts (e.g., comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy

Teaching Methods	Examples of topics
ESL methods: knowledge of effective research-based strategies used to develop both content knowledge and English language proficiency, which excludes the use of a student's native language (e.g., application of sheltered instruction and content-based instruction models). In contrast to L2 acquisition and bilingualism and L2 literacy, this category includes content about how to teach the skills of reading, writing, speaking, and listening.	• Knows and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum • Providing focused, targeted and systematic second-language acquisition instruction to English-language learners (ELLs) in Grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening, speaking, reading and/or writing in accordance with the English Language Proficiency Standards (ELPS)
Bilingual methods: knowledge of culturally and linguistically responsive approaches to learning that builds upon a student's background knowledge by integrating native language, home culture, and learning needs; knowledge of methods that incorporate teachers' use of both the student's L1 and English to teach content and promote bilingualism and biliteracy. In contrast to L2 acquisition and bilingualism, this category includes content about how to teach the skills of reading, writing, speaking, and listening utilizing both English and a native language.	• Knowledge of methods that incorporate teachers' use of both the student's L1 and English to teach content and promote bilingualism and biliteracy • Content about how to teach the skills of reading, writing, speaking, and listening utilizing both English and a native language
Methods for subject matter content in L1: Knows various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive academic language and content-area knowledge and skills and learning strategies in L2 (e.g., using prior knowledge, metacognition, and graphic organizers) across content areas.	• Knows how to differentiate content-area instruction based on student needs and language proficiency levels in L2 • How to select and use a variety of strategies and resources, including technology, to meet students' needs

Teaching Methods	Examples of topics
Methods for subject matter content in English (sheltered methods): Knows how to apply linguistic concepts (e.g., comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy	• Integrate ESL techniques in reading instruction to promote the development of L2 literacy
Structure/grammar of English: Knows how to help students transfer literacy competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2	• Phonemic awareness • Decoding skills • Comprehension strategies
Structure grammar of L1 (Spanish Language Arts SLAR): Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development.	• Patterns and stages of literacy development in L1 • How to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development
Curriculum	**Examples of topics**
Materials selection and adaptation of English resources: Knows the state educator certification standards in reading/language arts in grades EC–12, understands distinctive elements in the application of the standards for English and for L1 and applies this knowledge to promote bilingual students' literacy development in L1.	● Culturally and linguistically accessible materials for EBs of diverse backgrounds and varying English proficiency levels ● Learn to evaluate materials based on students' English proficiency levels, cultural background, and learning needs ● Technological resources to enhance language and content-area instruction for EBs
Bilingual Curriculum: material selection and adaptation of English and Spanish resources	• Knows the statewide Spanish language arts and reading curriculum for grades EC–6 and ESL middle and high school, as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS)

Teaching Methods	Examples of topics
	• Applies this knowledge to promote bilingual students' L1 literacy development in grades EC–12 • Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development

Assessment	Examples of Topics
English proficiency: Understands procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment and instructional placement of English-language learners, including identification of students' English-language proficiency levels in the domains of listening, speaking, reading and writing. These proficiency levels are in accordance with the descriptors for the beginning, intermediate, advanced and advanced-high levels as described in the English Language Proficiency Standards (ELPS).	• Language Proficiency Assessment Committee for the identification, assessment and instructional placement of English-language learners • Identification of students' English-language proficiency levels in the domains of listening, speaking, reading and writing • These proficiency levels are in accordance with the descriptors for the beginning, intermediate, advanced and advanced-high levels as described in the English Language Proficiency Standards (ELPS)
Content assessment: Knows how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to provide appropriate instruction in a manner that is linguistically accommodated (communicated, sequenced, scaffolded) to the students' levels of English language proficiency to ensure that the student learns the knowledge and skills across all content areas in both L1 and L2.	• Knows how to create authentic and purposeful learning activities and experiences in both L1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS) • Developing the foundation of English-language vocabulary, grammar, syntax and English mechanics necessary to understand content-based instruction and accelerated learning of English in

Teaching Methods	Examples of topics
	accordance with the English Language Proficiency Standards (ELPS)
State Certification Testing Preparation	**Examples of topics**
The certification exam for ESL teachers	• ESL exam
Certification Exams for Bilingual Teachers	• bilingual exam • test prep sessions
Models, theory, and research	• Models of bilingual education, including characteristics and goals of various types of bilingual education programs • Research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a campus • Knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models
History, legislation	• The historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education • The effects of demographic changes on bilingual education • Knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education

Teaching Methods	Examples of topics
	program and to advocate equity for bilingual students
Bilingual learners social-emotional and academic development: knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs	- Emphasizing the benefits of bilingualism and biculturalism - Selecting linguistically and culturally appropriate instructional materials and methodologies
Knowledge of cultural and linguistic diversity: knows how to create an effective bilingual and multicultural learning environment	- Demonstrating sensitivity to students' diverse cultural backgrounds and generational/acculturation differences - Showing respect for regional language differences - Incorporating the diversity of the home into the classroom setting - Applying strategies to bridge the home and school cultural environments

APPENDIX B: SYSTEMATIC LITERATURE REVIEW TABLES

Table A.1

Studies on the Teacher's Perspectives and Experiences with EL-related PD

Study	Participants	Purpose	Method	Conclusions
Varghese, M. (2006). Bilingual teachers-in-the-making in Urbantown. *Journal of Multilingual and Multicultural Development*, 27, 211-224.	4 bilingual teachers in 3 different schools Northeast US	Explored how the professional identities of bilingual teachers in the urban school district were formed through PD.	Ethnographic approach Interview and observation of teaches, teacher trainers, and administrators	Bilingual teachers experienced tensions on many levels; their needs are not being met by the district, lack of materials and teachers were confused about language use and what to do in the classroom, they experienced marginalization and alienation. Varghese recommended that topics such as teacher agency and advocacy are built into the professional development. She also suggested providing bilingual teachers with space where they can discuss issues faced in the bilingual classrooms in a local context.
Reeves, J. R. (2006). Secondary teachers' attitudes toward including English language learners in mainstream classrooms. *Journal of Educational Research,* 99(3), 131–142.	279 high school subject area teachers in Southeast US	To examine secondary teachers' attitudes and perceptions of EL Inclusion. One of the questions addressed secondary teacher attitudes towards ESL PD.	Survey	Teachers had mixed feelings about participating in EL-related PD with 45 % of teachers reporting that they were not interested in attending EL-Related PD. Approximately half of the teachers were interested in receiving training.
Ross, K. (2014). Professional development for practicing mathematics teachers: a critical connection to English language learner students in mainstream USA	181 Math educators Pk-12 94% were K-12 teachers	Examine EL-related PD opportunities	Survey	Most participants participated in more than one PD opportunity. PD sessions they attended included cultural, language proficiency, cultural and life experiences of ELs, connecting math and EL culture, knowledge, differentiating

Study	Participants	Purpose	Method	Conclusions
classrooms. Journal of Mathematics Teacher Education, 17(1), 85–100.				instruction for ELs, linguistics, differences between BICS and CALP. School is where they received most of their PD (40%) and 60% elsewhere, college/university (42%), business corporation 1%), state level agency (23 %), 4 % community organization. 82% had opportunities to learn about EL through PD, but only 46% actually attended these EL math related sessions and only about one third attended sessions on linguistics (37%). The most frequent type of session attended was one time workshop.
O'Neal, D. D., Ringler, M., & Rodriguez, D. (2008). Teachers' Perceptions of their Preparation for Teaching Linguistically and Culturally Diverse Learners in Rural Eastern North Carolina. Rural Educator, 30(1), 5–13.	24 rural elementary school teachers in North Carolina	Assess teacher's perceptions of their preparedness to teach ELs. One question asked about PD preferences.	Interview	25 % are prepared to teach ELs, 100 % responded they would participate in PD if it was offered. On site workshops, online courses and a combination of these two were preferred. Rural teachers seemed interested in EL-related PD, but since they were located one hour from the closest university, it was convenience not the lack of desire to attend training.

Table A.2

PD Needs and Priorities

Study	Participants	Purpose	Method	Conclusion
Batt, E. G. (2008). Teachers' perceptions of ELL education: Potential solutions to overcome the greatest challenges. Multicultural Education, 15(3), 39-43.	161 ESL/Bilingual teachers and coordinators	Learn directly from educators what their challenges were and what needs to be improved in EL education, understand priorities and solutions of PD and teacher education. Investigated the challenges impeding effective education for ELs and what areas of PD are needed to overcome these challenges.	Survey	Survey revealed no support from administrators was reported as a challenge and reason for leaving the field. 52% of teachers wanted to create ESL consulting teacher positions, as thoughts on how to restructure PD. When asked to identify the areas where bilingual and ESL teachers needed PD: respondents prioritized: ESL methods, sheltered instruction, and first and second language literacy methods.
Franco-Fuenmayor, S. E., Padrón, Y. N., & Waxman, H. C. (2015). Investigating bilingual/ESL teachers' knowledge and professional development opportunities in a large suburban school district in Texas. *Bilingual Research Journal*, 38(3), 336-352.	225 bilingual and ESL teachers	Examined what PD opportunities are being provided to teachers of ELs and determine if there are differences in the training provided to ESL and Bilingual teachers.	Survey	PD activities focused more on instructional practices for ELs and research-based instructional strategies where the focus was on monolingual students . PD was insufficient, half received no PD during the school year, and some teachers felt their training was not useful. Many teachers expressed a desire to receive more training on the specific strategies they also wanted more guidance on program implementation. Vocabulary, literacy, language development, use of technology and differentiated instruction were among the other areas teachers wanted more training. More resources in Spanish and a need for a consistency in the curriculum they felt could improve the instruction of ELs

Study	Participants	Purpose	Method	Conclusion
Hansen-Thomas, H., Grosso Richins, L., Kakkar, K., & Okeyo, C. (2016). I do not feel I am properly trained to help them! Rural teachers' perceptions of challenges and needs with English-language learners. Professional Development in Education, 42(2), 308–324.	159 rural elementary and secondary teachers in Texas, more than half had ESL endorsement	To understand the needs of content area teachers in rural areas. One question asked about the greatest challenges rural teachers experience with ELs.	Survey	85% of teachers surveyed had prior ESL teacher training, attended workshops, seminars, and college courses covering ESL topics. Assessment was a challenging area, with 28 % feeling not at all competent. 25 % felt they needed literacy strategies for ELs. Challenges included lack of time, communicating with parents and students, limited ability to select the best strategies, lack of training. They had difficulty identifying students' level of L1 proficiency and needed help with specific accommodation strategies for different levels of ELs in the same class. Lack of resources was another challenge reported.
Doran, P. R. (2014). Professional Development for Teachers of Culturally and Linguistically Diverse Learners: Teachers' Experiences and Perceptions. Global Education Journal, 2014(3), 62–80.	10 middle school teachers ESOL or gen ed	To examine PD perceptions and experiences with CLD, and to identify PD needs.	Interview	Four areas were identified as the most important for their growth and they desire more PD in these areas: classroom management, curriculum and content, building relationships with students and understanding their backgrounds, and more PD on second language acquisition and strategies. One participant expressed that sheltered instruction workshop she attended was very helpful. When asked to identify what prior PD was helpful, 3 of the 10 teachers could not think of one. Typical PD session was described as "We sit around the room and they talk at us". One participant talked about her weekly intervention team meeting and how these were meaningful and helpful. Three teachers felt that PD was repetitive and did not provide opportunity for discussion or mastery. Several participants felt that SIOP sessions were helpful. Teachers prioritized informal PD, they felt that donuts and coffee meetings where PD delivered by peers, specific, practical were necessary and more relevant to their needs.

Study	Participants	Purpose	Method	Conclusion
Doran, P. R. (2017). Teachers' self-reported knowledge regarding English learners: Perspectives on culturally and linguistically inclusive instruction and intervention. International Journal of Inclusive Education, 21(5), 557-572.	32 K-6 teachers (32% return rate). 22% were ESL the rest were gen ed	To describe teachers' experiences pertaining to EL needs and what areas they feel are important when working with EL.	Survey	Most teachers , 81 %, had prior PD, 90 % received PD on accommodations and modifications, 87% received PD on strategies with 61 % competent in strategies. 80 % felt competing in meeting the needs in the area of accommodations and modifications. They want more PD on curriculum and language proficiency (32 %) of teachers surveyed, with 19 % wanted more PD on social and emotional needs of students. Most preferred PD focusing on strategies that can be applied in the classroom rather than key concepts and topics, 25 % of respondents have not heard the term CLD. 29 % heard about CLD term but could not define it. Concept such as affective filter was a term that 61 % of the teachers have never heard of. EL proficiency was the most discussed topic in their team meetings. Native language was discussed far less frequently at 48 %. Acculturation and academic performance were other topics of discussions reported in the team meetings. It is worth noting that despite frequent and focused EL-related PD and feeling competent about their prior PD, the data shows the opposite. Teachers were weak at recognizing core concepts related to EL.

Study	Participants	Purpose	Method	Conclusion
Hiatt, J. E., & Fairbairn, S. B. (2018). Improving the Focus of English Learner Professional Development for In-Service Teachers. NASSP Bulletin, 102(3), 228–263.	884 K-12 teachers 126 completed the survey (14 % completion rate) in Midwestern state	To improve the content focus of EL professional development based on the needs reported.	Survey	Majority of the survey respondents felt somewhat prepared in the Language Domain of the TESOL P-12 Professional Teaching Standards but poorly prepared in the Culture, Instruction and Assessment Domain. Participants exhibited lower levels of knowledge in the Professional Standards that include items such as research, legislation that affects the teaching and assessment, communicating with families, collaborating with teachers, all pertaining to ELs. When asked about PD priorities, 68 participants responded. Their priorities were: to better understand language development process and language expectations of various levels of language proficiency, learn more about cultural differences, dispelling potential misconceptions about cultural groups and learn strategies to work and communicate with EL families. In Instruction Domain they prioritized EL strategies, resources to use with newcomers, how to differentiate assessments and instruction for ELs.

Study	Participants	Purpose	Method	Conclusion
Padrón, Y. N., & Waxman, H. C. (2016). Investigating principals' knowledge and perceptions of second language programs for English language learners. International Journal of Educational Leadership and Management, 4(2), 127-146.	22 elementary school principals	Researchers wanted to examine principals' knowledge about second language programs. One of the 20 interview questions focused on PD teachers received and needed.	Survey Interview	Principals felt that second language teachers needed additional PD stating, "more and better professional development (p. 137)" especially that principals were not able to provide the support for these teachers. When asked about weaknesses/challenges of implementing a program, most referred to staff development, felt that second language district personnel needed additional training. Lack of structure and clarity of the second language programs and the specifics of implementing them, was a concern for nearly every principal. When asked about the type of change they wanted to see, they expressed frustration with leadership on the district level about second language programming. Principals reported they wanted better communication, better district leadership and clarity on guidelines from the second language program office. Principals felt that their teachers needed PD especially in the area of vocabulary building

Table A.3

Teachers' PD Priorities and Topics

PD Priority	Padrón & Waxman (2006)	Hiatt & Fairbairn (2018)	Batt (2008)	Franco-Fuenmayor, Padrón & Waxman (2015)	Hansen-Thomas, Richins, Kakkar & Okeyo, 2016	Doran (2017)	Dorna (2014)
ESL methods and strategies		X	X	X		X	X
Language and literacy development		X	X	X			X
Vocabulary	X			X	X		
Differentiated instruction and assessment		X					
Language proficiency		X					
Sheltered instruction			X				
Academic preparation: Content and curriculum						X	X
Communication with families		X			X		
Resources in the community		X		X			
Cultural training		X					
Spanish language			X				
Technology				X			
Classroom management							X
Building relationships with students							X
Social and emotional needs of students							X

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Table A.4

PD Structuring and Facilitation

Study	Participants	Purpose	Method	Conclusions
Elfers, A. M., Stritikus, T. (2014). How school and district leaders support classroom teachers' work with English language learners. Educational Administration Quarterly, 50(2), 305-344.	4 districts in Washington state varied in district size, regional location, student linguistic diversity	Examining the nature of support district and school leaders provide to teachers of ELs, was the focus of this study.	Case study interviews, class observations and document analyses	School leaders were strategic in selecting and placing teachers for PD opportunities. Principals reported selecting those who are more likely to use the strategies taught in the PD. The form and focus of support varied according to the "demographics of the district, the presence or absence of bilingual programs, and the nature of the school and district community (p. 171)".
Elfers, A., Lucero, A., Stritikus, T., & Knapp, M. (2013). Building Systems of Support for Classroom Teachers Working With English Language Learners. International Multilingual Research Journal, 7(2), 155–174.	4 school district in Washington state varied in district size, regional location, student linguistic diversity	To identify levels of support district leaders provide to teachers of ELs	Case study interviews, class observations and document analyses	Leaders in all 4 districts tried to increase EL PD opportunities. Some topics included: language acquisition, understanding cultural differences and EL strategies. They partnered up with a local refugee agency to offer classes taught by trainers from the same language and culture group. Their staff developed their own training materials, specific to their needs and made two PD programs such as SIOP and GLAD available to teachers. They provide coherent, ongoing EL PD that targets all core teachers. Teachers in one district review EL strategies in monthly meetings. One district gave teachers 3 PD days to work with trainers in grade level teams. Districts struggled in having teachers attend more PD, so they framed their PD sessions as good strategies for all to attract more teachers to attend, by taking out EL emphasis. Districts struggled with providing high quality PD to secondary teachers. Districts provided strategic coaching and paraprofessionals and ESL specialists.
Hopkins, M., Gluckman, M., & Vahdani, T. (2019). Emergent Change: A Network Analysis of Elementary Teachers' Learning	One suburban school district in Midwest	To examine elementary teacher PD opportunities and how districts	Mixed Method Study Survey Interview	Teacher's EL PD opportunities were limited; most teachers did not have access to EL-related information (93 %). District hired one ESL coordinator and designated 5 schools as EL cluster

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Study	Participants	Purpose	Method	Conclusions
About English Learner Instruction. American Educational Research Journal, 56(6), 2295–2332.		contributed and limited these opportunities.		site, arranged transportation. The district halted all EL-related mandated PD sessions to focus on other areas such as reading and writing that did not attend to language and content needs of ELs.
Rodriguez, A. A., Abrego, M. M., & Rubin, R. (2014). Coaching teachers of English language learners. Reading Horizons, 53(2), 1-27.	30 elementary school coaches	To investigate what coaching adjustments instructional coaches made to meet the needs of diverse teachers and students.	Survey Qualitative	Finding authentic materials in Spanish and providing teachers with adequate professional development were the two main challenges literacy coaches shared. Some took on the initiative to provide additional PD focused on the topics of second language acquisition, bilingual programs and research based strategies.
Plough, B., & Garcia, R. (2015). Whole School English Learner Reform: A Heuristic Approach to Professional Learning in Middle Schools. Planning & Changing, 46(1/2), 21–41.	1 urban middle school in CA	To examine the implementation of the heuristic model of professional learning as part of the school reform	Survey	The school shifted away from the traditional workshop training approach to a collaborative discussion as part of the reform, and this resulted in helping teachers own the achievement gap data, working collaboratively to raise student achievement. The authors claim that the focus on teacher PD in the school reform can better address EL challenges through a more targeted approach.
Molle, D. (2013a). Facilitating Professional Development for Teachers of English Language Learners. Teaching and Teacher Education, Vol.29, p.197-207.	21 teachers attended regional service center PD, the author focused on one facilitator's actions .	To assess the facilitation practices used by the lead facilitator of the PD program.	Discourse analysis	Throughout the 5-day PD there is evidence of conflict among participants, the topics of tension dealt with questions on how ELs should be educated. Molle states that conflict is possible and necessary in EL PD and facilitators need to know different ways of managing conflict.
Molle, D. (2013b). The pitfalls of focusing on instructional strategies in professional development for teachers of English learners. *Teacher Education Quarterly,* 40(1), 101-124.	Eleven participants participated in the CLIMBS program (3 ESL, 2 bilingual teachers from middle school, 3 general education teachers from middle school, 2 general education	To analyze PD facilitation challenges experienced through a workshop.	transcripts of group conversations, interviews with program participants, and researcher field notes.	Molle concluded that conversations focusing on classroom strategies may restrict what can be learned during the PD because important topics were pushed to the side while reinforcing views depicting ELs as deficient. As interview data demonstrates, four out of five teachers who reflected on what they learned from the program; techniques and strategies – as one of the outcomes of the PD, showing that the deficit perspective is

Study	Participants	Purpose	Method	Conclusions
	teachers from high school, 1 secondary program support teacher).			still there even when teachers learn different strategies thus demonstrating the complexities of the PD. PD needs to help educators explore what they do with students and how they think about students. Educators should have opportunities to examine their beliefs and practices.
Chesnut, C. (2015). But I'm a language teacher! Dual immersion teacher identities in a complex policy context. *Mid-Western Educational Researcher,* 339-362.	4 dual language immersion teachers in the Midwest	Examined identities of dual language teachers as they engaged in PLC with one way dual language teachers	observation, semi-structured interviews, they watched audio and video recordings and had discussions-interpersonal process recall (IPR).	Dual language teachers in this research study felt frustrated that school administrators do not understand the unique needs of these students and teachers. These teachers felt that a different curriculum is needed along with a dual immersion coach who will provide help on an ongoing basis. Due to the program differences teachers felt that they needed to be evaluated differently and expressed that they felt devalued and that their ideologues conflicted with the PLC work they were involved in.

Table A.5

Characteristics of Samples in Studies Reviewed

Authors	*n* (participants)	Grade Level	Sample Type	Region	*n* (ELs)	School Type	Method
Varghese (2006)	4	1-7	Bilingual	Northeastern US	N/A	Urban	Qualitative
Ross (2014)	189	K-12	Math teachers	Mid Atlantic states	N/A	All	Quantitative (survey)
O'Neal et al. (2008)	24	K-5	Content area	North Carolina	N/A	Rural	Mixed (survey +interview)
Reeves (2006)	279	High School	Subject area teachers	South East US	1.5%	Midsize city	Quantitative (survey)
Batt (2008)	161	N/A	ESL, Bilingual teachers and Coordinators	Idaho and Oregon	They all had large number of ELs	Rural	Quantitative (survey)
Franco-Fuenmayor et al. (2015)	225	PK-5	Bilingual and ESL	Texas	14%	Suburban	Quantitative (survey)
Padron & Waxman (2016)	22	Elementary	Principals	South Central Region	14%	Metropolitan	Mixed (survey +interview)
Hanson Thomas et al. (2016)	159	4-12	Half were ESL certified and 3% teachers were bilingual	North Texas	10 % of participants had 50 % or more ELs and the other half 5%	Rural	Quantitative (survey)
Doran (2014)	10	Middle school	Content area teachers	Mid Atlantic	9%	Metropolitan area	Qualitative (interview)
Doran (2017)	33	K-6	22% were ESL and the rest gen ed.	N/A	36%-58%	N/A	Quantitative (survey)

Authors	*n* (participants)	Grade Level	Sample Type	Region	*n* (ELs)	School Type	Method
Hiatt & Fairbairn (2018)	884	K-12	Content area teachers	Midwestern state	0.5%- 18%	All	Quantitative (survey)
Elfers & Stritikus (2014)	4 districts	K-12	Teachers, district leaders, support staff, administrators and parents	Washington state	8-28%	Metropolitan area	Qualitative (Interview, Case Study)
Elfers et al. (2013)	4 districts	K-12	Teachers, district leaders, support staff, administrators and parents	Washington state	8%-28%	Metropolitan area	Qualitative (Interview, Case Study)
Hopkins et al. (2019)	42 staff members in 1 school	Elementary	42 teachers, ESL directors, ESL coordinator	Midwest	5%-11%	Suburban	Mix Method (survey and interview)
Rodriguez et al. (2014)	30	K-3	Coach	Texas, the border	34%	N/A	Qualitative (survey)
Molle (2013a)	21 attended regional service center PD	K-12	Content area teachers and 5 administrators	Midwestern US	N/A	Suburban	Qualitative Micro ethnography (Discourse analyses)
Molle (2013b)	11	5 from middle school and 2 high school	3 ESL teachers, 2 bilingual and 6 gen ed. and 5 administrators	Midwest	20%	Urban	Qualitative Micro ethnography (Discourse analyses)
Plough & Garcia (2015)	1 school	Middle school	Content area teachers	California	Over 30%	Urban	Quantitative (Survey)
Chestnut (2015)	4	1-3	Dual language	Midwest	N/A	Urban	Qualitative