Guided Online Coaching for Teachers of Emergent Bilinguals in a TESOL Practicum Course During COVID-19

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Guided Online Coaching for Teachers of Emergent Bilinguals
in a TESOL Practicum Course During COVID-19

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To my three children, Kate, Lizzie, and Joe:

Your love, support, and encouragement made this journey possible.
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Abstract

Guided online coaching for teachers of emergent bilinguals (EBLs) is a job-embedded professional development model established from the educational policies and practices described in the No Child Left Behind Act and Every Student Succeeds Act. Having effective teachers who ensure an equitable, creative, and linguistically and culturally relevant education for all EBLs is of paramount importance in the ever-changing demography of schools in the United States. The guided online coaching for teachers of EBLs offers a collaborative, facilitative, dialogic, and reflective coaching process for positively influencing teacher transformation, thus providing a creative language teaching pedagogy for EBLs. The purpose of this study was to understand and describe teachers’ transformation into creative and effective language teachers of EBLs through reflection and self-directed learning as well as coaches’ perception of the influence of the coaching process on those teachers’ professional growth during COVID-19. Two research questions guided this qualitative study: (1) How did 4 inservice teachers transform their teaching for EBLs when following the modified cyclic guided online coaching in a TESOL practicum course due to COVID 19? (2) How did 3 coaches perceive the influence of the guided online coaching model in terms of its transformation of the participating teachers? The participants in the qualitative case study included three coaches and four inservice teachers from racially, linguistically, culturally, and geographically diverse school settings in the Midwest. Among the data sources used were coach, peer, and instructor feedback and teacher reflections on two VoiceThread presentations from the three modified guided online coaching cycles (preparation, strategies, and reflection), the coaches’ semistructured interviews, and the teachers’ final
paper for triangulating the data. Four themes emerged from the findings: Funds of Knowledge, EBL strategies, translanguaging, and evidence-based reflection. The results suggested cyclic guided online coaching for teachers of EBLs was a critical process for professional learning and transforming teachers’ creative and LCRC teaching.
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Chapter One

Introduction

The chapter introduces the increase of students in U.S. classrooms where there is a growing number of linguistically and culturally diverse students or Emergent Bilinguals (EBLs). However, there is not enough effective professional development for classroom or content area teachers to build their capacity for serving Emergent Bilinguals (EBLs). The chapter introduces three guided online coaching cycles for teachers of EBLs as the conceptual framework teachers can utilize to improve EBLs academic achievement. It subsequently presents a general background of the study and statement of the problem. The chapter also includes the purpose of the study, research questions, delimitations, assumptions, and key definitions.

Background of the Study

The United States is experiencing an unprecedented increase in linguistic and cultural diversity. The most recent census results from the United States report that 60.4 million or 20.7% of the American population speak a language other than English at home, a number that has more than doubled in the last 20 years (U.S. Census Bureau, 2015). Emergent Bilinguals are the fastest-growing student subgroup in American public schools. According to Quintero and Hansen (2017), the number of EBLs increased by around 60 percent since 2007. Emergent Bilinguals currently account for nearly 10% of all students nationwide, subsequently transforming the demographic composition of U.S. schools (Quintero & Hansen, 2017). A growing sector of children live in non-English-speaking homes. The increase of Emergent Bilinguals results in the growing need for teachers prepared to instruct Emergent Bilinguals (Quintero & Hansen, 2017). State and
federal policies and teacher preparation programs are lagging behind in training teachers for meeting the educational and social-emotional needs for this sector of the student population. This development has rendered teachers unprepared in the classroom (Quintero & Hansen, 2017, para. 2).

Title III of the No Child Left Behind Act (2001) is in response to this increased need to serve EBLs. Successively, the Every Student Succeeds Act, reauthorized in 2015, states the law’s continued intention to help ensure that EBLs achieve English language proficiency and meet state academic standards. Two goals of ESSA outlined in Title III are:

1. to help ensure that English Learners, including immigrant children and youth,
2. attain English proficiency and develop high levels of academic achievement and to assist teachers (including preschool teachers), administrators, and other school leaders in developing and enhancing their capacity to provide effective instructional programs. Teachers are in need of high quality and sustained professional development for effective instruction to meet the needs of EBLs and their families (Every Student Succeeds Act, 2015, Sec. 3001).

It is critical to meet the demand for high-quality professional development (PD) that addresses teachers’ needs in enhancing EBLs’ educational outcomes. (Penner-Williams, et al., 2017). Extended professional learning opportunities are critical for significantly altering teaching activities in classrooms. (Gallucci et al., 2010). Professional development that broadens teachers’ content and pedagogy skills while also providing opportunities for meaningful, hands-on learning is important. Teachers should be able to apply new content and share their reflections with their colleagues as part of their
professional growth. Furthermore, PD should connect teacher learning to curriculum, evaluation, and standards, and it should be intense, continuous, and sustainable (Darling-Hammond & Richardson, 2009).

Since it creates collective capacity for workers to embrace and promote new policies and strategies through extended professional development, coaching is often framed as a tool for institutional change. (Mangin & Dunsmore, 2015). The National Staff Development Council (NSDC) recognizes the importance of coaching in the development of general education teacher instructional competencies. As Hirsch (2009) points out, educators on teams are practicing good teaching when they review data, identify student and adult learning goals based on that information, prepare collaborative lessons that use evidence-based approaches, have access to coaches for guidance in improving their classroom instruction, and then determine how their learning and collaboration affects student achievement. Coaching is a form of ongoing, contextually relevant support for teachers that has an impact on their learning and practices. (Darling-Hammond & Richardson, 2009; Knight, 2009). Many coaching approaches and purposes exist, but evidence-based coaching approaches that specifically address the needs of linguistically and culturally diverse learners are less prevalent. Coaching approaches explicitly need to build teacher competencies in linguistic and cultural instructional practices in diverse school settings to meet the unique needs of EBLs. Additionally, virtual coaching in schools has been scarce, even though virtual coaching is recognized in research as a viable option to traditional coaching (Killion, 2009). The latest advancements in technology have prompted school districts to seek new and creative means of facilitating their teachers’ professional development and growth. Digital and
online channels are increasingly being adopted for their agility and reliability in the delivery of coaching, as these technology-mediated approaches gain popularity in education (Visibly Better, 2018).

Statement of the Problem

In 2017, the U.S. Department of Education, Office of English Learner Acquisition, awarded a National Professional Development (NPD) program grant to the University of Missouri – St. Louis (National Professional Development, 2017). The NPD project seeks to enhance EBL instruction and achievement across Missouri by training teachers in successful EL instructional methods and family engagement. Toward this goal, the NPD project provides professional development to a statewide network of four Missouri school districts. The four school districts represent rural, suburban, near-urban, and urban contexts geographically located in different regions of the state. Each district has a growing population of EBLs. Baylor, an urban district, has 20% EBLs; Canton School District, a near-urban district bordering St. Louis City, has 22.25% EBLs; Dresden, a suburban district, has 6.5% EBLs; and Kingdom, a rural district, has 33% EBLs. The white stars on Figure 1 illustrate the geographical location of the four partner districts in Missouri.

Figure 1

Map of Missouri
One objective is to improve teachers’ instructional practices and mindsets to provide equitable and effective service to EBLs and their families (National Professional Development Program, 2017). This objective speaks to the implementation of PD for inservice teachers, coaches, administrators, and other educators. The PD-based Summer Institutes incorporate instructional strategies proven as effective, including linguistically and culturally responsive content teaching (LCRCT), dual language instructional strategies, and knowledge and skills for implementing family engagement initiatives (National Professional Development, 2017). One activity for this objective is for the coaches to receive training embedded in the annual three-day Summer Institutes for effectively supporting teachers’ self-directed learning and LCRC teaching practices (National Professional Development, 2017). Given the geographic constraints and commute times, the coaches implement the guided online coaching in Canvas, a learning management system (LMS), using advanced technologies. According to Rock et al. (2011), two professional development tools, namely coaching and technology when used together effectively surmount distance and time.
The number of EBLs who are recent immigrants or refugees and students born in the US requiring EBL program services for English has rapidly grown, and this development increases the likelihood of teachers having EBLs in their classrooms. This rising sector of children living in non-English-speaking households intensifies the demand for teachers who are adequately prepared to serve Emergent Bilinguals (Quintero & Hansen, 2017).

The need to provide high-quality and capacity-building professional development for teachers of EBLs in linguistically and culturally diverse U.S. classrooms is prevalent (Penner-Williams, et al., 2017). Coaching via a PD model to sustain teacher learning and implementation of effective practice in teaching in general education classrooms is well established in the literature (Darling-Hammond, et al., 2017); however, a coaching approach that supports teachers of EBLs is less common (Garmston, 2007; Penner-Williams, et al., 2017; Russell, 2015). Teemant and Reveles (2012) emphasize that job-embedded coaching for teachers of EBLs in general education classrooms needs to be specialized within instructional coaching where the sole purpose is to provide teachers support in applying research-based practices that improve EBLs learning outcomes. Nonetheless, adequate support for the teachers’ development of EBLs and the implementation of effective practices remains inadequate (Girvan, et al., 2016; Penner-Williams, et al., 2017). Traditional models of coaching have been existent for nearly 30 years, but effective teachers for EBLs and improved EBL student outcomes remain a focus for professional development and school and district accountability in federal law (Teemant & Reveles, 2012).
In their meta-analysis of traditional coaching, Kraft, et al. (2018) indicate that this form of coaching improves teacher practices and student outcomes yet presents certain limitations. In particular, traditional on-site coaching programs are an exhaustive human resource intercession because of the expensive personnel costs of staffing effective and trained coaches (Kraft, et al., 2018). In addition to dealing with the steep personnel costs, the issue of maximizing scalability while maintaining the efficacy of coaching becomes problematic for schools and districts because most coaching models require in-person, one-on-one coaching for teachers by personnel with the necessary coaching expertise (Kraft et al., 2018).

One method of assisting coaching programs in effectively scaling and maintaining coaching efficacy is using online technologies (Kraft et al., 2018; Visibly Better, 2018). As Kraft et al. (2018) assert, “Web-based virtual coaching might provide one model for addressing the need for high-quality coaches amidst resource constraints” (p.31).

Utilizing audio video technologies can support the number of teachers served by an individual coach and provide expertise to highly qualified coaches for schools or districts without local access of effective coaches. Furthermore, “virtual coaching could lower coaching costs” (Kraft et al., 2018, p. 31).

Two recent studies support online coaching and find no significant difference in effectiveness between in-person and online coaching models. Kraft and colleagues combined results across 60 studies that employ causal research designs and found the pooled effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement citing most of the results came from literacy coaching programs for early childhood and elementary school teachers (Kraft et al, 2018). Whereas, scalability and
coach specialization was an issue for successful coaching implementation, virtual coaching mediated this constraint. Powell and associates’ earlier study of a comparison of in-person and virtual coaching showed no significant differences between the two models. The results of both studies reveal that online coaching is capable of maintaining quality while increasing scalability and providing coach specialization in areas not found locally (Kraft et al., 2017; Powell et al., 2010; Visibly Better, 2018). The approach used in the guided online coaching constitutes a possible solution for remedying the PD needs for teachers of EBLs in PK-12 classrooms beyond the practicum course. Guided online coaching provides opportunity for a virtual learning community that mediates time, distance, scalability, and efficacy for coaching for teachers of EBLs to occur (Song, 2019; Vieth, 2019).

**Conceptual Framework**

The conceptual framework for this study is based on experiential learning theory, research on effective professional development, tenets of cognitive coaching, creativity and LCRCT. These constructs comprise the theoretical background of the guided online coaching model.

Experiential learning, according to Girvan, et al. (2016), is based on the work of Dewey, Piaget, and Vygotsky. The term experiential learning is used to group varying learning approaches, such as problem solving and inquiry-based learning. Central to each learning approach is the focus on life experiences allowing learners to reflect, think and act (Girvan et al., 2016). Experiential learning in the form of professional development for teachers’ practice is long recognized and characterized in several ways in the classroom (Girvan et al., 2016). Actively engaging teachers in their own
classroom during professional development is more successful than passive engagement in a PD activity (Desimone, 2009).

Teacher professional development occurs when teachers have the opportunity to experiment, reflect, and adopt new theories and practices in their own professional setting (Girvan et al., 2016). The experiential learning process for teacher professional development also includes reflection and self-direction from mediated learning provided through a facilitative, dialogic coaching approach (Costa & Garmston, 2015; Knight, 2017a; Minott, 2010, Song, et al., 2019).

Song et al. (2019) explain experiential learning in guided online coaching in the context of three cycles that utilize technology-mediated tools in an LMS communal learning space. Similar to the intent of cognitive coaching, a primary aim of guided online coaching is the development of teachers’ metacognitive capacity through reflection and self-direction that is a construct of experiential learning. John Dewey (1933) defines reflection as an outcome of thinking. “It [reflection] enables us to act in a deliberate and intentional fashion” (Dewey, 1933, p. 3). Costa et al. (2015) refer to this reflective process as metacognition described as when teachers’ acquire the ability to critically self-evaluate and reflect on their own instructional practice.

The coaching process involves reciprocity and reflexivity of learning between the coach and teacher, which is mediation using a dialogic approach and reflective inquiry. (Costa & Garmston, 2002; Hilberg, et al., 2004; Teemant & Reveles, 2012). The coach is a peer, collaborator, and at times a teacher-mentor, but not an evaluator (Lipton & Wellman, 2003). Akin to Cognitive Coaching’s mediated learning and dialogic approach for developing teachers’ metacognitive, reflective, and self-directed learning capabilities,
the guided online coaching process consists of three continuous cycles: pre-conference, observation, and post-conference with teachers (Song, 2016). During the cycles, coaches use a facilitative, mediated dialogic approach to provide feedback, engage, and guide teachers in developing reflective and self-directed learning to review, discuss, and reflect on their own teaching of and beliefs about EBLs in the LMS virtual communal space.

The experiential teaching method not only instructs teachers content knowledge and pedagogies, but it also changes language teachers' perceptions (Servage, 2008; Song, et al., 2019). As Song et al. (2019) elaborate, “[experiential learning] transforms their [EL teachers] awareness and practice through deeper understanding of broader historical and sociopolitical circumstances of EBLs and their families” (p. 5).

During the pre-conference cycle, teachers share in the Canvas LMS Discussion Board their lesson plans to obtain peer and coach feedback. During this interactive online interface, teachers clarify teaching goals and discuss success indicators, concerned areas, and their plan for collecting evidence. Furthermore, teachers elaborate on the approaches and strategies used and share their personal learning goals (Costa et al., 2015; Song, 2016, 2019). During the observation cycle, teaching videos are uploaded into Kaltura, Swvil, or Google Drive, a cloud-based media resource that allows teachers, peers, and coaches to view the teaching video. Teaching videos are used to gather classroom information in order to improve one's teaching (Jay & Johnson, 2002; Kim, et al.; Song, et al., 2019). Teaching videos alone do not provide a means for interaction among teachers, peers, and coaches; thus, technology tools, such as VoiceThread is added to provide a tool for critical reflection, feedback, and self-mediated learning at the post-conference cycle. Critical reflection on what and how one teaches is part of the
experiential teaching approach. (Song et al., 2019). The goal of guided online coaching is to provide collaboration among teachers, peers, and coaches in a safe space, thereby allowing an experiential teaching approach that fosters teacher professional learning and growth.

In contrast to cognitive coaching, Song’s (2019) guided online coaching promotes creativity embodied in the linguistically and culturally responsive content teaching (LCRCT) framework as a critical component. Specifically, the content pedagogical competences are indicative of effective creative, LCR content teaching of EBLs. Moreover, adherence to the competences is part of the teacher planning and reflective practice. The coaches and peers’ use observation tools that reflect these competences and feedback on the implementation of LCRC teaching.

In response to the COVID-19 pandemic resulting in immediate school closures and transitions to virtual teaching and learning in February 2020, the guided online coaching cycles had to transition to a modified cyclic guided online coaching model. The TESOL practicum instructor provided a modified cyclic guided online coaching model that consisted of the two VT presentations (VTPs). Each VTP also had three cycles but with modifications; the first cycle was called Preparation (VTP-P) instead of PreConference, the second Strategies (VTP-S) instead of observation of teaching videos, since teachers did not have access to teaching EBLs, and the third Reflection (VTP-R) instead of Post Conference. The instructor of the practicum course had to modify for the teaching cases. The inservice teachers were required to add the professional learning videos about their content teaching based on the content lesson plans they prepared. The
aim of the modified cyclic guided online coaching was to provide the inservice teachers and their coaches continuous professional learning for teaching EBLs remotely.

**Purpose of the Study**

The qualitative study involves the cohort teachers with the district coaches from two of the four Midwestern school districts participating in the NPD project in 2020. To mitigate time and distance, the coaches provide teachers of EBLs with coaching in a technology-mediated communal space. The study examines the three guided online coaching cycles for teachers of EBLs for the perceived influences, challenges, and benefits of improving the teaching of linguistically and culturally diverse students. Additionally, the study explores the coaches’ perceived contributions and challenges of guided online coaching for EL teachers’ conversion toward the usage of effective teaching practices and development of a collaborative and reflective mindset.

**Research Questions**

The goal of this study is to investigate whether EL teachers’ utilization of the guided online coaching model could increase the effectiveness of teaching Emergent Bilinguals. Two research questions are posited in this study *(1)* *How did the 4 inservice teachers transform their teaching for EBLs when following the modified cyclic guided online coaching in a TESOL practicum course due to COVID 19?* *(2)* *How did the 3 coaches perceive the influence of the guided online coaching model in terms of its transformation of the participating teachers?*”

**Researcher’s Background**

Linguistic and cultural diversity has constantly played a significant role in my life. This study is the result of my personal, educational, and professional journey as a
granddaughter of refugees, a student, a teacher, a coach and coordinator, and an
administrator. I am a second-generation US-born citizen from a family of multilingual
speakers on my father’s side. My experiences from living and learning in a linguistically
and culturally diverse neighborhood in Southern California and as a student in a public
school educational system with significant linguistic and cultural diversity shaped my
lifelong interest in the education of EBLs. These experiences were a driving factor in my
continued educational interest in language and culture, which led to an MA in TESOL.
My professional journey provided additional experiences as a mainstream
classroom/course-level teacher, a teacher of EBLs, coach and coordinator, and district-
level administrator (now retired) from one of the most linguistically and culturally
diverse school districts in my state in the Midwest. My journey continues once again as I
transform from education practitioner to education researcher. This experience represents
the culmination of my lifelong interest in and passion for teachers’ effective and equitable
teaching for students whose heritage language is not English. Furthermore, this research
reflects my unwavering belief in the pivotal role of educational coaching in further
improving collaboration, collegiality, and teaching practices.

**Delimitations**

This study involved the participation of three coaches and four participating
teachers in two Midwestern public schools between January 2020 and May 2020. It
investigated the influence of the guided online coaching for teachers of EBLs from
linguistically and culturally diverse schools in the context of coaching as a professional
development model for teaching and learning. The EBL teachers’ perceived
transformation from the coaches’ use of a facilitative, dialogic coaching approach in a technology-mediated communal space was examined as well.

**Assumptions**

The author identified three assumptions in this study: (1) Coaches and teachers understand the three cycles of guided online coaching. (2) Coaches and teachers are comfortable using technology-mediated tools and resources. (3) Coaches and teachers are open and honest in providing feedback and reflection in a virtual communal space.

**Definitions of Terms**

The terms used throughout this study are as follows:

*Creative language teaching*: involves teachers’ creative mindset and practices as collaborative, reflective, reflexive, self-mediated, self-modified and technology-mediated (Richards, 2013; Song et al., 2019).

*Emergent Bilingual (EBL)*: a PK–12 student from a linguistically and culturally diverse background; as they participate in the English language learning process, EBLs bring a diverse range of perspectives and skills to their studies. The term EBL replaced the deficit based federal label of limited English proficient (LEP) in ESSA (2015). Terminology in the literature also embraces the terms Emergent Bilingual (EB), Dual Language Learner (DLL), Multilanguage learner (MLL), and Linguistically and Culturally Diverse (LCD) to remove the context of English learner (EL) only and embraces an asset-based mindset that students’ possess a wide range of language repertoires. This study uses the term EBLs, as it is the preferred term among scholars for describing PK-12 students.
Linguistically and culturally diverse: a student with this characteristic comes from a home environment where a language other than English is spoken; linguistically and culturally diverse students’ cultural background and values may differ from the mainstream culture (PBworks, n.d.).

Professional development (PD): Professional development is a long-term, comprehensive, collaborative, job-integrated, data-driven, and classroom-focused endeavor. First, professional development is an important part of schools' and districts' strategies for equipping teachers with the expertise and skills they need to improve student outcomes; second, professional development focuses on challenging curriculum expectations in an equal and inclusive model that addresses students' academic, social-emotional, and other needs. (Learning Forward, 2017).

Guided online coaching: a trained individual utilizing this approach provides collaborative, facilitative and dialogic coaching using three cycles to plan, observe, and provide feedback to facilitate teachers’ transformative practice through collaboration, reflection and problem solving (Song, 2016; see also Costa & Garmston, 2002; Costa et al., 2015).

Facilitative approach: coaches who employ this method recognize the teachers as collaborative, equal partners. Whereas, a coach who employs a directive approach, the focus of the coaching session is the coach’s expertise (Knight, 2017a).

Dialogic approach: coaches who adopt this method focus on student learning, student-oriented goals, and effective teaching to meet both teacher and student needs (Knight, 2017a).

Mediate: to be the medium of, or bring about a result (Costa et al., 2015).

Technology-mediated learning: implies learning in which the learner interacts with various technologies and other learners in a formal education online environment (Bower, 2019).

Chapter Summary

Chapter one provided the context for the study. The changing demographics in U.S. classrooms and the lack of preparation of teachers serving EBLs in linguistically and culturally diverse school settings provide an impetus for the need for high-quality professional development. The conceptual framework connected experiential learning theory with guided online coaching for teachers of EBLs. Teachers of EBLs need to become creative, reflective, self-directed learners who have the capacity to be self-managing, self-monitoring, and self-modifying. Professional development offered within the job-embedded context of the facilitative, mediated, dialogic guided online coaching approach assists teachers of EBLs in applying creative, LCRC teaching practices.
Chapter Two

Literature Review

A review of literature is conducted to provide a theoretical and empirical foundation for the study on guided online coaching for teachers of Emergent Bilinguals (EBLs) in linguistically and culturally diverse PK–12 classroom settings. The chapter examines coaching as one of the most integrated professional development models. This literature review describes professional development for teachers of diverse learners, creativity in language teaching, experiential learning, cognitive coaching, and three coaching approaches found in educational contexts. It also discusses the confluence of these contexts into a conceptual framework and its application to coaching teachers of EBLs in a technology-mediated space. Furthermore, coaching for teachers of EBLs is examined using the guided online coaching three-cycle model (Song, 2014, 2019) in relation to creativity and linguistically and culturally responsive content teaching (LCRCT).

Professional Development in Teacher Education

The literature on professional development (PD) for teachers is reviewed in this section. People use other terms for PD such as “staff development, inservice, training, professional learning, or continuing education” (Mizell, 2010, p. 5). Regardless of the word used, the primary aim of professional development for teachers is to strengthen learning for both educators and students (Mizell, 2010); and thus improve instructional practices for a diverse range of learners through a variety of activities (Desimone, 2009).

Professional development for teachers and other educators has been a topic of research and discussion for 30 years. Studies on PD have long pursued the issue of how
effectively PD changes teacher behavior and improves student learning. In the course of these studies, the elements constituting ineffective PD have been identified (Institute for Education Sciences [IES], 2007). Most professional development misses the target, as Yoon, et al. (2007) explain in the IES report (2007). Professional learning is most often delivered through one-time seminars. Workshops, on the other hand, have a dismal record of accomplishment in terms of improving teacher effectiveness and student outcomes. In a follow-up to the IES report (2007), Darling-Hammond et al. (2009) share: “Over 90 percent of teachers report having participated in PD in the past year, but the majority also report that it wasn’t useful” (p. 9). According to research, the majority of PD is administered in a workshop setting, which has little to no effect on student performance or teacher practice (Darling-Hammond et al., 2009). Importantly, the workshop model of PD as an ineffective tool is not about the teachers learning a new skill but rather the implementation of the skill without support (Fullan, 2001). Further complications arise when teachers do not see the new skill as having an effect on student learning and consequently abandon the attempt prematurely (Guskey, 2002).

Professional development thus remains a focus of federal law governing K–12 education policy. Signed into law in 2015, the Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Education Act, provides a renewed definition of the term “professional development” (Every Student Succeeds Act, 2015). The ESSA federal legislation now characterizes the term professional development as first, an integral part of schools and districts’ strategies for providing educators with the knowledge and skills necessary to improve student outcomes. Second, the focus of PD is on students' academic, social-emotional, and physical growth needs through challenging
curriculum expectations in an equitable and inclusive model. Finally, PD is a sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused effort (Learning Forward, n.d.). Given the prioritized funding and ESSA changes, the implementation of PD therefore requires focusing on more teacher-personalized learning that includes understanding student learning, deepening subject content knowledge, using differentiated effective instructional strategies, and integrating instruction (Hudson, 2017).

The true aim of teacher professional growth, according to Showers, et al. (1987), is to establish circumstances in which sufficient levels of competence and skills are improved to maintain practice and to provide the environment that support practice before executive control is achieved and transition occurs. Meanwhile, Killion (2002) suggests that the definitive goal of any educational PD program is to improve student achievement and highlights that such a goal is accomplished in three ways: (a) increasing the content knowledge of teachers, (b) changing teachers’ attitudes toward their content areas, and (c) expanding the teachers’ repertoire of instructional practices. Walpole (2005) discusses two facets of effective PD for educators: (a) the necessity for any new information presented to be matched to the needs as well as the level of knowledge and skills of each individual adult learner, and (b) an acknowledgement that traditional “stand-and-deliver” presentations rarely affect measurable, sustained change in student learning. In addition, extended professional learning opportunities that substantially change teaching practices across a school are necessary (Gallucci, et al., 2010).

Effective professional development also offers opportunities for hands-on learning and allows teachers to link curriculum, instruction, and assessment to their
teaching. Furthermore, PD is sustainable over time with collaborative reflection (Darling-Hammond & Richardson, 2009; Rodriquez, et al., 2014). In a recent review of the literature, Darling-Hammond and colleagues (2017) identify seven research-based characteristics of effective professional development. Effective PD is content-focused, and it incorporates active learning utilizing adult learning theory. Effective PD also supports collaboration, typically in job-embedded contexts that support collaboration and use models and modeling of effective practice. Effective PD provides coaching and expert support that offers opportunities for feedback and reflection, and it is characterized by sustained duration (Darling-Hammond, et al., 2017).

Content-focused professional development emphasizes instructional practices that are linked to relevant curriculum content supports for teacher learning in the context of teachers' classrooms. A deliberate emphasis on discipline-specific curriculum creation and pedagogies in areas such as mathematics, science, and literacy is also included in this aspect. As part of effective PD, teachers are actively involved in the creation and testing of instructional methods, and teachers have the ability to participate in the same style of learning that they are preparing for their students. Authentic objects, immersive experiences, and other techniques are used in this form of professional development to provide deeply rooted, highly contextualized professional learning. This method departs from conventional learning models and settings, which are lecture-based and lack clear links to teachers' classrooms and students (Darling-Hammond et al., 2017).

To encourage cooperation, professional development should be of high quality and provide opportunities for teachers to exchange ideas and participate in their learning, often in work-related settings. Working together helps teachers to form communities that
change the culture and teaching of their entire grade level, department, school, and/or district for the better. Effective professional development includes the use of curricular models and instructional modeling, which gives teachers a good picture of what best practices look like. Teachers should look at templates such as lesson plans, unit plans, sample student work, peer teacher observations, and video or written examples of teaching (Darling-Hammond et al., 2017).

According to Darling-Hammond et al. (2017), offering coaching and expert support entails sharing content knowledge and evidence-based strategies, as well as a close emphasis on teachers' individual needs. Coaching that includes feedback and reflection is high-quality professional learning that includes time for teachers to reflect on, gain feedback on, and make improvements to their practice by encouraging reflection and soliciting feedback. Teachers should use feedback and reflection to guide them into effective practice. Moreover, successful PD is defined by its sustainability, which allows teachers to learn, practice, adopt, and focus on new techniques that help them make improvements in their practice (Darling-Hammond et al., 2017).

**Professional Development for Teachers of Emergent Bilinguals**

Effective PD that meets teachers' needs in enhancing EBLs' educational outcomes is critical, according to Penner-Williams et al. (2017). Janzen’s (2008) review on teachers’ professional development on academic language learning for EBLs states several objectives, which emphasize teachers’ roles. First, teachers need to learn about the language of the content. Second, they must be able to integrate language and content in a seamless manner. Third, they should be aware of and understand teacher perceptions
of cultural diversity and attitudes toward EBLs. Lastly, teachers need to learn how to apply the knowledge base learned from PD to their actual teaching practices.

The current Every Student Succeeds Act (ESSA) legislation lists professional development activities that may be included and are part of the official ESSA definition. Moreover, ESSA (2015) includes two activities that are important to teacher learning for EBL education:

They are designed to give teachers of [Emergent Bilinguals], and other teachers and instructional staff, the (1) knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments; and (2) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom. (Section 8101, p. 397)

While responsibility for better education must be shared among administrators, teachers, parents, and students, school reform efforts place a heavy burden on teachers, especially those who have not been trained to teach EBLs (Gonzalez & Darling-Hammond, 1997). Even though teachers are primarily responsible for educating EBLs, all stakeholders should share this responsibility. In other words, when teaching EBLs, teachers need assistance, and one way to provide assistance is to provide appropriate professional development (Clair & Adger, 1999). Palmer and Martinez (2013) posit the need for effective PD for educators of EBLs to counter the deficit in attitudes and beliefs about EBLs found in many mainstream classrooms and schools. Studies have indicated that educator attitudes and beliefs tend to shift when provided with the appropriate
professional development in working with EBLs. If the teacher views the linguistic and cultural backgrounds of each EBL as an asset and a resource in the educational setting, EBLs may find the curriculum more comprehensible (Mellom, et al., 2018). To affect shift in educator values, teachers must be trained to be responsive and competent in the teaching of culture. Improving educator beliefs is as critical as improving pedagogy for EBLs’ learning to occur. Furthermore, culture and language are inextricably linked, and both must be taught and practiced. Teachers need both linguistic and cultural competences in working with EBLs (Mellom et al., 2018; Pettit, 2011; Ryan, 1995; Slapac et al., 2017).

According to research in education and language teaching, many teachers are ill-prepared to teach linguistically and culturally diverse students in traditional classroom settings (Echevarria et al., 2007; Gay, 2002; Hutchinson & Hadjioannou, 2011; Quintero & Hansen, 2017; Santoro, 2007; Song, 2014; Verdugo & Flores, 2007). Emergent Bilinguals (EBLs) bring to school a set of specific needs and assets for learning, which have implications for teaching EBLs in classrooms (Song, 2014).

The following section explains creativity in language teaching embodied within linguistically and culturally responsive content teaching for teachers of EBLs.

**Creativity in Language Teaching of EBLs**

Creativity in language teaching for EBLs entails more than just delivering instruction through the arts (music, art, drama, and literature). Creative language teaching for EBLs connects teacher knowledge and pedagogical practice to meet learner goals and to produce language attainment and learning outcomes for EBLs. Creative language teaching utilizes collaboration, reflection, and problem solving experiences in the new
language for EBLs by building upon EBLs existing funds of knowledge “FoK” (Gee, 2016b; Jones & Richards, 2016). Furthermore, creative language teaching infuses technology-mediated tools into pedagogical practice to support language learning, collaboration, reflection and problem solving (Jones & Richards, 2016; Song, et al., 2019).

Effective language teaching involves the knowledge, skills, and understanding obtained from their teaching education and experiences (Richards, 2013a). One of the many qualities that distinguishes good teachers, according to Richards (2013a), is the ability to carry an innovative mindset to the classroom. Creativity has been attributed to levels of language learning attainment in second language teaching (Richards, 2013a). Fisher (2004) defines creativity by how we examine it, “as a property of people (who we are), processes (what we do), or products (what we make)” (p.8). For example, when we view creativity as a product in teaching, attention is given to the delivery of a lesson, a task or activity, or student output (Richards, 2013a). When we view creativity as a process, attention is given to the thinking and decisions that are made by someone to produce a product (Jones, 2012; Richards, 2013a). When we look at property as people, the attention is given to the attributes the people possess (Richards, 2013a).

**Teacher Qualities for Application of Creative Language Teaching**

The importance of understanding the context of creativity in the education of EBLs is in how teachers and schools can advance a culture of creativity that provides students, teachers and schools the benefits derived from a creative culture (Richards, 2013a). Richards & Cotterall (2016) describe two factors important for creativity in language teaching of EBLs. These two variables are derived from teachers' skill and
cognition, which are the characteristics of innovative teachers and how they use imagination in their teaching (Richards & Cotterall, 2016). Richards & Cotterall (2016) share that creative language teachers’ possess the following qualities:

1. knowledge (content, sociolinguistics, texts, pedagogy),
2. self-confidence (providing a safe learning space, intuitive),
3. commitment to students’ learning needs and success (developing students’ self-confidence, personalized learning, monitoring student’s progress),
4. non-conformists (providing unique lessons and experiences, avoid repetition),
5. use a wide-range of strategies and techniques (vary tasks and activities, use teachable moments, adapt and modify the textbook, make use of technology)
6. are risk-takers (learn from mistakes, rethink, try new methods and techniques)
7. seek to develop student-centered lessons (personalize lesson content, use student-selected content and allow choices, motivate students and encourage collaboration, make authentic connections to students’ background)
8. are reflective and open to feedback

Furthermore, adding creativity as a concept for developing effective language teaching benefits both students and teachers (Gee, 2016b; Richards, 2013b; Song et al., 2019). Creativity can enhance teachers’ ingenuity and sense of purpose. For students, creativity develops critical thinking and originality with ideas and fosters engagement, motivation, and success. Creativity is an important aspect of effective language teaching of EBLs. However, there are additional elements of creativity in language teaching to consider for developing teacher effectiveness and creativity of language teaching for EBLs. These elements involve experience, social language, discourse, and language learning.
Experience in Language Teaching and Learning

The foundation of creative language teaching is to gain a deep understanding of the interconnectedness of language learning and experience to prevent counter confluence (Gee, 2016b). According to Gee (2016b), to prevent counter confluence is to see language as a social practice embedded within culture and impacted by the confluence of race, gender, class, and power structures. Gee (2016b) explains,

Language gets situated meaning from contexts (that is from the elements in our past experiences relevant to what we say or hear). Experience (in the world and in the mind) gives meaning to language. We can use past experiences creatively to situate new meaning to language. (p. 68)

Gee (2016b) argues that it is not an idea of either one over the other, but it is about creative language teaching embodying the interconnection of both language to experience and experience to language. The meaning for the learner is that language becomes comprehensible. Comprehensibility for new language learning is described by Gee (2016b) as ‘just in time’ and ‘on demand.’ Teachers, adults, and more experienced peers provide the language learner with a short piece of language that can be implemented right when it is needed. Longer stretches of chat, symbols, and texts are provided ‘on demand’ by teachers, adults, and more experienced peers when learners are ready. This includes extended interactions that have primed the ground and developed some useful ways for situated meanings. (Gee, 2016b).

Situated meaning when explained in the context of creative language learning and teaching is the different ways that people understand a word, phrase, or structure. (Gee, 2016b). This expands meaning and understanding to the nuance of the given situation.
The significance is important for both non-native and native speakers of a language as it involves both learning academic content registers and the ability to function in given situations (experiences) (Gee, 2016b). Situated meaning involves both second language learning and learning the register (Gee, 2016b). “Furthermore, since all academic content learning involves learning a new register, all academic learning is a form of language learning” (Gee, 2016b, p. 66). The role of experience, social language, and discourse have implications for creativity in language teaching and learning.

**Social Language and Discourse**

Gee (2016b) explains that social languages are modes of using vocabulary, grammar, and rhetoric to enforce a socially significant identity and include dialects, registers, and varieties of language. A location, ethnicity, profession, or mutual interest can all be linked to identity. Discourse is part of a socially significant identity and involves language style (Gee, 2016b). In discourse, significant identity refers to the identity that is accepted by a social or cultural community that developed and maintains that identity. (Gee, 2016b). Gee (2016b) stresses that recognizing identity in discourse matters as it has vast consequences in society. As a result, learners are assisted in using language in a variety of ways, including behaving, communicating, valuing, and using objects, resources, and technologies (Gee, 2016b). Creativity in language teaching assists learners with acquiring new social languages and discourses, incorporating new methods and tools, and utilize EBLs’ experiences and funds of knowledge (Gee, 2016b, Moll, 2015).

As Jones and Richards (2016) point out, there are difficulties in conceptualizing creativity in language teaching. One of the difficulties is determining what exactly
constitutes creativity, as well as how it can be represented, measured, and effectively incorporated into the curriculum. Notwithstanding these challenges, a body of scholars have informed research on creativity and conceptions of creativity in language teaching of EBLs (Gee, 2016b; Jones & Richards, 2016; Richards, 2013a; Song, et al., 2019; Sternberg, 2006). Song and colleagues (2019) define creativity “as the ability to explore, adapt, take risks, collaborate, communicate, reflect on, and innovate with novel, unpredictable, and appropriate resources” (p. 2). Song, et al. (2019) also consider creativity in three dimensions when it comes to serving EBLs. The three dimensions are “first, creativity guides collaborative and critical reflection individually as well as socially; second, creativity generates a new pedagogy; and third, creativity is technology mediated in virtual communal spaces” (p. 2). According to Song and colleagues, English language teachers can demonstrate creativity by objectively reflecting and interacting with students, introducing and improving new pedagogical methods, and using technology not only to improve their virtual dialogic engagement, but also to facilitate their 21st-century teaching and learning skills (Song et al., 2019). The use of technology in creative language teaching is becoming more popular, increasing the complexity and multifacetedness of teaching. However, creativity is no longer optional; it is needed in today's world and among learners. (Jones & Richards, 2016; Song et al., 2019).

Another aspect of creativity is teachers of EBLs’ development of self-confidence (Richards & Cotterall, 2016). Providing opportunities for EBLs to apply their language to learning where teachers of EBLs’ act as cultural brokers is one way to provide asset-based teaching that increases both teachers and EBLs’ self-confidence.
Cultural Brokers

Gee (2016b) explains, “Language learning is a vexed topic” (p. 63). Language learning is a multifaceted phenomenon because many variables are involved. (Chomsky, 1986; Gee, 2016a). Language learning differs in acquisition for bilingual and multilingual learners in comparison to monolinguals (Finnegan, 1988; Gee, 2016a; Grosjean, 1984). Additionally, language learning is influenced by purpose and context, which differs between a formal setting (e.g., classroom) to an informal setting (e.g., grocery store) (Gee, 2016a). Adults are the ones that most often combine language learning with early socialization and acculturation. (Gee, 2016a). Other adults, including teachers often act as “cultural brokers” dependent on setting and situation, a role outside instruction in helping students acquire language (Gee, 2016a). Moreover, real teaching, not just language teaching, entails a number of steps. One such act is informing (or "saying"). Demonstrating or modeling, assessing and providing feedback, assisting learners in managing their attention (for example, to avoid cognitive overload), and creating well-mentored and usefully focused learning environments in the real world and in social interactions with others are some examples (Gee, 2016a; Hattie & Yates, 2013). Humans learn primarily through experience, but unguided, unconstrained, and unmentored experiences can be intimidating for beginners (Hattie & Yates, 2013). It is for this reason that we have teachers, adults, and history. Hence, teachers are cultural brokers for language teaching in the context of school to connect teaching to students’ prior experience and content knowledge. Meanwhile, other adults are the cultural brokers when mitigating experiences that occur outside of school, such as shopping in a grocery store or assisting a student with homework (Gee, 2016a).
Teachers of EBLs’ serving as cultural brokers can be construed as creative language teaching whereas teachers of EBLs’ use technology-mediated tools for teaching and learning for EBLs.

**Creativity as Technology-mediated Teaching and Learning for EBLs**

Creativity as technology-mediated teaching and learning is explored through key theoretical constructs considered pertinent when applied to how technology mediates learning in online environments. Technology-mediated learning is the conveyance of how information and people are interlinked through technology (Bower, 2019). As such, mediated-technology learning can be understood as the “fundamental assumption that, in a technology-enhanced learning context, technologies in and of themselves have no intentions, but rather are featured objects used to convey meaning between participants” (Bower, 2019, p. 1037). As such, Bower (2019), provides seven premises that converge for meaning making and mediation with technology for learning:

1. Digital technologies can perform a mediating role for participants in their attempts to achieve learning goals.

2. In technology-mediated learning contexts, participant beliefs, knowledge, practices and the environment all mutually influence one another.

3. In technology-mediated learning settings, the role of teachers is to help optimize student learning outcomes and experiences through the purposeful deployment of learning technologies.

4. The affordances of technologies, including their recognition and use, influences the sorts of representation, interaction, production and learning that can take place.
5. The way in which modalities are used and combined influences the way in which meaning is processed, interpreted, created and interrelated.

6. The way in which technology is used to mediate interaction patterns and possibilities between networks of participants influences the learning that takes place.

7. Arrangements of technologies and the way they are used can influence the sense of presence and community that are experienced.

(p. 1037-1041)

The seven premises converge in this context to highlight that technology is the tool in which mediation of learning occurs. Technology mediates learning by conveying information through varying modalities, by providing opportunities for collaboration, innovation, reflection, and experiential learning, all which are integral concepts for creative language teaching to result in meaning making, language attainment, and outcomes for EBLs (Bower, 2019; Song et al., 2019).

**Experiential Learning for Innovative, Reflective Teaching**

Experiential learning, according to Kolb and Kolb (2011) is “learning [that] is best perceived as a process, not in terms of outcomes” (p. 43). Furthermore, “the primary focus should be on engaging students in a process that best enhances their learning – a process that includes feedback on the effectiveness of their learning efforts” (Kolb & Kolb, 2011, p. 43). As a cognitive enterprise, the experiential learning approach is unique, and it can also be seen as a kind of philosophy needed to meet the varied demands of adult education (Miettinen, 2000). The two concepts at the core of experiential learning are experience and reflection (Miettinen, 2000). According to Girvan et al. (2015),
experiential learning is a broad concept that incorporates a range of learning methods, including problem and inquiry-based learning, and is derived from the work of Dewey, Piaget, and Vygotsky. The emphasis on a lived experience from which students can reflect, think, and act is at the heart of each.

Hondzel and Hansen (2015) explain that innovative environments engage people and increase achievement and agency by enabling and encouraging cross-fertilization of ideas, as well as problem-based critical thinking, which promotes self-initiated learning. This social and complex mechanism allows us to think of problem-solving solutions in a practical, experiential way, and it taps into our inherent abilities to create new ideas from old ones. Furthermore, the importance of using creativity in language teaching, combined with the use of experiential learning, supports the concept of learning as an active process (Kirkendall & Krishen, 2014). Additionally, an environment that includes technology-mediated tools can foster innovative practices that enrich experiential learning opportunities for both teachers and students. As a result, experiential learning fosters teachers’ creative language teaching through engagement and experience in the learning process (Kolb, 1984).

Experiential learning fosters reflective practice (Clarke & Hollingsworth, 2002). According to Girvan et al. (2016), experiential learning in teacher education will encourage teachers to explore innovative approaches and make desired curriculum improvements. Experiential learning for teachers is both a process of professional learning and a personal undertaking (Girvan et al., 2016). Furthermore, not only does this effort necessitate fresh and different perspectives on education, as well as the testing of new activities and the development of classroom practice, but it also necessitates an
emotional reaction as personal values are questioned (Bell & Gilbert, 1994; Girvan et al., 2016; Day & Sachs, 2004; Stoll, Harris, & Handscomb, 2012). Furthermore, imagination fosters objectivity and enhances the ability to take action, all of which are valuable skills when dealing with complicated social problems that necessitate advocacy (Eadie & Lymbery, 2007; Kirkendall & Kishen, 2014).

Experiential learning is a process of change for an individual (Girvan et al., 2016). Reflection is used as a tool for the process of change through professional learning, self-direction, and shared experiences (Minott, 2010). Collaboration as a means of reflection helps the educator and a critical peer to assess learning and recognize ways to improve practices in order to meet the needs of the students (Girvan et al., 2016). Conversation, collaboration, and observation, according to Fullan (2001), are important for teachers to make meaningful changes in their professional practice. Additionally, teachers’ individual and collaborative reflection on experiences is key to learning new practices (Van Driel & Berry, 2012). The development of a framework for specifically connecting reflection practices to planned improvements in professional practice is a challenge (Camburn & Han, 2015; Girvan et al., 2016). As such, reflection is a necessary component of establishing creativity into pedagogical practice (Razdorskaya, 2015). “Systematic monitoring of the educational activity, its reflection and timely creative pedagogical correction is an important precondition for improving the quality of teaching” (Razdorskaya, 2015, p.434). Thus, reflection is a core competency of experiential learning for creative language teaching (Razdorskaya, 2015; Song, et al., 2019).

According to Song and colleagues (2019), experiential learning for innovative EBL teachers is important and must promote the aim of assisting teachers in being
linguistically and culturally responsive, and therefore creative, in content teaching. A communal online space offers a safe learning community for teachers to interact, explore, observe, critically reflect, and learn how to teach at a meaningful level in order to foster creativity in EBL language teaching through self-inquiry and reflection on their teacher identities and instructional practices (Song, et al., 2019). In addition to content knowledge and pedagogies, teachers must use creativity in language teaching to give the social problem a face, language, and narrative, and to develop an emotional connection with their EBLs and their families (Kirkendall & Kishen, 2014). Furthermore, creativity in language teaching is instrumental for solution-oriented approaches to multifaceted social issues (Eadie & Lymbery, 2007; Kirkendall & Kishen, 2014; Moxley et al., 2012). Finally, creative language teaching as technology-mediated teaching and learning is a cornerstone for teachers of EBLs to provide Linguistically and Culturally Responsive Content Teaching (LCRCT) as discussed in the following section.

**Linguistically and Culturally Responsive Content Teaching**

Scholars agree that the most effective teaching for EBLs applies Linguistically and Culturally Responsive Content Teaching (LCRCT) practices (Kim et al., 2018; Lyndsey, et al., 2007; Lucas & Villegas, 2010; Song, 2016, 2019; Song & Simons, 2014). This case is especially true for teachers, who have had little or no preparation for teaching EBLs (Russell, 2015). The linguistically and culturally responsive content teaching (LCRCT) framework is examined, as a construct to assist teachers of EBLs to attain and apply creative, content, content discourse, and content pedagogical competencies to their own teaching to provide equitable and effective learning outcomes for EBLs. Developed
by Song in 2017, the LCRCT framework is a two-dimensional and nine-construct design framework (See Table 2).

The LCRCT framework provides the research context for nine interrelated features that are effective for the LCRCT of EBLs (Song et al., 2019). The two dimensions and nine constructs are organized around three processes or “how-to actors” (Song et al., 2019). The first dimensional features include the content, content discourse, and content pedagogical competences. The second dimension is the meta [cognitive] content or “how-to actors,” which explains the relationship to the first dimension: (1) acquire and demonstrate knowledge in depth; (2) develop and apply conceptual and procedural demands; and (3) examine and develop cross-cultural and socio-political beliefs (Song et al., 2019). The LCRCT framework builds upon prior research on creative language teaching, content, and pedagogical competencies. The LCRCT framework includes content registers and discourses, socio-politically just beliefs, and funds of knowledge of EBLs and their families (Acguirre et al., 2012; Austin, 2009; Flores & Garcia, 2013; Gee, 2016; Janzen, 2008; Jones & Richards, 2016; Kim et al., 2018; Liggett, 2014; Lucas & Villegas, 2013; Moll, 2015; Richards, 2013a; Schleppegrell, 2009; Song, 2014, 2019; Song, et al., 2019; Turner & Drake, 2016).

The goal of the LCRCT is to develop a generation of teachers who are able to use innovative, divergent, and critical thinking skills as a result of ‘learning by doing’. These skills include reading, studying, evaluating, and reflecting, as well as collaborating to become creative teachers (Ebsworth et al., 2004; Harford & MacRuaire; Song et al., 2019; van Es, 2012). As Kim, Song, & Coppersmith (2018) explain, beyond the traditional English-only and American culture-only approach, it is critical to build on
students' linguistic and cultural experiences in pedagogy in order to become innovative EBL teachers. They identify linguistically and culturally responsive content (LCRC) teachers as those who (1) demonstrate content knowledge through novel, unpredictable, appropriate content discourse and pedagogy, and teach in a linguistically and culturally responsive manner, (2) respect students' diverse backgrounds, and (3) represent the sociocultural and political identities of EBLs. Teachers of Emergent Bilinguals need to acquire and develop content-related competencies as well as how to address these competencies in their content teaching to deliver linguistically and culturally responsive content teaching (LCRCT) for EBLs’ academic achievement (Song, 2019).

Janzen’s (2008) review on the necessity of teachers’ professional learning on academic language teaching for EBLs states several objectives. The objectives emphasize: (a) teachers need to learn about the language of the content; (b) teachers need to know how to seamlessly integrate language and content; (c) be aware of and understand teacher perceptions of cultural diversity and attitudes toward EBLs; and (d) apply the knowledge base learned from professional learning to the teachers’ actual teaching. English language educators need to create a classroom culture that supports and welcomes students from varying linguistic and cultural backgrounds (Richards et al., 2007). Culture encompasses many aspects that directly influence teaching and learning in diverse school settings (Gay, 2001). Gay (2002) explains, "Culturally responsive teaching is using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (p. 106).

Over the past 15 years, numerous studies have examined culturally responsive teaching and/or the development of teachers’ cultural competence; however, only a
limited body of research explored linguistically responsive teaching and/or the
development of teachers’ linguistic competence (Lucas & Villegas, 2010; Slapac et al.,
teaching EBLs is different from the one for teaching students of culturally diverse
backgrounds; moreover, culturally responsive teaching alone does not meet the needs of
EBLs. Lucas and Villegas (2010) indicate that teachers of EBLs are insufficiently
prepared in the principles of culturally responsive teaching if they do not also explicitly
address language. Additionally, classroom teachers need to understand the links between
language and education, as well as the importance of those links for EBLs.

A growing number of researchers concur that both linguistically responsive and
culturally responsive teaching approaches are required to provide effective instruction to
EBLs (González, et al., 2005; Kim, et al., 2018; Lucas & Villegas, 2010; Nguyen &
Commins, 2014; Slapac et al., 2016; Song, 2016, 2019; Song & Simons, 2014). Agar
(2002) argues that the concept of culture is not sustainable without language, referring to
this congruence as “languaculture.” The concept of languaculture is evident in the
development of the LCRCT framework developed by Song in 2017 and published by
Kim et al. in 2018. In addition, Lucas et al. (2008) assert language “cannot be separated
from what is taught and learned in schools” (p. 362). Since language teaching is integral
to learning for EBLs, the following subsection addresses raciolinguistic ideologies and
diversity in the context of schooling.

**Raciolinguistic Ideologies and Diversity**

The LCRCT framework includes the requirement that EBL creative language
teachers explore and cultivate cross-cultural and socio-political beliefs. (Gee, 2016; Song,
et al., 2019). In a previously section, this paper shares Gee’s (2016) explanation of the role of situated meaning and situated identity in creative language learning and teaching. This section will address raciolinguistic ideologies and diversity in education. Despite the perceived thread of language plurality in American society, Flores and Rosa (2015) posit that there is near-universal consensus among language education scholars about the validity of minoritized linguistic activities. Language scholars concur that African-American English, referred to AAVE, is a variety of English with comparable linguistic patterns to Standard English (Delpit, 2006; Flores & Rosa, 2015). Language research also demonstrates the importance of bilingual education that draws on, rather than erases, immigrant children’s native languages. (Cummins, 2000; Flores & Rosa, 2015).

According to Flores and Rosa (2015) subtractive approaches to language diversity are stigmatizing and lead to educational inequity. However, the discourse of appropriateness in additive approaches to language education lead to untrue assumptions (Flores & Rosa, 2015). Flores and Rosa (2015) contend that many additive approaches also make assumptions about what constitutes appropriate, standardized English and may be construed as racialized. Moreover, Flores and Rosa (2015) argue discourses of appropriateness involve:

the conceptualization of standardized linguistic practices as objective sets of linguistic forms that are understood to be appropriate for academic settings. In contrast, we seek to highlight the racializing language ideologies through which different racialized bodies come to be constructed as engaging in appropriately academic practices (p. 150).
Flores and Rosa (2015) explain how these conceptualizations are rooted in raciolinguistic philosophies that conflate those racialized bodies with linguistic impairment that has little to do with any objective linguistic experience. Flores and Rosa (2015) argue that, even when participating in structured or normative language patterns from the assumed privileged culture, raciolinguistic ideologies subject speakers to being seen as deficient in their language use. For example, when a speaker uses his/her English, dominant English speakers may construe his/her speaking of English as deficit because his/her English is different from the named or standardized English (Aguirre et al., 2012; Flores & Rosa, 2015;). Raciolinguistic ideologies have an impact on the education of Emergent Bilinguals that need to be addressed to sustain linguistic and culturally sustaining pedagogies (Flores & Rosa, 2015).

When taken in the context of teaching and learning, teachers of EBLs need to develop a mindset that embraces heteroglossic language ideologies (Flores & Rosa, 2015; Garcia, 2009; Gee, 2016; Song, 2019). “In this framework, languages are seen as interacting in complex ways in the linguistic practices and social relations of multilingual people” (Flores & Rosa, 2015, p. 154; Garcia, 2009). This viewpoint challenges static language (English-only, privileging monolingualism) and acknowledging [heteroglossic] languaging as “dynamic phenomenon” that intersects with the identity of the speaker (Flores & Rosa, 2015, p. 154; Garcia, 2009). “A critical heteroglossic perspective legitimizes the dynamic linguistic practices of language-minoritized students” (Flores & Rosa, 2015, p. 167). Furthermore, it raises mindfulness about the intersectionality of language and power to provide a beginning for considering alternative approaches and constructs (Flores & Rosa, 2015). Flores and Garcia (2013) are not advocating for EBLs
to forgo engaging in normative language practice but instead the impetus is on society to recognize and embrace an asset-based mindset. Song and colleagues concur and underscore the importance of LCRCT competencies for teachers of EBLs that embrace an asset-based mindset and that require examining and developing cross-cultural and sociopolitical beliefs to provide equitable teaching for EBLs (Song et al., 2019).
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<thead>
<tr>
<th>Table 1</th>
<th>Two-dimensional Linguistically and Culturally Responsive Content Teaching Framework</th>
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<tr>
<td></td>
<td>Content Competence</td>
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<tr>
<td>Acquire and demonstrate knowledge in depth</td>
<td>➢ Demonstrate knowledge of content language system and sociolinguistics (Richards, 2013).</td>
</tr>
<tr>
<td>Develop and apply conceptual and procedural demands</td>
<td>➢ Apply content knowledge to the actual teaching with reasoning, inferencing, and collaborative reflecting (Janzen, 2008).</td>
</tr>
<tr>
<td>Examine and develop cross-cultural and sociocultural identity</td>
<td>➢ Examine the situated identity of EBLs for language</td>
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Coaching as a Facilitative, Collaborative, and Dialogic Tool for EBL Teachers

Both researchers and educators’ demand for further job-embedded professional development began to appear in the late 1970s and early 1980s (Sparks & Loucks-Horsley, 1989). Joyce and Showers (1981), early pioneers in educational coaching, use the term “coaching for application” and describe coaching as a collegial approach that incorporates an observation and feedback cycle for improving teacher mastery of curricular skills and strategies, setting attainable and timely goals. For Lindsey, et al. (2007), coaching is a method for one person to control and mediate the thoughts and behaviors of another. Influence may be instructive or reflective in nature. Dedicating a person to work directly with educators in their own classrooms by providing a bridge between newly learned information and effective, sustained classroom implementation is one method of delivering effective PD services (Denton & Hasbrouck, 2009; Wood & McQuarrie, 1999).

The National Staff Development Council (NSDC) (2009) acknowledges the role of coaching in developing teacher capacity. The NSDC asserts that when teachers have access to coaches for help in enhancing their classroom teaching, and then evaluate how their learning and teamwork impacts student achievement, systemic change occurs. (Hirsch, 2009). Coaching is often framed as a method for systemic change as it “builds
collective capacity” for staff to adopt and support new initiatives and practices through extended professional learning (Mangin & Dunsmore, 2015). Coaching offers the type of ongoing, contextualized support that has an impact on teacher learning and practices (Darling-Hammond & Richardson, 2009; Knight, 2009). According to a number of researchers, a compelling rationale for coaching is professional development must be ongoing, deeply rooted in teachers' classroom work with children, and unique to grade-level or academic material (Russo, 2004).

According to Aguilar (2013), coaching is a form of professional development that not only uncovers educators' greatest strengths, but also builds successful teams, cultivates compassion, and helps educators become emotionally resilient. Aguilar (2013) asserts coaching is the most effective way for people to learn. Professional learning is the product of both externally provided and job-embedded services that increase teachers' understanding and assist them in improving their instructional practice in ways that facilitate student learning (Darling-Hammond et al., 2017). According to Lyndsey et al. (2007), student performance is affected when coaching is a collective process and coaches, peers, and teachers use structured, reflective conversation to discuss their own assumptions, views, learning, and behaviors. Most notably, Lyndsey et al. (2007) emphasize that when coaches serve as mediators for others' self-directed learning and thinking, coaching provides the opportunity to redirect this thinking toward values, beliefs, and behaviors that enable successful cross-cultural interactions, ensuring an inclusive environment for learners, their parents, and all community members.

Research strongly supports job-embedded professional learning by offering coaching support to transform teaching practices for teachers; however, the recognition
for the need specifically for coaching for teachers of EBLs is less prevalent in the literature (Russell, 2015). Eisenberg et al. (2017) contend that these challenges include, but are not limited to: (1) the current sociopolitical environment, (2) support for resource distribution at the school and district levels (i.e., the expense of providing coaching support), (3) conflicting school and district initiatives (i.e., time), (4) trained staff to act as teachers' coaches, and (5) individual teacher awareness of the need for coaching.

Pennycook (2016) claims that English language teaching is inextricably linked to multiple power relationships. From colonialism to today's globalization, the English language has retained its sociopolitical strength and influence. Furthermore, the English language is linked to national economic success and individual economic well-being; its widespread use often leads to major social, political, and economic disparities. (Tollefson, 2000). These inequalities, according to Pennycook (2016), arise when non-normative or uniform English variants such as dialect, accent, and locality are spoken and viewed as subtractive by the power culture elite. Although English is globally widespread, not all speakers of English merit the same socio-political power partly due to elitist ideologies. Pennycook (2016) adds that EBL teachers need to understand this aspect because the classroom is a microcosm of the larger society. English learner teachers have an opportunity to embrace multilingualism, for instance the philosophy and pedagogy of translanguaging (Garcia & Wei, 2014), which values the resources that multilingual speakers bring and builds upon strengths to learning English or any other language.

Other challenges often found at the district and school level for coaching for EBLs include the cost of coaching, time to meet the demand of many other initiatives,
and availability of qualified personnel to deliver the coaching. However, Knight (2016) shares, “One study found that instructional coaching is between 6 to 12 times more expensive than traditional approaches to professional development” (p. 3). Research reveals that coaching is the most effective form of professional development; however, coaching initiatives must maximize the time that coaches spend working with teachers to improve instruction and eliminate the additional administrative duties that are frequently assigned (Kane & Rosenqust, 2019).

An additional challenge for coaching for teachers is when teachers resist coaching as a form of professional development. According to Musanti and Pence (2010), resistance to coaching stems from a long history of seclusion within the classroom walls, which is profoundly embedded in school culture. Teachers feel exposed, insecure, and helpless when this pattern is broken. Time and scheduling are serious issues that schools must tackle, but mindsets that come into play between coaches and teachers may be even more important but are seldom addressed (McClure & Cahnman-Taylor, 2010).

Quintero (2019) argues that coaching EBLs differ in who they prefer to hire, for example, excellent teachers within the school who serve as experts, or peers or mentors versus outside consultants brought in to institute reform. Whether the coach relies on peer collaboration or assumes the position of an "expert" guiding teachers, and whether the program focuses on content and effective strategies or the development of character and culture programs in the school. The coaching approach depends on whether the coach relies on peer collaboration or assumes the role of an “expert” directing teachers, and whether the program focuses on content and effective strategies or directing teachers, and
whether the program focuses on content and effective strategies or the improvement of character and culture initiatives in the school.

**Three Approaches to Coaching**

According to Denton and Hasbrouck (2009), many implementations of job-embedded coaching are essentially blended approaches based on the situational need of the school. One illustration of such situational need is the presence of coaches providing a variety of services. Coaching often includes observing lessons, offering teaching feedback, modeling teaching strategies, advising, and supporting planning. Additionally, coaching services may include co-teaching, collecting and working with assessment data, problem solving, conducting workshops, and facilitating teacher book study groups, and assisting teachers with classroom management. Coaches may also be involved in developing and monitoring school improvement plans and assisting with the design of systemic and organizational changes (Dole, 2004; Hasbrouck & Denton, 2005; International Literacy Association, 2015). Coaches may also be responsible for personnel management, assessment, and other administrative responsibilities such as data collection and analysis, as well as managing classroom instructional tools. (Denton & Hasbrouck, 2009). According to Aikens and Akers (2011), coaching approaches in education are used with varying degrees of attention, time, and meaning depending on the school's situational needs. One or more of the three coaching approaches that are extensively employed in schools characterize blended coaching: **directive, facilitative, and dialogical** (Knight, 2017a). Most models of coaching in education typically fall within one of the three categories or the mixed use of directive, facilitative, or dialogical coaching approaches.
The **directive coaching approach** casts the role of the coach as an expert, and the goal is to change teachers’ behaviors by focusing on a predetermined practice or strategy (Aguilar, 2013; Duessen, et al., 2007; Knight, 2017c). Directive coaching works from the premise that the teachers do not know how to apply the activities and strategies they are studying. It is more about the fidelity of teachers implementing the practice or strategy in a prescribed manner in every classroom (Knight, 2017c). The directive coaching approach presents and shares the coaches’ expertise and often provides resources, makes suggestions, model lessons and teaches how to do something, and offers constructive feedback (Ali et al., 2018; Knight, 2017a). Knight (2017c) cautions, however, that when teachers are committed to learning a new technique or program, it can be effective. Directive coaching, on the other hand, has a tendency to de-professionalize teaching by reducing teacher competence and autonomy, and as a result, it often elicits opposition. According to Ali et al. (2018), directive coaching rarely leads to learning sustainability or internalization. Many literacy coaching models follow a directive coaching approach. Other researchers, notably Knight (2017a), Heineke (2013), and Ippolito (2010) highlight the necessity of achieving a balance between facilitative and directive coaching approaches, creating learning opportunities for teachers, and fostering supportive partnerships while making clear recommendations for instructional activities that result in student learning.

In the **facilitative coaching approach**, coaches view the teachers as collaborative, equal partners (Knight, 2017a). The relationship between the coach and the coachee in this approach must be one of cooperation in effort, honesty, security, and with minimal pressure. (Whitmore, 2003). Facilitative coaching is rooted in the premise of
teacher-focused goals of learning new ways of thinking through introspection, study, observation, and trial and error (Aguilar, 2013). Ali, et al. (2018) share, “Facilitative coaching avoids sharing expert knowledge” (p. 509). Instead facilitative coaching focuses on enhancing their [teachers’] present knowledge, skills, and beliefs in order to learn new knowledge, skills, and beliefs that will serve as the basis for future actions (Ali, et al., 2018).

In the **dialogical coaching approach**, both coach and teacher focus on the “coaching space” to create a reflective space (Cavanaugh, 2005; Muetzelfeldt, 2005). This coaching approach is not about providing expertise to a teacher. Rather it is about helping the person to learn and grow (Muetzelfeldt, 2005; Weiss, 2004).

According to Knight (2017), the coach in dialogical coaching does not provide advice. The coach does share possible strategies with teachers, but the teachers eventually decide whether to try the strategy or another one to meet the goal they have established. In the context of teaching and learning, the dialogical coach integrates lesson-planning, reflection, skills, and attributes into the coaching process, and teachers are the decision makers (Muetzelfeldt, 2005). The focus of dialogic coaching remains on the implementation of the “goal” and not the expertise or opinion of the coach. Table 1 illustrates the three approaches to coaching.

**Table 2**

*Three Approaches to Coaching*

<table>
<thead>
<tr>
<th>Directive</th>
<th>Facilitative</th>
<th>Dialogical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach’s expertise is the focus of the coaching session.</td>
<td>Coach does not share expertise.</td>
<td>Coach dialogically shares expertise when appropriate.</td>
</tr>
<tr>
<td>Coach does most of the thinking.</td>
<td>Teacher does most of the thinking.</td>
<td>Coach and teacher think together.</td>
</tr>
</tbody>
</table>
GUIDED ONLINE COACHING

<table>
<thead>
<tr>
<th>Strategy-focused goal</th>
<th>Teacher-focused goal</th>
<th>Student-focused goal</th>
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*Note. J. Knight (2017)*

The facilitative and dialogic coaching approaches are key constructs within the Cognitive Coaching model as discussed in the following section.

**Cognitive Coaching**

Guided online coaching has adopted cognitive coaching’s three steps (Costa & Garmston, 2002; Costa et al., 2015) developed for staff development. Costa and colleagues (2015) explain that the development of the cognitive coaching model draws from the research from many fields. The initial development of cognitive coaching in 1984 originates from Cogan et al.’s (1973) study of clinical supervision and the need to change the supervisory role to one that is instead collegial and mutually respectful. The roots of cognitive coaching are grounded in curriculum and instructional theories, systems theory and psychology, and executive processes. The model also includes influences from adult development, metacognition and intelligence, teacher decision making, and neurolinguistics. The model’s current evolution draws from Feuerstein and colleagues (2014) mediated learning experience, that is, Individuals' ability to transform and change themselves in the context of greater adaptability and the use of elevated mental processes is driven by human collaborations (Feuerstein et al., 2014). Costa and colleagues (2015) share “cognitive coaching model is a form of dialogue that provides a space for self-reflection, for revising and refining positions and self-concepts” (p.4). Furthermore, cognitive coaching is a nonjudgmental, evolutionary, reflective framework originating from a combination of cognitive theorists' psychological orientations and humanists' interpersonal bonding. It is based on current brain science, constructivist learning theory, and best-practice learning strategies (Costa, et al., 2015). Knight (2009)
defines cognitive coaching as the process that coaches apply to develop the thinking practices of teachers. The cognitive coaching process entails training the coach to become a self-directed learning mediator. The aim is to cultivate coaching skills in creating and posing questions with the aim of engaging and changing teachers' thinking processes. The coach develops a dynamic pattern of listening, responding, and inquiring during a dialogic conversation that promotes teacher self-assessment and reflection (Costa et al., 2015). Listening not only for the substance of what is said, but also for the sense of what is said is part of cognitive coaching. (Ellison & Hayes, 2009; Knight, 2009).

The cognitive coaching model embodies the belief that humans create their own meaning through reflections on experiences and collaborative interactions with others. The idea is that the intellect continues to develop throughout a person’s lifetime and is self-directed learning, self-managing, self-monitoring, and self-modifying. Cognitive coaching embraces the appreciation for individuality that includes styles, beliefs, preferences, developmental levels, culture, and gender. In addition, it involves the commitment to learning for self and others, resistance to complacency, service to others, and devotion to enhancing others’ interdependence and learning (Costa et al., 2015).

Costa and Garmston (2002) state that cognitive coaching, as a method of teacher professional growth, improves the ability to recognize fundamental principles that motivate and guide action by analyzing common patterns of practice. Cognitive coaching assumes that humans seek learning and growth as inherent parts of their being and presumes resourcefulness and sufficiency in others. Successful cognitive coaching aims for the individual to be holonomous. Holonomy is the capacity to be part of a whole, while still maintaining a unique identity (Costa & Garmston, 2002). For Costa and
Garmston (2002), “holonomy is both a goal and an idea: a vision towards which humans and organizations forever strive” (p. 123).

One goal of cognitive coaching is student learning (Costa et al. 2015). Hattie (2003) argues that improving student learning depends on the expertise of the teacher. Hargreaves and Fullan (2012) find that teacher expertise is contingent on a collaborative environment in the school community. Leithwood et al. (2004) believe that the school community is dependent on the skills and attitudes of its educational leadership. All of these factors characterize cognitive coaching, and they are pivotal to growing teachers and leaders’ expertise in a collaborative environment that produces outcomes. The key is to focus on the "results of enhancing others, who, in turn, achieve maximum growth in students' acquisition of desired outcomes" (Costa et al., 2015, p. 5). The application of knowledge about teacher cognition and includes conversations through coaching and psycholinguistics to change teacher instructional behaviors (Costa & Garmston, 2015; Garmston et al., 1998). The general premise of cognitive coaching is that teachers need and want support, which enhances their intellectual capacities while boosting the students’ intellectual abilities and learning. Research supports coaching as a means of furthering professional development, citing feedback as key to learning and an essential part of cognitive coaching. Cognitive coaching posits that beginning teachers need mentors, and coaching conversations support their learning. Cognitive coaching develops positive interpersonal relationships that promote positive and productive school cultures and facilitate the process of working as a team, and improves the school system overall (Costa et al., 2015).
Individuals and workplace environments that value reflection, complex thought, and transformational learning benefit from cognitive coaching. (Ellison & Hayes, 2009; Knight, 2009). Cognitive coaching, according to Ellison and Hayes (2009), offers the framework and expectation for reflective practice. Stelter (2009) describes coaching as a process in which the aim is to build moments of awareness and understanding by establishing conditions for a "reflective space."

**Three Steps of Cognitive Coaching**

Cognitive coaching is a constructivist construct that functions from a facilitative and reflective approach centered on building teacher-learning capacity through a continuous cyclic process (Costa et al., 2015). It follows a three-part continuous cycle of learning. The cycle is a combination of planning and reflection and is a recurring process for learning. Its steps are described below.

1. **Planning:** In this step, the coach serves as a mediator by having the teachers clarify their goals. In this part, the teachers define performance metrics and a strategy for gathering proof of learning. The teachers anticipate their approaches, strategies, and decisions and share their means of monitoring them.

2. **Observation:** In this step, both the teacher and the coach observe for student success and the application of approaches, strategies, and decisions.

3. **Reflection:** In this final step, the coach acts as a mediator for the teachers’ analysis of the reflection process. It involves the teachers’ summarization of impressions and recall of supporting information. The object of the reflection is to compare, infer, and determine cause-and-effect relationships by
analyzing causal factors and comparing, inferring, and determining cause-and-effect relationships. (Costa et al., 2015).

Additionally, the coach mediates by ensuring that the teacher applies the construction of new learning, commits to the application of this learning, and reflects on the coaching process (Costa et al. 2015).

Each part of the cycle is conducted before, during, and after an observation of a goal-directed event. Goal-setting and assessing the steps to be taken, as well as data to be tracked, obtained, and interpreted, are all part of this learning process, which leads to reflection and revision of actions and the establishment of new objectives. (Costa et al., 2015). Cognitive coaching is reflective coaching as it involves teachers to participate in a collaborative inquiry about teaching as a means of improving teaching practices through reflection. (Butler et al., 2004; Costa & Garmston, 2005). Mediated coaching is the ultimate goal of cognitive coaching, with the teachers’ eventual internalization of learning, reflection, and self-coaching (Costa et al., 2015).

**Developing Conceptual Framework for Guided Online Coaching for EBL Teachers**

The conceptual framework for Guided Online Coaching emanates from a vast body of research (i.e., on improving teachers’ effectiveness) that spans decades. It includes “learning by doing” (Dewey, 1916), mediated learning (Feuerstein, et al., 2014), facilitative and dialogic coaching approaches (Knight, 2017a), cognitive coaching (Costa et al., 2015), creativity (Richards, 2013a) and LCRC teaching (Song, 2016).
Theoretical Background of Guided Online Coaching for Teachers of EBLs

**Experiential Learning**

Experiential learning, according to Kolb and Kolb (2011), is "learning that is better viewed as a mechanism rather than in terms of results" (p. 43). They go on to suggest that the primary focus should be on including students in a process that enhances their learning and offers feedback on the effectiveness of their efforts. As a cognitive enterprise, the experiential learning approach is unique, and it can be seen as a kind of philosophy needed to meet the varied demands of adult education (Miettinen, 2000). The two concepts at the core of experiential learning are experience and reflection (Miettinen, 2000). Derived from the work of Dewey, Piaget, and Vygotsky, Girvan et al. (2016), posit experiential learning is an umbrella term that encompasses a variety of learning approaches, including problem and inquiry-based learning. “Yet at the center of each is a focus on a lived experience upon which learners can reflect, think and act” (Girvan et al., p. 130).

Experiential learning has replaced traditional professional development in favor of PD that fosters reflective practice (Clarke & Hollingsworth, 2002). According to Girvan et al. (2016), experiential learning in teacher professional development will encourage teachers to explore innovative approaches and make desired curriculum improvements. Experiential learning in professional development for teachers is both a process of professional learning and a personal undertaking (Girvan et al., 2016). Furthermore, not only does this effort necessitate fresh and different perspectives on education, as well as the testing of new activities and the development of classroom
practice, but it also necessitates an emotional reaction as personal values are questioned. (Bell & Gilbert, 1994; Day & Sachs, 2004; Girvan et al., 2016; Stoll et al., 2012).

Experiential learning is a transformational method for a professional development participant (Girvan et al., 2015). Reflection is used as a tool for the process of change through professional development, self-direction, and shared experiences (Minott, 2010). Collaboration as a means of reflection helps a practitioner and a critical peer to assess learning and recognize ways to improve practices to better address the needs of students (Girvan et al., 2016).

Fullan (2001) identifies conversation, collaboration, and observation as critical for teachers’ effective change in professional practice. Additionally, teachers’ individual and collaborative reflection on experiences is key to learning new practices (Van Driel & Berry, 2012). The development of a framework for specifically connecting reflection practices to planned improvements in professional practice is a challenge. (Camburn & Han, 2015; Girvan et al., 2016).

Coaching provides a structure in which colleagues work collaboratively to learn new skills; to exchange ideas; to teach one another; to perform classroom research; to expand, refine, and create new skills; to share ideas; to teach one another; to improve, refine, and develop new skills; or to resolve workplace issues (Robbins, 1991). Coaching is typically formative in nature, teacher-led, informal, and unique to instructional practices (Gray, 2018). Coaching, according to Robbins (1991), aims to reduce teacher isolation, develop collaborative norms to enable teachers to share and receive ideas and assistance, create a forum for solving instructional problems, share successful practices, transfer workshop training to the classroom, promote the teacher as researcher, and
facilitate reflective practice. In addition, coaching provides job-integrated, long-term experience.

Two approaches, Facilitative and Dialogic

A reflective or responsive coaching approach is synonymous with a facilitative coaching approach. Coaching for reflection is a joint effort between the coach and the teacher, and the coaching is teacher-centered (Heineke, 2013; Ippolito, 2010). The facilitative coaching approach is most often associated with the cognitive coaching model. Both include teachers discovering and improving their behavior by promoting reflective activities and directing them toward self-directed learning (Ali et al., 2018).

Dialogic coaching involves thinking with someone. Dialogical coaching is not a top-down approach but one that maintains its focus on student learning, student-oriented goals, and effective teaching to meet both teacher and student needs (Knight, 2017c). According to Knight (2017b), in order to be fully involved in conversation, coaches must encourage the collaborating teacher to do the majority of the talking and thinking for true participation in problem solving, enabling the teacher to build solutions. This coaching method is based on establishing a shared, reflective space in which one may share his or her reflections with others and reflect on what others have said and commented on (Stelter, 2014). In recent years, some coaching models have begun embracing this approach, including Song’s (2014; 2019) guided online coaching model and Knight’s (2017) instructional coaching model. Regardless of the coaching approach taken, one commonality involves the following three facets: (a) pre-observation planning, (b) observation, and (c) feedback with reflection (Muetzelfeldt, 2005). Guided online coaching applies both facilitative and dialogic coaching approaches.
Three Coaching Steps from Cognitive Coaching

To provide effective professional development for teachers of EBLs, Song (2014) introduces the guided online coaching model to influence facilitative and reflective teaching practices. Guided online coaching is a facilitative and dialogic coaching approach, and it blends the components of coaching approaches in cognitive coaching (Costa et al., 2015; Knight, 2018). The term “guided” or “collaborative” coaching initially appears in the early literature by Joyce and Showers (1996) to describe their peer coaching model. Guided or collaborative coaching models include modifications of the following practices: (1) conversations between a teacher and a coach aimed at creating a collegial relationship, building trust, and recognizing potential areas of collaboration; (2) conferences between the coach and teacher prior to trying out new practices or scheduling lesson observations; (3) observations of demonstration lessons taught by the coach; coach’s observation of an aspect of a lesson identified by the teacher; a lesson they co-teach and discuss; (4) reflective conversations following the observations or teaching; and (5) establishment of new plans or goals (Coskie, et al., 2005; Costa & Garmston, 2002; Joyce & Showers, 1996).

A primary goal of guided online coaching, similar to cognitive coaching, is to improve teachers' metacognitive ability through self-reflection and collaborative coaching (Song, 2014). Costa and colleagues (2015) define metacognition as a teacher's ability to actively "stand outside themselves" and focus on themselves when managing teaching. John Dewey (1933) defines reflection as “turning a subject over in the mind and giving it serious consecutive consideration. It enables us to act in a deliberate and intentional fashion” (p. 3). People who collaborate work together as equal partners to accomplish
goals and learn from and from one another, with the intention of promoting self-directed learning. (Costa et al., 2015). Similar to cognitive coaching, the guided online coaching cycles involve goal setting, learning, collaboration, feedback, and reflection. A guided online coach, similar to cognitive coaching, helps teachers prepare, deliver, reflect, and solve problems. The coach builds trust, pauses, acknowledges paraphrases, summarizes, and questions to help teachers apply their professional learning (Costa & Garmston, 2002; Song, 2016).

However, guided online coaching is distinct from other coaching models in terms of its focus on encouraging collaboration, feedback, and reflection among peers. From the perspective of the peer coaching model, guided online coaching stresses collaborative and collegial relationships among peers. Nonetheless, in contrast to the peer-coaching model, guided online coaching incorporates feedback and reflection as a critical component of the coaching process (Joyce & Showers, 1996; Song, 2016). Teachers' ability to reflect on their own teaching competence is crucial for their professional development and growth (Schön, 1983; Tripp & Rich, 2012). Tripp and Rich (2012) define “reflection as a self-critical, investigative process wherein teachers consider the effect of their pedagogical decisions on their situated practice with the aim of improving those practices” (p. 678).

Like Cognitive Coaching, the Guided Online Coaching cycles are designed to improve the decisions teachers make about their instruction in order to improve student achievement and engagement. According to research, teachers who receive coaching after professional development are more likely to implement new teaching methods with a higher level of consistency than teachers who do not receive coaching (Cornett & Knight,
In addition, the three cycles of guided online coaching happen at the technology-mediated communal spaces. Guided Online Coaching encourages collaboration, feedback and reflection among peers. In the vein of the Peer Coaching model, Guided Coaching stresses collaborative and collegial relationships among peers, however, unlike the Peer Coaching model; Guided Coaching incorporates feedback and reflection as a critical component of the coaching process (Joyce & Showers, 1996; Song, 2016). The three Guided Coaching cycles allow teachers to evaluate their lesson plans and reveal the assumptions that underpin them. (Sherris et al., 2007).

The first cycle, preconference, is a coach and a teacher beginning a discussion. They determine the lesson's performance indicators and specific lesson objectives. Then to foster and develop a spirit of inquiry, curiosity, and creativity, the coach and the teacher ask questions and express concerns (Song, 2016). The teachers submit lesson plans that include content and language objectives as well as instructional and assessment strategies. They address the lesson's intangibles, such as teacher self-observations of classroom environment, teacher beliefs, and impressions of EBLs' learning. (Costa & Garmston, 2002; Sherris et al., 2007, Song, 2016).

The second cycle, observation is the coach observation occurs using teaching videotapes from the first cycle's planned teaching, which include meaningful exercises, supplementary resources, and assessments. Following this videotaped observation, the coach provides feedback and the teacher self-evaluates and reflects on his or her own instruction (Costa & Garmston, 2002, 2015; Knight, 2018; Song, 2014). Guided Coaching adheres to mediated learning. Mediated learning is important to the coaching process because as the teacher becomes self-regulated, autonomous, and innovative, the
coach's position shifts from information provider to learning facilitator. (Presseisen & Kozulin, 1992).

The third cycle, postconference, is the coach and the teacher meet following the observation with data (i.e., coach observation tools, videotaped teaching, instructor’s feedback, and teacher’s self-assessment and reflection). The information is used to spark dialogic discussions about the strengths and shortcomings of the teaching, with the aim of figuring out whether a specific aspect of a lesson is can be improved. The data is often used to deconstruct fundamental assumptions about teaching and learning (such as bias, texts, frames, viewpoints, habits of mind, and practice routines) and determine if these assumptions are obstructing or encouraging the delivery of the instruction (Sherris et al., 2007). Through exploring aspects of the new learning and finding other potential ways to organize before conferring at the next pre-conference meeting, the coach assists the teacher in identifying ways to develop professional self-reflection for the next coaching cycle, advancing toward a new mindset (Sherris et al., 2007; Song, 2014; Taggart & Wilson, 2005). Song (2014) puts forward “The goal of the guided coaching is not to evaluate teachers’ teaching performance, but to facilitate and support their reflective teaching practice just like in cognitive coaching” (p. 59).

**Creative Technology-mediated Coaching for Teachers of EBLs**

According to Alavi and Leidner (2001), technology-mediated learning occurs when advanced technological tools are used to mediate the learner's experiences with learning content, peers, and/or teachers. Online learning environments necessitate a safe, technologically facilitated learning environment that encourages self-reflection and input through a facilitative, dialogic approach. (Song, 2014, 2019). According to Iftakhar
(2016), a virtual space is beneficial in terms of allowing teachers in work groups to connect with one another, watch presentations or videos, interact with other members, and use tools.

These types of learning environments include web-based and media platforms that include, for example, Canvas, Kaltura, VoiceThread, Swivl, and Google Drive technologies. The guided online coaching model adopts experiential teaching and learning within an LMS (Kim et al., 2018).

**Three Cycles in Guided Online Coaching**

To reiterate, the three guided online coaching comprises three cycles. The first cycle, *pre-conference*, allows for a virtual meeting online between the teacher and the coach/supervisor. This first part entails a planning conversation, including scheduling for the videotaping of the lesson. This planning conversation transpires in a technology-mediated LMS. An LMS is a program for managing, documenting, monitoring, reporting, and delivering educational classes, training programs, or learning and growth programs. (“Learning Management,” 2021). The Canvas LMS is a web-based platform designed to “encourage student-teacher interactions as a way to enable connected, autonomous, and interactive learning” (Canvas, n.d.). A goal of Canvas LMS is to make available a space for teachers, students, and peers to create an online community that promotes encounters similar in scope to face-to-face interactions (Canvas, n.d.). Coaches mediate by having the teacher: (a) clarify goals, (b) identify specific success indicators and concerned areas with a strategy for obtaining data, (c) a strategy for approaching, strategizing, and making decisions, and (d) a personal learning emphasis or goal (Costa et al., 2015; Song, 2016, 2019). This part of the cyclic process should be accessible, transparent, communicative,
and transparent (Sherris et al., 2007), and this conversation ensues at the Discussion Board (DB) in Canvas.

The second cycle, *observation*, occurs from a teaching video and entails both the teacher, peers, and coach observing the uploaded video for indicators of student success and the approaches, strategies, and decisions previously discussed during the pre-conference (Costa et al., 2015; Song, 2016, 2019). Video technology provides teachers with opportunities to review and discuss their own and peers’ teaching practice. Zhang, et al. (2011) suggest that teachers use their own video to collaborate both individually and with their peers. Furthermore, teachers need the opportunity to view their teaching video as part of a learning community (Zhang et al., 2011). Using videos to teach will help to foster a culture of critical observation, collaborative inquiry, and analytic teaching (Harford & MacRuairc, 2008; Kim et al., 2018, p. 445; Rosaen et al., 2008).

The video is uploaded into Kaltura, Swivl, and/or Google Drive in Canvas LMS. Kaltura is a media platform interface for students to create, upload, edit, manage, publish, and deliver their videos live or on demand in an LMS system (Kaltura, n.d.). According to Sherin (2004), video technology allows for repeated playback, pausing, annotating, and editing, which saves time. Teaching videos encapsulate classroom details to apprise one’s own teaching (Kim et al., 2018). Teaching videos allowing for self-reflection are widely acknowledged as an effective tool for improving teachers’ performance (Sydnor, 2016). Reflection, according to Shulman (1987), occurs when teachers think back on previous teaching and learning experiences and recreate, reenact, and/or recapture the activities, feelings, and achievements. Reflection is the set of processes by which a practitioner learns insight from his or her experiences. The third and final cycle, *post-
conference, occurs following the viewing of the teacher herself/himself, peers, and coach of the teaching video in an LMS communal space. To support reflection, collaboration, and feedback for the teaching videos at Kaltura, an additional technology-mediated tool such as VoiceThread (VT) is needed. VoiceThread is an asynchronous multimedia platform that allows the teachers to share their self-reflections on their teaching and contemplate the planning conversation that ensues in the pre-conference. VoiceThread provides an interactive component to comment on videos through written or spoken means (VoiceThread, n.d.). Moreover, VT enables coaches and peer reviewers to provide feedback to the teacher that supports collaborative and critical reflection and creates ideas (Kim et al., 2018; Song, 2016). “The coach and the teacher use the conversation from their co-constructed exploration and critique to set new implementation goals” (Song, 2016, p. 773). At the post-conference at the VT, the presenting teacher, peer reviewers, and the coach can provide the feedback after viewing the teaching videos based on the critical elements of EBL teaching by using the scoring rubrics (Song, 2019).

Furthermore, guided online coaching adheres to mediated learning. Mediated learning is important to the coaching process because the coach's position shifts from information provider to learning facilitator as the teacher becomes self-regulated, autonomous, and innovative (Presseisen & Kozulin, 1992). Mediated learning is a critical component of the three cycles for a facilitative, dialogic coaching process that results in teacher learning (Costa et al., 2015; Knight, 2017a), as solely viewing the teaching videos does not guarantee the teachers’ successful transfer of LCRCT into creative and transformational practice.
Creativity and LCRCT in Guided Online Coaching for Teachers of EBLs

The LCRCT framework not only helps to develop innovative and effective EBL teachers, but it also provides a professional development background for coaching in-service teachers in delivering effective, creative and culturally and linguistically appropriate content learning experiences for EBLs. Coaching is meant to assist the person being coached in achieving their goals (Lindsey et al., 2007). Furthermore, Lindsey et al. (2007), explain that coaching aims for the individual being coached to be educationally responsive to diverse learners. The LCRCT framework stresses the importance of adopting an asset-based mindset for EBL teachers in order to provide efficient and equitable education for EBLs (Song, 2019). Professional development that assists teachers in providing LCRCT to help EBLs in their academic subjects is a necessity as well (Song, 2016). In acknowledging LCRCT as a necessary practice in diverse classrooms, Song (2014) and Kim & Slapac (2015), contend that the purpose of LCRCT is to allow teacher-learners to engage in more innovative and linguistically and culturally responsive content (LCRC) instruction. This goal requires guided online coaches and teachers to develop creativity in language teaching by applying the features of the nine constructs of the LCRCT framework as they conduct and participate in the reflective and collaborative coaching cycles to improve classroom practice (Kim et al., 2018). As Song (2016) emphasizes, “quality teaching in linguistically and culturally diverse classrooms will not occur by accident” (p. 770).

Professional development for teachers who work with EBLs is most beneficial when it provides opportunities for experiential learning by hands-on experience with instructional methods that can be used in their classrooms, in-class demonstrations of
their own or a colleague's students, and individualized coaching. (Calderon et al., 2011).

The ultimate goal of coaching for teachers of EBLs is to prepare creative, linguistically and culturally responsive content (LCRC) teachers of EBLs. Coaching to support teacher learning is well established in schools and recognized as a form of sustainable professional development for the improvement of content and pedagogical teaching practices (Knight, 2018). However, EBLs are in classrooms most of the day, and teachers are ill-prepared to fulfill the needs of their linguistically and culturally diverse students (Batt, 2010; Moche, 2000). The preparation and appropriate coaching support for teachers in linguistically and culturally diverse schools, which goes beyond content and pedagogy alone, is therefore needed (Lindsey, et al., 2007). Professional development that assists teachers in providing LCRCT to help EBLs in their academic subjects is a necessity as well (Song, 2016).

In acknowledging LCRCT as a necessary practice in diverse classrooms, Song (2014) and Kim & Slapac (2015) contend that the purpose of LCRCT is to allow for the “teacher-learners’ capacity to practice a more linguistically and culturally responsive content (LCRC) instruction” (Kim & Slapac, 2015, p. 446). This goal requires guided online coaches to support teachers’ application of the features of the nine constructs of the LCRCT framework into their classroom teaching (Kim et al., 2018). Moreover, guided online coaches conduct collaborative coaching cycles to encourage teachers’ reflective, effective and equitable practices. As Song (2016) emphasizes, “quality teaching in linguistically and culturally diverse classrooms will not occur by accident” (p. 770).
Strengths and Challenges of Guided Online Coaching for Teachers of EBLs

The impact of the guided online coaching for teachers of EBLs using the LCRCT framework (Kim et al., 2018) supports intentional teacher implementation and reflection by applying the tenets of the three acts and three competencies embedded within the framework. Teacher learning supported by guided online coaching has the capacity to transfer new learning on LCRCT into transformational practices in diverse classroom settings. Supported through guided online coaching, the LCRCT framework provides the context for strengthening content-specific competencies and pedagogies for teaching and learning for EBLs through the application of linguistically and culturally responsive practices. Furthermore, it assists the practitioner in examining and developing cross-cultural and socio-political beliefs that serve to support both EBLs and their families (Kim et al, 2018; Song, 2014, 2019).

An additional strength for guided online coaching is it supports learning in a safe virtual space that allows for collaboration between the coach/supervisor, students and their peers (Gerber et al., 2017; Song, 2019). Through the technology-mediated tools and resources, guided online coaching in the virtual space provides asynchronous opportunities for interaction and active participation (Song, 2019). Students, peers, and the coach/supervisor can view, provide feedback, and reflect on theirs and peers teaching videos (Song, 2019). Guided online coaching provides more flexibility than in person coaching models. For example, implementation of online coaching cycles does not present scheduling dilemmas as does in person coaching models. Additionally, this flexibility allows any participant to view the teaching videos at any time. This is very challenging for in person coaching models to support peer observation. Furthermore,
synchronous video conferencing allows students to meet face-to-face with their coach/supervisor and peers. Whether coaching occurs in person or online, challenges do occur. One challenge occurs when participants lack experience in using technology-mediated tools. It is crucial for the coach/supervisor to provide explicit direction and assistance.

The LCRCT framework for teachers of EBLs reflects the need to educate students from an extensive range of diverse cultures, languages, demographics, and abilities that reside in today’s classrooms. Whether a guided online coaching cycle occurs in part in person, delivered solely through a technology-mediated model, or a combination of the two aspects, technology-mediated guided online coaching has the potential to mitigate some of the challenges of coaching for teachers of EBLs (Kim et al., 2018; Song, 2014; 2016; 2019). Guided online coaching with the LCRCT framework offers a facilitative, dialogic model that influences teacher performance and student learning when working with EBLs.

**COVID-19 and Modified Cyclic Guided Online Coaching**

The abrupt closing of schools in March 2020 due to COVID-19 and the sudden transition to remote teaching and learning for K-12 teachers and students has had far-reaching impacts for teachers of EBLs and EBLs and their families (Sayer & Braun, 2020). Findings from various studies prior to the pandemic indicate that the foremost challenges for virtual teaching involves 1) lack of familiarity with online platforms used for teaching virtually, 2) lack of experience and professional development on teaching virtually, and 3) students lack of access and knowledge of technology (De Paepe et al., 2018; Sayer & Braun, 2020; Shank & Cotten, 2013). Furthermore, these challenges are
especially disparate for teachers of EBLs and EBLs and their families (Sayer & Braun, 2020). Two additional issues that arise for EBLs and their families involve 1) resources available to EBLs to support online learning, 2) the families’ work situation, as many were deemed essential workers or were directly impacted by the COVID-19 virus (Sayer & Braun, 2020; Sugarman & Lazarin, 2020).

To mitigate challenges for the TESOL practicum teachers, the instructor created a modified cyclic guided online coaching model and provided ongoing PD for teaching virtually online (Song & Thieman, 2021; Sugarman & Lazarin, 2020). While the guided online coaching is a virtual model (Song, 2019), exceptions had to be granted when the teachers’ physical setting was changed to a virtual setting as video tapes from the classroom teaching were no longer available. The modified cyclic guided online coaching consists of three cycles on two VoiceThreads at the Campus LMS system. The three cycles are 1) Preparation (VTP1-P or VTP2-P), 2) Strategies, resources, and tools (VTP1-S or VTP2-2), and 3) Reflection (VTP1-R or VTP2-R). Similar to the guided online coaching preconference cycle, the preparation cycle focuses on lesson preparation with specific considerations involving EBL demography and FoK, MLS and ELD standards, and coach and peer feedback. The guided online cycle for observation is modified from including a teaching video to an emphasis on lesson design and delivery that include the EBL specific strategies, scaffolds, and resources and technology-mediated tools for virtual teaching and learning. The third cycle of guided online coaching post conference is modified to the reflection cycle that provides feedback and reflection on the lesson design and teaching processes for virtual teaching. All three of the modified cycle guided
online coaching cycles continue to emphasize collaboration, feedback, and reflection (Song, 2019).

**Need for the Study**

Over 30 years of research establishes the need for job-embedded learning for teachers. However, only a few studies specifically address the demand for coaching for teachers of EBLs in diverse school settings or coaching inservice teachers through a technology-mediated space. Garmston emphasizes the need for coaching for teachers of
EBLs in Lindsey et al. (2007), “Possibly no topic today is as important – the inclusion, challenge, and success for students historically underserved in our schools” (p. vii).

Additionally, the guided online coaching model for teachers of EBLs (Song, 2019) offers an opportunity to study the use of technology-mediated coaching with inservice teachers in diverse school settings currently seeking TESOL certification and their application of creativity in language teaching embodied in the LCRCT framework in this context. The aim of the research is to learn more about the implementation of the guided online coaching model with inservice teachers and the role of a facilitative, dialogic coaching approach in a communal room on transforming teachers through reflection, feedback, and collaboration in implementing LCRCT practices.

**Chapter Summary**

The chapter discussed professional development in teacher education, specifically a PD for teachers of Emergent Bilinguals. It also reviewed the role of federal policy in teacher learning for EBLs and connection to coaching as professional development that is integrated into the teaching environment. It further examined coaching as an integrated form of PD and the three approaches of coaching applied in educational contexts. In addition, the chapter explored guided online coaching for teachers of EBLs in a virtual communal space and discusses the facilitative, dialogic coaching approach, experiential learning, and creative and LCRC teaching using collaboration, feedback, and reflection.

The chapter concluded with an examination of the strengths and challenges of guided online coaching for teachers of EBLs and the call for further research.
Chapter Three

Methodology

The chapter describes the research design, population and sample, and data collection methods. It also addresses the role and reflexivity of the researcher, data analysis, and limitations of the study.

The need for teachers to provide equitable and effective instruction for Emergent Bilinguals students is essential for EBLs’ successful learning and educational outcomes. However, many teachers in the US lack the preparation to meet the educational needs of their linguistically and culturally diverse students. This qualitative study sought to understand and describe the influence on the transformation of teachers of EBLs to engage in self-directed learning and reflection on their LCRC teaching resulting from the three continuous cycles of guided online coaching. A qualitative methodology was employed in this study to enhance the understanding and interpretation of the transformation process undertaken by both teachers and coaches during the three guided online coaching cycles. Merriam and Tisdell (2016) state “qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” (p. 6). To put it another way, qualitative analysis treats words as data that can be obtained and interpreted in a variety of ways. (Braun & Clarke, 2013).

The current study's aim is to look at guided online coaching for EBL teachers as a model of professional development for facilitating teachers' transformative teaching. Two research questions are posited in this study: (1) How did the 4 inservice teachers transform their teaching for EBLs when following the modified cyclic guided online
coaching in a TESOL practicum course due to COVID 19? (2) How did the 3 coaches perceive the influence of the guided online coaching model in terms of its transformation of the participating teachers?

**Research Design**

This research was designed as a basic qualitative study. Creswell and Creswell (2018) suggest that the selection of a research design for choosing an approach for investigating a topic should be dependent upon the research problems, the researcher’s personal experiences, and the audience for the study. According to Merriam and Tisdell (2016), people continuously build awareness as they participate in and make sense of an action, experience, or phenomenon. Merriam and Tisdell (2016) also state that in applied fields of practice including education, the design is most often a "qualitative interpretive analysis" (p. 23). Qualitative research seeks to provide a comprehensive picture by "reporting several viewpoints, defining the many variables involved in a situation, and generally sketching the larger picture that emerges" (Creswell & Creswell, 2018, p. 182). A qualitative investigation's result is "richly descriptive," meaning the researcher uses words and pictures to communicate what they have discovered about a phenomenon. Descriptions may include the situational context, the participants involved in the study, and the specific activities of interest. Meaning derives from the research process and represents what the participants grasp about the problem or issue in a study.

Traditionally, qualitative research is conducted on-site or in the field, but a growing trend now includes digital data. Digital data refer to data that embody other forms of data using systems that are interpreted by various technology-mediated tools, such as for audio, video, and text information (Techopedia, n.d.). Gibbs, et al. (2002)
emphasize that advances in information technology, especially the growth of the Internet, have resulted in not only new ways for researchers to evaluate their data, but also entirely new sources of data and methods for gathering it. An understanding of digital environments is necessary, as the “online or virtual world is a whole culture in and of itself” (Merriam & Tisdell, 2016, p. 158).

In a qualitative study, the researcher is the primary instrument, who is interested in how people’s experiences are interpreted, how worlds are constructed, and what experiences are attributed to meaning (Merriam & Tisdell, 2016). A basic qualitative study utilizes multiple sources of data, such as observations, interviews, documents, and multimedia data (e.g., audio and videos). This study employed an inductive process, which allowed the participants to share candidly their ideas in an open-ended communal space for open-ended forms of data (Creswell & Creswell, 2018). An inductive process, according to Creswell and Creswell (2018), is a method of gathering accurate information from participants and then categorizing or thematically arranging the information. This study was conducted in a virtual communal space. Its research design entailed the use of digital data and the collection of data from technology-mediated tools. The technology-mediated tools included the Discussion Board at Canvas, an LMS for text information and documents; VoiceThread for audio responses to lesson planning and teaching; and Zoom conferencing for semi-structured interviews.

**Sampling Methods and Participants**

**Context of the Study**

A Midwestern university received an NPD grant (2017–2022). The grant aimed to “improve equity-based EL instruction across the state of Missouri by developing
educators’ expertise on effective EL instructional strategies and parent/family engagement” (National Professional Development, 2017). The specific objectives of the grant were to (1) complete a five-year PD plan to prepare participating educators to serve EBLs and their families effectively and equitably; (2) increase the number and quality of participating educators to provide equitable and effective service to EBLs and families; (3) improve the university faculty’s knowledge and skills to prepare a linguistically and culturally responsive teaching force for their students; and (4) boost EL parent/family engagement to enhance the connection to their children’s education (National Professional Development, 2017).

To meet the overall goal and four objectives, the grant project provided four partner public school districts with professional development. The partner districts involved in the grant project are were located in Missouri and represented urban, near-urban, suburban, and rural contexts. Each district and representative school site had a high number of linguistically and culturally diverse students in grades PK–12. The Canton School District has 23% of EBLs; the Kingdom School District has 33% of EBLs; the Dresden Public Schools have 7% of EBLs; and the Baylor Public Schools have 20% of EBLs. Each district encouraged teachers to apply for the grant project. The NPD project had four criteria: (1) participation in the NPD project as a coach required the applicant to possess TESOL certification; (2) participation as a teacher required the applicant be an inservice PK-12 certified classroom or content area mainstream teacher; (3) the teacher had minimally 15% linguistically and culturally diverse students in their classroom; and (4) participants were willing to undertake seven TESOL certification
courses and participate in annual summer professional development in LCRC teaching for EBLs.

The study differentiated participant roles as the instructor (head coach), grant coaches (district coaches), and peer coaches (cohort teachers). The instructor developed the Guided Online Coaching model, the grant coaches participated in ongoing professional development, and the peer coaches completed seven TESOL courses, which included the yearlong TESOL practicum. The instructor (head coach) of the TESOL practicum guided the teachers in the Post Conference cycle. The presenting teacher added the self-reflection with the EBLs’ work samples at VoiceThread. The peers of the group provided at least two feedback comments based on the rubrics provided by the instructor/head coach. The district coach read the self-reflection and feedback comments by the group members (peers) and provided the feedback to the presenting teacher, so they would not provide the same feedback to the presenting teacher. The head coach/instructor then provided the synthesized feedback comments to the presenting teacher after listening to the feedback from the peers and the district coach. The presenting teacher may respond to the peers, the coach and/or the head coach/instructor.

A single-stage sampling design was used because the researcher had access to the names and email addresses of the NPD project’s cohort one coaches and teachers and could be sampled directly (Creswell & Creswell, 2018). A non-probabilistic, purposeful sampling approach was used, as it is most often the method of choice for qualitative research for participant selection (Merriam & Tisdell, 2016). Purposeful sampling is based on the supposition that the researcher intends to “discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (Merriam
& Tisdell, 2016, p. 96). Patton (2015) explains the rationale and power of qualitative purposeful sampling stems from the focus on in-depth understanding of particular cases: cases with a lot of detail. Information-rich cases are those from which a lot can be learned about problems that are crucial to the investigation's goal; thus the word "purposeful sampling."

The current study involved the stratification of the population (e.g., grade levels) prior to selection of the sample, as the characteristics of the participants were known (Creswell & Creswell, 2018; Fowler, 2014). This stratified purposeful sampling strategy was used for selecting the study participants because it would “highlight what is typical and normal” for the given context of the research (Patton, 2015, p. 563). LeCompte and Schensul (2010) also refer to stratified purposeful sampling as criterion-based selection. In stratified or criterion-based sample selection, the attributes of the sample that are important to the study are determined and the participants or sites that meet those criteria are subsequently selected. For this study, the participants were stratified from 23 participants from the early childhood and elementary school levels. The three selection criteria were (1) participants with a high number of EBLs per district/school capita (2) representation of classrooms from two early childhood and two elementary school levels to represent a span of grade levels; (3) diversity among teachers and coaches in ethnicity and language (e.g., monolingual or second language proficiency).

Participants

Three coaches from three of the four districts involved in the NPD project participated in this study. Twenty-three inservice teachers were set to take the TESOL online course in spring 2020; four of the 23 were selected as participants in this study.
The three coaches were selected to participate in the project. All three coaches hold TESOL certification, a criteria supplied by the grant. The three coaches were white females; one of them was bilingual (English/Spanish), whereas two of the coaches were monolingual. Coach Kristin worked in an urban school district and Coach Tess worked in a near-urban school district. Coach Debbie worked in a rural school district. One of the coaches had more than 20 years’ teaching experience, whereas two coaches had over 10 years’ teaching experience. All three coaches had a Master’s degree.

Of the 23 inservice teachers in the NPD project, 20 teachers self-identified as white females, two as black females, and one as a Latina female. Twelve teachers worked in urban/near-urban schools, seven in suburban schools, and four in rural schools. Eleven of the teachers in the population spoke an additional language along with English. Four teacher participants were bilingual. The other participants were monolingual, which was representative of the NPD grant teacher population of three of the four school districts. Seven of the teachers possessed 3 or fewer years of teaching experience, eight had 10 years or fewer, three had less than 20 years, and three had 20 or more years. Eleven of the teachers in the sample population held a master’s degree, whereas two held advanced degrees beyond the Master level. All of the teachers had classroom or resource room settings that comprised at least 15% EBLs. The participants in this study consisted of two bilingual teachers and two monolingual teachers, three of whom self-identified as white females and one as Latina.

Patton (2015) stressed that the key principle of purposeful sampling is “selecting information-rich cases—cases from which one can learn a great deal about the focus of inquiry and which therefore are worthy of in-depth study” (p.609). Patton (2015) further
explained, “Purposeful samples can be stratified or nested by combining types of purposeful sampling” (p.604). The aim of purposeful stratified sampling is information-rich case selections that “meet multiple inquiry interests and needs; deepen focus; [and] triangulation for increased relevancy and credibility” (Patton, 2015, p. 537). Purposeful stratified sampling is accomplished by beginning with one sampling strategy (e.g., grade levels), and then adding a second to further the sample (e.g., typical cases; Patton, 2015). The purposeful stratified sampling resulted in four of the inservice teachers from the NPD project population with 50% EBLs in their classroom or resource room. The two districts represent near-urban and rural contexts.

The sampling resulted in four inservice teachers being selected to represent the four educational setting contexts and grade spans from early childhood and elementary school levels. Of the four inservice teachers selected, two were from the early childhood level and two were from the elementary school level. All of the selected participants met the predetermined attributes and provided a cross-section of the early childhood and elementary school levels from two of the four districts. This included the percentage of EBLs (e.g., 50% or more) in their classroom as well as teacher diversity in ethnicity and language (LeCompte & Schensul, 2010; Patton, 2015).

The researcher completed the required Collaborative Institutional Training Initiative (CITI) and subsequently submitted and received approval from the university Internal Review Board (IRB). After the IRB approval and permission granted from the NPD grant project’s primary investigator (PI), an informed consent form (Appendix D) was sent via email and completed by each participant. The informed consent form contained a standard set of components that acknowledged the protection of human
rights, including the guarantee of confidentiality and assurance that the participant can withdraw from the study at any time.

The four study participants in Table 4 were selected using the sampling methods described in the previous section.

### Table 3

*Teachers Participating in the Study*

<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>District</th>
<th>Context</th>
<th>% of EBLs Classroom (Teacher)</th>
<th>Ethnicity</th>
<th>Second language proficiency</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin</td>
<td>Kingdom</td>
<td>Rural/ EC</td>
<td>84</td>
<td>White</td>
<td>Spanish Intermediate</td>
<td>Debbie</td>
</tr>
<tr>
<td>Marie</td>
<td>Canton</td>
<td>Near-urban/ EC</td>
<td>75</td>
<td>White</td>
<td>Monolingual</td>
<td>Tess</td>
</tr>
<tr>
<td>Elisa</td>
<td>Kingdom</td>
<td>Rural/ EC</td>
<td>50</td>
<td>Latina</td>
<td>Spanish Advanced</td>
<td>Debbie</td>
</tr>
<tr>
<td>Renee</td>
<td>Canton</td>
<td>Urban/ Elementary</td>
<td>100</td>
<td>White</td>
<td>Monolingual</td>
<td>Tess</td>
</tr>
</tbody>
</table>

### Data Collection Procedures

Data collection is about “asking, watching, and reviewing” by the researcher for noticing data and applying to his or her study (Merriam & Tisdell, 2016, p. 105). Creswell and Creswell (2018) identify four basic types of data found in qualitative research and determine the strengths and limitations of each data type. The four basic types are observation, interviews, documents, and audiovisual and digital materials. According to Creswell and Creswell (2018), the researcher in an effective qualitative research “draws on multiple sources of qualitative data to make interpretations about a research program” (p. 197).
Concerning the strengths of using technology-mediated sources, “online data collection offers an electronic extension of familiar research techniques, widening the scope of data available to the researcher” (Merriam & Tisdell, 2016, p. 185). Data from VoiceThread audio recordings and Zoom interviews are referred to as “dynamic” and recognized as “data that users generate in interactive contexts” (Marotzki et al., 2014, p. 453). Documents tend to be considered “static” in a technology-mediated context and more like traditional documents (Merriam & Tisdell, 2016).

Merriam and Tisdell (2016) identify three critical areas of consideration for research conducted in a technology-mediated space. First, some significant differences may occur due to the “nature of the medium that the data is conducted,” referring to whether the demography of the participant includes access to technology and related resources (Merriam & Tisdell, 2016, p. 185). The second critical area denotes that “not all critical interactions are available for study” (Merriam & Tisdell, 2016, p. 185). For example, some communications could occur privately that the researcher does not have access to for the study, such as private communications between study participants. The third critical area pertains to “software functionalities on the data gathering process and effects that the medium tends to have on ethical practice” (Merriam & Tisdell, 2016, p. 189). This third point requires the qualitative researcher to consider and describe the effects of these three areas. Even with the challenges and limits of the qualitative study with the virtual or digital data, the benefits outweigh the limitations of technology-mediated studies, which offer limitless research possibilities (Creswell & Creswell, 2018; Marotzki et al., 2014; Merriam & Tisdell, 2016).
In this study, to mitigate the three challenges described by Merriam & Tisdell (2016) and colleagues on the use of virtual or digital data, the researcher was an observer only in the online TESOL practicum, which implemented the cyclic modified guided online coaching. To maintain ethical practice, an approved IRB and participants’ consent were obtained. This study collected data from the two guided online coaching cases, and the data were obtained from several technology-mediated data sources. The data included audio dialogues from the two VTPs for the three cycles, VTP-P, VTP-S, and VTP-R. Additionally, all of the study’s participants had reliable technology tools and access. All the data were collected from the Canvas LMS communal space.

**Non-Participant Observation**

This study used an asynchronous, non-participant observation of VoiceThread presentations at the online setting in Canvas, a formal learning environment. Asynchronous observation does not occur at the same time as the teacher audiotaping (Song, 2019). Non-participant observation or peripheral observation is when the researcher conducts observations of activities and behaviors, while not actively or directly participating in the phenomenon (Adler & Adler, 1994; Mizell, 2010). Whether observation occurs at a field site in a physical setting (e.g., classroom, hallway) or within an online space synchronously or asynchronously, “Observation can offer critical insights into the learning process” (Gerber et al., 2017, p. 93).

Guided by the research questions, the purpose of the observation of the participant’s VoiceThread presentations was to gain additional information about the teacher’s learning of Linguistically and Culturally Responsive Content (LCRC) teaching competencies. Following observation of the VoiceThread presentations, the audio was
enabled for transcription and the audio and transcript was downloaded into a password secured site (Dropbox).

**Interviews**

This study used semi-structured interviews in a synchronous, online conferencing tool (Zoom) that provided video and audio capability. The goal of using semi-structured interviews was to bring the participant further into the study's focus (Galleta, 2012). Galleta (2012) explains:

Semi-structured incorporate more open-ended questions and more theoretically driven questions, eliciting data grounded in the experience of the participant as well as data guided by existing constructs in the particular discipline in which one is conducting the research. (p. 45)

The semi-structured interviews were conducted individually with the three coaches and teachers participants at the Zoom conferencing following the completion of the teacher participants’ two guided online coaching cycles. The Zoom technology-mediated tool allowed for conducting a synchronous interview in a secure online space. The Zoom video conferencing tool includes video and audio recording capability. The video and audio were downloaded to a password protected Dropbox. The Zoom audio transcription feature was utilized. The researcher verified the accuracy of the transcription and conducted subsequent analysis of the audio transcriptions.

**Interview Protocol**

An interview protocol was created for conducting the semi-structured online interview with coaches. The interview protocol was developed to ensure a consistent line of inquiry with each participant being interviewed (Galleta, 2012; Patton, 2015). The aim
of the interview protocol was to provide topics or subject areas within which the interviewer is free to explore, probe, and ask questions to reveal and explain a particular subject in a conversational manner (Galleta, 2012; Patton, 2015). Merriam and Tisdell (2016) suggest that the interview protocol include a list of mixed interview questions guided from a list of questions and areas to be explored; all questions use flexibility; specific data are required from interviewees; and no predetermined wording or order is used.

Documents

The documents in the online space included the artifacts that teacher and coach participants’ shared at VoiceThread at the Virtual Learning Environment (VLE) (e.g., Canvas) (Gerber et al, 2017). For this study, these documents were participants’ VoiceThread PowerPoint presentations and final papers. The data found in documents “can be used in the same manner as data from interviews or observations. The data can furnish descriptive information” (Merriam & Tisdell, 2016, p. 182).

In this study, due to the COVID-19 pandemic, which created immediate school closures and transitions to virtual teaching and learning for teachers and students in March 2020, a modification to the three guided online coaching cycles in the TESOL practicum course were required as well. The impact to the guided online coaching most notably affected the teachers’ and coaches’ during the observation cycle, for the classroom teaching video. As a result, the observation of teaching video cycle was not available. This study utilized VoiceThread audio data for the three guided online cycles. The guided online coaching cycles were modified using VoiceThread presentations of their teaching plan as preparation cycle, strategies cycle, and evidence based reflection
cycle. The teachers VoiceThread presentations included: EBL demography, MLS and ELD standards, CO and LO, WIDA Descriptions, LCR supports, technology-mediated supports (VTP1-P- or VTP2-P Preparation cycle). Activities, trans languaging, and assessment strategies (VTP1-S or VTP2-S- Strategies cycle) for teaching plan for delivery. Feedback and reflections on the teaching plan by the teachers, peers, coaches, and instructor (VTP1-R or VRP2-R- Collaborative and critical reflection cycle), which also included completed content lesson plans, teacher created samples, and teaching videos of their professional learning for the content based lesson.

**Digital Data**

Data collection occurred at a virtual field site. A field site may incorporate physical, virtual, and imagined spaces (Burrell, 2009). Gerber and colleagues explain, “Today’s digital tools and online spaces challenge the traditional notion of field sites” (Gerber et al., p. 19). One type of a field site in an online space is a formal learning space or virtual learning environment (Gerber et al., 2017; Olaniyan & Graham, 2014). Among schools and universities, these formal learning spaces are more commonly referred to as a learning management system (LMS) (e.g., Canvas). In a framework designed specifically for structured online learning, learning management systems allow instructors to manage an entire class, interact with students, and exchange course content (Gerber et al., 2017). Like traditional qualitative research types of data and inherent in online spaces are technology-mediated tools affording data from multimodalities. These technology-mediated tools provide data from audio sources for collecting documents and artefacts (at VoiceThread), and allow online videoconferencing for interviews (at Zoom) (Song, 2019).
Merriam and Tisdell (2016) discuss that the researcher has to determine the distinction between what is an online observation to what is an online document because some forms of data in an online space are text based. Furthermore, the researcher must make a distinction between observer to participant observer or something in between (Merriam & Tisdell, 2016). In conclusion, Merriam and Tisdell (2016) recommend that in an online site the observer (researcher) should be known to participants to allow for follow-up questions or interviews. This should be guided by the study’s research questions and purpose (Gerber et al., 2017; Hall, 2007).

This study addressed Merriam and Tisdell’s (2016) concerns on what constituted which form of digital data and differentiated the data through transcription of audio recordings from VoiceThread and final papers as documents from the LMS discussion board. Digital materials included audio recordings and screen captures of content in the online space. Screen captures may include, but are not limited to, online forms, emails, documents, emails, and text messages Gerber et al., 2017). The importance of following procedures and creating a detailed and organized database for the audio recordings is essential for current and later analysis (Hall, 2007; Heath et al., 2010).

**Transcription**

All digital data and transcriptions collected were transferred to a password-secured data storage (Dropbox). Data not transcribed from the technological tools was safely transmitted to a transcription software to provide accurate and timely transcriptions. The researcher reviewed all the data sources and subsequent transcriptions for comparative analysis. Data collection and analysis are “simultaneous activities in qualitative research” (Merriam & Tisdell, 2016, p. 191). Analysis begun at the same time
as data collection, and it is a recursive process described in the data analysis section (Merriam & Tisdell, 2016).

**Data Analysis**

**Validity and Reliability**

Creswell and Creswell (2018) explain qualitative research is an iterative process. As such, validity and reliability in qualitative research should occur throughout the steps of the research. The researcher's use of unique features to validate the accuracy of the findings is referred to as qualitative validity, while qualitative reliability refers to the researcher's methodology being consistent across different researchers and projects (Creswell & Creswell, 2018). Mason (2010) stresses that qualitative research must be as rigorous and defensible as possible and aim for how and why decisions for design, sampling, and analysis are determined.

This study utilized different types of data for collection and analysis, which include interviews, documents, and audio/visual materials at an online space. Creswell & Creswell (2018) explain different types of data possess varying strengths and limitations (Creswell & Creswell, 2018). As a result, “For scholars, it is critical to establish the trustworthiness and rigor of their qualitative research” (Denzin & Lincoln, 2000; Gerber et al., p. 84; Merriam & Tisdale, 2016; Seale, 1999). Trustworthiness and rigor are established at the outset of the study's design, and they often need logic that links the data to be gathered and the conclusions to be drawn to the study's initial questions. (Yin, 2009). Furthermore, this entails simultaneous data collection and analysis in order to produce categories and construct hypotheses, as well as the presentation of the results. (Gerber, et al., 2017).
The value of a procedural prospective for research proposals, according to Creswell and Creswell (2018), is to classify and address one or more methods available to verify the accuracy of the results. Creswell and Miller (2000) identify eight verification procedures and validity strategies in qualitative research. Moreover, Creswell & Creswell (2018) share that researchers should incorporate at least two of the eight in any given qualitative study. The eight verification procedures are: 1) triangulation, 2) member checking, 3) rich, thick description, 4) clarify researcher bias, 5) negative or discrepant information, 6) prolonged time in the field 7) peer debriefing, and 8) external audits. Creswell & Creswell (2018) note that the verification procedures may take place before, during or after the study. Creswell & Creswell (2018) and others, add additional checks for determining reliability (e.g., consistency, stability) in qualitative research. These include: 1) detailed protocol and database, 2) check transcriptions for accuracy, 3) check for drift in the definitions of codes and crosscheck codes (Gibbs, 2007; Miles & Huberman, 1994; Yin, 2009). According to Gerber and colleagues (2017), if qualitative researchers want to understand how learning happens in online spaces, they must first determine the reliability of their results. Merriam and Tisdell (2016) add that whether or not the study is online or offline the same considerations apply to researchers.

Originally posited by Lincoln and Guba (1985), Creswell & Creswell (2018) support four criteria to address the construct of validity and reliability in the qualitative research design for the eight verification procedures for establishment of trustworthiness and rigor. Additionally, Gerber et al. (2017) concur that for the meaning making in online spaces, the qualitative researcher should plan for credibility, transferability, dependability, and confirmability. Credibility is a term that encompasses trustworthiness and
authenticity in qualitative research to address validity (Creswell & Creswell, 2018). Credibility involves the truthful and accurate depiction of a participants experience in the phenomenon being investigated (Lincoln & Guba, 1985). Transferability entails demonstrating the results are transferable to other situations (Lincoln & Guba, 1985). Dependability and confirmability are interrelated (Gerber et al., 2017). Dependability is establishing the degree that the findings are consistent, whereas confirmability concerns how researchers share their predispositions and methodological approaches (Gerber et al., 2017; Lincoln & Guba, 1985; Miles & Huberman, 1994).

**Grounded Theory Analysis of Multimodality Data in Online Spaces**

The goal of data analysis in qualitative research is achieve “rigor” derived from “the nature of the interaction between researcher and participants, the triangulation of data, the interpretation of perceptions, and rich, thick description” (Merriam & Tisdell, 2016, p. 192). The present study simultaneously utilized data collection and analysis as recommended for qualitative research. Following each collection, the data were initially sorted by type (i.e., interview, observation, audio, and document type).

Flick (2014) describes the data analysis process as “the classification and interpretation of linguistic or visual material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it” (p. 5). Gerber and colleagues (2017) stress, “The level of rigor and documentation necessary for traditional qualitative studies is just as necessary when using multiple methods to investigate learning in online spaces” (p. 69). Furthermore, it is important to examine multimodalities (e.g., text, audio) when researching in online spaces and for meaning making (Flewitt, 2011; Gerber et al., 2017; Kress, 2010; Kress &
van Leeuwen, 2001). This study will incorporate grounded theory into a basic qualitative approach. “Grounded theory has been used to understand the experiences of students learning in online environments” (Crittendon, 2006; Feeler, 2012; Gerber et al., 2017, p. 7; Gerber & Price, 2013; Yalof, 2014). Charmaz (2014) describes grounded theory methods in qualitative research, as consisting of “systematic, yet flexible guidelines for collecting and analyzing data to construct theories from the data themselves” (p. 1). Moreover, grounded theory involves beginning with an inductive approach to the data. An inductive approach in grounded theory uses iterative strategies that alternate between data and analysis continuously and uses comparative methods to discover the emergent phenomenon of interest (Charmaz, 2014).

Grounded theory is a recommended qualitative research approach for data analysis involving online spaces (Erickson, 2006; Gerber et al., 2017). Grounded theory uses an iterative, inductive, constant comparative approach to coding data (Charmaz, 2014). The Grounded theory approach will be applied to the analysis of the multimodality data (audio, text) in the study through constant comparison of the participants’ pre- and post VoiceThread audio transcripts, text, documents at Discussion Board (e.g., lesson plans, final paper), and the researcher’s open and axial coding.

**Coding**

This study employed initial and axial coding processes to analyzing data. Saldana (2016) describes code as “most often a researcher-generated word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language based or visual data” (p. 292). **Initial coding** or open-ended coding entails categorizing and assigning meaning to the data using a constant
comparative approach (Saldana, 2016; Tie et al., 2018). Initial coding “breaks down qualitative data into discrete parts, closely examines them, and compares them for similarities and differences” (p. 295). Tie and colleagues suggest it is important for researchers to ask, “What is this data a study of, what does the data assume, suggest or pronounce and from whose point of view does this data come, whom does it represent or whose thoughts are they?” (Tie et al., p. 5). Charmaz (2014) emphasizes that initial coding is the beginning process of “engaging with defining data” (p. 343). Another step in initial coding is line-by-line coding, in which “the researcher assesses what is happening in each line of data and what theoretical ideas it suggests” (p. 343). The practice of line-by-line coding is to “encourage active engagement with data and enables researchers to see their data from new standpoints” (Charmaz, 2014, p. 343).

**Axial coding** is described as an extension of the analysis from the initial coding (Saldana, 2016). Merriam and Tisdell (2016) explain axial coding as a type of coding that treats a category as an axis around which the analyst delineates relationships and specifies the dimensions of this category. A major purpose of axial coding is to bring the data back together again into a coherent whole after the researcher has fractured them through line-by-line coding. (p. 341) Saldana (2016) expands to describe “a category’s properties as characteristics or attributes” and dimensions as the “location of a property along a continuum or range” (p. 291). Axial coding can serve as a bridge between initial and theoretical coding or for studies with a variety of data types (Saldana, 2016). Axial coding allows for the thorough examination of the experiences emerging in the data and the linkage between categories that build toward a conceptual level (Charmaz, 2014).
The strategic analysis of the data will be emergent, reflecting the sense making of the subsequent categories, subcategories, and links found within the data (Charmaz, 2014). The data triangulation method will be used in the current research to ensure internal validity and reliability using the study’s multiple data sources. Triangulation is the process of “comparing and cross-checking data” collected from interviews, observations, and documents (Merriam & Tisdell, 2016, p. 245). Patton (2015) explains that triangulation increases the credibility and quality of the findings of a study because it does not rely on “a single method or a single source” (p. 674).

Triangulation may include “multiple methods of data collection and data analysis” (Kaman & Othman, 2016, p. 351). The data collection principles for maintaining the validity and reliability of the data sources to provide credibility for the study will be applied in the current research (Kaman & Othman, 2016; Yin, 2009). The three principles of data collection include the collection of multiple sources of data/evidence, creation of a research study database, and preservation of a chain of evidence (Kaman & Othman, 2016; Yin, 2009). Qualitative research builds toward a theory, thus making the theory the endpoint of the study (Merriam & Tisdell, 2016).

In conclusion, as Charmaz (2014) shares “Developments in qualitative inquiry remind us to follow Glazer and Strauss’s early view to adopt and adapt grounded theory methods. This way, we all attend to our specific conditions of inquiry, including the situations shaping the research” (p. 336). As such, this study will be guided by the two research questions for the initial analysis of the data, (1) How did the 4 inservice teachers transform their teaching for EBLs when following the modified cyclic guided online coaching in a TESOL practicum course due to COVID 19? (2) How did the 3 coaches
perceive the influence of the guided online coaching model in terms of its transformation of the participating teachers?

The study will employ the grounded theory approach to semi-structured teacher interviews of participant teachers and coaches and include a multimodality analysis of audio transcripts from VoiceThread, text and documents at Discussion Board. These data sets will be analyzed using constant comparison for evidence of collaboration, reflection, and teacher mindset during the three guided online cycles and coaches’ perceptions of teacher transformation from three cycles of guided online coaching. Validity and reliability will be achieved through triangulation between data sets and member checking.

Limitations

All research studies have potential limitations, some of which can be beyond the control of the researcher (Roberts, 2010). Roberts (2010) shares the most common are “sample size, methodology constraints, length of the study, and response rate” (p. 162). Chasan-Taber (2014) explains that the importance of sharing limitations is transparency. Transparency occurs when the researcher identifies and presents limitations and shares the thought processes, strengths and weaknesses of the study design (Chasan-Taber, 2014). This study has some limitations. The limitations include the relatively small sample size. This limitation may affect the generalizability (transferability) of the results across schools in the district or to other school districts beyond the scope of this study. This study was limited to coach participants’ self-reported perceptions of teachers’ experiences and transformation during the online coaching cycles. Another potential limitation is the absence of video digital data is the physical nuances of the participant or peers responses (e.g., facial expressions, gestures) cannot be seen. 
Potential strengths to mitigate the limitations include videotaped semi-structured interviews for comparison to the digital data sets, comparison between teacher and coach interview responses, and countering sample size through rich description. The limitations and steps taken to minimalize limitations and other potential limitations will be discussed in more depth in the following chapter.

**Researcher Role and Reflexivity**

Qualitative research is a descriptive and interpretive research. The inquirer is typically involved in “a sustained and intensive experience with participants” (Creswell & Creswell, 2018, p. 183). Given this relationship between the researchers and participants, researchers need to identify their biases, values, and personal backgrounds explicitly and reflexively (Creswell & Creswell, 2018; Locke, et al., 2009).

In the current study, the researcher is a retired public school district assistant superintendent, who identifies as a white (non-Latina) female currently living in the Midwest. The researcher grew up in a highly diverse community in southern California and attended a public school with a 50% Latino population. Professionally, the researcher had been a teacher, coach, coordinator, director, and district administrator who worked in one of the most diverse school districts in her state in the Midwest. A professional area of significant interest was working and advocating for positive outcomes for the educational and socio-emotional growth of EBLs.

The researcher’s prior experience in coaching teachers and previous work-related connection to three of the participants from the researcher’s former school district was taken into account during the study and subsequent data analysis. The aim of the study was to conduct an honest, unbiased examination of the guided online coaching approach.
Moreover, how such an approach might result in effective and equitable teaching of EBLs in mainstream classroom/content area settings in diverse schools.

**Chapter Summary**

Chapter three provided the methodology and context for the study. It discussed the research design and the purposeful stratified sampling methods employed for the selection of participants. It also outlined the data collection procedures for the study, including the interview protocol and transcription methods. Furthermore, the chapter described the role and reflexivity of the researcher and presented the limitations of the study. Finally, chapter three detailed the steps in the data analysis to guarantee valid, reliable, and credible findings for the study.
Chapter Four

Findings

The chapter presents the findings of the analysis of the four teachers’ engagement in cyclic online coaching, which was part of a yearlong TESOL practicum course. The chapter also presents the results of the analysis of the interviews with the three coaches regarding their perceptions of the impact of guided online coaching on the transformed teachers’ praxis for teaching EBLs.

Due to the COVID-19 pandemic causing the shuttering of schools in March 2020, the data from the second cycle of the guided online coaching model, namely the observation of teaching videos, could not be collected. To mitigate the challenges to this study caused by COVID-19, audio data of the VoiceThread presentations were collected for the three modified guided online cycles, with cycle two being the sharing of strategies at VoiceThread with peers instead of recorded videos of teaching EBLs. The modified guided online coaching cycles of VTPs were as follows: the VTP-P (Preparation), VTP-S (Strategy), and VTP-R (Reflection) Cycles. The teachers used VTP cycles that included EBL demography, Missouri Learning Standards (MLS) and English Language Development (ELD) standards, CO and LO, WIDA descriptions, LCR supports, technology-mediated supports (referenced as VTP1-P or VTP2-P), preparation cycles, activities, translanguaging, assessment strategies (referenced as VTP1-S or VTP2-S), and strategies cycles for a teaching plan. Feedback and reflections on teaching by the teachers, coaches, and the instructor included templates and rubrics (referenced as VTP1-R or VRP2-R) and reflection cycles.
The chapter findings are presented to answer the two research questions, which are:

(1) *How did the 4 inservice teachers transform their teaching for EBLs when following a modified cyclic guided online coaching model in a yearlong TESOL practicum course due to COVID 19?*

(2) *How did the 3 coaches perceive the influence of the guided online coaching model in terms of its transformation of the participating teachers?*

Following comparative analysis of each of the conversations for the three modified guided online cycles that occurred during VT1 and VT2 presentations, which involved teachers, peers, coaches, and instructor interactions and triangulated with the teachers’ reflection papers, the key concepts were identified. The key concepts in the preparation cycle (preparation) entailed EBL demography, MLS (content), and ELD standards. The key concepts for the modified strategies cycle (strategies) included planned activities, strategies, translanguaging, assessment, and technology-mediated tools. The key concepts for the reflection cycle (collaborative and critical reflection) included feedback from peers, coaches, and the instructor, as well as teachers’ reflections based on feedback.

Those key concepts revealed four emergent themes for Research Question 1: (1) funds of knowledge (FoK); (2) EBL-specific instructional strategies, tools, and resources; (3) translanguaging; and (4) collaborative and critical reflection. My analysis of the coaches’ interviews in response to Research Question 2 yielded four themes: (1) teacher growth in EBL teaching from guided online coaching; (2) impact of COVID-19; (3) coach growth and learning; and (4) benefits of guided online coaching due to COVID-19.
Guided Online Coaching

Emergent Themes

The analysis of the presenting teacher, peer coach (cohort teacher), grant coach (district coach), and instructor (head coach) conversations for the three modified guided online coaching cycles, teachers’ reflection papers, and grant coach interviews yielded four themes: FoK; EBL-specific instructional strategies, tools, and resources; translanguaging; and collaborative and critical reflection. The first theme, FoK, referred to the knowledge, experiences, language, and culture that EBLs and their families embody that help teachers to strengthen their teaching. FoK also referred to the linguistic and cultural capital that EBLs bring to the classroom (Moll et al., 2001, Song, 2019). EBL-specific instructional strategies, tools, and resources denoted the plethora of strategies, technological tools, and resources that support EBLs in learning in the classroom or most recently on a virtual platform. Translanguaging was described as a philosophy and pedagogy where teachers valued the assets that multilingual speakers brought and built upon EBLs’ strengths applied when their native language was used for learning English or any other language. Collaborative and critical reflection embodied the processes adopted by teachers from the feedback and self-reflection during the modified guided online coaching preparation, strategy, and reflection cycles with peers, coaches, and the instructor.

From the grant coach interviews, the first theme that emerged was teacher growth: the impact of guided online coaching for teaching EBLs. Teacher development or growth referred to the professional improvement observed in teachers’ knowledge, skills, and effectiveness in their teaching practice. For teaching EBLs, teacher development or growth involved a comprehensive understanding of students’ language repertoires,
culture, and creative language teaching that supported student-learning outcomes. This theme had three subthemes organized around the guided online coaching cycles: preparation (FoK and teachers’ mindset toward EBLs); strategies (translanguaging and teacher growth from technology-mediated coaching or technology use); and reflection (self-reflection, collaborative peer feedback, teacher growth in EBL teaching strategies, and teachers as learners).

The following section provided the findings from the VTP1 and VTP2 preparation cycles as well as the reflection papers from the participating teachers, namely Marie, Erin, Renee, and Elisa. They also included the coach interview conversations on the influence of guided online coaching for the teachers’ transformed teaching of EBLs. The NPD grant coaches, Coach Tess, Debbie, and Kristin also shared their insights on guided online coaching.

Findings Under Theme 1: Funds of Knowledge

The first theme that emerged from the data analysis was FoK. The FoK that EBLs and their families possess are a critical element for teachers of EBLs as they design and deliver lessons, reflect on their teaching, and for EBLs’ successful learning (Moll et al., 2001, Song, 2019). Language teaching involves creativity, collaboration, reflection, and problem solving experiences in the new language for EBLs, who build on their existing FoK (Gee, 2016; Jones & Richards, 2016). FoK involve the cultural, linguistic, academic, and social knowledge and experiences that EBLs already possess. The comparative analysis of the data for the three modified guided online cycles in the VT1 and VT2 preparation cycles involved the four teachers’ lesson planning and teaching with peer, coach, and instructor feedback and teacher reflection. FoK also involve an asset-based
approach to teaching EBLs. Teachers of EBLs need to know their students and their families beyond just basic EBL demography, which includes gender, age or grade, and native language spoken at home. Equity-based teaching expands beyond this basic knowledge to include students’ proficiency in the native language(s), any social or academic language the student possessed, and EBL and family background. Most importantly, it involves the teacher forming relationships that utilize the asset-based strengths that EBLs possess to create meaningful lessons with activities based on EBLs’ interests and backgrounds. Teachers’ equitable mindset toward EBLs and their families is asset-based. The asset-based mindset in teaching is when the teacher provides a racially, linguistically, and culturally responsive (RLCR) classroom environment that empowers students, invites family engagement, and allows all EBLs to be successful in learning (Song, 2019).

I performed a comparative analysis of the four teachers’ first preparation cycle conversations at VT1. All four provided basic EBL demography without expanding it to include EBLs’ proficiency in their first language or knowledge of the parents’ demography and background. One example was a comparison between Marie’s first preparation (VTP1-P) cycle conversations and subsequent preparation (VTP2-P) cycle conversations a year later in the TESOL practicum. When I reviewed Marie’s first conversation, I found that although she had provided information regarding her EBLs’ gender, age, and native language, she had not demonstrated a deeper understanding of her EBLs’ strengths in their first language, interests, or family demography. She shared the following regarding one of her EBLs: “...and there are times where she seems to know a lot of information, but she can't always express it” (Marie, 2019, VTP1-P). At this point
in Marie’s transformation as a teacher of EBLs, there was no evidence that demonstrated how she supported this student’s learning in her preparation artifact in the VTP1-P. Once Marie learned to become an asset-based practitioner throughout the yearlong TESOL practicum, she discovered that teaching EBLs involved creating meaningful and asset-based experiences that lead them to make meaningful and deeper connections to the learning. She shared the following in her VTP2 reflection cycle:

I've learned and thought about what kind of learner my EBLs are specifically but all my students. I've learned more about their interests and what kind of activities they enjoy, in hopes to be able to incorporate that into my lessons and be able to have them make deeper connections to what we're learning. (Marie, 2020, VTP2-R)

Marie continued to share how she learned the importance of creating opportunities for movement and sharing between partners, as evidenced by her subsequent inclusion of Total Physical Response (TPR) and the turn-and-talk strategy between her students.

Marie explained in the preparation cycle at VT2 how she felt that she did not possess knowledge as strong or a relationship as close with her EBLs and their families as she would like. She stated, “...[EBLs and families] don’t ever open up and that’s okay. They’re not ready for it. But it doesn’t mean I’m going to stop trying” (Marie, 2020, VTP2-P). Marie demonstrated effort and attempted to incorporate EBLs’ language repertoires into her instruction through translation. Marie shared, “So I have made flashcard-type things to label the side of the balance that's heavy in life. So you can see English is on the top there, then it's Bosnian and in Vietnamese because those are the two languages they speak” (Marie, VTP2-P). In this VTP2, the peers and the coach primarily
provided only affirmative feedback related to the TPR activity or the use of translated vocabulary cards. Only the instructor provided feedback related directly to using EBLs’ FoK in a meaningful manner that incorporated their native language in speaking and allowed translangauging opportunities to learn the lesson’s key vocabulary. The instructor also commented on FoK as follows:

I would just put the small dash underlines...I would like you to try this in Vietnamese and Bosnian. When adopting translangauging, [some native languages such as Chinese and Arabic] need to be Romanized using phonetic descriptions using English alphabets. I would also like you to put that phonemic transcription there [on the vocabulary card] so that you could pronounce the word with them.

(Instructor, VTP2-P)

Renee, in her peer feedback, suggested that the presenting teacher follow the instructor’s feedback by saying EBLs’ FoK, “... provide another good opportunity for these families to talk about their language and their culture would be helpful to understand their FoK” (Renee, VTP2-P). After incorporating the instructor’s ideas into her revised lesson plan and reflecting on Renee’s suggestion, Marie explained her preparation reflection in her final reflection paper. She stated that although she knew that she needed to have stronger relationships with her EBLs, she had not realized the need to gather more background information about them. She wrote, “I needed to gather more background information about my ELs to know about their family life, culture, and language needs” (Marie, 2020, Final Paper). Marie’s reflections highlighted her growth as a teacher in her final lesson reflections that met the needs of her EBLs and their families through better preparation and outreach.
In another example of initial limited teacher use of EBL students and families’ FoK, Erin shared in VTP1-P (preparation) very general information about her EBLs’ demography and did not indicate the FoK of the students or families. Erin stated, “They're all from Guatemala, all of the EL students. I have a couple of recent immigrants” (Erin, 2019, VTP1-P). Furthermore, she made the following assumption about her EBLs and their families’ FoK: “A lot of my kids come from backgrounds with limited prior education or family education” (Erin, 2019, VTP1-P). In a peer feedback conversation in the preparation cycle with Renee, Erin stated, “[a] lot of parents don't know how to teach very young kids anyway” (Erin, 2019, VTP1-P).

During the TESOL practicum, Erin, a bilingual teacher, expanded her increased knowledge about her EBLs and their families. She explained how she had learned that not all of her EBLs were from Guatemala – two EBLs’ families were from Mexico. Erin shared the following: “One is third-generation US, but I know her grandparents are bilingual. Well, her parents are bilingual as well” (Erin, 2020, VTP2-P). Furthermore, “[s]ix of them [EBLs] are from Guatemala. Most of them were born in the US, only one is an immigrant” (Erin, 2020, VTP2-P). Erin had even expanded her understanding about the FoK that her EBLs had regarding language: “Spanish is the language spoken at home for most of the children. Three of the children speak English at the home” (Erin, 2020, VTP2-P).

From her EBL demography table, Erin had learned that not all of her EBLs were from Guatemala and that many of her students were born in the US and came from multigenerational bilingual families from Mexico. This expansion of the EBL demography had provided Erin with more understanding of her EBLs and families’ FoK.
This provided her with more opportunities to engage her EBLs and their families by using an asset-based approach to teaching. Marie provided the following peer feedback regarding EBLs’ FoK: “I also really liked that you used English and Spanish throughout and the kids knew exactly what you were saying. It didn't seem like anybody was confused or anything, I am envious. I wish I could do that as well” (Marie, VTP2-P). Additionally, Erin described her knowledge of EBLs’ FoK in her final paper, which included how the background of her EBLs and their families’ diverse language repertoires and cultural background had transformed her thinking: “I have been more sensitive to cultural differences between my [EBLs] and [nonEBLs]” (Erin, 2020, Final Paper).

While Erin possessed language ability and used translanguaging with her EBLs, she continued to be more teacher-driven as opposed to teacher-facilitated in her teaching approach. While Erin’s peers and NPD grant coach provided acknowledging and affirmative feedback, her instructor addressed the need for Erin to provide more opportunities for the EBLs to engage in the four language modalities. The instructor shared: “There’s oracy and writing with each other, there are still things like drawing...I kind of want them to or can they do some hand gestures about each of the [vocabulary words]” (Instructor, 2020, VTP2-P).

In VTP1 preparation (VTP1-P), Renee shared her EBLs’ demography, which included her students’ English language proficiency scores in her VTP1-P. While she shared the proficiency levels and noted the wide range of said levels in English that her EBLs possessed, she had not initially included any information necessary for making informed instructional decisions for her EBLs that demonstrated her use of their or their
families’ language repertoires or necessary scaffolds for their success. In this instance, Renee followed the feedback from her NPD grant coach, included information on her EBLs’ home language, and incorporated Can Do Descriptors (the academic communication expectations for listening, speaking, reading, and writing) used with EBLs into her lesson plan. She shared the following: “Thanks so much for your feedback. When I did my original lesson plan, you're right, it was a good thing to include, and I kind of just forgot. So thank you again for the feedback and I'm glad I could include it in this” (Renee, 2019, VT1P-P). In VTP1-P, Renee became knowledgeable about her EBLs’ home languages; however, she had not used their first language or incorporated it into her instruction.

In VTP2 preparation (VTP2-P), Renee shared the challenge that she faced in working with families of EBLs. She shared her frustration in engaging the families in her EBLs’ classroom learning by saying that “I think it's hard sometimes to get parents involved” (Renee, 2020, VTP2-P). Renee responded to this challenge by shifting her efforts toward a more inclusive family approach. Later in her VTP2 reflection (VTP2-R), she shared how she incorporated translated books into her unit design. Furthermore, Renee shared her expanded understanding and how she utilized EBLs’ various language repertoires as an asset for content teaching, which demonstrated that she had an extended understanding of the FoK her EBLs and their families possessed. In response to her development of translated books, her coach, a peer, and the instructor all recommended using both the translated and English text copy together, which would provide more options for allowing engagement in both the home language and English. The instructor offered the following: “Exposure to English is obviously important not only for the
families but also for the English speaking children because they are going to learn everything in English in the class” (Instructor, 2020, VT2P-R). The translated books would help EBLs and their families read together. The peer stated that “[i]t would be a way to bring in what we're learning at school, and then to have those conversations at home” (Erin, 2020, VTP2-R). This was an example of a way for Renee’s EBL families to be engaged in and connected to their children’s content learning. The instructor offered follow-up feedback that affirmed Renee’s efforts: “You're the first teacher who put the translated version in English and sent it back home and during COVID-19!” (Instructor, 2020, VTP2-R).

Two teachers, namely Erin and Elisa, had initially displayed a deficit-based viewpoint of EBLs at the beginning of the TESOL practicum, as illustrated by their VTP1 conversations. In the VTP1-P cycle, Erin mentioned, “[t]heir [EBLs] families also have little background education” (Erin, 2019, VTP1-P). Elisa shared the following in feedback to Erin’s VTP1: “… so it's always, it's always the EL students that fall way, way behind” (Elisa, 2019, VTP1-1). Elisa’s initial deficit-based attitude toward EBLs was surprising given her own bilingual, linguistic, and cultural background and being a second language learner of English.

A transformation occurred for Elisa during the TESOL practicum where she applied students and families’ FoK (e.g., home language proficiency), which provided inclusivity and strengthened learning outcomes for EBLs (Gee, 2016; Jones & Richards, 2016; Moll et al., 2001). Elisa stated the following: “It depends on the exposure and the environment, or wherever they are interested in, motivated by...there are so many factors, we cannot assume about their readiness” (Elisa, VTP2-P). Her instructor’s feedback
acknowledged her instructional shift and establishment of high expectations, “So I'm glad to hear that you don't believe in all those numbers” (Instructor, 2020, VTP2-P).

Following 2 years of coursework and the yearlong practicum, Elisa shared a clearer understanding of her EBLs’ FoK and used it as part of her teaching resources, as was mentioned in her final paper: “My thinking process has been refined. My perspective has shifted. My vision has expanded” (Elisa, 2020, Final Paper).

The preparation in guided online coaching in the coaches’ interview data revealed the theme of FoK. This occurred during the lesson plan development; feedback from peers, coaches, and the instructor; and the teachers’ reflection on the lesson plan derived from this feedback. The FoK that students brought to the class were integral considerations for lesson planning. These FoK included the students’ linguistic or language repertoire, cultural background, previous education and experiences, and knowledge of their family’s background, which included home language(s) spoken and literacy. As Coach Debbie shared,

They really learn more about their students, because before they didn't know much about their EL students or know anything about it. And through that process, you know, they got to know them, where they came from, their literacy, their background and really started making those lessons apply to their students.

So, I saw great, great growth from all of them. (Coach Debbie, Interview Conversation, November 18, 2020)

The mindset involved the teachers’ shift from a deficit- to an asset-based viewpoint of what their EBLs brought to the classroom and what they could do compared with what they could not do. Coach Tess noted that her school followed the Sheltered Instruction
Observation Protocol (SIOP) model, a framework for planning and delivering academic content to EBLs. Coach Tess elaborated that while her school adhered to the SIOP Model, there were still preconceived notions of what EBLs were and were not capable of at the beginning of the practicum and the changed mindset following the conclusion of the TESOL practicum. She shared the following: “I absolutely saw changes in teachers about how we are to look at these students and their families as asset-based and appreciate, obviously what they bring to the table...” (Coach Tess, Interview Conversation, November 17, 2020).

In summary, to answer Research Question 1, findings from Theme 1: FoK supported an expansion in the participating teachers’ knowledge and understanding of EBLs and their families' FoK beyond only a general knowledge of their EBLs’ demography. Marie, Erin, Renee, and Elisa demonstrated an understanding of the importance of EBLs and families’ FoK. Additionally, the four teachers demonstrated a changed mindset for asset-based teaching to learning more about their EBLs and families’ culture, language, and interests. This was observed through their planning conversations and reflections on the preparation and reflection for the VTPs and demonstrated the key role of the instructor (head coach) in providing critical feedback for the teachers.

The NPD grant coaches demonstrated an interesting finding. Two coaches, Tess and Kristin, recognized the importance of FoK and displayed an expanded growth mindset from their guided online coaching experiences. The teaching of their EBLs also appeared impacted by them becoming aware of their students’ FoK and cognizant of their own mindset. This demonstrated the parallel learning by the coaches from the interactions that occurred between the instructor/head coach and the teachers, along with participation
in professional learning opportunities. Coach Kristin discussed how she now incorporated her students’ home language and provided translated assignments: “I’m trying to find more opportunities for students to read and write in their home language” (Coach Kristin, November 19, 2020). Additionally, Coach Tess provided the following introspection:

I did a lesson about a family that was fleeing their country. And I had a Syrian refugee in this particular group. And so I sat down, and I thought, you know, maybe I need to be a little more culturally responsible. You know, it was good for him to hear the story, but he also got very upset. And so maybe one of the things I need to reflect on is making sure that my students are getting good content that is relatable, but maybe not content that's triggering. (Coach Tess, November 17, 2021)

The two NPD grant coaches’ introspections supported the findings for FoK that had also emerged for the teachers.

**Technology Challenges during COVID-19**

While the interview conversations highlighted the teachers’ adaptability during COVID-19, two of the coaches also discussed the impact of COVID-19 on their EBLs and their families. Coach Tess described said impact as follows:

And it was very difficult because a lot of our EL families did not know how to work the technology. So even the teachers who were able to get kids on Zoom for their lesson. They did not have that many…in addition to that, it's very difficult to have them in groups of native languages talking because not everybody's showing up. (Coach Tess, Interview Conversation, November 17, 2020)
Coach Kristin shared the difficulties of working with new arrivals who have no prior experience with computers and disrupted Internet service. Additionally, she added the following frustrations: “And they've had horrible service, but then the hotspots are working. And now they're switching from school to school. So I [don’t] know. I don't” (Coach Kristin, Interview Conversation, November 19, 2020).

This last conversation described the frustration that the teachers’ felt for their EBLs who were frustrated with and hampered by the use of technology.

The next section explores Theme 2: EBL-specific instructional strategies, tools, and resources.

**Findings Under Theme 2: EBL-Specific Instructional Strategies, Tools, and Resources**

The second theme that emerged from the analysis of the data was **EBL-specific instructional strategies, tools, and resources.** Effective language teaching involves the knowledge, skills, and understanding obtained from teachers’ teaching education and experiences (Richards, 2013). One of the many qualities that distinguishes good teachers, according to Richards (2013), is the ability to carry an innovative mindset into the classroom. An innovative mindset involves the willingness to be creative, take risks in teaching, infuse technology-mediated tools, and select meaningful resources that build upon students’ FoK, as well as how they reflect on their teaching practice.

For this second theme, the comparative analysis examined the EBL-specific instructional strategies, tools, and resources that the teachers’ used with their EBLs and whether their practice had evolved and expanded their teaching strategies for EBLs; for
example, they might not only have become creative language teachers of EBLs but also linguistically and culturally responsive teachers.

Early in the TESOL practicum, Marie demonstrated the use of sensory supports (foam pieces), gestures (American Sign Language [ASL] for the letter T), and teacher proximity. All were helpful scaffolds for preschool learners and for teaching EBLs, as evidenced by the following quote: “Sensory supports, we will use foam pieces…I also teach them to sign language for the letters of the alphabet” (Marie, 2019, VTP1-S).

Marie’s coach pointed out that, “with such a big age range of 3 to 5 years, I think you’ve done such a good job of making the content accessible for all of them” (Coach Tess, 2019, VTP1-S). However, the coach did not provide specific feedback on the EBL-specific strategies that made the content accessible for Marie’s students. By contrast, her peer provided the following feedback: “You recognized that this was a long lesson for them, and... you left the whiteboards for the end, hoping to kind of keep that engagement going” (Renee, 2019, VTP1-S).

In the VTP2-S cycle, Marie expanded her EBL teaching strategies by, for example, not only sharing the language objective with the EBLs but also using a turn-and-talk strategy with a nearby partner in VTP2, even if they were “going to do almost repeating it [a language objective] back” (Marie, 2020, VTP2-S). In VTP1-P, she had depended solely on teacher-selected sensory supports that EBLs would use without providing any direction on how to use them. In the VTP2-P cycle, Marie also incorporated teacher demonstration into her lesson, which used the same two objects that she had used in her VTP2-S cycle. She shared, “I would make the heavier one go down and I would slant my arms in a way that shows the heavier item that goes down just like
it did in the balance” (Marie, 2020, VTP2-S). Next, she demonstrated the activity, which included students using oral sentence stems, “to describe these objects, I would say the blank, whatever I had in my right hand is going down because it's heavier than the blank” (Marie, 2020, VTP2-S). Lastly, Marie used cooperative learning, TPR, and hands-on-learning while providing continued learner support with a designated partner who supported the EBL peer: “One person is going to go find two objects in the classroom and bring them back to their partner were then that second person is going to be the balance” (Marie, 2020, VTP2-S).

Furthermore, Marie checked for understanding when her EBLs used the same object using the balance and incorporated the activity as a formative assessment. She shared the following: “They can do it with their body, and then they could take it over to the balance and then they would check what happened” (Marie, 2020, VTP2-S). Marie’s instructor stressed the importance of the EBL-specific strategies that Marie chose: “I truly believe the hand gestures and what you're doing with total physical responses by using your body as heavy and light is a very, very important thing” (Instructor, 2020, VTP2-S).

Marie’s instructor offered the following feedback to strengthen her lesson beyond the TPR and turn-and-talk strategy: “Drawing is very important rather than just commercialized pictures because that way they can even draw it with your graphic organizer, whatever two things they choose” (Instructor, 2020, VTP2-S). This addition was important for Marie to assess students’ understanding of the concept following the instructional strategies and activities. Marie responded to the instructor’s feedback when the EBLs drew, describing their explanation of their drawing as follows: “After reading the feedback, I went ahead and added this part to my lesson plan as a way to document
their knowledge rather than just me observing the partner activity” (Marie, 2020, VTP2-S).

Therefore, the feedback from Marie’s peer, coach, and instructor affirmed her use of drawing, dialogue, and TPR as EBL-specific teaching and assessment strategies. Erin shared the following in Marie’s VTP2-S: “I really like your TPR response of having them stand up and move their arms one way or the other, I think that's a very memorable way to get students to participate, especially preschoolers” (Erin, 2020, VTP2-S). Marie’s instructor affirmed her addition of writing in her lesson in her earlier feedback: “I am so proud of you because you added writing. Writing is a very important piece our preschoolers need… and you took it so seriously” (Instructor, 2020, VTP2-S). Thus, Marie demonstrated her transformed teaching when she used EBL-specific strategies in her VTP2.

Another early childhood teacher, Erin, demonstrated her **willingness to take risks**, a quality of creative language teaching. She taught herself Spanish sign language and ASL and demonstrated the use of both in VTP1 and VTP2. In her VTP1, Erin shared,

> Even the poorly made gestures that I use with my students still help them to track what I'm saying and provide more expression so that they are better able to follow what I'm saying, even if I have imperfect Spanish or if I'm speaking in English and they don't speak that language. It's easy for them to follow what I'm doing. So I try to incorporate it as much as possible. (Erin, 2019, VTP1-S)

Although Erin included many scaffolding strategies that supported her EBL preschoolers, two peers questioned her vocabulary choices during her phonological awareness activities. One peer provided the following in response to her using two vocabulary
words that had two different sounds for the letter C, since the purpose of the lesson was on initial sounds only: “I know you were focusing on initial sounds, so I probably wouldn't use those words” (Rachel, 2019, VTP1-S). Erin’s coach Debbie also expounded on her word choice for the lesson: “I would possibly practice a lot with the letters. I might practice like in a lesson in between where you practice with those same words, but you're not having them differentiate” (Coach Debbie, 2019, VTP1-S). Following the feedback from her peer and coach, Erin made changes to her lesson. She shared, “That's a good point. And I don't want to confuse my students there. That’s a variable that I wasn't considering” (Erin, 2019, VTP1-S).

At the end of the TESOL practicum and at the height of the pandemic, Erin expanded her teaching repertoire of ASL and translanguaging, which also included visual/tactile aids (hula hoops and textures) and realia. In VTP2, Erin explained how this helped students sort objects by traits because “the visual boundaries around it [objects] help them figure out how they're supposed to be sorting them and why” (Erin, 2020, VTP2-S). To expand students' understanding of animal traits and vocabulary, Erin shared, “I found that using actual textures was very helpful for all of my students to figure out why we use terms like bumpy and rough and smooth and all of that” (Erin, 2020, VTP2-S). She further reflected how ASL and realia helped her EBL students as well as those with special needs: “All students benefited from learning that visual language [ASL]... Now this year I'm using a realia and other things to try to reach my blind student” (Erin, 2020, VTP2-S). Erin’s coach affirmed her use of EBL-specific strategies, which included pictures and realia (textures) in the lesson, as well as her introduction of key vocabulary in both Spanish and English. Coach Debbie stated that
“[t]his is really important because it really is not only a great EL adaptation, but it’s really
good for students that have different learning styles” (Coach Debbie, 2020, VTP2-S).

Furthermore, Erin’s instructor provided feedback that encouraged her to expand her EBL-
specific strategies further:

So I'm wondering if students can also have their own paper or some access to
where they can write and draw as something they can do with their hands. That's
another thing. Of course, they can feel it, but can they even do some whispering to
each other or sharing and stuff like that. (Instructor, 2020, VTP2-S)

Erin’s response to her instructor’s feedback was to recognize the areas that improved the
lesson, especially those that provided opportunities for students to have dialogue among
themselves. Erin shared, “I need to be aware of how many languages my students are
using, and build opportunities for them to explore ideas and discuss things with each
other and not necessarily with me” (Erin, 2020, VTP2-S). Erin revised her lesson based
on the feedback she received from her instructor. As a result, she expanded her
instructional strategies and demonstrated her teaching transformation between VTP1 and
VTP2.

In VTP1, elementary teacher Renee demonstrated an introductory lesson on
inference. In this lesson, Renee used the reading strategy “I read, I know, and so I can
infer” as well as a text familiar to her EBLs, which also incorporated sentence stems. As
Renee explained, “…we did that [read] together. So I read, I think it was like four or five
pages. So then we use the sentence stems I read” (Renee, 2019, VTP1-S). She continued,
“the inference is that the boy is disappointed or sad or maybe even mad that the seed isn't
growing. So the ELs all seem to be able to do that without a problem” (Renee, 2019,
VTP1-S). Most importantly, Renee recognized that there were shortcomings in her lesson and shared her frustration, as indicated in the following excerpt from her VTP1 reflection: “For me, this lesson was okay, but definitely not one of my best. I was very frustrated that I forgot to teach the gesture” (Renee, 2019, VTP1-S). Based upon Renee’s reflection on her disappointment with the lesson, Marie commiserated about her own frustrations when teaching her lesson. As a result, Marie offered the following feedback for Renee’s consideration for teaching her lesson in the future, which encouraged Renee to expand to two lessons: “Just kind of that way you have more time and you have the time to teach all of the components” (Marie, 2019, VTP1-S). The continued dialogue between Renee and Marie reinforced the importance of peer feedback on teaching and learning with the suggestion to expand the 1-day lesson to 2 days to deepen student understanding of the content.

In later findings from VTP2, at the end of the TESOL practicum, Renee demonstrated her transformed teaching beyond traditional lessons with her EBLs. In this passage, Renee demonstrated in VTP2 her expansion of providing multiple language texts for her EBLs, which incorporated their FoK into their learning. She printed books from Reading A to Z and Unite for Literacy in multiple languages. Additionally, the Unite for Literacy website provides audio that reads the books in the native language. Later, she sent the books home to the families to keep, which provided opportunities for the EBLs and their families to read together. For any native languages that were not accessible, she copy-and-pasted the book into Google Translate, which connected student learning and encouraged family engagement in that learning. Renee demonstrated her excitement and creativity in using technology-mediated tools to teach her students, “What I'm really
excited about is I went to A to Z reading and I printed off the community helper book.” (Renee, 2020, VTP2-S). Renee further elaborated as follows:

Then I would bring up the book on Unite for Literacy. If you haven't checked out that website, I highly recommend it. They have books on all different topics and read in different languages. That website reads but also translates the book and then reads it in that language. (Renee, 2020, VTP2-S)

Renee demonstrated her problem solving, which addressed another quality of creative and effective language teachers. When a book was not available in a language that she needed, she used Google Translate to translate the book and then glued printouts of the translation onto the cover and pages of the book in VTP2-S. In using these tools and resources, Renee further demonstrated the incorporation of the FoK of her EBLs and their families into her teaching strategies: “And they all speak their native language at home. So they could, you know, enjoy these books... it would be a way to bring in what we're learning at school” (Renee, 2020, VTP2-S). However, Renee struggled with whether to keep the English text with the translated text that she was going to be sending home. Her coach, peer, and the instructor suggested that having both available for families would be helpful. Renee’s instructor shared the following: “Exposing to English is obviously important not only for the families but also for the English speaking because they are going to learn everything in English in the class, mostly you're going to use English in class. So let's leave it there” (Instructor, 2020, VTP2-S). Ultimately, Renee provided both English and the home language to her EBLs and their families. Renee’s use of translated books was a helpful strategy for engaging and involving her EBLs and their families in classroom learning.
Notably, however, some findings indicated very little application of EBL-specific teaching strategies, resources, or tools in the VTP1-S cycle. For example, Elisa, a DL teacher, shared that “we have sentence stems to go with all that so all kids could participate in the target language choices. In this case of Spanish” (Elisa, 2019, VTP1-S). In Elisa’s VTP1-S, how she applied strategies for EBLs could not be seen through her focus on one language only (Spanish). In her assessment strategy for her lesson on animals, Elisa did not allow her students to draw a picture of an animal of their choice from the lesson. Coach Debbie provided the following feedback: “I would definitely have at least an option for choosing their own because then they can make something more personal for learning” (Coach Debbie, 2019, VTP1-S). Elisa noted this feedback on her lesson and made the change as advised, which provided an opportunity for more personalized learning.

However, in her VTP2-S, Elisa demonstrated her creativity and growth as a DL teacher of EBLs. She learned how to take risks, varied instructional strategies and resources, and incorporated technology-mediated tools. She demonstrated this incorporation through the addition of Hyperdoc, videos and video clips, Book Creator (eBook), and an app that also read in Spanish. Furthermore, she incorporated gestures and pictures that aided vocabulary. Additionally, she included cooperative learning strategies such as turn-and-talk between bilingual partners, different partners, and small groups. She facilitated whole groups for discussion, and students labeled pictures that used both Spanish and English, wrote keywords and phrases (in both languages) in their notebooks, and added their drawings. Elisa shared the following regarding the second cycle of strategies in VTP2:
So when I first go over the objectives, I'm going to use gestures and pictures to demonstrate part of the vocabulary. The students also get to turn and talk to each other at the very beginning. And they have a bilingual partner and they can also switch up partners in case they can get it from more than one partner. (Elisa, 2020, VTP2-S)

Another activity Elisa incorporated into her VTP2-S was labeling a picture using Google Image clipart. Elisa provided a sample that she would use, which demonstrated what her EBLs would need to do with their partners. Following the completion of the collaborative work, she explained how “[w]e would also come together as a class to label things that were left unlabeled” (Elisa, 2020, VTP2-S). Furthermore, Elisa used the notebook strategy, in which her EBLs had previously written keywords or phrases in their notebooks for reference for the activity. Additionally, Elisa added Hyperdoc because “[t]here are several books on here, several videos, some simulations, audio clips” (Elisa, 2020, VTP2-S), and she further explained that “[t]he app will read it for them in Spanish if they hit the play button, so maybe we can [in Spanish]” (Elisa, 2020, VTP2-S). Her culminating activity also involved a technology-mediated tool, namely an app called Book Creator: “This activity asks students to write a book” (Elisa, 2020, VTP2-S). While Elisa’s instructor commended her on the wide use of technology-mediated resources and chosen activities to aid her EBLs, in her feedback she recommended that Elisa take the lesson one step further with added gestures and TPR: “…you may want to even add some TPR, … use gestures and ASL…with all this pronunciation” (Instructor, 2020, VTP2-S). Furthermore, her instructor commented,
I want you to go further and see how they can retell or express their understanding. That doesn't have to be orally only. They can draw, they can point and whatever it is, and in-class discussion, you could do a think pair/share.

(Instructor, 2020, VTP2-S)

This specific feedback strengthened Elisa’s lesson and resulted in lesson revisions that she would incorporate into her teaching once classes resumed post-COVID-19 pandemic.

From the coach interviews on strategies, one of the subthemes that emerged from theme one in strategies was teacher growth in technology-mediated coaching and technological tools. Coach Kristin shared the following: “I got a lot more participation when we were fully online… this group of teachers we have…that's all we do right now is online in our district” (Coach Kristin, Interview Conversation, November 19, 2020).

Coach Debbie stated that the experience with online coaching helped the teachers with the transition to virtual teaching due to COVID-19: “So I think it's helping them immensely because they've already developed practices that were online…now they all have…virtual classrooms” (Coach Debbie, Interview Conversation, November 18, 2020).

Coach Tess shared the following about technology-mediated coaching regarding the teachers from her school: “We kind of had some bumps along the way at the beginning, just because we were all still getting used to everything… But I do think it definitely has its benefits” (Coach Tess, Interview Conversation, November 17, 2020). Coach Tess went on to add her preference for in-person coaching, but offered the following caveat about technology-mediated coaching: “It's also very beneficial to be able to sit back and go through those three cycles virtually and have more input than just me” (Coach Tess, Interview Conversation, November 17, 2020).
Impact of COVID-19 on Teachers

From the interview conversations with the three coaches, a subtheme emerged, namely the impact of COVID-19 on teachers. This impact was experienced at the end of the yearlong TESOL practicum. Coach Tess shared how the sudden closure of schools due to COVID-19 had impacted the coaching cycles in her school and that everyone did their best with their lessons: “We could all…discuss and things like that it was just very different from any other coaching cycle” (Coach Tess, Interview Conversation, November 17, 2020). Coach Debbie optimistically responded that guided online coaching and courses assisted her teachers in switching to virtual lesson planning and teaching during COVID-19 in their schools. She shared, “I think it's helping them immensely because they've already developed practices that were online” (Coach Debbie, Interview Conversation, November 18, 2020). Coach Kristin felt that all but one responded well to the changes toward the end of the yearlong TESOL practicum: “I had more teachers be more comfortable in the online…one teacher that kind of backed away” (Coach Kristin, Interview Conversation, November 19, 2020).

In summary, all three coaches shared positive remarks about guided online coaching and the advantages of technology-mediated coaching with their teachers. Of note was how Coach Kristin described the increased ease of response to teachers’ participation in the coaching cycles virtually compared with in-person coaching.

To answer Research Questions 1 and 2, Marie, Renee, Erin, and Elisa demonstrated having used EBL-specific teaching strategies, tools, and resources for teaching and also demonstrated creative approaches and transformed teaching. The three
coaches, Tess, Debbie, and Kristin, supported how technology-mediated coaching had assisted the teachers in the transition to virtual teaching for their EBLs.

**Findings Under Theme 3: Translanguaging**

The third theme that emerged from the comparative analysis of the data was translanguaging. English language teachers have an opportunity to embrace multilingualism, for instance, through the philosophy and pedagogy of translanguaging (Garcia & Li, 2014), which value the resources that multilingual speakers bring and build upon their strengths to learn English or any other language. In a comparative analysis of the VT cycles, all of the study participants were determined to use some form of translation in their lessons. However, only three of the four demonstrated using translanguaging as a pedagogy fully as intended. Two of the four were bilingual teachers and speakers of Spanish, whereas the other two teachers were monolingual speakers of English only. The greatest shift occurred in their mindset, as demonstrated by their willingness or attempted application of translanguaging pedagogy into their teaching.

In the VTP1 preparation cycle, monolingual teacher Marie demonstrated the translation of the content objectives for her Pre-K EBL students: “I chose Bosnian as my language to translate these objectives since I have two Bosnian students” (Marie, 2019, VTP1-P). It was unclear whether Marie orally recited the content objective with her Pre-K EBLs. In her first VTP1, neither the peers nor the coach provided feedback on her translated objectives, and it was unclear whether she shared the translated objectives with her students.

However, in VTP2 Marie expanded her use of translation to embody both content and language objectives and key vocabulary. Furthermore, while in the VTP2 preparation
cycle Marie initially questioned the value of incorporating the EBLs’ home language, she later shared in the same cycle how she created flashcards to label the balance for the key terms “heavy” and “light.” She shared, “…English is on the top there, then it's Bosnian and in Vietnamese...the two languages they might speak” (Marie, 2020, VTP2-P). She also added the following: “So I don't know how much they're really getting out of it, but I just kind of figured exposure is not going to hurt” (Marie, 2020, VTP2-P). Her peer Trish provided the following feedback on Marie’s translated vocabulary cards:

I like how you had the cards with the vocabulary cards with the different languages on them. And I think you're definitely right. Even if they don't know their native language. I think that that exposure is definitely very good for them. (Trish, 2020, VTP2-P).

Later, in her reflection cycle, Marie added the importance to her of demonstrating her relatability and making connections for her EBLs: “If they don't have someone else there that they can kind of relate to and connect with about it then it's harder for them to open up” (Marie, 2020, VTP2-R). Marie’s instructor acknowledged her use of written translations on the vocabulary cards, but provided the following feedback:

When you go to translanguaging, they use the phonetic description using the English alphabet. I would also put that phonemic transcription there so that I will probably try to pronounce the word with them. And then your EBLs who do not read or write and or write can pick it up. And that's another thing I would truly do and that way you can pronounce Vietnamese and Bosnian and your kids will probably be very happy. (Instructor, 2020, VTP2-R)
In the analysis of the two VTPs, monolingual teacher Marie demonstrated growth in her willingness to attempt to incorporate home language into her teaching and its importance, even if the efforts were limited to translation and repeating translations with her EBLs. Most importantly, during her VTP reflection cycle she reflected as follows: “But it doesn't mean I'm going to stop trying” (Marie, 2020, VTP2-R). Marie’s instructor commended her attempt at translanguaging with her EBLs, and stated, “I'm impressed with your translanguaging effort” (Instructor, 2020, VTP2-R). Marie’s efforts in translanguaging demonstrated her changed mindset, even if her translanguaging approach needed continual refinement.

In the VTP1-reflection cycle, bilingual teacher Erin explained how her EBLs enjoyed responding in both Spanish and English during the vocabulary activity and how she applied visual phonics to help her EBLs hear the sounds that she was saying. Erin shared, “I presented the vocabulary in Spanish and English, and I picked a mix of words that translated well from Spanish to English” (Erin, 2019, VTP1-R). Further, she shared, “I didn't notice any of my students feeling nervous about the English vocabulary or not willing to answer” (Erin, 2019, VTP1-R). Erin gave her EBLs choices about using their home language repertoires and shared how her Pre-K EBLs applied letter-sounds in English from responses in Spanish. Erin’s coach provided the following observation of her lesson: “If they're willing to try, that's what you want for any EBL student to have that comfort level that they can attempt English and not feel pressured or nervous” (Coach Debbie, 2019, VTP1-R).

In VTP2, Erin expanded her language teaching repertoire and included more ASL in her teaching. Erin reflected on her translanguaging efforts and noted whether her EBLs
spoke English or were EB learners of English. In the VTP2 reflection cycle, she shared the following response to the feedback: “I'm glad that you noticed my students repeating the Spanish and English words. I think they do a really good job with it” (Erin, 2020, VTP2-R). An observed strength for Erin in her transformed teaching was how she self-taught and learned Spanish and ASL and utilized both in her teaching of EBLs. Furthermore, she utilized the FoK of her students and families and provided communication in their home language. She explained this in the following excerpt from VTP2-R:

> And [it’s] easier for us to translate things and to make sure that everyone [understands], it's easier for us to get interpreters and to research the native language proficiencies and all of that because we just have fewer languages to work with. (Erin, 2020, VTP2-R)

In Erin’s findings from the VTPs, she demonstrated how she applied translanguaging, and added ASL that built relationships with EBLs and made connections to their academic learning.

Similar to Marie, in the VTP1 preparation and strategies cycles, the other monolingual teacher Renee exhibited translanguaging efforts that were limited to her translation of the language objectives in Bosnian, Vietnamese, and Somali (Renee, 2019, VTP1-P). There was no further evidence of the oral use of the translated language objectives by herself or her EBL students, nor of whether they used their home language in the VTP1-S cycle. In the VTP1-R cycle, Renee shared her frustrations with her lesson and felt that it did not go very well. One peer acknowledged Renee’s frustrations and shared her own concern about translanguaging: “Also, translanguaging, I've been trying
it, but it's a struggle because, again, of just time constraints...I understand your frustrations completely” (Jill, 2019, VTP1-R). In both instances, neither Renee nor her peer Jill had grasped the importance of translanguaging for their EBLs.

A notable change occurred in the VTP2 strategies cycle, where Renee expanded her teaching and incorporated her EBLs’ language repertoires in her content teaching, as shared in the following excerpt:

We sat down at the table, what does community mean? So I would have “community” up on the word wall. And this is translated into Spanish and Vietnamese. And then I would give them sentence stems. “Community means...” and these are translated as well. So they could think about what it means in their native language if they would like to and share that in their native language if they would like to with a partner. (Renee, 2020, VTP2-S)

In this excerpt, Renee mentions expanding her teaching repertoire, including EBLs’ home language with the key vocabulary, which she translated into Spanish and Vietnamese and added to the classroom word wall. Sentence stems were translated and students were encouraged to turn and talk to a same home language partner. Furthermore, in the lesson, the EBLs used their notebooks and labeled using the translated key vocabulary from the word wall.

Additionally, Renee incorporated technology-mediated resources that assisted her translanguaging efforts and incorporated her EBLs’ home languages into the instruction and activity. Renee shared the benefits of the website as follows: “They have books on all different topics…in different languages…it not only translates the book but then reads it in that language” (Renee, 2020, VTP2-S). Although a monolingual teacher, Renee
demonstrated her willingness to foster translanguaging through her incorporation of home languages into her teaching, which served to create a linguistically and culturally responsive environment for her EBLs. Renee’s instructor commended her efforts in the feedback, “Thank you so much for the effort that really means time and effort and love for your EBLs’ learning...And it's not easy even if you use Google Translate” (Instructor, 2020, VTP2-R). Renee’s efforts spoke not only of her translanguaging efforts but also of her changed mindset. Renee learned the significance of and used technology tools. Furthermore, she incorporated strategies and resources that assisted her EBLs’ understanding of content in both English and their home language.

In a comparative analysis of the VTPs during the strategies cycle, Elisa, a dual-language teacher and native speaker of Spanish, incorporated translanguaging pedagogy into her teaching reflexively. In VTP1, Elisa used her students’ FoK and identities as Spanish speakers when she incorporated technology-mediated tools (Mystery Science videos and books in English). She then translated the videos and books into Spanish for her lesson. Elisa explained, “I sort of translated from what I remembered was in the videos because I watched them a couple of times...we used new vocabulary” (Elisa, 2019, VTP1-S). Rachel, as a peer feedback provider, stated that while Elisa’s EBLs wanted to use English, she also provided them with scaffolds that assisted in their learning. Rachel shared, “You were giving them practice and they were getting the content. So they were translanguaging, which is awesome” (Rachel, 2019, VTP1-S).

In the VTP2 strategies cycle, Elisa expanded her teaching to allow more opportunities for students who used their language repertoires, and they worked with both home language partners of both Spanish and English. Elisa explained this as follows:
And they have a bilingual partner and they can also switch up partners in case they can get it from more than one partner. They can get it from the other partner and also when I start asking the questions, my Spanish speakers don't answer me in Spanish usually, so they should be able to get it from the speakers that are answering the questions because they understand the question. (Elisa, 2020, VTP2-S)

Additionally, Elisa continued using technology-mediated tools that aided her students, which was accomplished through an app that read for them in Spanish and by recording other books in Spanish and English. She explained her teacher-made materials as follows: “This one's in English and Spanish because I made it and they will not be able to use full sentences yet because they're still emerging readers and writers” (Elisa, 2020, VTP2-S).

Furthermore, Elisa supported her emergent readers and writers’ literacy through translanguaging, as evidenced in VTP2-S: “They have the option of writing and illustrating and recording and they may also use Spanish and English texts...but it has to be at least in Spanish” (Elisa, 2020, VTP2-S). Elisa’s VTP2-S demonstrated her flexivity, which allowed students to use both languages and maintained the expectation for completing the literacy assessment in Spanish. Elisa’s instructor acknowledged Elisa’s translanguaging as follows: “Those keywords you identified and then you created a dual language word bank. So if students need some more help, if they understand English, they can choose the one they understand and Spanish they can also use that bank to label the picture” (Instructor, 2020, VTP2-R).

From the interviews with the coaches on strategies, two subthemes emerged from the first theme in strategies: translanguaging in the lesson plan and teacher growth in
technology-mediated coaching and technological tools. As previously shared, translanguaging involves the application of EBLs’ home language in the teachers’ lesson planning, instruction, and assessment supported with technological tools. During the interview, Coach Debbie shared,

And so one of the things she did is start changing because that's beneficial from a translanguaging perspective, but it's not an EL strategy to just translate. So she really kind of changed her mindset and became aware of that and started using it more as a tool, and started being aware of her objectives, and outcomes. (Coach Debbie, Interview Conversation, November 18, 2020)

In summary, the two bilingual teachers, Erin and Elisa, demonstrated their translanguaging pedagogy beyond translation alone. They incorporated translanguaging into not only translated language objectives and key vocabulary but also through reading and writing activities. Erin used both the home language and English in her instruction and instructional activities and added ASL. Elisa used same-language peers and dual-language notetaking during her reading and writing activities reinforced by her dual-language word bank. One monolingual teacher, Renee, embraced technology-mediated tools for not only translated language objectives, key vocabulary, and word walls but also for translated books for her EBLs when she used an app for reading in their home language. The other monolingual teacher, Marie, increased her efforts and translated the language objectives, key vocabulary, and word banks. Marie demonstrated a change in her translanguaging ideology. The interviews with the three coaches affirmed this transformed teaching, which involved translanguaging and technological tools.
Two of the coaches, Kristin and Tess, also demonstrated growth in their translanguaging pedagogy. Coach Tess elaborated on the importance of the physical classroom environment but emphasized that, “[I] try to make it more inviting by having multicultural books, translated books available, just different things like that” (Coach Tess, Interview Conversation, November 17, 2020).

Coach Kristin discussed her instructional shift, which included valuing her students’ home language and provided translated assignments for her EBLs. Additionally, she shared, “I’m trying to find more opportunities for students to read and write in their home language” (Coach Kristin, November 19, 2020).

In summary, both of the teachers and two of the coaches who also taught EBLs demonstrated growth in translanguaging, which evolved and included growth as asset-based practitioners, and the incorporation of new practices, which involved translanguaging pedagogy.

The next section describes the findings under Theme 4: Collaborative and critical reflection.

**Findings Under Theme 4: Collaborative and Critical Reflection**

The fourth theme that emerged from the analysis of the data was collaborative and critical reflection. John Dewey (1933) defined reflection as an outcome of thinking: “It [reflection] enables us to act in a deliberate and intentional fashion” (Dewey, 1933, p. 3). Costa and colleagues (2015) described deliberate and intentional as when teachers critically self-evaluate and reflect on their instructional practice. Collaborative and critical reflection involves evidence of transformation in teaching practice in the VTPs following peer, coach, and/or instructor critical feedback.
In the VTP1 preparation cycle, Marie provided an assessment that involved two modalities: speaking and writing. The assessments included strategies of participation (yes/no) and a writing rubric. In the VTP1 reflection cycle, Marie revised her writing rubric for the summative assessment following peer and coach feedback and added WIDA Can Do descriptors. WIDA Can Do descriptors are used for listening, speaking, reading, and writing for academic communication development and they are used with EBLs. The following excerpt demonstrated that Marie designed a formative (yes/no) assessment and added a rubric for writing: “I also changed in my original lesson plan, and my content objectives had ‘students will’” (Marie, 2019, VTP1-R). Marie noted that her revised lesson came from peer feedback: “And part of my feedback from peers was to change it to I CAN statements” (Marie, 2019, VTP1-R). Furthermore, Marie shared, “…for the writing, I created this rubric to assess their writing the letter T” (Marie, 2019, VTP1-R). This reflection demonstrated that Marie’s revised lesson provided a more rigorous assessment for her EBLs and a more in-depth understanding of assessing what they had learned and might still need to learn. Marie’s coach affirmed the feedback she had received and her development of a more rigorous writing assessment for her preschoolers: “I know this is not a standard to write the letter ...but they need to know that when they come to kindergarten” (Coach Tess, 2019, VTP1-R).

The greater transformation in Marie’s teaching of EBLs was evidenced by the VTP2 reflection cycle. She expanded her teaching repertoire from the feedback from her peers, coach, and instructor when she expanded her assessment to four modalities: speaking, listening, reading, and prewriting, as appropriate for Pre-K. Coach Tess provided the following feedback:
However, if you did want another option, maybe something could be like you're doing different groups based on age or taking the kids that are about to go to kindergarten and bringing them over and you're saying, tell me about this picture. And then you're saying, “Oh, you use the word heavier. What does heavier start with? Can you help me write the word heavier?” And maybe you just focus on one word from that sentence and then they work on writing the sound they hear whether it's one sound to sound three sounds. And maybe that's just what that group of kiddos do. Whereas maybe your younger fours and even threes are just drawing the picture and then dictating to you. (Coach Tess, 2020, VTP2-R)

Following feedback received during reflection, Marie reflected on her lesson revision and provided a more comprehensive summative assessment for her EBLs. She shared the following: “Originally, I did not have the final writing sample or the final [summative]…So, after reading the feedback and looking at it [lesson plan] again, I went ahead and added this [writing assessment]” (Marie, 2020, VTP2-R). Marie had developed a speaking rubric for the EBLs’ TPR, and following feedback from her coach and instructor, she developed a recording sheet for her summative writing assessment.

In this VTP1-R cycle, Erin recognized that using gestures to strengthen communication was a strength in her lesson; however, she reflected on the feedback that she received from her coach. Coach Debbie had stated the following: “I might practice like in a lesson in between where you practice with those same words, but you're not having them differentiate” (Coach Debbie, 2019, VTP1-R). Following the coach’s feedback, she recognized that she needed to incorporate more phonological awareness activities into her lesson and she provided more sound differentiation activities. She
shared these areas for improvement in her reflection: “First of all, just doing more phonological awareness lessons and continuing to repeat this sound differentiation activity” (Erin, 2019, VTP1-R).

In the VTP2-R cycle, Erin received the following feedback from her peer Marie, who suggested the inclusion of the colors of the animals as part of a sorting activity:

I was thinking is breaking this up kind of so maybe start with, you know, some of the characteristics and then see if they can figure out other characteristics or other ways that you can sort the animals and not just always give them the ways and color would be one thing that I think that they would probably be able to catch themselves. (Marie, 2020, VTP2-R)

Further, Erin’s instructor suggested additional ways for her preschoolers to demonstrate their language acquisition during the lesson. She suggested “using their gestures with the pronunciations” (Instructor, 2020, VTP2-R).

Following the peer and instructor feedback, Erin expanded and demonstrated a more critical lens for reflection on her lesson. She discussed the need for more peer interactions that provided more opportunities for students to talk and discuss with peers in both their home language and English. Additionally, she identified that she needed to provide more scaffolds that added video and visual aids, and she provided more opportunities for her EBLs to use vocabulary in both Spanish and English with the gestures/ASL that she had taught them. Erin shared, “I need to be aware of that in my lesson designs; it's easy for me to design lessons where I'm just the center of attention the whole time” (Erin, 2020, VTP2-R). Additionally, during the reflection cycle, Erin confirmed her need to become more aware of how many speaking opportunities her
students had during activities. She added, “I need to ...build opportunities for them to explore ideas and discuss things with each other and not necessarily with me” (Erin, 2020, VTP2-R). Erin acknowledged from the peer and instructor feedback that she needed to move from teacher-centered instruction to more teacher-facilitated instruction for her EBLs.

In the VTP1-R cycle, Renee’s reflection highlighted her self-critique and frustration with her inference lesson. In this early experience with reflecting on teaching, she had not considered what she specifically needed to change. However, Renee was aware that she had not made the right connections for her EBLs to acquire an understanding of inferencing in the lesson fully. She shared, “I didn't love the connection that I made with the kids...to get their brains thinking about inferring” (Renee, 2019, VTP1-R). In this instance, both the coach and peers had only provided acknowledging feedback without specifics that would help Renee improve her instruction.

In the subsequent VTP2-R cycle, Renee expanded her reflection, including specific changes that she made to the lesson activity based on feedback. Renee’s instructor provided the following constructive feedback: “So you have to teach that vocabulary word because there's not an easy word, even if that vocabulary was introduced before... to make sure that they [EBLs] understand” (Instructor, 2020, VTP2-R). Here, Renee’s instructor specifically pointed out what would make her lesson stronger for Renee for future instruction. Renee’s instructor suggested, “I cannot emphasize more about adding gestures and body language, which we call total physical response” (Instructor, 2020, VTP2-R).
Marie, Renee’s peer, provided feedback that specified the need for Renee to include a formative assessment: “Just being able to show thumbs up or thumbs down…then they can kind of take that information and then apply it into their notebook” (Marie, 2020, VTP2-R). Based on the feedback, Renee shared the specific changes. She explained as follows: “They [EBLs] would add to their notebook page, and make sure they’re labeling ‘citizen’ and they’ve labeled it here with the Spanish translation, too” (Renee, 2020, VTP2-R). Renee also shared her thoughts on receiving feedback during the reflection cycle for improving the quality of her overall lesson and the importance of peer feedback: “So once again, just proving that…as teachers, we are our own best resources. We can learn so much from each other” (Renee, 2020, VTP2-R). Renee demonstrated transformed teaching that occurred due to the dialogic reflective feedback that she obtained from her peers, coach, and instructor.

In the VTP1 reflection cycle, Elisa shared her primary concern about the pacing of the lesson and that it was too slow: “...how can I go at a normal, regular classroom pace because I feel like the pace of my classroom is a lot slower” (Elisa, 2019, VTP1-R). In her early attempts at teaching EBLs, Elisa felt that the required elements, such as scaffolds provided for support and translanguaging incorporated into her DL classroom, took too long. In contrast to her concern about the length of the lesson, her peers provided a different viewpoint. One of the peers Riley shared the following, “The kids had the opportunity to work together and help each other, and they were using the sentence structures that you gave to them” (Riley, 2019, VTP1-R). Her other peer, Erin, shared that Elisa’s lesson was designed well and flowed very well. She added that “[i]t [the lesson] gives a lot of the students a lot of different opportunities to succeed and to slowly repeat
and learn this new vocabulary and practice with it” (Erin, 2019, VTP1-R). The peers provided the feedback that while the lesson may have taken longer; it was more appropriate and necessary for her EBLs to be successful.

By the end of the TESOL practicum, Elisa demonstrated growth in her approach to teaching the EBLs in her DL classroom after she embraced the peer, coach, and instructor feedback. She shared that her lesson revisions were based on the feedback. Elisa added, “But it's the first time that I've ever really zoned in on every detail of every activity to make sure that we're not wasting time” (Elisa, 2020, VPT2-R). Elisa’s coach shared, “I'm really impressed with the entire lesson, not only do you use great EBL strategies repeatedly throughout the process, but you still keep and maintain very high expectations” (Coach Debbie, 2020, VTP2-R). However, Elisa’s peer Kendra offered the following: “I remember the article that we read about ‘asking them [EBLs] questions’ to try to get them to come to that answer on their own....what kind of questions could you ask for that?” (Kendra, 2020, VTP2-R). Elisa’s instructor emphasized the key vocabulary and shared, “What are the things they truly internalize in terms of their acquisition, the academic language acquisition, so there's the one you really have to focus on” (Instructor, 2020, VTP2-R).

Following feedback from her peers, coach, and instructor, Elisa expanded her lesson plan, which included focusing on translanguaging and students’ use of translanguaging for key vocabulary words, creating the label for the picture sample, and revising the speaking and listening rubrics for the summative assessment. Elisa elaborated further:
For as long as I've been a dual language [DL] teacher. So 5 years, we have tried to change it up and make it better but it takes weeks of planning and this also takes a lot of planning but it is more targeted to the objective. So I really enjoy the fruits of my labor even though the labor is kind of intensive. I feel like it really meets my needs for creating activities that are also assessments. (Elisa, 2020, VTP2-R)

Elisa thus demonstrated that she had become a reflective practitioner and mediated her thinking through the pre- and post-reflection cycles.

The four other subthemes from theme one emerged in the reflection. The four subthemes were self-reflection, collaborative peer feedback, teacher growth in EBL teaching strategies, and teachers as learners. Teachers’ ability to self-reflect is a goal of guided online coaching, the purpose of which is to improve teachers' metacognitive ability and teaching practice through self-reflection and collaboration among peers, coaches, and instructors (Song, 2014). Self-reflection involves teachers’ ability to process and make changes when thinking about their teaching. Coach Debbie shared,

I really think the reflective part of it was crucial. Because most teachers don’t do that. They just teach the lesson and move on to the next lesson. So kind of having that where they had to reflect about it, and really look at themselves and what they’re doing in watching themselves teach. And yeah, that alone is golden for teachers to see, this is what I need to improve. (Coach Debbie, Interview Conversation, November 18, 2020)

Here, Coach Debbie articulated the importance of teachers’ self-reflection from peer and coach feedback for the improvement of teaching.
Coach Kristin stressed how during the reflection teachers had reflected on the missing components in their teaching of EBLs, such as supports and scaffolds. She shared, “I would always ask, well, what's your goal for next time that we can work on…that way they can see what supports the EBL students’ need in the classroom” (Coach Kristin, Interview Conversation, November 19, 2020).

The processes of feedback and reflection in guided online coaching allowed teachers of EBLs to make crucial changes to their teaching. Coach Tess shared the power of collaborative feedback as follows: “It wasn't just me and them talking about it, it was me, them, and three other teachers who are all giving advice and are all giving suggestions” (Coach Tess, Interview Conversation, November 17, 2020). She continued: “So [when] they have to share their lesson, and then get the feedback, I think really made a difference in their teaching” (Coach Tess, Interview Conversation, November 17, 2020). Coach Debbie described the importance of feedback as follows: “I think [what] was really important is the feedback. Feedback from coaches, feedback from other teachers (Coach Debbie, Interview Conversation, November 18, 2020).

In addition to the teachers, the coaches shared their growth as reflective practitioners from the guided online coaching in their teaching practices for EBLs. Coach Tess shared, “I have started being more reflective of my teaching. So sometimes I'll just videotape myself, because I now understand the importance of it” (Coach Tess, Interview Conversation, November 17, 2020). Additionally, she now incorporated reflection practices following her taught lessons: “I tried to write down notes about how I feel after a lesson based on my ELs response” (Coach Tess, Interview Conversation, November 17, 2020).
Although no longer teaching EBLs, Coach Debbie provided the following insight about becoming a reflective guided online coach for her teachers of EBLs: “I have now become more reflective about things myself and looked at what I can do to help when looking at these lessons” (Coach Debbie, Interview Conversation, November 18, 2020). The findings supported the growth in reflective practice for all three coaches from their coaching role in guided online coaching.

Another theme that emerged from the findings of the interview conversations with the coaches was the benefits of guided online coaching. Said benefits included the virtual environment and evidence-based supports as described in the interviews.

Coach Tess described the benefits of the lesson planning, teaching video, collaboration, and peer feedback as follows: “…they have to share their lesson plan and then get feedback. They could turn around and watch themselves…they had to listen to what the other teachers said” (Coach Tess, Interview Conversation, November 17, 2020). Coach Tess further discussed how the collaboration among teachers and the peer feedback strengthened their teaching: “There were so many times that I heard teachers saying things like, ‘Oh that was such, that was such a good idea. I will definitely do that when I do my lesson’. I think really made a difference in their teaching” (Coach Tess, Interview Conversation, November 17, 2020).

Coach Debbie recognized that coaching specifically for teachers of EBLs has been uncommon, and she described the greatest benefit as having a coaching model for teachers of EBLs: “I was already interested in that model of coaching and working with the teachers to help them be better teachers” (Coach Debbie, Interview Conversation, November 18, 2020). Coach Kristin described the benefits of guided online coaching in
terms of the elimination of traveling to different buildings and increased teacher willingness to participate in the three cycles. She explained, “I noticed I got a lot more participation when we were fully online” (Coach Kristin, Interview Conversation, November 19, 2020).

In conclusion, the coach interview findings supported guided online coaching as having had an impact on the teachers’ EBL teaching through three cycles, which consisted of the collaboration between peers; peer, coach, and instructor feedback; and teacher self-reflection during the yearlong TESOL practicum.

In summary, feedback and reflection allowed the teachers and coaches to learn, practice, adapt, and focus on new techniques that helped them to make improvements in their teaching practice (Darling-Hammond et al., 2017). Guided online coaching, designed to support professional learning, allowed the teachers to become creative, reflective, and reflexive educators, which improved their overall pedagogies and praxis for teaching EBLs.

**Chapter Summary**

The chapter shared the findings and interpretations for answering two research questions. The findings were shared through a comparative analysis of four teachers and their two VTPs for pre- and post-reflections, excerpts from their final paper reflections, and semistructured interviews with the three guided online coaches.

For question one, four themes emerged from the findings from the VTPs and reflections: (1) FoK; (2) EBL-specific instructional strategies, tools, and resources; (3) Translanguaging; and (4) Collaborative and critical reflection. For question two, four themes also emerged: (1) Teacher growth: Impact of guided online coaching for teaching
EBLs; 2) Impact of COVID-19; (3) Coach growth as learners; and (4) Benefits of guided online coaching.

Based on the VTPs and reflections, the teachers demonstrated (1) growth for teaching EBLs; (2) collaborative feedback and reflective practices; (3) intentional lesson planning and flexibility for revising lesson plans and instructional practices for EBLs; and (4) an expanded asset-based mindset toward EBLs and their families. Based on the coach interview findings, the coaches’ demonstrated (1) growth in dialogic and facilitative coaching for supporting teachers of EBLs; (2) growth as learners for teaching their own EBL students; (3) expanded collaboration and feedback with teachers and own reflective practices; and (4) additional recognition of assets of virtual coaching during the COVID-19 pandemic.

Crucially, all of the participants demonstrated reflexivity in modified guided online coaching during the yearlong TESOL practicum. However, while the teachers and coaches demonstrated reflexivity, they faced challenges due to the shift from in-person teaching to virtual teaching, which emerged in these findings for the teachers and coaches of EBLs. One of the greatest challenges navigated by teachers was the “digital divide” for their students, which meant overcoming access to technology and the ability to manage the technology effectively (Attewell, 2001; Shank and Cotton, 2013). While the teachers and coaches in this study were from districts that had provided devices and WiFi hotspots for their students, not all of the students or their families knew how to use those (Blagg & Luetmer, 2020). Another challenge was for the teachers themselves, who had to quickly learn and adapt to using unfamiliar technology and platforms for successful virtual teaching (Doiron & Marsigliano, 2020). While the teachers and coaches in this study...
initially experienced these challenges, the coaches shared how modified guided online coaching had mitigated many of them for the teachers and themselves.
Chapter Five

Discussion

The chapter presents a summary of this study as well as the conclusions drawn from the data presented in the previous four chapters. The first section provides a summary of the study including the overview of the problem, research questions, and review of the methodology. The second section presents a summary of the major findings related to the literature, surprise, and challenges. The last section provides the conclusion with the limitations, implications for practice, and recommendations for further research.

Summary of the Study

In the United States, the increase of immigrant and refugee families and students in recent decades has augmented the need for equitable and effective teachers of EBLs in U.S. classrooms (National Professional Development, 2017). This growth in EBLs in the classroom has deepened the demand for teachers who are sufficiently equipped to assist EBLs. Effective teachers of EBLs must provide an equitable and accessible learning environment that promotes racial, linguistic, and cultural pedagogies (Martinez et al., 2019; Quintero & Hansen, 2017, Song, 2021).

Meeting this need for preparing teachers’ efficacy to serve EBLs equitably and effectively requires high-quality and capacity-building PD (Penner-William et al., 2017). Furthermore, this PD needs to cultivate and support teachers of EBLs to enable them to prepare and implement RLCR teaching practices in their classroom (Paris, 2012; Richards & Cotterall, 2016; Song, 2021). Coaching as a PD model for sustaining teachers’ professional learning and improving teaching practice in the classroom is well recognized and has existed for nearly 30 years (Darling-Hammond et al., 2017; Teemant...
However, coaching specifically designed for meeting the professional learning required for improving the teaching practices of teachers of EBLs is far less common; furthermore, with the increasing diversity in today’s classrooms, such coaching is much needed (Garmston, 2007; Penner-Williams et al., 2017; Russell, 2015). While federal laws (e.g., NCLB and ESSA) continue to hold schools and districts accountable for providing effective PD for teachers of EBLs and improved ELB student outcomes, inadequate teaching practices still exist (Girvan et al., 2016; Penner-Williams et al., 2017).

The study involved four cohort teachers and three district coaches from two of the four Midwestern school districts who participated in the NPD project’s yearlong TESOL practicum. The study examined the perceived influence, challenges, and advantages of three modified guided online cycles in transforming teachers of EBLs as creative and RLCR language teachers. The modified cyclic guided online coaching occurred in a technology-mediated communal space at Canvas LMS due to the COVID-19 pandemic. The coaching cycles were developed in response to the school closures and teachers’ conversion to remote teaching due to the COVID-19 pandemic. In the communal space at the two VTPs, the modified guided online coaching cycles were the (1) preparation cycle (VTP1-P or VTP2-P), (2) strategies cycle (VTP1-S or VTP2-S), and (3) reflection cycle (VTP1-R or VTP2-R). The second cycle, which was the observation of teaching videos, had to be modified because the teachers did not have access to in-person teaching; therefore, we had to change from creating teaching videos with EBLs to creating strategies for linguistically and culturally responsive EL teaching. The first and the third cycles were the same as those of Song’s (2014, 2020) guided online coaching.
Furthermore, the study explored the coaches’ perceived influences and challenges in the modified cyclic guided online coaching on the EBL teachers’ transformation toward the application of effective, creative, and RLCR content teaching practices and the development of a collaborative and reflective mindset.

The aim of the study was to investigate whether the adoption of the modified cyclic guided online coaching model influenced and transformed participating inservice teachers’ teaching of EBLs. Two research questions were postulated: (1) How did the 4 inservice teachers transform their teaching for EBLs when following the modified cyclic guided online coaching in a TESOL practicum course during COVID 19? (2) How did the 3 coaches perceive the influence of the guided online coaching model in terms of its transformation of the participating teachers?

A qualitative methodology was employed to understand and seek clarification on the transformation process that teachers and coaches underwent during the modified cyclic guided online coaching approach. This study applied an inductive process, which allowed the participants to record their ideas both in audio and writing in the communal space, which provided open-ended forms of data (Creswell & Creswell, 2018). The study utilized qualitative interpretive analysis through open and axial coding of digital data obtained from technology-mediated tools, which included two VTPs, the final paper at the Canvas LMS, and semistructured interviews over Zoom. The qualitative interpretive analysis allowed me to obtain accurate digital data from participants and organize the data thematically (Creswell & Creswell, 2018).

This study used purposeful stratified sampling on 23 inservice teachers and four NPD grant coaches from the NPD grant’s four participating districts. The participants in
this study were from two of the four districts and were two early childhood teachers, two elementary teachers, and three coaches who worked with the early childhood and elementary levels. This selection provided information-rich cases that probed the inquiry needs and interests, provided a focus for the study, and triangulated the study for relevancy and credibility (Patton, 2015).

The investigation collected data from the Canvas LMS and included two VTP audio recordings and final papers from the four participants. Semistructured interviews were conducted with three coaches over Zoom. Data collected from technology-mediated spaces are referred to as “dynamic” since they result from an interactive context (Merriam & Tisdell, 2016). Documents such as final papers are considered “static” as they are aligned with more traditional forms of data (Merriam & Tisdell, 2016). To maintain ethical standards for virtual and digital data, the researcher was a nonparticipant observer in the TESOL practicum and data were not collected until after IRB approval and participant consent were obtained.

The data analysis for this study used initial (open) and axial coding. Initial coding involved breaking down the data into separate parts, performing a comparative analysis for the identification of categories, and assigning meaning to the data (Saldana, 2016). Axial coding was used to make the data coherent following the initial (open) line-by-line coding (Merriam & Tisdell, 2016; Saldana, 2016). This process formed a connection between the emerged data categories toward conceptual understandings (Charmaz, 2014). Furthermore, the data sources were triangulated for validity and reliability, which provided the study’s credibility. Credibility was achieved from the comparative analysis
conducted on the two VTPs, final paper, and NPD grant coach interviews. The next section addresses the findings connected to the literature.

**Major Findings Connected to the Literature**

The dialogues from the VTP interactions between the participating teachers Marie, Erin, Renee, and Elisa; the coaches Tess, Debbie, and Kristin; and the peers, along with the coach interviews provided additional insights into teaching and learning for teachers of EBLs and the role of coaching. The findings from these dialogues emerged into four themes: FoK; EBL-specific instructional strategies, tools, and resources; translanguaging; and collaborative and critical reflection. The findings connected to the existing literature in numerous ways. Crucially, while four themes emerged, these themes were fluid because of the dialogic, collaborative, and facilitative interactions between teachers, peers, coaches, and the instructor in the modified cyclic guided online coaching. Furthermore, the themes were found to be interrelated. The summary of the findings under each theme was organized with (1) the main research on each theme and (2) a synthesis of the findings that were supported with the research.

**Theme 1: Funds of Knowledge.** FoK are essential for teaching EBLs because they integrate and make critical connections between the knowledge, experiences, and skills inherent in EBLs and their families’ home, language, and culture (Moll, et al., 1992; Rodriquez, 2013). Furthermore, utilizing FoK is asset-based, and it assists EBLs and their families to maintain their cultural and linguistic identity (Garcia, 2008).

The teachers in this study – Marie, Erin, Renee, and Elisa – exhibited an expansion in their knowledge and application of their EBLs’ FoK (Mellom et al., 2018; Moll et al., 1992). This growth in the FoK of their EBLs became evident between the
cyclic modified guided online preparation cycles (VTP1-P and VTP2-P) for the four study participants in the TESOL practicum. Initially during VTP1-P, the four teachers described their utilization of EBLs’ FoK challenging and displayed little understanding or knowledge of their EBLs to effectively influence their lesson preparation and teaching. The four teachers neither acknowledged nor understood the importance of her EBLs and their families’ home culture, language, skills, and experiences to her teaching (Moll, 1992, 2015).

Later during VTP2-P, the teachers utilized the backgrounds, skills, culture, language, and experiences that their EBLs and their families possessed as assets for informing their teaching preparation and teaching practice (Mellom et al., 2018). During VTP2-P, the four teachers expanded their knowledge and application of the FoK that their EBLs and families’ already possessed. As a result, the teachers demonstrated growth in applying LCRCT to their lesson preparation and planning. The asset-based FoK that EBLs bring to the classroom are critical because EBLs have specific needs for making the taught curriculum comprehensible for enhancing their learning (Song, 2014). The teachers demonstrated the establishment of relationships with EBLs, their families, and the acknowledgement of home language as asset-based, allowing for transference to LCRCT lesson preparation and teaching. Teachers of EBLs not only applied their knowledge and understanding of EBLs’ FoK from their culture, skills, and experiences but also embraced their EBLs’ language repertoires as asset-based and critical for creativity and LCRCT (Gee, 2016; Moll, et al., 1992; Rodriquez, 2013; Song, et al., 2019). In doing so, teachers of EBLs augment both student learning and success in the
classroom because language, culture, and experience are profoundly and inherently interconnected and not separated (Gee, 2016).

The second emerged theme, EBL-specific strategies, tools, and resources, provided a segue toward teacher growth in applying creativity and LCRCT for EBLs.

**Theme 2: EBL-Specific Strategies, Tools, and Resources.** In the modified cyclic guided online coaching, the two VTP strategies cycles (VTP1-S and VTP2-S) presented facilitative and dialogical interactions between the four teachers – Marie, Erin, Renee, and Elisa; the three coaches – Tess, Debbie, and Kristin; their peers; and instructor. The focus of these interactions during VTP1-S and VTP2-S were the strategies, tools, and resources that comprised the teachers’ lesson and teaching plan (Song, 2019). The study participants demonstrated teacher growth and transformation during the TESOL practicum from the initial VTP1-S to the VTP2-S cycles.

As a VTP1-S (pre), while study participants used some scaffolds and supports that included teacher proximity, sensory supports, and gestures in their lessons. However, while these strategies were helpful, the lesson lacked the EBL-specific strategies that would provide opportunities for speaking and listening, interactions with peers, or the application of EBLs’ FoK. In VTP2-S, teachers expanded the EBL-specific scaffolds and supports, which included translated key vocabulary, sentence stems, cooperative learning strategies, turn-and-talk with a partner, TPR, and hands-on-learning. The VTP2-S (post) example illustrated experiential learning or “learning by doing” (Dewey, 1933) as well as varied strategies and techniques (Richards, 2013a). Furthermore, the post-lessons provided EBLs with opportunities to use their diverse languages (Garcia, 2008).
Teachers’ growth and transformation became evident in VTP2-S, when the teachers accessed technology-mediated resources to support creativity and LCRCT for her EBLs (Kim, et al., 2018; Richards, 2013a). Some of these resources included Reading A-Z, which provides translated books in a variety of languages, Google Translate, and Hyper Doc.

The teachers demonstrated risk-taking, which was another characteristic of creative language teaching (Richards, 2013). Furthermore, they utilized EBLs and their families’ FoK by providing supports and resources in both the home language and English for making the curriculum comprehensible for her EBLs while connecting the content taught in school to home (Mellom, et al., 2018). This enabled the teachers’ EBLs and their families to apply their FoK and provided the families with the opportunity to engage, connect, and support their child’s learning as it occurred in the classroom (Richards, 2013a; Schleppegrell, 2009; Song, et al., 2019). Moreover, these lessons illustrated the scaffolds, supports, and technology-mediated resources that fostered learning and made the curriculum accessible for her EBLs (Schleppegrell, 2009; Song, 2019).
Theme 3: Translanguaging. Translanguaging emerged in the findings as diverse language repertoires, raciolinguistic ideologies, and linguistically and culturally responsive (LCR) mindsets. Flores and Garcia (2013) discussed the importance of teachers creating linguistically and culturally safe and inclusive classroom environments, or a third space, to optimize students’ learning and sense of belonging, which would draw on students’ linguistic repertoires.

Translanguaging is viewed as both a philosophy and pedagogical practice (Garcia, 2009). As such, translanguaging requires teachers to embrace EBLs’ language repertoires as asset-based and as a construct for LCRCT (Song et al., 2019). Furthermore, translanguaging involves using EBLs’ home language to attain a target language (Garcia, 2008), which in the context of this study was English. Notably, two of the study participants were bilingual (one a native speaker) and two were monolingual. The findings supported that three of the four participating teachers of EBLs, namely Erin, Renee, and Elisa, demonstrated growth and transformed teaching in the application of translanguaging to their LCRCT. The three teachers demonstrated an observable transformation in adopting translanguaging as both philosophy and pedagogy in VTP2-S (Flores & Garcia, 2013).

Theme 4: Collaborative and Critical Reflection. This theme indicated the study participants’ collaborative and critical reflection and the intersectionality between strategies and activities for teacher-created assessments to monitor and evaluate EBLs’ learning outcomes. The evidence-based assessments included formative and summative assessments for the four language modalities of listening, speaking, reading, and writing. Collaboration, self-reflection, and critical feedback from the teachers, peers, coaches, and
the instructor in VTP1-R and VTP2-R provided facilitative and dialogic interactions in the communal space for improving standards-based assessments that were aligned to content and language objectives (Song, 2019). PDs that provide coaching and expert support offer opportunities for feedback and reflection over a sustained period of time (Darling-Hammond et al., 2017). The findings indicated that three of the four teachers had successfully embraced collaborative and critical reflection.

**Challenges**

The challenges for the study’s four teacher participants that emerged in the findings involved shifting their mindset and applying LCRCT practices that utilized EBLs’ language to support their situated identity and FoK for content meaning making (Gee, 2016; Moll, 2015, Song, 2019). This in turn affected the participants’ development and application of a trans languaging philosophy and pedagogy (Flores & Garcia, 2013; Garcia, 2009). Given this situational context, which is also a Midwest context due to the lack of bilingual teachers, the instructors undertook efforts during the TESOL courses and the two Summer Institutes. This provided additional professional learning on how to accomplish translanguaging in a Midwestern classroom. As previously discussed in the chapter, three of the four study participants made the required shift for LCRCT that incorporated translanguaging or translanguaging efforts for their EBLs in both mindset and practice. Erin and Elisa, the two bilingual teachers, achieved the transition to applying translanguaging pedagogy and practice far more easily. One of the monolingual teachers, Renee, discovered the benefit of utilizing technology-mediated tools to support instruction and that used EBLs’ language repertoires as asset-based. Furthermore, she demonstrated her fear of not saying or pronouncing a word or phrase correctly in her
EBLs’ language. Although the fourth teacher, Marie, also monolinguual, demonstrated further growth and understanding, she did not develop her praxis beyond translation efforts.

**Conclusion**

**Implications for Practice**

The study’s findings have several implications for practice, which support collaborative, facilitative, and dialogic conversations and interactions among teachers with their peers, coaches, and supervisors in an online space for professional learning (Gerber, et al., 2017). Although coaching to sustain teacher professional learning is well established as an effective PD model that positively affects such learning as well as student outcomes, the cost is steep for schools and districts to implement (Darling-Hammond, et al., 2017; Kraft, et al., 2018). In-person, one-on-one coaching for teachers provided by well-trained coaches with the specialized expertise and required efficacy and scalability to be effective is cost-prohibitive for many schools and districts (Kraft et al., 2018). To mitigate the financial challenges of coaching while providing high-quality coaching with efficacy and scalability, virtual coaching is used (Kraft et al., 2018; Visibly Better, 2018). As Coach Kristin pointed out the benefits of guided online coaching in terms of the elimination of traveling to different buildings and increased teacher willingness to participate in the three cycles. She explained, “I noticed I got a lot more participation when we were fully online” (Coach Kristin, Interview Conversation, November 19, 2020).

Applying audio-video technologies and other technology-mediated resources can increase the number of teachers who benefit from the expertise of highly-qualified
coaches for schools or districts. Additionally, virtual coaching can reduce the constraints of cost, scalability, and coach specialization (Kraft et al., 2017; Powell et al., 2010; Visibly Better, 2018).

The guided online coaching model represents a possible answer for addressing the PD needs of PK-12 classrooms for teachers of EBLs, which extends beyond a TESOL practicum course. Guided online coaching embraces a virtual learning community that allows for the mediation of time, distance, and efficacy for teachers of EBLs (Song, 2019; Vieth, 2019). Moreover, guided online coaching and the cyclic modified guided online coaching models provide another avenue for postsecondary practicum experiences for both preservice and inservice teachers. This avenue allows and encourages collaboration and facilitative, dialogic conversations and interactions between the coach, supervisor/instructor, teacher, and peers to engage in meaningful feedback and reflection during and following the three cycles of Preconference (Preparation), Observation (Strategies), and Post Conference (Reflection) (Song, 2014, 2016, 2019). These conversations and interactions are considered the hallmark of high-quality professional learning through coaching prevalent in the research literature (Costa, et al., 2017; Costa & Garmston, 2015; Knight, 2017c; Song, 2014, 2016, 2019). As Coach Tess shared, regarding guided online coaching’s collaborative conversations and critical feedback, “I think really made a difference in their teaching” (Coach Tess, Interview Conversation, November 17, 2020). Furthermore, guided online coaching provides more opportunities for students (preservice and inservice teachers) to engage with peers due to the virtual format. It transcends time and space and provides additional opportunities for students to engage in teaching preparation specific to areas that require high levels of expertise (e.g.,
EBL education and SPED), especially supporting course work learning and application for students. A critical component of the Guided Online Coaching model is the role of the instructor/head coach, whom provides the expertise and guidance to both teachers and coaches.

Furthermore, guided online coaching and the modified cyclic guided online coaching models provide opportunities for school districts to provide coaching, specifically in districts where specialized expertise is required and not available locally, especially for PK-12 teachers of EBLs. Combined with professional learning, guided online coaching supports current research-based practices in the creativity and LCRCT practices required to meet the learning needs of EBLs (Kim, et al., 2018; Song, 2019). Additionally, it can provide the means for providing coaching to extend and support teachers’ professional learning where budgetary hindrances and qualified coaching personnel are unavailable for teachers of EBLs and are a systemic professional learning necessity. Guided online coaching provides districts and schools with more flexibility by transcending the issues of time, space, and scalability. These are often deterrents for providing system-wide solutions for schools and districts to support PD initiatives for teachers of EBLs.

Limitations

There are several limitations to this study. They include the sample size, methodology constraints due to the COVID-19 pandemic, and generalizations or transferability. Roberts (2010) shared that some limitations extend beyond the researcher’s control. Among the most commonly found limitations in studies are sample size and methodology constraints (Roberts, 2010). The sample size for this study was $n =$
7, comprising four teachers and three coaches, which limits this study’s generalizability and transferability. However, in a qualitative research study, a small sample size is countered by rich description (Merriam & Tisdale, 2016). Additionally, generalizability (transferability) is generally equated with quantitative research studies (Creswell & Creswell, 2018). While it may not be possible to generalize this study, the outcomes from the findings may influence further exploration on the topics presented for schools and districts.

The methodology constraints due to COVID-19 did not allow for videotaped classroom teaching due to school closures, but this was mitigated through a revision of the research design. This provided an opportunity to conduct a comparative analysis of the two modified cyclic guided online coaching cycles, VTP-P (Preparation), VTP-S (Strategy), and VTP-R (Reflection). Furthermore, methodology constraints were mitigated since the study involved technology-mediated data collection and the analysis of the two VTPs, final papers, and coach interviews via Zoom. Kress and colleagues asserted that technology-mediated data are viable and authentic for meaning making in qualitative studies (Flewitt, 2011; Gerber et al., 2017; Kress, 2010; Kress & van Leeuwen, 2001).

**Recommendations for Further Research**

This study investigated guided online coaching for teachers of EBLs as a form of job-embedded professional development by examining teachers of EBLs’ transformation as well as coaches’ perception of their transformed teaching following a yearlong TESOL practicum in a technology-mediated communal space. Several areas of this topic could be explored further in additional research. One of these areas could be replicating the study
with more teacher participants; additional grade span levels represented; or content-specific areas (e.g., social studies). Additionally, to replicate the study specifically for teachers of EBLs, expertise in the area of both coaching and LCRCT practices would be required.

Another area to study could be direct application at a school or district to support professional learning initiatives and teachers’ fidelity in implementing the new skill or practice using guided online coaching with its technology-mediated resources. This would require fidelity to the guided online coaching model and professional learning for teachers and coaches. Additionally, other areas for future research could be the themes that emerged from the findings, specifically teachers’ mindset for utilizing EBLs’ FoK and translanguaging pedagogy on students’ learning outcomes.

The need for teachers of EBLs’ to become equitable, creative, and LCR content teachers is a necessity in U.S. classrooms. The increasing classroom demographics of immigrant and refugee children in classrooms with ill-prepared teachers must be remedied. EBLs deserve well-prepared teachers in the classroom who are asset-based and nuanced in the value of using EBLs’ FoK and language repertoires for success and improved learning outcomes. Guided online coaching for teachers of EBLs has the potential to extend professional learning through the three cycles of preparation, strategies, and collaborative and critical reflection. Guided online coaching provided by a skilled guided online coach who uses technology-mediated resources can provide schools and districts with the expertise required for coaching and teaching EBLs. This could mitigate time, space, and scalability for schools, thus fostering equity, inquiry, feedback, and reflection.
Furthermore, guided online coaching as job-embedded PD extends professional learning among teachers. A multitude of literature affirms coaching as a means for creating collaborative school cultures through peer and coach feedback when facilitative and dialogic conversations and interactions are encouraged, and also for developing EBL teachers’ self-reflective and effective practice for creativity and LCRCT.
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Appendix A

CITI Training Program Certificate

This is to certify that:

Dawn Thieman

Has completed the following CITI Program course:

Social and Behavioral Responsible Conduct of Research (Curriculum Group)
Social and Behavioral Responsible Conduct of Research (Course Learner Group)
1 - Basic Course

Under requirements set by:

University of Missouri-St. Louis

Verify at www.citiprogram.org/verify/?w904c13e1-e338-4806-b2bf-bc0a4a88313c-34701784
DATE: June 17, 2020

Office of Research Administration

One University Boulevard St. Louis, Missouri 63121-4499 Telephone: 314-516-5899
Fax: 314-516-6759
E-mail: ora@umsl.edu

TO: Dawn Thieman, BS, MA, Ed.S., Doctoral Candidate
FROM: University of Missouri-St. Louis IRB

PROJECT TITLE: [1590481-1] Guided Online Coaching in a TESOL Practicum
Course REFERENCE #: 
SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS
DECISION DATE: June 17, 2020
The chairperson of the University of Missouri-St. Louis IRB has APPROVED the above mentioned protocol for research involving human subjects and determined that the project qualifies for exemption from full committee review under Title 45 Code of Federal Regulations Part 46.101b. The time period for this approval expires one year from the date listed above. You must notify the University of Missouri- St. Louis IRB in advance of any proposed major changes in your approved protocol, e.g., addition of research sites or research instruments.

You must file an annual report with the committee. This report must indicate the starting date of the project and the number of subjects to date from start of project, or since last annual report, whichever is more recent.

Any consent or assent forms must be signed in duplicate and a copy provided to the subject. The principal investigator must retain the other copy of the signed consent form for at least three years following the completion of the research activity and they must be available for inspection if there is an official review of the UM-St. Louis human subjects research proceedings by the U.S. Department of Health and Human Services Office for Protection from Research Risks.

This action is officially recorded in the minutes of the committee.

If you have any questions, please contact Carl Bassi at 314-516-6029 or bassi@umsl.edu. Please include your project title and reference number in all correspondence with this committee.
Appendix C

Interview Protocol for Coaches

INTERVIEW PROTOCOL FOR COACHES

RQ: (2) How did the participating coaches perceive the influence of the guided online coaching model in terms of its transformation of the participating teachers?

INSTRUCTIONS

Good (morning, afternoon, evening). Thank you (insert participant’s name) for meeting with me this (morning, afternoon, evening) at Zoom. My name is (Interviewer). This interview consists of some questions related to your experiences as a Guided Online Coach. The purpose is to get your perceptions of the influence of Guided Online Coaching inside and outside the TESOL Practicum Course on the teachers who you coached. There are no right or wrong, desirable, or undesirable answers. I would like you to feel comfortable with saying what you really think and how you really feel.

ZOOM AUDIOVIDEO CONFERENCING INSTRUCTIONS

If it is okay with you, I will be audio/video recording our conversation. The purpose of this is to get all of the details while I carry on an attentive conversation with you. I assure you that all of your comments will remain confidential. Your audio/video taped interview will be secured in a password protected folder.

INTERVIEW QUESTIONS

1. Please tell me about yourself.
   a. How long have you worked in this district?
   b. If you also teach in addition (or taught prior) to your position as a guided online coach, how many classes of ELs do/did you teach? How many students do/did you service?
   c. What kind of coaching experience or coach training did you have prior to becoming a NPD grant coach?

2. What change/transformation did you see in your teachers between the two VT Projects in Fall 2019 and 2020 in terms of their mindset, preparation, delivery, assessing, and reflecting?
   • Do you think there is any impact on their teaching transformation because guided online coaching model? (yes or no)
3. If yes, what was the greatest contribution(s) or influence(s) that three cycle guided online coaching model provided for cohort one teachers’ on EL specific teaching practices?

If no, what other sources contributed or influenced their transformation?

4. What change/transformation have you seen in yourself since becoming a NPD grant coach? What changes have you made (or would you make) in your own teaching of ELs, as a result of being a NPD grant coach?

In light of the Pandemic, what is your perception of guided online coaching for influencing or contributing to the cohort one teachers virtual planning, delivering, assessing and reflecting on implementing EL specific teaching practices?
Appendix D
Informed Consent

Informed Consent for Participation in Research Activities
Guided Online Coaching for Teachers of English Learners in a TESOL Practicum Course

Participant ___________________________ HSC Approval Number 1590481-1 __________

Principal Investigator __Dr. Kim Song____ PI's Phone Number (314) 516-5924 ________

Summary of the Study

We invite you to take part in this research study. Research studies help us to answer questions that may improve our understanding of human behavior, attitudes, beliefs, and interactions. Taking part in a research study is voluntary. You are free to say yes or no. You decide if you want to take part, and you can stop at any time. You will not be penalized in any way if you choose not to take part in this study.

Please take as much time as you need to read this consent form. You can discuss it with your family, friends, or anyone you choose. If there is anything you do not understand, please ask us to explain. Then you can decide if you want to take part in the study or not.

The purpose of this study is to examine whether and how Guided Online Coaching transforms teachers of English Learners (ELs). Taking part in this study may or may not benefit you directly. We hope the information we learn from this study will improve teaching practices and education for ELs. Up to 28 educators will take part in this study.

We will only include you in this portion of the study if you give us your permission first by signing below.

What Will Happen If I Take Part In This Portion Of The Study?

If you agree, you will be asked to: (1) participate in audio-taped interviews; (2) allow us to use artifacts from three Guided Online Coaching cycles and 3) final papers of SP20 TCH ED 6260 TESOL Practicum course. The data sources include audio and video data
from VoiceThread Projects, audio data from Zoom interviews, lesson plans, and final papers. You must give us permission to use any graphics, audio/video recordings, and word documents. You will be able to review them before you give your permission for us to use them.

How Long Will I Be In The Study?

The study lasts from June 2020-June 2021. You may be involved at any point during this year. You can stop participating at any time without penalty.

What Will Happen If I Take Part In This Portion Of The Study?

If you agree, you will be asked to: (1) participate in audiotaped interviews; (2) share artifacts from related meetings and coursework; and/or (3) allow teaching observations at your school. These artifacts may include photographs, documents, audio/video of you from coursework, interviews, or classroom activities.

Interviews may be interactive and may last from 60-90 minutes. With your permission, there will be an audio/video recording of our conversation. The purpose of this is to get all of the details while we carry on an attentive conversation with you. You will be able to review them before you give your permission for us to use them. All of your comments will remain confidential. Your audio/video taped interview will be secured in a password protected folder only accessible by the researchers.

a) Approximately 28 educators may be involved in this research in an online TESOL Practicum course (TCH ED 6260) at the University of Missouri-St. Louis.

b) The amount of time involved in your participation will be 60-90 minutes for interview(s). This project does not involve any risks greater than those encountered in everyday life, although you may feel nervous during an interview or an observation. You can choose to take part in some aspects of the study and not others; you do not have to answer all of the questions in any interviews or conversations. You do not have to participate in this research if you don’t want to. You may leave the study at any time, and there will be no penalty.

There are no direct benefits for you participating in this study. Your participation is voluntary and you may choose not to participate in this research study or withdraw your consent at any time. You will NOT be penalized in any way should you choose not to participate or withdraw.

We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication that may result from this study. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection) that would lead to disclosure of your data as well as any other information collected by the researcher.
If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Dawn Thieman at (314) 565-7291 or the Faculty Advisor, Dr. Kim Song at (314) 443-9993. You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research, at (314) 516-5897.

I have read this consent form and have been given the opportunity to ask questions. I will also receive a copy of this consent form for my records. I hereby consent to my participation in the research described above.

Participant's Signature

Date

Signature of Investigator or Designee

Date