

2020

Supporting Emergent Bilingual Professional Development through Supervisor Feedback

Megan Guise

California Polytechnic State University, San Luis Obispo, meguisse@calpoly.edu

Sarah Hegg

California Polytechnic State University, San Luis Obispo, shegg@calpoly.edu

Briana Ronan

California Polytechnic State University, San Luis Obispo, bronan@calpoly.edu

Tanya Flushman

California Polytechnic State University, San Luis Obispo, tflushma@calpoly.edu

Billie-Jo Grant

California Polytechnic State University, San Luis Obispo, bgrant02@calpoly.edu

Follow this and additional works at: <https://digitalcommons.library.umaine.edu/jes>



Part of the [Elementary Education Commons](#), [Elementary Education and Teaching Commons](#), [Other Teacher Education and Professional Development Commons](#), [Secondary Education Commons](#), and the [Secondary Education and Teaching Commons](#)

Recommended Citation

Guise, M., Hegg, S., Ronan, B., Flushman, T., & Grant, B. (2020). Supporting Emergent Bilingual Professional Development through Supervisor Feedback. *Journal of Educational Supervision*, 3 (1). <https://doi.org/10.31045/jes.3.1.5>

This Empirical Research is brought to you for free and open access by DigitalCommons@UMaine. It has been accepted for inclusion in Journal of Educational Supervision by an authorized administrator of DigitalCommons@UMaine. For more information, please contact um.library.technical.services@maine.edu.

Supporting Emergent Bilingual Professional Development through Supervisor Feedback

Journal of Educational Supervision

55 – 75

Volume 3, Issue 1, 2020

DOI: <https://doi.org/10.31045/jes.3.1.5>
<https://digitalcommons.library.umaine.edu/jes/>

Megan Guise¹, Sarah Hegg¹, Briana Ronan¹, Tanya Flushman¹, Billie-Jo Grant¹

Abstract

This study examines the effects of professional development on the content and frequency of university supervisor (n=6) written feedback related to supporting emergent bilinguals in order to improve the quality of observational evaluations provided to elementary and secondary pre-service teachers. Findings reveal supervisors' post-intervention feedback more frequently addressed the needs of language learners and provided a greater breadth of issues related to emergent bilinguals. Interview data reveal key factors explain how the professional development addressed gaps in knowledge and affected confidence levels of university supervisors. Implications highlight the importance of supporting supervisors with targeted professional development opportunities around supporting emergent bilinguals to allow for critical reflection of feedback provided to pre-service teachers.

Keywords

supervisor feedback; emergent bilinguals; clinical practice

¹ California Polytechnic State University, San Luis Obispo, California, USA

Corresponding Author:

Megan Guise (Single Subject Credential Program, School of Education, California Polytechnic State University, 1 Grand Avenue, San Luis Obispo, California, 93407, USA)
Email: meguise@calpoly.edu

Introduction

As demographics in schools continue to shift towards more students who are learning English as an additional language (emergent bilinguals), teacher preparation programs must effectively support pre-service teachers (PSTs) to implement research-based, inclusive practices. Many programs, however, have limited coursework focusing on second language acquisition and a lack of fieldwork working with emergent bilinguals (de Jong et al., 2013; López & Santibañez, 2018; Samson & Collins, 2012). Not surprisingly, completer surveys from preparation programs tell us that PSTs are often graduating feeling under- or unprepared to meet the needs of these diverse learners (Gándara & Santibañez, 2016).

At the same time, the Blue Ribbon Panel on Clinical Preparation and Partnership, the National Council for Accreditation of Teacher Education (NCATE) (2010) asserts that clinical practice be *primary* to teacher preparation. As PSTs spend more time in K-12 classrooms, quality university supervision and feedback become even more critical to teacher preparation (Darling-Hammond, 2014; Ericsson, 2002; Grossman et al., 2008). Although previous studies have examined the quality and impact of oral and written feedback provided by university supervisors to PSTs (Akan & Tatar, 2010; Chaffin & Manfredo, 2010; Flushman et al., 2019; Lopez-Real et al., 2001; Strong & Baron, 2004; Tang & Chow, 2007; Vásquez, 2004), few studies specifically examine feedback on supporting emergent bilinguals.

Pre-service teachers receive feedback through a variety of mechanisms in their preparation programs and we know that, as a field, we can do better in providing feedback related to supporting emergent bilinguals (Samson & Collins, 2012). To better understand the role supervisors play in addressing this call to improve, we explore the content and quality of their written feedback. Additionally, to support supervisor ability to provide feedback that enhances PST development and growth around supporting emergent bilinguals, we examine the effects of targeted professional development.

Theoretical Framework

In the clinical supervision model, PSTs spend more time working in the field with cooperating teachers and supervisors than they do in coursework (NCATE, 2010). Historically, however, the relationship between the university and the field has been disarticulated and we hypothesize that the more connected the university and clinical practice, the better prepared PSTs will be to enter the profession. Pre-service teacher and supervisor exchange is a powerful opportunity for identifying, defining, and developing measurable objectives of good teaching. High-quality supervisor feedback reflects the objectives and goals of the university and has the potential to strengthen the relationship between the university and the field while increasing PST learning (Burns et al., 2016ab; Ericsson, 2002; Grossman, et al., 2008; Vásquez, 2004).

Although literature tells us about supervision activities that support PST learning, there are few frameworks that synthesize these practices in a holistic manner (Burns et al., 2019). A recent qualitative meta-analysis attempts to create a framework to illustrate the complexity of PST supervision (Burns et al., 2019). In the framework put forward, Burns et al. (2019) identify two key tasks for supervision (i.e., collaboration and community and curricular and instructional

support) and several high-leverage practices of quality supervision. One of these key practices is providing focused instructional feedback. Similarly, our theoretical framework for this work is guided by the understanding that PSTs benefit from receiving thoughtful observations and constructive feedback on their practice in the classroom (Van den Hurk et al., 2016). Feedback about their efforts in the field illuminates successful strategies as well as strategies to omit or change in subsequent instructional efforts. In clinical practice, although PSTs receive a great deal of informal oral feedback when they are working in the classroom, it is important that they also receive formal, clear, and developmentally-focused written feedback. Not only does this provision of written feedback assure permanent records of performance for accountability, it also provides commentary in a variety of modalities, which is responsive to individual learning needs (Copland, 2010) and thus reflects the best in teacher education.

In addition to modality, the quality of the written feedback influences the potential learning for the PST. Our definition of quality feedback also frames the way we are thinking about this work. Feedback should be (a) focused on particular content items, (b) differentiated based on the needs of the learner (Akcan & Tatar, 2010; Holland, 2005), (c) specific and evidence-based, and (d) balanced in terms of identifying areas of strength (i.e., praise) and areas of improvement (i.e., growth) (Rathel et al., 2008; Scheeler et al., 2004). In this article, we largely focus on two dimensions of feedback quality: *content* and *frequency* of feedback related to supporting emergent bilinguals. Given that PSTs are required to demonstrate proficiency with their ability to support diverse learners, it follows that they should receive both formative and summative written feedback on this skill. The provision of written feedback will assure that all PSTs are presented with a written record of their instructional endeavor, one that rates their progress as well as serves as a means to measure and reflect upon their progress throughout the clinical experience and into the profession.

In our clinical practice fieldwork, our PSTs are observed using a tool derived, in part, from the Danielson Framework (Danielson, 2009). The items related to supporting diverse learners were created by drawing on best practices for supporting emergent bilingual learners (de Jong & Harper, 2005; Lucas & Villegas, 2013).

Literature Review

The teacher quality gap for emergent bilinguals tells us that significant populations of students are being underserved by teachers who are not adequately prepared in their preparation programs to meet their needs (Gándara & Santibañez, 2016; Samson & Collins, 2012). Research and teacher preparedness data show that preparation programs have work to do regarding improving beginning teacher preparedness to support emergent bilinguals (Lucas & Villegas, 2013; Samson & Collins, 2012). State certification requirements vary widely on how they prepare PSTs to support emergent bilinguals (López & Santibañez, 2018). Upon examination, we find that PSTs are frequently given inconsistent and insufficient feedback and are not formally assessed on their ability to support emergent bilinguals (Samson & Collins, 2012). Furthermore, PSTs often lack in-depth exposure to specialized coursework on second language acquisition and culturally and linguistically responsive practices for emergent bilinguals (de Jong et al., 2013; López & Santibañez, 2018).

Considering these areas for growth in the field, what can research tell us about a more successful approach to preparing PSTs to work with emergent bilinguals? In particular, we know that PSTs need a specific set of skills in order to be adequately prepared to teach emergent bilinguals (Faltis & Valdés, 2016; Lucas et al., 2008; Menken & Antuñez, 2001; Santos et al., 2012). These skills include a deep understanding of pedagogical language knowledge (Coady et al., 2016; de Jong et al., 2013; Faltis & Valdes, 2016; Lucas et al., 2008; Lucas & Villegas, 2013; Santos et al., 2012) and how to support cultural diversity and equity (Coady et al., 2016; Cohen & Lotan, 1997; de Jong et al., 2013; Godley et al., 2006). The ability to self-reflect on feedback and practice is also significant to the preparation process (Nasir & Heineke, 2014).

Given what we know about the skills necessary to teach emergent bilinguals, the development of teacher pedagogical language knowledge within preparation programs is vitally important for teachers to support emergent bilinguals (Bunch, 2013; Faltis & Valdés, 2016; Lucas et al., 2008; Menken & Antuñez, 2001; Santos et al., 2012). Pre-service teachers need significant understanding of how second languages are acquired (Cummins, 1979; Krashen, 1982) and how to assess the language abilities of students in order to inform instruction (Coady et al., 2016; de Jong et al., 2013; Faltis & Valdes, 2016; Lucas et al., 2008; Lucas & Villegas, 2013). Additionally, PSTs need to know how to analyze texts for linguistic demands (de Jong et al., 2013; Lucas et al., 2008; Santos et al., 2012) in order to differentiate instruction for all learners as needed (de Jong et al., 2013; López et al., 2013; Menken & Antuñez, 2001).

Fostering a PST's ability to demonstrate and receive feedback on their cultural competence is also critical to the development of a new teacher. Commins (2014) emphasizes the importance of preparation programs preparing PSTs to make connections to students' home language and culture and "develop a positive view towards the maintenance of students' primary languages and learn why it is important to advocate for the development of bilingualism as an essential part of home-school partnerships in a multicultural setting" (p. 103). This can be accomplished through coursework and diverse field placements with emphasis on cultural and linguistic responsive pedagogy (Commins, 2014; Daniel, 2014). In particular, Daniel (2014) identifies the importance of providing space for PSTs to practice in classrooms with emergent bilinguals and to observe mentors modeling emergent bilingual supports and discussions to learn to be equitable practitioners.

Lastly, reflection is also an integral component to preparing PSTs to support emergent bilinguals. When PSTs are exposed to linguistically diverse environments and coursework that asks them to reflect on their experience, there are positive changes that support their abilities to potentially be better teachers of emergent bilinguals (Nasir & Heineke, 2014). Reflective assignments tied to fieldwork in diverse settings contribute to positive learning by PSTs, better preparing them to work with emergent bilinguals. This opportunity to think critically about the classroom and their role in it leads to changes in practice that better serve all students.

With this wealth of research identifying the skills and content knowledge PSTs need to support emergent bilinguals, few research studies have examined the professional development university supervisors receive in order to support PSTs to develop in this aspect of teaching. Researchers examining how supervisors are prepared for and supported in their role posit that despite the supervisor's integral role in PST development, supervisors are often provided few

university-based professional development opportunities if any at all (Jacobs et al., 2017; Levine, 2011; McCormack et al., 2019). One goal of our study was to address this apparent gap in supervisor training by offering a yearlong professional development series focused on strengthening supervisor's knowledge of strategies for supporting emergent bilinguals. By building supervisor content knowledge on supporting emergent bilinguals, we hoped that supervisors would provide a higher frequency and quality of feedback to PSTs on how they could support emergent bilinguals.

Methods

Given the critical importance of feedback related to supporting emergent bilinguals, we examine the feedback provided by a key member of the clinical triad, the university supervisor, and whether quality can be improved through professional development. The research questions for this study include:

- What is the content and frequency of feedback supervisors provide to PSTs on supporting emergent bilinguals?
- How can targeted professional development for supervisors on pedagogy for emergent bilinguals improve the content and frequency of the feedback?

Context

This study occurred in a post-baccalaureate teacher preparation program on the west coast and included elementary and secondary supervisors. Pre-service teachers completed three quarters of coursework with a yearlong clinical experience. Supervisors utilized a common observation tool and protocol containing four domains (planning, classroom environment, instruction, reflection) and 15 prioritized skills (e.g., supporting emergent bilinguals). The tool also included a space for evidence and the identification of areas of strength and growth. Supervisors observed four times during each ten-week quarter and scored the lesson plan prior to observing. Observations typically lasted 50 minutes and included a post-observation conference in which the PST reflected on the lesson with the supervisor.

Supervisors attended quarterly workshops to receive training on the observation tool and professional development on supporting emergent bilinguals. For the December workshop, supervisors explored the framework for English Language Development standards (California Department of Education, 2012), language proficiency levels, and instructional language supports. The February workshop explored language supports in greater detail, including opportunities and specific scaffolds to support (a) home language and culture, (b) academic language, and (c) extended opportunities for oral and written language production. We focused on these three forms of scaffolds as they are specifically called out in the observation tool under the sections for supporting emergent bilinguals. At the February and April workshops, supervisors scored a sample lesson plan and instructional video and provided feedback related to oral and academic language supports and demonstration of diversity and cultural competence.

Participants

Six supervisors – three elementary and three secondary – were purposively selected for the study. All six were former K-12 teachers and/or administrators and had supervised for at least four years. Selection was based on the following: (a) supervised PSTs at a school site that included emergent bilinguals, (b) attended all quarterly supervisor workshops, and (c) supervised each PST for both quarters of the clinical experience. See Table 1 for additional supervisor demographic information.

Table 1. Supervisor Demographic Information

Name ¹	Program	Education Level	Years of Teaching	Years Supervising
Hannah	Secondary	Masters	28	6
Bridgette	Secondary	Masters	11	11
Patrick	Secondary	Masters	38	5
Octavio	Elementary	Masters	7 ²	5
Shawna	Elementary	Masters	28	6
Kayla	Elementary	Masters	18	4

Data Collection

For each supervisor, we coded two quarters of observation reports. First, we coded pre-intervention data from the 2016/2017 academic year before the professional development on supporting emergent bilinguals was provided. For each supervisor, the observation reports of two PSTs were coded, resulting in eight observation reports per PST, totaling 16 observation reports per supervisor.

After the professional development, we coded observation reports for two quarters per supervisor from the 2017/2018 academic year, resulting in two observation reports per PST from winter quarter and four from spring quarter, totaling 12 observation reports per supervisor. One supervisor did not submit four observations for spring (due to extenuating circumstances such as PST illness and state testing), so a total of seven observation reports were coded.

At the conclusion of the 2017/2018 academic year, the six supervisors were individually interviewed, asked to reflect on the professional development provided and the impact those workshops had on their feedback. In addition, supervisors were asked to reflect and comment

¹ All names are pseudonyms

² Octavio had seven years of teaching and 30 years as a principal

upon aggregated, observation report pre-intervention data. All interviews were transcribed and recurring themes were identified.

Data Analysis

We first compiled only the feedback related to supporting emergent bilinguals and separated the data into episodes – “a series of turns that all relate to the same topic or theme” (Lewis & Ketter, 2004, p. 123). After episode demarcation, we conducted first cycle coding, using analytic memoing to inform additional analysis (Miles et al., 2014). Fifteen percent of data were double coded and inter-rater reliability was above 85%.

We approached first cycle coding deductively based on *a priori* codes generated from previous research and the observation rubric while also allowing additional codes to emerge from the data. For each unit of feedback, we coded for *domain of feedback* (e.g., planning, instruction, etc.), *focus of emergent bilingual feedback* (e.g., ELD standards, EB scaffolding), *explicitness of emergent bilingual feedback* (i.e., did the feedback mention emergent bilinguals specifically or was it inferred), *support for feedback* (evidence- vs. opinion-based), *positioning or stance of the supervisor* (e.g., evaluative, calibrating, etc.), and *emphasis* (praise vs. growth). A unit of feedback could be double-coded as both praise and growth and/or multiple foci related to supporting emergent bilinguals could be coded. After completing this process for both pre- and post-intervention feedback for all six supervisors, we quantified the coded feedback and conducted exploratory analyses. Because the total number of supervisor reports varied by academic year (i.e., pre- and post-intervention feedback reports), rates for each of the coded feedback units were calculated by dividing the number of codes for each unit by the total number of observation codes prior to the professional development and after. To examine pre- to post-intervention differences, we calculated the mean scores for each of the supervisors at pre- and post. To further examine if these differences were statistically significant, we calculated paired samples t-tests, effect sizes, and percent improvement.

Then, we conducted a purposive second round of coding, looking specifically at any feedback unit that was coded as *EB scaffolding*, a secondary code of the primary code *focus of EB feedback*. As will be showed in the findings section, the statistical analysis revealed an increase from pre- to post-intervention in the quantity of feedback coded as *EB scaffolding*. The professional development provided to supervisors focused on scaffolding for emergent bilinguals, and we wanted to see to what extent the supervisors applied this professional development content on scaffolding strategies into their feedback. We created first-level sub-codes for *EB scaffolding*, hoping to achieve a more nuanced understanding of the content and quality of this feedback. The first-level of sub-codes examined whether the feedback unit noted whether the scaffolding was (a) *present*, (b) *missing*, or (c) *suggested*. The second-level of sub-codes identified the specific scaffolding strategy, and those codes came from the content that was presented in the second professional development workshop (e.g., *scaffolds for language production [speaking and writing]* and *scaffolds for home language and culture*). Scaffolds that were specified in feedback but not covered in the professional development were identified as *other*. When no specific scaffolding strategy was identified, the unit was coded as *non-specific*. In this second round of coding, feedback units could receive multiple codes.

An example of a unit of supervisor feedback on supporting bilinguals could be the following: While connections to prior knowledge were made (e.g., anticipation guide), the tasks did not draw on home language. Three ways to draw on home language in this lesson could be (1) provide the anticipation guide in the home language, (2) ensure EB comprehension & make a note of cognates (e.g., anticipation/anticipación, penguin/pingüino), & (3) allow the emergent bilingual S the option of using his home language to complete the graphic organizer to help him better express his understanding of the lesson objective. In the first round of coding, this unit of feedback would be coded as follows: *Domain: Instruction; Focus: Connections to Home Language, EB scaffolding, Academic Language; Explicit; Support: Evidence-Based; Stance: Collaborative Coaching; and Emphasis: Growth*. In the second round of coding, this unit of feedback would be coded as follows: *scaffolding present* (e.g., draw on prior knowledge), *scaffolding missing* (e.g., scaffolds for home language or culture), *scaffolding suggested* (e.g., translation/translanguaging, cognates). In the above example of second round coding, the first-level sub-codes are indicated in *italics* and the accompanying second-level sub-codes are indicated in parentheses.

The coding process for interview data was similar to that of the observation reports. After episode demarcation, we conducted first cycle coding, using analytic memoing to inform additional analysis (Miles et al., 2014). The themes inherent in *a priori* codes were also used for analysis of interview transcripts. Additionally, codes were included that sought to capture the perspective of the supervisor including (a) factors that influenced written feedback and (b) reference to support and resources from the university.

Findings

In the sections that follow, we provide observation report data to illustrate the frequency and content of feedback supervisors provided to PSTs on supporting emergent bilinguals and any significant changes that occurred over time. Then, we take a more in-depth look at the emergent bilingual scaffolding secondary code. We conclude with interview data to demonstrate how targeted professional development for supervisors on pedagogy for emergent bilinguals improved the content and frequency of their feedback.

Supervisor Feedback on Supporting Emergent Bilinguals: Pre- and Post-Intervention Data

In the pre-intervention data, a total of 16 observation reports were collected from each supervisor for a total of 91 reports. Within the 91 reports, a total of 191 units of feedback were related to supporting emergent bilinguals and 16 observation reports (18%) contained no feedback related to supporting emergent bilinguals.

In the post-intervention data, 67 observation reports were collected with 12 observation reports collected from five of the supervisors, with one supervisor only submitting seven. Within the 67 observation reports, there were a total of 494 units of feedback related to supporting emergent bilinguals and four reports (6%) that contained no feedback related to supporting emergent bilinguals. To explore pre- to post differences, the aggregated amount of feedback per number of observations for each of the supervisors was calculated. From pre- to post-intervention, there was a statistically significant increase in the total number of units of feedback provided on supporting

emergent bilinguals by supervisor ($p = .04$); however, these results should be interpreted with caution given the small sample size (see Table 2).

Table 2. Paired Samples *t*-Tests for Supervisors at Pre-Test and Post-Test for Total EB Feedback Units Provided

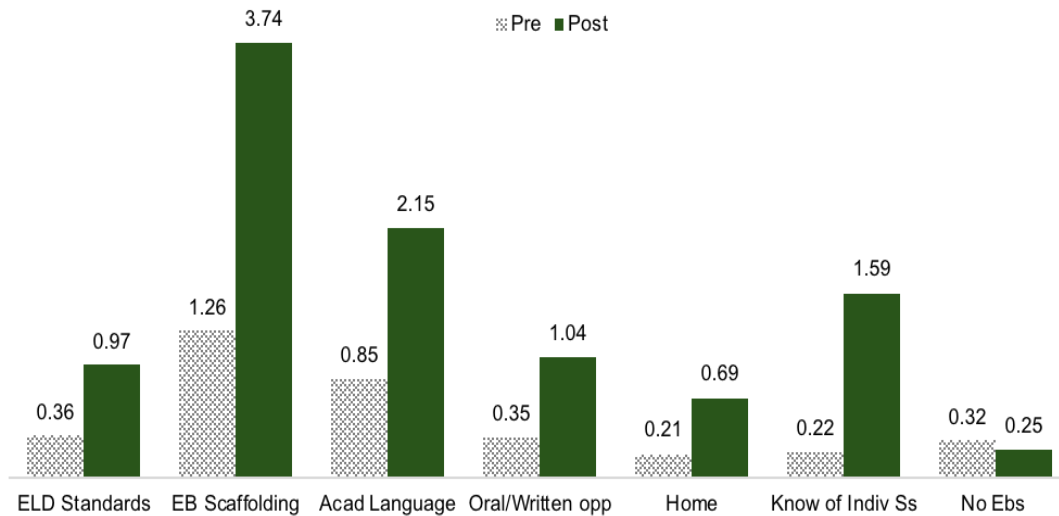
Outcome Measure	<i>N</i>	Pre-Post Mean Difference	Standard Deviation	<i>t</i> - value	df	<i>p</i> value	Effect Size	% Improved
Total EB Feedback Units Provided	6	5.38	4.70	2.81	5	.04*	5.12	+256%

* Statistically significant at .05

Although we originally coded for six primary codes (e.g., domain, focus of EB feedback) and conducted statistical analysis for all primary codes, in the section that follows, we present the findings for the *focus of EB feedback* primary code only to explore the content and quantity of feedback on supporting emergent bilinguals, the focus of our first research question. We present the quantified data with pre- and post-intervention data displayed with an improvement change identified for each secondary code (e.g., ELD standards) that fell within the primary code of focus of EB feedback.

Focus of EB feedback. Of the secondary codes related to the primary code of *focus of EB feedback*, the majority of pre-intervention feedback given pertained to (a) scaffolding for emergent bilinguals, (b) academic language, and (c) ELD standards. After the professional development, post-data indicated the majority of feedback given was around (a) scaffolding for emergent bilinguals, (b) academic language, and (c) knowledge of individual students. The frequency of feedback per observation report increased from before the professional development to after for six of the seven *focus of EB feedback* secondary codes (see Figure 1).

Figure 1. Average Rate of “Focus of EB Feedback” by Secondary Codes per Supervisor at Pre-Intervention and Post-Intervention



To examine whether the differences from pre- to post-intervention were statistically significant, paired samples t-tests were calculated for the secondary codes provided in the primary code of *focus of EB feedback*. Each of the secondary codes were evaluated using $\alpha = .05$, with Bonferroni correction made for each of the secondary codes to address errors resulting from multiple comparisons. While p-values were less than .05 for *focus of EB scaffolding*, this difference was not statistically significant when evaluated using the Bonferroni correction. Items corresponded to effects sizes of 1.52 to 5.07 and percentage change from +22% to 233% (see Table 3). Because the sample size was so small, these results should be interpreted with caution. Effect sizes suggest that additional exploration of these differences are warranted with a larger sample size.

Table 3. Paired Samples *t*-Tests for Supervisors at Pre-Test and Post-Test for “Focus of EB Feedback” Secondary Codes

Outcome Measure	<i>N</i>	Pre-Post Mean Difference	Standard Deviation	<i>t</i> - value	df	<i>p</i> value	Effect Size	% Improved
Focus								
ELD Standards	6	.61	.84	1.79	5	.13	1.91	+172%
EB Scaffolding	6	2.48	2.15	2.83	5	.04*	2.99	+197%
Academic Language	6	1.30	1.60	2.00	5	.10	4.33	+153%
Oral + Written Opp	6	.68	.67	2.48	5	.06	2.28	+194%
Connections to Home Language	6	.49	.85	1.41	5	.22	1.88	+233%
Knowledge of Individual Students	6	1.37	2.45	1.37	5	.23	5.07	+55%
No EBs Present	6	.07	.07	.52	5	.63	1.52	+22%

* Statistically significant at .05

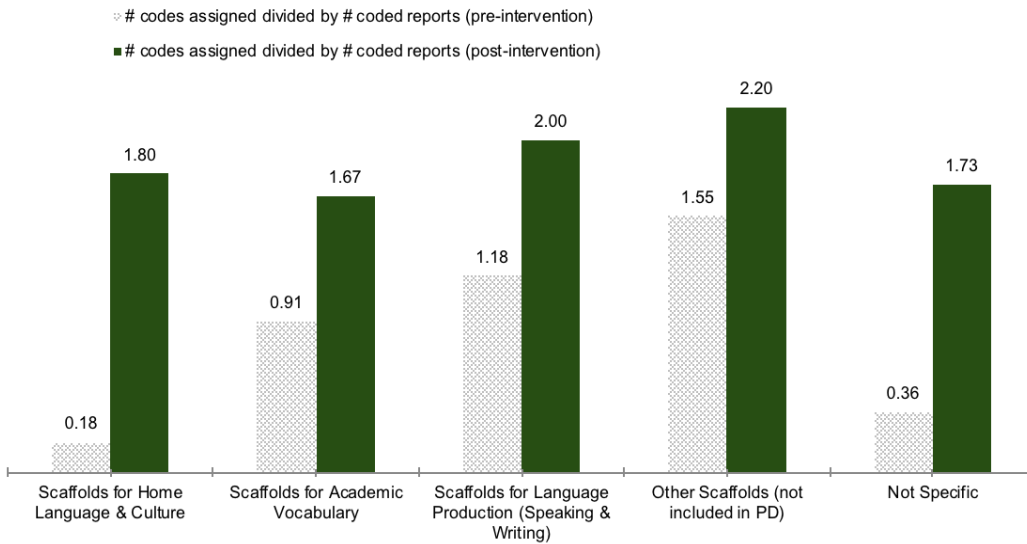
Deeper Examination of Emergent Bilingual Scaffolding Secondary Code

The second round of coding focused on those feedback units that were assigned the secondary code *EB scaffolding*. At pre-intervention, 11 of the 91 observation reports (12%) contained feedback units with the secondary code *EB scaffolding* as compared to post-intervention data where 15 of the 67 observation reports (22%) contained feedback units assigned this code. Since this secondary code saw statistically significant change across supervisors after the professional development, a targeted analysis of observation reports containing *EB scaffolding* feedback units was conducted to provide deeper understanding as to the nuance of this change.

At pre-intervention, there were 17 coded units within these 11 observation reports (average of 1.55 unit per report) related to EB scaffolding, which were assigned first-level sub-codes of EB scaffolding as follows: *scaffolding present* (47.62%), *scaffolding suggestion* (28.57%) and *scaffolding missing* (23.81%). In the post-intervention data, there were 93 coded units within 15 observation reports (average of 6.20 units per report) related to EB scaffolding, indicating that supervisors provided more feedback related to EB scaffolding after the professional development. The majority of the post-intervention EB scaffolding feedback units were assigned the *scaffolding present* code (72.82%). The remaining coded units were assigned *scaffolding missing* (11.65%) and *scaffolding suggestion* (15.53%).

Analysis of specific EB scaffolding second-level sub-codes mentioned in feedback revealed an increase across all EB scaffolding second-level sub-codes after the post-intervention. One second-level sub-code of particular note included the use of *scaffolds for home language and culture*, of which there were two coded instances (average of 0.18 per report) at pre-intervention data and 27 coded instances (average of 1.80 per report) at post-intervention. Similarly, there was an increase in average use of scaffolding strategies across each second-level sub-code at post-intervention (See Figure 2).

Figure 2: Average of Coded Units at Pre- and Post-Intervention by Second-Level Sub-Codes



In this second round of coding, we also examined supervisor feedback for references to content presented in the professional development. In the next section, we present those findings by the three main categories of support presented in the workshop: (a) scaffolds for home language and culture, (b) scaffolds for academic vocabulary, and (c) scaffolds for language production.

Scaffolds for home language and culture. Prior to the workshop, supervisors identified making connections to home language and culture as an area of need. Thus, the workshop included specific strategies for using cognates, examples of translanguaging pedagogies, and the use of culturally-relevant texts. As noted above, post-intervention feedback included more instances of feedback that referenced scaffolds for home language and culture with most of these instances assigned as either *scaffolding missing* or *scaffolding present*. The following post-intervention feedback unit is typical in its emphasis on the use of home language as a translation tool for newcomers: “Brenda, a newcomer who doesn’t speak much English has a student who helps her translate; she also is pulled into small group. Her directions were translated into Spanish.” Less frequent were feedback units that provided specific recommendations on how to incorporate translanguaging strategies or cultural connections for emergent bilinguals of varying proficiency levels.

Scaffolds for academic vocabulary. In the area of scaffolds for academic vocabulary, the professional development focused primarily on visuals to contextualize word meaning, Frayer models for vocabulary teaching, Total Physical Response (TPR), student-friendly definitions, and strategies for repeated exposure and repetition. While supervisors did reference several of these scaffolds in their feedback both before and after the intervention, 17 of these instances were assigned to the second-level sub-code of *visual contextualization*, making it the most frequently referenced strategy in this second-level coding category. *Scaffolding suggested* feedback was more common within this second-level coding category. A typical suggestion from post-intervention data included: “Consider how a visual element could support the discussion for EBs (and all Ss). Could Ss come up and record the steps?”

Scaffolds for language production (speaking and writing). The last category of scaffolding from the professional development included strategies for extending students oral and written discourse through sentence frames and starters, collaborative conversation protocols, graphic organizers, and variety of participation structures (e.g., pair share, fishbowl, parallel lines). While there was an increase in this category post-intervention, the increase was concentrated in strategies that supervisors were familiar with prior to the workshop, namely sentence starters and pair-share participant structures. For example: “Your emergent bilingual student benefited with the modeling of the learning, partner share and partner work.” Some of the more nuanced strategies discussed in the workshop like collaborative conversation protocols and questioning techniques were not referenced post-intervention.

Example case. For all six supervisors, the number of coded instances for EB scaffolding increased from pre- to post-intervention. To illustrate how the content of their feedback changed, we present an example case. Shawna, a supervisor with six years of experience, increased her EB scaffolding feedback from six coded instances at pre-intervention to 35 coded instances at post. Like most of her colleagues, Shawna’s feedback on EB scaffolding tended to focus on what was present in the lesson (e.g., “Strategic partnering ensured that ELs had positive role models to help them as needed”). At post-intervention, Shawna remained focused primarily on EB scaffolding that was present or missing. While the overall number of feedback units related to scaffolding for emergent bilinguals increased post-intervention, this feedback also became less specific in targeted suggestions. Multiple feedback comments including language copied from the observation tool with lines through an element that was missing from instruction (e.g., “tasks drew on home language, culture, **and** prior knowledge; **targeted** language supports and scaffolds were based on individual EB needs”).

While not all six supervisors used the observation tool language as Shawna did in their feedback, we did notice an overall increase in instances where supervisor feedback noted what was missing but did not provide a specific suggestion for improving the lesson. This indicated that supervisors may not be as comfortable making suggestions based on the workshops’ content as we had hoped. To further explore this finding, we examined data from interviews with the supervisors.

University Supervisor Interviews

Interviews yielded definite themes regarding the professional development and the impact those workshops had on supervisor feedback. First, supervisors acknowledged that PSTs need feedback on supporting emergent bilinguals and that providing this feedback was challenging. When asked what was challenging about providing feedback to PSTs around supporting emergent bilinguals, supervisors admitted a general lack of understanding around “best practices” for emergent bilinguals. One supervisor stated, “...my own lack of training or knowledge is where I fall in the spectrum. Do I understand the concept? Yes. There are just such nuances.” In addition, supervisors agreed that while challenging, the need for feedback in this area was critical for PSTs as they frequently struggled with knowing how to help language learners: “It’s just one of those [skills] that they’re not grasping, but I think with the support tools that we have and the focus on it and also educating the supervisors with it, it’ll rise up...because we’re focusing on it. We’re highlighting it more.”

Second, the professional development impacted supervisor understanding of and ability to provide feedback on emergent bilingual supports. All supervisors valued how the professional development content was applicable to supervision practice. Supervisors saw the most value in receiving current information on testing, laws, standards of practice, and strategies for supporting emergent bilinguals: “I wasn’t familiar with the new standards and the new tests and all that has happened since I retired. So, it was really great to learn all about that, so I updated myself. I was able to better reflect current information.” Additionally, after the professional development, supervisors reported sharing emergent bilingual scaffolding strategies with their PSTs more often than in previous years: “Learning about the three different levels of ELs really helped me a lot. We talked about the kinds of activities that these students really need to focus upon.”

Lastly, the professional development had an impact on the supervisors’ confidence levels. Supervisors attributed changes in confidence to the structure and content of the observation tool and the workshop norming events. For example, when discussing a norming event, a supervisor stated, “It gave me an opportunity to reflect on my own comments and realize ‘oh maybe they’re not as detailed as they need to be’ or ‘there wasn’t evidence.’ I was missing things. And so now, my glasses were cleared or I had glasses on and I could see a little bit more.” One supervisor, however, felt less confident because his lack of knowledge was highlighted in the professional development. This supervisor explained, “I guess I’m just not real good at it. I think that’s part of my problem. It probably wasn’t a strength when I taught, and it’s certainly probably not a strength now.”

Discussion

After the professional development, supervisors more frequently provided units of feedback related to supporting emergent bilinguals than before the workshops. In terms of sheer numbers, we think this is an improvement. For example, supervisors, on average, provided five more units of feedback on supporting emergent bilinguals from pre- to post-intervention feedback data. We argue that having feedback related to emergent bilinguals is significantly better than neglecting to address the learning of an already historically-underserved population. Research supports that PSTs need purposive feedback related to emergent bilinguals and opportunities to reflect on their abilities to support this population (Nasir & Heineke, 2014; Samson & Collins, 2012). By writing it down and having it factor into the observation and evaluation process, supervisors signaled to PSTs the importance of the practice.

In terms of content, supervisors also provided a greater breadth of feedback on supporting emergent bilinguals after the workshops. Analysis of content focus revealed an increase across all EB scaffolding strategies after the intervention, particularly in *scaffolds for home language and culture* and *scaffolds for language production*. One of the primary objectives of the professional development was to introduce a variety of practices to specifically support the learning needs of emergent bilinguals. Many of the supervisors self-reported that they did not know enough about best practices for supporting language learners. This could be attributed to the fact that many received their credential training some time ago when there was not as much of an emphasis on ELD standards and/or differentiating instruction for emergent bilinguals. The professional development provided supervisors with an opportunity to learn, for many the first

time, the new standards and accompanying practices to enact those standards in the classroom. As Bunch (2013) argues for the importance of PST pedagogical language knowledge, so too we argue for the importance of instilling this knowledge in the coaches of PSTs.

A deeper investigation into one of the foci that proved to be a statistically significant improvement, *EB scaffolding*, illustrated the supports supervisors held up as good practice. As we had hoped, these units increased across all three of the main scaffolding strategies covered in the workshop: (a) scaffolds for home language and culture, (b) scaffolds for academic vocabulary, and (c) scaffolds for language production (speaking and writing). In these cases, supervisors offered PSTs feedback on their implementation of key practices to support emergent bilinguals including pedagogical language knowledge (Bunch, 2013; Faltis & Valdés, 2016; Lucas et al., 2008; Menken & Antuñez, 2001; Santos et al., 2012) and their ability to support cultural diversity and equity (Coady et al., 2016; Cohen & Lotan, 1997; de Jong et al., 2013; Godley et al., 2006). There was also an increase in *other scaffolds* that were not covered in the workshop. We might surmise that the scaffolding focus of the professional development may have prompted supervisors to draw on their prior knowledge of other successful scaffolding strategies not unique to emergent bilinguals.

One category that we did not expect to see an increase in was *not specific*. In these cases, supervisors suggested that a strategy was needed and/or missing but did not offer a tangible alternative. We had hoped that through the professional development, supervisors could identify specific scaffolding strategies to share with PSTs. In multiple instances, however, supervisors copied the language of the observation tool rather than providing more individualized suggestions or specific strategies covered in the workshop. Similar to the findings of Samson and Collins (2012), this indication that improvement is needed but lack of explicit suggestions results in insufficient feedback provided to PSTs.

Interviews with supervisors confirmed the quantitative data results – targeted professional development on pedagogy for emergent bilinguals can improve the content and frequency of the feedback provided to PSTs. Through the workshops, supervisors had access to relevant resources, collaborative time with peers, and support from content experts that all served to increase their confidence around providing feedback of this type. Additionally, supervisors voiced agreement with research around PST need for more feedback in this area (Gándara & Santibañez, 2016; Samson & Collins, 2012) with some supervisors stating that it was generally a weaker area for most PSTs. Reflecting during interview conversations on the value of the workshops, several supervisors made the link between their own professional development and PST growth (Nasir & Heineke, 2014).

Implications

As the field of teacher preparation continues to support supervisors to improve the feedback they provide to PSTs related to supporting emergent bilinguals, we recognize the importance of ongoing professional development around this particular focus. We posit that by investing in the professional development of supervisors, the learning of PSTs will be increased. Our findings reveal that providing quarterly workshops on supporting emergent bilinguals is an important first step, for supervisors did improve in the frequency of comments related to supporting emergent

bilinguals and in their attention to a breadth of scaffolding strategies. However, one year of professional development is not enough to address gaps in knowledge and increase confidence and therefore necessitates ongoing professional development.

One important component of this ongoing training could include an activity where supervisors examine their own feedback on supporting emergent bilinguals from the previous year in regards to frequency and quality of feedback provided. After guiding supervisors through a coding and analysis exercise, supervisors could be supported to identify a strength of their feedback on emergent bilinguals and one area of growth. Then, these areas of growth could inform remaining professional development workshops for the academic year, with teacher educators preparing content aligned with identified supervisor goals. This approach not only allows for sustained professional development around supporting emergent bilinguals but also differentiates by supervisor need. With continued professional development for supervisors, we are hopeful that this valuable set of teacher educators will be better positioned to support PST development and growth around supporting emergent bilinguals.

References

- Akcan, S., & Tatar, S. (2010). An investigation of the nature of feedback given to pre-service English teachers during their practice teaching experience. *Teacher Development*, 14(2), 153-172. <https://doi.org/10.1080/13664530.2010.494495>
- Bunch, G. C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era. *Review of Research in Education*, 37(1), 298-341. <https://doi.org/10.3102/0091732X12461772>
- Burns, R. W., Jacobs, J., & Yendol-Hoppey, D. (2016a). Preservice teacher supervision within field experiences in a decade of reform: A comprehensive meta-analysis of the empirical literature from 2001-2013. *Teacher Education and Practice*, 29(1), 46-75. https://scholarcommons.usf.edu/esf_facpub/144
- Burns, R. W., Jacobs, J., & Yendol-Hoppey, D. (2016b). The changing nature of the role of the university supervisor and the function of preservice teacher supervision in an era of increased school-university collaboration. *Action in Teacher Education*, 38(4), 410-425. <https://doi.org/10.1080/01626620.2016.1226203>
- Burns, R. W., Jacobs, J., & Yendol-Hoppey, D. (2019). A framework for naming the scope and nature of teacher candidate supervision in clinically-based teacher preparation: Tasks, high-leverage practices, and pedagogical routines of practice. *The Teacher Educator*, <https://doi.org/10.1080/08878730.2019.1682091>
- California Department of Education. (2012). *California English language development standards: Kindergarten through grade 12*. <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- Chaffin, C., & Manfredo, J. (2010). Perceptions of preservice teachers regarding feedback and guided reflection in an instrumental early field experience. *Journal of Music Teacher Education*, 19(2), 57-72. <https://doi.org/10.1177/1057083709354161>
- Coady, M. R., Harper, C., & de Jong, E. J. (2016). Aiming for equity: Preparing mainstream teachers for inclusion or inclusive classrooms? *TESOL Quarterly*, 50(2), 340-368. <https://doi.org/10.1002/tesq.223>
- Cohen, E. G., & Lotan, R. A. (1997). *Working for equity in heterogeneous classrooms: Sociological theory in practice*. *Sociology of Education Series*. Teachers College Press.
- Commins, N.L. (2014). Supporting bilingual learners and their families: Key understandings for pre-service teachers and the institutions that prepare them. *Association of Mexican-American Educators (AMAE)*, 8(1), 102-111. <https://pdfs.semanticscholar.org/2d79/41304256cffba2fc3c97bae87183cb98cff6.pdf>
- Copland, F. (2010). Causes of tension in post-observation feedback in pre-service teacher training: An alternative view. *Teaching and Teacher Education*, 26(3), 466-472. <https://doi.org/10.1016/j.tate.2009.06.001>
- Cummins, J. (1979). *Cognitive/academic language proficiency, linguistic interdependence, the optimum age questions and some other matters*. *Working papers on bilingualism, No. 19*. Ontario Institute for Studies in Education. <https://eric.ed.gov/?id=ED184334>
- Daniel, S.M. (2014). Learning to educate English language learners in pre-service elementary practicums. *Teacher Education Quarterly*, 41(2), 5-28. <https://pdfs.semanticscholar.org/ef27/19ccc77b2be6d9d1c1debed14691557a32d0.pdf>
- Danielson, C. (2009). *Implementing the framework for teaching in enhancing professional practice*. ASCD.

- Darling-Hammond, L. (2014). Strengthening clinical preparation: The holy grail of teacher preparation. *Peabody Journal of Education*, 89(4), 547-561. <https://doi.org/10.1080/0161956X.2014.939009>
- de Jong, E. J., & Harper, C. A. (2005). Preparing mainstream teachers for English language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, 32(2), 101-124. <https://files.eric.ed.gov/fulltext/EJ795308.pdf>
- de Jong, E. J., Harper, C. A., & Coady, M. R. (2013). Enhanced knowledge and skills for elementary mainstream teachers of English language learners. *Theory into Practice*, 52(2), 89–97. <https://doi.org/10.1080/00405841.2013.770326>
- Ericsson, K.A. (2002). Attaining excellence through deliberate practice: Insights from the study of expert performance. In M. Ferrari (Ed.), *The pursuit of excellence through education* (pp. 21-55). Lawrence Erlbaum.
- Faltis, C. J., & Valdés, G. (2016). Preparing teachers for teaching in and advocating for linguistically diverse classrooms: A vade mecum for teacher educators. In D. H. Gitomer & C. A. Bell (Eds.), *Handbook of research on teaching* (pp. 549–592). American Educational Research Association.
- Flushman, T., Guise, M., & Hegg, S. (2019). Improving supervisor written feedback: Exploring the what and why of feedback provided to pre-service teachers. *Issues in Teacher Education*, 28(1), 1-21. <https://www.itejournal.org/>
- Gándara, P., & Santibañez, L. (2016). The teachers our English language learners need. *Educational Leadership*, 73(5), 32-37. <http://www.ascd.org/publications/educational-leadership/feb16/vol73/num05/The-Teachers-Our-English-Language-Learners-Need.aspx>
- Godley, A. J., Sweetland, J., Wheeler, R. S., Minnici, A., & Carpenter, B. D. (2006). Preparing teachers for dialectally diverse classrooms. *Educational Researcher*, 35(8), 30–37. <https://doi.org/10.3102/0013189X035008030>
- Grossman, P., Hammerness, K., & McDonald, M. (2008). Redefining teaching, re-imagining teacher education. *Teachers and Teaching: Theory and Practice*, 15(2), 273-289. <https://doi.org/10.1080/13540600902875340>
- Holland, P. (2005). The case for expanding standards for teacher evaluation to include an instructional supervision perspective. *Journal of Personnel Evaluation in Education*, 18, 67-77. <https://doi.org/10.1007/s11092-006-9009-0>
- Jacobs, J., Hogarty, K., & Burns, R.W. (2017). Elementary preservice teacher field supervision: A survey of teacher education program. *Action in Teacher Education*, 39(2), 172-186. <https://doi.org/10.1080/01626620.2016.1248300>
- Krashen, S. (1982). *Principles and practices in second language acquisition*. Pergamon Press.
- Levine, T. (2011). Features and strategies of supervisor professional community as a means of improving the supervision of preservice teachers. *Teaching and Teacher Education*, 27(5), 930-941. <https://doi.org/10.1016/j.tate.2011.03.004>
- Lewis, C. & Ketter, J. (2004). Learning as social interaction: Interdiscursivity in a teacher and researcher study group. In R. Rogers (Ed.), *An introduction to critical discourse analysis in education* (pp. 117-146). Routledge.
- López, F., Martín, F., Scanlan, M., & Gundrum, B. (2013). Preparing teachers of English language learners: Empirical evidence and policy implications. *Education Policy Analysis Archives*, 21(20). <https://doi.org/10.14507/epaa.v21n20.2013>

- López, F., & Santibañez, L. (2018). Teacher preparation for emergent bilingual students: Implications of evidence for policy. *Education Policy Analysis Archives*, 26(36). <https://doi.org/10.14507/epaa.26.2866>
- Lopez-Real, F., Stimpson, P., & Bunton, D. (2001). Supervisory conferences: An exploration of some difficult topics. *Journal of Education for Teaching*, 27(2), 162-173. <https://doi.org/10.1080/02607470120067909>
- Lucas, T., & Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice teacher education. *Theory into Practice*, 52(2), 98–109. <https://doi.org/10.1080/00405841.2013.770327>
- Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59(4), 361–373. <https://doi.org/10.1177/0022487108322110>
- McCormack, B., Baeher, L.H., & Cuenca, A. (2019). University-based teachersupervisors: Their voices, their dilemmas. *Journal of Educational Supervision*, 2(1), 22-37. <https://doi.org/10.31045/jes.2.1.2>
- Menken, K., & Antuñez, B. (2001). *An overview of the preparation and certification of teachers working with limited English proficient (LEP) students*. National Clearinghouse for Bilingual Education. <https://eric.ed.gov/?id=ED455231>
- Miles, M.B., Huberman, A.M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. Sage.
- Nasir, A., & Heineke, A. J., (2014). Teacher candidates and Latina/o English learners at Fenton Elementary School: The role of early clinical experiences in urban teacher education. *Association of Mexican-American Educators (AMAE) Special Issue*, 8(1), 60-71. <https://pdfs.semanticscholar.org/126f/ba8440742a896cc1648b3ad6447f5129a7ea.pdf>
- National Council for Accreditation of Teacher Education. (November, 2010). *Transforming teacher education through clinical practice: A national strategy to prepare teachers. Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning*. <http://caepnet.org/~media/Files/caep/accreditation-resources/blue-ribbon-panel.pdf>
- Rathel, J., Drasgow, E., & Christle, C. C. (2008). Effects of supervisor performance feedback on increasing preservice teachers' positive communication behaviors with students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 16(2), 67-77. <https://doi.org/10.1177/1063426607312537>
- Samson, J.F., & Collins, B.A., (2012). *Preparing all teachers to meet the needs of English language learners*. Center for American Progress. <https://www.americanprogress.org/issues/education-k-12/reports/2012/04/30/11372/preparing-all-teachers-to-meet-the-needs-of-english-language-learners/>
- Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). *Teacher development to support English language learners in the context of Common Core State Standards*. Stanford University Understanding Language Initiative. <https://ell.stanford.edu/sites/default/files/pdf/academic-papers/10-Santos%20LDH%20Teacher%20Development%20FINAL.pdf>
- Scheeler, M.C., Ruhl, K.L., & McAfee J.K. (2004). Providing performance feedback to teachers: A review. *Teacher Education and Special Education*, 27(3), 396-407. <https://doi.org/10.1177/088840640402700407>

- Strong, M., & Baron, W. (2004). An analysis of mentoring conversations with beginning teachers: Suggestions and responses. *Teaching and Teacher Education*, 20(1), 47-57. <https://doi.org/10.1016/j.tate.2003.09.005>
- Tang, S.Y.F., & Chow, A.W.K. (2007). Communicating feedback in teaching practice supervision in a learning-oriented field experience assessment framework. *Teaching and Teacher Education*, 23(7), 1066-1085. <https://doi.org/10.1016/j.tate.2006.07.013>
- Van den Hurk, H.T.G., Houtveen, A.A.M., & Van de Grift, W.J.C.M. (2016). Fostering effective teaching behavior through the use of data-feedback. *Teaching and Teacher Education*, 60, 444-451. <https://doi.org/10.1016/j.tate.2016.07.003>
- Vásquez, C. (2004). "Very carefully managed": Advice and suggestions in post-observation meetings. *Linguistics and Education*, 15(1-2), 33-58. <https://doi.org/10.1016/j.linged.2004.10.004>

Author Biographies

Megan Guise is a full professor of English education in the School of Education at California Polytechnic State University, San Luis Obispo. Her research interests include enhancing the implementation of coteaching during the clinical experience, effective models of professional development, and feedback on teaching. Her recent work has been published in *Issues in Teacher Education*, *Teaching and Teacher Education*, and *Teacher Education Quarterly*.

Sarah Hegg is a program manager working with the School of Education and Center for Engineering, Science and Mathematics Education (CESAME) at California Polytechnic State University, San Luis Obispo. Her research interests include coteaching in the clinical experience, new teacher induction, pre-service teacher supervision, and utilizing improvement science for education reform. Her recent work has been published in *Issues in Teacher Education* and *Teacher Education Quarterly*.

Briana Ronan is an assistant professor of bilingual education in the School of Education at California Polytechnic State University, San Luis Obispo. Her teaching and research interests include the development of curriculum and instructional supports for emergent bilinguals. Dr. Ronan's most recent publication is *Languaging and Translanguaging for English Language Teaching* (2019), co-authored with Dr. Christine Hardigree, Iona College.

Tanya Flushman is an associate professor in the School of Education at California Polytechnic State University, San Luis Obispo. Dr. Flushman is the Co-Director of the CSU Center for the Advancement of Reading and Writing and the Coordinator of the MA Curriculum and Instruction Program. Her research interests include literacy teaching and learning, teacher preparation, and continuous improvement.

Billie-Jo Grant is a quantitative and qualitative methodologist, researcher, and evaluator. She has conducted studies of science, reading, and math curricula; sexual violence and abuse research; and prevention programs funded by organizations such as the Department of Justice, U.S. Department of Education, and the National School Board Association. She is currently a

lecturer in the Statistics and Education Departments at California Polytechnic State University, San Luis Obispo.