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Spanish for Lunch: Engaging Young Interpreters in Teacher Professional Development

Kevin Landon Johnstun
Brigham Young University

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Spanish for Lunch: Engaging Young Interpreters in
Teacher Professional Development

Kevin Landon Johnstun

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Science

Heather Miriam Leary, Chair
Bryant Troy Jensen
Richard Edward West

Department of Instructional Psychology and Technology
Brigham Young University

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ABSTRACT

Spanish for Lunch: Engaging Young Interpreters in Teacher Professional Development

Kevin Landon Johnstun
Department of Instructional Psychology and Technology, BYU
Master of Science

Across the United States, schools are largely segregated by race and ethnicity, resulting in schools that are densely Latino and teaching staff who are overwhelming monolingual English speakers, as most teachers are white women. This has created difficulty in home communication in these schools. Given the positive impacts of personal and frequent home communication, a greater capacity of teachers to communicate with parents may be an important asset in school improvement efforts.

This study looks at ongoing design-based research efforts to engage bilingual students in helping their teachers become more capable of communicating in Spanish. Through online-delivered challenges, teachers and students work together to complete a series of tasks that help teachers learn about communicating across cultures and preparing several communication aids to help them reach out to Latino immigrant parents more frequently.

Through a narrative profile analysis, we uncover the influences the five-week intervention had on teachers' home communication efforts, beliefs in their own ability to develop stronger language skills, and relationships with students.

The findings inform a set of preliminary procedures for a new method of research into understandings skills they use outside of school. We call this new method *Integrating Funds of Knowledge*. The findings also inform a set of core conjectures on how this method can help educators partner with their students to work toward solving a problem in their school.

Keywords: professional development, funds of knowledge, young interpreters, design-based research

ACKNOWLEDGMENTS

Education is an enterprise that cannot be carried out in isolation, so it is fitting that this thesis is also a work that so many people have collaborated on. I have sought advice from almost every faculty member in my department and several faculty outside of my department.

I am particularly grateful for the encouragement of each of the committee members. Bryant Jensen has mentored me and counseled me on this project and so many others since the first day we met. Heather Leary has been an amazing guide through the sometimes chaotic world of design-based research. I have taken more classes from Rick West than any other professor, and I am grateful for the ways he has oriented me to instructional design work and for his influence on this project.

I am also eternally grateful to Chanel for constant support, and her willingness to lend her amazing skills to support me.

I dedicate this to Von, Kamila, and whoever else comes along.

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DESCRIPTION OF THESIS STRUCTURE

This thesis, *Spanish for Lunch: Engaging Young Interpreters in Teacher Professional Development*, has two main sections. The first is a design-based research article by the same title. This article is intended for publication in journals such as the *Bilingual Research Journal*, the *International Journal of Bilingual Education and Bilingualism*, or the *Journal of Latinos and Education*. At present the journal article section uses the style that is recommended by the *Bilingual Research Journal*. Part of the journal's specifications are to place the figures and tables at the end of the document, each on its own page. For this reason, you will not see actual figures in the article, only a note indicating roughly where the figure ought to be placed. These tables and figures have also been formatted according to the specification of the journal, which is distinct from the style of the American Psychological Association.

The second section is an extended literature review covering the topics of school segregation, funds of knowledge research, family interpreting, language brokering, and student voice initiatives. The complete literature review can be found in Appendix A. A few paragraphs from the funds of knowledge and young interpreters sections were reused in the journal article portion.

Appendix B contains all of the documentation of the collection and analysis of data for this research project. Each subheading is a different piece of documentation. The profiles section is subdivided again and each new section contains a different participants' narrative profile. There are references to the relevant appendices throughout the article.

Spanish for lunch: Engaging young interpreters in teacher professional development

Johnstun Kevin and H. Leary

Instructional Psychology and Technology, Brigham Young University, Provo, United States;

Kevin Johnstun, (801) 885-0297, kevinjohnstun@gmail.com

Kevin Johnstun is a master's student in instructional psychology and technology. He was previously a middle school English teacher in Oklahoma City.

Dr. Heather Leary is an Assistant Professor of Instructional Psychology & Technology. She graduated from Utah State University in 2012 with her PhD in Instructional Technology and Learning Sciences. Her research bridges research and practice in science, technology, engineering, arts, math, and 21st century skills, using design-based research, problem-based learning, and research-practice partnerships.

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In accordance with Taylor & Francis policy and my ethical obligation as a researcher, I am reporting that I have a financial and/or business interests in a company that may be affected by the research reported in the enclosed paper. I have disclosed those interests fully to Taylor & Francis, and I have in place an approved plan for managing any potential conflicts arising from my involvement in a small business, ViaCoTe LLC, which seeks to create materials that involve students in teacher professional development, and intends to use the materials from this research to provide services to schools and teachers, and may be commercialized in the future.

Spanish for lunch: Engaging young interpreters in teacher professional development

This study explores design-based research efforts to engage bilingual students in helping their teachers learn phrases in Spanish. Through online-delivered challenges, teachers and students work together to prepare communication aids and discuss communicating across cultures. A narrative profile analysis uncovered the interventions influences on teacher's home communication efforts, language skills, and relationships with students. The findings inform a set of preliminary procedures and core conjectures for a new method of funds of knowledge research, *Integrating Funds of Knowledge*.

Keywords: professional development, funds of knowledge, young interpreters, design-based research

Introduction

The interactions teachers have with their students' parents affect the school experience of students and families. When teachers and school officials reach out to parents regularly, Epstein and Dauber (1991) reported that parents were more likely to help their students with assignments. The same study concluded that as parent involvement increased, parents were also more positive about their children's abilities to succeed in school. Two recent meta-analyses had similar conclusions: Jeynes (2003) found that even when examining several different strategies "parental involvement does generally improve the educational achievement of minority groups" (p. 207), and Castro et al. (2015) found that parent involvement supported academic achievement, particularly when parents were able to maintain close communication with teachers about activities and student progress.

These findings make the case for increased effort to involve parents, but many of these studies are also informed by a deficit mindset, that parents are "lacking in cultural and social

capital to help their children” (Olivos, Ochoa, & Jiménez-Castellanos, 2011, p. 7). Thus, it would be a mistake to assume that more of the same kinds of parent involvement will produce more gains. Educators need an approach to relating with families and communities that is conscious of the historical and contemporary challenges marginalized families face. Educators need to build trust, work toward mutual understanding, and operate in a way that acknowledges the respective strengths of students and families (Pena, 2000).

Many educators believe in the importance of dialoguing with immigrant families but do not have the skills to do so. Gándara, Maxwell-Jolly, and Driscoll (2005) described a widespread problem among teachers working with immigrant parents, “Typical respondent comments cited the teacher’s inability to speak the parents’ language. While teachers acknowledge the value of family and community in the education of these students, many feel unable to call on this critical resource” (p. 10). Training can help teachers contact immigrant parents. Gándara, Rumberger, Maxwell-Jolly, and Callahan (2003) noted that 23% of teachers of English language learners (ELL), had trouble communicating with the parents of ELLs. However, 30% had trouble when they had received no or almost no training on communicating with parents. The percentage is likely much higher in regular education classrooms, where teachers are much less likely to receive this kind of training.

The central tenet of our design-based research program is that students have the ability to help teachers navigate the tensions between wanting to provide opportunities for frequent, culturally sensitive communication and not having the necessary language abilities or cultural competence to do so. We report on the first iteration of a program designed to alleviate this tension, provide new insights into the funds of knowledge (FoK) approach to research, and

elucidate a set of preliminary steps and conjectures for how to incorporate students' FoK into teacher professional development.

Literature review

Patterns of segregation by language and race have created hundreds of schools across the country where the majority of teachers are unable to communicate directly with many of their students' parents. For example, in 2014 Latinos in California public schools, on average, attended schools that were 84 percent nonwhite (Orfield & Ee, 2014), and California was not alone in this. Across the country, the diversity of the teacher workforce has not kept up with the diversity of schools (U.S. Department of Education, 2016). While there are no national statistics on the percentage of teachers who are bilingual, we do know that 83% of the teachers working in high poverty schools are not Latino (U.S. Department of Education, 2016). Over the last 30 years, the Latino student populations of these same schools has increased (Pew Research Center, 2005). Indeed, Latino students are the most segregated of any student group (Gándara & Contreras, 2009). If the non-Hispanic teachers follow national trends, then around 10% of them will be conversant in Spanish (Jones, 2001), and if the students also follow national trends, then 73% of them speak Spanish at home with their parents and families (Pew Research Center, 2017). Thus, it stands to reason that the majority of teachers working in majority-Latino schools need help translating the messages they want to send home to Spanish-speaking parents, which contributes to the marginalization of Latino families (Zarate, 2007).

However, where there are high percentages of Latino families, there are many students who interpret or translate for their family members. Traditionally, it has not been common for educators to recognize these skills and abilities of their students. Instead, they have opted for a kind of deficit thinking, believing their students lack the skills to succeed (Llopart & Esteban-

Guitart, 2018). In response to this trend, a group of academics set out to use anthropological research to document the skills and abilities of young interpreters. This research became known as funds of knowledge (FoK) research.

FoK research (González, Moll, & Amanti 2006; Vélez-Ibáñez, 1988) seeks to provide evidence that marginalized students have skills traditionally hidden in formal educational contexts, and that there are benefits to teachers learning about these skills of marginalized families and students. Two recent literature reviews, Hogg (2011) and Llopart and Esteban-Guitart (2018), emphasized that while the purposes of FoK research have remained fairly consistent, the definition of what counts as FoK has been contested. For this research, we are using the definition proposed by Moll, Amanti, Neff, and González (1992): “Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and wellbeing” (p. 134). Thus, examples include carpentry, sales, negotiation, and others. We opt for this definition because students’ language abilities may be necessary to stay connected to historical legacies and provide an essential part of maintaining a household. Across FoK research there has been one consistent definition of culture, which is the practices and ways of living that are common in a certain community. We will adopt this same definition as we talk about students helping teachers understand culture.

The literature review by Llopart and Esteban-Guitart (2018) also highlighted the recent methodological changes in FoK research. Traditionally, FoK research has been aligned with ethnographic research. Specifically, the idea that teachers needed to leave the classroom and visit the community to learn about students’ FoK became a staple of the tradition. Moll (2014) describes the three elements of traditional FoK research: (1) ethnographic research in households, (2) classroom analysis, and (3) teacher study group meetings. However, more recent

contributions to FoK literature have questioned the necessity of teachers' leaving the school setting and have instead emphasized the child's own role in educating others about their FoK. These include *children's FoK-based Interests* (Hedges, Cullen, & Jordan, 2011) and *funds of identity* (Esteban-Guitart & Moll, 2014). Both of these approaches assume that FoK research does not necessarily need to begin with ethnographic research into the lives of adults; rather, it can begin with the students at school.

These clarifications about FoK help to shape the idea of interpreting or translating used throughout this study. These can be family practices, personal interests, or academic pursuits. Several studies on family interpreting/language brokering (Morales & Hansen, 2009; Orellana, 2009) describe how the language skills of children help families to find access to resources that benefit their households, while others have focused on arguing that these skills underpin many of the key indicators for gifted and talented programs (Valdés, 2014). These groups of research provide cursory evidence that interpreting and translating are FoK that can transfer into educational settings.

Whereas much of the work on FoK has focused on ways teachers can better understand students FoK to improve instruction (Hogg, 2011; Llopart & Esteban-Guitart, 2018), we seek to contribute to FoK research by exploring the ways that students' FoK can function within the education system to improve in-service teacher professional development opportunities that do not require teachers to leave the school setting.

To provide this contribution, three research questions guided the investigation into an in-service teacher professional development program called Spanish for Lunch (SFL), where bilingual students engage their FoK to help teachers learn Spanish to communicate with parents. These questions were (1) How does participating in the SFL program aid teachers in developing

positive, frequent, and supportive communication with Latino immigrant parents? (2) How does participating in the SFL program strengthen teachers' beliefs and attitudes toward their ability to communicate with Latino immigrant parents? (3) From a teacher's perspective, what type of partnerships form between teachers and students who participate in the SFL program?

Background

While teaching in a 90% Latino middle school in the Midwest, it became clear to the first author that there was little communication between educators and parents. Only 10% of the faculty and staff were bilingual, and there were few opportunities for teachers to learn Spanish. To help teachers communicate with Latino immigrant parents, the first author formed an after-school program. During after-school meetings, the students primarily helped teachers create template texts and prepare scripts for parent-teacher conferences. However, students also introduced teachers to common Latino cultural tropes surrounding music, games, food, and holidays. In one year, over 113 educators from across the district attended the meetings.

The logic model in Figure 1 is informed by the experience during the design of the program while it was an after-school club, which included collaboration with several educators and students. It was then used to help guide the researchers in their initial drafts of the program and research methods. Each of the boxes represent a potential aim of working to engage the FoK of the students. Each of these aims draws on research-based practices that can support teachers, students, and parents alike. The first aim has three elements: regular, positive, supportive home communication. Both Zarate (2007) and Reynolds, Crea, Medina, Degnan, and McRoy (2015) called for more frequent communication between school officials and parents. Reynolds et al. (2015) also found that many teachers, including the majority Latino schools in their sample, placed "undue emphasis" on deficit notions. Because of this, we aimed to increase teachers'

efforts to communicate the successes of students with families. Lastly, Olivos et al. (2011) and Reynolds et al. (2015) argued that there are also frequent misunderstandings in terms of the kind of support teachers expect from parents and the kind of support that parents think it is best to provide. For this reason, the design aimed to help teachers provide support informed by dialoguing with students about the kinds of things their parents find important. This final aspect focused on not only increasing the frequency of communication, but also helping get the right content in the messages for parents.

The second aim was to help teachers build effective partnerships with students. This aim attempt to draw on the same positive outcomes that are associated with the practice of cogenerative dialogues (Emdin, 2016; Wassell, Martin, & Scantlebury, 2013), where students and teachers meet together to collectively develop solutions to classroom problems of practice.

Finally, the third aim was to help teachers to become more confident in their ability to reach out to parents, and help them feel included. Both Gándara et al. (2005) and Good, Masewicz, and Vogel (2010) documented the frustration that is experienced by teachers when they feel they do not have both the skills and language support programs to help them communicate with immigrant families. Thus, the design sought to help teachers improve their abilities to use Spanish to better communicate with Latino immigrant families.

The connection between boxes represents the kinds of actions that teachers might use to make progress toward these aims. During this study, educators helped revise the model [Figure 1 near here].

After ending the after-school club, the program then transitioned to become Spanish for Lunch (SFL), which currently consists of five online modules for teachers and five online videos for students. These materials help structure five weekly meetings that last between 35 to 50

minutes (see Figure 2). The first author began looking for existing research that had similar goals and objectives to SFL. FoK research emerged as the largest body of research that could inform the continued development of the program because of its focus on students' skills and abilities. The primary goal of this online program was to empower students to utilize their FoK, linguistic or otherwise, to help their teachers learn to communicate better [Figure 2 near here].

The process of the program works with three separate steps. First, teachers and students each review the materials to help them understand the challenge for their meeting. After reviewing their respective online materials, the students help their teachers select and translate a group of phrases that meet the requirements of the weekly challenge. For example, using the template in Figure 3, teachers and students talk through the guiding question and then come up with five answers to the question. Finally, the students translate the five answers as the teacher writes them down, and the teacher practices saying the phrases [Figure 3 near here].

This process is repeated for each challenge. At the end of each meeting, the teacher submits a picture of the completed communication aid. After completing all five of the challenges, the teacher receives a micro-credential, a digital portfolio certificate of completion that can be stored online. The schematics of the program are displayed in Figure 4 [Figure 4 near here].

Methods

We gathered data over two phases of a design-based research project. The first phase was a co-design that took place to shape the processes and aims of the program to better meet teachers' needs. The second phase was a pilot implementation of the program in two schools. Across both

phases of the research, we recruited volunteer participants from two middle schools with at least 40% Latino student populations. We used a convenience sample for consistency with our design approach. Specifically, we were interested in creating professional development that allows teachers to choose their professional development based on interest, not out of obligation.

Both phases took place in two schools in the Intermountain West. Two pseudonyms, Waimea Charter Prep (Waimea) and Crest Creek Middle School (Crest Creek), are used to refer to the schools. Waimea (K-8) emphasizes their students' cultural heritage, particularly Pacific Islander heritage. However, the surrounding neighborhood is densely Latino, so its student body is 40% Latino, and 28% English language learners. The school has no designated full-time translators, so participant teachers usually rely on the language expertise of fellow teachers or staff to assist in Spanish communication.

Crest Creek's (6th-8th) student body is 59% Latino, and 43.4% of its student are English language learners. The school has a paid translator for Spanish who is available each Friday. The school also has some bilingual faculty and staff, and teachers sometimes rely on them to help.

Our analysis centers on the FoK approach; thus, we describe how the schools are already helping students develop their Spanish skills. Both schools offer heritage language instruction. The teachers at Waimea described their course in Latino heritage as more culture than language driven. In contrast, Crest Creek sits next to an elementary school that offers two Spanish immersion classes for each grade. Those students can continue to receive language enrichment in the Spanish for Spanish speakers class that is offered at each grade in the middle school. Some of the students from this study attended these courses.

Co-design

The co-design group included three teachers from each of the two school sites (for a total of six teachers), all of which had experience teaching in sixth through eighth grade. One teacher at each of the school sites failed to complete their review. However, each of the trainings were still reviewed by at least one teacher, and all the teachers reviewed the introduction training.

The goal of the co-design process was to shape the drafts of the (SFL) materials to meet the needs and aims of the teachers at these schools. The teachers responded to a draft of the SFL program materials through a program called Articulate 360 Review. They were provided questions to help guide their review.

Pilot participants

Table 1 provides basic information about each of the teachers that participated in the pilot study. To protect the privacy of these individuals, all names used are pseudonyms. This pilot study included six teachers initially, but one teacher withdrew early in the study. All teachers in the study had been teaching between 25 years

[Table 1 near here].

Data collection

To understand the teachers' experiences working with students, we held a series of three semi-structured interviews. You can see the chronology of the program as well as the timeline for the interviews in Figure 4.

The first interview was held before beginning the program. This interview was used to gather data about the teachers' past experiences in attempting to communicate with parents in Spanish and working with their students. The second interview was held during week three. This interview helped us to understand what it was like for the teachers to begin working with their

students and address any issues that were making the program difficult to implement. The final interview was held within one week of the teachers finishing the program, and it gathered data about challenges in the final program weeks and clarified the teachers' final feedback/overall impressions.

Each of the interview questions was aligned to one of the research questions. We transcribed interviews one and two before conducting interviews two and three respectively to better modify the interview questions to fit each teachers' experience.

Data analysis

The research team used a process described by Seidman (2013) to create a narrative profile for each of the participants. The steps were to (1) identify teachers' comments relevant to implementing the program, (2) categorize comments by topic and chronology (e.g., communication before and communication during), (3) organize comments into a narrative only adding transitional phrases, (4) eliminate nonessential quotes in two successive rounds, and (5) thematically analyze profiles.

The thematic coding of the interviews was broadly based off of the categories from the research questions; however, throughout the process of transcribing the interviews and creating the profiles, the codes were refined and new codes were generated. Codes were selected for either being common or exemplar.

Trustworthiness

All of the final profiles were sent to the teachers for member checking. Three of the five teachers responded and recommended minor changes. One researcher generated the thematic coding and another researcher checked it. We also paid special attention to negative cases and made deliberate efforts to appropriately frame them in the findings. While we formally documented

feedback from each stage to inform future design iterations, we also made changes to the program while it was being implemented to improve its performance. This means that the program was not standardized across participants. The areas where this required significant adaptation of the process are indicated with the relevant findings.

Findings

The findings include the results from the co-design followed by the findings related to each of the research questions using data from the pilot implementation.

Co-design results

While we hoped that teachers would comment about whether the aims were consistent with their own personal goals, most of the feedback focused on clarity and usability. For example, “I am noticing the explanation sound stops during transition, then it won’t pick back up.” or “It would be helpful to give an example of relationships between words so a teacher may know what kinds of things to look for and how this process works during translations.” They also noted that the materials contained clear flowcharts of the process, engaging interactions, and helpful supplemental materials. The design team responded to the teachers’ comments via email and implemented each of the teachers’ suggestions.

This feedback also helped to inform the conceptual design of the content in the training materials by emphasizing the need for clear and plentiful examples. None of the teachers had ever collaborated with their students in this way, so it was the job of the materials to give them a starting point, and the increased prevalence of examples was designed to help them do this. However, throughout the pilot implementation teachers requested even more examples. Particularly, they wanted examples of questions they could ask to help learn more about their students and examples of phrases that would be easier for students to translate.

Pilot teacher descriptions

These short descriptions are drawn from each teacher's narrative profile. Pseudonyms are used to identify the participants. Each description traces a few relevant background items for each of the teachers and describes why and how they selected students to participate. To avoid repetition, we note here that all the meetings with students were held during lunchtime, so each meeting lasted around 35 minutes.

Taylor Williams

Taylor wants parents to feel welcome and invited in his classroom, but his Spanish proficiency is low. Four of his sons speak Spanish and his wife is from an immigrant background. While he has a personal goal to learn Spanish, Taylor emphasized more than any other teacher the pressure he feels to help his kids perform well on standards-based tests and the need for all of his efforts to align to that goal. Taylor had a hard time finding students to participate in the SFL program. In the end, he opened it up to all of his eighth graders and three of them volunteered. He and Shannon, another 8th grade teacher, met together once a week, and the three students helped both teachers.

Shannon Gray

Shannon has tried to communicate with Latino immigrant parents on her own and was unable to. When she moved from the southern U.S. to the western U.S., she realized that her lack of familiarity with Spanish was debilitating to her as a teacher. As mentioned above, she and Taylor met together once a week with three students. She emphasized that she was excited to work with these students because they were self-motivated and good leaders during group work.

Melissa Wilson

Melissa wanted parents to feel like her class is warm, welcoming, and not overwhelming. She was bilingual growing up, but because of a traumatic brain injury, she lost her abilities to read, write, and speak in Spanish. She has a personal goal to improve her Spanish, so she can communicate with her extended family. She selected two students who work hard in class. After the first few weeks, a student who is also Latino and White, but not bilingual, joined them, so he could learn with her.

Kimalla Bosh

Kimalla reaches out to parents about positive achievements, missing assignments, and behavior. Because her Spanish proficiency is low, she has used automated translation in the past, but she felt it was impersonal and inaccurate. She has experience learning a language because she lived in Russia for three years. She feels that learning Spanish would be a professional benefit and open up opportunities in school counseling, in which she holds a master's degree. To select students, she asked for volunteers. She noted that most of the students that volunteered were quiet and studious in class. She met with two different groups of students each week. One group had three students and the other had two.

Victoria Lopez

Victoria finds it hard to make time for messages home because of her busy class schedule. She understands most conversations in Spanish. Her mother is a Mexican immigrant, but Spanish was never spoken in her home. She describes her attempts to communicate as fumbling through things, and she specifically mentioned that she struggles with the grammar and conjugations. She worked with two students. Both of these students had helped her previously to organize materials and prepare for parent-teacher conferences.

Developing positive, frequent, and supportive communication

Research question one focuses on three different aspects of communication, so the findings are reported in three groups.

Positive communication

All five participants indicated that the majority of home communication to their students' families was to request support as a behavior intervention, no matter the language of the parents. Taylor put it this way, "Most of the time I'm reaching out and communicating to parents it's for interventions because something negative is occurring in their [child's] education . . . I would much rather . . . that my communication home was 90 percent [positive]." He identifies both the reality of his home communication attempts and his desire to change that pattern.

Three of the teachers specifically noticed that the parents supported their attempts to communicate in Spanish, and these teachers reflected on the ways positive communication in Spanish might help more parents and students. Kimalla's experience during her parent meetings serves as an example:

[During one] parent meeting [right toward the end of the program] I tried out some of the phrases [and] . . . the dad was just ecstatic that I was trying to speak Spanish. [When] I had walked into a meeting . . . they had been meeting with the special education teacher who was using a translator. I came into the meeting midway and the meeting went from just kind of a serious tone to . . . the dad became super-animated and started talking more. [He was] really excited that I was trying to speak Spanish.

This experience illustrates the positive response parents can have when a teacher communicates in their preferred language. This parent was already meeting with a translator, but seeing the teacher herself try and communicate changed the dynamic of the meeting. Several

other teachers had experiences where their attempts were well received, although some not quite as dramatically. As Shannon put it, “We have had some Spanish speaking parents come in for quick meetings. During the ones that we’ve had, I’ve been able to use quicker greetings there, but no big deal.” Four teachers emphasized during the final interviews the importance of positive communication based on the interactions they had with parents during the SFL program. Nevertheless, one teacher still felt that the challenges didn’t do enough to support him in communicating the need for immediate behavior interventions.

Frequent communication

All the teachers felt a sense of encouragement, although be it to a more or lesser degree, as they reported on their efforts to communicate with parents. This was true for many teachers, whether they were reporting those efforts to researchers as part of the data collection or to their students to show them they were using the phrases.

Even after the five-week pilot was over, three of the teachers commented explicitly on wanting to continue learning to communicate with parents in Spanish and having students teach them. Indeed, all five said they would likely take more courses, like this one or otherwise, to continue learning Spanish. Kimalla described the way that her practice motivated her to keep learning and reaching out.

I’m excited to continue using these phrases . . . because I definitely have some more confidence, [and] the feedback I’ve got so far from the parents is inspiring and makes me want to continue . . . I benefited from working with the kids myself. I realized it would be really nice to have a little book and maybe even share it with a few other teachers [who have noticed what I am doing] . . . I could see me using the booklet sitting down and typing something to the parent. However, as far as actually testing it out and saying it to

the parents, I probably would not [be able to rely on the book] as much. [Plus,] it was fun for me to be able to go back to the kids and say, I tried your phrases and this was the reaction I got. For me, I felt like I had some sort of responsibility (positive motivation) to the students to try to use [the phrases].

Kimalla's positive reinforcement came from a variety of sources: the parents were encouraging her as she tried, her fellow teachers were excited by her efforts, and the students were glad she was applying what they were teaching her. Two of the other teachers found a different source of motivation. For them, the deadlines imposed by the research schedule helped motivate them in reaching out. No teacher commented on the deadlines as being negative or feeling like they were pushed too far to the point where they felt coerced.

The teachers in the study highlighted a few other relevant points about frequent communication: knowing the phrases does not take away competing demands that often take priority over parent contact, the prewritten phrases simplified the process of reaching out, and the program helped them to set goals for positive communication.

Supportive communication

Two of the teachers were unsure if parents were feeling supported because there was no response when they reached out. Two teachers also felt that their vocabulary was so limited that it wasn't effective. However, the greatest successes came when teachers and parents engaged in mutual support. While three teachers had experiences of mutual support with parents, Melissa's experience best exemplifies this concept:

[I have had several interactions with one student and his mother, who speaks Spanish. When they] came in his . . . grades were suffering, and we didn't have an interpreter and the child was trying to interpret for us. But I said, oh wait, wait, wait, I've got this written

down. [I said,] *He's really good, and he behaves really well in my class, but he's struggling.* She kind of laughed about it, and I'm like, *I'm trying to learn as well.* She really liked that. I thought that that was . . . one moment where I think that that has been the most beneficial. [Over the last two weeks of the program that parent continued to work really] well with me in that she knows that I'm trying, and she's trying to encourage her student. She has always kind of stepped back from being involved in her son's school because she didn't know how to communicate. Now she's helping me. I'm helping her.

Melissa gives examples of several promising behaviors for supporting parents. First, she clarifies the parent's misunderstanding by using her Spanish phrase. In cases where students are the main translator, this is something that may help provide an additional perspective to parents, so they can triangulate the information. Second, Melissa shows the parent she is also a language learner, and the fact that this mother is a language learner doesn't mean she can't engage in school settings. Finally, she opened herself to being supported. This kind of mutual support creates a conversation that goes beyond Melissa's limited knowledge of Spanish.

Across all three facets of this research question, the situational barriers and complexities that often stop teachers from reaching out to parents persisted for the teachers (e.g., teachers were still pressed for time and they still had limited Spanish proficiency.) However, it is also true that teachers used the phrases they created with students to provide positive, regular, and supportive communication in Spanish.

Strengthening teachers' beliefs about their Spanish communication ability

No teacher in the SFL program commented on a substantial increase in confidence in their ability to communicate with parents in Spanish, which was to be expected because it is only a five-week course. However, they all noted that if they could continue working on these same kinds of

activities, they would eventually become markedly better at communicating in Spanish. Shannon described a common sentiment:

I [personally] didn't achieve much in my capacity and my Spanish communication is still really low and would still need a lot of work. I would love to get a deeper understanding and more confidence. However, I do see that with practice, even with the tools we created, I would learn it faster, maybe commit it to memory better . . . it absolutely could work, and if this was something you were doing for a longer amount of time and had more time on it, it's actually a really good way to learn, maybe not learn a lot of Spanish, but enough Spanish to communicate with the families and in their own language, so they would feel more comfortable.

Shannon felt like she didn't learn a lot of Spanish. However, she seems to have confidence in the tools that she and her students created together, and she felt that the collaboration happening during their sessions was helpful. Other teachers felt similarly, and they described the process of learning phrases as authentic, hands on, or helpful for their career. Two teachers talked about the SFL program as the beginning of their efforts to learn Spanish, and that after the program ended, they still wanted to learn more. Every teacher, except for Victoria, mentioned that they had plans to continue meeting with their students periodically after this particular pilot study had ended.

Several teachers also discussed the ways SFL supported them in achieving their goals. Kimalla talked about how the program helped her with a preexisting goal.

A couple of years back, my [goal] was to try to make two parent contacts every day and one of them had to be positive, and I would like to try to start implementing that more

and not necessarily two positives, but at least one positive every day, either through phone call or text or whatever. This definitely gives me the confidence to do so.

Kimalla's newfound confidence is evidence of the positive impact the students can have on their teacher. Melissa had similar experiences. Both of these teachers reported having the most frequent back and forth interaction with parents during the five weeks. However, before starting the program, Kimalla particularly talked about reaching out in Spanish as being ineffective because she could only greet parents, and then had to say in English that she didn't actually speak Spanish. The efforts of these two teachers were bolstered by the communication aids they had created and practiced with their students. Victoria also said her confidence increased, but to a lesser degree because of her proficiency before beginning.

Forming partnerships with students

The most consistent finding was that teachers found it meaningful and enjoyable to work with their students, and the students were excited to work with them. Taylor described working with students as the biggest success of the program: "What's so successful with the program is the kids are really excited about it. I mean, they are very helpful with doing the translations. They're kind of excited that they are helping us communicate with their parents." The teachers described three processes that helped them achieve these positive results: (1) complementary roles, (2) culture sharing, and (3) experience sharing.

First, Shannon described the complementary roles that were established during her meetings with students:

I am practicing new skills, and it just so happens that [my students] are the people who can teach me those new skills, so there shouldn't be a power dynamic issue, [and Taylor and I are able to use our] teaching skills, we . . . lead them a little bit and keep them

focused on the task at hand. They brought their language skills into it, and I think combining those together, we got a lot of work done.

Shannon described the roles of the teacher and students. The teachers guide the interaction, and the students provide their expertise. This way, neither party felt demeaned.

Second, teachers enjoyed learning from the students about their cultural expectations for home communication, and they trusted the students' expertise as cultural liaisons. Particularly, teachers described how their students' input shaped the phrases they selected for the communication aid. This trend became especially clear during the get-to-know-you letter challenge. Many of the teachers asked their students what their parents would like to know. Shannon, Taylor, and Kimalla all talked about the students' suggestion that they include more personal and not only professional details about themselves. Taylor said:

I don't really like talking too much about personal stuff . . . I'm a baby boomer, so hearing a lot of my personal details is kind of awkward. But the kids were pretty excited about that. They're like, *Hey, what about this? What about that? Let's put this in there.* And so for me, it was like, *Whoa, okay.* It was interesting because in the Spanish culture they introduce and talk about things that normally I wouldn't do when I'm introducing myself.

Taylor notes that from his perspective, he wouldn't necessarily share personal details with his students' parents, but that was what the student thought would be best. He and the other two teachers changed some of the items on their biographies to respond to this suggestion from students. The students also acted as cultural liaisons in describing their parents' reactions to the things teachers have said in the past and bringing attention to their parents' confusion around school procedures like grading and attendance.

The teachers and students also discussed the ways that phone calls home can be misinterpreted by their parents. Three teachers in particular noted that their students said they would not feel comfortable having the teacher call their parents even for something positive because their parents would think it was negative. Kimalla's student also helped her see the need for more positive communication, because her students said they could not remember a time when a teacher reached out to their parents just to praise them.

Lastly, the teachers felt successful because they were able to build relationships by learning about their students and sharing about their own lives. For many teachers, learning about their students didn't occur quickly because the students were usually "quieter" in class. However, as time went on, students began to open up more. Kimalla describes this process:

[After meeting three or four times,] it was a pretty relaxed environment. Once we started talking like more chit chat, it became even more relaxed in my opinion. They started telling me about other things not even related to what we're doing. What's going on with other students that they know and even their own life a little bit more.

Kimalla's "chit chat" with students helped her to understand more about her students' lives. She learned that one student's parents had been deported during the program. Other teachers learned about students' situations living with older siblings, how and when they interpret or translate, and the tension that students felt between learning English and maintaining their home culture. In each case, the sharing was not one way (e.g., student to teacher); the teachers also shared about their personal experiences. In some cases, the teachers shared about their struggles to learn a new language, or they talked about their own family background. Mutual sharing created what teachers referred to as "bonding" or "stronger relationships" with students.

However, working closely with students also reinforced some teachers' deficit thinking about students. This was most obvious when the students struggled to read or write in Spanish. The teachers talked about these students in deficit terms. Taylor vocalized this clearly:

[Shannon] and I, the biggest thing we came to the realization was that [our students] are not competent in either language. They don't know how to do stuff in Spanish, and they are not competent in their punctuation and stuff in English either. That kind of shocked us because we thought that they'd be more fluent in Spanish than they were. That was kind of an eye-opener for us.

Taylor described his students based on what he perceived they lack. He thought that his students would know how to read and write in Spanish because they spoke it. The students' struggles with writing were brought to the research team's attention after the second week. A researcher met with these teachers and brainstormed ideas for additional writing supports the students could use to write down the translations. Together they decided on supports like voice-to-text or Google translate, which the students would modify based on their own language expertise and preferences. These tools helped the team to complete the translation activities with relatively few errors. However, even after finding a way to support the students, it did not change Taylor's final reflection.

Shannon expressed the challenges of working with students who struggled to write in Spanish. It was slow and uncertain at times. However, she also recognized the students' strengths in ingenuity and problem solving. She noted:

When we would have a question about the translation on a sentence, there were a lot of times the students would pull together, and it was almost a conference that was happening in front of us just kinda pull into themselves not going anywhere but just have

this debate about how it should be written. They were working it out as a team a lot without our input at all while we just watched and listened, and they come to a decision and okay it's this then they would look at their translators, and they would share their solution with us. So they went through the whole problem solving process on their own, independently, as a team without needing any adult support. I thought it was . . . good to see them collaborate that way.

Shannon was able to see the way that the students' reliance on translation apps also created a great situation for them to demonstrate their collective problem-solving skills. Taylor, however, did not come away with this same overall vision even though he and Shannon worked together at the same time with the same group of students.

Some of the other teachers also noticed their students would occasionally make mistakes, so each teacher had an adult who was fluent in Spanish double-check the work of the students. Four of the teachers used this feedback to help communicate with the students around areas where they might improve their Spanish grammar. According to all four teachers, students accepted the feedback without feeling like it reduced their confidence or excitement.

Discussion

Funds of Knowledge (FoK) research has traditionally aimed to improve instruction by helping teachers develop teaching practices that incorporate what students know and do outside of school, and the FoK research process has been (1) ethnographic research in households, (2) classroom analysis, and (3) teacher study group meetings (Moll, 2014). This study provides evidence for expanding FoK research to include the idea that teachers can both learn about and benefit from students' FoK by integrating students into their professional development efforts. Specifically, educators would (1) identify a problem in the school that students are uniquely

qualified to help solve because of their FoK, (2) structure environments where students are asked to help, and (3) reflect on how students' skills helped to solve the problem and what additional supports can/need to be offered for improved collaboration. We will refer to this adaptation as *integrating FoK* because the teachers are not primarily observing the students' lives to uncover their FoK; rather, the students are integrating their FoK into a project that seeks to solve a problem that will benefit several stakeholders.

Integrating FoK is a significant adaptation from the original process for FoK research. Specifically, teachers do not conduct ethnographic research as they would in the original FoK method. The steps of that method were explicitly enumerated in Moll (2014). However, it maintains the same core aim of understanding the skills and strengths students use outside of school by giving children time and space in school to describe and demonstrate their strengths. In this way, it is similar to other adaptations, like *Children's FoK-based Interests* (Hedges et al., 2011) and *Funds of Identity* (Esteban-Guitart & Moll, 2014). Indeed, all three methods do not require that the teachers leave the school to learn about the community. In contrast to both adaptations, the unique contribution of integrating funds of knowledge is that it highlights the possibility of inviting students as community members to help teachers learn about the school community and solve problems that are identified within the school while teachers learn about students' FoK in the process.

We believe the traditional FoK and the integrating FoK approaches can complement one another. While each method has its own unique advantages and disadvantages, some advantages of integrating FoK are that the conversations about students' FoK take place directly with the students, and it allows for those conversations to arise within the scope of solving a real problem. This may be especially important for teachers who are unsure of how to approach diversity

topics, but who are genuinely interested in building relationships with their diverse students. Our findings support this position generally because only one of the teachers explicitly participated in diversity professional development, but all of the teachers mentioned that learning about their students both individually and in terms of their families and community were among the most important outcomes. Not only did teachers learn about students linguistic FoK, but they also learned about student FoK in collective problem solving, teaching, cultural liasoning, and relationship building. Because this is a preliminary description of this method, we will also offer a set of conjectures on the core processes for implementing the method to be tested in subsequent research.

Conjecture model

Based on our findings, we offer this revised conjecture model. The revisions are based on the kinds of actions that can strengthen or undermine each of the three aims (see Figure 5). We have chosen to maintain each of the aims from the original conjecture model because the data collection centered on these aims.

[Figure 5 near here.]

Supporting students

When teachers expect students to perform translations a certain way (independently), and students choose to work another way, teachers' deficit notions of students are likely to increase. This was the cases with both Taylor and Shannon. The skills Taylor and Shannon's students had developed through family life looked different and needed different supports than some of the other students in the study, and because of that, the teachers thought they weren't skilled in either language.

However, this same case also offers insights into how to reduce the frequency of these instances. Shannon saw the same interactions Taylor did. While she questioned the students' abilities, she was also impressed by the students' ability to be creative and collectively problem solve. She remained open to the ways those students needed to change the structure of their interactions to be successful, including incorporating digital tools in order to accomplish the objectives. Shannon's description provides further support to the findings from other student voice initiatives, particularly that roles need to be based on the different strengths of students and teachers and not a role reversal (Mitra, 2009).

Based on this case and others where teachers recognized clearly their students' skills, we emphasize the need for complementary roles, flexibility, and facilitating to collaborate between students. Preparing teachers to recognize abilities like adaptation, collaboration, or resource identification as skills in themselves will be crucial to allowing students to engage their FoK and not face increased prejudice when their approach doesn't meet the teacher's expectations.

Embrace risk

Those teachers who used the phrases even when they didn't know how parents would respond became more independent or confident in their ability to deliver positive messages in Spanish. Their confidence grew because they found they were able to communicate some things in Spanish. By embracing the risk they also received positive support from parents. The teachers found that as they were trying to support parents by providing them information or working to help them feel welcome, parents were also working to support them. This kind of mutual support has the potential to strengthen teachers' confidence and increase frequency and quality of positive communication.

Shaping and motivating

The first two facets of this connection help shape teachers' vision of home communication, and the third helps teachers stay motivated while they are reaching out to parents. Our findings indicate students were excited to talk about their practices outside of school. This shaped the importance of home communication as in the case of the teacher who learned that her students could not remember a single time that their teachers had reached out to their parents just to say something positive or the students who helped their teachers understand the kind of things their parents would like to know about their teachers.

However, in the cases where students were the most open to sharing their experiences, the teachers were also sharing their own experiences. For example, teachers shared about their family, where they grew up, or experiences they have had learning other languages. This kind of mutual sharing seemed to contribute to the "comfortable" atmosphere where teachers learned about students' cultural expectations for home communication. Finally, we noticed that teachers who reported back to the students felt motivated to reach out because the teacher saw the students as a consistent support in helping them achieve their goals.

Teacher practice

Similar to other FoK studies that have reported about the implications for teacher practice (Cremin, Mottram, Collins, Powell, & Drury, 2012; Ewing, 2012; Hinde, 2012), we believe that as teachers work to integrate their students' FoK into their own professional development, they will gain insights into creating culturally responsive assignments and tasks. However, the comments of two teachers indicate there might be an additional benefit to integrating the FoK method. Teachers may trust students to take on specific leadership roles in the classroom because of their leadership skill they demonstrated during the program. Both Kimalla and Shannon noted

that they were impressed with the teaching abilities of their students, and they wanted to design assignments that would allow students to use these skills more often. This openness to student leadership may have widespread repercussions in the classroom (Emdin, 2016).

Design iterations

During the three interviews with the participants, the researchers not only gathered information about the three research questions, but they also listened to design critiques and asked for feedback on potential design improvements for integrating the FoK method. This led to conversations surrounding four major design elements: structure, student resources, teacher resources, and resources for fostering students' aspirations.

First, the teachers' comments about the structure of the course were consistently positive. Specifically, they enjoyed the flexibility, hands-on learning, and authenticity of the tasks. The largest critique was that the five-week intervention was too short, and the teachers feared losing what they had gained without continued practice. This, however, has major repercussions for the design of the program. One of the biggest questions is how to give teachers more. The next iteration will have to answer several questions: Do teachers need to learn to read, write, and speak all at the same time, or could those distinct tasks be divided up across different stages of the course? How long can students spend on one challenge before they are likely to become bored? What additional tasks would teachers find relevant? How can students support teachers in solving other problems?

Second, because several of the students struggled to read and write in Spanish, it became apparent that the program needs to offer support in those areas, especially to combat deficit thinking. Because of the experience with the students finding success using digital tools as supports, future iterations will include links to digital tools that support translation and

suggestions for how to use these tools critically. However, even those teachers whose students were relatively comfortable reading and writing in Spanish also expressed an interest in helping students improve their Spanish while participating in the program, so we will also continue to offer the line-by-line grammatical feedback through bilingual members of our research team, we will also provide instruction around grammar principles based on frequent errors.

Third, the teachers asked for assistance in selecting phrases. However, different teachers had different needs. Some teachers asked for a list of principles that could help them avoid phrases that would be difficult for students to translate, others asked for resources to help them get information directly from parents on their wants and needs, while still others asked for help selecting phrases that could be used to inform parents about the need for an immediate behavior intervention. Each of these is a design challenge itself, additional materials will be needed to support teachers in each of these areas.

Finally, some teachers wished that they could have a better way of recognizing and rewarding the students who participated. In response to this feedback, as well as to outside research (Zipin, Sellar, Brennan, & Gale, 2015) on connecting FoK to student aspirations, we are working to develop a short training that can be given either through webinar or in person about the ways students can use their experiences as young interpreters, including their experience in SFL, as material in a college application essay.

Conclusion

This study reported on design-based research efforts to create a program that helps teachers to develop their Spanish language skills by working with their bilingual students. The program helped to produce some positive changes in the teachers' communication efforts with Latino immigrant parents, and teachers' beliefs about their own ability to learn Spanish. The program

also helped some of the participant teachers to form effective relationships with students that provided concrete examples of the students FoK. However, it also clarified the need for additional measures to combat the kind of deficit thinking that can be reified when students don't demonstrate their skills in the ways that teachers expected.

These insights also helped to outline an approach to FoK research and created a program that may help to begin to alleviate some of the difficulties that have traditionally isolated immigrant families from their children's teachers. We hope that researchers and practitioners alike will seek out ways to learn about marginalized students' rich base of skills and knowledge by identifying and working with students to solve problems in their schools and communities.

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Tables

Table 1. Information about participating teachers.

Name	School Site	Grade/Subject	Spanish Proficiency ^a	Number of students in SFL
Taylor Williams	Waimea Charter Prep	8th, Social Studies	Low	3 ^b
Shannon Gray	Waimea Charter Prep	8th, Science	Low	3 ^b
Melissa Wilson	Crest Creek	6th, Science & Social Studies	Low	3
Kimalla Bosh	Crest Creek	6th-8th, ESL	Low	6
Victoria Lopez	Crest Creek	6th, English	Medium-High	2

^aSpanish proficiency is how the teachers categorize themselves. ^bThe students for both Taylor and Shannon are the same three students.

Figures

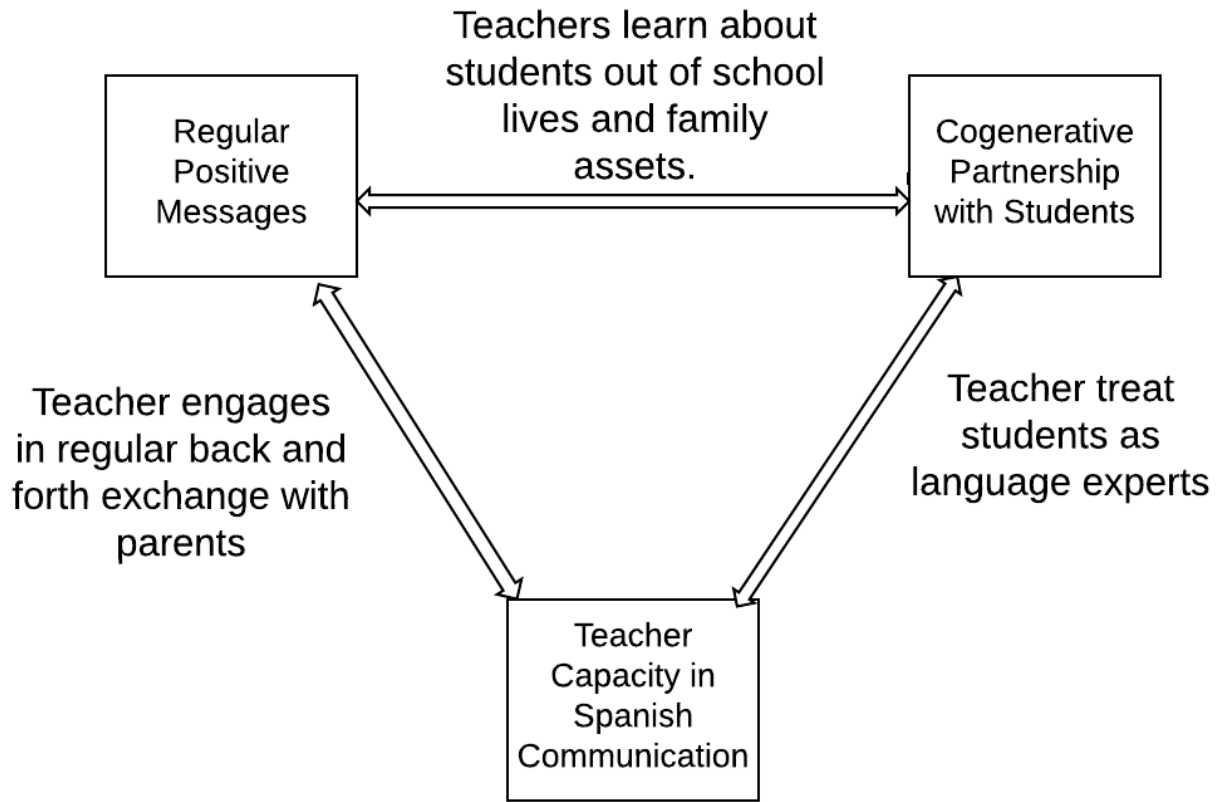


Figure 1. Conjecture model.

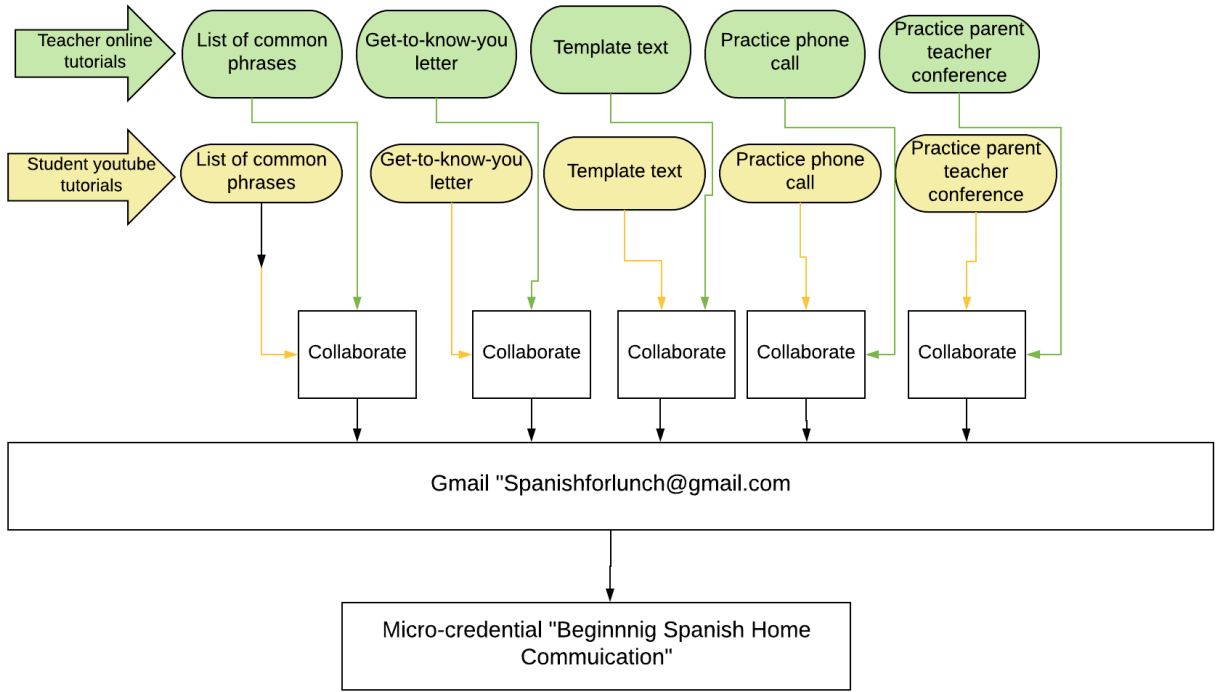


Figure 2. Program workflow.

Template texts:
 What are five positive phrases you would like to text to parents?

Example "Text"

- _____ scored 100% on his test.
- _____ sacò un cien en su examen.

1)

2)

3)

4)

5)

You may wish to use this paper to draft the texts on this paper before transferring them to a larger poster that can be hung up in your classroom.

- Some teachers have also decided to turn some of their templates into cards with compliments or a short message they can mail to parents asking them to call the front office and set up a time to meet with them and a translator.

Figure 3. Sample template from "Template Text Challenge."

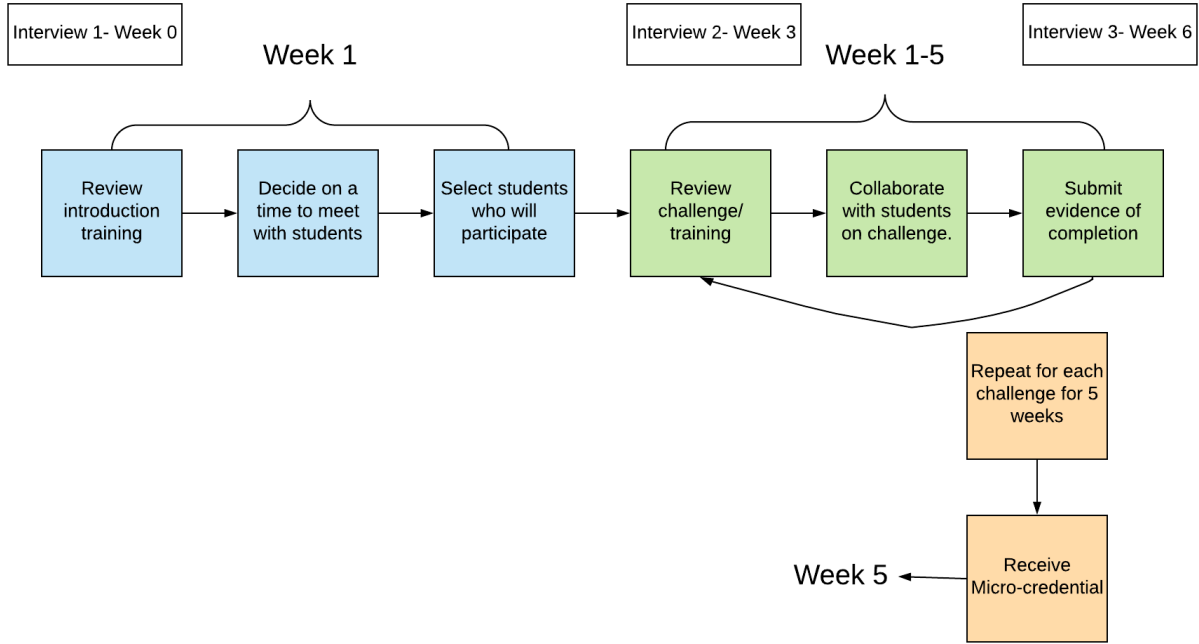


Figure 4. Timeline of program and interviews.

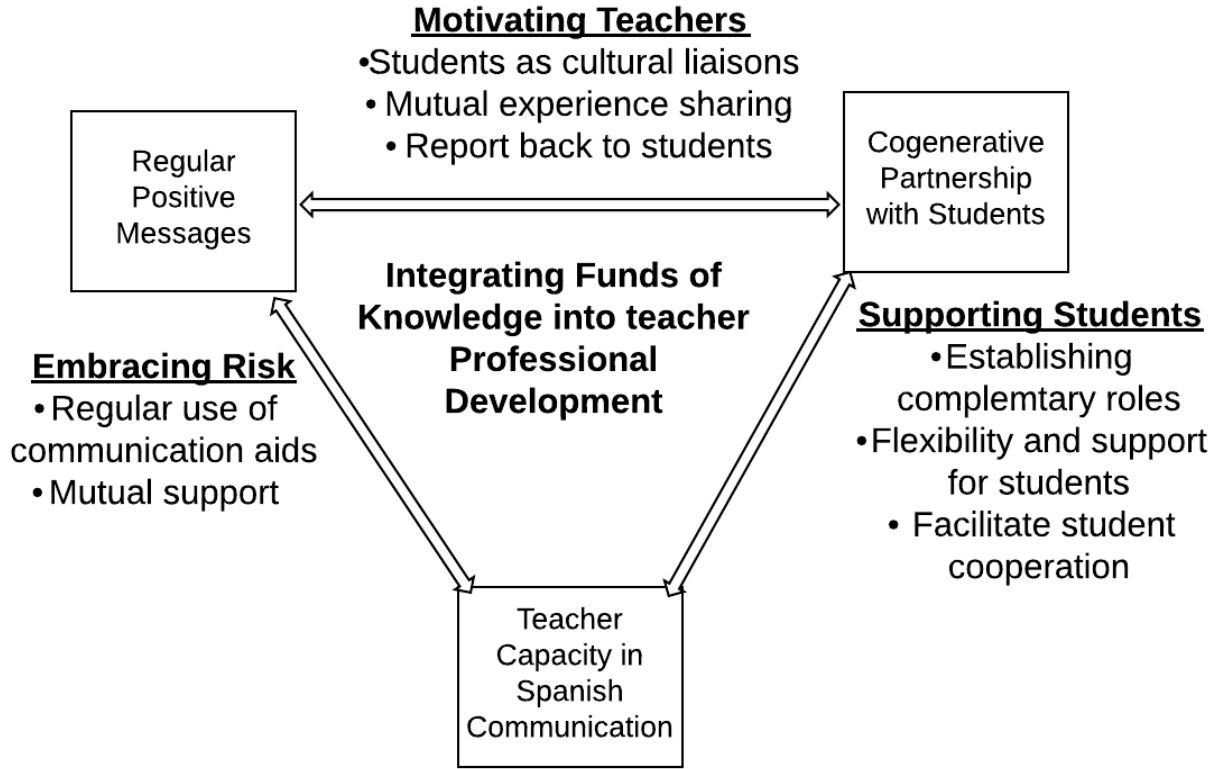


Figure 5. Revised conjecture model.

APPENDIX A

Review of Literature

Patterns of segregation by language and race and a lack of teacher diversity in the United States have created hundreds of schools across the country where the majority of teachers are unable to communicate with many of the parents of their students in their primary language. For example, Latinos in California public schools on average attended schools that are 84 percent nonwhite (Orfield & Ee, 2014). Additionally, since the dropout rates among low-income schools is especially high (Roderick, 2017), the diversity of the teacher workforce has been unable to keep up with the diversity of schools (US Department of Education, 2016).

This well-documented trend of school segregation has led to schools that are dominated by monolingual teachers, which we use as synonymous for only speaking English, and a preponderance of families who need bilingual communication. Indeed, a 2016 report by the U.S. Department of Education found that only 17% of teachers in low-income schools identify as Latino. Since there are no national statistics on the percentage of teachers who are proficient in at least English and Spanish, this may be the closest proxy available to estimate the number of bilingual teachers nationwide. Thus, it stands to reason that the vast majority of teachers working in majority Latino schools need help translating the messages they want to send home to Spanish-speaking parents.

Moreover, language is not the only force that can complicate communication between teachers and students, as we will explore at length later. Factors such as race, socioeconomic status, and immigration status can also complicate home communication efforts when teachers do not share these same demographics. Such complexity has left many teachers unable to communicate even on a most basic level with most of the parents of their students, let alone fully

engage parents as partners, which is so frequently called for in the parent involvement literature (Delgado-Gaitan, 2004; Jasis & Ordeñez-Jasis, 2012; López, Scribner, & Mahitivanichcha, 2000). Thus, teachers need programs and materials to learn important language skills, but they also need time to learn about the lived experiences of Latino students generally, as well as recent immigrants.

Teachers' inability to communicate even basic notices about grades, school functions, and praise with Latino families has been especially troubling for first generation immigrants. Thus, many Latinos describe their interactions with schools as "impersonal, infrequent, and without prior notice" (Zarate, 2007, p. 10). Valdés (1996) found a similar and potentially more troubling trend after observing several recent immigrants for a number of years. In her research, she characterized interactions between schools and recent immigrant families as largely consisting of confusion and misunderstanding. When divides of culture, class, and language come together, meaningful and sustained communication may be almost inherently difficult, and this may explain why teachers avoid home communication.

This trend of infrequent communication is made worse by negative communication and legacies of mistreatment toward families of color. Moles (1982) found that both teachers and parents report that the majority of home communication events are about negative interactions. Such an overwhelming presence of negativity can engender feelings of discrimination, which makes it difficult for parents to become involved in the positive aspects of their students' schooling.

This pattern becomes particularly problematic when viewed in light of the tradition of mistreatment toward families of color. For example, Noguera (2008) remarked, "In my many visits to urban schools, I have witnessed parents, especially African American and recent

immigrants, being treated with disregard and disrespect by school officials” (p. 223). He further indicates that his position is supported by other scholars (Comer, 1987; Epstein, 1990; Fine, 1993).

The findings of these scholars are all too present in the schema of parents, especially first-generation immigrants, who have frequent interactions with urban schools. In this way, teachers who have not come from urban schools may struggle to understand the ways in which parents are interpreting their communication efforts. Indeed, when you combine negative communication trends (e.g., calling only about bad behavior) with deficit thinking (e.g., believing that parents don’t care about their child’s education) and unfamiliar structures and practices of education (e.g., grading, attendance, or academic tracking), misunderstandings are bound to be rife.

This is not to say that teachers do not want to communicate with families who speak only Spanish. As Gándara, Maxwell-Jolly, and Driscoll (2005) noted, teachers want to involve parents, but they also feel that they do not have the skills to communicate with parents and are not supported by the districts to gain those skills, and thus are left unable, in large part, to communicate with parents about their student’s strengths and needs.

It may well be the case that increased training is in fact requisite for making inroads in home communication efforts with Latino immigrant families. Gándara, Rumberger, Maxwell-Jolly, and Callahan (2003) noted that among teachers who taught English language learners (ELL), 23% of them reported that they had trouble communicating with the parents of ELLs. That number went up to 30% when the teacher had received no or almost no training on communicating with parents of ELLs. These numbers are likely much higher in regular education classrooms, where teachers are much less likely to receive special training for

communicating with the families of ELLs. When we connect this problematic trend with high teacher turnover in majority Latino schools (U.S. Department of Education, 2016), the chances of having a mass of teachers who are skilled in communicating with linguistically diverse families seems more and more bleak.

However, not all trainings are created equal. The training, of course, must also cover the right material. Rigorous peer-reviewed research on professional development opportunities for teachers learning a second language is extremely sparse. A search through three major education-related databases using various combinations of keywords did not produce any articles about either common or effective practices for providing teachers in-service training in a second language. These keywords included terms like “in-service professional development,” “teacher Spanish tutors,” and “teacher second-language acquisition.” Thus, while some districts provide second language classes to teachers, and some universities or companies provide online courses designed for teachers, there does not appear to be a body of research covering their impact. The closest comparison is the literature about the preservice experience of teachers during a study abroad. Some teacher education programs have worked to systematically provide the opportunity to study abroad to some of their preservice teachers. For example, the University of Texas at Austin has developed a study abroad course in Guatemala that covers two of their required courses. This course has attracted beginning, intermediate, and advanced Spanish speakers (Bybee et al., 2018). The California State University system has also built a cultural change program for preservice teachers where students study for a semester in a Mexican teacher education school. This program, however, was designed to target intermediate to advanced Spanish speakers to prepare them to work in dual immersion schools (Alfaro & Gándara, in press). Both courses help to improve preservice teachers’ language skills and cultural competence.

Indeed, Medina, Hathaway, and Pilonieta (2015) reviewed several study abroad programs and found that they often made an impact on preservice teachers. Most often the study abroad experience helped the teachers to develop empathy and advocacy toward English language learners. However, O'Dowd (2003) also noted that several other studies have reported that intercultural exchange does not automatically lead to greater cultural understanding, and reflective practice and time are necessary to guide cultural understanding. Thus, these kinds of immersive programs could help to increase teacher language skills and cultural competence; however, it is not likely that teachers would have time or funds to travel abroad.

In light of these findings, we posit that working with young interpreters to learn from them both about their language and their customs could help teachers access many of the benefits of being immersed in another culture because it provides them with a chance to position themselves as a learner and not an expert. The question is then, do students have the skills to help their teachers learn?

Skills and Abilities of “Young Interpreters”

Numerous studies have shown that there are social and cognitive benefits and particular skills developed by the children of immigrants who grow up translating and interpreting for their parents. Indeed, there is evidence that young interpreters have the skills and abilities to translate effectively, help teachers understand community norms of effective communication, and navigate the power of student-teacher relationships in a way that is mutually enriching.

In order to understand how students develop these skills, we will first review the idea of funds of knowledge (FoK), as it is crucial to understanding the strengths of young interpreters. FoK research (González, Amanti, & Moll, 2006; Vélez-Ibáñez, 1988) seeks to provide evidence that marginalized students have skills traditionally hidden in formal educational contexts, and that

there are benefits to teachers learning about these skills of marginalized families and students. González et al. (2006), described FoK as “social, economic, and productive activities” that people engage in through living their everyday lives (p. 139). To aid teachers in describing and incorporating these FoK, González and her team developed a professional development model that trained teachers in participatory ethnography, where teachers performed home visits with low-income Latino families in their school communities. During these visits, teachers discovered that students had FoK in many areas: agriculture, material, spacial, scientific knowledge, economics, medicine, household management, and religion (p. 73).

González and her colleagues argued that these FoK ought to be incorporated into the curriculum taught in majority Latino schools. Specifically, those who make curriculum decisions with the viewpoint that children’s lives are full of FoK gained from being raised in households that are full of cultural and cognitive resources would be able engage students in increasing their own education outcomes (González et al., 2006). When students engage their knowledge in working with teachers to change curriculum, that is certainly powerful. However, we posit that these skills and abilities may be applicable beyond the particular curriculum taught in classrooms.

Two recent literature reviews (Hogg, 2011; Llopart & Esteban-Guitart, 2018) emphasized that while the purposes of FoK research have remained fairly consistent, the definition of what counts as FoK has been contested. For this research, we are using the definition proposed by Moll, Amanti, Neff, and González (1992): “Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and wellbeing” (p. 134). Thus, examples include carpentry, sales, negotiation, and others. We opt for this definition because students’ language abilities may be necessary to stay connected to historical

legacies and provide an essential part of maintaining a household. Across FoK research there has been one consistent definition of culture, which is the practices and ways of living that are common in a certain community. We will adopt this same definition as we talk about students helping teachers understand culture.

The literature review by Llopart and Esteban-Guitart (2018) also highlighted the recent methodological changes in FoK research. Traditionally, FoK research has been aligned with ethnographic research. Specifically, the idea that teachers needed to leave the classroom and visit the community to learn about students' FoK became a staple of the tradition. Moll (2014) describes the three elements of traditional FoK research: (1) ethnographic research in households, (2) classroom analysis, and (3) teacher study group meetings. However, more recent contributions to FoK literature have questioned the necessity of teachers' leaving the school setting and have instead emphasized the child's own role in educating others about their FoK. These include *Children's FoK-based Interests* (Hedges, Cullen, & Jordan, 2011) and *Funds of Identity* (Esteban-Guitart & Moll, 2014). Both of these approaches assume that FoK research does not necessarily need to begin with ethnographic research into the lives of adults; rather, it can begin with the students at school.

Research in this vein have uncovered a variety of positive effects of having teachers participate in FoK research. For example, Wrigley, Lingard, and Thomson (2012) regard funds of knowledge activities to be amongst the most promising for helping teachers engage in transformative pedagogies in marginalized school settings. Templeton (2013) has argued that when teachers become skilled at recognizing students' FoK it can help to clear up misunderstandings that traditionally make it difficult for teachers to build relationships with their

students. FoK knowledge can also help students to raise the aspirations of marginalized students (Zipin, Sellar, Brennan, & Gale, 2015).

FoK research has also grown outside of just documenting the skills of many different marginalized groups. Indeed, some studies have specifically focused on acknowledging that *funds of knowledge* exist in marginalized groups both in the U.S. and in various countries like the Philippines, Tanzania, Chile, and Mexico (Llopart & Esteban-Guitart, 2018). Since this research deals exclusively with young interpreters, we use and focus our review of the literature of studies that document their skills and abilities.

Guadalupe Valdés explored the assets that young Latino interpreters have in her book *Expanding the Definition of Giftedness: The Case for Young Interpreters from Immigrant Communities* (2014). Valdés found that the act of interpreting for parents and community members from a young age helped students build a wide variety of skills. These skills include being able to produce “good” written and oral translations (that is, translations that make few semantic or syntactic errors) by fourth and fifth grade (p. 30). This successful interpretation is evidence of many other skills, as Valdés (2014) points out that “producing high quality translations is indicative of many cognitive abilities, but also knowledge of at least two cultures and a variety of social contexts” (p. 32).

Additionally, Cochran-Smith and Schieffelin (1984) found that because young interpreters often interpret for parents and family members, children are usually skilled in working in “literacy role reversals” where the child helps to socialize their parents into new contexts. Harris and Sherwood (1978) noted that because of the various roles that young interpreters occupy, they can take on “relatively important positions because of this capacity for

dual positioning” (p. 33). All of these skills and abilities are akin to the *funds of knowledge* described by González and colleagues.

Orellana (2009) described the ways in which young interpreters develop teaching skills as they take over the role of teaching and tutoring younger siblings. These children also learn important skills of collaboration and negotiation of meaning because translation work is often not a “solo” effort; rather, many times various children, as well as sometimes friends or neighbors, will help to translate, especially when a text or interaction is especially complex (p. 55). Finally, Orellana explains that young interpreters are often learning to navigate cultural and societal boundaries. For example, young interpreters often must represent the family in a variety of institutional settings, including education, medicine, law enforcement, finance, and others (p. 69).

Possibly one of the most important assets that young interpreters bring to a school setting is a willingness to help. Mitra (2004) has performed several case studies of student voice initiatives in California that demonstrate that youth recognize the importance of facilitating translation and intercultural experiences in the school setting. This included one program where students set up a coalition to help translate for parents who come to the school to speak with school officials. Additionally, Orellana (2009) noted that many of the children who translate for their parents feel good about their efforts. They generally see themselves as contributing to something larger and are often willing to translate for family and friends if they are in need.

In order to push the understanding of the ways that teachers can learn about students’ FoK, it is important to test novel ways of helping teachers engage with students in different conversations and projects, so they can learn about students’ out of school lives. FoK research has traditionally relied on a professional development model where teachers leave the school and

use ethnographic research to learn about family life outside of school. The edited volume from González et al. (2006) contains several examples of this kind of professional development. However, this option may be may only be appealing to a certain subset of teachers. We posit that one promising area to innovate and potentially attract a new set of teachers to FoK work is in inviting students to use their skills and abilities to help teachers with their professional development efforts surrounding home communication. After reviewing the host of skills that are common among young interpreters, it is important to ask, how can these skills and abilities be utilized by students to help teachers in professional development settings? This is a shift from the focus of the previous authors, but it may also serve to enrich and honor the skills that young interpreters develop in family life. We will refer to this shift from thinking about how these skills can benefit classroom instruction and gifted and talented programs to teacher professional development as “institutionalization.” We use this term because the skills of young interpreters are invited into a curriculum that makes up the institution.

Institutionalization and Navigating Power

Institutionalizing these skills and abilities is not something that would be merely nice to see; rather, it is a change in the power relations between teachers and students and a change in the power relations between those who are usually in charge of the information. Importantly, and as we will discuss later, it is not a *power-reversal*. As Orellana, Dorner, and Pulido (2003) has explicated, children that translate or interpret are not entering a power neutral situation. Rather, usually the person from the high-status position (teacher, doctor, etc.) asks for the information/translation from the lower status individual or family. Thus, those asking for the information maintain a higher status than the information/translation provider. This is often evidenced in children mentioning that they felt they “had to” translate (p. 522). Further, the

immigration and SES status of children is also important in the power relations that are usually at play in the act of children translating for adults. These factors as well as others become important in the way that young translators are treated.

However, all this is not to say that translation is an inherently degrading act for young children or that it should not be done. Barbara Rogoff (2003) noted that there are children in communities around the world that are participating in a variety of household processes, and it is not uncommon for immigrant families to maintain these customs even as they move. Thus, young interpreters supporting teachers and co-creating materials is more in line with the kind of transitional practices described by Rogoff (2003) than many other western schooling practices. However, we ought to be conscious of the power relations in play. These power relations must be accounted for in considering institutionalization of skills as sharing power.

It may be that bilingual youth are given more power through training their teacher than they would be in the variety of settings that Orellana described. The youth are still asked to come in and provide their services, but they are not merely asked to provide a translation; rather, they are given the power over many instructional decisions. They work with the teachers to design solutions to the translation problems that the teacher poses. Their voice is prized as expert. All of these things matter in the power dynamics between teachers and their young interpreters.

Design Principles

In attempting to explore the way that power dynamics might be at play in engaging the FoK of young interpreters, a method of research that allows for novel rich contextual analysis is requisite. Design-based research allows scholars to balance both of those priorities (Barab & Squire, 2004).

Two of the most salient characteristics in DBR are that it must attend to creating theories that are important to practitioners and researchers, and it must also attend to ways of making the design function in authentic environments (The Design-Based Research Collective, 2003). For this reason, it is important to contribute to our understanding of FoK, but it is equally important to understand how to help the program function for both teachers and students who work in schools where many teachers can't communicate with Latino immigrant parents. DBRs philosophy for accomplishing this second objective is to develop the professional development through rapid iterations. For this reason, Borko (2004) called for the use of design-based research in areas that have been the least emphasized under the intense focus on tested subjects. This has included parent involvement efforts. For example, both Ishimaru, Rajendran, Nolan, and Bang (2018) and Walker (2017) have used DBR to develop promising programs for involving parents who traditionally found it difficult to be involved in their education. While DBR seeks to contribute to bodies of research it also draws on existing research to inform the design of new interventions.

The idea of students and teachers meeting together to help improve teachers' practice became most notable under the idea of cogenerative dialogues (Emdin, 2016). Cogenerative dialogues are sessions where teachers and students sit together to come up with solutions to pressing instructional and relationship problems that arise in class. Through these dialogues, teachers and students are empowered to take responsibility for enacting the solutions to the problems they face. Creating programs that give students a chance to teach teachers professional skills would draw on many of the same dynamics of cogenerative dialogues. Namely, teachers and students share responsibility for the learning of the teacher. In sharing this responsibility, the

voice of the students share in a privileged status (Wassell, Martin, & Scantlebury, 2013). This relationship to student voices is seldom incorporated into teacher professional development.

When designing such a program, designers must be attentive to a whole host of issues that are at play. After reviewing literature surrounding student voice initiatives, language brokering, and teacher professional development opportunities, we offer the following suggestions in terms of design principles: (1) design roles according to strengths, (2) design for process over product, (3) design the program to be truly opt-in, (4) design for positive home communication efforts, and (5) design the program to be task or challenge based.

Roles should be designed based on students and teacher respective strengths, not a role reversal. A program designed to help students participate in the professional development of teachers should incorporate the principle of inviting students to share in the privileged status of instructor. As noted by Mitra (2009), “Successful youth-adult partnerships therefore do not create an expectation of equal roles but of valuing the expertise and abilities of each participant instead” (p. 426). This is extremely important because a true “role-reversal” would only serve to frustrate teachers, who might feel that they are already not respected by the general populace or the students. Thus, the project should find ways to encourage students to respect teachers and find ways for teachers to value the expertise of students.

Designs should focus more on the process than the product. Mitra (2009) also found that many of the most successful youth-adult partnerships that she has studied have focused on the process over the product. This is very important if students are involved in the language training of their teachers. It will be important for the design to help teachers to not just focus on the translation, but to focus on working with students to produce the translations.

If we are to engage students in the work on collaborating with teachers to improve their home communication skills, then we must also understand that such a teacher professional development program likely would not encompass all of what it means to have high quality parent involvement. Rather, it should aim to give both students and teachers language and culture skills that can be applied to a wide variety of parent involvement activities.

Programs should be truly optional for teachers. Mitra (2004) suggests that teachers ought to be able to opt-in, and we should not try and have students interrupt teachers' normal classroom practices. One of Mitra's cases studies documented that when a teacher felt compelled to partner with students, this often led to teachers resenting the students and programs. Indeed, several teachers in this particular instance commented that the students were too pushy. To avoid this, we suggest that the program ought to exist as a part of a larger program where teachers can pick this professional development opportunity amongst others.

Teachers ought to focus on positive communication with parents to combat existing trends in education communication. Several studies have documented that most communications from schools is negative, but it is much worse in high-poverty schools (López, Scribner, and Mahitivanichacha, 2001; Moles, 1982; Zarate, 2007). Specifically, the Thomas Rivera policy specifically recommends that when seeking to involve Latino parents, it is important to be more positive with parents and not only reach out to them when things are going wrong.

The curriculum ought to be task/challenge based. Orellana (2009) observed during his years of ethnographic study that young interpreters usually work on translations that involve a specific task. This might include translating a bill or taking a phone call. In order to more closely resemble students' everyday tasks, the training ought to be structured in challenges. Also, these

tasks/challenges help teachers to align the curriculum to the actual home communication needs. For example, if the challenge is to write five text messages and send them, then the teacher is not merely learning about something they may never use; rather, part of the process is the use.

Conclusion

Because of school segregation and the inability of teacher diversity to keep pace with the diversifying students populations in U.S. schools, there is a mismatch between the language skills of many of the teachers and the language needs of many of the families in densely Latino schools. There is little to no peer-reviewed research into the kinds of programs that would be necessary to provide in-service language development to teachers, and there is only some evidence that study abroad/exchange programs help teachers develop their Spanish and cultural competence.

In light of this, we explored the literature surrounding the possibility of creating a program where young interpreters are invited to help their teachers develop the Spanish they need for school-home communication. There are several promising findings based in research into funds of knowledge, language brokering, and family interpreting that suggest that students have the skills necessary to help their teachers.

We also reviewed several design principles based on research into cogenerative dialogues, student voice initiatives, and school and family partnerships that could be used to inform a design-based research effort into creating, iteratively developing, and evaluating programs where teachers and students work together as part of an in-service teacher professional development. In the end, there is promising research to back this kind of professional development that may prove beneficial to students, teachers, and families.

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APPENDIX B

Extended Methodology

This appendix includes several documents that will help the committee to evaluate the methods described in the study. The documents were sent directly to the teachers and may not conform to APA style.

Part 1: Guiding Questions for First Interview

Today's interview is to help me learn a little bit about you as a teacher and how you usually contact parents.

- 1) Explain your wants and wishes with parent communication.
- 2) Explain why you most often reach out to parents.
- 3) Tell me about your current system for communicating with parents both English speaking and those who speak other languages. Do you regularly send messages on student performance and behavior talking about positive moments or areas of improvement? If so, why? If not, why not? Who supports you in your home communication on a classroom or school level?
- 4) When it comes to writing or saying Spanish phrases with parents what are some of your concerns that you have?
- 5) What kinds of activities do you currently do to help you learn about students' lives outside of school?
- 6) Tell me about a time when you had a successful interaction with Latino parents who did not speak English well.
- 7) Tell me about a time when you felt there was a communication breakdown in communication with a parent?

- 8) What skills and abilities have you identified in your bilingual or emergent bilingual students? What experiences or types of experiences have helped you noticed these skills?
- 9) How do you plan on selecting students to work with you?
- 10) What do you anticipate will be the benefits and challenges of working with students to learn Spanish?

Interview 2-3. To protect the privacy of students please terms like “one student” instead of the student's name.

- 11) Have you had any logistical concerns as you are implementing the program?
- 12) Tell me about your most successful experience in the program so far meetings with parents.
- 13) Tell me about an experience that would like to see improved.
- 14) Has your vision of effective communication changed at all? If so, how has it changed?
- 15) How did your students support you? Have they mentioned anything that they are gaining from the experience?
- 16) Did you feel you were able to gain confidence in your students’ abilities to support you? If so, how did that come about?
- 17) Explain how you have personalized your collaboration with your students.
- 18) What have you learned about your students’ and families’ expectations with home communication?
- 19) Have you changed the types of messages that you send after meeting with your students?
 - a) What kind of changes have you made?
 - b) Is this changing the way that you think about home communication?

- c) How do you think that your overall understanding of the community feeds into your communication efforts?
- 20) Have you been able to get to know your students better, e.g., how they see their two worlds connect?
- 21) Has this program boosted your confidence in your ability to speak Spanish?
- 22) What modifications have you made to the challenges to make sure they worked for you?

Part 2: Instructions for Co-Design

Thank you so much for being willing to review the materials of the *Spanish for Lunch* training. Each review should take about an hour to complete, approximately **3 hours total**. If you could review all of your assigned trainings within one week, it would help my team to set a meeting time and implement the changes quickly. We will do our best to implement your feedback during this study, and your input will also shape the vision of the program moving forward.

I know your time is valuable, so **please call me** if you have any questions at all. My number is ###-###-####.

Procedure:

- You will review the “Introduction” to get a sense of the purpose and order of the program, then you will review 2 other trainings, which are also attached to the email and this document.
 - View your assigned trainings here: **Intro, training 1, training 2.**
- You can leave feedback next to any slide using the comment box.
 - When you go to leave a comment, the program will ask you for your email to identify your comment, please *put in your email*.

- Multiple comments can be added to each slide.
- If someone has already left feedback on that slide, you can add another comment or agree/disagree with the other reviewer's comments at the end of this document.
- You can see an annotated example from a different project at the end of this document.
- Below you will find some suggestions for completing the feedback of the trainings. Please understand that these are suggestions, and your feedback can include items that do not correspond to suggestion 1-7 below.

Sample questions:

- 1) Please comment on the general experience of the training. For example, was it easy and fast to navigate? Was it visually appealing? Were there any mistakes (typos or broken links)? Were you unsure what to do on any of the pages?
- 2) Please comment on any worries or concerns you would have about implementing what you produce with your students.
- 3) Please comment on the overall length of the training. Was it too long or too short and why?
- 4) On the challenge slide, please let us know if you anticipate that this activity is going to help you as a teacher? Explain why or why not.
- 5) Please provide suggestions for how the challenges could be more helpful to you as a teacher.
- 6) Please comment on whether or not you would enjoy doing this activity as part of a professional development.

- 7) Please comment on any overlap you see between this training and your current evaluation protocol from the district or school. For example, being able to send personalized messages to parents may help with parent surveys through e-cap in SLC schools.

Best,

Kevin Johnstun

Part 3: Profiles

Here you will find the profiles of each of the participants. Each one is five to seven pages. The numbers in parentheses indicate the line number in the interview and then the interview that it came from. 2.1, then, is the second line of the first interview. I did this to keep the comments about a similar topic together, and structure the flow of ideas within a topic, so that the things that were brought up in the third interview generally came after things brought up in the second interview. This way, the reader can grasp the development of the teachers' ideas throughout the profile. In this section, italics are used to indicate that the speaker is vaguely recalling a conversation or imagining they are speaking to another person, while quotations are used only for when the speaker is recalling with confidence what was said.

Taylor. (2.1) With parents, I want them to be super involved. I want them to know that it's an open door classroom, which means I'm not doing anything in the classroom here that I don't care if they see at any time, and if they see something that they're concerned about, that they feel comfortable enough in saying something about it to me . . .

(4.1) Unfortunately, teachers like to reach out to parents for two reasons. Number one, the biggest reason teachers want to reach out to say, *Hey, you know, your child, awesome. I am so lucky to have them in my class.* Unfortunately, that should be two-thirds of the communication home and one-third should be, *Hey, no, we need to do some corrective behavior mods here. Or I*

am concerned about whatever . . . It's very hard to reach out to, except in mass emails, which most parents don't read or respond to in a timely manner. The bad thing is, and.. I'm very aware of as a teacher that most of the time I'm reaching out and communicating to parents it's for interventions because of something negative is occurring in their education. And parents, and I'm a parent myself, don't react very well when it's a negative like *Hey, your student I've been trying to get hold of you is not completing their work. They're not engaged. I need some help.* Most of the parents, their first reaction is panic or got what's going on. Unfortunately nowadays, yeah, those conversations are often negative. I would much rather be in the position as a teacher that my communication was home was 90 percent, *Hey, you know, I am very fortunate to have your child in class. I'm very fortunate that you're sharing them with me and boy, look at all this stuff they're doing so well. If I had, you know, they could probably work on this, but everything else is fine.* But yeah, unfortunately most of the communication [is not that way].

(6.1) We're kind of fortunate in the . . . the middle school at the moment. We have two of the teachers here that are fluent in Spanish . . . , so we do have access to translators but again in some cases is problematic because it takes a while to set it up. I would say it's not that big a problem. Again, falls probably in the 10 to maybe 20 percent of the students that the parents for whatever reason don't feel comfortable with English. Unfortunately, as we try to stress the students and especially our families that are wonderful immigrants, English is what everything is taught in it. I'm not a big fan of Google Translate and all that kind of stuff because they don't dive in. I stress a lot of times to my students, look, you need to be reading at home every day, an hour, in English, especially if your parents aren't fluent. So it can be problematic. It's just not that big of a problem but, it is recurring, [and I have to] readdress the situation. It's just not efficient and timely.

[When I think about participating in a program like this one, there are a few things I think about. First] (66.3) The more proficient you are in being bilingual, the better, but I'm not sure exactly what support on that would look like for this kind of thing. I guess it puts a lot of the onus and pressure on me to become more bilingual. (67.3) The impression I get from it . . . is as a teacher you're always getting endorsements to your license and that this makes it feel like you better become more proficient in Spanish or whatever other languages you need to be marketable.

[At the same time,] (68.3) It's like, wow, here's one more thing after all the other stuff. I just got finished getting a S.T.E.M. endorsement to my license, and that was quite a project. I mean, I believe it's worthy. It just adds one more thing. (85.3) I don't know if you saw in the news the school down the way from us in Malone just got closed because of low test scores, so all teachers are feeling that pressure now.

[The way we had it set up] (22.2) We were meeting with [three students] during our lunch [once a week]. There's not a lot of time, and it's just kinda rushed, rushed, rushed, rushed. (54.3) The students were having trouble [spelling and writing in Spanish]. It shocked me that they always used Google Translate for stuff, and Google Translate is only as good as what you put into it. They relied on Google Translate to kind of give them clarity. This generation of kids, it bothers me how they rely on Google for everything. *Don't you guys know how to look that up? Don't you even know your ABCs. Do you know how to . . . ?* They're like, *well, let me just google it.* (76.3) They all had their own apps on their phones for Duolingo. They made me put Duolingo on my phone. One of them programmed it to remind me every day to practice my Spanish, and they are always asking me, are you practicing your Spanish Mr. [Taylor]? (24.2) They're pretty excited about being teachers themselves. Teaching the teachers.

[As we have been coming up with phrases, the students have provided a different perspective] (28.2) I don't really like talking too much about personal stuff, personal details, that kind of thing . . . I'm a baby boomer, so hearing a lot of my personal details is kind of awkward. But the kids were pretty excited about that. They're like, *Hey, what about this?, What about that?,* and *Let's put this in there.* And so for me, it was like, *Whoa, okay.* It was interesting because, in Spanish, I guess the culture they introduce and talk about things that normally I wouldn't do when I'm introducing myself. (29.2) It was fine. It wasn't that I didn't want to do it. It was just interesting that this is important. Once they explained why they do it that way from a Spanish speaking perspective, I thought, *Okay, well that's different.* But it was fine. (30.2) It was just cultural norms that were interesting.

(56.3) [Shannon] and I, the biggest thing we came to the realization was that they're not competent in either language. They don't know how to do stuff in Spanish, and they are not competent in their punctuation and stuff in English either. That kind of shocked us because we thought that they'd be more fluent in Spanish than then they were. That was kind of eye opener for us was that no wonder they're not scoring well on a lot of their reading and writing assignments because if it translates to one language, it translates to the other. And so that was a big eye opener. We were expecting them to be way more fluent and knowing their punctuation stuff in Spanish than they did.

[Working with the students lines up well with our school culture.] (9.1) Every morning we do what's called "morning crew." So the kids we get together, and we circle up and we go through everything, how they're doing in school. Anything that's going on that is preventing them from doing well in school. (27.2) The motto is "We are crew, not passengers," so everybody should be participating in the success of the group. So this program does fit into that.

The kids are more and more realizing that our school, they have a lot of time and attention with the faculty, which you don't get normally at a middle school or high school, so it helps with that. It adds that personal dimension, [and] one of the things that comes across to me is the kids really appreciate that we're trying to learn and do their culture. It surprised me that that's really super important to them.

[That is] (23.2) what's so successful with the program is the kids are really excited about it. I mean, they are very helpful with doing the translations. They're kind of excited that they are helping us communicate with their parents. Probably because I'm not bilingual, I don't appreciate it as much as they do, or see the significance of that. They're kind of excited about the fact that . . . they get to teach me Spanish. They say, *You need to learn this, Mr. Taylor.*

(25.2) They feel that the teachers really care about where they come from, and all that kind of stuff definitely happens quite a bit because they just feel we're personally involved in what they are and where they are, what they're doing. So it does add that kind of dimension, which is nice. You need that kind of thing as a teacher. You don't always have it, but you need it.

[I have learned some Spanish.] (61.3) I I feel confident in easy conversations that don't have a lot of complexity and in topic. I mean, I feel very comfortable doing that. But when it comes to steering a conversation of, *Hey, this is what your student's not doing well, and these are the specific academic areas they need to work on it*, it's kinda hard to communicate that properly if you're not fluent. (50.2) I'm good with *Hola. Como esta?* and all of stuff. I'm pretty good at that and I can understand the replies on that. It's just from there I wanted to make sure that you're here so we can communicate just exactly what we're worried about, and that's when the conversation gets pretty detailed like that, that I get lost quickly.

[As a teacher,] (46.2) I need to make sure that when I'm doing whatever communication that not only do I have the right words and the right nuance and making sure that I'm communicating exactly the idea I want to do is super important and so it's kind of confusing to me when I hear, oh well this means that, and I'm like, oh well that kind of gets across what I'm trying to think. So it's kind of frustrating. It's like, hmm, I want to make sure that my communication with the parents is precise and on point

(32.2) Yeah, because most of the time, especially with these students, the parents, most of them don't speak English, so it's really hard to communicate with them. I mean, I had one parent I had to call the other day, and she doesn't speak any English and basically, her child had threatened a teacher, and trying to communicate that threat and why it was important and why I was calling was extremely difficult, and making sure that you got the right message across, not a mistranslation of what was going on. So I like the fact that I can get ahold of parents if this works out properly and communicate with them: *Look your student is wonderful*, or *Hey, nice to talk to you. Here's some things I'd like your help with . . .* (33.2) One thing that should maybe be modified a little bit here because most nowadays it's required [to notify parents of] any kind of serious incident with a student. You have to communicate with parents so that they are aware. And me not being able to talk to the parents because they don't speak English is a problem.

(60.3) Well, I love communicating in Spanish. I mean, it's kinda cool. The parents definitely appreciate the respect and attempt to be respectful and honor where they come from. My wife [comes from a culturally diverse background] so I totally understand that and think it's a good thing. The thing that bothers me again about it is that I didn't see an emphasis on urgency or priority for the parents and the kids to learn English. [I feel like they have the attitude that] it'll

come with time and as you're at school, and I didn't see this urgency from them to really study hard and master that. So that takeaway was a little bit not where I wanted it to be.

[Having a chance to work with the students was] (77.3) totally net positive. I mean, the fact that I was learning Spanish and I told them, I'd love to speak Spanish. I just need to be able to spend the proper amount of time to do it properly. They thought that was great. They're always trying to help me. [Mr. Taylor] *this is how you say it*. They were very thrilled that I was learning. I mean, that was a big deal to them, so it was kind of funny. It's like, oh Mr. Taylor is learning Spanish, and I tell them all the time I said, *Everybody speaks Spanish in my family*. You guys don't get it. We're not in a Spanish class, we're in English class you're supposed to be learning ELA, English, language arts. If it were Spanish language arts class, we'd be doing this all the time, and they're like, *Oh yeah, you're right*. But they, they enjoyed it. They were like, it's pretty neat Mr. Taylor just learned this this morning, and I helped teach it to him.

(40.2) I think personally this whole program that the key to success is making sure that parents are being communicated with effectively. And I don't know the answer to that question. I mean, it's probably a mixture of everything. (41.2) I personally feel as a teacher. I'm stretched so thin on everything I'm doing that I just feel constantly I'm treading water, and I'm not ever getting to where I want to be. I have a mound of work in front of me that I need to correct it, enter into the computers because our terms, and I just never have enough time for everything. So any kind of communication with this program it's definitely worthwhile doing. The whole idea behind what you're doing is awesome. It's just, I don't know what the answer is on how to make that convenient, effective and easy to do. I think those are the three things that if we're going to make this successful, we need to figure out.

Shannon. (9.1) Yeah the things that [I talk to parents] about the most and the things they care about the most, they definitely want to know how their kids are doing academically and what their behaviors are in the classroom. I noticed that parents won't often focus even on particular subjects or things like that. They really want to know overall how is my kid doing academically and are they behaving in class. (10.1) I do find that with the English speaking parents, it goes beyond that. We start there always, but then we start to get to know each other more personally and then you start joking around and having a good time with them. You build this community and this relationship that lasts, so the language barriers do keep us from getting to that more personal level.

[When I think about what motivates me personally to participate in this program I think about] (11.1) when I left the South, and I know it is changing now, you didn't feel this need to learn Spanish. In fact, a lot of the older people I knew there spoke French, and when I came to the West, I realized how debilitating it was to me as a teacher, not speaking Spanish. (8.1) The thing that holds me back [from reaching out more to parents] is that I don't speak Spanish at all, and we have such a high percentage of Latino students who have Spanish speaking parents and don't know much English yet, so often it's the student translating or someone at school translating. We just don't have that many translators. That's the biggest problem. [Especially during] the conferences. We did our conference or the end of the term, and . . . there are so many parents there who couldn't really communicate with us and they're standing right in front of us you know.

[I have also had experiences where I was not able to communicate at all. For example,] (24.1) I called home before . . . not realizing that they didn't speak any English. They're speaking Spanish. I'm speaking in English, and it was like we couldn't even talk. Luckily one of our office

managers came through, and she speaks Spanish. I actually had to say hold on a second, and I had to get her to the phone because there was no communication going on. I said I was from Waimea Charter Prep, so they . . . knew I was calling from the school, but that was the end of the communication. (25.1) I couldn't even say *I'm your son's teacher*. (41.2) It's a big frustration for all of us in my school that we don't have many translators, but we have a lot of Spanish speaking parents, and the communication breakdown is happening all the time

[We have had some support from interpreters.] (17.1) We have one teacher in our department who speaks Spanish okay, and she even admits that there are many gaps of understanding, but she speaks Spanish better than the rest of us. [For example,] when we had our conferences before the break, probably five or six times she had to step in, and she was kind of code-switching, going a little bit of English and Spanish too, kind of that hybrid using whatever Spanish word she knew along with English and the parents were doing the same thing. Of course, it took a little longer, but at least some messages we're getting through.

[When I was trying to select students I asked myself] *who are those kids who would volunteer to do something like that?* I threw it out there to a group of kids. I said, *Hey, by the way, this is going on with me in a couple of weeks, so just think about that. If any of you guys want to do this with me, it could be really cool*, and two eighth grade students said they wanted to do it. It was two of my students who are traditionally pretty goal-oriented, and they often volunteer for things and they demonstrate leadership qualities when they're working in groups and things like that that are a little different than then the rest of the students. I'm looking for those kids who are, who are self-motivated and want to help.

[Once we got started with the meeting, Taylor and I always met together. He and his students] (66.2) were each kind of doing their own thing, but right there in the same room doing

the same activity, but I'm not listening to his dialogue back and forth with his kids and vice versa. (68.2) The kids are quizzing us [individually,] so we haven't really been teaching each other too much there, but we definitely supported each other. [If] we're in the room [I might] say, *Hey, wait, would you clarify what this part means?* Yeah, those kinds of things and help each other out with the assignments and even after writing our expressions we will do that. *What did you say? Oh good. Yeah. What did you say? What were your expressions?* And we laughed when they get close to each other, but that kind of sharing. I think that's supporting.

[The way a typical meeting works is the students] (36.2) write it out because they've been using [translation apps for support], but they write it out on the paper, the translation, so they can tell us because I'm not too sure really because I really don't know the language. I don't have a good gauge of what, what it looks like when it's all done. (89.3) It was good to practice that because it was a lot of speaking with us reading and speaking the lines and working on how those words sound. It's great because I usually have to see the line several times to get this right. (44.2b) [During one meeting] we made the cue cards. The [students are] still using those and I'm practicing. They said after all this is over, they would like for us to take those and spend more time practicing phrases together. It definitely has generated some interest that we'll probably see us doing our own work after or that's what it looks like. (83.3) That was the last one was a lot of fun. It ended up being when we came up with a bunch of expressions and ended up mostly being the kids saying things in Spanish and telling us what it meant and then practicing saying them, so that was pretty good. It was kind of a drill session.

[We also felt like it was important to make sure that] (73.2) There's that other adult behind it checking, that is the expert in the language. [That way] I feel confident in that system, I wouldn't feel confident just sending it home after the teachers and the students write stuff.

(94.3) When we would have a question about the translation on a sentence, there were a lot of times the students would pull together, and it was almost a conference that was happening in front of us just kinda pull into themselves not going anywhere but just have this debate about how it should be written. They were working it out as a team a lot without our input at all while we just watched and listened, and they come to a decision and okay it's this then they would look at their translators, and they would share their solution with us. So they went through the whole problem solving process on their own, independently, as a team without needing any adult support. I thought it was . . . good to see them collaborate that way.

[After working with the students] (72.2) I'm not worried about butchering [the language] because the kids who I worked with are actually really understanding about that and helped to get me straight when it comes to pronunciation, which they had to do a lot actually. I asked them all the time, *Okay, how do you say this word? How do you say this word?* I tried to read it first and I got it wrong a lot. And they're really great about, *Oh, you pronounce it like this*. Now I'm not as worried about making the mistakes because I think it's actually a good thing for teachers and students to see each other and make those mistakes.

(111.3) Back in the second piece when we are trying to come up with the messages and then we really struggled to translate them. That's when we started to realize that none of us here are very good writers in Spanish. The English speaking teachers can't write any of it, and the kids are struggling to translate English to Spanish. (45.2) I think we just got hung up because there were more phrases we were looking at maybe because they are, it was something about them not being able to translate. That's where we hit the brick wall because they were trying to translate on their own, and it went really slow.

That's when we had those conversations about writing in Spanish. They started saying, *Well, you know, we don't really write in Spanish and in English* and that was really interesting. So we talked about that a little bit, and [started using] programs or translators. We asked, "You guys can read Spanish, right?" And they said, yeah they could read it or read it enough that they understood the words. (97.3) [The students are] aware that they don't write very well in Spanish and there seemed to be a desire to increase their skills.

(52.2) I think they're all really good activities. Like we've had fun with all of them. Even when we were struggling with the translations on the biography one, we were still bonding. We have a newer student. She came to us this year, and she's on the project. After we had the first two sessions, she came into class one day, and I said, *Hey Ana*, and she just came up and hugged me. We're bonding over this project for sure, and she's warming up faster to us. I think it is because Ana really loves being the expert on this and teaching us. She loves that role reversal so much, and she has been so responsible about it, you know, like she's not, she's not abusing it in any way. She's having fun with it, and I think there's a little bit, maybe there's a little bit of the teacher in Ana, she's liking the job.

[We have also had a chance to have a few conversations about how their parents feel about them learning Spanish and English] (39.2) Because their parents speak Spanish, . . . it is interesting to know about the home because finding out to how the kids have a different outlook on Spanish or English usage. It's really funny. I guess I hadn't thought of it, but the parents are very much like, *You're not going to lose your culture and we need you to keep speaking Spanish and English at home*. And then the kids are like, *I don't get it. I mean, what's the big deal? I live in United States. I'm going to speak English*. I started to think that's probably why the parents are worried that the attitude towards it right now you're already saying, *Hey, I speak Spanish*

perfectly well because in my home life and with my friends and family outside of school, I speak Spanish primarily. And so, uh, I speak it well I don't write it. But then again, I don't think I need to write it because everything I do is in English, and I even send most of my texts in English.

[I also had a chance to talk to one of the parents of a student who is on the project because] (85.2) we had our celebration of learning last week and one of the students brought her mom. Her mom and I were talking about the project, and we didn't have a dialogue back and forth that was organic, but we did talk about the phrases that the kids were teaching us. It was kind of had a little practice session with a parent in that way. (86.3) The parent thought it was a great idea, and she was excited enough about the project. She asked questions about it. (43.2) We have also had some Spanish speaking parents come in for meetings, quick meetings, but the ones that we've had, so I've been able to use quicker greetings there, but no big deal.

(108.3) I do know the most important thing that came out of this though, just in six weeks, the kids felt so empowered doing this project and being able to teach and we really had a good time with it. And it did create bonding within our group. And the girls who were in that group have been working a lot harder in class and that would be all three of them.

[I also realized that this set up works because] there has to be some new learning that I'm getting out of this program, so I don't feel like it's an ineffective relationship and that my skills are not being used, [and in our meetings] I am practicing new skills, and it just so happens that [my students] are the people who can teach me those new skills, so there shouldn't be a power dynamic issue, [and we are able to use our] teaching skills, we . . . lead them a little bit and keep them focused on the task at hand. We were able to bring that kind of teacher work ethic into it, which was awesome and they brought their language knowledge, their language skills into it. And I think combining those together, we got a lot of work done.

[That being said,] (115.3) I [personally] didn't achieve much here in my capacity and in Spanish communication is still really low and would still need a lot of work. I would love to get a deeper understanding and more confidence. However, I do see that with practice, even with the tools we created, I would learn it faster, maybe commit it to memory better. It absolutely could work, and if this was something you were doing for a longer amount of time and had more time on it, it's actually a really good way to learn, maybe not learn a lot of Spanish, but enough Spanish to communicate with the families and in their own language so they would feel more comfortable.

[Toward the end this program, I started to get curious about] (125.3) our students who take the WIDA test. [I found that these] students are not making the progress we'd like to see in reading or writing. We're asking ourselves why and what can we do? So what it's done, it's been one of the pieces that we brought into our meetings, talking about our practice, and we've been working together as a team to revise our practice in a way that we can help the kids by bringing in those literacy supports, so that they can make more progress. I don't know what it means yet, but it's definitely a curiosity. We kind of have to put a pin in it . . . (126.3) [, but our experiences with the students] gave us something really valuable and needed to look at when we're reviewing data.

(121.3) I liked the style of this model because we had good resources, and it was really direct and very specific objectives. We did a lot of hands-on work, and that was really great for our learning, so I like that model as opposed to sitting and listening a lot and trying to absorb a lot of information that way. So I love the style of it that it was just jumping into the work and doing the work than learning in that way. The drawback, really the only big drawback because I

really love how it went and I thought that every piece was so great. Relevant is, is the time. It was just short. That's all.

Kimalla. (1.1) I would like to be able to communicate to parents what's going on with their child: what we're learning about, what their kid could do well, [and] where their kid needs help. That includes everything from test scores to maybe missing assignments and even behavior, like if a kid does something kind.

[When it comes to contacting parents who speak Spanish there are a few challenges.] [First,] (8.1) I've actually started a phone call with Spanish and the parent assumed that I actually speak and understand Spanish, and then they went off into a big conversation, and I had to tell them I don't speak Spanish. [Second,] (7.1) I don't want to sound uneducated when I'm speaking. I would like to sound somewhat professional instead of like pigeon speech. [Lastly,] (13b.1) A lot of the numbers change or get disconnected and reconnected, so I don't always know if the message was received.

[The school has several resources to help teachers with Spanish communication.] (5.1) In the past, I've used PowerSchool, just for emails in general. I've used the secretary's downstairs to translate. Two years ago, I actually did use Remind for reminders about homework. (6.1) I think getting all the parents to give me their actual cell phone numbers, and getting everyone to sign up was probably my biggest issue. (27.2) I just used the [automated] translator which didn't always work, and I wonder if [my personalized messages I created with the students] might be better and more genuine. (4.1) I mainly use the school translator that's coming on Fridays for Spanish speakers.

[When I was first reaching out to students to participate in Spanish for Lunch] (16.1) part of me [thought], I would like to have students that work well with me. I have a couple students

that seem to fight against me and I'm not sure there'd be a good fit, but maybe that'd be a good chance to get to know them. (17.1) [I decided] to open up to everyone and see who was interested. (19.2) I ended up having six kids want to do it, so I split them into two groups, which is actually better because it takes more than one lunch to get the challenge done anyways and then they can check each other's work. (28.2) They're really patient with me and especially with pronunciation. One of them actually [said], "Do you want me just to write it for you?" I explained to her that it actually helps me learn, and they're willing [to] pronounce and spell it out. [It shows that] they care about me and my success.

[After meeting three or four times,] (54.3) it was a pretty relaxed environment. Once we started talking like more chit chat, it became even more relaxed in my opinion. They started telling me about other things not even related to what we're doing. What's going on with other students that they know and even their own life a little bit more. [During the last two meetings] I did spend a little more time just talking to the kids instead of just trying to do the project. I tried to only meet when there was all three of them there together because I figured it's a good way for them to get to know each other too. But we have had a lot of absences and other things going on. In fact, one girl's dad got deported in the process of this and she is handling it way better than I thought she would. (72.3) I'm glad . . . it took longer than [expected because getting to know and working with the students] definitely ended up being valuable for me, especially once I slowed down.

(24.2) I asked them, you know, what have teachers called your parents for before that was not bad. All of them said that they can't recall a single time the teacher has called home ever. And these are six or seventh graders, so I was kinda surprised.

I've had three meetings [in the first three weeks of the program] with parents, they're all Spanish speaking. And at the end of the meeting I was able to say, "Mucho gusto conocerte," and it was really cool because at first I was like stumbling over it, and they were helping me. It was just really cool because . . . I hadn't intended on using it for those meetings, but it was awesome, and I was able to tell my kids I'm using it,

[Then in another] parent meeting [right toward the end of the program] I tried out some of the phrases [and] . . . the dad was just ecstatic that I was trying to speak Spanish. [When] I had walked into a meeting because the student is, E.S.L. plus they have an I.E.P., so S.P.E.D. file, and they had been meeting with the special education teacher who was using a translator, and then I came into the meeting midway and the meeting went from just kind of a serious tone to..I don't know . . . the dad became super animated and started talking more. [He was] really excited that I was trying to speak Spanish (60.3) His was [the most] dramatic. The other parents you can tell were appreciative of it.

[It made me think] I definitely could improve on the positive messages to my students. (36.2) My instincts [when first coming up with phrases] were the ones like your student is disrupting the class. Those ones are easier to come up with. Positive ones were a little bit harder to come up with . . . , [but] because I ended up using it in those parent meetings, and I wasn't expecting to, I realized that maybe I need to [use more positive phrases]. I was thinking of my teaching in the classroom, but it's probably something I need to look at how I can do that for my meetings [with parents] as well.

(77.3) I'm excited to use these phrases. I imagine myself carrying these around like a little book and trying to use them in different meetings because I definitely have some more confidence, [and] (66.3) the feedback I've got so far from the parents is inspiring and makes me

want to continue. (62.3) I think I benefited from working with the kids myself. I realized it would be really nice to have a little book and maybe even share it with a few other teachers. I know the Special Ed teacher, at least two of the meetings I've had with parents. Is like, "Oh, that was pretty cool. I think I want to do that. (63.3) I definitely could think I could see the value of it. I could see me using the booklet sitting down and typing something to the parent. But as far as actually testing it out, and saying it to the parents, I think I probably would not use it as much. But I think for me it was fun for me to be able to go back the kids and say, I tried your phrases and this the reaction I got. And so for me, I felt like I had some sort of responsibility to the students to try to use them.

[In terms of challenges] the scheduling and making sure the project got done was probably my biggest challenge, not a huge one, because it came together pretty nicely. I [also] don't think I've been as good with practicing the phrases, [but] I'm responsible for that, and I don't think I've been as good at it. That's probably the same as other professional development programs though. You get the information, you leave, and then it's your job to implement it or not.

A couple of years back, my [goal] was to try to make two parent contacts every day and one of them had to be positive, and I would like to try to start implementing that more and not necessarily two positives, but at least one positive every day, either through phone call or text or whatever. This definitely gives me the confidence to do so because when I need to call a parent it's like, okay, go find a translator. I think gives me a little more independence, which makes it a lot better. (82.3) I think it will help with my goals as I use it a little more because I definitely would like to increase my parent communication.

In the past I've definitely hesitated to contact parents directly myself because a good portion of my students' parents do not speak enough English to carry on a conversation, especially over the phone. It's definitely helped me get to know their kids more, which I do know is one of our domains. We try to get to know the students.

I think it helped shape my teaching a little bit. I think I've mentioned bringing in a few more Russian examples, I'm a big analogy teacher or I try to relate things to outside of the classroom. The students have given me their perspective on what we're doing in class, what helps them, what doesn't. I think that it has helped guide me a little bit as far as my planning.

I have a personal goal to learn Spanish, and I think that would really benefit my career. I think I've mentioned that I have earned my counseling degree, and I would like to move to counseling here in my district. I think it would be a huge benefit to be a counselor that speaks Spanish . . . in where I work. I think there's something lost when you have a translator in the relationship with the parents, and I think counselors need to have that barrier or wall or whatever it is that is placed there by the translator kind of removed as much as possible.

Melissa. (1.1) My want of course is always to make sure that the parents are aware of the wonderful things that their kids are doing. Some of my students' parents did not actually go to school, so they're very unfamiliar with kind of the setup. I want it to be more of a warmer welcoming idea. My wish is that I'm able to communicate more than is necessary and want them to feel like they can contact me, and they don't need to feel like the language barrier is gonna stop them or stifle them from learning more about them or their parents or their students or any of those things. (3.1) I pick at least one or two kids a week because I think that parents need to hear good things. They shouldn't be afraid of every time the phone rings from [Crest Creek middle school], like . . . you've got to celebrate the little things because the more you celebrate

the little things, the bigger the things become. They know that if they're getting good things, that I'm not always just focused on the bad things because I think it's easy for parents to listen to their kids. (4.1a) And if the kids think that all I ever do is say bad things, then they're not going to feel like I'm, I'm on their team either.

(13.1) I am half Hispanic and I was bilingual. I suffered a traumatic brain injury. (14.1) I had to pick a language to learn again because I had to learn how to speak again. And so I felt that it was more important that I learned English, but now I can't. I can't communicate with any of my family. (40.2) My father's family speaks, only Spanish or the English they speak is, is not that great. And so if I want to speak to my relatives, I really gotta step it up a little bit. I would say that it's part of the reason that I'm taking it so seriously. (13.1) [That's] part of the reason I agreed to do this. I told my kids that I'm going to learn Spanish again. The goal is we're going to do this, I'm going to learn to communicate and then we're going to continue on and they're going to help me get a little bit better.

(5.1) In our school we have a really great community center and so we have parents [that] like to go there, they have adult classes and so that's really helpful to them. If I go to my principal and I asked her for something, she'll figure out a way. There's always like google translate which never ever works out well by the way, always have somebody check it. We have a lot of diversity in our community, but we also have a lot of diversity in our staff and faculty and so that helps a lot. (4.1b) Typically what is . . . we do have an interpreter that is here, two days, three days a week. And so I try and hit her up during lunch or during some of the times when she's available. We have some cards that are available through the district where you can write just a little, but it ends up being in English most of the time . . . [maybe] Spanish, some of the phrases, you know, "How are things going?" "Muy bien." That's about the extent of it

(6.1) I actually don't have any concerns [about trying to speak Spanish]. I think that the parents would be very welcoming and they probably would help me say the words in Spanish because they know that I'm willing to help them say it in English, and we help each other out, [but](48.3) . . . if I'm trying, I don't want to sound like I'm completely uneducated.

[After we got started] (17.2) actually, I think it was kind of fun. Initially I just had two girls that worked with me. Maria and then Cecilia were coming in, and we were actually having fun, but now I have another student who's coming in, and he's trying to learn to speak Spanish with me. It's actually become kind of fun and just in getting to know them.

[When we meet Maria has] (25.2) been writing the phrases down. After Maria writes them down, we have the dual language teacher kind of check the grammar. (26.2) Because the dual language teacher knows that Maria is doing this with me, she's actually been kind of giving her a few extra points.

(20.2b) We were meeting at a more informal set-up, we have lunch, we talk about why this or why they're eating that and school lunch and then we pretty much dive right into it. And so I'd gotten to know them more on a personal level. It's either every Wednesday or Thursday depending on if it's an A day or a B day. So I have 35 minutes additional time where it's unstructured.

(22.2) Cecilia, she's a darling girl, and I know she has a little brother now. I know the type of music that she likes. I know what she doesn't like eat for lunch. I try really hard not to get too personal with them because [at] my school there's a lot of apprehension about if somebody's watching this, somebody paying attention. She is not undocumented, but I just never ever know, so I would never ask that question one way or another. (23.2) Maria she has definitely had more of a wall in that she hasn't really been particularly warm and fuzzy, but now she's definitely

warming up to me. She's very bright. I think by meeting with me she's actually learned to appreciate me, she kind of had that, that idea that . . . what's the old saying? Those who can't do, teach, so I think she's actually seeing that I'm a real person with real capabilities. (22.2) It's been really beneficial for Andy who has just come and joined us (23.2) just to learn Spanish as well. I think it's good for him because he has family who speak Spanish, but his parents are divorced, and he has very little to do with his father or his father's family and so he keeps on saying one day I might have to learn too, I might have to communicate with them and it's like, so I probably would have never known that he had that type of a relationship with his parents had we not had this situation.

[When we are trying to come up with phrases] (33.2) I usually ask, "What is something that your parents would like to hear from me?" [The students said], "Probably you need to know how to say or how to text, please contact me." I thought that that one has been really beneficial because I thought, oh yeah, I can because I have access to every parent's email, but it doesn't do me any good if I can't communicate with them. So even when I call on the phone and I say, "Hi, this is Mrs. Wilson," they don't know who I am one way or another, you know, so where I'm able to send an email that just says *Hey, will you please contact me?* I can tell the office when they call in, can you arrange for me to meet with them with an interpreter? (51.3) This was the big one: *Do you have any questions or concerns?* because . . . they felt like that was something that their parents don't know how to ask. They didn't know how to tell me that in their culture you would never come and tell a teacher that you've got a problem, but the fact that I was willing to ask and say, do you have any problems, would even have questions or concerns or anything was said that I had a genuine interest in their needs and making sure that their child [is doing ok].

[We also had a bit of a tough time coming up with some of the sentences. For example,] (45.3) my students didn't know [how to say] next generation science standards, and . . . I didn't know exactly how to. And I couldn't find anything that would even match something like that because it's NGSS science standards. (46.3) It was just like hmm. These are the things that we're using in class, but I couldn't really find [translations] and my students weren't able to help me really with the translation.

(47.3) [Another one that was] hard was when I was saying that their student was tardy, the tardy was a hard one because they don't have the word tardy. It's just they don't come to class on time, but then even for the parents they were like, *what do you mean they're at school?* That was kind of one of those things that I have discovered that doesn't translate 100 percent.

[I have had several interactions with one student and his mother, who speaks Spanish. When they] (30.2) came in his . . . grades were suffering, and we didn't have an interpreter and the child is trying to interpret for us. But I said, oh wait, wait, wait, I've got this written down. The mom was helpful too. And she thanked me. He's really, really good, and he behaves really well in my class, but he's struggling. My thing that I had written down, I think it was about math or something like that. And the class that he's in is actually science. So I was trying to figure out how to say science and she kind of laughed about it and I'm like, I'm trying to learn as well. And she really liked that as well. And I thought that that was . . . one moment where I think that that has been the most beneficial it helped the two of us communicate even though I wasn't communicating well and she could tell I was struggling and she kept on looking over my shoulder to see what it was I was trying to say. That's been probably the one little success. I was able to say it because he couldn't figure out how to say that he was doing well but, that he was behaving well in. I think they were happy to hear that because I think he sometimes doesn't

always behave well in class. So I think they were expecting them to be in trouble or not have a good grade because he doesn't behave well in school.

[Over the last two weeks that parent continued to work really] (43.3) well with me in that she knows that I'm trying and she's trying to encourage her students. She has always kind of stepped back from being involved in her son's school because she didn't know how to communicate. She felt like an idiot every time she had to come in. Now she's helping me. I'm helping her. She's learning a lot. And so that was probably my best reward. We're not always perfect, but [between these phrases and the translator on my phone] I kind of am able to put a little bit of it together and I can, and I don't have to involve students. I don't have to have a translator, and I can kind of get across what I'm trying to say . . . for the most part she's doing better at figuring out what it is I'm trying to say in Spanish. It's been a good thing. (49.3) The student doesn't like it, but she likes it. So I know that she's more willing to communicate. (68.3) His mom hasn't felt like she had a place. I think she has an education of sixth grade herself. The middle school situation just overwhelmed her, even to walk in the door . . . then she didn't know what to say or how to communicate to the teacher. Honestly, just giving her a little bit, and it's only been a little bit that I was able to give her for her, It was a huge, it was huge bump. I think she feels like she has an advocate instead of somebody that's always calling, just to tell her how bad their child has been, because he's really not that bad of a kid.

[Before I started the program, I primarily thought that] (15.1) the benefits would be communicating with my students and being better at just understanding their needs. [While we were meeting, I noticed that] (18.2) they have actually kind of enjoyed listening to me stumble and I think maybe it's humanized me a little bit. (19.2) More than anything. The teachers are kind of held . . . on a pedestal. I know my content, and I'm very confident in my lesson plans that I set

aside. I always kind of come across, I think as an expert of everything, but this maybe humanizes me. They think that I can do no wrong, so when I'm saying the wrong word, and they're just laughing and it's, it's perfect.

[It has been good to help students and parents understand that I am willing to learn] (52.3) Cecilia's mom . . . she's not quite sure about the whole thing. She's kind of been the biggest skeptic of the whole thing. She's like, *but she's got to realize that she's not going to be able to communicate with the parent*. I said to Cecilia, "I know that, but I'm really trying. And I said, it's not perfect right now, but if I keep working on this, maybe it'll get better. I said to Cecilia, "I expect you to come in, sit down, listen, pay attention all day long every day and learn science, math and social studies." (53.3) This is what I'm expecting of you and I to do all this in one year and learn all of these things in one year from basically 5,000 bce to, you know, till the 1500. I said, I don't think that's fair for me. Not to say, okay, if you're willing to do this, I'm willing to try and learn how to communicate. And so she was just like, oh yeah. I said, oh, I should probably phrase that to my whole class. Like, I'm expecting you to do this. I should be able to be expected to do learn something too. I know all the curriculum, I know what's going on there. She thought that that was a good. She's said, "Well, I'm going to test you even more next year." They're being patient, so that was probably the best..it's like if you go home and tell your mom this way Mrs. Wilson was trying to learn something, just like she makes me learn something. If she's willing to do this, I learned to do this.

[Now that I have some of these basic phrases,] (34.2) I don't have to . . . find a translator and then do this and then go through the district to make this arrangement just to send a simple email. [Because I have] (54.3) the regular positive messages, I am able to just say something and just send you random emails and things like that to them. If I just say *please contact me* [or]

please arrange with the office because that's one of my things in there too, my telephone number, here's my email. If you have any questions, here's my telephone, just call me if you have a need or I need you to call me. (58.3) My goal right now is once a month I'm going to send home like in a little letter form because we have these postcards, [so] . . . I can just say, Hey, your child's doing great. If you have any questions or concerns, call me.

(75.3) It's definitely been worthwhile, but I couldn't just pull up the lesson and change a couple of things and add a little of this and be done with it. I wanted to have it where when I need it I can go for it, pull it, and I've got all of my things there.

[And it aligns with] (76.3) my goal was for my professional development, which was to build relationships with my kid. Every kid; every year. That's always my goal is, not just teaching one little thing; it's teaching the whole child. It made me more personable to my, to my students because all my students know that Cecilia and Maria, and Andy come in and they do this and they all laugh at me trying to say things and they're like, what words did you guys learn today? And then I try and say him and then I'm like, stop your behaviors, you know, *alto* your behaviors, *su comportamiento* . . . then they laugh at me like she's trying, . . . but it's okay.

Victoria. [When I reach out to parents I am usually trying to help them] (2.1) have a view of how their student is behaving. (3.1) If possible, be able to help them at home, but [that can be difficult because] lots of the kids that we teach their parents didn't go to school, [so I try to help them] (4.1) have an idea of what's going on at school, especially if they don't know the system out here so that they feel comfortable asking questions.

(5.1) I [send] both positive and negative [messages], so I try not to call home unless they're really irritating, (6.1) . . . and I don't know what to do. I'll call home sometimes to be like your kid is really good. And then sometimes if I made a bad call then hopefully if they changed

at all in the next couple of days I try to make a good call home about things like that if I did a bad call. (94.3) I like to call home and tell their parents they did a good job so that they can encourage them to keep being good, you know? [My Spanish is good enough that I can usually do] (15.10) the good call home, I can fumble enough through that. [Also] (8.1) sometimes I'll put a little note or I'll print out their grades and say this is for you or for your parents.

(24.1) At parent-teacher conferences, I kind of translated for myself. It was always fine. (38.1) Every now and again like the same thing that I do they won't know a word or something, but we still get the point across. (25.1) I think they appreciated that I tried to talk in Spanish. If I felt like I wasn't getting through enough, I got a translator. [Our school provides quite a few resources to help us communicate with parents in Spanish,] (7.1) the school sends home fliers and things. (12.1) We can call the office and have someone in the office call for us. [I don't do that] (13.1) very often. Maybe only a few times a year.

[I also have a little bit of a background in Spanish,] (51.2) my mom's from Mexico. (52.2) She moved here when she was 12, and her mom died and stuff and she took care of herself (56.2) I've never spoken in Spanish at home or like never taught it, so I just more heard my mom speak it to her brothers and sisters and kind of learn that way. And then I took a couple of classes in it. [76.2] I don't necessarily think [my desire to participate is] because of [my background] or not. It would just be in general either way, whether I have that background or not. I think it's a good idea for teachers to be able to communicate better with parents. Especially since [our largest non-English speaking population] . . . is in Spanish. I just was like, it does make sense that they should have something like this available right next to their desk to help them quickly, so the parents could feel a part of it all . . . even though they may not know English because most of our kid's parents don't know English, and most of them didn't go to school themselves.

[One of the things that makes it hard for me to communicate with parents is](9.1) finding the time if you are going from class to class. This year, for example, I'm doing just language arts, and I have 8 periods of it. It goes so fast, I go from class the class and you're like, *I'm going to call her now*, . . . and next thing you know you didn't call home. (10.1) [I also worry because] I don't want to waste five minutes of twenty-five kids time to call your parent. And also making sure they understand what you're saying. Especially if they are [speaking in] Spanish and I can do some Spanish but I don't know all the words sometimes I'm like, *What? How do you say tapping your pencil?*

[When I was thinking about which students I would like to work with. I decided to (39.1) pick two of the really good kids, or three or four or whatever, or those two TA sisters who are helping. (40.1) I know they would be willing to. (41.1) [I want to work with students] I have a good relationship with or who really like me or I know really want to help. Sometimes I will have some of my girls who come after school and they will be like *Need help with anything . . .* one of [the students I picked] saw that the other one couldn't stay, [so she helped me to organize things for our last parent-teacher conference]. She is very soft spoken, but she's smart too.

[Once, I selected the students, I did have a little bit of trouble navigating the website.] (48.2) At first, . . . I couldn't download the documents, so I just re-typed them myself, but that's not that big a deal on my stuff.

[We usually met] (117.3) I'd say pretty much like the whole half hour, and sometimes I guess if we didn't finish it, we'd just roll over into another time. I had the two girls in my classes, so, if we didn't finish it, at the end of class, I [would] just meet with them, and we'd finish it up, but we liked to get it done in the, in the half hour.

[Once we got started things went smoothly,] (49.2) the girls were great, and we did fine together. I make sure to pick a couple of really smart girls. Just like we're supposed to we came up with some questions and I would ask them for ideas or sentences, . . . then I started typing it up, and as I'm typing they say it, so I just had it on my computer and we did it as the doc. Like I wrote the document as we were doing it. (50.2) All of us helped come up with some phrases that seemed basic to everyone or things you would tell a parent. They don't always have to know [how to spell the words], but we just did our best with sounding it out, and then before I sent you the completed one, I had [my mom] check it [to] make sure it looked like all the way, correct.

(63.2) The two girls are kind of quieter because they're like straight A good girls, so their kind of quiet, but (75.2) [I did learn more about their lives.] (64.2) I didn't know their background was from Guatemala. (65.2) They told me though they celebrate Dia de la Cruz and . . . all the American holidays. When they have holidays, they like to make traditional foods and have a party. They were telling me a little bit about what they believe in. They believe in God and the Virgin Mary, but . . . they wouldn't say that they're like the Guatemalan culture. Maybe because they're here, they just kinda think they do more of their own thing. (66.2) I thought it was cool that they are from somewhere else, but still [speak] Spanish, and from Guatemala, because most of the students in your school that are Latino their parents are from Mexico.

(62.2) [When I asked for their input they didn't have much to say on that first,] it was kind of more just thinking what in general could be said to someone. [We talked about] (67.2) . . . adding in how grading works. [Their parents] don't understand. They don't know what ABCD type thing, so I added something about that.

[I asked the two girls about what their parents thought about them teaching the teachers Spanish] (88.3) they said that the parents were supportive of them helping, and they think it's a

good project. If teachers did this assignment, it'd be good because sometimes when [teachers communicate in] English their parents don't understand, so it'd be nice for the moms to feel included and understand, and that she's happy they're helping the teachers. Sometimes parents feel embarrassed to have to ask for a translator. [It kind of surprised me that they didn't want] (89.3) to ask for a translator because they don't want to feel like they're stupid or something just because they don't know English. (90.3) Maybe they feel like you'll judge 'em or something for not knowing English.

[Also sometimes as we were working together,] (58.2) [the girls] would translate it basic like when we read it, the way, the English language would be. It makes sense if you don't know the language all the way, but then when my mom would go fix the errors sometimes and it would be all the way different. We were more doing it more exactly. You know, what I mean and how it would translate over, but that's not how it translates over.

[I think this program has helped me a little bit in my own communication] (72.2) because if you can say it correctly, you feel better about calling because sometimes when I call I talk slower and I'm trying to think of a word or I'm like, *Well hold on a second* I'm like, *Hey Bob, how do you say they were talking or like they were distracting the class.*, so it would be a lot easier if [those phrases] were just there. (91.3) Yeah, I sent two of the texts, they didn't respond. (92.3) I did two just because I was like, well maybe they don't respond so I'll at least try two. (laughing) And then they didn't.

[I think it did benefit the students. It] (98.3) makes them feel good. Gives them purpose for being here at least. Like to see that they're noticed. (103.3) To me it is good any time you spend time with someone or work with someone and they get extra attention. (112.3) I guess it's kind of fun to work with them or have them feel important that they helped out, you know?

Yeah, just different. I think it's good to mix things up sometimes. (119.3) I did get to know the girls better and practice Spanish.

[My biggest takeaways were] (113.3) just making sure to reach out to parents. (110.3) It just made me think about making sure you reach out to parents who don't speak English as well because like I said, I think people don't take the time to do the extra effort to have to get a translator or anything to do stuff like that. [113.3] Making sure you always make the kids feel like they have things to add. They could just be in class too, not just for this project. Make them feel valued for the information they know or like your background information or get to know them. Yeah, it was just more like always thinking of like all the different reasons you could call home for, not just always like *Hey, they're disrupting class*, you know, like what are all the little things you could try to look for it to be positive like [the suggestion on of them says] *Oh, you got 100 percent on this test*. I think probably most teachers don't call for something like that. It'd be more, oh, they've been good in class lately or something. It can be for a little specific thing.

Part 4: Audit

As I went along creating the categories, profiles, codes and themes, I kept track of the steps that I was taking. Each of the labels under changes marks a decision that I made that affected how I was recording or analyzing all of the data.

Table 1

A List of Changes Made to Transcriptions in Creating the Participant Profiles

<u>Changes</u>	<u>Justification</u>
First cut	I cut all of my questions and follow-ups. I cut any phrases that were short responses to me “Yeah,” “I can see that,” “I agree,” “Interesting,” to allow for the profile to more accurately reflect just the teachers’ words and descriptions. I cut and labeled direct design feedback. This allowed me to talk about future design interactions with their feedback without having to include it as part of their experience working with students. I labeled important quotes around worthwhileness in green. This facilitated thematic connections in the article.
Sorting	I created the coding categories as I went. Most of them had already been in my mind because I had already listened to the interviews multiple times. However, I had not previously thought of the subcategories in “attempts” and “benefits” but added them as I went along. The categories remained flexibles, so I could collapse or expand any of them.
Initial construction	After sorting all of the comments into several categories, I ordered those categories into a way that would make sense for a narrative. Within each of those categories, I gave each comment a number according to where it appeared in the initial transcription. I also indicated which interview the comment came from. I did this because I may move the phrases around in the same interview to help build the narrative, but I won’t insert a comment from interview 1 in between two comments from interview 3 unless I indicate that I have done that with something like, “As I said when we first started” When I moved comments around within the interview, I generally kept the comments together when they were in response to the same question, but I moved a few selected comments around and indicated what I had done. If I decided that the answer to one question just flowed better before another because the interviews were not designed to necessarily have the questions build on one another.
Attempts/Challenges	For these sections, I had to move some of the comments down lower because they happened during the interventions, so each profile has a “Background” section and a “During” section.
Collapse	I collapsed two of the categories I had originally developed, “Selecting students” and “Set up.” Doing this, I could clearly indicate why the students were there and what they were doing in one paragraph.
Coming up with phrases	I added the new category, “Coming up with phrases” to go between “Understanding students experiences” and “Attempts” to show how the

	students helped teachers to formulate their attempts.
“it”	Whenever a teacher used the term “it,” especially at the beginning of a comment, I went back to the full length transcript to try and make sure I clarified what they were talking about specifically. Then I would often insert that term in the place of it using square brackets.
Changing deletions	As I went through compiling the first cut and the first draft of the profiles, I would occasionally un-delete some of the portions, that I had thought were not super relevant, but then became relevant in order to provide context for another statement.
Building up	Once I had compiled the first set of transcriptions (18 pages). I used the conjecture model, which was built off of my research questions, to write down the 4 or 5 aspects of that person's experience that were most connected to those conjectures. I also went and found a short paragraph of comments that were the best examples of those aspects from each sub heading.
“And” and “so”	As I compiled the profiles, I deleted unnecessary conjunctions starting new sentences just to improve readability.
Categories	I noticed that sometimes when I was assembling the narrative, I would change the place of one of the comments from one category to another to clarify my evolving understanding of the teachers’ experiences.

Part 5: Codes

This section reports the codes created during data analysis. There are two large division of the codes. The first division contains the codes and sub-codes related pilot participants experiences. This section is titled, “Pilot Participants Comment Codes.” The second division contains the codes related to the feedback related to design improvements. This section is titled, “Design Iteration Feedback”. Under each of these divisions you will find the code and the subcodes that are included under that code. The codes appear in quotation marks and the subcodes appear in the bullet points beneath them.

Pilot Participants Comment Codes

The code “Reason for reaching out” includes

- Keep parents up to date
- Ask help with misbehavior
- Praise student effort
- Help parents with system
- Most is negative
- Help parents feel invited

The code “Means” includes

- Phone via translator
- PTC w/ translator
- Nonverbal face-to-face
- Automated translator
- Community events

The code “Resources” includes

- School translator
- Teachers translator
- Computer translator
- Premade materials
- Student interpreting

The code “Personal motivation” includes

- Get to know students
- Receive credit
- Professional skills
- Parent communication is important.
- Speak to own family

The code “Fears or Concerns” includes

- Parents will help

- Sounding uneducated
- Improper conventions
- Misunderstandings

The code “Challenges in reaching out” includes

- No tragedy language
- Parents unfamiliar with systems
- No time to send message
- Changing numbers
- Translators have no context

The code “Selecting phrases” includes

- Past phrases
- Parents want to know grading scale
- Contact me
- Invite questions and concerns
- Content
- Phrases don’t translate
- Ease of translation
- Teacher education background
- Personal sharing important

The code “Set up” includes

- Once a week
- 35 minutes
- Informal setting
- Students write
- Teachers write
- Rushed during lunch
- Students work in teams
- Students quiz teachers
- Adult to check grammar
- Student’s apps
- Teachers ask for advice
- Student role as expert

The code “Student Experience” includes

- Asking about parents
- Spanish at home and English at school
- Parents don’t care
- Relationship with parents
- Language diversity
- Breaking down walls
- Preexisting opportunities
- Language learning strategies
- Phone call bad
- Reciprocal sharing

- Customs
- School system
- Students' interests

The code "Students skills" includes

- Conversation skills
- Read and write in L1
- Speak L1 (interpret)
- Unfamiliar with grammar
- Skills from a variety of backgrounds
- Code switching
- Negotiation
- No language course
- Take language courses
- Want to help
- Translation apps
- Understanding others

The code "Attempts" includes

- Home visits
- Greetings
- Postcards/shakas
- Parent teacher conferences
- Flashcards
- Direct conversation
- Missing key negatives
- Texts
- Parent support
- Positive focus

The code "Outcomes" includes

- Bonding
- Like being teachers
- Eager to share
- Empowered
- Embrace risk
- Starting
- Patience
- Parents excited
- Active model +
- Ready to use
- New vocab
- Get the ball rolling
- Professional goals
- No time for regular communication
- Dependent on translators

- Just in time support
- Still no conversation
- Accountability system +
- New goals
- Independence
- Confidence

Desing Iteration Feedback

The code “Student resources includes”

- Link to voice to text
- Teach students grammar
- Linked to automated translation
- Questions to ask parents

The code “Research” includes

- References +
- Summaries +
- Reading requirements –
- Culture/phrase specific
- Split on research importance

The code “Teacher resources” includes

- Circumlocution strategies
- Resources for asking parents
- Phrases for immediate risk
- Website +
- Sample sentences +
- Resources for practice
- Setting up feedback for students

The code “Usability” includes

- Districts block site
- How to bookmark/download
- Print challenge on template

The code “Structure” includes

- More weeks +
- Flexibility
- I can use it right now
- Hands on learning
- Full credit PD +

APPENDIX C

Consent Forms

Consent to be a Research Subject

Introduction

This research study is being conducted by Kevin Johnston, a graduate student in Instructional Psychology & Technology, and Heather Leary, Assistant Professor of Instructional Psychology & Technology, at Brigham Young University to co-design materials for the "Spanish for Lunch" (SFL) teacher professional development program and to understand the experience of implementing the SFL trainings. SFL is a program designed to help teachers improve the communication with Spanish speaking parents by focusing on regular, positive short messages that can be used via text, phone call, or parent teacher conference. In the program you will learn the phrases that you need for this kind of communication by working together with a small group of bilingual students (2-4) from your classes to complete a series of translation challenges. You will select the group of students and work with them once a week for before school, during lunch, or after school for 5 weeks. You were invited to participate because you are a 6th-9th grade teacher in a school with a higher population of students and parents who speak Spanish.

Statement of purpose

This research has two objectives:

- 1) To understand the elements of teacher professional development that are useful or generally sought after by teachers. By providing feedback for the existing trainings you will be providing a valuable insight into answering this question.
- 2) To understand what the experiences are of teachers who work together with bilingual students to learn the phrases that they would like to better communicate with parents. By using the online tutorials to work together with students and participating in interviews, you will help us to understand the types of experiences that teachers have working closely with students.

Procedures

You may participate in either or both of the research activities below.

Teachers co-designing the micro-credential:

- You will participate in an online review of the training materials.
- You will be assigned to review 3 of the 6 trainings. Your review will consist of a critique of the usability, feasibility, and aims of each of the trainings.
- We anticipate that it will take you about 1 hour to review each training.
- You may be contacted over email to clarify any of your responses to the training.
- Total time commitment will be approximately 3 hours.

Teachers participating in implementation of the pilot of SFL:

- You will implement a pilot program consisting of 5 training activities from "Spanish for Lunch" intervention. You will access the instructions for completing the program all online. You will meet with a small group of your own students to carry out the activities. (1-1.5 hours each)
- You will be interviewed three times during the 2018-2019 school year, interviews will be audio/video recorded and be conducted in person. (45 minutes)
- Researchers will review the artifacts you create and issue you the "Beginning Spanish Home Communication Badge."
- The researcher may contact you later to clarify your interview answers for approximately fifteen (15) minutes.
- Total time commitment will be approximately 10 hours.



Risks/Discomforts

The risk to you is minimal. Some of the survey or interview questions may cause you discomfort. The researchers will try to be respectful of the time that you are giving, and spend time building rapport with you to decrease anxiety. The researchers appreciate your willingness to impart your experiences and time.

Benefits

There will be no direct benefits to you. It is hoped, however, through your participation researchers may learn about professional development practices and beliefs and implementation practices. Those participating in pilot program will receive the "Beginning Spanish Home Communication Badge", which in some schools and districts may fulfill professional development requirements. Additionally, the badge will have unique URL that allows it to be attached to a resume.

Confidentiality

The research data will be kept in a secure location on a password protected computer and only the researcher will have access to the data. Video and audio recordings will be deleted as soon as transcriptions are made. Transcriptions will contain pseudonyms and not your actual name. At the conclusion of the study, transcription data will be deleted or destroyed.

Compensation

For participating in the co-design process, you will receive a \$50 gift card. For participating in the research pilot program, you will receive a \$150 gift card. Both will be awarded after completion of all the procedures of each activity.

Participation

Participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate entirely without jeopardy to your status, standing, or employment with the school district. If you choose to withdraw from either the co-design or pilot program before all activities are completed, you will not receive any compensation.

Questions about the Research

If you have questions regarding this study, you may contact Kevin Johnstun at 801-885-0297 or kevinjohnstun@gmail.com or Dr. Heather Leary at 801-422-2765 or heather.leary@byu.edu, for further information.

Questions about Your Rights as Research Participants

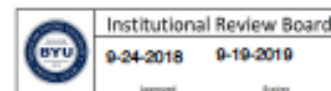
If you have questions regarding your rights as a research participant contact IRB Administrator at (801) 422-1461; A-285 ASB, Brigham Young University, Provo, UT 84602; irb@byu.edu.

Statement of Consent

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Name (Printed): _____ Signature _____ Date: _____

Contact Email: _____



Parental Permission for a Minor

Introduction

This research study is being conducted by Kevin Johnstun (Graduate student, Brigham Young University) and Professor Heather Leary (Brigham Young University) to implement and evaluate a new teacher professional development program called "Spanish for Lunch"(SFL). SFL is a program designed to help teachers improve the communication with Spanish speaking parents by focusing on regular positive short messages that can be used via text, phone call, or parent teacher conference. In the program your child's teacher will learn phrases that they need for this kind of communication by working with a small group of bilingual students (2-4) from their classes to complete a series of translation challenges. The teachers will select the group of students and work with them once a week before school, during lunch, or after school for 5 weeks. Your child is ideal for this study because of his/her background and enrollment in a 6th, 7th, 8th or 9th grade classroom. We are requesting your permission to allow your child to participate in this study.

Procedures

If you agree to let your child participate in this research study, the following will occur:

- You and your child will arrange with their classroom teacher to have your child help either before school, during lunch, or after school.
- For one hour a week during five weeks, your child will help translate several phrases that teachers would like to use to better communicate with parents in the school who speak Spanish.
- Your child will always work in a group of 2-4 students in the teachers classroom to helping the teacher complete the translation activities.

Data

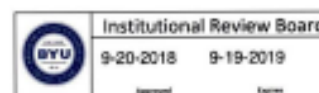
We will not directly obtain any data about the students; however, we may gather some data about through the anecdotes that teachers share with researchers in the interview. We will store and protect this information.

Risks

There is a risk of loss of privacy, which the researcher will reduce by not using any real names or other identifiers in the written report. The researcher will also keep all digital data in a password protected database on a secure server at BYU and all physical information in a locked and secure office at BYU. Only researchers will have access to this data.

Your child could potentially miss part of their lunch time activities while working with teachers once a week for five weeks. However, your child will be allowed to eat their lunch while they help.

Confidentiality



The researcher will keep all digital data on a password-protected database and all physical data will be contained in a securely locked file at Brigham Young University. Only the researcher will have access to the data. At the conclusion of the study, all identifying information will be removed and the data will be kept in a locked cabinet or office.

Benefits

There will be no direct benefits to you or to your child for participating in this study. This research is intended to shed light on how to involve the skills of students who grow up translating for their parents in teacher professional development.

Compensation

There will be no compensation for you or your child for participating in this study.

Questions about the Research

If you have any questions about the study, please contact Kevin Johnstun. Call at (801)-885-0297 or email at kevinjohnstun@gmail.com

Questions about your child's rights as a study participant or to submit comment or complaints about the study should be directed to the IRB Administrator, Brigham Young University, A-285 ASB, Provo, UT 84602. Call (801) 422-1461 or send emails to irb@byu.edu.

You have been given a copy of this consent form to keep.

Participation

Participation in this research study is voluntary. You are free to decline to have your child participate in this research study. You may withdraw your child's participation at any point without affecting your child's academic standing in school. Withdrawing participation means that your child will still be required to participate in class assignments, but is not obligated to work on this project.

Statement of Consent

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Child's Name: _____

Parent Name: _____

Signature: _____

_____ Date: _____

