EXPLORING TEACHER LEARNING PROCESSES WITHIN A COMMUNITY
OF PRACTICE TO SERVE LATINA/O BILITERATE STUDENTS

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by

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San Francisco, California

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CERTIFICATION OF APPROVAL

I certify that I have read *Exploring Teacher Learning Processes within a Community of Practice to Serve Latina/o Biliterate Students* by Laurie Jo Murdock, and that in my opinion this work meets the criteria for approving a dissertation submitted in partial fulfillment of the requirement for the degree: Doctor of Education in Educational Leadership at San Francisco State University.

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EXPLORING TEACHER LEARNING PROCESSES ON INSTRUCTIONAL
PRACTICES FOR LATINA/O BILITERATE STUDENTS

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2017

Teachers need support with on-going professional learning to effectively address Spanish-speaking biliterate students' strengths and language needs. They also need to build capacity in learning new standards and in implementing policy. This study utilized Communities of Practice and Latina/o Critical Race Theory to explore the learning process of four elementary school teachers. Data included field notes teachers' written reflections, audio recordings of multiple elements of this professional development, and pre/post teacher interviews. Data were analyzed using memos and cycles of coding. Findings demonstrate that teachers' understanding of new standards and language policy grew and their philosophies and practices shifted. These changes took place as they developed a close community, discussed language instruction as it intersects with issues of social justice and equity, and practiced new strategies based on their students' strengths and needs. Findings showed that learning and implementation of instructional practices occur with three conditions: collegial community, practical resources, and invested domain. A critical discovery was the importance of *confianza* (mutual trust and care). With *confianza*, teachers shared with ease, supported and challenged one another, and engaged in social justice and equity conversations. Recommendations to school leaders designing professional development are to establish trust, give teachers voice in choosing their focus of study, provide resources, and integrate social justice and equity discussions.

I certify that the Abstract is a correct representation of the content of this dissertation.

Chair, Dissertation Committee

May 23, 2017

Date

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I dedicate this dissertation process to my niece Morgan, and my nephews Erik, Oliver, Lucas, Cisco, and Zorro. I especially dedicate this dissertation to all my hundreds of students, especially my marginalized students of color, my Spanish-speaking Latin@ students, and my African American students - all who hold a very special place in my heart. I want to thank my committee, Dr. Barbara Henderson, Dr. Maricel Santos, and Dr. Jessica Bonduris. Thank you for your patience and academic guidance. I want to thank my participants and district leaders, who continue to inspire me. I want to thank my family, my mom and dad, George and Carol Murdock, my aunts and uncles, grandparents, some who have passed on but who have left me a legacy of learning. I want thank my mentors, Jean Robertson, Richard Curci, Angie Estonina, and Lisa Kwong, who have supported me and encouraged me these last three years. Lastly, I want to thank my spiritual director, Sr. Nicolina Koehler, OP, and especially Virginia Watkins who has always supported and encouraged me, reminding me who I am, a child of God. And so, I dedicate my work and accomplishments to the honor and glory of God.

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Preface

I have been a Spanish biliterate educator in an urban school district for over 20 years. I enjoy learning and engaging with others in my learning. As an educator, I have most often enjoyed attending professional developments and applying what I learned in the classroom. I appreciate working alongside my coworkers, discussing the latest teaching practices. I value being valued and a part of a team.

In early 2004, I experienced the effect of No Child Left Behind and we became a Program Improvement school. Mandates delineated narrow perspectives purporting how children learned, and how teachers should approach instruction. Our teacher planning moved from informal planning and collaboration to highly-facilitated mandatory meetings. We were not allowed to veer from scripted curriculum, even when our students did not understand. English Language Development (ELD) instruction was simplified with songs, flash cards, and a lot repetition that did not emphasize our biliterate students' strengths as readers, writers, mathematicians, or scientists.

Then, in 2010, with a new principal and the emerging California Common Core standards, the pendulum began to swing in the opposite direction. Where the prior California teaching standards were many and of little depth, the CA Common Core standards seemed more vertically consistent from K-12. They became fewer in number but were much more profound in depth, going deeper at each grade level. Teachers were given tools to assess students accurately and then build their curriculum to address strengths and meet the needs of their students.

The shift to the Common Core required teachers to learn and create curriculums that best served their students. The new English Language Development (ELD) standards adopted by the California Department of Education (CDE) stress the value of primary language (CDE, 2012), and the recently adopted English Language Arts/English Language Development framework addressing the California Common Core Standards (CCCS) emphasizes the cultural and academic needs of emerging biliterate students (CDE, 2014). To develop fully biliterate students, strong instruction in both Spanish and English is critical (Gándara, 2010). In this study, I prefer to replace what is commonly known as English Language Learners (ELLs), with biliterate, a more asset based perspective, because in essence, ELLs are actually becoming biliterate.

Fast-forward to 2015. I became a Teacher on Special Assignment for the Multilingual Pathways Department (MPD). This meant I would receive training from MPD and then go out in the field expanding the 4th grade Spanish bilingual program at two school sites, teaching students and facilitating professional development for teachers. I learned what happened on the inside of the district with vibrant discussions on how to best meet teachers and their students. California had just come out with their English Language Development/English Language Arts framework with best practices that could be applied to Spanish Language development to meet the needs of emerging biliterate students, acknowledging and building upon students' primary language. We engaged in our own interdisciplinary professional learning community on academic language that was not limited to English, but expanded to Spanish language instruction and that included participants working in different

content areas such as in the math, science, and even art and technology departments. It was invigorating. I was valued and I wanted to share what I was learning with other teachers at the school site level. I brought this new material to other teachers who engaged in rich discussions and productive struggle as we learned these strategies together.

As a Spanish biliteracy teacher, I am dedicated to continuing to make a change in Spanish-speaking students' lives and was hopeful to create a space for teachers at my site to dig deeper, especially in serving our Spanish-speaking biliteracy students. I wanted to study teachers working together, valuing what they know and creating a space to productively struggle while learning.

Spanish-speaking Latina/o Biliterate Students

Spanish-speaking Latina/o biliterate students bring their language and culture, rich with experiences, and thrive with a sense of *cariño*, or care (Valenzuela, 1999). All students come with established ways of communicating and understanding how language works (Bunch, Kibler, & Pimentel, 2012). The opportunity for Spanish-speaking biliterate students to learn in Spanish develops their Spanish-speaking skills and honors their culture, identity, and connection to their families, who offer a wealth of wisdom, understanding, and strengths (Yosso, 2005). Learning in a students' first language, Spanish, also helps in learning a second language, English (Alhasiany, 2014; Gándara, 2010; Olsen, 2010; Valentino & Reardon, 2015).

However, despite the cognitive benefits of biliteracy (Hakuta, 2011), the strengths of Spanish-speaking students are frequently overlooked. For example,

standardized assessments often do not highlight Spanish-speaking students' strengths. Consequently, Spanish-speaking Latina/o students are perceived to academically struggle, showing a two- to three-year gap in standardized tests, compared to White English-speaking students (Isenberg et al., 2013). While most English-speaking students engage in life-long learning in their first language, emerging biliterate students have an additional language to learn with three times the work of their English-speaking peers, having to understand: (a) cultural contexts; (b) colloquial English; and (c) academic language (Bunch, Kibler, & Pimentel, 2012; Zwiers, O'Hara, & Pritchard, 2014).

English learners in United States schools also encounter contradictory legal mandates that complicate their learning process. Spanish-speaking students have a right to learn in their primary language. The Supreme Court ruling of *Lau v Nichols* (1974) declared that students whose native language was not English had a right to an education in their native language with targeted instruction in English, allowing access to resources and creating the same learning opportunities as English-only speaking students (Bon, 2012). However, in 1997 California passed *Proposition 227*, an *English-Only* law (Secretary of State, 1997). Only recently Prop 58 (California Legislation Information, 2016), reversing Prop 227, was passed. Due to the conflict between the dictates of the Lau Law and those of Proposition 227, solid structures and specific program designed to address Spanish-speaking students' needs are inconsistent throughout the state (Olsen, 2010). Educators cannot agree on how a second language is acquired (Verdugo & Flores, 2007), and thus a variety of programs exist: English-only, Dual Language, Transitional (K-3), and Maintenance

(K-5) (Garcia, 2009). Moreover, even schools that offered primary language instruction during the No Child Left Behind era focused on English-only instruction due to the continued pressures of standardized testing (Fine, Jaffe- Walter, Pedraza, Futch, & Stoud, 2007). The Race to the Top era did little to improve quality education for biliterate students. About 75% of biliterate students attended schools that did not make it into the Race to the Top competition (Lyons, 2014). Insufficient time devoted to primary language instruction compromises the quality of English instruction (Lyons, 2014; Matas & Rodriguez, 2014; Olsen, 2010).

Reclassification is another barrier that limits Spanish-speaking biliterate students. Oftentimes, emerging biliterate students are not academically prepared for reclassification status. The arbitrary reclassification process confounds the issue. The lack of uniform policies on reclassification in California means that biliterate students may be identified as reclassified in some districts, while biliterate students with similar skills in other districts may be held back from reclassification status (Hill, Weston, & Hayes, 2014). Some schools even raise the reclassification criteria (Linquanti, Cook, Bailey, & MacDonald, 2016) so that they can receive more funds for ELLs (Tucker, 2014; Umansky et al., 2015). Moreover, tests used for reclassification have become setbacks for biliterate students; instead, they ought to use tests to guide the adoption of resources that would ensure quality education for these students (Darling-Hammond, 2010; Elmore, 2004; Fine, Jaffe-Walter, Pedraza, Futch, & Stoud, 2007). Leaders need to ensure equitable practices, especially in reclassification protocols (Fensterwald, 2014; Hill, Weston, & Hayes, 2014).

Poverty is another barrier that Latina/o Spanish-speaking families confront,

which often prevents opportunities and access that would lead to achievement. Discrepancies in educational levels have a high correlation with income in the US. The average Latina/o population's income falls far below that of Asian and White populations (Kena, Musu-Gillette, & Robinson, 2015). Nationally, about 32% of Latinas/os live within the bottom 25% of the national income (Isenberg et al., 2013). Research shows that resources such as quality teachers and engaging educational opportunities are not always found in schools serving lower-income populations (Darling-Hammond, 2010; Elmore, 2004; Isenberg et al., 2013). Impacted by the societal trend of underserving marginalized and low socioeconomic status students, Latina/o students do not have opportunities to reach high levels of literacy (Darling-Hammond, 2010; Isenberg et al., 2013; Leseaux, 2014).

I strongly believe a study on teacher learning, which involves conversations about race and equity and language acquisition, with learning strategies and practice can impact Latina/o students. I would like to thank my school principal and district leaders for providing me this opportunity and would like to profusely thank the teachers who participated in this study. I am honored to have worked with such a cadre of teachers and I am forever grateful for this experience.

Chapter 1: Introduction

Teachers have a critical role and a powerful responsibility to acknowledge the strengths Spanish-speaking Latina/o biliterate students offer, and to know how to help students navigate through language challenges. This study focused on a professional development initiative with a small group of elementary school teachers within an urban school district. The school serves 40% biliterate students, the majority of whom are Spanish-speakers. The professional development supported teachers to adopt more effective instructional practices that provided equitable learning opportunities for Spanish-speaking biliterate students.

For more than a decade, California public schools have been serving a population that is roughly 85% Spanish-speaking (CDE, 2016; Hill, Weston, & Hayes, 2014; Jepsen & de Alth, 2005). With an estimated 76% of Latina/o students graduating from high school, only 15% ever earn a bachelor's degree (NCES, 2013). Spanish-speaking biliterate students deserve opportunities to learn. Studies show that students who have access to learn in their primary language, Spanish, and in English do better than students who are enrolled in an English-only educational program (Valentino & Reardon, 2015).

Done well, bilingual education aids in the achievement in Spanish-speaking students, giving them cognitive and cultural flexibility (Hakuta, 2011; Valentino & Reardon, 2015). Thus, California teachers need more effective pedagogy and better-targeted curricula to meet Spanish-speaking students' language needs (Darling-Hammond, 2010; Elmore, 2004; Olsen, 2010) that will support them in becoming

fully biliterate, and ultimately college- and career-ready (CDE, 2012). The recently adopted State Framework for English Language Development (CDE, 2012) and the Modified Consent Decree (MCD) mandated by the United States District Court Northern California (2015) provides a pathway to improving instruction in both Spanish and English. However, some teachers are unfamiliar with California's recently adopted new English Language Development (ELD) standards and policy, which involve shifts in rigorous teaching practices incorporating access to core curriculum needed to teach biliterate students (CDE, 2012). Other teachers simply do not feel equipped to teach emerging biliterate students (Olsen, 2010).

Teacher beliefs and attitudes also play a role in teaching practices. Some teachers still hold deficit views, often without awareness (Delpit, 2013; Singleton, 2005), which create a need for teachers to deepen their understanding of social justice and equity issues. Spanish-speaking students are often marginalized by the current school system. When educators do not address the diverse needs of Latino/a students at the elementary level, it compromises opportunities that would enhance their lives later in life (Matas & Rodriguez, 2014; Navarez & Wood, 2010). Elementary school teachers can make a powerful impact on Latino/a students, but need the support of colleagues and experts to discover new ways to teach. Providing resources that ensure Spanish-speaking student success, will help to close the opportunity gap (Cammarota, 2004; Gándara, 2010; Valenzuela, 1999).

To fully support elementary teachers of biliterate students in deepening instructional practices, they need more than a one-day teacher workshop (Blank et

al., 2005; Lowden, 2006; Short, 2013; Tienken & Stonaker, 2007; Yoon, Duncan, Lee, Scarloss, & Shapler, 2007). On-going professional development (PD) is a more effective approach to build teacher capacity (Hoffman, Dahlman, & Zierdt, 2009; Lucero, 2012; Short, 2013; Vaughn et al., 2009). Professional learning communities, coaching, and peer observations are known to build capacity in teachers (Daniels, Pirayoff, & Bessant, 2013; Dufour, 2007; Joyce & Showers, 1980; Rudd, Lambert, Sutterwhite, & Smith, 2009). Central to this study was the concept of a community of practice (Lave & Wenger, 1991), which will be defined in greater detail below. Our community of practice established norms for teacher engagement, gathering together in a professional learning community (PLC), and giving teachers the time and space for collaboration to delve more deeply into language learning (Dufour, 2007; García, Arias, Harris, & Serna, 2010). Teachers who receive coaching in addition to a PLC are even more successful in implementing new strategies in their classrooms (Joyce & Showers, 1980; Rudd, Lambert, Sutterwhite, & Smith, 2009). Furthermore, coaching builds capacity by observing and offering helpful feedback (Burke, Marx, & Berry, 2011).

The purpose of this dissertation was to explore shifts in teacher practices and beliefs around their pedagogy with Spanish-speaking biliterate students. My study was guided by the following two research questions: *What is the transformative process of teacher learning arising from a multifaceted professional development approach, based on a community of practice? How does this community of practice support elementary school teachers in serving Spanish-speaking Latina/o students?*

Specifically, the community of practice included three distinct activities: professional learning community meetings, coaching sessions, and peer observations. I examine the process of the teachers learning from each other and using resources the district provided. Furthermore, this research explored ways that teachers increased rigor and student engagement in their lessons, benefiting Spanish-speaking students.

This study is unique for a few reasons. First, this study investigated a multifaceted community of practice that involves a professional learning community or study circle as well as coaching and peer observations. Additionally, it involves multi-grade, multi-language programs, including biliteracy pathway, General Education, or English-only, and ELD, with a wide span of teaching experience (one teacher having taught only four years and one teacher having taught 22 years). Finally, this study sought to investigate ways to better serve Spanish-speaking biliterate students. The goal of this study was two-fold: to promote teachers' ability to develop students' language skills and to increase teachers' awareness of issues of social justice and equity by engaging in social justice and equity discussions, embedding LatCrit and Freirean principles.

This study was based on an exploration of elementary school teachers' experiences during a five-month professional development designed to help them address Spanish-speaking students' strengths and needs. This dissertation was undertaken as a case study in a Northern California urban district to explore the process of learning. The PD examined in this dissertation was intended to deepen

teachers' knowledge of language development strategies and address their underlying beliefs and attitudes about biliteracy. The goals of the PD were to develop academic language strategies applicable in teaching Spanish and English, understand and implement district policy, and increase critical consciousness of the strengths and needs of Spanish-speaking biliterate students.

Theoretical Framework

The theoretical framework for this study is grounded in the theory that teacher cognition and learning can be fostered within a community of practice. Based on this theory by Lave and Wenger (1991), knowledge is socially and culturally mediated. Community of practice embodies the act of learning, allowing space to access resources and other information and to participate in discussion and activities, which lead to transformation. It is *situated learning*, that is, the context and the environment in which one learns that creates a change in practice. As teachers negotiate meaning, relating to one another within a community of practice, learning and change occurs. Participants, then, become agents of what is learned.

Communities of practice. Lave and Wenger (1991) introduced the concept of situated learning within a community of practice. Learners become part of a community, with access to experts, resources, and other information as well as opportunities for ongoing practice. A community of practice enables others to learn on the periphery, increasing an understanding of the culture of the community, which involves everyday interaction – the way people talk, and how they live their lives within the community. By observing and acting with guidance from those with more

expertise, teachers gain skills to fully participate in this socially constructed learning environment. A community of practice provides a space where teachers learn and form new identities, which fosters a sense of belonging. This increasing sense of community creates a safe place for teachers to continue learning, and as a result improve in their work. As people grow in knowledge within the socially constructed community of practice, transformation begins.

Wenger (2006) described a community of practice as a group of people who come together for a common purpose to learn how to become better at what they do. A community of practice may be centered on a variety of activities such as resolving problems of practice, learning new information, gaining experience, discussing new ideas, or observing each other's practice. Wenger described three critical features of a community of practice: *domain*, or common focus; *community*, participating in the process of interacting and learning together; and *practice*, involving practitioners with resources, experiences, ideas, and/or stories around a particular practice. Lave and Wenger (1991) concluded that as the new learners change, they develop into a full member of a community of practice, which allows for continued growth.

Personal theoretical framework. My personal theoretical framework for this dissertation included the work of Latino Critical Race Theory (LatCrit) (Solorzano & Bernal, 2001) and Freirean (Shor, 1973) principles. I believe effective educators of Spanish-speaking biliterate students need to analyze the intricacies of language learning that will provide students with an equitable education (Theoharis & O'Toole, 2011).

Transformative educators understand Latina/o Critical Race Theory (LatCrit) that challenges the existing dominant framework, which paints a deficit perspective of Latina/o students. LatCrit addresses the severe consequences of devaluing a Spanish-speaking student's primary language (Solorzano & Bernal, 2001). By understanding the historical and current views of Latina/o students, teachers can understand the implications of language instruction in a constructive, transformative way (Solorzano & Bernal, 2001).

This study also investigated teacher learning by applying Freirean (Shor, 1973) principles, where teachers are the students and they decide how they want to grow. Respecting teacher voice and honoring their perceived needs can serve to break down barriers. Similar to LatCrit (Solorzano & Bernal, 2001), Freirean theory (Shor, 1973) emphasizes ways through which to empower students to gain an interdisciplinary perspective applying the following key principles: (a) *power awareness*, helping teachers become aware of the lack of equity for Latina/o students; (b) *critical literacy*, guiding teachers to critique literacy practices with a social justice lens; (c) *desocialization*, enabling teachers to challenge the status quo that discriminates against Spanish-speaking biliterate students; and (d) *self-organization*, empowering teachers of Spanish-speaking biliterate students to initiate social change and advocacy (Shor, 1993).

Scope of Study

This was a small-scale, locally facilitated qualitative study, grounded on research that posits that Latina/o biliterate students need teachers who can provide a

high-quality education by recognizing their strengths and addressing their needs.

This case study sought to examine teachers of Latina/o Spanish-speaking biliteracy students' processes of learning through a multifaceted community of practice. There were a few limitations in conducting this study. First, I am the literacy coach and researcher, which can lead to unintentional bias. I attempted to alleviate unintentional bias by triangulating data resources as well as obtaining feedback from participants. In addition, because this study followed only four teachers, it does not have wide representation.

Those limitations notwithstanding, this case study on teacher learning will provide insights on how to build teacher capacity. Focusing on changing practice and beliefs through qualitative methods can give perspectives to educators in preparing PDs for teachers so they can build on the strengths of their Spanish-speaking biliterate students while addressing complexities and inequitable practices that create barriers to success for Spanish-speaking Latina/o biliterate students.

Chapter 2: Literature Review

Statement of the Problem

Teachers need support to be better prepared to teach Spanish-speaking Latina/o biliterate students. A part of this support is to give California teachers time and space for collaboration (García, Arias, Harris, & Serna, 2010) around issues of language education, and allow for deepened discussions about social justice and equity. Therefore, the purpose of this research was to examine on-going teacher support through the investigation of factors that should be considered in designing professional development (PD) for teachers of Spanish-speaking biliterate students.

Before beginning the research, an investigation of literature addressed what teachers need to know about academic language, biliteracy, and social justice and equity issues. This review addressed how a community of practice, utilizing a multifaceted approach, developed teachers' capacity in teaching Latina/o Spanish-speaking biliterate students. The review also explored teachers' processes in forming new beliefs and practices within an urban elementary school.

This literature review addresses five topics that informed this study: (a) academic language learning, including the benefits of rigorous biliteracy and English Language Development programs; (b) incorporating social justice and equity discussions that identify the needs and acknowledge the strengths of Spanish-speaking students; (c) teachers' beliefs, especially as they relate to policy; (d) teacher change; and (e) multifaceted PDs that include a professional learning community (PLC), coaching, and peer observations.

Scope and Methodology of Literature Review

This literature review also served as the foundation for development of a robust teacher learning experience. The review included teaching practices that enhanced the learning of emerging Spanish-English biliterate students and a search for terms such as “English Language learning,” “bilingual education,” and academic language. Furthermore, I wanted to know if there were studies on introducing race and equity discussions in PLCs since it is critical for teachers of biliterate students to engage in these types of discussions. I researched articles with the terms “race” and “equity” and used other terms such as “critical race theory” and “teacher learning.” The results of the search showed there was a dearth of information regarding how to incorporate and create space to discuss critical race theory in teacher PLCs. Finally, I explored previous research regarding teachers’ beliefs and attitudes in teaching biliterate students as well as their attitudes toward professional learning and found that policy held a significant role. This research led to an exploration of how to change teacher praxis and a review of transformational learning.

Academic Language Development

The California Common Core standards require that students are college-and-career-ready. This means students can independently respond to different audiences, building on content, not only understanding but possessing the ability to critique content, cite evidence, and thus have a strong command of language (CDE, 2010). Overall, Common Core’s goal of language learning in the primary and second languages is to teach students to think and communicate effectively utilizing

academic language (Bunch, Kibler, & Pimentel, 2012; CDE, 2013; Zwiers, O'Hara, & Pritchard, 2014). Academic language, both in Spanish and English, refers to the ability to generate complex language that includes word choices, sentence structure with transitional clauses, and a coherent message in speaking, listening, reading, and writing (Zwiers, O'Hara, & Pritchard, 2015). This standard requires that students need ample time to practice language in academic conversations, and because students come with varying language ability, scaffolds are needed to practice until students have internalized language complexities (Bunch, Kibler, & Pimentel, 2012; Zwiers, O'Hara, & Pritchard, 2014).

In the past, language development in English focused mainly on isolated vocabulary and grammar lessons, with a few simple songs to make it engaging. For example, Harcourt's Rigby, *On our Way to English* program was based on social studies and science, but the program itself was substandard and despite fun songs and poems, did not do a sufficient job preparing emerging biliterate students. It lacked a variation in rigor and approach (Fillmore & Fillmore, 2012).

Researchers advocate that teaching vocabulary and grammar is best done, not in isolation, but embedded within grade-level content-area complex texts, such as science or social studies texts (Fillmore & Fillmore, 2012; Schleppegrell, 2012).

Researchers say that students learn vocabulary and academic language simultaneously when they engage in complex texts, such as talking and reading books, articles, and media (Bunch, Kibler, & Pimentel, 2012; Carlo et al., 2004; Silverman & Hines, 2009; Zwiers, O'Hara, & Pritchard, 2014). In addition, students

learning an additional language need ample time to practice in academic conversations and benefit from scaffolds, such as deconstructing complex texts (CDE, 2013; Zwiers, O'Hara, & Pritchard, 2014; Verdugo & Flores, 2007). When students acquire knowledge-based skills, it strengthens their reading and writing ability (Leseaux, 2012). Finally, when students are interested and involved, they are motivated to exercise agency in learning complex concepts (Haneda, 2014; Moscardini, 2010). Because of these changes in common core standards, teachers need to develop ways to make the ELD more rigorous and engaging (Borjian, 2015), which was one of the main goals of this study.

Research shows that bilingual education in reading improves English language acquisition. In a study, Bohman, Bedore, Pena, Mendez-Perez, and Gillam (2010) found that language practice in both languages improves proficiency. Furthermore, recent researchers found that students in dual and developmental bilingual programs made significantly more gains on state English Language Arts (ELA) tests than those in English immersion classes (Valentino & Reardon, 2015).

Hayes, Rueda, and Chilton (2009) advocated for dual language or bilingual programs, acknowledging that there is not one single perfect program, as language learning is complex. These researchers advocated for quality of instruction in both languages using grade level trade books to develop literacy in both languages. They observed and studied the teaching practices of two dual language teachers, who taught whole class and small groups using reading strategies from these content-based texts building Spanish to teach English. These researchers found that academic

language modeled and practiced by teachers is a highly effective way to develop student oral and writing communication skills. They also found that, in a vertically (K-5) aligned biliteracy program, teachers engaged students in informal but academic conversations with their students to build proficiency in both languages. These teachers also embedded culturally responsive teaching strategies that included home-school connections and capitalized on funds of knowledge, which resulted in students who were happy, interested in learning, and very bright. These researchers concluded that myriad teaching strategies were implemented in tandem with content areas, never in isolation. They demonstrated that students and teachers in the dual language program at this particular school thrived in comparison to other students and teachers in the other programs at that school. This study lacked an integration of non-dual language teachers, which could have influenced teacher practices in much the same way as it did with teachers in the dual language program.

Similar to the Hayes et al. (2009) study, Peercy (2011) investigated the importance of teaching academic conversations integrating students' primary language and involving culturally responsive pedagogy. Peercy studied two English as a Second Language (ESL) teachers who developed their biliterate students' academic language skills by embedding grade level content, using context clues and other reading strategies, such as predicting, inferring, visualizing and analyzing text features. Unlike the study by Hayes et al. (2009) this study did not show how these teachers learned these high-quality teaching strategies. As Palmer and Martinez (2013) found, it is important and appropriate to mention, that despite these studies,

reclassification policy still only focuses on English proficiency, which jeopardizes the value of biliteracy.

Social Justice and Equity Discussions

It is critical to talk about race when discussing social justice and equity in education. However, there is scant evidence on how to provide space for conversations on race and equity. Gordon (2011) presented seven components needed for these conversations to be real: *awareness, care, critique, expertise, relationship, community, and accountability* with an emphasis on providing structures for dialog of race and equity. Even though few articles on PLCs and teacher professional developments discuss deepening social justice and equity awareness, there were some studies that addressed race and equity in leader and teacher preparation programs.

Boske (2012) conducted a case study of three teachers in a graduate leader preparation course who addressed race and equity through reflection, hearing stories, making sense of their experiences, and going deeper with art. These pathways developed critical consciousness, empathy, and activism in these leaders-to-be toward race and equity. In a similar vein, West-Burns, Murray, and Watt (2013) studied new teachers engaging in a race and equity PLC. These researchers found that new teachers sought this PLC space to talk about race and equity, to see theory in action and have spaces to talk about it, and to know they are not alone. New teachers also requested mentorship and administration support. Hirsh and Hord (2010) suggested criteria for developing a space to talk about race and equity such as

community learning, addressing learning processes, creating a learning context, relationship building, assessing learning, and supporting change to encourage teacher reflection through a PLC geared toward deepening social justice and equity understanding. These articles showed how discussion of race and equity develops awareness and can potentially impact teachers and school leaders. What these studies failed to show was how and where social justice and equity conversations can be introduced.

Teachers' Attitudes and Beliefs as it Relates to Policy

This section of the literature review focuses on research regarding teachers' attitudes and how that impacts practice. Because the community of practice studied in this dissertation was about meeting policy and providing better teaching to Spanish-speaking biliterate students, this section focuses on teacher attitudes concerning policy towards teaching biliterate students.

Teachers' attitudes or perspectives influence lesson plans and impact practice. In a study by Ebersole, Kanahele-Mossman, and Kawakami (2015), researchers found that teachers created what they considered culturally relevant teaching based on their perspectives, which was limited to teaching about diverse cultures, rather than truly incorporating culturally relevant pedagogy. These authors suggested more time was needed for teachers to engage in conversations about what constitutes culturally relevant teaching, embedding critical self-reflection as well. Additionally, these researchers pointed out that teachers often welcomed new learning experience, especially in learning new standards and strategies.

Figueroa-Murphy and Haller (2015) found that even veteran teachers of English language learners (ELL) with disabilities desired PD to learn how to implement policy on new common core standards in New York, incorporating literacy-based strategies that would improve student learning. Recommendations included providing teachers learning spaces to dialog and collaborate as well as opportunities for peer observations. Overall, these researchers found that teachers' positive perspectives on policy and their identity as good teachers resulted in their ability and/or willingness to change practices aligned with the Common Core policy. For example, they changed from direct explicit teaching to more dialogic, student-centered teaching. Finally, they found that lack of time to meet teachers' needs was a challenge.

Another factor that affects teacher practice is attitudes in society. A study by Brooke-Garza (2015) revealed that teachers felt that society valued English much more than Spanish and that had an impact in power dynamics among the students, with English-speaking students more dominant. Teachers believed that professional development was needed to increase their culturally relevant pedagogical approaches and to learn new ways to combat the power imbalance.

Even when policies do not serve biliterate students, policy often forms teacher perceptions and affects teacher practice. Battey, Llamas-Flores, Burke, Guerra, Kang, and Kim (2013) found that teachers negatively reacted to policy changes, in particular the HB 2064 English-only law, in Arizona, where 95% of the students were Latina/o and 46% ELL. In fact, teachers divulged to researchers that

they did not think the policy impacted their teaching. However, based on interviews and observations, the authors demonstrated that it did. For example, HB 2064 incited a deficit view of ELLs, as teachers equated lower language proficiency with lower intelligence. A study by Rao and Morales (2015) showed that the attitude and pressures of society had an impact on teacher practice. For example, at one of the schools studied, fluency in English, as evidenced by high test scores, even at the loss of primary language, meant success.

Teachers' perspectives are not always aligned with policy. Michener, Sengupta-Irving, Proctor, and Silverman (2013) researched ELL teaching practices, affected by MA Chapter 71A, a Massachusetts English-only policy, by following two upper grade teachers of ethnically and linguistically diverse students. The researchers found that teachers' beliefs reflected teacher practice in incorporating cultural and linguistic equity, despite tensions created by and inherent in policies. Another study of a 1st grade Spanish bilingual teacher demonstrated how personal beliefs in favor of bilingual education reflected her practice despite policy (Bunten, 2014). Although teachers may resist policy due to a lack of understanding of the policy, it is often because policy simply does not meet student needs (Battey et al., 2013; Santoro & Morehouse, 2011).

Finally, teachers' attitudes and beliefs affect practice, regardless of policy. King and Nash (2011) found that bilingual teachers' strong-held beliefs toward critical pedagogy were shaped, not in isolation, but by a variety of teachers' experiences, including teachers' own cultural and/or linguistic experiences, which

impacted the way they taught. For example, one teacher's negative experience with discrimination caused her to be determined in affirming her students' culture as assets. Miretzky (2007) studied teachers' attitudes applying research toward practice. The consensus was that time to have conversations about research and policy was valuable and teachers needed to be encouraged to apply new learning to their classroom practices.

Teacher Learning and Change

This section of the literature review explores teachers' attitudes and beliefs about change. Policy can affect change, but often it is the way teachers learn that creates the change. Transformative Learning (TL) recognizes that adults engage in autonomous thinking, incorporate new learning, actively engage, are self-aware, and reflect on learning. However, TL encompasses teachers' habits and mindsets that can be challenged and even transformed through critical reflection after learning, whether through reading or collaboration. TL elaborates on what one already knows, and creates opportunities for new points of views, with the potential to transform existing points of views, which can change beliefs and practice (Mezirow, 1997). These phases occur in small shifts, called micro-transformations, which add to a more complex understanding (Alexander, 1998).

The literature shows that time dedicated to collaboration shifts teachers' knowledge and identity. Dooley (2008) studied the ways in which eight beginning educators taking a literacy class with a multicultural lens, grew in their knowledge, and identified change in self-identity and purpose. The TL-type phases explored in

the study included: identifying perceptions of self; learning about others; and recreating relationship of self to others. This process led to multiple perspectives and even challenged beliefs, which led to cognitive dissonance, but resulted in resolving deeper issues. In a study by Rodriguez (2013), the identities and beliefs of bilingual and ELL teachers in a teacher preparation class started shifting as teachers collaborated to create a service learning project for ELL students, bridging their personal experiences with formal education, thus, creating a new perspective in teaching practices of ELL students.

It is important to recognize that change is a complex process, involving struggle and other barriers. In addition, change sometimes happens in small shifts. These studies showed the process of learning through micro-transformations within a course. The question remaining after reading these studies was how to transfer these courses into a learning experience for in-service teachers, incorporating TL and micro-transformations within a whole school setting. Relevant to these points, this study sought to investigate both TL and micro-transformations within a community of practice.

Multifaceted Professional Development

In a community of practice teachers work together instead of being isolated. This leads to improvement because, as Vygotsky explained, people learn within social interactions (Reiber & Carton, 1987). Reiber and Carton noted that Japan's Lesson Study and Study Circles are examples of communities of practice that provide structure and a space for teacher professional growth. Japan's Lesson Study

protocol involves teachers coming together to plan one lesson that each delivers, while the others observe and together debrief to make adjustments.

In a study by Lewis (2009), 5th grade teachers set goals and engaged in a cycle of inquiry, which enabled them to address students' abilities and needs. A recent study by Green (2014) showed that, in engaging in lesson studies, teachers were able to better deliver lessons as they observed one another and gave feedback. In both studies (Green, 2014; Lewis, 2009), researchers found that communities of practice that utilized lesson studies improved instructional practices by collaborating, planning, teaching, observing, reflecting, and then re-teaching.

Vinogradov (2012) conducted a five-session study circle, another type of community of practice, to develop English as Second Language (ESL) teaching capacity. Teachers read articles before meeting, discussed relevance to teaching, shared ideas, and applied new knowledge in the classroom. Findings indicated that ESL teachers reflected more and gained a strong repertoire of practices that they found useful in their classrooms. Vinogradov found that English as a Second Language teachers who collaboratively participated in a PLC reflected more, gained a stronger repertoire of practices, and grew with professional support. In addition, teachers working together, instead of being isolated, lead to improvement because as Vygotsky explained, people learn within social interactions (Reiber & Carton, 1987).

A similar study by Bilyeu (2009) focused on a Lesson Study bringing librarians and teachers together to increase ELLs' involvement. The teachers and librarians observed one another, collected data on the engagement of ELLs, and

matched strategies to increase participation. While one teacher/librarian taught the lesson, the other evaluated it. For example, observers would gauge the amount of engagement and then give feedback. Overall, Bilyeu's findings revealed that these peer observations allowed the teachers and librarians to grow in their capacity to address ELLs' needs. This dissertation also makes use of peer observations and feedback as an important resource in my community of practice.

Earlier research by Lambert, Wallach, and Ramsey (2007) found that teacher learning takes place within a school community that focuses on both collective and individual instruction and practice, and allows for opportunities to build upon each other's knowledge and expertise; honors the strengths, interests, and needs of adult learners, challenging preexisting understandings, practices, and beliefs; and includes formative assessment and peer feedback.

Researchers have identified common features that make PLCs successful in helping teachers internalize and implement strong instructional practices. Effective PLCs focus on skills that students need to learn; study current and effective teaching practices based on research; analyze student work to identify struggling students; utilize a result-oriented approach to help all students; and create a problem-solving structure to address critical issues (Dufour, 2007; Kronholz, 2012; Lowden, 2006; Short, 2013).

PLCs should be organized systemically with structures in place (Darling-Hammond, 2010; Elmore, 2004; Hoffman, Dahlman, & Zierdt, 2009; Short, 2013) and should allow for self-reflection (Blitz, 2013) with a shift from blaming

inadequacies to owning effort and success (Waddell & Lee, 2008). PLCs should also incorporate a shared vision, responsibility, and respect among members (Dufour & Mattos, 2013; Hoffman, Dahlman, & Zierdt, 2009) with perseverance and commitment to deeper connection and learning (Vescio, Ross, & Adams, 2008).

Researchers have found that PLCs can bridge educators toward understanding ELL pedagogy in an elementary school setting (Tidwell, Wymore, Garza, Estrada, & Smith, 2011). In a study by Hayes, Rueda, and Chilton (2009), teachers' professional and supportive learning community was a major factor in student success. Their learning community created a space for reflection on teacher practice with a lens for instructional quality. Members presented teaching practices and engaged in discussions about theory as well as teaching problems. The researchers concluded that all teachers were motivated to improve their praxis (Hayes, Rueda, and Chilton, 2009).

Overall, the positive energy that collaboration brings is a catalyst for motivation and trying new ideas (Bilyeu, 2009; Elbousty & Bratt, 2010). The researchers concluded that on-line PLCs may have a significant impact due to their flexibility and reduction in concerns about mobility issues. Of note is that the professional learning community studied in this dissertation relied on an on-line platform to share resources and extend conversation. However, on-line PLCs were not always successful because of a perceived lack of motivation and collaboration among its participants (Blitz, 2013). As a result, a hybrid of on-line PLCs with in-

person sessions seemed to be most effective (Blitz, 2013), and the community of practice examined in this dissertation used exactly this kind of hybrid model.

Another study implemented in elementary schools showed that PLCs are often multi-layered. Sleegers, den Brok, Verbeistm, Moolenaar, and Daly (2013) demonstrated that score results from the *Building Capacity for Learning Communities* scale showed that an interconnection of personal, interpersonal, and organization capacities drive the impact of PLCs on teaching practices. Personal capacity refers to teachers' ability to learn both content knowledge and current effective practices. Interpersonal capacities refer to teachers' ability to learn as a group, to embrace similar values, and share effective practices. Organizational capacity refers to creating a collegial climate, facilitation in engaging participation among members, and having resources. Similarly, a study by Farley-Ripple and Buttram (2013) revealed that resources, structure, time, and use of experts aided in effective PLCs. In addition, developing a PLC of trust, shared values, and reflection worked well to help develop teacher capacity. Finally, providing effective leadership with the implementation of PLCs, helped in teacher learning and impacted teacher instruction.

In a study conducted by Theoharis and O'Toole (2011), expert bilingual/ELD teachers helped general education (GE) teachers by engaging in on-going conversations that led to greater capacity in teaching Spanish-speaking ELLs. Likewise, Brooks, Adams, and Morita-Mullaney (2010) conducted a study through a grant that utilized experts to enhance the understanding of ELL pedagogy. This

social justice-focused PLC addressing the ELL population established teams that included the principal and three general education teachers. The goal was to increase understanding and to share responsibility of teaching ELLs with the site English as a Second Language (ESL) teacher. Findings demonstrated that administrators made more transformative decisions supporting ELLs and GE teachers applied ELL pedagogy in their classrooms.

Results of Bilyeu's (2009) study bringing librarians and teachers together to increase ELLs' involvement with an education consultant showed this practice to be especially helpful. Hoffman, Dahlman, and Zierdt (2009) also conducted research on ELL strategies. The three-year action-focused PLC study built capacity in addressing ELL needs in a diverse group of elementary school leaders, teachers, and college faculty who met every three weeks for about three years. Overall, findings showed that advanced organization and shared leadership were key elements that made this PLC effective.

Communities of practice generally involve lesson studies, study circles, or professional learning communities. These types of learning settings often include a multifaceted approach to learning, which includes experts, coaching, and peer observations. Hiring experts or coaches to facilitate team learning made PLCs more effective. A study by Kronholz (2013) showed that hiring PLC expert-facilitators to help facilitate team learning was an effective strategy in implementing PLCs. Seminal research by Joyce and Showers (1980) advocated for instructional coaches, including peer-coaching strategies, to ensure understanding and implementation of

recently learned instructional practices. Daniels, Pirayoff, and Bessant (2013) used interviews with teachers participating in peer observations that this was an effective way to engage in teacher learning.

A study by Burke (2013) expanded on the use of peer observations and reflection. Burke's study utilized *experiential professional development*, involved structures embedded within the teachers' classroom, high quality experts, and collaboration of teachers via meetings, before and after school, peer observations and debriefs, and coaching, which led to changes in teacher practices (Burke, 2013). Two recent studies explored the role of effective coaching in improving teaching practices. Anderson, Feldman, and Minstrell (2014) found that relational trust was key to effective coaching. Bertrand and Huguet (2015) also studied the effectiveness of coaching and PLCs and found that using coaches who had expertise in building trust and facilitating data-focused dialogue with an emphasis toward instruction, resulted in change in teacher practices. Furthermore, Bertrand and Marsh (2015) found that teachers tended to attribute low scores in one of four ways: (a) instructional practices, or teacher-based; (b) what the student understood; (c) the test; or (d) student attributes, whether they were considered "high" or "low." Teachers tended to change their perceptions when working with a coach and/or within a PLC.

Overall, teachers' perceptions of their changed beliefs were a result of professional learning that involved classroom experimentations, observation of students' learning, colleague collaboration, opportunities to focus on individual learning interests, and struggling with persistence. Diamond and Powell (2011)

conducted a series of studies that showed that including teachers in the iterative process in the development of learning intervention strategies proved beneficial on many levels. This multifaceted-PLC adhered to individual needs and demonstrated a pathway to professional learning (Wilkie & Clarke, 2015). Furthermore, Lane et al. (2015) found that embedding coaching between professional development days aided in teacher learning as indicated by self-reports. Coaching activities, however, were not reported, which could have offered insights into the success of this model.

Challenges

It is important to find the right structure for PLCs. Different types of PLC structures have specific purposes. In addition, a lack of integration with other initiatives created obstacles for deep change in classroom instruction (Burke, Marx, & Berry, 2011).

Another challenge can be resistance from the teachers (Fullan, 2007; Waddle & Lee, 2008). Fullan (2007) explained that if teachers do not know the purpose or see how it relates to their practice, or when it is forced, they tend to resist. Fullan emphasized the importance of teacher buy-in and that it takes time to implement new changes, overcome fears, and learn a new skill set. Finally, Fullan advocated that teachers need to feel safe as they analyze difficult data and learn challenging new strategies.

Tidwell, Wymore, Garza, Estrada, and Smith (2011) researched a self-study and found some participants felt too vulnerable to share, especially if members created negative experiences or weren't involved in shared leadership (Hoffman, Dahlman, & Zierdt, 2009; Vescio, Ross, & Adams, 2008). Another challenge that

teachers mentioned was the amount of time and work that collaboration took as opposed to working in isolation (Elbousty & Bratt, 2010). Further, a lack of commitment ensued when PLCs lacked productive structures and a focus on realistic and concrete outcomes (Burke, Marx, & Berry, 2011; Tidwell, Wymore, Garza, Estrada, & Smith, 2011). Murray and Ma (2008) also found that peer coaching without structure did very little to create change in practices and suggest administrator oversight to ensure teacher and student growth.

Summary

Major findings of this literature review demonstrate that students need to have focused instruction to develop academic language (Haneda, 2014). Without this focused instruction, opportunities for vibrant student engagement can be compromised. Additionally, Spanish-speaking Latina/o students deserve more effective pedagogy and higher quality teachers (Darling-Hammond, 2010; Elmore, 2004; Olsen, 2010). As a result, it is critical to provide students with this scaffolding, especially in utilizing complex texts. Finally, the California Department of Education (2102; 2013) recently adopted new ELD standards and teachers need to learn these new policies and ELD standards and strategies. Findings also suggest that policies influence teaching attitudes. Therefore, policies that create positive learning outcomes for students are important to examine. When teachers have the opportunity to learn together, such as in a community of practice, changes can occur in beliefs as well as practices. Furthermore, communities of practice, such as PLCs, coaching, and peer observations are known to create a space for professional learning that will

impact classroom pedagogy (García, Arias, Harris, & Serna, 2010). Researchers have found that educators who were involved in communities of practice, namely PLCs, took responsibility for student learning and developed professional relationships that helped sustain them in their careers (Bilyeu, 2009; Dufour & Mattos, 2013; Short, 2013).

Overall, the literature shows the importance of academic language in English language development and biliteracy, integrating social justice and equity discussions in teacher settings, teacher beliefs as they relate to policy, teacher change, and how a multifaceted professional learning experience can deepen instruction. However, further studies on multifaceted communities of practice addressing Spanish-speaking Latina/o biliterate students' language strengths and needs can benefit educators. Furthermore, there is a dearth of studies that demonstrate how to integrate discussions of social justice and equity. As a result, the current study will add to the body of literature through investigation of these transformative teacher processes developing academic language and integrating social justice and equity conversations that ultimately serve Spanish-speaking biliterate students.

Chapter 3: Methodology

The purpose of this study was to explore my two-fold research question:

What is the transformative process of teacher learning arising from a multifaceted professional development approach, based on a community of practice? How does this community of practice support elementary school teachers in serving Spanish-speaking Latina/o students? The content of learning with the community of practice focused on academic language in literacy, which is, listening, speaking, reading, and writing in English and/or Spanish. In addition, the research supports the philosophy that effective educators need to engage in activities that deepen their understanding of social justice issues, from which they can influence others (Brown, 2004; Singleton, 2015). Therefore, this study aimed to infuse social justice and equity awareness, especially in respect to the cultural, linguistic, and academic strengths and needs of Latina/o emerging biliterate students, with discussions on LatCrit (Solorzano & Bernal, 2001; Yosso, 2005) in the PLC meetings and coaching. An additional purpose of the research was to provide teachers with insights that would build Spanish and English literacy, through the lens of Latina Critical Race Theory, emphasizing the importance of capitalizing on the strengths of Latina/o students.

I used the case study approach (Yin, 2004) as the methodology in this research study. Yin noted that there are six common sources of evidence in doing case studies (p. 19): documents (e.g., newspaper articles, letters, emails, and reports); archival records (e.g., student records); interviews (e.g., open-ended conversations with key informants); direct observation (e.g., observations of classroom behavior);

participant-observation (e.g., being identified as a researcher but also filling a real-life role in the scene being studied); and physical artifacts (e.g., printouts of students' work). I accessed all six sources of evidence in this case study. I reviewed articles, reports and student records, and physical artifacts. I conducted one-on-one interviews with participants using open-ended questions. I directly observed classroom behavior. Most importantly, I functioned in the role of participant-observer in that I was not only the researcher but also participated "in the scene being studied." I was part of the case study and also acted as a literacy coach in the actual community of practice.

In the first section, I address the scope of the study by discussing current and needed scholarship on communities of practice that includes a multifaceted approach to learning, the importance of implementing standards and policy, and the critical necessity to address the strengths and needs of Latina/o emerging biliterate students. Next, I describe the qualitative case-study approach that follows teachers' experiences participating in the community of practice within an urban elementary school. I also summarize the measures I took to protect participants' rights. Finally, I describe the tools and procedures used to track and gather information from my data corpus, and my methods of data analysis to provide evidence for the teachers' learning and belief formation process.

Scope of Study

This study was grounded on research demonstrating the three characteristics of the community of practice (Wenger, 1998), as presented in the framework: a

domain, or learning of content as observed in discussions and classroom practices; the community, how members related to one another; and resources utilized within the community. As demonstrated in Figure 1, this study also incorporated a multifaceted approach of utilizing PLCs, which includes ways to improve teacher capacity by collaborating, learning, and practicing (Dufour, 2007), utilizing an expert (Kronholz, 2013), in the critical role of coaching, and peer observations, (Daniels, Pirayoff, & Besant, 2013; Joyce & Showers, 1980; Rudd, Lambert, Sutterwhite, & Smith, 2009) and technology (Blitz, 2013).

Figure 1. Community of Practice Model

In addition to building a community of practice, this study considered the perspectives of adult learning theory. Piaget (1950) asserted that learning entails

assimilation, adding to what is already understood, and accommodation, changing preexisting understandings to adjust for what is newly learned. Knowles (1980) developed the idea of *andragogy*, adult learning practices, and stated that adult learners (a) are self-directed; (b) have accumulated experiences, which enhances their learning; (c) have a perceived need; (d) are active learners; and (e) are motivated to self-actualize. It is important that when approaching new information, to respect what teachers already know and to build on their strengths.

Also, because this study was on teacher transformational processes, I incorporated to the study, the concept of *Transformative Learning (TL)* (Mezirow, 1997), which deepened adult learning theory by emphasizing that learning: (a) elaborates what one already knows; (b) creates opportunities for new points of view to be expressed; (c) has the potential to transform existing points of view; and (d) changes our beliefs and practice. TL espouses autonomous thinking, incorporates new learning, is actively engaging, and involves self-awareness and reflection.

Moreover, because learning does not take place all at once, one process of change called *micro-transformations*, coined by Alexander (1998), entails small shifts in learning that add to a more complex understanding. It is important to recognize that learning and change are complex processes, involving collaboration, motivation, struggle, and barriers. Learning addresses teacher knowledge, experiences, and beliefs. Finally, adult learning or professional development is best mediated through a social setting such as a community of practice.

Based on a Freirean theory (Shor, 1973) that stresses that learning goals come from the learner, each PLC meeting encompassed a two-fold agenda based on what the participants hoped to obtain from the community of practice. The first part of the PLC meeting included learning and discussing strategies and resources that would help their students, primarily their Latina/o students in developing literacy. For example, I provided resources that teachers could utilize in developing students' skills, using the Talk Moves (sentence frames that allow students to organize their thoughts and to develop their conversations using academic language, such as paraphrasing, agreeing or disagreeing or adding on) as well as resources found within our district and California Development of Education portals. I also provided coaching in implementing the Talk Moves.

The second part of the PLC meeting was called "Teacher Spotlight" and dedicated attention toward a teaching video by one of the participants. The community of practice also included coaching rounds, which included 1:1 planning, modeling, and observations between each of the teachers and myself. Finally, participants wanted the opportunity to observe one another's teaching, so we arranged cross-visits, which were followed by a debriefing of the experience. This planning was predicated on the assertion that when structures are in place, it is easier for educators to be transformative, instilling a social justice perspective (Shields, 2010; Theoharis, 2007). The goal of the research was to investigate ways that formed teachers' beliefs into practices. The research premise was that, as new beliefs and identities formed, teacher practice changed, developing teacher craft.

Research Design

As conceptualized in the research design model (see Appendix A), the study was an analysis of teacher learning utilizing a community of practice. The case study used Yin's (2004) recommendations for common sources of evidence in doing case studies: documents, archival records, and physical artifacts (reports, legal documents, examples of students' work), interviews with four participants in the case, and participant observation. Yin noted that participant observation as a researcher should hold a real-life position within the study. In this investigation, I functioned as a literacy coach, participant in the group, and researcher.

This was an interpretive case study approach to capture teachers' experiences and their process in participating in a PLC. Case studies are used in qualitative research as a way to gain knowledge through social constructions using the complexities of human sensemaking (Yin, 2004). The benefits of exploring the process of building teacher capacity, focusing on beliefs, attitudes, identities, and practice through qualitative methods can give insights and perspectives to educators in preparing PDs for teachers that a quantitative study cannot do. A qualitative study can more adequately describe in detail the shifts in teachers' mindsets and practices. Therefore, this was an analysis of a small scale and locally facilitated experience to help the district determine the best course of action in developing teachers' capacity. It can also add to the literature of teacher learning, identifying beliefs and attitudes, and forming identities utilizing communities of practice.

To obtain informed consent and set up mid-PLC interviews, participants attended a pre-session meeting that included a review of this PLC research plan, which comprised four language-focused PLC meetings, February through May to learn strategies, share ideas, and to reflect on the PLC process. Participants also agreed to a post study interview. The district's multilingual department provided each participant 10 hours for the PLC work on research-based academic language practices indicated with the agendas (see Appendix F). These sessions were based on teachers' goals of learning new strategies, planning effectively, finding new resources, and peer observations. Sessions were also based on the district's goals of familiarizing teachers with new California ELD standards and developing capacity in accessing the ELA/ELD framework and online resources of the California Department of Education (CDE, 2012) and sharing video recordings of their lessons through the TCH platform. These practices are known to aid teachers in reflecting and deepening their craft (Brown, 2004; Knight et al., 2012).

Setting

Teachers met together, in a PLC, in the school library every third Thursday from January through May. This was determined by teacher preference. We utilized the Teaching Channel (TCH), a district-adopted technology platform for professional development. I provided a reflection journal to each participant and each participant brought his or her computer. I also provided snacks for them as it took place after the school day. In addition, teachers spent another half hour a month in coaching sessions, peer observations, or to explore resources in the TCH. Modeling,

observations, coaching meetings and interviews took place where it was most convenient for teachers, usually in their classrooms. Finally, open-ended interviews (Seidman, 2006) were conducted to explore teachers' processes.

This study was conducted at a public elementary school in an urban district serving over 55,000 students. The school is One-way Spanish Bilingual school, also offering General Education classes at each grade level. It attracts a middle class population of families, as the area has gentrified. It also serves a more marginalized group of Latina/o families living in and just beyond the borders of the city. About 49% of the students are Latina/o, and about 40% are emerging biliterate students (English Learners). Teachers at the school range in experience from one to 22 years with most teachers having an average of about 10 years in the profession. The principal has been at the site for five years, and has about 15 years of experience in administration.

Role of the Researcher

Being an insider within the district with more than 20-years' experience serving Spanish-speaking emerging biliterate students, I understand the complexities of teaching in a Spanish-bilingual classroom in this district, especially. In addition, I have been involved with multilingual pathways department as a teacher on special assignment, as a member of the ELD Design Team, and in the implementation phases. I am also an insider, although a relatively new member of this school. At the time of the study, it was my first year as a literacy coach and my second year at the school. My varied experiences had equipped me with the knowledge and skill to

guide teachers in learning and reflection through a PLC. Thus, my role in this PLC carried multiple dimensions.

First, I incorporated the district's suggestion of weekly session progression and strategies for Designated ELD as well as Integrated ELD strategies, providing videos and resources to help teachers in their craft. I also co-created the PLC meetings, coaching, modeling, and/or co-teaching lessons with teachers, especially as it related to literacy in Spanish language arts and ELD. My role as a coach and conducting this PLC put me in expert status, but I emphasized peer coaching (Joyce & Showers, 1980) and acknowledged teachers' strengths.

Furthermore, I have a strong interest in creating meaningful ways to develop teacher capacity. I have experienced top-down mandates from the NCLB era in which I was required as a teacher to implement strategies that did not work or were not engaging for my students. It was a disheartening time in my career and propelled me to reflect on my mission as an educator. I have also experienced grade level PLCs in which the idea of collegiality was not embraced. Neither of these types of experiences led to teacher satisfaction. Throughout these experiences, I was deliberate in holding to my vision of empowering my Spanish-speaking emerging biliterate students, and these experiences did not diminish my vision to continue learning as an educator. This is not the case for many educators. Santoro and Morehouse (2011) found that dedicated teachers who enjoyed working in high-poverty schools, left their jobs when they did not feel like they were making a difference. When teachers felt forced to compromise good teaching, they left.

Conversely, Dufour (2007) found that when teachers were appreciated for their work, they stayed. Therefore, it was very important to me to collaborate with participants to obtain desired outcomes, rather than dictate to them. I also appreciated the hard work of the participants. In part, this dissertation was a study of my position as Spanish-Biliterate Literacy coach at the school. Therefore, I made careful considerations to ensure that this study remained an ethical setting for research, maintaining collegial respect to colleagues. Finally, I was the sole collector of data of audio and video recordings, paying particular attention to segments that added to my analysis.

Participant Selection and Profiles

I used a convenience sample of 1st to 5th grade teachers at my school (see Table 1). To recruit participants, I announced the project, funded from the Multilingual Department, at our grade level collaboration Mondays, and passed out flyers. Also, as the literacy coach at this school, I have had a 1:1 or small group working relationships with each of these participants within the last year, and therefore, approached teachers individually asking if they would be interested in participating in this study. Teachers decided to sign up for this PLC because they were interested in developing the academic language of their students, in Spanish or in English. The main criterion to participate in this study was a desire to learn and share ideas.

Participants were teachers with varied experience who instructed Latina/o Spanish-English emerging biliterate students in a one-way biliteracy program. Two

members taught both English and Spanish within a one-way Spanish biliteracy pathway, and two members taught only in English, providing English Language Development (ELD) to students who also receive Spanish instruction from another teacher. I applied these selection criteria to allow space for deep discussions across the two language pathways' perspectives, especially in serving Latina/o emerging biliterate students.

Table 1

Participants

Teacher	Ethnicity	Grade	Type of class	Years of experience
Mackenzie	White	1 st grade	Spanish-Bil	4; 1 in Spanish-bil
Diana	Latina	2 nd grade	English only	22
Inez	Latina	4 th grade	Spanish-Bil	16
David	White	5 th grade	English only	11

I asked participants to tell me about themselves, asking them questions either during our pre- PLC meeting, in my initial interview with each participant, or in an email to gather more information. Questions asked about their teaching experience included what they were currently teaching, why they became a teacher, other ways they enhanced their learning, and why they had joined this PLC.

Mackenzie. Mackenzie teaches 1st grade in the Spanish biliterate pathway program. This is her 1st year in a Spanish-biliterate classroom. She also taught three years in an English only “General Education” classroom, where it was still required that she teach ELD. She holds a Spanish BCLAD (Bilingual, Cross-cultural, Language, and Academic Development), Multiple Subjects credential and has an MA in teaching. Presently, all of her 19 students are Latina/o, and emerging biliterate, that is, they are considered ELLs.

Mackenzie decided in second grade that she wanted to be a teacher because she “loved her second-grade teacher and wanted to be just like her.” Through high school, she worked as a teacher’s assistant and had a few other teachers who really pushed her toward pursuing a career in education. Her love of books has also pushed her, wanting to share the love of reading with young students.

She decided to participate in this PLC because she wanted to improve her craft and learn from her peers. Specifically, she hoped to engage in peer observations to learn from her colleagues. Mackenzie is very enthusiastic about deepening her practice, and she has participated in many professional learning communities in her four years of teaching.

Diana. Diana teaches 2nd grade. She is a 22-year veteran. She taught 5th grade for six years, and has been at this current school for 11 years, teaching 2nd grade. She has a CLAD credential and has taught mostly in ELD classrooms within general education. She teaches emerging biliterate students every morning for one half hour in an ELD switch, a time when some of her students go to other teachers.

Diana is Latina, but her father wanted her to speak only in English because in her father's generation, students were punished for speaking their first language. Diana regrets not ever learning Spanish. She started her career path in corporate America, working downtown San Francisco. However, this proved to be dissatisfying for her and she decided to go back to school. She was drawn to teaching because she saw it as a space to continue to learn as well as an opportunity for her to be creative.

She has participated in a number of PDs on ELD over the years and wants to stay connected to best practices and improving her craft. She is a teacher leader and currently serves as a Beginning Teacher Supports and Assessment (BTSA) mentor and coach for the new teachers at the school. She decided to participate in this PLC because she hoped to understand best teaching academic language development practices and obtain more strategies to help her emerging biliterate students.

Inez. Inez teaches 4th grade in the Spanish biliterate pathway program. She has been teaching for 16 years, 11 years at this present school at varying grade levels, mostly 2nd and 4th grades. She holds a BCLAD (Bilingual, Cross-cultural, Language, and Academic Development) in Spanish, and a master's degree in TESOL (Teaching English as a Second Language). All of her 18 students are Latina/o, and 16 are emerging biliterate students, considered ELLs.

In her own schooling, she went to an English-speaking school in a multi-cultural community. Many of the students spoke Spanish. She mentioned that they would speak Spanish to each other, but in class it was English only. Her parents did

not want them to be in bilingual classrooms after her eldest sister was held back due to lack of English proficiency. However, she would get about 30 minutes of Spanish vocabulary instruction in the 2nd grade. Inez recounts that it was fun because it was so easy, but it didn't really develop her academic literacy. She learned more about bilingual education in college and liked the idea of teaching children Spanish writing and speaking at an early age, especially since she didn't have that opportunity as a child. That is one of the reasons why she became a bilingual teacher.

Inez has participated in PDs such as B-Cuadrado, a Spanish biliteracy teacher leader forum to deepen biliteracy practices, and other PDs to help build her craft. She was interested in this Academic Language Development PLC to better plan her ELD lessons and learn about what practices are best in developing language skills. In particular, Inez was interested in resources she could use in her Spanish-biliterate pathway class.

David. David teaches 5th grade. He has nine emerging biliterate students; five are Spanish-speaking. He teaches a total of eight Latina/o students. Some are either reclassified, or considered English proficient, or were never considered ELL. He has been teaching a total of 11 years, about five years at this school.

David worked in the field of television news and entertainment as a researcher, producer/writer. Simultaneously, he also began his career as a teacher, starting in a post high school vocational school, as an instructor in Radio/TV production in Wisconsin and Minnesota. He went on to teach computers for a K-8 academic support program. In the mid-90s, he moved to Los Angeles to pursue his

television aspirations with numerous short-term gigs. All the while, he was developing his own programming for the children's market and soon started working in schools, bringing in academic and enrichment programming. It was these experiences that convinced him to return to school to obtain a teaching credential. He chose to attend Antioch University-LA for their focus on social justice education, where he began to view public education through the lens of race and how that impacts lessons, classroom environment, and management. Upon receiving his teaching credentials, he taught for the LAUSD (Los Angeles Unified School District) as a 4th grade teacher. He moved to NYC Public Schools as a middle school language arts/social studies teacher. Working with low socio-economic marginalized students was transformative and "continues to define him as a teacher." Ultimately, he moved to San Francisco, where he has been teaching 5th grade for about five years.

With technology being a gateway into learning language, David constantly seeks ways to improve his teaching craft utilizing computers. Often self-taught, David incorporates technology on a day-to-day basis. In fact, class instruction is often conducted through Google Drive. He wanted to be part of this literacy based ALD/ELD (Academic Language Development/English Language Development) PLC to learn how to plan effectively for his emerging biliterate students.

Ethics and Protection of Human Subjects

The SFSU's Institutional Review Board and Office of Research and Sponsored Programs considered my research study exempt because it was a study

where data collection took place within the normal parameters of educational practice. To ensure the participants' ethical rights and protection, I explained to them the nature of my study with a copy of the informed consent (see Appendix A), which they signed. We discussed the purpose, background, procedures, risks, confidentiality, benefits, costs, compensation, alternatives, questions, and the right to discontinue at any time without repercussions.

Data Collection

The data collection tools I used were my password protected computer, iPhone and/or iPad to video-record lessons and to audio-record PLC meetings, coaching sessions, and interviews. To increase validity of this study I applied triangulation utilizing a variety of tools, such as keeping field notes on the PLC, coaching, and observations, as well as teacher reflections; audio-recorded various meetings such as the PLC, coaching, interviews, and debriefings; I used the Teaching Channel (TCH) platform to obtain data, as this platform served as a receptacle for some discussions and responses to questions that I posed to the teachers. I also used the TCH to present video-recorded lessons conducted by the participants. Finally, the TCH served as a platform to disseminate resources such as strategies and learning videos. These multiple sources of data allowed me to collect a variety of evidence of teacher learning and of changes in their beliefs, identity, or practice from different outlooks. Finally, I asked the participants to read my chapter on my findings to ensure accuracy from their perspectives.

I used audio recordings of interviews using Seidman's (2006) approaches to interviewing. The pre and post interview questions were open-ended and based on an exploration of teachers' experience and their own meaning-making of those experiences (Seidman, 2006).

I focused on the three characteristics of the community of practice as presented in the framework: (a) domain, learning of content as observed in classroom routines and practices; (b) community, how the community interacts and how members relate to one another; and (c) resources, how the members utilize the resources provided. I also analyzed what aspects of the community of practice were helpful, such as the PLC meetings, coaching, and peer observations, and/or videos. At the same time, I remained open to what the data revealed.

Data Analysis

I transcribed my PLC recordings, and a few coaching sessions, about 10 hours of conversation, and had the rest, about eight hours, which included most of my coaching sessions and all of my interviews, transcribed by a professional transcription services company. After listening to and rereading my transcribed recordings, I embarked on first round coding. According to Miles, Huberman, and Saldaña (2014) and Saldaña (2013), values are what teachers would identify as important about people, places, and things; attitude is what teachers would think about people, places, and things; and beliefs are a compilation of values and attitudes as well as ideology and biases. Therefore, for the first round of coding, I focused on coding values throughout my entire data corpus. I also conducted second round

coding, post coding, and finally themed my codes, utilizing a case-oriented approach focused on the PLC, with charts to show coding findings and to organize data. In addition, I wrote analytic data memos on the data that I collected (Miles, Huberman, & Saldaña, 2014; Saldaña, 2013). My analysis of data corpus identified what worked, and what did not work, as well as how issues were addressed within the PLC and coaching process.

Using coding practices suggested by Miles, Huberman, and Saldaña (2014) and Saldaña, (2013), the steps I took in the coding analysis began with creating an index by writing down key ideas and/or concepts. Next, I applied possible approaches to first round coding. Without knowing exactly what approach was most appropriate to use, I experimented with *Values* coding throughout the discussions as this approach was exploratory with an overview of data corpus, and provided a structure to identify values of the community of practice: domain, community, and resources. Values coding led me to apply *in vivo* coding to honor the participants' voices as I applied pattern coding, as it related to learning of the domain, interacting within the community, and utilizing resources. After conducting first-round coding identifying teachers' values. My second-round included *in vivo* and pattern coding. I embarked on third-round coding cycle by reorganizing, narrowing, and connecting ideas and concepts applying axial coding to investigate sub-themes to the structure of a community of practice, namely the domain, community, and resources or to find other themes that arose. Finally, I pursued post-coding, employing code-weaving approaches, theorizing, with final reorganization of data (Saldaña, 2013) that would

create a coherent theory (Charmaz, 2015), or at least provide a conclusion of the learning process of teachers through a community of practice. All these approaches worked well with identifying attitudes, beliefs, and insights into teacher practice.

I also studied the community aspect of the community of practice as well as identified a transformation in philosophy and practice by examining conversations through discourse analysis (Cazden, 2001; Saldaña, 2013). Specifically, I analyzed the language they used to talk about their teaching beliefs as well as the content of what teachers say to infer what that reveals about the way they see their teacher identity. Focusing on content, such as dimensions of literacy development, I analyzed what teachers emphasize in their talk about learners and their lessons. In the same vein, focusing on language, or how teachers talk, can demonstrate shifts in thinking, relating, or learning. I drew from Cazden's (2004) discussion on the complementation of analysis, which emphasizes categorizing text and interpretation, examining expression of thoughts, using concepts from her book on teaching and learning (Cazden, 2001) as a guide toward discourse analysis. Foci included the discourse around values, beliefs, and identities, and learning process of standards, policy, and instructional practices within the PLC meetings, interviews, and coaching from knowledge of concepts to reasoning of strategies used.

In particular, I undertook code-weaving (Saldaña, 2014) to find emerging themes from my application of *in vivo*, values, pattern coding, and axial coding. I categorized teachers' transformative process with two themes: (a) teacher engagement and making connections and (b) supporting one another and challenging

one another. I also studied the process of engaging in social justice and equity discussions. I introduced various social justice leaders which guided our social justice and equity discussions. I also used Cazden's (2004) approach of naming types of discourse, and I interwove these subthemes with the ways that we communicated with each other through "teachable moments," "pedagogical experiences," or "productive struggle." Pedagogical experiences were experiences in instructional practice. As the coach, I continued identifying key aspects that permeated and cycled throughout discussions in interviews, PLC gatherings, and coaching and when I, or anyone in the group, wanted to highlight a specific point, we spontaneously highlighted that point. I called these teachable moments. These key concepts teachable moments and pedagogical experiences highlighted the way teachers entered discussions and shared their thinking. Finally, I named places where teachers expressed confusion or experienced dissonance as productive struggle.

Both coding and discourse analysis helped me draw more complete conclusions on teacher learning process, and on teachers' beliefs, attitudes, and identities. The dual process also extended my coding explorations focusing on the community of practice's tenets: content learned, community building, and access to resources. Both the coding approaches and discourse analysis identified the learning from the domain, resources, and within social interactions. It led to refining a theory (Charmaz, 2015) on how teachers' learning processes through a community of practice help them understand what it takes to effectively teach Spanish-speaking Latina/o emerging biliterate students.

Limitations and Implications

There are limitations to this PLC study. For example, the study focused on a small group of elementary teachers. Furthermore, in both my personal experience and in studies of community of practice, lack of time was a high-risk factor. Participants could opt out at any time, which could have compromised the quality of this study. To minimize this, I held a pre-session so that they were well informed of the design. In addition, this learning was theirs and focused on what they wanted to learn. Also, as a coach, I strengthened our collegial relationships, which as previous studies have found, positively impacts the life of a PLC.

This was a small-scale, locally facilitated qualitative study, which restricted transferability. Still, implications gained from this study can add to the literature on communities of practice and contribute to the scholarship of teacher processes of learning, identifying beliefs and attitudes, and forming identities. Even though time constraints prevented me from measuring teacher effectiveness, this study provided insights that can potentially improve teacher practice. Furthermore, it is expected that aspects of the study can be useful in other settings and professional learning. For example, because PLCs are a relatively new structure for PDs, this study can add to the existing literature on teacher PDs. It can also add to literature identifying strengths and meeting needs of often marginalized Spanish-speaking emerging biliterate students. This research utilizing a PLC also comes at an opportune time as my district is strategizing how to familiarize teachers with the new ELD Standards (CDE, 2012). This study can offer insights into my district's PD process, examining

teacher learning and providing high quality learning opportunities to teachers to aid in student achievement. As the literacy coach, I also want to explore the process of combining PLC meetings, coaching, and peer observations as a comprehensive approach to teacher learning.

Summary

In summary, the intent of this qualitative case study of four teachers was to explore how professional learning communities develop teachers' capacity in teaching Spanish-speaking Latina/o biliterate students in literacy. Specifically, I wanted to know what the teachers' processes in learning new practices and shifting philosophy of teaching Spanish-speaking biliterate students were within an elementary school. In analyzing conversations within PLC meetings, coaching, lessons, and peer observations, I captured authentic experiences of the teachers, even when discrepant from one another, as this was a case study exploring their processes in learning within a community of practice.

Chapter 4: Findings

Teachers at my school wanted support to better meet their Spanish-speaking Latina/o biliterate students' language needs and build upon their strengths. Moreover, California recently introduced the 2012 English Language Development (ELD) standards. In addition, the district has emphasized language policy based in their response to the Lau Action Plan entitled the Modified Consent Decree (2015). This policy mandates that students have the right to learn in their primary language as well as receive rigorous designated and integrated English language development. Therefore, the goals of this professional learning experience were to help teachers learn new standards and policy, to teach lesson planning and instructional strategies that supported teachers' language instruction in English and Spanish, and to create an awareness of social justice and equity as it relates to their Spanish-speaking biliterate students. My study investigated the two research questions: *What is the transformative process of teacher learning arising from a multifaceted professional development approach, based on a community of practice? How does this community of practice support elementary school teachers in serving Spanish-speaking Latina/o students?* This community comprised four teachers and me, in my role as literacy coach and expert as a Spanish biliteracy educator. This dissertation follows the dynamic process of the teachers' learning within this community of practice.

I explain how teachers experienced what Lave and Wenger (1991) described as the three-pronged elements of a community of practice: the interaction of the

community, resources, and the domain. In Part 1, I focus on one of Lave and Wenger's (1991) three-pronged elements, the interaction of the community itself. I applied Freirean principles to amplify teachers' voices such that they created our joint agreements and determined what we would learn together. Another aspect in the discussion of community was the use of humor, which aided in creating a sense of collegiality. The community of practice created a space for teachers to develop a close community, build *confianza* (mutual trust), and engage in rich discussions of social justice and equity. As a result, students' strengths were acknowledged, challenging the predictive power of poverty that many Spanish-speaking Latina/o students encounter.

In Part 2, I focused on the second of the three-pronged components of a community of practice, the resources that were provided. In this subsection, I explore the impact of resources such as the PLC gathering, differentiated coaching, and peer observations. These resources allowed teachers to address Spanish-speaking Latina/o biliterate students' needs.

Finally in Part 3, I address the third-prong, the domain, which comprised deepening teachers' understanding of academic language and included discussion and learning of the Modified Consent Decree's language directives on Designated and Integrated ELD and biliteracy. Discussion in learning academic language for both English Language Development (ELD) and primary language (Spanish) development helped teachers implement policies that served Spanish-speaking Latina/o biliterate students.

Part 1: Interaction in a Collegial Community

One of the critical elements of a community of practice is the interaction of the community. This community was able to thrive and was transformative because each participant brought his or her own strengths and expertise to the community.

Mackenzie, newest to teaching and in her first year in the biliteracy program, offered insights into language learning. She had an awareness of ways in which English is viewed as more important than other languages. In one of the PLC gatherings, when Inez's spotlight teaching video showed her teaching in Spanish, Mackenzie discussed experiencing a PD in another language than English. This influenced Diana and David, who both noted they began to see the importance of biliteracy and see Spanish as a strength in a deeper way than before.

Mackenzie: I think it was really validating, to have the lesson in Spanish because we have this biliteracy pathway and we appreciate how bilingual our students are. But whenever we have district PDs or district mandates or whatever, it's always English, or the focus is on ELD, like it's on really getting your kids' English up.

Diana: Spanish is usually seen as a deficit instead of appreciating the language.

Mackenzie: We support the Spanish, but English is more important. It's always more important. Spanish is not just a secondary skill; it's on par with their English.

Diana: It's a benefit for being biliterate, but it also helps. It's a positive thing cognitively because you are looking at all the different patterns of language.

Mackenzie: I think in teaching English, we need to make sure it emphasizes the other language just as much. I think sometimes it [English] is presented as the better language.

Later, Diana noted how she was "impacted by Mackenzie's perspectives" and commented in her own post interview that she grew to understand the benefits of biliteracy not only for its agency, but the "cognitive load her students hold."

Like Mackenzie, David also contributed to the collegial aspect of this community of practice by demonstrating a strong sense of social justice. In addition, his use of technology met the 21st century common core standards and provided others with ideas of innovative ways students can learn. This helped him in making designated ELD a priority. Mackenzie supported him by validating and building on his ideas.

David: I want to keep them engaged and purposeful. I mean I want my students to embrace technology, get on a Google Doc, I mean, well, [one of his biliterate students], he'll go right on, open up an e-mail for me and he knows and does what he needs to do.

Mackenzie: Hmmm.

David: And so I was thinking about exploring with technology, where you can actually have a designated group. They don't literally have to be with you; there are lots of different ways like their chat mode.

Mackenzie: Because they are all on the same drive document and you can have like eight students on one document and another eight on another document.

David: That's what I did. I had a slideshow separate for designated students.

Mackenzie: You can even split the other students, you know if they needed a different skill, into another group.

David: That's what I mean. I can do multiple things at the same time.

A big concern that David expressed, especially while I was coaching him, was how to meet the needs of everyone in his class. Therefore, this idea of using technology in a creative way by having multiple assignments for various groups of students addressed his concern of meeting various students' needs at the same time.

David also brought a lot of humor to the gatherings. His addition of comic relief allowed teachers to show their vulnerability. For example, he commented on the complexity of the learning and shouted, "There is so much to learn!" It was as if others also felt the magnitude of hard work required of them in this learning.

Inez brought steadfastness and understanding to biliteracy, growing up bilingual herself. She appreciated her biliterate students' strengths and built upon what they already knew to develop their English-speaking skills. She mentioned to me in a coaching meeting that when she went to school, she had pull-out "Spanish Class," which she described as fun, "but she didn't really learn much." She therefore understood the importance of relevance and rigor in language instruction.

Inez: My students who are high in Spanish are also high in English. It's good that they're learning Spanish because they'll be able to access a lot more.

Inez says that one of the reasons she loves teaching 4th grade is how motivated her students are by their family, interests, and challenges. Inez also saw the value in sharing strategies with teachers not in the community of practice.

Inez: I want the whole staff to know. I mean maybe we [grade level team] can talk about it at the end of the day. I already did with my grade level. Once I show them all this they're like, "Yeah. This makes sense," you know.

Diana, the most seasoned teacher, brought deep insights into new practices. She understood how all her students were language learners, even those who already speak English; she would often point out that they are still learning English. By looking back over her years of teaching, she also brought a historical understanding of ELD, which she described as "not nearly as rigorous in years past with scripted curriculum." For Diana, this "truly motivated her to participate in this community." Diana's expertise helped others in the group understand the learning, validating the impact of the teaching I provided by sharing and connecting both her pedagogical and professional learning experiences. I provided to the community of practice as the school's literacy coach. She had already undergone some of the district's professional development and as a result, had been selected to be featured in one of the Teaching Channel's (TCH) videos for public viewing. TCH was the digital learning platform that was used by the district. Yet, Diana possessed humility as she

shared her pedagogical experience in creating her self-video for the PLC. This instance of learning coupled with humility allowed her to deepen her practice.

Diana: So, anyway, I was struggling with how to teach. It's one thing, like I know what I want from it, but to actually teach it in chunks and steps, because there were so many different components. There was the actual language we needed to use and the content. And the building ... there were a lot of pieces to it. What content should I use? What's this? What's that? Who am I going to do this with? How am I going to see and teach bits of it without? So, I struggled with that. And then, we just sort of dove into it and just kind of did it. So, I asked Laurie [as the coach] to help me through this.

I saw that Diana's expertise coupled with humility provided additional validation to the other participants, especially when she would give feedback, putting them at ease because they saw that, like all teachers, she experienced productive struggle and when deciding on norms, pointed out that productive struggling "was okay, even a good thing." She saw me, as the coach, to be very resourceful and was forthright in acknowledging that she appreciated my coaching ideas and availability for modeling. Diana also noted that my acceptance allowed her to engage in productive struggling, which made her feel that despite her seniority and expertise, she did not have to be perfect, but could just try out new strategies, and that my feedback would be constructive.

In fact, Diana's perspective on feeling confident to risk new teaching strategies is one example of the trust we shared within our community of practice.

Trust among the teachers and with the process was essential to this study. What is most interesting about this finding was that teachers came to me at various times -- beginning with our founding agreements and continuing through the member checking on my emerging finding -- to suggest I used the word, "confianza" instead of trust to describe our relationship as a community. Their privileging the Spanish over the English revealed a significant shift in their philosophy about the value of the Spanish culture and language, which is notable, because the confianza that developed among the teachers was possibly the single most important outcome in this community. The teachers embracing the word confianza, was, therefore more profound than I could have predicted or imagined, as will become clear in my discussion below.

How did this confianza develop? First, we created a set of shared agreements to allow the group to establish collegiality. Collegiality was also embedded in the fact that I fully participated in our community by sharing my teaching experiences and providing my own video recording of teaching students. Second, we built trust through humor, as the example of David suggests above, and as will be explored further below. Third, throughout our work as a community of practice, we privileged teacher voice, which reflected the Freirean principles foundational to our approach. Overall, these attributes of collegiality, humor, and teacher voice led participants in developing a confianza that lasted throughout the learning experience and promoted transformation.

Given that I had a sense that we needed to build collegiality and that I wanted to this PLC to be responsive to teachers' voices, I set aside the first meeting for logistical purposes, including agreeing upon group norms and a meeting structure. We agreed that the first part of the meetings would be based on content they wanted to focus on. The second part would use a Spotlight Teacher video featuring one of the participants. These videos allowed us a window into each of the participating teachers' classrooms, which provided the teachers direct access to observing new teaching strategies.

At the first meeting, then, Inez led the discussion on our norms by talking about being on time. Knowing expectations of each other seemed to alleviate tension of the vulnerability anticipated. Another possible reason for Inez to jump in quickly was the time factor. These teachers work tirelessly, and being explicit about time parameters was important, especially for overworked, possibly over-burdened teachers. Nevertheless, participants shared some humor when deciding the start time.

Inez: Be on time. Maybe?

David: Yes. Be conscious of time.

Inez: Are we saying 3 because what if we have yard duty?

Diana: We will open the window and call you.

(Everyone laughs.)

Diana: Well, be on time within five minutes.

Inez: 3:05 then?

Coach: Well, let's say 2:55 and then maybe we will be on time at 3.

Time was a factor for all of the participants. My experience, as well as the experience of the others, is that sometimes teachers are late and it affects the rest of the group. This laughter seemed to be indicative of the experience we have of latecomers and how to alleviate lateness. The group spent a relatively large amount of time talking about time.

Inez continued with another idea, and Diana and David agreed. Again, time was an important element and it seemed that Inez, Diana, and David had experiences when time was wasted with complaining rather than being productive.

Inez: Yeah. No venting.

David: Right.

Diana: Complaining about your day.

David: Yeah. We don't want that.

There was a pause and I then suggested having a growth mindset because the whole school had been studying growth mindset. I shared that having this focus made it easier for me to learn, even though I struggled. David and Diana liked the idea of applying the growth mindset to their learning.

Coach: Growth mindset. Especially if we get frustrated in the work. I know last year, having this idea of productive struggling made it easy for all of us to learn in the district. So, maybe something around productive struggling or that growth mindset? I don't know. What do you think? What kind of language around that?

David: Productive struggling. I like that.

Diana: Yeah. Productive struggling, like to really get in it and stay with it and figure it out.

Productive struggling was a concept that David held throughout the professional development experience. In addition, David suggested being courageous and, in other conversations mentioned that being honest with each other was a value he embraced. Diana agreed about being courageous in discussions, but added a caveat, which was to be mindful of others' feelings. Similarly, open was defined as being open to accepting others rather than being open with honesty. Inez, Mackenzie, and Diana agreed.

David: I would also say open and courageous conversations.

Diana: Yeah, Open... [but] where you don't attack somebody else or their ideas. Accepting others' ideas.

Inez: Yeah.

Mackenzie: Yeah, like considering other ideas or....

Diana: Yeah.

Mackenzie: And, respecting others' style and space whatever, I mean when giving feedback.

Mackenzie's idea to respect others when giving feedback connected to Diana's ideas of not attacking others. David clarified that feedback should be constructive, which I came to understand meant being open to what's difficult for him, which was feedback. Mackenzie reminded everyone that constructive feedback would "help in

being better.” Even in this first meeting, participants were building trust and the opportunity to talk about agreements grew that *confianza* (mutual trust). Diana reminded everyone to stay positive, and it set the stage, especially coming from an esteemed veteran, that it is okay to productively struggle.

Diana: ...Everyone’s trying their best [and] assume best intentions in however it goes, right or wrong. It happens to all of us.

Inez: Isn't that the same as productive struggling. Being open?

David: Yeah.

In this exchange, Inez makes a connection with the idea of productive struggling and not having to be perfect, which was critical in establishing trust and *confianza*.

Across the board, teachers, while very open, experienced vulnerability when it was their turn to be featured as the “Spotlight Teacher” in their teaching video. David and Diana made jokes, adding a little humor to dissipate the vulnerability and add to the *confianza* and collegiality of the community.

Diana’s was the first Spotlight Teacher video. Everyone was eager to see Diana’s style. Diana acknowledged her vulnerability with some humor and a somewhat defensive quip.

Coach: I really want to get to our spotlight teacher!

Diana: Don’t build it up!

[Everyone laughs.]

The laughter seemed to acknowledge an understanding by the rest that watching self-videos exposes and opens oneself up to being criticized. Similarly, David also used humor to work through his vulnerability and dissipate the tension.

Coach: So, it's time to watch David's video.

David: Oh! Please no!

Mackenzie: Yes! Yay!

Coach: And we have two of them – they are pretty short.

David: Not to me.

[Everyone laughs.]

His “última palabra,” after being in the spotlight, was *relieved*. Everyone laughed, knowing that this vulnerable experience can be anxiety-provoking.

Mackenzie and Inez did not make jokes when their time came for their Spotlight Teacher video, but everyone was supportive. Introducing the Spotlight Teacher was fun for me, and I sought to relieve vulnerability announcing it like on the radio. Everyone would clap as a way to show support. Humor was found throughout the learning experience and inside jokes ensued. This demonstrated the special bond that was forming. It also created a relaxing atmosphere, where teachers had “confianza” and could be themselves while engaging in rigorous learning. An example of this was after a number of experiences where I had utilized the Talk Moves tool, which is a sentence frame approach to supporting more complex academic conversation. David brought in his sense of humor and everyone applauded.

David: So, are you ready for this?

Coach: Yeah.

David: So, what you are saying IS.

[Clapping and laughter]

Diana: Oooh. Paraphrasing!

This was an inside joke since everyone had been learning the Talk Move frame of paraphrasing. These moments of laughter kept the PLC gatherings engaging, while also providing opportunities for teachers to show their learning of academic language strategies. In this exchange, for example, David would go on to continue to clarify what he just learned.

Participants continued to build *confianza* by supporting each other, which allowed the group to also challenge one another. Working together with colleagues who cared for each other advanced teacher transformation. Mackenzie noted in her post-PLC interview that the trust we built within a caring community helped her take risks in moving forward, so that her students were better served.

Mackenzie: ...and I really enjoyed with the upper grade teachers. I think there's a lot that can be learned. It [the community] helped me take risks, like 'Okay. This is what I did. This is the result I got.' And what things do I need to change in between and having the support and feeling like I had teachers I can discuss it with. I could come and talk to you [me, the coach]. And then watching other teachers... and just being able to talk with them was helpful.

Similarly Diana, in her final interview acknowledged the importance of the community and felt a special bond grow. She explained that she valued the community because she now had people she could consult.

Diana: I just know that now we've got a bond. And if anything came up around second language learning, that I would have someone I would confide in, or go to, or be able to collaborate with.

David also found the community aspect of this learning experience helpful in developing as a teacher and explained in his post-PLC interview how it was helping him serve his Spanish-speaking students.

David: I don't have these kinds of conversation at all. I haven't had that this whole year in a professional setting. And I just really appreciated everybody who I got to work with. That was the best part. Yeah. That's collaboration. Collegial. And I learned that well, finding appropriate text that could draw [students] in. And so I got to know [my colleagues] better, which I think is important, too, because that enables us to reach out to each other and collaborate.

Inez found that the community itself was valuable because it helped her grow as a teacher. Again, the *confianza* and care of her colleagues made feedback easier to embrace than if she was feeling judged. Her community not only gave her feedback on how she could move forward, but highlighted her strengths, which lowered her affective filter (Du, 2009) enough to fully discuss and reflect on her next teacher moves.

Inez: You can see and you can learn, and then you could say, okay, well, that was good. [And] just getting the feedback. You know, getting feedback, and then just reflecting with the group. That's when we got to know each other. This final interview showed that Inez valued feedback, but she especially grew from reflecting with the group. As you will see in later segments, Inez was able to learn what others thought about certain topics as well as learn new practices to serve her students.

Inez like the other teachers expresses here how building collegiality and community allowed for teachers to bring their strengths and learn from one another. Once collegiality was established, teachers were open to resources, which they found practical and easy to apply to their instructional practices. This collegiality allowed for discussions that opened teachers to shift in their philosophies, especially in addressing students' strengths and needs.

Social justice and equity discussions. There is a dearth of information in how to bridge social justice and equity discussions in a school setting. I thought the PLC gathering would be a good space for such discussions, especially as the structural issues affect our Spanish-speaking students, who are often marginalized and underserved by the public schools. Therefore, I demonstrated the feasibility and practicability of integrating social justice within this literacy focused PD.

Specifically, participants engaged in conversations on Valenzuela's (1999) subtractive schooling and *cariño*, or care. I tied Valenzuela's work with Yosso's (2005) cultural wealth and Sue and Constantine's (2007) work on micro-aggressions,

a term coined by psychiatrist Chester M. Pierce in the 1970s, which means a brief and commonplace insult. I introduced Solórzano's work applying the concept of micro-aggressions to micro-affirmations, a brief and commonplace appreciation (personal communication, AERA roundtable, April 2016). Throughout these discussions, teachers engaged in the material, made meaning of discussions, supported one another, and challenged one another, too, through pedagogical experiences, teachable moments, and productive struggling.

I introduced micro-aggressions showing my vulnerability and confianza with an example of a micro-aggression I made with Diana at the beginning of the year. I was also using my experience as a teachable moment. My aim was that we should learn by openly looking at ourselves, and so I modeled it.

Coach: Diana, I asked you if you would speak to the school during clap-in to represent your experience being Latina and you were kind of like uh, what? I had to stop myself and to not make assumptions, right?

Diana: Right.

Coach: And we had a nice conversation that followed.

Diana: Yeah.

Coach: I really appreciated your honesty and understanding but I had to stop myself, right? It happens all the time and we are not even aware of it.

Inez: What assumptions?

Coach: Assumptions that because she was Latina....

Diana: A lot of times because I don't speak Spanish I connect in a different way, but it's not something I go up and start telling everybody. It wasn't the proper place.

Coach: It's not that you don't connect.

Diana: Well, I do connect.

Coach: So, it was an assumption that I made, and we are never going to get it perfectly, but we can go deeper and deeper, and be more aware, especially because we are not at the time conscious of some of what we say and do.

Diana: I do that all the time, too.

Coach: My hope is that we keep ourselves honest and keep going deeper. But it is daily and ongoing. That's what makes it a micro-aggression.

The whole group was fully engaged and delved more deeply as we listened to each other, asking questions. Again, teachers were gaining awareness as they made meaning and processed what was being said. I used this as a teachable moment to keep going deeper, and Diana then acknowledged that students, too, use micro-aggressions.

Diana: Or kids say stuff.

David: When I hear that, I address it immediately.

Diana: A student started speaking Chinese with "ding-dong."

Mackenzie: Oh! That gets on my nerves. You don't speak the language. You can't do that.

Diana: Right.

Mackenzie: Last year, there was a Muslim's student's mom [dressed in a burka] and a kid yelled "Hey! Look there's a ninja!" I had to have a conversation about how people wear different clothing or have different beliefs. Then, I turned to apologize to the mom.

Thus, in this interaction David was prompted to share what he does in those moments, and then Mackenzie used her pedagogical experience to elaborate.

Inez brought up her work in the credentialing program and participants delved deeper into critical consciousness, bringing awareness of what was actually happening at this school. Mackenzie used this platform as a teachable moment. The discussion that ensued emphasized the issues of structural racism evident in routine practices and language at school.

Inez: It reminds of classes I took when I was in the credential program and how a lot times people, you just don't realize things like even at this school everybody calls it [bilingual class] the Spanish class and um [pause]

Diana: And what?

Mackenzie: Or I heard people call it the Mexican class.

Diana: But who?

Mackenzie: Everybody.

Diana: Yeah, the kids do it.

David: The Spanish class?

Diana: Well, it's the Spanish bilingual.

David: Or they say the Mexican class.

Diana: Or Mexican.

Mackenzie: But not everyone in my class is Mexican.

Diana: What do you want to call it so we can start?

Inez: It's the Spanish bilingual class and not everyone in my class is from Mexico.

Diana: I just say the bilingual.

David: Yeah. That's what I call it, the bilingual.

Mackenzie: Spanish bilingual – bilingual.

Coach: Now it's the Spanish biliteracy pathway.

David: That's a good point and it's so insidious and subtle – just right there.

Mackenzie: I know some people do not identify with the term Spanish because that's their colonizer. They prefer Latino, but calling them the Spanish kids might be very offensive to some families because they don't identify as being Hispanic. They are not Hispanic.

Diana: You see? That's something! Beyond the biliteracy classes, I am going to say that now. I think we need to bring this to all the classes. So, we don't hear "those Spanish kids."

David: They say that?

Mackenzie: Yeah.

This discussion was a pivotal moment as bilingual teachers had the platform to expose this example of structural racism. Rarely do teachers talk at a cross-grade level forum and even more rarely do General Ed and Spanish bilingual teachers have

structured opportunities to talk about deep-seated issues. In this particular excerpt, Diana learns and wants to now take action, making sure everyone is speaking in an equitable way.

To counter micro-aggressions, I explain that Solórzano and Bernal (2001) during discussions with Bernal's colleague's daughter, aged 12, coined the term micro-appreciations. Diana extended the conversation by recognizing the impact of this new term, and then David had an insight about the larger issues, as captured below:

Diana: Ohh, she turned it around.

Coach: Yeah, making it positive.

David: It's about changing mindsets. And I'm all about affirmations and understanding what our purpose is in here, and why we come to school every day, and what it can lead to. I love these conversations because it confronts your ideas and beliefs about race but this goes deeper. It's the next step, and you go okay, let me start thinking about this, how it impacts my classroom and how I teach.

Teachers understood the importance of incorporating affirmations in students' lives; they were considering the difference affirmations could make. In this excerpt, teachers were developing their critical consciousness, a type of teacher agency (Calvert, 2016). For example, Diana and David really did not realize the impact of micro-aggressions on students until Mackenzie and Inez pointed out the inequities from structural racism that still exist. This awareness called Diana into action when

she asked about a more appropriate terminology. It showed her willingness to adjust to be more sensitive to these inequities.

Diana then began to inquire about Critical Race Theory. Using terms like CRT in a teacher meeting caused me to have an epiphany. I suddenly realized how easily facilitated these discussions can be. I continued explaining what LatCrit is and how it exposes the issues Latina/o families face and ways they are sometimes marginalized, like with language and immigration policies. I could sense a feeling of hopelessness – that racism still exists and there is not much we can do about it. However, we encouraged one another that awareness and action starts in the here and now.

Diana: There is still so much racism, more than I ever even thought.

Mackenzie: Some people think it's all over [as in we don't have racism anymore].

David: Where do you start?

Diana: Little by little.

Mackenzie: Bit by bit.

Coach: Poco a poco.

I built upon Diana's comment about the racism that still exists today. I explained that the more we have opportunities, the more we go deeper, because we are never going to be perfect. I gave examples of how I have floundered and how I have to keep at it.

Another example of how we challenged each other in our thinking occurred when, after a discussion on Yosso's (2005) cultural wealth, I suggested we look at

ourselves. Diana wanted further understanding and David used this as a teachable moment to share his perspectives, challenging us all to reflect.

Coach: I think it's really critical how our practices and our beliefs impact students. And we have to ask ourselves, what is it about our practices that we are perpetuating and what is it that is transformative?

Diana: What? Perpetuating?

David: Yeah, it confronts your ideas and beliefs about race but this goes deeper, it's the next step and you go okay, let me start thinking about how it impacts my classroom and how I teach.

I listened as the participants productively struggled with the idea that despite the reality that students of color live in meager places, they have families that give them cultural wealth (Yosso, 2005). I encouraged participants to go deeper with how Yosso was attempting to shift us away from seeing students of color and where they live as a deficit and that communities of color are filled with a wealth of culture, with strengths. I gave an example. It shifted the conversation. I concluded with a quick recap.

Coach: So, we have lots going on like you said, Mackenzie. We have communities that are marginalized and pushed to the side, right? And surely that needs to be addressed, and at the same time how do we acknowledge their cultural wealth and what are ways we can bring in micro affirmations, acknowledge what they bring, acknowledge they have beautiful families that do bring something powerful.

After a review of Yosso's (2005) cultural wealth research, Inez reflected and shared how she could apply it in the classroom. Diana challenged her. Inez agreed it was a good idea and shared a book, and a pedagogical experience that she has used to broach the subject with her students.

Inez: I really like this. Our biliterate students are the translator in their families and I want to tell my kids, because I think it would be nice for them to know, that these are all the things they do.

Diana: Well, they should write about it; how are you the translator, give me an example.

Inez: So they can see, you know the book about the grandma [*Abuela y yo*]. I say to my students, you have an advantage because you can talk to your grandparents, but this little girl can't.

I continued with Yosso's (2005) claim of *contemporary racism*, which is simply deficit thinking that students and families are at fault because they don't have the "normative" culture knowledge skills and there are assumptions that they don't value or support education because they don't have the means—and it leads to the banking system, which says, "I have something and I am going to give it to you." This led to the idea that, actually, these families are culturally rich. I continued by noting that Yosso suggested that students of color bring knowledge into the classroom and we need to acknowledge it.

David: And we don't have a report card that reflects that either, to me those are basic skills.

Coach: Yeah! That is so true. Wouldn't it be great to have a report card that reflected cultural wealth! Maybe, for now, we could acknowledge it in the comments section.

David: Well it reminds me of when I went back for my credential, with an emphasis on social justice and race. And what we did impacted the students and it was based on critical race theory and it was interesting, because every lesson plan we developed had to have a social justice application to it.

Coach: We should do that!

Inez: At San Francisco State we went over this stuff a lot.

I, then, continued with the different types of cultural wealth, family capital, social capital and networks, navigational capital leading to agency and independence, and resistant capital, which challenges inequality. David shared his thinking. Mackenzie validated him simply by listening to him.

David: That's what I was thinking, assimilation. And it's all good and you want to honor culture but not to the point you have to assimilate into something else, you have to maintain your culture.

Mackenzie: Right.

I continued with the idea of Freire's critical consciousness and the connection that Solórzano and Bernal (2001) make. These are large concepts and I took a risk in introducing them. I believed that my participants could go deeper. I explained that critical consciousness can also take on a transformative form and mention that Drs. Solórzano and Bernal also studied transformative resistance. It's not self-defeating,

it's not conformist, but it actually creates the change. I used it as a teachable moment. Diana supported the idea and said she believed we needed to keep going deeper with some humor.

Coach: We need to keep having these conversations.

Diana: Yeah. And it's so interesting, though, even the phrase Freirean critical consciousness. Oh my gosh!

(Everyone laughs).

Teachers supported and validated one another in discussion on social justice and equity. The learning was sometimes intense and humor helped alleviate the gravity of these high level and deeply rich conversations. Creating spaces for high-level critical thinking is rare in education. In my experience, it has been attempted, but not very successfully. I am convinced that we were successful was due to the collegiality and confianza that we had built, even in this short amount of time, that allowed for this openness and deepening of social justice issues.

I wanted participants to own the topics we considered in this conversation and one way to do that is to think about making a commitment to one area they learned about. To go deeper and help them capitalize on affirmations, I wanted to demonstrate the types of affirmations they could make regarding Yosso's (2005) cultural wealth concepts. I focused on what students of color bring to the school, emphasizing that even though they are people of color who are disadvantaged and often live in poor areas, they still possess cultural wealth. David brought up the point that it is important to change the way we think – but it's hard to change the world. I

used this as an opportunity for a teachable moment to emphasize it starts right here and right now with conversations like this one.

David: You have to take away mindsets, change our language, and change our vocabulary.

Coach: And we need these spaces where we keep talking about it.

David: That is so true. But I think of all the resistance you get.

Coach: And so we need to start right here and be courageous.

I used David's word, courageous, that he had emphasized in the first logistical meeting to challenge him. My point to him and everyone in the group was to use non-judgmental spaces such as this one to apply Freirean principles of desocialization, enabling teachers to challenge the status quo that discriminates against Spanish-speaking biliterate students; and self-organization, empowering teachers of Spanish-speaking biliterate students to initiate social change and advocacy. Thus, through these conversation and others, teachers were growing more deeply into critical consciousness and being better able to take into account the real needs of their biliterate students.

Acknowledging student strengths despite poverty. All four teachers were able to grow in meeting students' needs and acknowledging their strengths despite the predictive demographics of poverty. This happened because of the collegiality and *confianza* this community developed within discussions. Based on post interviews and observations, I was able to capture their transformations serving

Spanish-speaking Latina/o biliterate students. Inez commented on the value of Spanish instruction to their home life.

Inez: At home, people speak Spanish or a lot of them, right now that they were doing their First Communion, they did it in Spanish. So, they knew how to read a lot of Spanish. They've been practicing. So, I noticed that, you know, at home they still use a lot of Spanish.

Inez saw the importance of acknowledging students' values and culture and how language plays a big part in that. As a result, Diana changed her perspectives, which served her students, by appreciating and valuing Spanish as a strength in a more profound way. She also developed a critical consciousness and, as addressed in the above section, she saw the importance of sharing with other colleagues. Mackenzie, too, saw the Spanish language as an asset. Because she was a bilingual teacher she had the privilege and opportunity to make connections for her students.

Mackenzie: Through the community, I learned ... the value of connecting what they're already coming in with ... Really like truly accessing their assets ... as proficient language speakers already in one language.....explicitly telling them that they already have ... skills to learn English.

For David, his biggest challenge was making sure his Spanish-speaking biliterate students participated fully in all academic subjects. By engaging in peer observations with his colleagues, and building confianza, he saw that students had voice all along, and he was committed to increasing that voice in his classroom.

David: I think initially when we started this process I realized that they didn't really have a strong voice. They HAD a strong voice!

He realized that all along his students had voice and agency and this was a strong value he saw and wanted to capitalize on with his students. He recently mentioned that he wants to take some Spanish classes and feels it is a great a limitation of his not to speak Spanish. This PD helped him understand the importance of valuing culture to become more aware of students' strengths and needs.

Part 2: Accessing Practical Resources

The resources provided in our community of practice were intentionally multifaceted in terms of resources. Teachers decided that their learning process would include professional learning community meetings as well as individualized coaching sessions. Teachers also asked to participate in peer observations. Therefore I created a professional development based on teacher desire, and included five professional learning community gatherings, shared video recordings of each of the teachers working with his or her students, one or two coaching cycles that included planning and in-class guidance, and peer observations.

The professional learning community (PLC) gatherings were the heart of this community of practice and demonstrated the use of pedagogical experience. Within the professional learning community (PLC) meetings, the group created specific routines such as a "Getting Settled" where teachers read and responded to a prompt on the Teaching Channel (TCH) platform, which was used to start in-depth discussions. This allowed time for teachers to enter into the space relaxed and ready

to go. The next routine was “Learning” where teachers explored resources and learned new strategies that could help them in classroom instruction. Next in our routing we did the “Spotlight Teacher,” where the group watched one of the participant’s teaching videos. This video was created as an instructional tool, after I coached and co-planned a lesson, to highlight strategies and resources just learned. The PLC gathering concluded with the “Última Palabra,” or the “Last Word” where teachers shared one word to describe how they felt, an insight, or their general experience that afternoon.

Teachers were engaged as I introduced strategies, resources, or voiced-over documents or videos. This was evidenced by their curiosity in checking out resources. Teachers also commented on the Teacher Channel platform, which was used for participants to gather thoughts before entering in conversation. For example, after reviewing some engaging activities posted on the district’s humanities website, David excitedly shared his experience in implementing a few of the strategies.

David: Oh! Fun ways to engage students... (pause while reading through). I have done this. I didn’t call it bagging – but that’s cool now I know the name for it. And yeah! We’ve done four-square, with a prompted story for Black History Month...(continuing to read). Oh wow! How do I get this into my drive—I really want to get to that – I love all this!

As David read through engaging strategies, he was relying on his pedagogical experiences, and it seemed to confirm to him that he was on the right track. I think it motivated him to read more. He appreciated these ideas and wanted easy access to

these strategies. It showed me, too, his desire to implement engaging activities for his students.

In another of the PLCs, Diana also used a teachable moment to share with the group, highlighting the importance of using “Purposes for Using Language” when lesson planning. Diana was making meaning for herself of the knowledge she was acquiring and as she spoke to David, she was solidifying her desire to use the purposes for language all year long.

Diana: To me it’s the heart. And you just plug this in.

David: Oh. Right.

Diana: But it’s nice having a list of things you can do because you can do this with each.

David: You’re right.

Diana: It would just last you all year. I’d like to have more actually. It’s from Bloom’s Taxonomy.

Diana was making a connection to work by Dr. Benjamin Bloom, an educational psychologist. His taxonomy refers to promoting higher forms of thinking in education as opposed to simply rote learning (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). We had been addressing higher level thinking skills in our planning.

To deepen the practical resources provided, I collaborated with each Spotlight Teacher in planning a lesson to develop students’ academic language, either in Spanish or English, with a listening, speaking, reading, or writing focus. In

the first PLC, Diana was first to show her self-video. I was emphasizing the progression of the ELD strategies, which allow teachers to help students apply their oral language learning to writing. In the excerpt below, second graders were writing a paragraph, which is a third-grade English Language Arts writing standard. I took advantage of this teachable moment to highlight the rigor that can occur with the shift into new ELD framework.

Coach: They were able to write three sentences: their opinion and two reasons why they thought that. All they need is a concluding sentence – and that’s a paragraph right there, which is a 3rd grade standard!

Diana: Ready for 3rd grade.

Coach: And this is Academic Language Development. You can do this in English during ELD and in Spanish.

I spontaneously took advantage of Diana’s video to show teachers the rigor in developing language with stronger and clearer sentences in speaking-to-writing transfers. Then in each coaching cycle, I continued to elaborate on the new CA ELD standards and policy, although my resources were specialized toward each teacher’s needs and personal growth. The coaching cycle included a pre-conference with planning, modeling, an observation that included some video-recording, and a post conference with next steps. In our coaching and in the post interview, David expressed how he particularly appreciated the tools, for example, the Talk Moves and graphic organizers needed to prepare for his Spotlight Teacher lesson and video, and the coaching.

David: We were given guidelines and the tools with support that students can access and that I can actually deliver. Another huge learning came from the videos [of colleagues]. When I saw the videos, it blew me away. It was very informative and powerful for me. I have to say like when we leave after our sessions, I felt very empowered. We're working on some mutual goals here, which I think are great. [And] having that dialog really supported what I'm thinking and really, really encouraged me to go deeper with that and be more committed to it.

I was also intrigued that David was surprised by his colleagues and learned from the Spotlight Teacher videos. These videos empowered him, I think, to consider a different way of delivering instruction, or at least fostered greater commitment in implementing policy that could serve Spanish-speaking students.

Inez also felt that the resources such as the online teaching channel and the Spotlight Teacher videos helped her the most and allowed her to go back in her classroom and practice.

Inez: I felt like it was a lot clearer, you know. Me, I'm very visual, visual and then practicing it myself. So, instead of reading, I like to see it visually [like a video] or something like in person. But I think it was the most helpful to observe someone [because] you can see and you can learn, reflecting with the group, because right away you realize like, oh, I could have done this differently, you know.

Inez reflected on how this structure allowed her to see how others in the community taught, giving her a new perspective. Like her colleagues, as mentioned in the way colleagues anticipated their Spotlight video, Inez did not like to be observed. She showed some anxiety in our coaching as we prepared her Spotlight video. In her post interview, she focused on how much she learned from watching her colleagues' videos and participating in peer observations. Inez also stated in this interview that she appreciated the resources posted in TCH, the online platform used, because everyone could access it. The PLC meetings also helped her understand what ELD is supposed to be, as she attested in the above excerpt.

Accessing resources that were practical was another conduit for change. In addition, these new strategies helped participants better capitalize on their students' strengths and meet their Spanish-speaking students' biliterate language needs. David's challenge was making sure his Spanish-speaking biliterate students participated fully in all academic subjects. He felt confident using an approach entitled specially designed academic instruction in English (SDAIE) throughout the day and had Integrated ELD down, but he shared that the resources helped him provide opportunities for students to access the curriculum and deepen his Designated ELD practices.

David: Before, I was just kind of doing SDAIE strategies. Now, through the PLC and coaching, by participating in the PLC and coaching, I learned a structure for Designated ELD that I'm able to work from. I think that really is benefitting me [and] my students.

The tools provided were practical for David to implement. He recognized that not only did it benefit him as he grew in his capacity, it helped his students.

Each participant commented that trying out practical strategies in an accepting atmosphere propelled his or her change. In her post interview, Mackenzie reported how the various resources changed instruction to benefit her students. Having the opportunity to apply the various resources helped her in her overall transformation, which served her Spanish-speaking biliterate students.

Mackenzie: So, just trying things out, just feeling comfortable enough to put [resources] into action even before I was really sure 100%. And then, seeing the results or hearing from others what they found helped them.

This comment caused me to think about how at one time I, and I suspect most teachers, want to be 100% sure it is going to work before trying out a strategy.

Mackenzie was taking a risk despite not being completely sure that certain strategies would actually work. This took trust in what I was suggesting she implement. By trying out strategies or hearing the success of her colleagues trying out strategies, she grew in her capacity to deliver effective instructional practices. It had to take risk, which required trust.

Diana also spoke about having opportunities to try out what she was learning in a non-threatening setting with the coach. It was beneficial for her and for her colleagues in this community of practice as they discussed the way the strategies were working.

Diana: So, being able to try it out and then be expected to sort of come back and discuss it was really good and I loved the coaching because I felt at ease. Being comfortable with productive struggling ultimately helped her, but especially her Spanish-speaking biliterate students, as they were more engaged and learned the content.

Pre- and- post interviews provided space for teachers to reflect on their practice. In this quote from her post-PLC interview, Mackenzie attributed her learning to the resources such as the space to learn from the upper grade teachers, coaching, and video-recording process.

Mackenzie: I had resources to go to, because that's what's going to help me the most to move forward. It directly connected to the kinds of things to be more aware of what I'm doing, and the coaching, like the deep planning that went before that. And then watching other teachers and being able to talk with them.

Mackenzie emphasized how the combination of resources, in particular the coaching in combination with what she called "deep planning," made her more aware of how to provide better access to the curriculum for her bilingual students. She noted how important the resources are within the Community of Practice, and her use of the word "forward" highlights how she has seen her teaching change for the better.

All participants found the resources very practical. They appreciated how realistic and applicable the strategies were, which made implementation "feasible and easy." Diana, too, found the resources easy to apply to her work, and appreciated

the validation and support she gained from me, the literacy coach, as she tried out these new approaches. This quote was from her post-PLC interview:

Diana: I loved the coaching because I felt at ease. I knew no matter what, that the coach would find something positive, which helped me to actually learn. I did not have to worry about if I was going to mess this up. And it was just really great to be able to have someone to coach me in my classroom right there, give me some feedback, and give me the resources. I mean, that was incredible. It was worth it for me and ... something that I'm going to use right away and it really was, too! I was able to apply anything that we learned right away.

Despite their great difference in seniority, with Diana a 22-year veteran and Mackenzie only in her 5th year, both reported that the coaching aided in deepening their practice. Also similar to Mackenzie, Diana emphasized the immediate usefulness of the resources, using the phrase “use right away” to express how practical the resources were for her.

Providing access to high quality instruction. All four teachers applied new strategies that provided access to high quality instruction. I used observations and teacher post interviews to show these transformations and how the served Spanish-speaking Latina/o biliterate students. Before, Mackenzie had limited her ELD time to interactive read alouds. However, by the end of the PD experience, she was conducting a shared reading lesson that included writing.

Mackenzie: I used to read a book but I noticed that students weren't responding with turn and talks. It didn't always work out... because sometimes they didn't understand the story line and the language we used was really simple, almost like for pre-kindergarten....Now, we're doing more like deeper concepts... making deeper connections and also more connections to themselves and it gets a lot more relevant to them...

This was a significant strategy shift for her as students had the purpose and Talk Moves on chart paper to access if they needed it. In my observation of Mackenzie, she was conducting a shared reading ELD activity from a grade level big book. She was applying the new ELD standard, "Interacting in Meaningful Ways" where students were interpreting text through dialog with her and their peers. Students were following along as she read. This was building their reading capacity in a non-threatening and fun way. She would stop occasionally, and students would actively turn and talk, giving opinions and reasons. Students were able to give more than one reason. This served them as Mackenzie held high standards and students met them, developing their capacity with academic language in English. This was not always the case for her.

In David's and my observation of Mackenzie, she conducted a shared reading activity of a poem in Spanish that led to an independent writing activity. Students were excited and participated with enthusiasm. Again, students were instructed to turn and talk describing the animal they would be and explaining why. David was impressed with the level of comfort her biliterate students demonstrated and their

ease at communicating. He was just as impressed that they could then write about their ideas.

Inez was purposeful in engaging students in their learning, too. She elicited student input when addressing vocabulary. When she did this she reported that her students were able to realize when they did not understand a word and when they vocalized this, others in the class also mentioned they did not understand. Therefore, it helped her, as the teacher, to know what vocabulary to focus on; it helped other students because they did not feel shy when they did not know the words. She was able to assess students and plan accordingly, building on her Spanish-speaking biliterate students' strengths and addressing their needs with conferences during writers' workshop.

In my observation of Inez, I noticed that she was conducting turn and talks with students and *coaching-in*, which means a one-to-one mini conference, with various students as they interacted with text. This served students, especially those who needed extra support in conversation. This approach also allowed Inez to check for understanding. When Diana and I observed Inez, she was conducting a writing activity in English. Diana appreciated how Inez used students' writing to make a mid-workshop teaching point, focusing on grammar. Diana pointed out that Inez was using Depths of Knowledge (DOK), which focuses on the cognitive expectation of students, organized in a leveled progression. Level 1 is the lowest level. Examples of Level 1 DOK include memorizing or even recognizing information. Examples of Level 4 include creating, applying concepts, or analyzing information. As referenced

in an earlier discussion, Diana valued using Bloom's Taxonomy, a similar structure as DOK, in planning for ELD and validated Inez for doing the same. Inez also utilized Purposes of Language, another set of progressions, Level 4 being identifying and describing and Level 10, evaluating.

Inez: It helped me help [meet the needs of students].... just speaking, talking to each other, and seeing, you know, other teachers' model. It helped them (because I gave) more guided reading time, more small group instruction... and different strategies they needed to develop [to accelerate learning]...

When I observed Mackenzie, I could see how she, too, explicitly showed students how to apply what they learned in Spanish into English, which built their confidence levels. This experience of self-assurance is one of the great benefits of biliteracy.

After discussing it in the coaching cycle and in the PLC gathering, Mackenzie also saw the importance of having the same high standards in English as she did in Spanish. For example, as you will read in the next section, Mackenzie wanted to keep it simple, so students were not overwhelmed with the English. At the same time, she saw that could push them a little more than she had been doing in ELD.

Diana's transformation, like Mackenzie's, included teaching ELD with the rigor that she taught English Language Arts or science. This was accomplished by utilizing grade level, complex texts, yet providing scaffolds for students so they could access these high quality educational materials and participate fully. Diana shared her transformation.

Diana: Before I just knew that I had these kids 30 minutes. I had to do something with them and be able to, like, help them improve their English language and not really know whether I was doing it or not. She says, I used to think ‘Oh, you know, they probably don’t get half of this stuff. It’s all new to them.’ Whereas now, I could see how brilliant they are!

Diana desired better ways to meet her students’ needs. The fact that prior to the PLC, she was unsure whether or not she was truly improving their English indicates that she understood that she was not meeting their language needs. After implementing the new ELD strategies, she could see the difference she could make in their language learning. Her Spanish-speaking biliterate students seemed joyful and proud of their accomplishments in learning and being able to articulate their learning in English.

When I observed Diana, she had the Talk Moves on a chart so that students could reference them as they discussed adaptations using a 3rd grade level text. Students were able to access language using the language in the book and charts with diagrams of the life insect cycle, which the students in her Designated ELD were studying. Eventually, they were able to internalize the language and spoke with ease and understanding, using sophisticated language such as “in addition,” and science-specific words such as larvae and pupa when explaining the life-cycle stages. This approach helped Diana check for reading comprehension and students’ ability to articulate what they understood. Inez observed Diana’s small ELD group as they summarized science concepts of the insect life cycle. Her take away were the tools,

such as the charts and visuals that helped students articulate through conversations and in writing. Inez appreciated that Diana had a small designated area for ELD where she had all the sentence frames, ready to go.

David also had the Talk Moves, charts, and graphic organizers that students could use in combination to more fully participate within the whole-class discussion. His students were able to share their ideas through the Google Chat Box that was projected by David for all to see. Using Google Chat allowed all students to participate and learn from each other, rather than hearing from the same few students who raised their hands. Then his students broke into small groups. He engaged his Designated ELD group with shared writing using a Google Doc. David asked questions to elicit their ideas. There was an academic buzz as other students discussed their writing in pairs or small groups, which demonstrated students were on task and learning.

In a different peer-observation experience, both Mackenzie and I observed David's integrated ELD lesson. Students were reading together and discussing the book in a heterogeneous group. There were some general questions students could discuss. Each student had his or her own Talk Moves cards held together by a binder ring to access if needed, but most did not need them. Mackenzie appreciated that biliterate students were participating just as much as their English-speaking monolingual peers within their heterogeneous groups. David emphasized that one of his goals was to lower the affective filter (Du, 2009), so students felt relaxed to fully participate.

David: The goal is to reduce that affective filter, or wall, and let them go over that wall...and to create a comfortable environment.

For all four participants, the biggest challenge was the resource of time. However, all participants felt that this community of practice was well worth the time investment. In his post-interview, David reflected on what made it so worthwhile.

David: You know, I'm kind of a clock-watcher, so I kind of want to be out of here at 4 o'clock. But I didn't care. We always went over. And you know what? I left on a high. Yeah. That's collaboration. Collegial [and] it was collaborative, without being judged, having a coach, who was a thinking partner, a real thinking partner. That's a hard thing to find, you know.

This tension of time yet appreciation for what they were given in terms of resources was felt among all participants. Both Inez and Diana even missed a session due to other commitments. Still, each of them expressed specifically how they had found the resources practical, especially the tools, including the PLC gathering space, coaching, and peer observations. The collegial community and the practical resources made way for dynamic learning and discussions of the domain, academic language learning that was mandated by Modified Consent Decree.

Part 3: Invested Domain

The community of practice developed collegiality and provided practical resources, which helped teachers delve into deep discussions of the domain. Teachers engaged in conversation about how to teach academic language as

emphasized in the new CA ELD standards, and in the Modified Consent Decree that determined district policy on primary and second language learning. While the teachers' development in their skills and strategies with these topics was the impetus for the community's formation, momentum was sustained through the teachers' investment in learning.

With the new California English Language Development Strategies (CDE, 2012) and the district's biliteracy language recommendations based on the Modified Consent Decree (2015), I was tasked as the Spanish-Bilingual literacy coach to provide professional development to improve literacy and language learning practices. In learning academic language strategies, we watched videos, practiced strategies in the classroom and video-recorded highlights of speaking, listening, reading, and writing. Therefore, I introduced the participants to ways to build academic language strategies that I received the year before through our district's multilingual pathways department. Participants liked that we were focusing on one aspect of language each month: speaking, listening, reading, and writing.

I found that there was a lot for teachers to absorb. At first, planning for academic language instruction, especially for ELD, seemed like a lot of planning. Yet, once teachers knew the suggested sequence of sessions for ELD, they found it easy to plan. It took familiarity with standards and academic language strategies to get to this point, and thus the coaching was helpful in exposing teachers to the sequence as well as practicing the strategies we spoke about in the PLC meetings. Teachers were engaged as I explained the different lesson sessions: Session 1 would

involve an introduction into the book, with lots of student talk using Talk Moves, and addressing ELD standards, “Engaging in Meaningful Ways” and “Learning How English Works.” Session 1 progressed into Session 2, which is not necessarily Day 2, especially if students need extra time with speaking and listening, predicting, and sharing ideas about what they are about to read. Session 2 encompassed an overview or wide-angle read of the text, deciphering the author’s purpose. Sessions 3 and 4 focused on close reading, deconstructing text, and using the ELD standard, “Learning How English Works.” Session 5 progressed to a writing or oral speaking project. Each lesson consisted of a connector from the day before, an engaging hook, like a 2-minute video, a song, or a poem, and the lesson itself, which would include a teacher’s modeling of a specific language skill, such as compare and contrast. As participants listened, they started making connections, thinking of ways to incorporate this new learning.

Coach: This engagement or the connector is a good time to show a 2- or 3-minute video before you get into a 30-minute lesson – to connect.

David: So, let’s, for example, say the theme is weather and you show a video on tornados, right? Couldn’t I show the video to the whole class and then they have their independent work over here, and I am working with the ELD students here?

Coach: Mmm. Mmm. You could refer to the video or watch it again, especially with your designated ELD.

David: That's what I mean. Yeah. I have been doing the integrated ELD all along, but now I am understanding the designated [ELD] component.

David is understanding Designated ELD, which means that he see that to introduce a lesson, he could present a 2-minute video to connect to his lesson to engage and motivate his students. We were discussing when to show the video, and I pointed out that this was an instructional decision he could make. I knew from a coaching session that he did not want to leave any student population out, and so I suggested that he could show the whole class a video and then reference it in Designated ELD.

Another example of teachers making connections was in the video of me teaching the ELD standard, "Learning How English Works: Verb and verb phrases" using verbs embedded in a complex text for 1st grade. As I informed teachers of ELD standards by sharing my pedagogical experience, Inez asked further questions as she made meaning of what I had shared. Mackenzie also elaborated for stronger clarification. Mackenzie explained using a pedagogical experience to elaborate on her students' learning to help Inez understand.

Inez: So you just taught help and helps.

Coach: Yes, verb agreement.

Inez: With other verbs.

Coach: Yes, after we practiced I asked them to think of their own verbs.

Inez: Okay.

Mackenzie: Like my dad helps me.

Coach: To come up with their own.

Inez: So, you used help/helps because they were familiar with the book.

Coach: It's embedded within the text.

Mackenzie: And we have been talking about verbs all year in Spanish. So, it's a pretty easy jump from Spanish to English.

Coach: Even though we used ELD strategies.... this is not just for ELD but also strategies for Spanish, too.

It was a teachable moment to show the interrelatedness between the two languages, how Spanish learning helps in English learning. Mackenzie used Inez's probing as an opportunity for a teachable moment to show how both the Spanish and English language standards are connected. She gave an example of what I taught and then explained that this is something she has been teaching in Spanish all year, so it was not a far stretch for students to apply the principle of verb agreement to English. I, too, took advantage of the teachable moment and emphasized the importance of teaching from the text and the easy transfer of teaching ELD strategies in Spanish.

Teachers also showed they were attempting to make connections as they asked questions. For example, Inez asked about choosing vocabulary. In the video we were watching from the Internet, the teacher was using vocabulary from a grade-level science text. This excerpt also shows that I did not need to be the one answering questions.

Coach: (voicing over video) So you can see, using the text to build vocabulary. So this is a really complex sentence. The teacher introduced the subject and used vocabulary to understand it, vocabulary already embedded

in the text. (Voicing over video): So, now they understand what an appliance is and are giving examples.

Inez: Yeah. But how did she decide the word appliances?

Diana: Well, she asked them.

Sometimes questions were asked in a way to clarify thinking as much as to make sense of their learning. For example, I was voicing over my own video talking about the importance of checking for understanding and what to do if a student doesn't understand. My goal was to show how the "turn and talk" participation structure can be empowering for students. I had been using equity sticks, which are names on popsicle sticks that teachers use to randomly pull a name, which ensures they call on a variety of students, not just students who are raising their hands. When I called on the student, she did not answer, so I spontaneously had students engage in a turn and talk.

Coach: (voicing over video) So a lot of turn and talks throughout the lesson. So I asked him how he knew and these are strategies when they are reading something that they don't understand, they can go back. So then we talked about washing hands. And one of the girls didn't know they answer. And what do we do when someone doesn't know the answer? We typically go to someone else. At least, that's what I would do sometimes. But instead I did a turn and talk and she immediately got really excited because she knew the answer. Being spontaneous, David, right?

David: Right,

Coach: So turn and talks are a way we can empower our students when they don't know the answer.

Diana: Do you think the turn and talk was good because she got the answer from her partner and she felt good knowing it?

Coach: Exactly! She was at first like, "What are you talking about?" and then she beamed.

In this exchange. Diana asked me a question, but really she was making a statement. Although I was confident Diana knew why the turn and talk was effective, she asked it in a question to possibly emphasize a teachable moment. Perhaps she was confirming for herself why she uses turns and talks, or possibly to emphasize their power to the others in the group. Nevertheless, I also seized this opportunity to incorporate a teachable moment by emphasizing how turn and talks help students learn from each other.

This excerpt also highlighted support to David's recurring theme of spontaneity, which I briefly acknowledged, but because of Diana's comment, the conversation took a different turn. However, in a PLC gathering a month later, spontaneity came up again. Again, I took advantage of the teachable moment. In this excerpt, we were watching a video from the Internet.

Coach: She based the lesson on what students had a hard time understanding – it speaks to the spontaneity – that you were talking about, David. You need to plan, but also need to consider what students need in the moment.

David: Yeah. That's what I like.

I had wanted to discuss the important balance of checking for understanding and being responsive to students, but also being prepared. This moment allowed me to make just this point and to drive it home by connecting to David's prior knowledge.

Another example of participants making sense of learning was when David and Mackenzie expressed that their teacher preparation classes differed from what they were learning in this professional development. This space provided the opportunity to productively struggle through new learning.

David: That was so weird for me because for me, in my training and my experience, was that we didn't have a designated ELD, we just used SDAIE [Specially Designed Academic Instruction in English] strategies all day long.

Coach: Which is integrated ELD.

Mackenzie: And I was only taught designated.

Both Mackenzie and David connected to each other acknowledging that they were in a similar situation of having to adjust teaching practices that were not emphasized in their previous learning. This connection seemed to serve them in being open to trying something that they had not previously had practice implementing.

Participants responded with pedagogical experience by supporting one another. For example, when David talked about his Spotlight Teacher video that focused on designated ELD, Mackenzie responded by building on his ideas. A discussion ensued regarding engagement, technology, and student socio-emotional

awareness and policy. I also supported him acknowledging the academic buzz of students working together.

David: I want to keep them engaged and purposeful. And I was thinking about exploring with technology, where you can actually have a designated group. They don't literally have to be with you; there are lots of different ways like their chat mode.

Mackenzie: Because they are all on the same drive document and you can have like eight students on one document and another eight kids on another document.

David: That's what I did – I had a slideshow separate for designated ... students.

Mackenzie: You can even split the other students, you know if they needed a different skill, into another group.

David: That's what I mean. I can do multiple things at the same time. I am not saying that's the answer or that I do that all the time.

David used a pedagogical experience of using Google Docs (documents), using an innovative blended learning approach. Most of the students were on the same Google drive looking together at a class assignment. David's Designated ELD group worked on a different Google doc. Mackenzie could relate to it using the Google Drive from her own experiences and gave ideas that supported David. This innovative way to use Google Docs fit the ELD and district shift in making material accessible and in preparing students to be college and career ready.

At times participants shared different experiences, different perspectives, and even challenged their colleagues, which provided an opportunity to deepen their understanding. For example, from my observations of her teaching, Mackenzie still had lower expectations for her students in English, and when watching her Spotlight video, I gently pointed this out to her. She had reported that in Spanish, students gave an opinion and two reasons, but in English, students were required to give one opinion and one reason. She explained that English was the harder language, but I challenged her to keep her standards high in English and that even if it took an extra day for practice, students should and would have the ability to give an opinion with two reasons.

A confianza (mutual trust) had been established, which made it easier to encourage and challenge teachers. Another example was when I noticed that Inez didn't "coach-in." As noted earlier, this is a strategy in guided reading where the teacher works with a student 1:1 to facilitate learning, while others are reading quietly. It could have been she was taught these reading strategies differently, but I used my own pedagogical experience and a teachable moment to challenge her. Then David shared a pedagogical experience to support or extend her choice, but to emphasize providing specific feedback.

Coach: When I do guided reading I listen to each one and have a 30-second mini conference with them. So, I noticed you just took notes, which is just a different way.

Inez: Most of the time I just listen to them.

Coach: Well, it was good that you took notes, but I encourage you to have a conversation, because you can check for understanding. That's the way I learned and I found it most productive.

David: ...Giving feedback is something valued by students; it can have a positive impact as demonstrated by Inez here. You know how you give them a piece of paper with comments on that. They just gravitate toward that. That validates what they are doing, that you are listening and hearing.

Coach: I always love writing little notes.

David: Yeah me, too.

Inez was processing by listening with an open mind. She acknowledged that she did not coach-in, but simply listened and took notes. David used his own pedagogical experience and shared his approach. I validated him. Then Diana responded with a negative pedagogical experience where she had not used the coaching in approach.

Diana: Well, I know one time I was just listening and took notes later but I realized, well I really needed a short, quick kind of a sense of what they understand. Because I have this high kid and I am just now realizing and it's the end of the year; this kid does not have good retell or comprehension and I don't know how it just skipped by me. He's in my high group so I don't see him very often, and he just skipped by me and I am just feeling like UGH and I am thinking even with the high ones you've got to check.

Inez: It makes sense even before the end of the story.

Diana's example helped the group realize how important this teaching tool can be for student understanding and effective assessment of students' skills, as Inez's response shows. The vulnerability and honesty with which Diana spoke allowed for Inez to consider this different approach. On the other hand, Mackenzie disagreed. She shared a pedagogical experience that challenged my suggestion to coach-in.

Mackenzie: Maybe it's different for 1st grade because if I am talking to a student, the others are already done because the book is so short and even if they read it twice I am still having a comprehension conversation with a kid. Again, I shared my own pedagogical experience and gave her an alternative of having a few books from which students choose so they can stay engaged while she is coaching-in with other students. David connected with that idea and simply said "book bags." Everyone got it. Diana also offered her alternatives such as re-reading. Mackenzie responded with silence. She did not seem convinced. Then she spoke up again, persisting with her dilemma in using coaching-in. Diana, David, and I encouraged and challenged her.

Mackenzie: But they are still not reading it though.

Diana: Well, I would give them post-its or something like that.

Coach: They can annotate the book they are reading.

David: A stop and jot.

Mackenzie's concern touched upon a value that was important for her, student engagement. She experienced productive struggling, as we challenged her to also consider the value of coaching-in with students.

Another example of challenging participants was when we were discussing how students can transfer their Spanish-speaking abilities to their English-learning. Mackenzie cited the importance of keeping lessons simple, but I wanted her to learn that ELD does not need to be simple; with support from the teacher, students can reach high levels.

Coach: Are you requiring just one reason because that's the 1st grade standard?

Mackenzie: When we are writing, it's two reasons, but that's in Spanish. In English, I am making it more simple.

Coach: Maybe think of letting them give two reasons, using words like "in addition" or "also," like you do in Spanish. I did this with the kids in kindergarten last year and they were able to use the language and give two reasons.

David: I use sentence starters and have my students give counter arguments like "on the other hand."

Coach: If you give them the language, they have more success in applying it, and it helps you to keep the bar high.

David used a pedagogical experience to help Mackenzie understand the importance of raising the bar with scaffolds. Implementing a rigorous ELD program is critical

for language acquisition. This space to discuss the domain of a rigorous program challenged Mackenzie to go deeper.

Another example of challenging each other is when Diana asked David to go deeper into his reasoning for the district policy based on the Modified Consent Decree (2015) on Designated ELD. David was productively struggling with the 30-minute Designated ELD component. He was concerned about managing his other students. David was starting to see the importance of Designated ELD, especially after watching Mackenzie's spotlight teacher video.

David: What I found really enlightening was that they all want to participate, where my students are quiet. So, that is why I think it is that much more important to have that designated ELD component. So they can have that voice, and well, you have to make sure you acknowledge all your students, and to create an environment that enables them to feel safe and participate and share.

Again, David used a pedagogical experience to explain the difference he saw in his own students to students in Mackenzie's class who were quite expressive. David wanted his students to be comfortable to express themselves, too. He realized that Designated ELD was a tool that could aid in giving student voice. By practicing language in a differentiated structure, students could feel more at ease in participating whole class.

Sometimes participants experienced insights on routine practices that proved

to be more equitable than they realized. For example, Inez conducted her video in Spanish. Not all the participants were Spanish-speaking. Because David and Diana did not understand Spanish, they experienced this lesson with a different perspective. I quickly reviewed the importance of academic language in Inez's lesson, and asked the non-Spanish-speakers what they had understood.

Coach: I wonder if you were able to follow along?

David: Yes. I can pick up on it.

Diana: Oh the Spanish you mean? Well, you can see the structure of guided reading and this whole thing, you know she was going to have the read. I didn't know exactly what points she was making, but I like it [that] she had two points.

What Diana said highlighted how routines help students understand what is expected of them, especially when the teacher is speaking a language where they lack fluency. In a later part of the conversation not excerpted here, David capitalized on the socio-emotional part of this lesson by saying that guided reading can also give students that special time they crave. For Diana and David, who did not understand Spanish, Inez's video deepened their understanding that more individualized time such as learning in a small reading group with the teacher can help reduce the anxiety students may feel when they do not completely understand the language. This conversation about the importance of routines for students learning another language brought on a greater awareness of the difficulty of learning another language, and learning in another language.

In a different PLC gathering, Mackenzie brought up the importance of Spanish in a way that is highlighted in the district's vision and on policy that arises from the Modified Consent Decree (2015).

Mackenzie: Being biliterate is a strength because just accessing two languages, being able to have a variety of resources. I mean to me, family is huge. I can't imagine not being able to communicate with my family. And you can still be successful with just the family, but if the community is made to feel isolated or not adding to the community, not contributing anything then, they're not going to.

In this comment, Mackenzie acknowledges that there are many reasons for developing biliteracy, but one that is often dismissed or overlooked is the importance of connecting to culture and family through language. The discussion reminded David of an experience he had when this was not the case. As he shared, we were invited to ponder on the repercussions of inequity.

David: It reminds me of a person I worked with in LA and when she moved here with her family she didn't speak English so they immediately put her in a Special Ed class. Just because she didn't speak English. So you want to talk about racism.

Mackenzie: Yeah.

Coach: And it still happens.

David: Yeah, so what do we do with it?

Coach: Well, we need to be aware first and foremost.

This conversation deepened our understanding of some of the things Spanish-speaking students and their families encounter. It is these kinds of conversations that can transform teachers, as they provide examples and perhaps more significantly, awareness that these circumstances still exist today.

While the teachers' development in their skills and strategies with these topics was the impetus for the community's formation, momentum was sustained through the investment of the teachers who made up the group. A comment by Diana perhaps best captured how invested teachers were because they felt respected and challenged by the content that we addressed. Diana made this comment in her post-PLC interview.

Diana: It was like a college level course. Just some of those discussions that we had and it opened me up to wanting to know more. It was rich.... It went beyond just what you do in the classroom, but your belief system.

Clearly, Diana found this professional development high level and it motivated her to continue to want to learn. Other evidence of that the teachers engaged in this kind of sophisticated content is evident in the social justice conversations discussed in an earlier section. Our community of practice worked because the teachers felt invested in the domain of knowledge, skills, and beliefs that we focused on together.

Implementing policy. All four teachers understood the Consent Decree mandate of providing instruction in students' primary language and providing a rigorous ELD program. As a result of the discussions on academic language learning, Mackenzie grew a deeper understanding of policy in terms of the

importance of a strong ELD and Spanish language program. She saw how implementing this policy served her students.

Mackenzie: So, in [Designated] English language development and in Spanish, I feel like my kids are using a lot more varied language.

Mackenzie was seeing the shifts in student learning as a result of implementing strong ELD and primary language lessons. Diana grew in her understanding of biliteracy, too.

Diana: My students can understand and see things because they speak two languages. Before I didn't understand the process of biliteracy [...] and just would go with the experts, but now I see how wonderful [it is] that they can use their language.

Diana, being a General Education teacher, was not as invested in the biliteracy piece, but after conversations, especially with Mackenzie and Inez, she started to not only see the Spanish language as an asset, but value it as a strength students have.

Another transformation regarding policy for Diana was using lessons that were clearly using Integrated ELD strategies. Integrated ELD means integrating language practice and scaffolds throughout the day while teaching content areas. In contrast Designated ELD is a 30 minute block of the day when the teacher, using grade level texts, provides small group language practice, according to students' proficiency level. Prior to the PLC Diana didn't remember doing Integrated ELD, except in minor ways. For example, she had provided sentence frames in all subjects. However, in the new standards, Integrated ELD is much more explicit throughout the

day. One of the shifts Diana discussed was in reading where she has started incorporating academic language with book partners, and she said, “We talk about ...how can you keep [academic conversations] going... expanding their ideas and clarifying?” Diana expresses here how she started using the same academic language she had been using in Designated ELD.

Implementing lessons with Designated ELD in addition to Integrated ELD was a significant shift for David, too.

David: Before, I was just kind of doing SDAIE strategies. Now, through the PLC and coaching, [I have been given] a structure for Designated ELD that I’m able to work from. I think that really is benefitting...me... [and] certainly my students.

His Spanish-speaking biliterate students benefitted from the small group support. He was able to work through his concerns of keeping the rest of the class on task. We spent a lot of time thinking this through, setting it up so that the other students could work independently. Watching videos from the other teachers inspired him, too.

When I observed David, his students were all working on the same lesson independently, but he sat with his biliterate students and conducted a more in-depth Designated ELD lesson. The lesson focused on shared writing using purposes for language, such as sequencing and summarizing their written storyboards, using a story map graphic organizer.

Like David, Inez also grew in understanding policy, especially Designated ELD. As a result, she influenced her 4th grade teaching partners to change ELD

groupings so that only students learning English were clustered according to proficiency level. When I observed her, I saw a great more interaction among her students in the new configuration. This policy of Designated and Integrated ELD provided access to a higher quality education.

Inez: Language instruction could be a bunch of things, but it has to be language specific so that they're able to learn whatever if they don't have access and able to speak English better. ELD can happen throughout the day, too. I've always liked sentence frames, but it was nice to have the Talk Moves.

According to Inez, her thinking and beliefs changed in terms of Spanish instruction, as well as her designated and integrated ELD lessons.

Inez: Before, I was more into following whatever sentence frames were given to us and now it seems like I use the content ...[with] those frames... and just look at the standards and see what lesson you want to change from there. It seems a little more work...And for Integrated ELD, then it was more like making sure that the students in the whole class got extra support. Knowing what the language function is. Showing them visuals and getting them interested in that. That was very helpful with science... And it seems to work. Even in the ELD classes in the different levels... there's always kids that understand a little faster, they're quicker, you know. But it seemed like they were all getting it. Yeah, so that was really helpful.

It was important for Inez that all her students were learning, and the ELD structures, both Integrated and Designated ELD ensured that. Overall, when effective policy is incorporated, it truly serves students, and provides a high quality education.

Summary

Evidence of transformations was found in the pre- and post-interviews and in the culminating experience of peer observations. The changes teachers made were a result of our community of practice. Transformations came incrementally as participants engaged with the domain, with the resources, and with each other within PLC gatherings, coaching, and peer observations. Finally, these transformations in practice and philosophy served Spanish-speaking Latina/o biliterate students.

This study set out to explore the transformative learning processes of four elementary school teachers in an urban school district. Applying Lave and Wenger's (1991) community of practice model, teachers interacted with one another, applied resources, and engaged in learning about how to develop students' academic language. This study showed that the process was not just a community that promoted change, but a collegial community built on "confianza." It was not only that they received resources. The resources were practical and easily applicable. It was more than simply studying a domain. Teachers were invested in their learning. The interface of these three refined elements caused a transformation in these participants that ultimately served Spanish-speaking biliterate students, especially as it related to implementing sensible policy, providing access to quality education, and finding strengths and meeting needs despite the predictive power of poverty.

Chapter 5: Discussion

This study was designed for educators to facilitate teacher learning to better support Spanish-speaking Latina/o biliterate students. This study used a Community of Practice (Lave & Wenger, 1991) to promote teacher learning to develop Spanish-speaking biliterate students' academic language. Unlike many mainstream students, Spanish-speaking students are often marginalized and not acknowledged for their strengths (Cammarota, 2004; Gándara, 2010; Hakuta, 2011; Valenzuela, 1999; Yosso, 2005). This is especially critical as about 85% of our emerging biliterate, or English language learner population are Spanish-speaking (CDE, 2016; Hill, Weston & Hayes, 2014; Jepsen & de Alth, 2005) and only 15% ever graduate with a college degree (NCES, 2013).

One way to disrupt this inequity is to develop teachers' capacity to provide these students with a rigorous and engaging education. Overall, teachers need support with on-going professional learning to build capacity (Dufour, 2007) in implementing policy, learning the new California English Language Development (ELD) and effectively meeting Spanish-speaking biliterate students' language needs (Olsen, 2010). This study investigated the transformative learning processes of four elementary school teachers within an urban school district and demonstrated how their learning ultimately served Spanish-speaking biliterate students. The participants were informed of the study to develop their capacity to serve Spanish-speaking biliterate students. As their coach, I brought to them the district's tools and resources in teaching academic language from my work as a teacher on special assignment

with our multilingual pathways department and my learning from race and equity PLCs that I had attended, and from my doctoral studies, to prepare for the group.

There are significant studies that incorporate communities of practice, but none that addresses both Spanish and English language learning, intentionally integrating a social justice and equity perspective. As a participant-researcher, I explored a case study of the learning process of four teachers applying the CA ELD language standards (CDE. 2012) and modified consent decree language policy (2015). This study focused on ways to serve our Spanish-speaking biliterate students, academically and socio-emotionally. The study was infused with conversations of social justice and equity, allowing teachers to reflect on the implications for students of color and especially Spanish-speaking Latina/o students developing two languages. It demonstrated that a multifaceted approach with a professional learning community gathering, coaching, and peer observations within a community of practice provided teachers an in-depth learning experience that allowed for productive struggling, practice and guidance to build capacity in developing their students' academic language by recognizing students' needs and capitalizing on their strengths.

The study sought to investigate the two-pronged question, *what is the transformative process of teacher learning arising from a multifaceted professional development approach, based on a community of practice? How does this community of practice support elementary school teachers in serving Spanish-speaking Latina/o students?* Major findings demonstrated that when teachers have

the opportunity to learn together, in particular when they are able to form a community of practice, it can deepen understanding and transform practices. Incorporating their ideas and including them as co-inquirers, motivated them as Diamond and Powell (2011) found in their study. These findings aligned with other studies, too, that a community of practice (Lave & Wenger, 1991) that included a multifaceted professional learning experience (Burke, 2013; Bertrand & Marsh, 2015; Daniels, Pirayoff, & Bessant, 2013; Kronholz, 2013; Wilkie & Clarke, 2015) provided a safe space for learning, as teachers opened up and trusted each other and were vulnerable as they shared their ideas and practices (Anderson, Feldman, & Minstrell, 2014; Bertrand & Hugué, 2015) especially in learning how to teach language (García, Arias, Harris, & Serna, 2010). Similar to these studies, participants in this study, validated each other, even challenged each other, but often with laughter and support. Rich discussions on academic language and social justice and equity that influenced language-learning philosophies transformed instructional practices for Spanish-speaking students. This small-scale study offers perspectives of how teachers learn.

Interpretation of Findings

A community of practice (Lave & Wenger, 1991) includes a domain, resources, and participation within a community. Lave and Wenger (1991) seemed to embed these constructs within their definition of a community of practice; however, findings in this study suggest a more refined and nuanced conceptualization. Utilizing the principles of grounded theory (Charmaz, 2005), I found that learning

and implementation of instructional practices occurs with these three conditions: invested domain, practical resources, and a collegial community (Figure 1). Based on grounded theory (Charmaz, 2005), I realized that the domain, or subject to be studied, needed to be an invested domain. This means that teachers were invested in their learning the domain. I used Freirean principles giving voice to the learner; in this case, the teachers decided what they wanted to obtain from the community of practice. They decided the norms. The domain was what teachers wanted to learn.

A community of practice also provides resources. Specifically, participants in this study valued practical resources that transferred easily into their instructional practices. Resources included the space to meet and discuss new language learning practices and social justice and equity considerations; my coaching knowledge and acceptance that allowed for guidance and productive struggling; and teacher videos and peer observations.

Finally, the community of practice worked because it was a collegial and caring community where teachers were free to be vulnerable. As teachers listened to each other and validated one another, *confianza* was built, which allowed teachers to open up, be vulnerable, and go deeper, and create a powerful bond. Through this vulnerability, they shared their ideas and practices and came to adopt new teaching strategies and modified attitudes about policy on ELD and biliteracy. Rich discussions on academic language and social justice and equity influenced language learning philosophies and transformed instructional practices for Spanish-speaking students. The setting worked because it also created a space where they found

validation, sometimes even challenging each others' ideas, but often through shared laughter and support. The learning that took place ultimately benefited Spanish-speaking students.

Figure 2: *Refined model of Community of Practice*

Due to the community of practice structures, all participants grew in language learning, and also in their critical consciousness or awareness of social justice and equity. Inez, a 4th grade Spanish biliteracy teacher was inspired by her students' cultural capital (Yosso, 2005) and how they wanted to share this with other students. David realized what it would take for students to embrace agency, confidence, and voice. Diana was able to take more ownership and experienced how much her Spanish-speaking students could do. Conversations about social justice and equity as they related to biliteracy empowered all of us to think and act proactively in serving Spanish-speaking biliterate students.

Participants engaged in "transformative learning" (Mezirow, 1997). Transformative learning expounds on knowledge that participants possessed. A

specific example of how participants expounded on the knowledge that they possessed was evident in Mackenzie's reflection of the different experiences Spanish-speaking students had in English-only versus the biliteracy pathway. She realized that her students in the biliteracy pathway expressed themselves more in their primary language, which created a comfortable atmosphere for students to be themselves. Transformative learning also emphasizes collaboration to create opportunities for new ways of approaching practices and philosophy, which transforms existing points of views and leads to change. The PLC gathering allowed for participants to delve more deeply while experiencing their colleague's points of views. A good example of how collaboration and listening to others' points of view led to change was when Diana understood and embraced biliteracy after discussing implications of biliteracy with her colleagues. Her participation in listening to others' points of view transformed her existing perspective.

Micro-transformations are small shifts of learning, which lead to more complex understandings (Alexander, 1998). Participants grew with each encounter of learning academic language or discussion of social justice and equity implications, which built upon other encounters within the PLC gatherings, the coaching, and in peer observations. As participants experienced micro-transformations, they developed their understanding of academic language and social justice and equity concerns, and participants as well as myself, grew deeper and deeper with each encounter. These small shifts in learning added up to a more complex understanding of academic language and social justice and equity by the end of my study. This

particular learning was effectively mediated through a social setting of the community of practice. Their transformation was a complex process, and it involved collaboration, motivation, struggle, and barriers.

All participants learned from each other and the process ultimately changed beliefs and practice. Transformative learning was especially highlighted with David's process in conducting Designated ELD. After many discussions in the PLC gatherings, in coaching, and in peer observations, he understood that in creating meaningful Designated ELD lessons, his students gained confidence and were able to utilize their voice, a social justice and equity focus that was important to David. Observing Mackenzie's enthusiastic Spanish-speaking students helped him to see the importance of biliteracy. As a result, Spanish-speaking students benefited from David as he incorporated Designated ELD. David's experience also highlights research regarding teacher's attitudes toward policy. Battey et al. (2013) and Santoro and Morehouse (2011) found that teachers would not implement policy because they did not see how the policy met students' needs. David, too, resisted implementing Designated ELD because he did not understand how it benefitted his students. However, after collaboration, coaching, and observations he ultimately valued Designated ELD.

David's experience confirms what other researchers found, which was that conversations where a variety of teachers shared personal experiences and different points of view inspired other teachers to change (King & Nash, 2011; Miretzky, 2007). Finally, David's positive experience of implementing a stronger structure for

Designated ELD, according to district policy, resulted in his ability to change practice. David's change demonstrated what Figueroa-Murphy and Haller (2015) found, which was that teachers' positive perspectives on policy developed their aptitude to change practices aligned with the Common Core. Mackenzie, too, changed as she observed David's class engaging in Integrated ELD, a policy mandate that she had not learned in her teacher program. As a result, like David, her positive perspective propelled change.

Mackenzie also changed due to transformative learning with micro-transformations. For example, she delved deeper each time we discussed or I coached her with Designated ELD. Researchers have found that using grade level texts and providing engaging reading strategies (Bunch, Kibler & Pimentel, 2012; Fillmore & Fillmore, 2012; Schlepppegrell, 2012; Zwiers, O'Hara, & Pritchard, 2014) in both primary and second language development, increases student learning (Bohman, Bedore, Pena, Mendez-Perez, & Gillam, 2010; Carlo et al., 2004; Gándara, 2010; Hayes, Rueda, & Chilton, 2009). She reported that utilizing shared reading techniques, rather than read alouds that were difficult for students to understand, engaged her students at a much higher level, which gave them the ability to transfer their oral language and reading skills into writing. Mackenzie's students demonstrated their knowledge as they participated in shared reading and lots of conversation, all leading to rigorous writing activities. Mackenzie also went deeper into making connections between English and Spanish as her Spanish-speaking students felt comfortable flowing in and out of both languages.

Diana's students also benefitted from her deeper understanding of biliteracy. She found that her students had the capacity to understand concepts more profoundly due to their ability to communicate in two different languages. In addition, like Mackenzie, Diana's students were engaged and motivated in rigorous instruction utilizing Talk Moves that fostered rich discussions in reading grade-level texts and in writing. Diana's practices changed dramatically from having students recite and repeat after her, to having them engage in conversations where she could more accurately assess their learning, guiding and filling in gaps as needed.

Similar to the other participants, Inez experienced transformational learning in micro-transformations. For her, watching the videos within the PLCs, observing her peers, and my coaching helped her see the importance of reading strategies and vocabulary development. Her students benefitted as a result of Inez employing these strategies. She realized that her students had the ability to self-monitor, especially as it related to vocabulary development. She learned the importance of coaching-in during lessons, giving her Spanish-biliterate students guidance in either Spanish or English language instruction.

Implications

This was a small-scale study, but educators can learn from this study as the learning process is relatable. I do recognize my own bias as I co-created this learning experience with my participants and fully immersed myself in the community of practice. To counter this bias, I triangulated various data sources, including recordings from the PLC gatherings, coaching, and peer observations, pre- and post-

interviews, and my field notes. I also vetted my findings through the participants, who acknowledged accuracy and approved findings.

As marginalized students continue to be underserved, it is critical to engage Spanish-speaking biliterate students in such a way that they are acknowledged for their strengths. This motivates students and augments learning and achievement. One way to disrupt this inequity is to develop teachers' capacity to provide Spanish-speaking biliterate students with a rigorous and engaging education.

This study suggests that teachers of Spanish-speaking students benefit from being involved in a multi-faceted community of practice that includes conversations about social justice and equity. I also considered principles of adult learning theory (Knowles, 1980). All participants possessed experiences and insights, which enhanced their learning, and also the learning of others, accommodating and assimilating (Piaget, 1950) knowledge and insights. Teachers joined for a specific purpose. Each participant had personal goals and was self-directed. Additionally, their desire was to improve instructional practices that would make an impact on their Spanish-speaking biliterate students with lessons that were engaging and efficacious.

All teachers were active learners, discussing perspectives, participating in coaching, creating video recordings, and making observations. It is important when approaching new information, to respect what teachers already know and to build on their strengths. In the case of this study, teachers opened up because the experience was, as Diana explicitly said, non-judgmental.

My study was a learning experience for the teachers and by the teachers. The teachers decided on their agreements, the meeting times, on their coaching cycles, and on peer observations. I came with a focus on academic language and social justice and equity, and participants came because they wanted to develop their teaching. When teachers are provided the support that is practical and given to them in such a way that honors them, they will grow deeper in their teaching craft.

Recommendations for Leaders Regarding Spanish-speaking Biliterate Students

Based on study findings, here are some recommendations for educational leaders that will allow them to initiate positive change for Spanish-speaking biliterate students. Transformative leaders, in particular, implement changes in school structures and are intentionally inclusive with educational opportunities for all students, especially the marginalized (Elmore, 2004; Shields, 2010; Theoharis, 2007). Leaders of Spanish-speaking biliterate students should provide structures and support, such as a multifaceted community of practice, that allows teachers to grow in their capacity, better understand content, utilize effective practices, regularly engage in self-assessment, and adjust the curriculum to meet the needs of their students (Darling-Hammond, 2010; Elmore, 2004; Giroux & Penna, 1979; Green, 2014; Kirp, 2013; Silva, Gimbert, & Nolan, 2000). When structures are in place, it is easier for effective leaders to be transformative and instill a social justice perspective in their work (Shields, 2010; Theoharis, 2007).

In my dual role as researcher and coach, although I approached the study with a structure in mind, I wanted teachers to choose what and how they wanted to

learn. Providing choice aided in teacher appreciation and buy-in. This means leaders need to be flexible in terms of meeting teachers where they are at and providing structures and support to take them where they want to go.

In order for this study to be successful, I needed to be knowledgeable of effective strategies to develop literacy in English and Spanish and I needed to be informed of the latest practices that would benefit Spanish-speaking biliterate students. What this means in terms of leading teachers working with Spanish-speaking biliterate students is that the leaders themselves need to analyze the intricacies of English and Spanish language learning. Furthermore, leaders need to understand what is needed to provide Spanish-speaking biliterate students with an equitable education while at the same time being careful not to impose structures that erase the students' culture and sense of identification (Valenzuela, 1999). Changes on the state and district levels can also affect the opportunity gap of Spanish-speaking biliterate students. At the district level, school designs should meet the academic and cultural needs of Spanish-speaking biliterate students (Mata & Rodriguez, 2014). District leaders should monitor and assess language pathways that address Spanish-speaking biliterate students (Kirp, 2013; Mata & Rodriguez, 2014; Olsen, 2010); and provide resources such as specialists and programs to serve Spanish-speaking biliterate students (Darling-Hammond, 2010; Elmore, 2004; Kirp, 2013; Spillane, 2004).

The learning, accountability, and growth of this small-scale community of practice demonstrated efficacy in teacher learning process, but required resources.

This learning experience required a coach, or teacher leader, and time for that coach to prepare PLC gatherings and conduct coaching cycles. It also required resources to allow for teacher observations. It required a stipend for teachers, as in most companies, employees are paid for their continual professional development. In the case of this study, the district provided these resources, a specialist, me, as well as time for teachers to learn and apply learning to their class instruction. As a way to show gratitude for participating in my study, I provided snacks at meetings, which were appreciated at the end of a long day. In the case of this study, the district was transparent and intentional in disseminating the California ELD standards and explicit in following the mandates of the Modified Consent Decree (2015).

Furthermore, in order to lead and transform this community of practice, as the coach, I needed to be knowledgeable of social justice leaders and also do my own work around social justice and equity. Therefore, effective leaders need to provide and engage in activities to deepen their understanding of race and social justice issues, from which they can influence their staff and students (Brown, 2004; Singleton, 2015). Leaders should have an understanding of Latina/o Critical Race Theory that challenges the predominant deficit framework (Solórzano & Bernal, 2001); they need to expand this understanding to realizing the potential to influence the culture and even shift educational values to appreciate not only English, but also all languages.

Therefore, a critical recommendation for educational leaders is to consider creating opportunities to talk about social justice and equity in any educational

setting, whether it be a staff meeting or a discussion in a writing PLC. In this study, conversations were rich and teachers developed a critical consciousness. There are many ways to build these conversations into any educational arena. While social justice and equity conversations can be difficult, they are very important because, without awareness, the status quo remains. For example, in the study, when participants discussed the importance of small group learning and Designated ELD, they began to see what it meant to provide equitable services to Spanish-speaking biliterate students.

It is important to find ways to lower the affective filter (Du, 2009) to engage in conversations on social justice and equity. According to Sue and Constantine (2007), conversations on social justice and equity are avoided because people do not want to admit that racism still exists. Some people avoid conversations because they have a fear that people will think they are racist. Some people fear addressing or acknowledging White privilege. Finally, there are fears of being accountable for stopping racism and what that might entail. I lowered the affective filter (Du, 2009) in this study by developing *confianza* or mutual trust. I also positioned myself as a life-long learner of social justice and equity. I confirmed with my participants that racism still exists, that being White means there may have been many times when I was not aware of my own biases, and that I need to continue to engage in discussions on bias and acknowledge my biases so that I can change and be part of the solution. My vulnerability allowed for others to be vulnerable.

Overall, this study shows that leaders can make a difference in addressing Spanish-speaking biliterate students at the district and school levels by understanding student and teacher needs and providing structures to ensure professional learning for teachers, and a high-quality education for Spanish-speaking biliterate students. Communities of practice are known to create a space for professional learning that will impact classroom pedagogy. Leadership can influence the facilitation of a community of practice. One expectation from the study was to demonstrate how to support teachers within their field of work and to build capacity in proven, effective practices known to serve Spanish-speaking biliterate students, so that, ultimately, Spanish-speaking biliterate students are given opportunities to succeed. District leaders should provide professional learning to teachers, coaches, and other administrators on how to specifically create communities of practice.

District and school leaders need to consider giving teachers time to continue to discuss, observe, learn, and reflect on their practice. It is critical to develop confianza, mutual trust. To do this, leaders need to give teachers a sense of choice on where and how they want to develop. Even when mandates are given, if teachers have choices in their focus of study around those mandates, teachers are more likely to stay committed. The protocol that I used was built on what teachers wanted.

Based on study findings and insights I as a result of this study, here are some steps to consider when creating a community of practice. I recommend that there be someone one who facilitates the process, such as a teacher leader, a coach, or an administrator. It is important that the facilitator be knowledgeable in the focus of

study, but also comes alongside as a thought partner, with the goal of learning, too. Eventually, when and if teachers feel comfortable, they can even facilitate. I say this because the teachers in my group felt they were either not ready or did not have the time to facilitate. Based on this study, I believe the following guidelines are beneficial in establishing a successful community of practice.

1. **Build community by establishing confianza (mutual trust).** One way to establish confianza is setting up a pre-meeting or logistical meeting. In this meeting, co-create with teachers the parameters of their learning experience. My focus was on academic language in both English and Spanish with a lens for social justice and equity. I asked participants what they wanted to focus on under that theme. They set the norms, they set the dates, and we set the structure together. I also suggested keeping the community of practice small-scale with a maximum of six participants. Any more may lose the voices of the participants. It is also important to decide how participants will be paid and yes, even fed.
2. **Provide resources and time for learning, sharing, and practicing.** We used the Teaching Channel Platform to upload articles and videos and respond to each other. It is critical to have follow up 1:1 coaching to allow for practicing and differentiating between teachers and their goals. Videos and peer observations as daunting and intimidating as they can be were incredibly impactful. All teachers in my study appreciated the learning they gained from watching others.

3. Integrate social justice and equity conversations into the domain.

Researchers have found that discussions on social justice and equity create awareness and even activism (Boske, 2012; Hirsh & Hord, 2010; West-Burns, Murray, & Watt (2013). However, these spaces are still rare in educational settings. Based on the findings of this study, I am convinced that we do not have to wait for a “social justice” PD. Instead, infusing social justice and equity discussions at a staff meeting or in PLCs, can aid self-awareness. For example, even though the main focus of this study was building academic language, participants were also engaged in talking about social justice and equity, developing a greater self-awareness that influenced their practice.

4. Make time for Reflection. Take time to reflect. There are many ways to reflect. I provided journals, and had hoped to set aside at least 10 minutes for this kind of writing with five minutes to share if participants desired. Due to time constraints, however, we made the choice to reflect using the online platform, verbally at the end of each gathering, and in emails.

5. Respect, respond, and walk alongside. It is important to honor the learner, respecting teacher style and learning process. It is as important to normalize productive struggling, and respond to teacher asks, walking alongside, as a thought partner, learning with participants. In this way, coaching might be embraced by teachers rather than avoided. It is also a great way to maintain the confianza.

Further Study

This was a small-scale study. I also recognize my own bias as I created and participated in the professional learning community. To counter this bias, I used various data sources, including recordings from the PLC gatherings, coaching, and peer observations as well as pre- and post-interviews. I also vetted my findings through my participants, who acknowledged accuracy and approved findings.

Further studies, scaling up this community of practice for larger groups, would be practical for school sites or central office departments. My findings indicate that having time to discuss effective academic language strategies and engage in social justice, along with coaching, aided in teacher shifts in understanding and practice. A bigger group, such as a central office PLC, would allow leaders to facilitate small groups within the whole group and combine the findings and insights into a larger database of information. Each leader can be responsible for videos of his or her own group. In a school setting, teacher leaders could act as learning facilitators. A veteran teacher can support a less-experienced teacher and teachers can co-coach one another. They can learn from the larger PLC gathering and then practice by participating in a lesson study or in peer observations. While further studies to scale up this community of practice for larger groups could be beneficial, it should be noted that Hoffman, Dahlman, and Zierdt, (2009) found that large PLCs, with about 25 participants, slowed the community building process, negatively impacting commitment.

One challenge that all participants encountered was the issue of time. Each participant commented that time was a “huge constraint.” Participants shared that even though they love learning, they typically spend two to three hours more each day than they were being paid in prepping and planning alone. A study on the implications of time should be addressed in future studies to make recommendations on teacher work-load and to find sustainable ways to embed professional learning without the risk of burn-out from teachers.

Based on my experience with this study, further research can focus on teachers’ attitudes and beliefs on policy. Teachers’ beliefs and attitudes reflect policy, whether or not policy changes beliefs or whether beliefs undermine policy. Therefore, further research can also study teachers’ beliefs and attitude toward policy or vice versa, and the effect of policy on teacher practice.

More studies on coaching can also give better insight into teacher learning. Coaching is sometimes a taboo word in education. Many teachers find it insulting to be assigned a coach. This is not the case for other professions. Singers have a voice coach to deepen their artistic flare. Therapists have consultants to process client interactions and to avoid counter-transference. Doctors are continuously learning new ways to help their patients. Yet, teachers can be made to feel inadequate by others. Therefore, another research study that could benefit teachers and learning is in the ways coaching can be reframed so that teachers would be more open to it, investigating the question, the process and structure of coaching that best serves teachers.

This study also had many moving components. Focusing on only one aspect would be valuable. For example, studying the significance of reflection can add to the process and study of learning. Even though this study touched upon a conglomerate of a multifaceted learning approach, it was a lot to take on and might have lost some critical pieces worth studying more in depth, namely the role of coaching, or the role of peer observations.

Another critical focus for further study is how to integrate social justice and equity. In the case of this study, I integrated discussions at the beginning of our PLC gathering, which I was able to refer to in coaching sessions and even other school meetings. More studies can research how to integrate social justice and equity. For example, it would be interesting to study the impact of starting staff meetings with a quote to discuss for five minutes. Further studies that show the impact of involving social justice discussions in varied educational settings would be beneficial.

Finally, I was not able to measure the impact on student learning as a result of this research. Therefore, it would be beneficial to study the effect on student learning as a result of teachers participating in a community of practice that included a professional learning community, coaching, and peer observations. In my study, students developed voice and were academically engaged. However, it does not show whether students made gains on statewide tests.

Conclusion

Teacher beliefs have an impact on teacher practice, but I learned that observations, practice, and discussions also impact teachers' beliefs. The reason for

this case study on teacher learning was to provide insights on ways to build capacity in teachers, addressing beliefs that affect their ability to acknowledge the assets of Spanish-speaking Latina/o biliterate students and address their needs academically and socio-emotionally. In this community of practice, we addressed complexities and inequitable practices that create barriers for Spanish-speaking Latina/o biliterate students to succeed.

Epilogue: The Why

I am so grateful for all my participants. This has truly been an incredibly meaningful experience for me. I learned so much from Diana, David, Inez, and Mackenzie. This experience was a life-changer for me as I reflect on this learning experience. I am humbled, blessed and again, so grateful.

I would like to end this dissertation going back to the beginning. Why was it important for me to engage in this study? While I thoroughly enjoyed working with my colleagues, the impetus for this study was to serve our often-underserved Spanish-speaking biliterate students.

I appreciate that in my doctoral program we were exposed to a variety of genres within research. One such genre was letter writing. One of our exercises in my doctoral studies was to write a letter to someone significant. I chose to write a letter to my Latina/o Spanish-speaking biliterate students. What I found was the incredible impact they had on my life. This is not the whole letter, but as it relates to this dissertation, I conclude with this letter to all my students that I have taught over the course of my career trajectory.

Queridos estudiantes precios@s:

I am so grateful for my experience teaching you. You have been one of the greatest gifts of my life. I have enjoyed teaching you. I LOVED your enjoyment of learning. I have had fun with you. You made me laugh. Ahh. Yes. My life is for the better because of you and I have learned so much. Thank you for letting me into your lives.

I have cried especially when I felt I was not meeting your needs. Did I ever forget to see your strengths? Did I get caught up in the pressure and forget my 'why' for teaching? Sometimes, I didn't feel good enough. Time and time again, you demonstrated your brilliance and I have advocated for you. It was hard for them to see because they did not know your language.

Each and every one of you speak two languages. Each and every one of you has a family, an ethnicity, a culture, and a race- be proud! Know that each and every one of you have purpose and a call to serve, follow that calling even if it means to cross borders, to cross cultures. What you do not understand, learn to understand. Embrace your bilingualism. Seize the opportunities that come your way. You offer the world something so special!

I hope you are happy. I hope I made a difference in your life. I hope you had a space to be you- to grow, Well, I have certainly grown as a person and I know I wouldn't be who I am today. You have helped shape who I am. I am forever grateful to all of you, my beloved students. Thank you. Muchísimas gracias. Los quiero con todo mi corazón. Con cariño and love.

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Appendix A

Key Terms

Biliterate: Becoming literate (speaking, listening, reading, and writing) in two languages; also known as English Language Learners

Confianza: Mutual trust and genuine care for one another

CoP: Community of Practice, utilizing a multifaceted approach

ELL: English Language Learner; a student who is learning English

ELD: English Language Development

Designated ELD: 30 minutes of language practice using grade level content.

Students are grouped by proficiency levels to ensure parity among student voice.

Integrated ELD: ELD strategies used with whole class in all content areas to ensure That students learning English have access and understand content

Literacy: Speaking, listening, reading, and writing ability in a language

Multifaceted: Having multiple dimensions to professional development

Productive Struggling: The act of learning with persistence and resiliency even When something is not done perfectly

Proficiency Levels: Emerging (Beginning to Early Intermediate), Expanding (Early Intermediate to Intermediate), Bridging (Early Advanced to Advanced)

PD: Professional Development, or ways to build capacity and deepen teacher skills

PLC: Professional Learning Community

Reclassification: Classification when an ELL has become proficient in English

Talk Moves: A guide for students to engage in conversation, such as paraphrasing

Appendix B

Pre-PLC Interview Questions

Priority Questions

- Think about your Spanish-speaking emerging biliterate students (ELLs) and tell me about those who are your biggest challenges.
- Tell me what works in teaching these students.
- Tell me what you think about your Spanish-speaking emerging biliterate students (ELLs).
- What do you think about teaching in Spanish?
- How should we be teaching English?
- How do you think Spanish-speaking emerging biliterate students (ELLs) learn best?
- What strengths do you see and how do you capitalize on them?
- What do you think Spanish-speaking emerging biliterate students (ELLs) need?
- What do you know about your colleagues who are also participating in this PLC?

If time: teaching Channel Questions

- How do you plan for Spanish-speaking emerging biliterate students (ELLs)?
- What would help you strengthen your work with Spanish-speaking emerging biliterate students (ELLs)?
- What do you know about Designated/Integrated ELD?
- How do you plan for Designated ELD on a weekly basis?
- How do you plan for Integrated ELD on a lesson-by-lesson basis?
- What do you know about academic language in your classroom?

- Can you give me a few examples of how you support academic language?
- How do you differentiate for emerging biliterate (ELL) students?
- Give me an example of a lesson that went well? Not so well?
- What would you like to change, strengthen, or develop as a result of participating in this PLC?
- Do you participate in any other PLCs? What are they and how do they operate?
- Anything else you are hoping you will get out of this PLC?

Post-PLC Interview Questions Priority questions

- Think about your Spanish-speaking emerging biliterate students (ELLs) and tell me how this PLC addressed your biggest challenges.
- Tell me about your process in learning. What helped you? What didn't?
- Tell me about what you learned about your Spanish-speaking emerging biliterate students (ELLs).
- How did your thinking, beliefs, or practices change about instruction in Spanish?
- How did your thinking, beliefs, or practices change in how Spanish-speaking emerging biliterate students (ELLs) learn best?
- How did your thinking, beliefs, or practices change in how we should teach English?
- How did your thinking, beliefs, or practices change regarding Spanish-speaking emerging biliterate students' (ELLs) strengths?
- How did your thinking, beliefs, or practices change in what you thought Spanish-speaking emerging biliterate students' (ELLs) needed?
- Tell me how it was working with your colleagues who also participated in this PLC.

If time: Teaching Channel Questions

- What have you learned from participating in this PLC?
- What confirmed what you already knew about teaching Designated ELD?
- What confirmed what you already knew about teaching Integrated ELD?
- What changes have you made in your lessons?
- Walk me through a week of Designated ELD.
- What changes have you made to your Designated ELD lessons?
- Walk me through a lesson integrating ELD.
- What changes have you made integrating ELD in your lessons?
- What strategies have you incorporated since being part of this PLC?
- What did you learn about your emerging biliterate students?
- What would you change about the PLC?
- What are your plans for continuing this PLC next year?
- Anything else you would like to say?

Appendix C

Agendas

Developing Academic Language and Literacy Collaborative PLC January 27, 2016	
Objectives	Norms (as written by PLC members)
1. Understand the PLC	Project 1. Be on time. End on time.
2. Set up Meeting Times	2. Be focused and engaged.
3. Set up Interview Times	3. Be open to feedback and assume best intentions.
4. Create Norms	4. Be courageous; embrace productive struggles.
Time	Agenda
20 m	<p>Settling in our Learning Space</p> <p>As you settle in our learning space, write and be prepared to discuss:</p> <ul style="list-style-type: none"> Norms (and write ideas); What you know about ELD/ALD; What YOU want to get out of this PLC <p>Notes</p> <ul style="list-style-type: none"> David: Planning time with coaching Diana: Strategies Mackenzie: Peer observations Inez: Resources
30 m	<p>Items to Review:</p> <ul style="list-style-type: none"> Informed consent Time commitment: 1½ hour group meeting and ½ hour 1:1 coaching Proposed structure of PLC Part 1: Settling in with Equity Discussions Part 2: Learning Focus Based on YOUR vision with articles/video Part 3: SPOTLIGHT TEACHER: classroom videos Session Overview Session 1: Interacting Meaningful Ways: Listening Session 2: Interacting Meaningful Ways: Speaking Session 3: Deconstructing Text: Reading Session 4: Production: Writing
10 m	Last Word

Developing Academic Language and Literacy Collaborative PLC February 18, 2016	
Objectives 1. Discussion on why a PLC 2. Learning: Speaking 3. Spotlight Teacher intentions. 4. Reflection	Norms (as written by PLC members) 1. Be on time. End on time. 2. Be focused and engaged. 3. Be open to feedback and assume best intentions. 4. Be courageous; embrace productive struggles.
Time	Agenda
20 m	Part 1: Settling in our Learning Space As you settle in our learning space, write and be prepared to discuss: What is a professional learning community? What has been your experience as a facilitator and/or as a participant? Post your response below. Questions or clarifications
30 m	Part 2: Learning Focus Review Resources Talk Moves Conversation Analysis Tool: Clearer and Stronger Lesson Planning Session 1: Introduction/VTIS/Wide Angle
30 m	Part 3: Spotlight Teacher: Diana Protocol: Spotlight Teacher gives overview and experience Watch video(s) Discussion: appreciations; I wonders; and next steps Spotlight Teacher gives insights Teacher Moves
10 m	Last Word

Developing Academic Language and Literacy Collaborative PLC March 17, 2016	
Objectives 1. Access to Resources 2. Learning: Listening 3. Spotlight Teacher 4. Reflection	Norms (as written by PLC members) 1. Be on time. End on time. 2. Be focused and engaged. 3. Be open to feedback and assume best intentions. 4. Be courageous; embrace productive struggles.
Time	Agenda
20 m	Part 1: Settling in our Learning Space: Resources As you settle in our learning space, write and be prepared to discuss: Access and equity are key to providing a solid education for Spanish-speaking students. Please review resources and write what you have tried or if you haven't tried anything, commit write one that you are willing to try Questions or clarifications
30 m	Part 2: Learning Focus Lesson Planning Session 2: Listening Session 3: Deconstructing Text using How English Works Videos of Deconstructing Text for 1 st grade and 4 th grade
30 m	Part 3: Spotlight Teacher: Mackenzie Protocol: Spotlight Teacher gives overview and experience Watch video(s) Discussion: appreciations; I wonders; and next steps Spotlight Teacher gives insights Teacher Moves
10 m	Last Word

Developing Academic Language and Literacy Collaborative PLC April 21, 2016	
Objectives 1. A Little Valenzuela (1999) 2. Learning: Writing 3. Spotlight Teacher intentions. 4. Reflection struggles.	Norms (as written by PLC members) 1. Be on time. End on time. 2. Be focused and engaged. 3. Be open to feedback and assume best intentions. 4. Be courageous; embrace productive struggles.
Time	Agenda
20 m	Part 1: Settling in our Learning Space: A Little Valenzuela As you settle in our learning space, write and be prepared to discuss: What would success look like for your Latina/o Spanish-speaking biliterate students? In your perspective? In what you think their parents and families' perspectives of success would be? In what you think their own perspective of success would be? In society's perspective? Questions or clarifications
30 m	Part 2: Learning Focus Lesson Planning Sessions 3 & 4: Deconstructing Text to Production: Writing Ideas on Writing
30 m	Part 3: Spotlight Teacher: David Protocol: Spotlight Teacher gives overview and experience Watch video(s) Discussion: appreciations; I wonders; and next steps Spotlight Teacher gives insights Teacher Moves
10 m	Last Word

Developing Academic Language and Literacy Collaborative PLC May 18, 2016	
Objectives 1. Micro Affirmation 2. Learning: Reading 3. Spotlight Teacher intentions. 4. Reflection	Norms (as written by PLC members) 1. Be on time. End on time. 2. Be focused and engaged. 3. Be open to feedback and assume best intentions. 4. Be courageous; embrace productive struggles.
Time	Agenda
20 m	Part 1: Settling in our Learning Space: Micro-Aggressions to Micro-Affirmations: Think About Cultural Wealth! As you settle in our learning space, write and be prepared to discuss: Are there micro-aggressions that you see yourself thinking or saying? Have you heard others talk in a way that can offend others' cultures, race? Solórzano and Bernal (2001) are now looking at micro-affirmations. Yosso (2005) speaks of Cultural Wealth. I am putting the two together.... What would affirming others everyday look like? What commitment can you make in leading others toward this perspective when it comes to our students and equity? Questions or clarifications
30 m	Part 2: Learning Focus Lesson Planning Sessions 4 & 5: Production: Reading Videos of Reading
30 m	Part 3: Spotlight Teacher: Inez Protocol: Spotlight Teacher gives overview and experience Watch video(s) Discussion: appreciations; I wonders; and next steps Spotlight Teacher gives insights Teacher Moves
10 m	Last Word

Appendix D

Research Design