

# **Supporting Vocabulary Instruction for English Learners**

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## **Abstract**

Improving the academic outcomes for English Learners is a challenge faced in the Oakland Unified School District as this population continues to grow. Academic data has found that these students often have lower academic proficiency rates than their English-only counterparts and this achievement gap continues to widen over the course of their academic careers. English Learners are not meeting the criteria to be reclassified as English Proficient and continue to part of the lowest academic performing groups. The lack of academic English has been identified as a key factor for students not meeting reclassification criteria. This action research proposes that by coaching teachers in identifying and implementing appropriate instructional strategies in the acquisition of academic vocabulary English proficiency will improve leading to increased reclassification rates of English Learners.

For this action research I created an intervention to support new teachers in implementing a school-wide strategy for explicit vocabulary instruction. The intervention focused on coaching the participating teachers after training on teaching vocabulary using a repeated read-aloud. Through coaching teachers were able to reflect on and refine their instructional practices to ensure that their students were successful in acquiring academic vocabulary using a research-based strategy. The desired outcome was that as teachers were coached on implementing a strategy supporting vocabulary development for English Learners they would implement the targeted strategy with more frequency. Observational data and teacher self-reflections demonstrated that teachers were able to teach academic vocabulary successfully and the routine was implemented with more frequency. The results of this intervention speak to the importance of coaching following professional development to support teachers in meeting the needs of their students and developing their craft as teachers.

## Context and Background

New Heights School is an elementary school located in East Oakland, CA. It has a student population of approximately 357 students. There are 15 classrooms with 4 being designated as Early-Exit Bilingual, classes in which students are initially taught in their primary language as they are learning English with the goal of transitioning student to classes with instruction in English-

only. The remaining classes are Structured English Immersion (SEI) which are designed to teach English Learners with all instruction in English. One hundred percent of the students qualify for free/reduced lunch. Sixty five percent of students are multiple years below grade level in reading on the SRI (Scholastic Reading Inventory) regardless of their instructional program. Seventy-one percent of students are English Learners and only 9% of students are reclassified as proficient or advanced on CELDT. English Learners in California are identified on a home language survey as students who speak a language other than English in the home. Some students do not meet reclassification criteria because they cannot perform at grade-level the SRI (Scholastic Reading Inventory) despite attaining proficient or advanced levels on the CELDT(California English Language Development Test). Students who are not reclassified by the time they are promoted from NHA to enter middle school are at risk of becoming Long Term English Learners(EL-TEL). English Learners At Risk have been in school for at least 3 years and have been at the same CELDT level for 2 years in addition to not meeting SRI requirement. Long Term English Learners are identified as students who have been classified English Learners for 6 years. English Fluency data from 2015-16 indicate that 46% of students in grades 3-5 did not meet reclassification requirements and are designated as EL-AR. District data indicates that 31% of English Learners dropped out in 2014-15 compared to 23% of all students. 51% of English Learners graduated from high school compared to 70% of all students for this time period. English Learners continue to be the lowest performing sub -group in the district. Nine percent of students tested met or exceeded standards on the Spring 2015 Smarter Balanced Assessments dropping from 13% in 2014. The majority of our students are not acquiring the skills they need for college and career-readiness, in addition to not being eligible for reclassification. Conse-

quently, they are at high risk for dropping out of school.

Currently, the Balanced Literacy Approach( BAL) is used for teaching Reading and Writing. Based on observational data teachers use scaffolds including anchor charts, providing sentences frames, and other visual supports. However, there is little evidence that these scaffolds are targeted towards English Learners. Additionally, small group instruction is not implemented consistently despite being a school-wide priority. Professional development has not focused on English Learners leading to a lack of effective school-wide instructional strategies to address their academic needs. Past instructional practices at the school site include Academic Discussions , a district-wide initiative in which students participate in” purposeful, sustained conversations about content (<https://sites.google.com/a/ousd.k12.ca.us/quality-academic-discussions/overview/what-are-quality-academic-discussions>) and Arts Integration. Some teachers have indicated that they use Academic Discussions but observational data shows little evidence of the use of this practice . Arts Integration is claimed to support language development at NHA but is not a school-wide practice in supporting English Language Arts instruction due teacher turnover. The low reclassification rate has been consistent for at least five years.

### Problem of Practice

Since the reclassification rate at New Heights School has been low for a number of years, it is clear that the instructional practices used by teachers are not effective in ensuring that students meet the criteria to be reclassified. OUSD reclassified 13.2 % of English-Learners in the 2015-16 school year surpassing the state rate of 11.2%( CA Department of Education). New

Heights School lags behind in both district and state reclassification rates.

The problem of practice I have identified is that teachers at New Heights School do not have the knowledge in identifying and using effective strategies consistently to meet the needs of English Learners in attaining grade level proficiency in reading and to be eligible for reclassification. This action research project will investigate the impact of coaching support for new teachers on research-based strategies that have been taught to teachers through school-wide professional development to support English Learners in improving their English proficiency.

### Literature Review

Based on my literature review, I argue that English Learners need more targeted and strategic language instruction, in order to attain proficiency in English regardless of their instructional program. According to the Oakland Unified School District's ELL Master Plan all English Learners are to learn academic English in order to "achieve their full academic potential"(p. 24). In order to attain this goal, teachers need to know how to teach academic English to English Learners. Francis, et.al.,(2006) state that there is a difference between conversational skills and academic discourse. They found that while many English Learners are proficient in their conversational skills English, they lack the academic language that will lead to English language proficiency. The study also found that students from minority groups who do graduate and enter college enroll in more remedial writing classes than reading due to the lack of academic language skills (p. 8). Therefore, teachers of English Learners must be equipped with the highest leverage instructional strategies to ensure the English Learners attain the skills needed for college ready-

ness.

English Learners represented 22.7% of students enrolled in public schools in 2013-14 nationally according to the National Center for Education Statistics (May 2016). In California, Spanish is the home language of 76.5% of English Learners (National Center for Education Statistics, May 2016). English Learner make up 22.1% of students enrolled in California public schools(CalEd-Facts, 2015). According to Oakland Unified School District's Data Dashboard 30.3% of students have been identified as English Language Learners with 62.2% having Spanish as their primary language for the current school year. These students have varying levels of English proficiency and the majority lack proficiency in Academic English according to state testing data and district reclassification rates. Since the Common Core State Standards emphasize literacy across the curriculum(Common Core State Standards Initiatives, 2017), examining which effective instructional strategies will help teachers meet the academic needs of English Learners in mastering English proficiency.

As the number of English Learners increase the achievement gap between English Learners and their English-Only peers continues to persist. The National Assessment of Educational Progress shows that only 29% of 8th grade English Learners performed at or above basic levels in reading compared to 78% of English-Only students (National Center of Education Statistics, 2011a). 2015 Smarter Balanced Assessment Consortium (SBAC) data for Oakland Unified School District indicates that 6.2% of 8th grade English Learners met or exceeded the ELA standards compared to 29.7% of their English-Only counterparts. While the SBAC assessments are new they demonstrate that English Learners continue to lag in academic achievement. Oakland Unified

School District data indicates that 0% of English Learners at New Highland Academy met or exceeded standards on the 2015-16 SBAC Assessments. Additionally, only 4% English Learners at New Highland Academy scored at or above grade level on the Scholastic Reading Inventory(Spring, 2016) compared to 36% of English-only students district-wide. The academic performance of New Highland Academy's English Learners on state and district assessments in English Language Arts reflects the district and national trend of lower assessment performance of English Learners compared to English-only students.

Rumberger( 2005) found that English Learners had a national 10.2 % drop out rate in the last two years of high school. During the 2014-15 school year Oakland Unified School District's dropout rate was 31% for English Learners compared to 23.9 overall. Calderon and Rowe(2011) found that possibility for Long-Term English Learner graduating from high school decreases if students do not attain literacy skills needed to be academically successful. On the contrary, students who are reclassified as English Proficient have a greater likelihood of graduating(Huang, Haas, Zhu, and Tram, 2016). One metric used in the Oakland Unified School District is the Scholastic Reading Inventory(SRI). This assessment is used to determine if English Learners are mastering grade level reading standards. Students who do not attain the qualifying cut-off scores are ineligible for reclassification despite meeting the CELDT requirements. Research has shown that English Learners who have been reclassified have better academic outcomes than those who do not(Umansky, et.al., 2015). District data demonstrates that students designated Reclassified Fluent English Proficient(R-FEP) outperform both English-only and English Learners on state and district assessment data. The following tables demonstrates the performance of these sub-

groups of students.

**Table 1**

<b>SBAC Performance Based on Language Proficiency 2015-16 (Met or exceeded standards)</b>					
OUSD	RFEP	45%	New Heights School	RFEP 9 students	34%
	English Only	36%		English Only	0%
	English Learner	16%		English Learner	0%

OUSD Internal Dashboards. <http://www.ousddata.org/>

**Table 2**

<b>SRI Performance Based on Language Proficiency Spring 2015 (At or above grade level)</b>					
OUSD	RFEP	57%	New Heights School	RFEP 9 students	49%
	English Only	38%		English Only	12%
	English Learner	4%		English Learner	4%

OUSD Internal Dashboards. <http://www.ousddata.org/>

Additionally, English Learners need to be reclassified within 6 years in order for students to attain improved long-term academic outcomes(OUSD Reclassification Guidelines, 2016-17) that can lead to college and career readiness. Students who are not reclassified are at higher risk of not meeting criteria for graduation such as proficiency on the SRI and completing the A-G requirements(OUSD Reclassification Guidelines, 2016-17). Estrada(2015) cited in Umansky, et.al., found that reclassified students took more A-G courses and attained higher grades in core courses.

### What Works for English Learners:

#### **Vocabulary Development**

English Learners develop Basic Interpersonal Communication Skills(BICS) first(Cummins, 1984; Francis, et.al., 2006). This is everyday social language that allows students to communicate with their peers and others. Often students with well-developed BICS are perceived to be fluent in English by adults who do not understand the development of second language skills. For example, parents of English-Learners are often surprised when they are told that their students are not fluent in English because the students have better communication skills. Some teachers have erroneously designated students with well developed BICS as proficient as well( Cummins cited in Dussling 2016). In other cases, teachers have mistaken lack of academic progress of English Learners with high BICS for cognitive abilities rather than as a language is-

sue(Cummins, 1984). These misconceptions about how English Learners attain proficiency lead to fewer students being reclassified because they lack academic language needed to perform reading and writing tasks that are more demanding.

According to research to be considered fluent English students must be proficient in Academic English. Academic English is defined as “the specialized language, both oral and written, of academic settings that facilitates communication and thinking about disciplinary content”( Nagy & Townsend, 2012) which students who are proficient in English possess. Academic English includes longer, more complex sentences and includes vocabulary that is not used in everyday English(Hill & Miller, 2013). Therefore, teachers need to teach academic language and vocabulary explicitly to English Learners so that they are able to move to proficiency in English.

The Academic Vocabulary Knowledge Theory attests that there is an achievement gap between English Learners who lack academic vocabulary knowledge and their English-speaking counterparts( Carlo, et al., 2004; Cummins, 1979, 1984, 2003; Francis, et al., 2006; Jimenez, 2002, Scarcella, 2003). Chung(2012) states that vocabulary acquisition is crucial in supporting English Learners in achieving English language proficiency and closes the aforementioned achievement gap. Chung cites Gass & Selinker’s findings that vocabulary errors are most common for English Learners. These errors can lead to semantic interference which negatively impact meaning. Grammatical errors are often more comprehensible as the meaning is still intact. Researchers have concluded that students who do not have well-developed vocabulary lexicons have difficulty attaining the levels of higher performing students and increases the achievement gap as Eng-

lish Learners continue to lag as their peers continue to progress (Cain, Oakhill, & Lemmon, 2004). These student do not have the complex language structures and content-specific word knowledge they need for standardized tests(Francis, et., al, 2006, Shefelbine, 2003). Moore(2015) cites studies that found there is limited instructional time dedicated to vocabulary instruction for English Learners.(Dutro & Moran, 2003; Gerston & Baker, 2000). He reiterates the role of vocabulary has on reading comprehension and academic achievement. Without explicit vocabulary development English Learners are at a disadvantage in closing the achievement gap.

### **Explicit Vocabulary Instruction**

Silverman(2007) cites English Learners may lack familiarity with words that are foundational in[English-only] students' early vocabulary. Teaching vocabulary explicitly using visuals, manipulatives, and gestures to clarify meanings will aid students in building their vocabularies. While Silverman recommends using storybooks for younger students, teachers in all grades can use grade-level literary and informational texts for vocabulary instruction. The language demands of SBAC necessitates the need for English Learners to be taught the vocabulary skills that include the semantic features of word parts, phrases, and sentences(Moats, 2004b). Additionally, the demands of Common Core State Standards in English Language Arts require students to have access to complex text which is composed of vocabulary that is not part to the lexicon of English Learners( (Common Core State Standards Initiatives, 2017). Consequently, teachers must be prepared to teach academic vocabulary explicitly to English learners.

Moore(2015) suggests four components for effective vocabulary instruction: Rich and Varied Language Experiences; Direct Teaching of Individual Words; Independent Word-Learning Strategies; and Fostering Word Consciousness. Students need to be immersed in vocabulary rich environments and be given opportunities to use vocabulary in reading, writing, listening, and speaking. Additionally, teachers need routines to teach vocabulary. Students should be taught how to pronounce words, be given definitions in comprehensible ways, and use the words in a variety of contexts. Chung recommends teaching Tier 2 words( words use in academic settings) which often are not part of English Learners' lexicons. Tier 1( common, everyday words) should be taught as well( Chung, 2012, Wallace, 2008). Wallace points out that many of these words are present in the vocabulary of English-only students. Chung also advocates the use of Repeated Read-Alouds with word explanations, which was found to have led to a 22% gain in word meaning for English Learners( Biemiller & Boote cited in Chung, 2012). In their study, Rodriguez, Abrego, & Rubin(2014) found that coaches in the study identified vocabulary development to be important in improving the reading comprehension skills of Spanish-speaking ELs(p.16). Teaching Spanish cognates can benefit students who can read or write in Spanish. In the same study, coaches identified the importance of teaching ELs academic language. As ELs have a range of reading proficiency in either Spanish or English coaches need to provide their coachee the appropriate scaffolds to help make reading comprehensible for students(Rodriguez, Abrego, & Rubin, p17).

Building background knowledge along with vocabulary development supports English Learners in English Literacy. According to Rothenberg & Fisher, 2007, “The more background knowl-

edge students have about a topic, the better they will be able to understand what they are reading.”. Pressley, 2000 notes that proficient reading is dependent on the reader’s background knowledge and skillful use of comprehension strategies(Gasparil & Hernandez, 2015). Fishkin states that “vocabulary knowledge is a key building block in children’s early literacy development.” Students can learn vocabulary while still learning to read. For example, teachers can pre-teach words before reading a text to help students learn words in context.

English Learners who have not been reclassified may be designated Proficient or Advanced in the speaking and listening components on the California English Development Test but lack proficiency in reading comprehension. The Common Core State Standards require that students read complex text(Common Core State Standards Initiatives, 2017). This is challenging for all students and impacts English Learners more. Since many English Learners are not reading at grade-level they often do not have access to complex text(Calderón, et al., 2011). This prevents students from developing comprehension skills they need to be competent readers(Calderón, et al., 2011). Consequently, they will not be ready to meet the demands of college-level texts(Common Core State Standards Initiatives, 2017). Teachers can support students through explicit modeling of comprehension strategies and skills. Fagen, 2003, states “Teachers need to model their own reading habits so students can visually see how good readers read and comprehend.” Graphic organizers such as T-charts and the use of sticky notes are suggested to help students organize their work. Using other visual aids, photographs or drawing help makes language comprehensible for English Learners. Presenting students with models gives them examples of the expected work product for reading, speaking, and writing( Hite & Evans, 2006, cited in

Fishkin, 2010). Calderón, 2016, cites that students who have received modeling of comprehension strategies were able to read texts more deeply, analyze, comprehend, and gain mastery of content.

## **Oral Language Development**

English Learners need multiple opportunities to engage in active conversations with the peers(Francis;Rivera;Lesaux; Kiefer & Rivera, 2006 and Gibbons 2015). These conversations should allow students to practice Academic English as they are being taught and is crucial to reading comprehension as students engage with the language of books. Oral language proficiency in English is essential in the development of reading comprehension for English Learners( Grasparil & Hernandez, 2015) as they lack the language and structures that their English-only peers have. Providing students with structured oral language tasks may support students' comprehension by integrating academic language in their vocabulary. Biemiller(1999 ) states that words need to be in students' oral vocabulary before they can comprehend meaning. Teachers should create diverse ways of grouping students to engage in academic talk. Gibbons(2015), p.24, states that classroom tasks and conversations must create the conditions that foster second language development. Pairing students increases time engaged in speaking. Additionally, it can lower the affective filter for students allowing them to feel more comfortable speaking with a peer versus addressing the entire class(Fishkin, 2010). Moses Guccione discusses how teachers should create environments allow students to feel comfortable using academic language. Students need time to practice and discuss responses in smaller groupings prior to

sharing with the class. This provides time for students to listen to peers, practice or revise their language. Kagan(1995) cites language acquisition is cultivated by having functional and communicative uses(Mo Swain, 1985). That is, students need authentic ways to produce and use language. He recommends cooperative grouping to allow students to practice the language structures they are learning. In creating cooperative groups teachers can create opportunities for interaction between students at different levels.

As the number of English Learners continue to increase nationally it is imperative that teachers are trained on research-based practices to help English-Learners be successful. Samson and Collins, 2012, identify three areas that teachers need to have a strong knowledge base in order to teach English Learners. These areas are oral language development, academic language, and cultural inclusivity. Francis;Rivera;Lesaux; Kiefer & Rivera, 2006 identify the following as recommendations for supporting English Learners:

1. Explicit instruction in phonological awareness and phonics.
2. Development of sophisticated vocabulary awareness.
3. Instruction in comprehension strategies to analyze narrative and expository texts.
4. Promotion of reading fluency with a focus on vocabulary and more exposure to text.
5. Opportunity to engage in structured talk.
6. Structured, purposeful independent reading with students matched to appropriate leveled texts(Cooper, 2001).

Research has demonstrated English Learners who are not reclassified lack the academic lan-

guage that gives them access to English proficiency. While there a variety of strategies to support English Learners, explicit vocabulary instruction has been identified in the research to be effective in teaching students academic language in speaking, reading and writing.

## **Professional Development**

Providing on-site professional development is a way to support teachers in developing new knowledge of effective instructional practices. Calderón recommends a whole-school approach to provide teachers the training they require. She proposes that teachers and curriculum specialists engage in joint professional development and have embedded learning over the course of the school year( Calderon, 2016). This can support Professional Learning Communities where teachers plan lessons and assessments together. Santos, Darling-Hammond, and Cheuk(2012) recommend that teachers study student work and assessments to monitor how students' language production is standards aligned. Walqui(2012) cites that assessments should drive instructional decisions made by teachers. Additionally, students should know what their learning goals are and how they are progressing toward meeting them(Gottlieb, 2012).

Based on the research cited above teachers need training on researched-based strategies proven to be successful with English-Learners in improving their English proficiency. Explicit vocabulary instruction has been shown to be an effective strategy for supporting English Learners in improving the acquisition of academic vocabulary. Furthermore, explicit vocabulary instruction has been identified as being successful in closing the achievement gap for English Learners(Moore, 2015).

As a result of my research, I have identified explicit vocabulary to be an effective strategy for supporting students in developing academic English. Studies show that the lack of academic vocabulary prevents English Learners from becoming fully proficient(Gibbons, 2015; Moore, 2015; Silverman, 2007). Through explicit vocabulary instruction teachers will give students access to academic vocabulary that they need comprehend complex text, and support them reading and writing in English. This will lead to improved proficiency English Learners need meet Oakland Unified School District's reclassification requirements.

### **Coaching Support**

My intervention will start with school-wide professional development on explicit vocabulary instruction. Teachers participating in the intervention will receive coaching to ensure that the practices are implemented in the classroom. Due to lack of change in instructional practices or student academic achievement, Rodriguez, Abrego, & Rubin(2014) cite research that endorses coaching as being effective in supporting teachers in implementing new practices and the transference of new learning to the instruction. Additionally, they cite the research of Sailor & Prince (2010) that implementing change through literacy coaching is a better than short-term presentations or workshops. Coaching with a focus on EL strategies was found to be effective in improving academic achievement of English Learners ( Horwitz, et.al. cited in Rodriguez, Abrego, & Rubin(2014)).

Tschannen-Moran and McMaster ( cited in Ferguson, 2014) found that teachers in their study

who experienced professional development that included a workshop, modeling , practice, and coaching had higher implementation rates of a targeted literacy strategy. Sixty-two percent of teachers is a study by Poglinco et. al.(2003, cited in Ferguson, 2014) implemented a literacy initiative with fidelity by the end of the first year. In a study on the implementation of classroom management strategies Reinke, et.al (2014) state that teachers who had coaching support had greater fidelity in the application of new skills compared to teachers who did not. Mraz, et. al.,(2016) state that literacy coaching can have long term impact on the instructional practices of new teachers(p.27).

The Council of Great City Schools cited in Rodriguez, Abrego, & Rubin(2014) offers that districts need to "ensure that all teachers of ELs have access to high quality professional development that provides differentiated instructional strategies, promotes the effective use of student assessment data, and develops skills for supporting second-language acquisition acquisition"(Horowitz, 2009, p. 35). Additionally, high-quality professional development, has been described as having hands-on, site-bases strategies that include lesson/technique modeling, coaching, and feedback (p. 22). Incorporating a coaching component will ensure that the aforementioned elements will be used to support teachers. As stated earlier professional development with coaching leads to higher rates of implementation of new learning strategies than with professional development alone. Cornett & Knight(2009) cited in Teemant(2014) concluded that coaching positively impacts teachers' attitudes, skill transfer, feelings of efficacy, and student achievement. Teemant(2014) found that coached teachers had more growth in the Standards for Effective Pedagogy; 1. Joint Productive Activity; 2. Language and Literacy Development; 3.

Contextualization; 4. Challenging Activities, and Instructional Conversation. Penner-Williams and Worthern (cited in Casteel and Gebbie Ballentyne, 2010) state teacher application of new learning is a necessity in implementing new strategies in classroom instruction. Their research found that with coaching and reflection teachers are more likely to continue to use new strategies. In their study over a three month period 100% of participating teachers moved one to two levels on a implementation rubric. They conclude that with coaching and reflection on their practice they increased their comfort level with the use of new strategies, and, consequently, expanded the frequency they used the strategies.

Numerous research studies support professional development paired with coaching as being beneficial to new teachers in increasing the frequency of effective strategy use to meet the needs of English Learners( Reinke, et.al., 2014; Ferguson, 2014; Rodriguez, et. al., 2014) Through the provision of professional development on explicit vocabulary instruction to support English Learners in developing academic language my goal is that teachers increase the frequency with which they use targeted strategies as a result of coaching to support their implementation of EL strategies in their instructional practices leading to higher levels of student proficiency in their literacy development in English.

Given the above-mentioned factors I am proposing that providing professional development on explicit vocabulary instruction with coaching and feedback. The targeted teachers will participate in two coaching cycles including observation and feedback on the use of strategies to improve explicit vocabulary instruction. The cycle will consist of a pre-observation followed by a

debrief. In the debriefing session teachers will receive feedback and plan an upcoming lesson incorporating the strategies that have been presented in school-wide professional development. A follow-up observation will be conducted to ascertain how the strategies are being implemented. After the observation teachers will assess the effectiveness of their lesson and plan next steps. Rodriguez, et al., cite Hirsch( 2009 ) whose research found that “Good teaching occurs when educators on teams are involved in a cycle in which they analyze data, determine student and adult learning goals based on that analysis, design joint lessons that use evidence-based strategies and have access to coaches for support”.

The coaching component will provide differentiation for the targeted teachers as they will participate in whole-school professional development with their peers who will not receive the same type of coaching support. The desired result is that coaching will support teachers in improving their instructional practices and increase the frequency of effective strategy use in order to improve the academic outcomes for English Learners.

In conclusion, my literature review demonstrates the need for effective strategy instruction by teachers to improve the academic outcomes for English Learners. Explicit vocabulary instruction is a research-based instructional strategy found to be effective for giving English Learners access to academic language. The acquisition of academic language has been found to be effective in improving reading proficiency of English Learners and supports students in developing the vocabulary needed to perform successfully on standardized test such as the Smarter Balanced Assessment Consortium currently being administered in California. Furthermore, as English

Learners gain proficiency in English they will gain the skills needed for college and career readiness leading and improved academic achievement.

### Theory of Action

Problem of Practice	Literature Review	Literature Review
What is the context? What is the problem in that context?	What do you know about the problem?	What has been tried in the past to address the problem? What was successful and why?

<p>English Learners have lower levels of academic achievement compared to their English-Only peers.</p>	<p>Types of English Learners: At-Risk: AR-Tel Long-Term: L-TEL Redesignated: R-TEL</p>	<p>Arts Integration to develop academic language. -Not sustained due to staffing/ administration changes -Lack of evidence of current use</p>
<p>English Learners lack academic language needed to be reclassified.</p>	<p>Academic outcomes for English Learners</p>	<p>Academic Discussions -District initiative</p>
<p>English Learners have higher drop-out rates due to lack of proficiency in academic language.</p>	<p>Language Acquisition: Basic Interpersonal Communication Skills(BICS)</p>	<p>-Not sustained due to staffing/ administration changes</p>
<p><b>Problem of Practice:</b> Teachers lack knowledge of appropriate instructional strategies to teach academic language so that English Learners attain proficiency in reading and writing in order to be reclassified.</p>	<p>Vocabulary Instruction as a strategy to teach academic language.</p>	<p>Professional Development and coaching to support teachers in the implementation and transference of effective strategies.</p>

Intervention	Literature Review	Expected Change
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<p>Provide professional development and coaching support on explicit vocabulary instruction.</p> <ul style="list-style-type: none"> <li>-Survey teachers on knowledge of strategies to teach academic language to English Learner</li> <li>-Teachers participate in Pd on explicit vocabulary instruction using repeated read-alouds</li> <li>-Conduct pre-observation of vocabulary instruction.</li> <li>-Post observation/Feedback/T.Self-Assessment</li> <li>-Co-planning 2nd observation</li> <li>-2nd Observation</li> <li>-Debrief/Feedback</li> <li>-Post Survey</li> </ul>	<p>English Learners need explicit instruction in vocabulary in order to attain Academic English and improve their literacy skills. Academic English is the language of texts and disciplinary subjects that students experience in school. The lack of Academic English has been identified in research as a key barrier to academic success for English Learners.</p>	<p>Teachers will use effective strategies for vocabulary instruction to support English Learners in developing Academic Language and improve English Language in literacy.</p>
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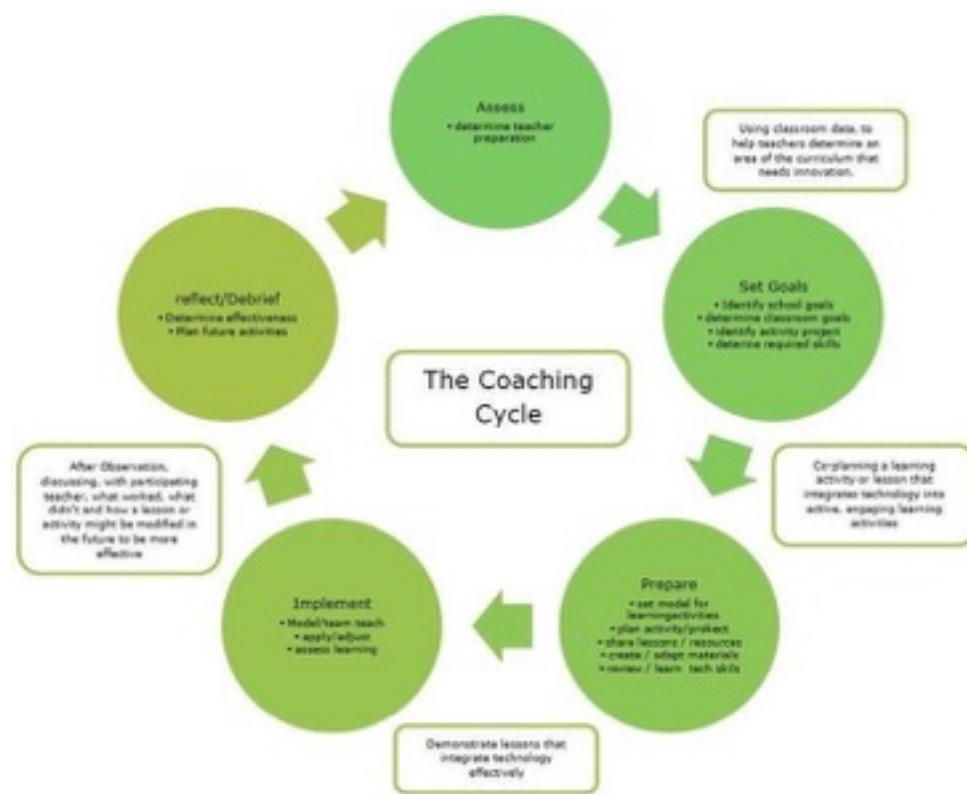
## **Intervention Plan**

My intervention will be coaching two teachers who have less than 2 years teaching experience at New Heights School. Teachers will have participated in school-wide professional development. I want explore if coaching and feedback will lead to more frequent use of appropriate English Language Development strategies compared to their more experienced colleagues not receiving additional coaching. We will conduct a 6-8 week inquiry cycle on the frequency and effectiveness of strategy use in supporting student developing proficiency in academic vocabulary use and oral language development. Teachers will be provided with opportunities to reflect on the effectiveness of their instruction as reflection has been shown to increase and sustain strategy use(Teemant, 2014 and Casteel & Ballantyne, 2010).

The coaching cycle will begin with observing a lesson and co-planning the next lesson. observa-

tion of implementation of the targeted strategy will be conducted and debrief. Teachers will self-reflect on the effectiveness of the lesson. Additionally, we will assess student work, and determine next steps( see Diagram 1). My expectation is that teachers will use the strategy at a higher rate than their colleagues who were not coached.

**Diagram 1**



## Research Method

The purpose of this intervention was to support teachers in improving their instructional practices in teaching academic vocabulary to English Learners through observation, coaching, and feedback. The data collected would be used to inform next steps in instruction and to determine if coaching led to higher rates of implementation of the targeted instructional strategy. Teachers'

self-reflection journals would serve to allow teachers to reflect on their new learning and how they could refine their instruction. The desired outcome was that as teachers implemented the strategy they would become more proficient in recognizing students' understanding and acquisition of new vocabulary words. Additionally, teachers would be aware of which students needed more support in learning vocabulary and plan the appropriate intervention. Observational data and coaching support would help teachers plan next steps in instruction.

## **Data Collection**

For data collection I will begin with a pre- survey to how teachers teach vocabulary and identify how they plan to meet the needs of English Learners. These results will provide baseline data on participating teachers knowledge of use strategies to support English Learners in teaching vocabulary. The participating teachers will be provided professional development on using repeated read-alouds to teach vocabulary. This strategy is being implemented school-wide this academic year. I will conduct a pre-observation of vocabulary instruction prior to the professional development session and give teachers feedback on how the are scaffolding for students. After teachers have been trained I will observe teachers using the target strategy. An observation checklist will be used to note the frequency teachers are using the targeted strategy and how students are responding. Following the lessons teachers will complete an exit ticket and write a brief reflection on the efficacy of the lesson. Teachers will be debriefed to discuss observational data , assess the lessons including students' responses to instruction, and to determine next steps. Another round of observations will be conducted incorporating feedback and teachers' reflec-

tions. At the end of the intervention teachers will take a post-survey to determine the impact the intervention had on their instructional practice. Teachers will self-reflect on their lessons during the coaching cycle which we will discuss in our debriefs. I will capture data using a researcher reflective journal to record observational data, planning/debriefing conversations, and my reflections over the course of the intervention.

#### Process Analysis

Since the participating teachers received training in a separate professional development setting I will use the observation checklist provided at the initial training to ensure fidelity to the routine. Observation and feedback will be used to assess changes in teachers' metacognition in planning and implementing lessons to meet the needs of their students. The data will be used to ascertain the impact coaching beyond professional development will have on their planning and frequency of use the strategy to teach vocabulary to English Learners.

Expected Change	Data Source	What will this data tell me?
<p>Teachers' understanding of what English Learners need to be academically successful.</p> <p><b>Question 1</b> What are effective strategies to teach academic language to English Learners?</p>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Surveys: Pre and Post to determine what teachers know about how to meet the needs of English Learners.</li> <li>• Teacher Reflections on their understanding of effectiveness of their lessons to support English Learners.</li> <li>• Exit Tickets: Data collection on teachers</li> <li>• Researcher Reflective Journal(Coaching Notes)</li> </ul>	<p><b>Process:</b> Through the intervention teachers will improve their understanding on the academic needs of English Learners. Professional development, pre-conferences, and teacher reflections will provide baseline data on teachers' understandings on how to support English Learners.</p> <p><b>Impact:</b> Surveys, observations, and Researchers Reflective Journals will provide data that demonstrates how teachers' knowledge of effective strategies for English Learners change over the course of the intervention.</p>

<p>Teachers will increase use of effective strategies with coaching support to teach vocabulary to English Learners</p> <p><b>Question 1</b> Will coaching on a school-wide strategy lead to more effective lesson planning on academic language to English Learners?</p> <p><b>Question 2</b> Will coaching increase the frequency of effective strategy use to teach English Learners?</p>	<ul style="list-style-type: none"> <li>• Professional Development: Provides instruction in a researched-based strategy.</li> <li>• Conferences: -Pre: Determine need -Post: Data to determine if frequency of strategy increases</li> <li>• Lesson Planning: Incorporate coaching feedback</li> <li>• Teacher Reflections</li> <li>• Exit Tickets: Teacher</li> <li>• Researcher Reflective Journal</li> </ul>	<p><b>Process:</b> Through the intervention teachers will be coached to plan more effective lessons incorporating appropriate strategies targeting English Learners. Professional Development, pre-conferencing, teacher reflections, exit tickets, and the Researcher Reflective Journal will provide data that demonstrate how teachers' understanding of how to plan effective strategy changes over the course of the intervention.</p> <p><b>Impact:</b> The surveys, reflections, observational data, lesson planning, exit tickets, and the Researcher Reflective Journal will demonstrate how teachers' use of the targeted strategy changes as a result of coaching.</p>
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### Analysis and Findings

My intervention began observations of vocabulary instruction prior to the participating teachers being trained in using repeated read-alouds to teach vocabulary explicitly which I coded with the following key:

TR= Teacher Oral Response  
TS=Teacher Self Reflection

CR= Coach Response  
SR= Student Response(Frequency)

During these observations, I found the lessons to be teacher-driven with limited opportunities for students to be actively engaged in the learning vocabulary. For example, Teacher B taught vocabulary using strategies used for spelling. The students wrote copied the words several times

and wrote them in sentences. In our post observation conference, I asked her how this supported vocabulary development. She indicated that she was unsure that it did. Teacher B did teach new words using a visual and writing the words on chart. Her use of visuals provided evidence of her understanding that English Learners need visual supports to clarify meaning( Silverman, 2000). She expressed concern about how well her Spanish-dominant students were actually learning in English. The pre-intervention survey I administered indicated that both teachers had limited knowledge of appropriate instructional strategies for English learners(see Appendix A). Both expressed concerns on how to ensure their students were actually learning in their reflections and during our debriefs. During the intervention I collected data and provided them with strategies for them to implement followed by debriefs.

As I observed I took notes and scripted observations and debriefs in my researcher's journal. I noted teachers responses during instruction and when answering my questions. Since I was using a facilitative model of coaching I framed questions so that teachers could formulate their own ideas to problem solve so that they felt ownership in our work together. For example, I asked Teacher A how she would know if students mastered the targeted words she responded, “ I could have the students read sentences[with the targeted vocabulary words] and act out the words. I can look at the Mo Williams book to show how he shows actions in pictures since we have read the book several times.” Her students work on the sentences and the corresponding illustrations demonstrated accurate knowledge of the words as they shared their work with partners.

I coded the student responses to ascertain if frequency of academic vocabulary use increased and

identify student participation rates. This information aided teachers in planning to meet the language proficiency levels of the students. Consequently, teachers could provide small group instruction based on students' needs. Finally, I reviewed the teachers' self- reflections to determine if teachers were growing in their awareness of using the targeted strategy was helping them improve instruction for English Learners.

***Expected Change: Teachers' understanding of what English Learners need to be academically successful.***

My first task in addressing what teachers needed to know support English Learners was to share research based- practices with them. Four high leverage practices to support English Learners were identified during our coaching sessions. The practices are selecting Tier 2 words, reading aloud to students, students engaged in speaking, and explicit instruction. Fortunately, the materials provided in the repeated read aloud training provided research that addressed the strategies being taught. The training manual cited the work of Biemiller(1999) and Stahl(1999) in recognizing that students can retain multiple words when taught in context. The words selected are Tier 2 words or words that are encountered in academic texts. Biemiller & Boote cited in Chung, 2012, found that English Learners had a 22% gain in word acquisition when teachers used repeated read-alouds to teach vocabulary which I had found in my literature review. In addition to being used for vocabulary instruction, read-alouds also give students access to complex text as many of the English Learners read below grade level. As the participating teachers planned lessons they kept these practices in mind. While Teacher A. followed the targeted routine as de-

signed she still expressed concerns about how to meet needs of the different language levels in Spanish and English of the students in her class. One solution was strategically pairing students or to create triads so that more proficient students were matched with students who needed more support. The key was to ensure that the levels were not too far apart. Providing English Learners with multiple opportunities to talk in class increases the likelihood that they will retain the new vocabulary(Gibbons, 2015). By not calling in individuals she lowered the affective filter and students were more willing participate(Cummins, 1984, Moses Guccione, 2013). As I observed lessons I noted that the majority of her students were actively engaged in speaking. However, on one occasion, I observed two students who appeared to not be engaged in the whole group lessons. When it was time for them to participate orally they were slower to respond than their peers. During our debrief, I inquired about those students and the teacher noted that those boys were slower than their peers in responding. I suggested she give them more wait time as English Learners have to process more new information compared to their English Speaking peers. During subsequent readings of the read-alouds those students were more engaged and participating more orally.

Since the principal objective of explicit vocabulary instruction is to increase students' acquisition of academic language teachers should plan for how students will retain the words. When I had inquired about how Teacher A. knew if the students had learned the words she responded, "I don't know." We discussed what she could do as a follow up to the lesson and she decided to have the students illustrate the words, write sentences (with scaffolding as needed) and read or act out the words. She would review the work with each student and assess their work. On our

initial review of students' written work we found that the students' illustrations and sentences reflected the correct meaning of the targeted words. When students were prompted to share, they were able to explain their work accurately. We concluded that the strategy of using the repeated read aloud to teach English vocabulary explicitly was effective in her class of students who had been initially taught to read and write in Spanish. Further analysis of student work would help her determine new student groupings to further expand their academic vocabulary development.

Teacher B. had selected an anthology selection about Native Americans for her initial instruction. She had prepared vocabulary cards with large, engaging pictures. As she presented the pictures she asked students to share with a partner what words the pictures represented. She provided a sentence frame, "I think this word could be, because \_\_\_\_." While most of the students shared with their partner as students shared aloud it was evident that they were unable to define some of the words. During the debrief we concluded that there had been a misunderstanding of what explicit instruction meant. This reinforced the need for follow-up observation and feedback to ensure the appropriate strategy implementation following professional development. (Rodriguez, et al., cite Hirsch 2009 ).

All instruction in Teacher B's classes were conducted in English but most of her students' were Spanish-speaking with varying levels of Spanish proficiency. The students' also had a range of English reading levels. Additionally, these students would be taking the Smarter Balanced Assessment Consortium(SBAC) exam at the end of the year for which students would need to know and use academic language in order to demonstrate proficiency. One of the challenges for implementing the repeated read aloud strategy for upper grades is that the books they read do not

lend themselves to be reread because of their longer length. This required us to make a slight modification to allow for students to experience the same text multiple times over the course of the week. I recommended that text be taught as a close read with students and teacher reading the shorter excerpts of a book. In the close reading the students would be able to follow along with the text as the teacher read aloud. On the first day, the teacher pre-taught the vocabulary per the routine followed by her reading the text aloud to the students who were following along in their own books. During one lesson observed all students indicated with a signal when they heard a target vocabulary word. Students were asked to share with a partner the meaning of the word. I noted that twenty-three out of the twenty-five students observed were able to articulate the correct definition of the words. The remaining students had language challenges and needed to be supported by the teacher using the posted vocabulary and visuals. Upon reflection Teacher B noted that her students with the lowest English proficiency would require more scaffolding during lessons. For those students ,it was determined that they would create a picture dictionary to help them retain the meaning of the words. This strategy supports Silverman's findings that visual support aids students in learning vocabulary(Silverman, 2007). The visuals used to teach the lessons would still be available and having students create their own visuals gave students more ownership of the words. Additionally, the targeted students would work with the teacher to review the words at the end of the lesson.

During the course of the intervention Teacher B was able to give all students access to complex text(through the use of grade level story ) and develop academic vocabulary. Through the review of her exit tickets and self -reflection on her lessons I was able to provide feedback that she could

apply to her lesson planning. Each week students would work with the words in a variety of ways. For example, students used the words in original sentences and matched them to definitions. Homework assignments gave students more practice with words. Her weekly assessments demonstrated that most students were able to define the targeted vocabulary with more accuracy. My observational data demonstrated increased correct oral use of targeted vocabulary when students shared with partners. Gibbons(2015) cites that pairing English Learners increases engagement time in speaking supporting positive growth in oral language development.

As a result of the intervention teachers were able to identify successful strategies for English Learners based on student responses and participation in lessons. Both teachers noted in debriefing conversations and teacher reflection journals the impact the intervention had on their planning and instructional practices. The key practices they highlighted included ensuring that all students had opportunities to practice the words orally based on their language proficiency, using visual representations of the words, and giving students multiple exposures to the words. Providing oral practice had been a growth area as teachers were not always encouraging the newcomers to speak. Planning strategic partnerships was a strategy both teachers indicated they would continue to ensure that newcomers have equitable participation during lessons.

***Expected Change:*** *Teachers will increase use of effective strategies with coaching to teach vocabulary to English Learners.*

During the course of the intervention teachers indicated that they were more intentional about teaching vocabulary explicitly after receiving coaching. Both teachers used a read aloud and vi-

suals supports in their lessons. As stated earlier Teacher B had to modify the how she conducted the repeated read-aloud due to the length of the text. While the routine for teaching vocabulary was consistent teachers found that they still needed to differentiate to meet the needs of students. Teachers used strategies such as pre-teaching, using picture cards/visuals on computer, and reteaching in small groups. Additionally, students were provided multiple opportunities to engage in partner talks. Students who needed more support were strategically paired with students who were more proficient in English and/or could communicate in their primary language. As the intervention progressed both teachers gave students opportunities to demonstrate their knowledge. Examples included having students use gestures, drawings, and written work such as picture dictionaries with sentences. This allowed for students with different learning styles and English language proficiency to be actively engaged in their learning.

Additionally, I found that I had to modify the intervention for Teacher B due to the differences in the use of read-alouds in the upper grades. According to the repeated read-aloud routine the entire book selected would be read to students daily. While this was feasible with primary grade books due to the length and text complexity) upper grade teachers often use chapter books for read-alouds and read different portions of the texts based on the strategies being taught. One suggestion was to use close reading where students reread a targeted passage from a grade-level text. Over the course of the week students would experience the words in a similar fashion as the primary students in addition to having the opportunity to improve comprehension. Teacher B did express apprehension with this suggestion do to time constraints and her work load. She stated, “Ms. C. I don’t know how to do this in addition to administering and correct-

ing district assessments that are due.” I acknowledged her concern reminding her that close reading is part of our reading workshop model would help make the text accessible to her students and help them learn academic vocabulary in context. This was the strategy she did employ for the duration of the intervention.

My role in coaching was to serve as thought partner so that teachers, after questioning, would be able to problem solve with their growing knowledge of appropriate instructional strategies for English Learners. My problem of practice that teachers lacked the knowledge in identifying and using consistently the appropriate strategies to meet the needs of English Learners in attaining grade level proficiency in reading and to be eligible for reclassification. Both teachers acknowledged early on that they were did not always know what strategies to employ to support English Learners. Teacher A noted that students were using the targeted words more frequently, stating, “It is amazing how they are remembering and using the vocabulary words. It is exciting to see their English improve.” While the students in Teacher A’s classroom demonstrated more correct identification and use of the targeted vocabulary it remains to be seen if more of these students will be reclassified when eligibility occurs in the fall of the following school year. Teacher B stated, “Now I understand the difference between explicit vocabulary instruction and spelling practice”, after the intervention. Due to the timing of the intervention we did not see an increase in reclassification for the upper grade class due to students not reading on grade level based on the Scholastic Reading Inventory scores. However, students observed did use the targeted words in discussions about the text they were reading.

Prior to the intervention teachers were not using a specific strategy targeted for English Learners. Based on self-reflections and debriefing notes teachers indicated that they found teaching vocabulary explicitly was a beneficial for English Learners in their individual classrooms. However, they had concerns about differentiating since they had a range of language levels among the students. In the classroom of Teacher A all students were English Learners. She noted in her self-reflection that her students were learning in two languages and some of her students spoke very limited English. “How can I be expected to teach to all of their levels?”, she wrote. In our subsequent debriefs she realized that using the repeated read-aloud routine provided structure for her students. During coaching sessions we identified ways to group students to ensure that those with limited English proficiency were paired with more proficient students. Additionally, using visuals helped make there word meanings more concrete for students.

Teacher B. also stated that using visuals was helpful for her students but she had the added challenge of having students who were multiple years below grade level or were not reading in English. Using a read-aloud helped her ensure that all students had exposure to grade-level text. She also used strategic pairing of students so that all students were responsible for practicing and using the targeted words. The use of visual representations of the words supported her students as well. Her lesson planning included the scaffolds we discussed in our debriefs.

Overall, both teachers made positive changes to their planning and instructional practices during the intervention. They both knew about using pictures and anchor charts to support their English Learners, however, these strategies alone were not making a positive impact on student

achievement. In fact, our district had to modify their use for English Learners. Providing coaching helped bridge the disconnect. As we progressed teachers learned to add research-based scaffolds for their particular students based on their performance on lessons. Using exit tickets helped them modify their plans quickly leading to increased strategy use as they were not waiting until the end of the series of lessons or end of week assessment.

As a result of the intervention teachers now have a researched-based strategy to teach academic vocabulary to effectively. They are aware of the importance of providing visuals, giving English Learners opportunities to practice vocabulary orally, and allowing for multiple exposures to new vocabulary. Coaching support provided guidance on lesson planning to incorporate strategies to meet the needs of English Learners. Based on observational data the teachers used the strategies they were coached on more frequently. Additionally, having an instructional routine has helped them increase strategy use in their instructional practices with English Learners. We still need to work on reading instruction to help students qualify for reclassification since the intervention on its own did not demonstrate growth in reading proficiency.

### **Implications and Conclusions**

A key learning from this intervention is the need for teachers to receive coaching soon after professional development. Just as students learn at different rates so do adults. A routine may appear straight forward when initially presented but can be interpreted in a variety of ways. To ensure proper implementation teachers will benefit from coaching and immediate feedback.

Tschannen-Moran and McMaster found that higher rates of strategy implementation occur when professional development is followed up with coaching ( cited in Ferguson, 2014). Grounding coaching in research provides more buy-in by teachers so coaching is received as a way to improve academic outcomes for students. When a positive student outcome is the focus teachers feel that coaching is supportive versus punitive. Both teachers in the intervention wanted to ensure that their students were learning what they needed to be academically successful. They also wanted to improve their instructional practices to meet the needs of English Learners who comprise the majority of their students. Teacher B said, “I do not know how to meet the needs of my newcomers”. These students were Mam speakers who could not read nor write in any language. We had an unexpected increase if Mam speakers at our school in the spring and the upper grade teachers were challenged with teaching these students to reach grade-level proficiency. For future professional development we will need to determine how to support those students since Spanish is the dominate primary language at our school.

An area of growth identified during the intervention was the need to identifying appropriate formative assessment during planning so that teachers have a means of monitoring students' growth towards the learning objective. As we progressed through the coaching cycle we reviewed student work and performance during lessons. We used students' culminating writing assignments as the final measure of student progress. Upon reflection of the initial training for all staff there little discussion of progress monitoring. This needs to be addressed in future trainings so that teachers have common formative assessments. Furthermore, the way the repeated read aloud was used needed to be modified for the upper grade teacher. Going forward strategies that are to

be implemented school-wide should be differentiated to meet the academic demands of different grade levels. For future professional development, an observation cycle including coaching feedback must be built into the professional development calendar. By providing coaching, we will improve the implementation rates of targeted strategies and increase teachers' feelings of efficacy, Cornett & Knight(2009) cited in Teemant(2014). Moreover, teachers and coaches can share new learnings and problem-solve together. Ideally, best practices would be identified and become part of the school's instructional framework that will guide instruction.

### **Limitations of the Study**

As the intervention progressed it became apparent that the participating teachers trained outside of the whole-school professional development were at a slight disadvantage as they did not have the opportunity to plan with their grade-level team members during the initial implementation. However, because they had access to coaching immediately following their training they were able to plan and implement with on-going feedback that the other teachers did not have. As mentioned earlier, there had been an influx of newcomers and this impacted Teacher B most as her students were lacking literacy in their primary language and were being instructed in English. Teacher A was fluent in her students' primary language and could provide support in that language if needed. As a result, on-site differentiated professional development and coaching support will be beneficial to provide more strategies for novice teachers working with English Learners. Finally, providing equitable coaching after school-wide professional development will support all teachers in meeting the needs of English Learners.

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## APPENDIX A: PRE-SURVEY

QUESTIONS	RESPONSES												
How comfortable are you teaching vocabulary to English Learners?	2 <table border="1"><thead><tr><th>Category</th><th>Responses (%)</th></tr></thead><tbody><tr><td>1</td><td>0 (0%)</td></tr><tr><td>2</td><td>2 (100%)</td></tr><tr><td>3</td><td>0 (0%)</td></tr><tr><td>4</td><td>0 (0%)</td></tr><tr><td>5</td><td>0 (0%)</td></tr></tbody></table>	Category	Responses (%)	1	0 (0%)	2	2 (100%)	3	0 (0%)	4	0 (0%)	5	0 (0%)
Category	Responses (%)												
1	0 (0%)												
2	2 (100%)												
3	0 (0%)												
4	0 (0%)												
5	0 (0%)												
Which English Learner Strategies do you use?	2 responses: Visuals(pictures) I show images using my chromebook and charts.												

PARTICIPANT A	PARTICIPANT B
How do you know if your strategies are effective?	I am not sure. I think they are effective if student recognize words in texts or if they use the words orally. I am not sure. I have lots of English learners including a new Mam speaking student. I do check student work to see if they are using the vocabulary words but I don't always know if they really know the words.
What do you hope to get from coaching?	Strategies to ensure students learn vocabulary words and retain the meaning. I need support with working with newcomers. I need strategies to support the students with low CELDT scores learn grade level vocabulary. I would like new ideas to assess students as I use a spelling test as assessment at the end of the week.

## APPENDIX B: POST-SURVEY

SUMMARY INDIVIDUAL Accepting responses

**How comfortable are you now teaching vocabulary to ELLS?**

2 responses

Rating	Percentage
1	0 (0%)
2	0 (0%)
3	0 (0%)
4	2 (100%)
5	0 (0%)

**What strategies do you now find to be effective?**

2 responses

**PARTICIPANT A**

Using the repeated read aloud helped students learn words since they had multiple exposure to the words in context. Using gestures helped make the words more comprehensible. In addition to my modeling using pictures to define words, having students draw their own visuals helped them learn words with more accurate understanding.

**PARTICIPANT B**

Using read alouds to teach words in context. Continuing using visuals and having students draw their own illustrations. I do more turn and talks to have students practice speaking using the target words.

**How has coaching impacted your vocabulary instruction?**

2 responses

I learned follow up activities to help student remember words. For example, my students made books where they drew pictures and wrote sentences using the words. My students are in a bilingual class and their writing in English grew. Most of them could read their sentences well. My students use more academic language as a result of coaching and speak in English more.

I have learned that students need multiple exposures to words in a meaningful way. I use read alouds to teach words in context. English Learners need to practice words orally so I have increased turn and talks and provide other opportunities for students speak more. I, also pre-teach words to my students who have low English proficiency and pull small groups to differentiate for the different levels in my class.

## **Appendix C**

### **Self-Reflection Journal**

#### **Pre-observation**

1. Prior to your debrief please reflect on one of the following prompts
  - What worked well during your lesson? What is your evidence?
  - How did your students perform during the lesson?
  - How do you know if you met your objective(s)?
  - What questions do you have?

#### **Post-observation**

1. Reflect on your debrief and record key new learnings
2. What are your next steps?

## Appendix D

**Coding**

TR= Teacher Oral Response

TS=Teacher Self Reflection

CR= Coach Response

SR= Student Response(Frequency)

### **Repeated Read Aloud Observation Checklist**

	<b>Teacher A</b>	<b>Comments</b>	<b>Teacher B</b>	<b>Comments</b>
Teacher presents vocabulary words with picture				
Teacher teaches word: - Teacher says word -Students repeat -Teacher defines word				
Teacher introduces book/excerpt				
Teacher asks students to make predictions during read				
Teachers highlights words as they appear in text				
Teacher summarizes text				
Teacher reviews vocabulary words				
Students pair share meaning				

Adapted from SEEDS participant manual

**Appendix E**  
**Qualitative Comparison of Pre and Post Intervention Results Collection Tool**

	<b>Teacher A</b>	<b>Code</b>	<b>Teacher B</b>	<b>Code</b>
<b>Debrief Questions</b>				
What worked well during the lesson?				
How did students perform during the lesson?				
How do you know if students are successful				
What are other practice opportunities for students?				
Did you meet your learning objective(s)?				
How will you support diverse learners?				
What are your next steps?				

Coding for AR Project  
TR= Teacher Response During Teaching  
TS=Teacher Self Reflection  
CR=Coach Response