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Equity Battles: Multicultural Leadership for English Language Learner Students

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Abstract

The focus of this study was to increase teachers' and school leaders' capacity and awareness to be better multicultural leaders for English Language Learner (ELL) students. This study produced several recommendations to address this issue. During this study, I used improvement science as the methodology and included a variety of stakeholders as participants. The conceptual framework used to guide this study included community cultural wealth and funds of knowledge. Using both the voices of ELL families and the input of the school equity team, which includes teachers and a school leader, we collaboratively created a six-stage intervention program to increase capacity and awareness for becoming better multicultural leaders for ELL students. The six stages of improvement science contained four PDSA cycles which revolved around four change ideas. The change ideas were: definitions and demographics, ELL students and the composition of public schools, Mexican community cultural wealth and funds of knowledge, and Guatemalan community cultural wealth and funds of knowledge. The purpose of all four of these change ideas was to build awareness and capacity for becoming a multicultural leader for ELL students.

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Equity Battles: Multicultural Leadership for English Language Learner Students

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I advocate for their rights to be informed and respected by members of the school community regardless of their linguistic, cultural, socioeconomic, or immigration status.

-Julia López-Robertson, 2017

There are many issues that the American educational system needs to address to make schools more culturally relevant, equitable, and socially just for all students. Racially and ethnically diverse students, students living in poverty, linguistically diverse students, students from other countries, students with undocumented status, partially literate families, students with disabilities, students with various sexual orientation, and students who have experienced trauma have all been historically marginalized in schools.

There are several major obstacles to confront in working towards a more equitable education system capable of educating and supporting diverse student populations. For example, the racial demographics of teaching staff in schools often do not represent the makeup of the student population. In 2012, 82% of teachers and 80% of education leaders were White (United States Department of Education, 2016). Representation is important. Students need to have teachers that resemble them and with whom they can identify (Khalifa, 2018). For example, an African American male student is 29% more likely to graduate from high school (39% if economically under-resourced) if he has had access to one African American male teacher during his educational career (Gershenson et al., 2017).

English Language Learner Students and the Composition of Public Schools

The demographics of students in the United States are continuously diversifying. Between the years 2000-2021, two of the largest and most noticeable changes have been the increase of the ELL population and growth of the Latinx population (United States Department of Education, 2020; National Center for Educational Statistics, 2020). In 2017, K–2 ELL students averaged about 15.5% of students in public schools (National Center for Educational Statistics, 2020). According to the National Clearinghouse for English Language Acquisition (2011), by 2025 it is estimated that 25% of the student population will be English Language Learner students. This diversity of ELL students includes a wide range of different cultures and languages (Elfers et al., 2014; Kandel et al., 2006; Lowenhaupt et al., 2015; Singer, 2009). The top three languages that comprise these ELL students are 74.8% Spanish, 2.7% Arabic, and 2.1% Chinese (National Center for Educational Statistics, 2020).

The majority of ELL students are Latinx students (National Center for Educational Statistics, 2020). It is estimated that the Latinx population will constitute about 66% of America's population growth between 2016–2060 (U.S. Census Bureau, 2018). One reason for the large growth, besides immigration, is that the fertility rate is highest among the Latinx population compared to all other groups (Taylor, 2015). According to the Pew Research Center (2015), the influx of Latinx immigration is decreasing from Mexico and increasing from other Central American countries. In 2014–2015, Spanish was the most frequently spoken language by ELLs in 45 states in the United States (United States Department of Education, 2020). Students of Mexican

descent or who are Chicana/o represent the largest group within the Latinx population in the United States. In developing culturally responsive multicultural educators, it is important to consider how these demographics should inform current and future practices for educators.

The Latinx population will eventually play a major role in politics and in America's future (Durán, 2020). However according to Ocasio (2014), only 50% of the Latinx population graduate from high school. ELL students graduate high school at a rate 20% lower than their English-speaking counterparts (Clark□Gareca et al., 2020). In preparing the school system to accommodate English Language Learner students, research must determine whether educators have been properly prepared for students of Mexican descent, the Latinx population at large, and students who are ELLs from non-Latinx backgrounds. As such, my research aims to prepare educators to work with an increasingly diverse student population, specifically ELLs and Latinx students.

Culturally Relevant Curriculum and Assessment

Culturally relevant curriculum and assessment are necessary for this increasingly diversifying student population (Khalifa, 2018; Shields, 2018). Students need to see themselves reflected in their curriculum and need to learn about their history (Khalifa, 2018; Shields, 2018). Limiting them to only learning Eurocentric perspectives of American history is a major disservice to students and their personal and identity formation (Shields, 2018).

Furthermore, teachers are often inadequately supported and lack the tools necessary for properly educating linguistically and culturally diverse students. There are

over 400 languages spoken by students in the United States and more than 75% of the five million ELL students speak Spanish (United States Department of Education, 2021). In 2015, there were about five million English Language Learner students (ELLs) in the United States, which comprised ten percent of the student population (Department of Education, 2021). Taken together, these students are the reason it is important to understand whether educators are currently trained to be multicultural leaders, leading improvement for English Language Learner students and how educators can be better supported in teaching diverse student populations.

Equity in Education

To understand how to better support educators, it is important to examine obstacles in the educational system for diverse student populations. In schools, students can face a variety of equity issues, including teacher equity, technology equity, communication equity, and programmatic equity. It is crucial that these are defined and discussed to better support culturally and linguistically diverse families.

Teacher equity refers to teacher experience, education, qualification, and mobility (Skrla et al., 2009). Students in economically under-resourced schools are more likely to have access to teachers who have no experience, have only a bachelor's degree, are not certified in the area they are teaching, and are in schools with high teacher turnover (Heitzeg, 2016; Khalifa, 2018; Skrla et al., 2009, Yosso, 2006). Students in these types of schools, whose population consists mostly of traditionally marginalized students, often have inequitable access to highly qualified, experienced teachers for their entire education (Skrla et al., 2009; Yosso, 2006).

Technology equity tends to take many forms depending on the demographic composition of a school district and the resources a school can direct towards students. I define technology equity in four parts. First, all families need to have a one to one device (e.g., computers and tablets) for their children. Second, all families to need to have internet access and appropriate internet strength. Third, families need access to internet support in their home language. Fourth, families (i.e., parents and students) need to be properly taught the skills necessary to effectively navigate the internet, use software (e.g., programs and apps), and hardware (e.g., tablets and computers) that a school is asking them to use. In the research this phenomenon is referred to as the digital divide. The digital divide refers to those that have access and those that do not have access to technology and the internet (Armfield et al., 2019). Only 55% of under-resourced communities with students under the age of ten had internet at home in the United States (Thomas, 2016). It is estimated that only half of Latinx and Black students have a home computer compared to 85% of White students (Brooks et al., 2018; Fairlie et al., 2005). Linguistically diverse families and families earning less than $30,000 annually had less access to the internet and typically used phones as their method of internet access (Zickhur et al., 2012). This information shows that the further away you are from the White middle class, the greater the technology equity gap. This is especially true for culturally and linguistically diverse families. These students are at a disadvantage when they take assessments on computers or are asked to complete assignments that require technology at home.

Without internet and a computer at home, families are unable to practice navigating and manipulating hardware and software. Skills such as typing, saving documents, using specific programs, and finding information are only learned and practiced at school. This in turn puts minoritized students at a disadvantage because it is assumed that everyone has access to technology and has the skills to use it.

ELL families are further disadvantaged because of their linguistic diversity. Schools comprised of more under-resourced students are more likely to use technology for drill-and-kill methods (Armfield et al., 2019; Flores, 2007; Shin et al., 2016). In wealthier schools, technology is used more for higher-order thinking and improving learning (Darling-Hammond et al., 2014; Gibbs et al., 2009; Reich et al., 2012). Schools can simultaneously perpetuate and close the digital divide, depending on whether school staff can identify students who need additional technology resources and whether or not they offer innovative, technology-based learning experiences in the classroom.

In promoting communication equity, educators must be mindful of linguistic diversity and communicate with ELL students in a way that meets their needs. I define communication equity in four parts. First, any information that is communicated in English needs to go home in culturally and linguistically diverse families' home language. Second, all families' home language should have a permanent presence in their school. This includes the school having bilingual staff members such as the school secretary, school leader, and teachers. Third, school staff need to find exactly which mode (i.e., social media, texts, email, phone calls, flyers, etc.) of communication works best for each individual family. Fourth, educators also need to be aware of the various

levels of literacy of families to better support them. It is important to have strong and clear communication with ELL families (Armfield et al., 2019). Schools need to communicate with linguistically diverse families in their home language while making more of an effort to have linguistically diverse teachers and staff in schools. Many families in the American public school system speak a language other than English at home (United States Department of Education, 2021). Educators need to identify which students and families need linguistic support in languages other than English. Then, educators need to use translators and translating services to support and communicate with families through emails, texts, automated messages, conferences, school events, homework, and much more. A school cannot inform its families about a snow day with a message only in English when they have families that understand only Spanish. School leaders and teachers also need to identify which families have limited literacy skills with reading so they can communicate with them verbally in their native language. This family may have little use for an email address, even though schools often require them to provide an email address so that information may be emailed to them, typically in English. It is crucial that school leaders and teachers effectively communicate with linguistically and culturally diverse families because they comprise two of the fastest growing populations of students in the United States.

School leaders and teachers need to be aware of the different types of equity so they can make improvements for all students. According to Skrla et al. (2009), programmatic equity includes four areas: special education, gifted and talented (G/T), bilingual education, and student discipline. All four of these have negatively impacted

culturally and linguistically diverse students. Special education has historically been overpopulated with Black and ELL students due to racial and linguistic biases (Heitzeg, 2016; Skrla et al., 2009). If ELL students make up ten percent of a school, they should not comprise 30% of the students in special education. In this example, teachers are not meeting the needs of these students as they over-identify ELL students for special education. Schools need to reassess their practices and special education eligibility criteria.

Linguistically diverse students and the lack of first language support is another area of inequity. Linguistically diverse students' languages are often excluded from school in textbooks, writing, vocabulary, and more. Culturally and linguistically diverse students have also been historically underrepresented in gifted and talented (GT) classes. If 60% of the population in a school are Latinx ELL students, then 100% of the GT population should not be White. The representation of Latinx ELL students in GT should be closer to 60%. Latinx and Black students have also been overrepresented in discipline (Heitzeg, 2016). For school leaders and teachers to effectively be multicultural leaders for culturally and linguistically diverse students, they need to recognize inequities and be able to change them. Educators can make schools even more inclusive by learning about their students' backgrounds and incorporate these into schools.

Problem of Practice

The problem of practice for this study addresses the lack of multicultural leadership available for culturally and linguistically diverse ELL students by teachers and school leaders.

These students comprise one of the fastest growing student demographic groups in the United States (United States Department of Education, 2020). In the district in which I teach, most ELL students identify as Latinx students, which is the fastest growing demographic of students (United States Department of Education, 2020). Teachers and school leaders need to correctly identify inequities and update their pedagogical practices to inclusively help these students. Teachers and school leaders also need better support and new frameworks to change their current practices to provide consistent support for the changing student population.

Purpose Statement

The purpose of this improvement science study is to provide a model of successful multicultural leadership for English Language Learner students by working collaboratively with an equity team to identify and test strategies for inclusivity, based on funds of knowledge and cultural capital.

Research Question

The research question is based upon the problem of practice. It will attempt to answer the following question: How can teachers and school leaders become multicultural leaders for English Language Learner students? In this research study, I will use improvement science as a model for continuous improvement and staying current with educational practices. I will model and give ideas on how to apply MLELL and adapt it to the increasingly diverse student population and how to better support them.

Theory of Action

The theory of action is based upon the research question. The theory of action for this study is: If teachers and school leaders critically self-reflect and learn more about their culturally and linguistically diverse students, then their students will be more successful in school. This theory of action contains two key assumptions outlined in the next section.

Key Assumptions

This research is based on two assumptions. The first assumption is that families have historically created and accumulated strategies, which include skills, abilities, practices, and ideas, which are essential for their household or individual functioning and well-being. (González et al., 2005). The funds of knowledge of families must be recognized, valued, and used as resources to change the current educational frameworks, which currently benefit the White middle class (Kiyama, 2011). If teachers and school leaders recognized and accessed families' funds of knowledge in schools, they could better support families.

The second assumption is that communities of color have six types of cultural capital, which can be used to better empower them. These forms of capital can be aspirational, navigational, social, linguistic, familial, and resistant (Yosso, 2005). The findings from this research will demonstrate to other educators how to create a foundation for becoming a multicultural leader for English Language Learner students.

Significance of the Study

Equity work and multicultural leadership for English Language Learners (MLELL) is important for all educators, and this study aims to add to the literature on supporting teachers by demonstrating how to be more culturally and linguistically competent with English learners. To do this, I will challenge and question common educational practices in schools to disrupt the status quo. This research is an example of how current equitable practices stemming from funds of knowledge and community culture of wealth, when combined and applied, can change current practices that do not promote equity. Educating school leaders and teachers on identifying inequities and encouraging them to implement changes will transform our current educational system by disrupting the status quo and making schools more equitable and socially just for all students.

Through this research study, I hope to empower educators to make improvements, rather than blaming students and families. Educators need to remember that they are responsible overall for what is happening in schools, not the students and families. Families and students are often blamed for issues, challenges, and teachers' negative attitudes (Hopkins et al., 2019). One adult can have a tremendous positive impact on a school (Zehler et al., 2008). Throughout this research, educators may gain an in-depth perspective regarding how to effectively work with linguistically and culturally diverse students by identifying inequities and creating solutions to those inequities. They can learn new strategies to better communicate with culturally and linguistically diverse

families and help them feel welcome in their child's school. Educators can learn how to identify inequities so they can implement changes to better support all stakeholders.

Chapter Summary

In this chapter, many examples of inequities and exclusion were shared to show the need for improved practices. Teachers and school leaders cannot do the same thing every year and expect improved results. Educational leaders need to learn new frameworks to dismantle the status quo and better support students (Shields, 2018). Students and families need to be empowered and included for this to happen. This also cannot happen without properly supporting and educating teachers and school leaders. Although much is known in the areas of best leadership and instructional practices and inclusion, a large gap still exists regarding how to properly implement them.

In this study, I focus on how to support teachers and school leaders who want to better support ELL students. These students are culturally and linguistically diverse, which adds challenges to the inequitable structural functional model of most American schools. The purpose of this model is efficiency versus focusing on social justice and equity (Capper, 2019). A large gap exists for schools in supporting the change of the status quo for these students. Schools are often challenged by the diversity of their students, especially linguistically and culturally diverse students. This study will help fill gaps in knowledge for teachers and school leaders pertaining to ELL students. The following chapter provides a comprehensive literature review of funds of knowledge and community cultural wealth. The intersection of these theories responds to a lack of multicultural leadership available for culturally and linguistically diverse ELL students.

Chapter 2: Literature Review for Persistent Problem of Practice

"Preservation of one's own culture does not require contempt or disrespect for other cultures."

-Cesar Chavez, 2008

This research seeks to provide a more effective and practical model for multicultural leadership of English Language Learner students. As such, it is important to review existing research that illustrates the unique experience of ELL students in the American education system as well as using funds of knowledge and community cultural wealth as asset-based approaches for ELL students. It is critical to note that the United States has had an extensive history of marginalizing culturally and linguistically diverse people. Most notably marginalized are Native Americans, African Americans, and the Latinx population (Santa Ana, 2004). This has come in the form of policy, citizenship status, access to good education, assimilation practices, exclusion of people's culture and language in schools, and treating people as sub-human (Santa Ana, 2004). As such, this literature review first provides an overview of the ELL population in public schools, then explores the two components that create the conceptual framework for becoming a multicultural leader for ELL students. These components include funds of knowledge (Moll et al., 2001) and community cultural wealth (Yosso, 2005). The purpose of this

literature review and conceptual framework is to better equip teachers and school leaders to promoting successful learning outcomes for ELL students.

Challenges of ELL Students

School leaders and educators need to be aware of the challenges their students may face in schools in order to disrupt the status quo. Culturally and linguistically diverse students face numerous obstacles unique to their population (Blair et al., 2021), including newcomer challenges, language and cultural differences, and immigration status. Many ELL students are economically under-resourced (Callahan et al., 2016) and have a range of educational backgrounds and skills (Lowenhaupt et al., 2015; Suarez-Orozco et al., 2008; Walqui, 2000). Medical issues such as nutrition, eye exams, checkups, and dental visits also hinder this population (Gandara, 2018). ELL students are often used as translators for parents and oversee teaching their parents how to use technology (Garcia-Sanchez, 2011; Shin et al., 2016). When using technology such as school websites or other websites to gain information, it is often hindered by the lack of official translations of a family's home language (Armfield et al., 2019).

Schools must consider a range of options when it comes to closing the digital divide. For example, schools need to conduct equity audits of who has internet and technology at home. Schools then need to provide technology, resources for internet in homes, and technology training for students and families. Schools also may need to be able to provide bilingual technology support for families troubleshooting issues with technology, the internet, and software. To make all of this equitable to families, such resources and support must be provided for all students at no cost. If school leaders and

teachers can implement these recommendations, they would be able to significantly decrease the digital divide. Finally, undocumented immigrant families face unique issues such as deportation and immigration raids (Gandara, 2018). Being undocumented hinders families from advocating for themselves (Herrera et al., 2020). The challenges that ELL students face must be considered when equipping educators and leaders with the resources and knowledge required to be successful.

Deficit Views and ELL Students

These families face numerous deficit views from educators (Gluckman et al., 2019) based on their limited language proficiency (Callahan et al., 2016). Latinx students have been shamed for having accents and using Spanish during school hours (Windstead, 2016) and have faced discrimination based on both where they were born (Martin & Suarez-Orozco, 2018) and low expectations from teachers who stereotype them based on their backgrounds (Chivel et al., 2010; de Araujo et al., 2016). Some educators believe that these students do not prioritize education and stereotype them as undocumented, uneducated, lazy, and unable to learn English (Herrera et al., 2020). Schools also have a deficit view of parental involvement at home (Poza et al., 2014). A study by Harper and Pelletier (2010) found that even though ELL families engaged with teachers less often than their English-speaking counterparts, there was no difference in parental involvement. Parental support in Latinx families often comes in the form of *consejos* or narrative advice (Auerbach, 2011), which may not be valued by parents and teachers. Edwards (2016) argued that parents carry "ghosts" of their past school experiences with them, which impact their participation. These obstacles illustrate just how important it is

to develop and train multicultural leaders who are aware of these issues and will act to correct them.

Educators often struggle with deficit-based views surrounding their culturally and linguistically diverse families (Skrla et al., 2009) and how to effectively communicate with them. Students' first language should be seen as an asset for bilingualism (Gallo et al., 2014). Further, culturally and linguistically diverse students should always have access to rigor and high expectations (Callahan et al., 2016; Contreras et al., 2019). Electronic translations cannot replace written or spoken translations (Rodriquez-Castro et al., 2018), so it is important to interact with culturally and linguistically diverse families frequently in person (Auerbach, 2011). Good communication is key to a positive school climate, and the best type of communication is having a native speaker on staff so families can reach someone fluent in their preferred language (Rodriquez-Castro et al., 2018). Providing parents with leadership opportunities also empowers them to move from being outsiders to key players in the educational transformation (Warren et al., 2009). Schools need to make sure they are inviting and supportive of all families (Rodriquez-Castro et al., 2018). To promote these practices, this research will provide teachers with useful strategies for more effective and culturally responsive interaction with their ELL families.

The United States has a history of deficit views on immigrants (Nguyen et al., 2017). As a result, immigrant students face institutional racism and marginalization from both teachers and students (Suarez-Orozco et al., 2008). ELL students are overwhelmingly denied access to rigorous content that would better prepare them for

future educational opportunities (Contreras, 2011; Contreras et al., 2019; Gandara et al., 2014). ELL students often lack instructional curricula, materials, and experienced teachers and are put in low academic tracks (Contreras, 2011; Elfers et al., 2014; Gandara et al., 2014). Taken together, these challenges show that educators must be aware of what inequities they might be perpetuating and the importance of being agents of change.

School Leaders and Teachers as Disrupters

School leaders play the most critical role in perpetuating the status quo or disrupting it to better meet the needs of every student. School leaders are best positioned to promote inclusion and resist exclusionary practices within a school (Khalifa, 2011; 2013; Riehl, 2000). School leaders need to have multiple perspectives and an equity lens to improve schooling for culturally and linguistically diverse students (Normore, 2008; Santamaria et al., 2012; Tooms et al., 2010). Often teachers' and school leaders' priorities revolve around district mandates versus putting the school community first (Watson & Rivera-McCutchen, 2016), but school leaders must put the culture, language, and needs of the community at the forefront of their agenda to support ELL students. It is up to the school leader to develop a school culture that respects diversity (Suarez-Ocorozco, 2003; Dimmiock et al., 2005).

Cultural responsiveness is a key characteristic of an effective school leader (Ham et al., 2020). There is a critical need to educate and support teachers on topics pertaining to social justice and diversity (Shields & Hesbol, 2020). School leaders need to have the proper skillset to work with newcomers (Martin et al., 2018). Many school leaders who are allies have strong backgrounds in linguistic diversity and ELL instruction (Nieto,

2018). School leaders who are bilingual and ELL-oriented consider issues that affect these students (Ladson-Billings, 2011). Culturally responsive school leaders acknowledge traditionally marginalized groups and make it a priority to make schools better for them (Ham et al., 2020). For example, Magno et al. (2010) discussed one instance of a school leader creating a diversity room to comfort immigrant students. A key leader can have a tremendous effect in motivating teachers to change practices for ELL students (Zehler et al., 2008). A key component of this research will examine how to best integrate and model funds of knowledge and community cultural wealth for ELL students.

School leaders and teachers need to make sure that they stay relevant in supporting the current population of students. As such, schools need to continuously adjust to the changing student population to better serve them (Lowenhaupt et al., 2015). Teachers and school leaders need to create an environment that is student-centered (Bryk et. al., 2010). When moving from school-centered to student-centered, educators can open the door for stronger partnerships and collaboration (Blair et al., 2021). Schools need to make sure they have the appropriate training for staff so they can be effective (Bryk et al., 2010). Teachers need to be specifically trained to effectively work with ELL students (Lucus et al., 2013; Samson et al., 2012; Villavicencio et al., 2021). School leaders need to make sure that schools have adequate staffing for and support for ELL students (Hopkins et al., 2019), and teachers need to collaborate to better meet the needs of their students (Lowenhaupt & Reeves, 2015; Villavicencio et al., 2021). Effective teachers can see the multiple perspectives of culturally and linguistically diverse students (Ladson-Billings, 2011). When changing traditional practices that pertain to engaging

families (Bhathena, 2021), educators will face resistance from other teachers and school leaders. In turn, schools must make sure that they do not marginalize the identity of any student (Khalifa, 2013). Considering these needs, this study aims to help teachers support culturally and linguistically diverse students in ways that are effective and do not further marginalize them.

Teachers and school leaders need to find ways to include the voice of culturally and linguistically diverse families. Not including the voice of marginalized groups can lead to exclusionary practices and the decline of a school's effectiveness (Brooks et al., 2008). *Pláticas,* or open conversations, have been shown to share information and engage culturally and linguistically diverse families (López-Robertson, 2017). A crucial component for building relations is an emphasis on relationship building (Warren et al., 2009). School leaders need to include the voices and perceptions of traditionally marginalized groups such as ELL families (Santamaria, 2014) by making it a point to care, respect and listen when interacting with marginalized groups (Bryk et al., 2010). With linguistically diverse students, *testimonios* have been used to give educators a different perspective for culturally and linguistically diverse families (Herrera, 2020; Reyes et al., 2012; Solórzano et al., 2002; Wong et al., 2018). The purpose of a *testimonio* is to shed light on a wrongdoing so it can be changed (Reyes et al., 2012). When school leaders hear stories about marginalization, they can positively influence a school's capacity for supporting culturally diverse students (Santamaria, 2014). The value and importance of including the voices of ELLs and their families is highlighted through

this research in that they are humanized, given a voice, and can contribute to making their school better for ELL families.

Educators need to create a culture where transformative conversations can take place that challenge the status quo to change mindsets and benefit students (Shields, 2004; 2010). Changing teachers' knowledge and beliefs through training can benefit ELL students (Gluckman et al., 2019; Johnson et al., 2015; Lee et al., 2016). However, research shows that teachers may avoid situations when they are unclear about what to do instead of confronting them (Ham, 2020). Accordingly, teachers need to be challenged to reflect on their beliefs and attitudes toward students (Nieto, 2005). It is crucial that educators have an asset view of their culturally and linguistically diverse students (Contreras et al., 2019; Magno et al., 2010; Rodriquez et al., 2008; Theoharis et al., 2011). Teachers and school leaders need to go beyond awareness to develop equitable frameworks and skills (Atwater, 2010).

As such, my research aims to provide a model of effective multicultural leadership by educating educators on the challenges that ELL families face, promoting awareness of increasingly diverse student demographics, and introducing educators to asset frameworks, specifically funds of knowledge and community cultural wealth. This research will help develop a space for educators to reflect upon and question current practices, as well as delving into how to develop better strategies to create a more equitable learning experience for all students.

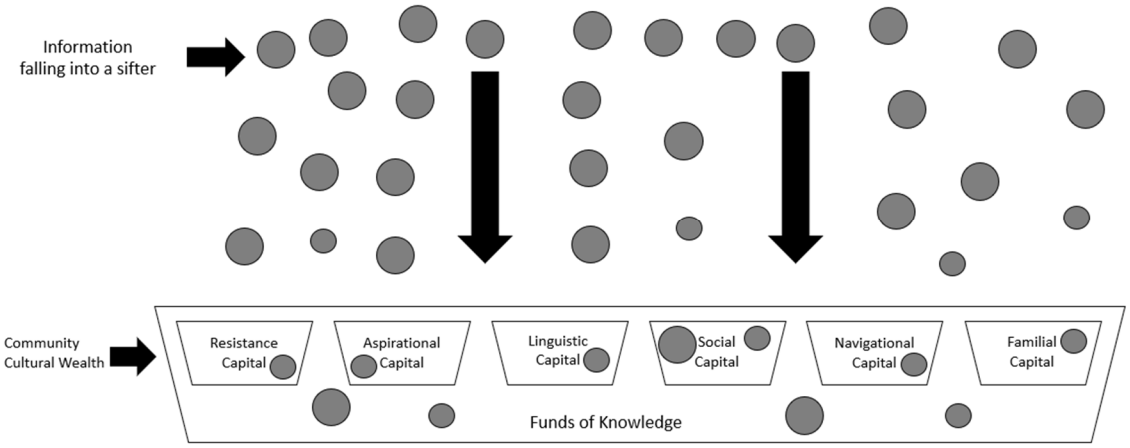
Asset Based Theories

Thus far, I have given a background of English Language Learner students in public schools and the challenges and deficit views faced by ELL families. I have reviewed how school leaders and teachers can be disrupters. In the following sections, I will outline the two components of the conceptual framework that I will use for this study.

My conceptual framework combines both community cultural wealth and funds of knowledge. It is the lens in which I will conduct my research through. I believe that community cultural wealth is part of funds of knowledge. Community cultural wealth captures specific examples and aspects of funds of knowledge. Both are heavily intertwined with each other. I also believe the six forms of capital are also at times heavily intertwined with each other. My conceptual framework is represented as a sifter of information. The circles of information dropping into it represent ELL families' information from empathy interviews. There are six small buckets which capture specific examples of the six forms of capital which combine to create community cultural wealth. All other information which I believe is relevant to the research is captured in the form of funds of knowledge.

Figure 1

Conceptual Framework



Funds of Knowledge

This research aims to develop multicultural leaders who are well-equipped to support English Language Learner students through culturally responsive teaching and leadership. To do so, MLELLs must recognize the value of funds of knowledge as both a tool and a resource for supporting students both in and out of the classroom. Teachers and school leaders generally have little training to work in racially, culturally, and linguistically diverse settings, and as a result, they do not promote them (Conteh & Riasat, 2014). Moll et al. (2005) stated that funds of knowledge are for the teachers who are willing to learn from families and go beyond the classroom. Funds of knowledge are family's historically created and accumulated strategies, which include skills, abilities, practices, and ideas, which are essential for their household or individual functioning and well-being (González et al., 2005). Teachers need to make connections for culturally and linguistically diverse students to make teaching meaningful (Atwater, 2010).

Input from underrepresented groups is rarely tapped as a valued resource in school settings (Kiyama, 2011). This can create a big challenge for a school with large numbers of underrepresented groups. For example, a school might struggle with a large population of ELL students. Educators need to figure out what works for ELL families in order to effectively help them (Protacio, 2021). Students benefit when teachers learn about their lived experiences and integrate these experiences into the classroom (Coles-Ritchie et al., 2015). The funds of knowledge of families must be recognized, valued, and used as resources to change the current educational frameworks, which currently only privilege specific resources and assets (Kiyama, 2011).

Teachers can improve academics and build strong relationships with children when they take on the role of researcher for their students (Moll et al., 1992). According to Hogg (2011), the funds of knowledge framework give teachers a method for knowing their students, which is most important. Funds of knowledge has been used to reject the traditional view of what family engagement in schools should look like and change deficit views to positive views (Sebolt, 2018). Funds of knowledge helps educators and students learn from each other simultaneously (Henderson et al., 2010). Teachers can build positive relationships and help students improve academically when they become more aware of students' households (Moll et al., 1992).

The funds of knowledge approach give outsiders a method for accessing the richness of culturally and linguistically diverse families, which can be challenging (Coles-Ritchie et al., 2015). When families of ELL students see that the school has an interest in incorporating their funds of knowledge and native culture, they feel respected

and trusted and that they belong there (Sebolt, 2018). Including families in educational spaces is crucial for their children's success (Kiyama, 2011). Utilizing funds of knowledge is critical to the success of multicultural leadership for English Language Learner students because it specifically aims to support this growing demographic of students. To better explore options for how funds of knowledge can be effectively wielded by multicultural leaders, this study will explore how to dismantle traditional, deficit frameworks and replace them with asset frameworks for working with ELL families.

In applying funds of knowledge to this research, it is important to understand that the concept of funds of knowledge first appeared about 30 years ago and has been widely used by researchers in psychology, anthropology, and education (David, 2016). Llopart et al. (2018) stated that between 2015-2021, funds of knowledge continued to grow and become cutting-edge by putting families first. Funds of knowledge has been used with art (Ward, 2013), photographs (Coles-Ritchie et al., 2015), anthropology (Flores, 2007; Handa et al., 2012), science (Handa et al., 2012), ethnographic biographies (Sebolt, 2018), and writing (Thomson et al., 2008). It has also been used with diversity nights in schools and cultural sharing opportunities in schools (Protacio et al., 2021). In all these projects, families were able to share about their culture and express it to teachers. As a result, teachers and school leaders were able to learn from families, better engage them, and make school more inclusive for them.

The most popular funds of knowledge approach has been ethnographic home visits. Ethnographic home visits are intended to build trust and implement the strengths

from homes into instruction at school (Moll et al., 2005). In this process, educators went out to students' homes, collected data about family's backgrounds, had meetings about the data, and then implemented changes in the school that reflected their families (David, 2016). Teachers who used ethnographic home visits felt that they learned more and became closer to their students (Llopart et al., 2018; Sebolt, 2018; Whyte & Karabon, 2016). Through these home visits, researchers have learned more about families than they would otherwise have known. Trevino's (2004) study found that Mexican families taught children to outthink and outwork others to be successful while instilling faith, pride, and respect. Conteh et al. (2014) found that one reason students and families maintain their heritage language (home language) is to keep relationships with extended family members in other countries. By utilizing and applying the funds of knowledge framework, this research will emphasize how the strengths of ELL families can be revealed and utilized in promoting more equitable practices within education.

Limitations of the funds of knowledge framework primarily pertain to barriers to its practical application by schools, whether it holds relevance as a true theory, and how to utilize information learned from the families. First, there are many gaps in how to incorporate and implement funds of knowledge research in schools and in the literature (Kiyama, 2010). This can be exacerbated by teachers' lack of cultural awareness and experiences. In a study working with Punjabi speaking students, Conteh and Riasat (2014) pointed out that most of the teachers in education in England have little or no experience with multilinguistic families in schools and out of school. In the United States, following ethnographic home visits, teachers had to become learners instead of the

teacher, and the need to break from that role to facilitate home visits was challenging (Whyte & Karabon, 2016). In another ethnographic home visit study, researchers found that teachers needed more time, had issues with families' cultural codes, and had difficulties accessing experiences of families (Llopart et al., 2018). This was due to a lack of support and education prior to the visits. Recommendations on using ethnographic home visits included more training, feedback to families, and incorporating the faculty and staff (Llopart et al., 2018).

Second, David (2016) argued whether the funds of knowledge theory is a theory. David pointed out that a theory needs to be stable and that funds of knowledge has been used as a replacement for students' culture. Another argument that can be made is that the original steps of funds of knowledge, via ethnographic home visits, have dramatically changed and evolved to anything about students' background. Zipin (2009) spoke of "dark funds of knowledge" (p. 325) in which real experiences, such as with racism and violence, may be a part of their lived experiences, which are hard conversations for teachers to have in schools. Regardless of the limitations above, this study will focus on how to effectively use funds of knowledge in a school setting.

Community Cultural Wealth

In concert with funds of knowledge, the concept of community cultural wealth is a valuable tool for building trust and engaging with culturally and linguistically diverse students and their families. As such, multicultural leaders must recognize how to effectively employ this strategy to better support students and promote open and honest communication with their families. According to Bourdieu et al. (1977), cultural wealth

is the accumulation of cultural knowledge, abilities, and skills, which are inherited and possessed by the privileged. As a result, middle class White culture is used as the status quo and the normative standard when comparing all other groups (Yosso, 2005). Teachers in Title 1 schools are more pressured to teach to the curriculum than learn about their diverse students (Flores, 2007), and marginalized families' lived experiences are seen through a deficit lens by schools (Gutierrez et al., 2012).

Scholars have argued that communities of color have culture that has value, which can be harnessed and used (Delgado Bernal, 2002; Delgado-Gaitan, 2001; Gay, 2018; Khalifa, 2018; Moll et al., 1992; Olmedo, 1997; Vélez-Ibáñez et al., 1992). Community cultural wealth has been activated through *pláticas* with moms (Lopez-Robertson, 2017), mentoring students (Liou et al., 2016), advocating and family nights (Salisbury, 2020), *testimonios* (DeNicolo et al., 2015), and focus groups (Guzman et al., 2018).

Anzaldúa (1990) makes a compelling argument that communities of color have also been excluded from creating theories in the world of academia. According to Anzaldúa (1990), if theories are created to disempower people, they can be used to empower them. Tara Yosso (2006), influenced by Critical Race Theory (CRT) (Yosso, 2005), created community cultural wealth to empower the cultures of communities of color. The types of capital within community cultural wealth are used to draw knowledge from the communities and homes of communities of color (Yosso, 2005). In recognizing how community cultural wealth is used within families of all different backgrounds, educators must be willing to recognize their own limitations and seek help and support when needed.

Aspirational capital is demonstrated by families wanting a better life for their children (Guzman et al., 2018; Lopez-Robertson, 2017). This can be represented by parents wanting their children to go to college even though money is a major hurdle. It includes persistence in school despite deficit views of them (Liou et al., 2016). Even though families are not being treated fairly they continue to go to their school. Aspirational capital is also demonstrated by sharing dreams, hopes, and their bilingualism to achieve goals (DeNicolo et al., 2015).

Familial capital is demonstrated through responsibility and the support of family members (Lopez-Robertson, 2017). One of the forms of support families demonstrate comes in the form of sharing information within their family (Guzman et al., 2018). It is also demonstrated by engaging and supporting new families (Salisbury, 2020) in schools.

Linguistic capital is demonstrated when translating for family members (DeNicolo et al., 2015; Lopez-Robertson, 2017). It is exhibited by using Spanish in family nights at schools (Salisbury, 2020) and by using *testimonios* (DeNicolo et al., 2015). It is further displayed by developing children's language skills (DeNicolo et al., 2015) and emphasizing the importance of Spanish for their children's future (Guzman et al., 2018).

Social capital is demonstrated through supporting families (Lopez-Robertson, 2017). A major way it is exhibited is through networking and working together with school staff (Salisbury, 2020). Families also demonstrated social capital by networking with outside family resources (Guzman et al., 2018).

Navigational capital is displayed through positive interactions with teachers (Liou et al., 2016). Sharing information about the school to new families (Salisbury, 2020) also exhibits navigational capital. Further demonstration has come in the form of learning English for school while keeping Spanish at home (DeNicolo et al., 2015), sharing *consejos* (advice) passed through families (DeNicolo et al., 2015), and using the right channels to share feedback about school staff (Guzman et al., 2018).

Resistance capital refers to maintaining and encouraging linguistic heritage regardless of negative messages they are receiving (Lopez-Robertson, 2017). This comes in the form of advocating against difficult school staff (Guzman et al., 2018), counter-storytelling (Solórzano et al., 2002), silence (Herrera, 2020; Manual Figueroa, 2017; San Pedro, 2015), and blending in (Herrera, 2020). Overall, this study will anticipate a variety of mechanisms for using community cultural wealth to communicate effectively with families, thereby developing the relationships necessary for success when working with ELL families.

The limitations of community cultural wealth pertain to the amount of capital types, activating capital, and participants involved in previous research. The quantity of capital types is staggering. Hinton (2015) shared over 38 forms of capital in his article. Guzman et al. (2018) identified another type of capital called emotional intelligence capital. This capital is defined as dealing with emotional situations in efficient and positive ways. Liou et al. (2016) further explores navigational capital and refers to informational capital. Informational capital is described as part of navigational capital and is defined as the access to information and how a system works (Liou et al., 2016).

According to Lareau (2003), capital needs to not only be possessed but activated to better empower families. Guzman et al. (2018) also emphasize that very few fathers participated in their study and that having an overrepresentation of Latina mothers is well-documented by other researchers. These additional forms of capital can distract from the original community cultural wealth framework (Yosso, 2005). As such, the current research study will focus on the original framework to help educators develop their skills.

Blending Both Together

Various scholars have made links between the benefits of using community cultural wealth with funds of knowledge (Hinton, 2015; Rios-Aguilar et al., 2011; Rodriguez, 2013). Scholars have recognized the power of using community cultural wealth and funds of knowledge in promoting equity and inclusion, stating that the frameworks complemented each other, becoming more powerful than the use of the frameworks on their own. Students need teachers and school leaders who identify and change the status quo of a meritocratic power structure, which promotes inequality for students (Liou et al., 2016). Salisbury (2020) emphasizes the need for schools to create spaces for students that have been marginalized, so they can bring their community cultural wealth to the school improvement process to disrupt the dominant narratives of school leadership. Bilingual classrooms may provide an area where students' cultural and linguistic knowledge could be increased and maintained (DeNicolo et al., 2015). Funds of knowledge and capital (social and cultural) need to be recognized, transmitted, exchanged, and activated effectively by those that have it (Rios-Aguilar, 2011). Students empowered by community cultural wealth in school choices have been shown to be

leaders for transformative change (Salisbury, 2020). Schools need to create curricula that incorporates the lives, languages, cultures, and experiences of the students and families they serve (Lopez-Robertson, 2017). Liou et al. (2016) refer to the "hidden curriculum" and lower expectations for marginalized students.

Rios-Agular et al. (2011) advocate for the use of funds of knowledge alongside other approaches, such as community cultural wealth. Both are used traditionally with communities of color and can be used together to counter the deficit view of these communities (Rodriguez, 2013) and to maintain and integrate students' cultures into schools (Ladson-Billings, 1995). Funds of knowledge and community cultural wealth are used by scholars who position culture as a means of empowerment (Auerbach, 2004). Students and families of ELL students will be more engaged if school practices are more inclusive and responsive to their personal needs (Protacio et al., 2021). How often do educators ask, "What do my ELL, Guatemalan, or undocumented families specifically need to be successful in school?" or "What do I know about these culturally and linguistically diverse students, and how can I use this to everyone's advantage?" This research will address how to help teachers become aware of and able to question their practices to better inform their work with ELL families.

Chapter Summary

This chapter provided an overview of English Language Learner populations and experiences in the school system and synthesized and summarized two strands of literature related to this research: funds of knowledge and community cultural wealth. These can be holistically used to create better ways of knowing to empower educators

and students. Both revolve around empowering and helping students by learning as much as we can from and about them and their families. This most importantly includes language and culture. With this knowledge, teachers and school leaders can better implement changes, which directly impact ELL students and change the status quo. In turn, teachers and school leaders can become multicultural leaders in a school where most students identify as Latinx.

Chapter 3: Methodology for Persistent Problem of Practice

"One cannot expect positive results from an educational or political action program which fails to respect the particular view of the world held by the people. Such a program constitutes cultural invasion, good intentions notwithstanding."

-Paulo Freire, 1970

The purpose of this chapter is to explain the processes and components of this improvement science study in detail. The focus of the study was to increase teachers' and school leaders' capacity and awareness to be better multicultural leaders for English Language Learner (ELL) students. Through the voices of ELL families and the input of the school equity team (teachers and school leader), the researcher collaboratively created an intervention program that increased capacity and awareness for becoming better multicultural leaders for ELL students. In this chapter, I will present the research methodology for this study which is situated in a conceptual framework called multicultural leadership for English Language Learners (MLELL). In this chapter, I will identify and discuss the problem of practice, research question, methodological approach, conceptual framework, site background, researcher's role, data collection and procedures, and data analysis.

Problem of Practice

As stated in Chapter One, teachers and school leaders need to correctly identify inequities and update their pedagogical practices to inclusively help culturally and linguistically diverse students. They also need better support and new frameworks to change their current practices to provide consistent support for the changing student population. The problem of practice for this study addresses the lack of multicultural by teachers and school leaders available for culturally and linguistically diverse ELL students.

Research Question

The research question is based upon the problem of practice. It will attempt to answer the following question: How can teachers and school leaders become multicultural leaders for English Language Learner students?

Conceptual Framework

The conceptual framework of multicultural leadership for English Language Learner students was comprised of two concepts: funds of knowledge (Moll et al, 1992) and community cultural wealth (Yosso, 2005). In Chapter Two the conceptual framework was explained in great detail. I chose to combine these frameworks because both have been historically used with ELL students and Latinx students. Both concepts emphasize an asset view of students and turn teachers and school leaders into researchers. Both concepts promote learning about families and making changes in schools to better meet the needs of those families. I used community cultural wealth and looked for forms of capital such as social, familial, navigational, resistant, linguistic, and aspirational. I also

looked for histories, experiences, cultural knowledge, skills, abilities, practices, and ideas families use from their funds of knowledge. By combining both concepts into my conceptual framework, I learned from my families to better support them.

Improvement Science

The American education system has struggled historically with consistent and sustained improvement (Shields, 2018). Improvement science is an approach that allows stakeholders to make improvements within their own institution. According to Byrk et al. (2015), improvement science is an approach intended to make organizations run more efficiently, be more effective, and increase engagement. This methodological approach increases learning through a hands-on approach. Improvement science includes six principles and involves as many stakeholders as possible throughout the process. Using this approach, I explored the full causes of any issues versus the current practice of just blaming the stakeholders involved. The six principles that guide improvement science are: finding a problem (e.g., ELL student experience), variance in performance, questioning the status quo, embracing measurement, disciplined inquiry, and creating learning communities (Bryk et al., 2015).

Improvement Science Principle #1

For principle one the researcher is required to find a specific problem and explain why it is a problem (Bryk et al., 2015). For this research the problem of practice, research question, and literature review will fulfill this requirement. The results of this study will also add to the literature surrounding this topic.

Improvement Science Principle #2

Principle two can be identified by the researcher as what works for whom and under what circumstances (Bryk et al., 2015). This part of the research pertains to the interview questions for parents and teachers. Using the two lenses of the conceptual framework, I will identify what works and does not work for the participants involved. This will be done by interviewing and coding the data.

Improvement Science Principle #3

In principle three the researcher aims to identify the system that produces the current outcomes (Bryk et al., 2015). This involves sitting down and meeting with stakeholders to look over the results of the coding data from the interviews. Then, the stakeholders will use tools such as a fishbone diagram and the *five whys*.

Improvement Science Principle #4

For principle four the researcher must identify a unit of measurement. Data collection and analysis should contribute to the unit of measurement to show if improvement is being made (Bryk et al., 2015). After completing the fishbone and *five whys* the stakeholders involved will create a driver diagram so they can create an aim statement. The purpose of creating a driver diagram is to find a specific focus for the research. The problem of practice for this research is so large and many factors contribute to the problem. This research will not answer all the factors that contribute to it but will focus on one. The driver for this research focus will be capacity and awareness. After the stakeholders choose one driver, they create an aim statement. Maxwell (2013) calls this a tentative plan that is susceptible to revision. The aim statement is what we will be

measuring throughout the research. The aim statement for this research is "by the end of the research 100% of the teachers and school leaders involved will increase their capacity and awareness for being a multicultural leader for English Language Learner students."

Improvement Science Principle #5

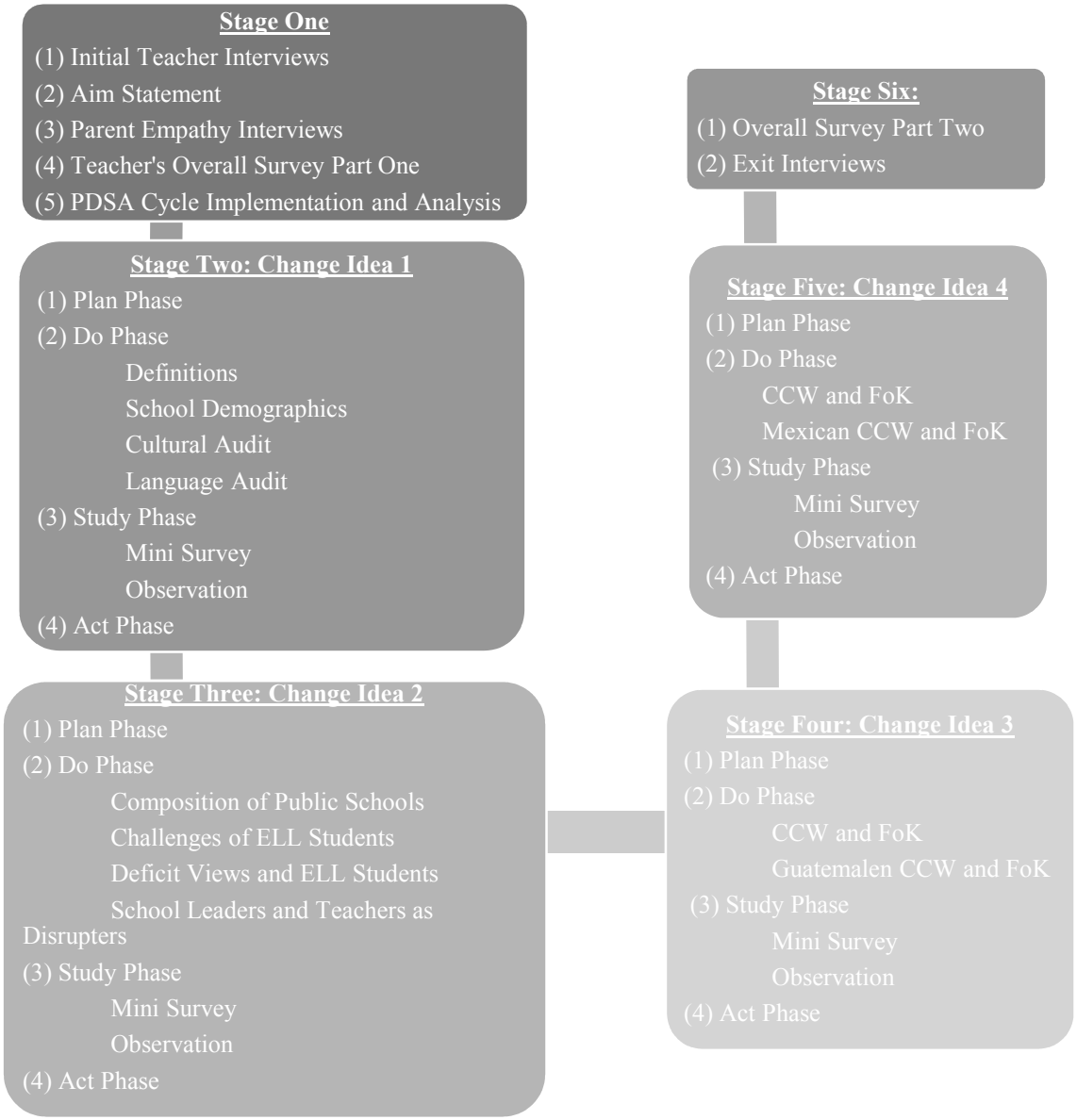
In principle five the researcher creates a plan-do-study-act (PDSA) cycles to drive improvement. The stakeholders will meet approximately four times in a row to conduct four PDSA cycles right after another. Each PDSA will contain a change idea where intentions are to increase the likelihood of fulfilling the aim statement. The four change ideas planned are (1) demographics and definitions, (2) English Language Learner students and the composition of public schools, (3) Mexican community cultural wealth and funds of knowledge (4) Guatemalan community cultural wealth and funds of knowledge. At the end of each meeting participants will fill out a mini survey which will capture data from the PDSA cycle.

Improvement Science Principle #6

The researcher includes multiple stakeholders into the process to improve learning for principle six (Byrk et al., 2015). This principle is fulfilled throughout the process. It involves the parents being interviewed in the beginning and the teachers being interview in the beginning and end. This process also includes teachers, school leaders, and parents during the equity meetings. Supporting this research and those who are interested in the results are the superintendent, CLDE Director, Executive Director of Student Education Insights, and the site's school leader. In the sections below the research will be described in greater detail. A schedule of the research can be found in Figure 2.

Figure 2

Research Schedule



Research Site Background and Context

In the previous sections, I shared the conceptual framework and the methodology that will guide this research. In this section, I will give a comprehensive description of

Pura Vida Elementary, the culturally and linguistically diverse students at the school, and will give a background of Pura Vida's equity team. All three of these are crucial to understanding the setting and background of the research.

Pura Vida Elementary

Pura Vida Elementary School (pseudonym) is a PreK–5 suburban school in the Rocky Mountain West region of the United States. The school community is comprised of about 450 students, 26 full-time teachers, and one school leader. At the official October count for 2019–2020, the school had an enrollment of 399 students (excluding the 52 preschoolers), 37% (147 students) Latinx, 4% (17 students) African American, 2% (9 students) Asian, 1% (2 students) Hawaiian/Pacific Islander, 6% (22 students) two or more races, less than 1% (2 students) American Indian, and 50% (200 students) White (Colorado Department of Education, 2020a). During this same school year, 13% of the student population's home language was something other than English, and 59% of the students qualified for Free and Reduced Lunch (Colorado Department of Education, 2020b). Like many schools across the country, students at Pura Vida Elementary School are becoming more racially and linguistically diverse, but the faculty (teachers and school leader) demographics remain mostly White and female (CDE, 2020b). The faculty diversity includes three male teachers (two White and one Latinx) and three Latinx teachers (two female and one male). The school is not eligible for Title I support and runs on a traditional school schedule.

In the 2020–2021 school year, Pura Vida Elementary and the nation have been severely negatively affected by COVID-19. As of March 2021, over 500,000

Americans died of COVID-19, and over 2,000,000 have died globally (Johns Hopkins University & Medicine, 2021). The pandemic has challenged the quality of our education system and has dramatically exacerbated the shortage of teachers and substitute teachers (Singer, 2021). In the United States, inequities such as access to internet and technology as well as language barriers have negatively impacted ELL students (Mitchell, 2020). Linguistically diverse students have had limited access to their teachers and English-speaking classmates to develop their English (Mitchell, 2020). Furthermore, most of the COVID-19-related deaths of children (78%) are comprise of Black, Latinx, and American Indian children, even though they comprise 41% of the population (Yancey-Bragg, 2020).

Between 2020-2021, Pura Vida enrollment dropped from around 420 students to 320 students. Reasons attributed for this drop-in enrollment have been homeschooling, charter schools, online options, and in-class learning during the pandemic. Pura Vida's entire district has struggled with dropping enrollment. The most notable change to demographics of students has been the decrease of White students from 50% to 44% and the increase of Latinx students from 37% to 41%. This year's change in demographics make it the first time in its history that Pura Vida Elementary is a majority culturally diverse school (56% culturally diverse).

Since I began teaching at Pura Vida in 2017, I have noted there are some underlying tensions pertaining to the racial, cultural, and linguistic of the school. I conducted some research and found out that the school has never had any linguistically diverse or culturally responsive training. As a result, many inequities are in place because

of outdated practices and policies, as well as a lack of educator awareness and understanding of how to disrupt inequities. These outdated practices and policies have, in various ways, negatively impacted students and all other stakeholders. As an ELL teacher and a former ELL student myself, I have worked continuously to improve my practice as a teacher and advocate for every student within my school.

Composition of Pura Vida's Culturally and Linguistically Diverse Students

The number of Pura Vida's culturally and linguistically diverse families has increased year after year. We have had Guatemalan, Mexican, Cuban, Costa Rican, Venezuelan, Honduran, and Puerto Rican families join the school community. Each group with their own cultures, accents, words they add to the Spanish language, and uniqueness. These Latinx groups, while classified under the same umbrella do not identify with each other. We have also had students of other cultures/descents, such as Indian (three students), Iraqi (three students), Afghani (one student), Guamanian (one student), and Burmese (one student). Our linguistically and diverse families have been majority Latinx (about 95%). The two largest groups that comprised this majoritarian Latinx group have been Guatemalan and Mexican.

Pura Vida Equity Team Background

During the 2019–2020 school year, I noticed a major need for an equity team at Pura Vida. I was inspired to action after reading a book called *Transformative Leadership in Education: Equitable and Socially Just Change in an Uncertain and Complex World* (Shields, 2018). Equity teams are an important driver of cultural responsiveness in schools (Khalifa, 2018). They investigate, track, and lead equity reforms within a school

(Khalifa, 2018). After reading a book called *Coherence* (Fullan & Quinn, 2016), I started looking for the right people to recruit to get the equity team off the ground and to start creating capacity for equity. I started with teachers that had an asset view (Skrla et al., 2009) of students and a growth mindset (Dweck, 2006). I personally went to each teacher and invited them to join the team. The core of the Pura Vida Equity Team was one kindergarten teacher, two second-grade teachers, one music teacher, the teaching and learning coach, and two ELL teachers (which includes me). We also included the school leader and a fourth-grade teacher. The team met bimonthly for one hour to learn about equity and question current policies/practices to better help students.

In these meetings, I was able to shape the equity focus and build capacity. The meetings consisted of book discussions, mini-lessons, and brave conversations for improvement. We read *Culturally Responsive School Leadership* (Khalifa, 2018), *Safe Is Not Enough: Better Schools for LGBTQ Students* (Sadowski, 2016), and *Using Equity Audits to Create Equitable and Excellent Schools* (Skrla et al., 2009). The mini-lessons involved short lessons on a topic with a discussion throughout. I started by setting a meeting for 30 minutes twice a month. Each meeting would consist of a five- to seven-minute mini-lesson, a 15-minute book review, and ten minutes to discuss and reflect. This quickly changed to two hour-long monthly meetings with the same seven-minute lesson, 15-minute book review, and about 37 minutes for discussion and reflection. The mini-lessons consisted of information about (a) LGBTQ youth, (b) information about Guatemala, (c) Chicano pipeline (Yosso, 2006), (d) the McKinney–Vento Homeless Assistance Act, (e) the Crown Act, (f) House Bill-1192, (g) the school-to-prison pipeline

(Heitzeg, 2016), and (h) double consciousness (Du Bois, 2014). Five members of the group and I continued our equity and book discussion over the summer with *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (Hammond, 2015).

During the COVID-19 pandemic in the 2020–2021 school year, I continued to increase capacity for equity by recruiting more members to the Pura Vida Equity Team. The team more than doubled in size to include 15 staff members. This time, the members included the school leader, the teaching and learning coach, two kindergarten teachers, three second-grade teachers, one third-grade teacher, one fourth-grade teacher, the school counselor, the school secretary, the school nurse, the GT teacher, the music teacher, and me (the ELL teacher). During this school year, because of lower numbers of ELL students, I was the only ELL teacher. After collecting feedback from team members, they wanted to continue the book discussions and mini-lessons. The two books voted on by team members were *Transformative Leadership in Education: Equitable and Socially Just Change in an Uncertain and Complex World* (Shields, 2018) and *How to be an Antiracist* (Kendi, 2019).

In addition to the book studies, the equity team was interested in learning to conduct and analyze equity audits. Equity audits are tools that can increase equity within a school (Skrla et al., 2009). The process itself is powerful because it includes collecting data, presenting it, discussing results, and implementing changes for equity (Skrla et al., 2009). Equity audits make inequalities transparent so the causes can be identified, and reforms can be made (Khalifa, 2018). Multiple equity audits are used to monitor and

measure any changes over time (Khalifa, 2018). For this research study, I will be working with the Pura Vida Equity Team to conduct research towards the problem of practice using an improvement science methodology.

Researcher's Role and Building Confianza

In the section above, I provided a background on the school, culturally and linguistically diverse students, and the school's equity team. This section will cover my background knowledge and my personal experiences with the culturally and linguistically diverse families at Pura Vida. This is important to the research because I have been supporting and learning from these families for over four years. They are not strangers, but people with which I have built trust and support. I believe that this confianza greatly enhances the research.

As an educator I have made it a point to build relationships and trust with the families that I work with. I have been able to learn from them as much (if not more) than their children have learned from me. *Confianza* (mutual trust) leads to the development of strong relationships. This trust is built and strengthened with every exchange between people (Moll et al., 1992). These exchanges need to be frequent and positive interactions between the school and families. These everyday exchanges between schools and families provide opportunities where learning can occur (Moll & Greenberg, 1990). Over the last four years, I have been improving my practices to better advocate and empower my families at Pura Vida Elementary. This has come in the form of increasing equitable practices for communication, parent voice, internet and technology, and conducting home visits to better learn from families.

Little Communication to More Equitable Communication

In my first year at Pura Vida (2017-2018 school year) communication in Spanish from school personnel was very limited. Communication in any other language was nonexistent. It was clear that the school did not have the right support and believed they did not have the capacity to build strong communication with culturally and linguistically diverse families. At this time, I began experimenting with texting families in Spanish with my personal number to better support them. In my second year (2018-2019), I was taught how to use the district translation system by my Culturally and Linguistically Diverse Department. This service allowed for documents to be translated to over 50 languages from a professional translating company. This was a crucial tool for the entire district to help not only families, but educators. From my experience working in the district, it has hardly been advertised and pushed by school leaders. After learning how to use it I met with all the school staff and showed them how to use the district translation system. Educating teachers and continuously encouraging them to translate documents into other languages, we started to greatly increase our Spanish capacity as well as capacity for other languages. Within the next two years with the support of the district we were able to translate official documents into Spanish. Pura Vida was ranked number one in official translations for two years in a row (2018-2020). This now includes Spanish, Burmese, and Punjabi. I knew this because I was able to request our school translation requests broken down by teacher from the CLDE department. The CLDE department also had an exact count of requests from every school in the district. The principal was also convinced of the importance of communication and seeing the translation numbers and

the amount of our Spanish speakers, mandated that everything now go home in both languages. These official translations took up to five days to translate and were only good for official documents that were planned out in advance. During the 2020-2021 school year the translations services moved under another department, and I was no longer able to get access to how many requests our school asked for in comparison to other schools. Even though we were succeeding in using the district's translation service we continued to struggle with instant and daily communication in Spanish and other languages.

The communication for quick, instant, and daily communication (using Google Translate) that our principal and teachers were sending out were only effective to about fifty percent of my families. This was due to meaning lost in translation and emailing not being an effective mode of communication. Google Translate is not 100% accurate, it is more like 75% accurate. In a meeting we discussed how to better support teachers, and I explained that if they are going to use Google Translate for communication it needs to be simple and concise. If it is not simple phrasing, Google Translate will not translate correctly and as a result it could confuse the parents. The families that did not use email do so for various reasons. All my families had limited English literacy skills, but to my surprise, the majority of our Guatemalan families had limited Spanish literacy skills. I learned this because over the years they have needed my help filling out every type of form pertaining to school with them or for them over the years. This included school transfer forms, enrollment forms, fieldtrip forms, lunch and breakfast forms, and much more. Many parents did not use email frequently or did not have an email account,

making one up to pacify the school requirement for one. So, emailing proved an ineffective way to communicate with many of my families.

During school hours the best form of communication for our Spanish speaking families was in person and in Spanish. I was the only adult in a building of 400 students (about 70 Spanish speaking) that speaks Spanish. I needed to personally find a way to increase communication with my families to 100%. I spoke Spanish and was having trouble reaching families, but our English-speaking teachers were having an even harder time. In the 2020-2021 school year I learned that WhatsApp, texting, and personal phone calls in Spanish were the most effective ways for me and the school to communicate with my families in and out of school hours. During one of my home visits I had a parent tell me that if the family was Latino they probably used the communication app called WhatsApp. WhatsApp is a popular communication app which allows families to text, call, and live stream with families in other countries. All they need is to download the app onto their phone with internet service. With this app I am able to create group threads, to send information, documents, and have instant access to families and vice versa. After much practicing with WhatsApp I was able to create a parent group for the families (80%) that used it frequently. For the other 20% of families, I had to find other forms of effective communication. This came in the form of texting (10%) and personal phone calls (10%). These four forms of communication, including in person in Spanish, proved very effective. My goal was to have 100% real communication with families. That meant finding the best mode of communication for them. When we sent something out, we were certain they received the message. I later saw a significant difference when I told all the

families that they could reach me 24 hours a day for anything. They could contact me anytime of the day for instant support. If I could not support them or answer their questions, I would find someone that could. This greatly helped improve the relations between me, the families, and the school. Outside of school hours, I was able to better support families with issues such as medical emergencies, law enforcement assistance, and the holidays. Help during the holidays included providing food resources and nutrition, cold weather clothing, and presents for Christmas.

Latinx Parents Excluded to Included

During the 2019-2021 school years, I started a Latinx townhall meeting. Our Latinx families needed a voice and specific support set up for them**.** In these one-hour meetings held once a month anything was up for discussion. I would bring coffee and pastries for the meetings and begin by greeting everyone. These meetings would last no less than two hours because of the discussions, questions, and concerns parents would have. Anyone was welcome to come and so were their children. During these meetings I would share information and introduce essential staff. The music teacher, principal, and Spanish community liaison were some of the people who shared information and spoke with families. Afterwards, I would give my short presentation and have handouts for families. The handouts would include documents like the school calendar and club registration forms. It would then move into an open forum for anything the families needed or wanted to discuss. Most of the conversations revolved around navigational and social capital within the school. At end of the 2020-2021 school year, I presented the district equity budget to them. One of the questions asked families, “What would you

want if money was not an issue?" After interviewing 24 parents, they wanted better communication and someone that could speak Spanish in the front office. After a year of advocating for this with the Pura Vida Equity Team, Pura Vida Elementary hired it first bilingual secretary in the front office in the 2021-2022 school year. The need for instant support in Spanish was way overdue. This greatly impacted our relationships with families because it showed that we listened to and acted to support them.

All-Out Effort for Equity in Education

When COVID-19 shut down in-person learning during the 2019-2020 school year, Pura Vida Elementary school, like many other schools, was hit hard. Our district did not have one-to-one technology available. Families were responsible for going remote or doing homework packets from home. This is when I started conducting several technology audits in Spanish and Punjabi. The first one began with looking into who had a one-to-one device (tablet or computer) so that they could participate online. I found out that the majority (about 95%) of our ELL families did not have the technology to go online. In fact, most of our school needed technology. Another audit that I simultaneously did was to investigate who had internet. I was shocked that I had so many students (about 14 out 45) that did not have internet access at home. I was even more shocked when I learned that some of them had never had internet. Some of these families had older siblings who were former students of mine. They had no computer, so they did not need internet. Students would not receive technology until the following school year when it was checked out by the district. This was about five months after we went remote. During the spring of 2020, I knew that technology was probably not coming for a long time, so I

started looking into buying computers and tablets for my students. With the help of teachers, friends, and my stimulus check, I purchased about 30 computers and tablets for my students. I delivered them to my students' homes and showed families how to use the technology along with the software that parents and kids were expected to know even though no one ever trained them how to use them. With the majority of the families, I was able to use the fact that I am bilingual in Spanish to communicate. For the family that spoke another language, we communicated in English, using short simple sentences, Google Translate, used older sibling, and the district's translating services. I was able to get computers and internet access for the majority of my students.

The internet issue was an even greater challenge than the computers and tablets. I had to fill out many forms for families because they had limited literacy skills in Spanish and in English. This meant I had to go to their homes to collect documents from them so I could fill out internet applications. This was challenging because families had a wide range of documents. I had families with driver's licenses, visas, passports, and other types of documents I was unfamiliar with. It was further complicated when families lacked forms of identification. This process was greatly exacerbated when we ran into issues (which were frequent) during the application process for internet. I spent about 15 hours on hold or talking to customer service to trouble shoot problems with the application process with the internet companies. When this would not work, I took several families to the company's internet store to advocate for them. During the next few months, I made several visits to each family's home for a multitude of reasons. I would show up to install hardware like the wi-fi routers, trouble shoot internet connections, and

show them how to use a variety of software. I did get support from a handful of teachers, but did most of this work alone. Several reasons were that many teachers considered this not part of their job and I was the only teacher in the building that spoke Spanish. This experience led me to advocate for all families to have internet, one to one technology, and tech support in their home language, and proper technology training.

From Teacher to Friend and Researcher

During the distribution and support of technology, I visited every one of my students (about 40). This was the first time I had ever done home visits. The visits ranged from two to 15 times per student, depending on their level of need. I learned a lot from these experiences. All the families were grateful and welcoming to me. I saw where every one of my students lived and who they lived with. I got a better picture of how they lived their lives and had many opportunities to talk with them about their lives outside of school. I learned where they worked, where they were from, how COVID-19 was affecting them and their family back home, etc. I also learned a lot about the struggles my families were dealing with. Families opened up with stories about how some of their husbands had been deported. I saw families that were sometimes doubled or tripled up living together. I saw who had toys and who had very little. Overall, it was an eye-opening experience from which I learned much about my families and built *confianza* with them.

Researcher's Role and Building Confianza Reflection

There is so much to say in this section and the above is only a small portion of how I have built *confianza* with families. I have also advocated for them to have access to

after school clubs. I have promoted more positive communication with families versus just talking to them when things are bad. I have invited and befriended families outside of school and have invited them over to my home and vice versa. We have exchanged food gifts around the holidays and have learned about one another's cultures. There are so many ways to build mutual trust. Building trust revolves around advocating for them, humanizing them, learning about them, giving them a voice, being honest with them, and making changes to better help them. Throughout my time working at Pura Vida, I have continuously challenged teachers' and leaders' mindsets and school practices to better meet the needs of our culturally and linguistically diverse families. There is no end to what these families can teach us and to what we can do to better support them.

Population and Sampling

I used purposeful sampling to identify participants for this study. In purposeful sampling, specific persons are selected who can provide relevant information to answer the questions and goals of the study (Maxwell, 2013). I had a sample of 10 parents of ELL students, which reflected the overall population of the phenomenon of interest (Merriam et al., 2016). The ELL parents at Pura Vida Elementary represent a large spectrum of different cultures and languages. I wanted to represent all of them as best as possible in the interview process, so I insured that both fathers and mothers were part of the sample.

Inclusion criteria for culturally and linguistically diverse parents were:

1. Families needed to represent all Latinx backgrounds at Pura Vida Elementary.

2. Families included in the study will be ones that I have known for three years and have an established relationship with so I can acquire better data.
3. Families must have a child currently enrolled in Pura Vida's ELL program.
4. Families must be willing to commit to the interview and any follow-up questions.

I also included a purposeful sample of five teachers from the equity team who served as stakeholders for this study.

Inclusion criteria for teachers were:

1. Participants must currently be teachers at Pura Vida Elementary School.
2. Participants must be teachers on the Pura Vida Equity Team.
3. Participants must be a teacher at Pura Vida for at least one year.

The number of participants in the sample was intended to adequately answer the problem of practice (Merriam et al., 2016). I believed that this was enough participants to create redundancy of data (Lincoln & Guba, 1985). This means that while conducting the interview questions, the same observations and answers will be noticed and no new data will surface (Merriam et al., 2016).

Data Collection

Building *confianza* by helping families with communication, technology and internet, townhall meetings, and home visits benefited this research study as participants felt more comfortable with the researcher. I have found that working with families using their home language really assisted with building confianza as well. The data collection

methods included empathy interviews, development of the aim statement, surveys, PDSA cycles, and teacher exit interviews.

Empathy Interviews

Prior to conducting the research, I conducted pilot interviews to practice and collect data (Merriam et al., 2016). I wanted to remove any confusing questions and recognize irrelevant data prior to the actual interviews (Merriam et al., 2016). I used experiential and behavior questions and background/demographic questions in my interviews (Patton, 2015). I used open-ended questions, which yielded descriptive data of the problem of practice (Merriam et al., 2016). During the interview, I avoided asking 'why' questions because they can lead to speculations and dead-end responses (Patton, 2015; Merriam et al., 2016). I used follow-up probes as needed in the form of questions or comments to elaborate on data (Merriam et al., 2016).

The research revolved around the problem of practice and tried to answer the following research question: How can teachers and school leaders become multicultural leaders for English Language Learner students? The purpose of these interviews was to get the perspectives of the interviewees to inform a theory of improvement (Patton, 2015).

Instruments

Prior to any interviews, a consent form was signed by each participant (see Appendices A and B). I wanted the participants to feel comfortable and speak as much as they could. These interviews were person to person, which are the most common type of interviews (Merriam et al., 2016). Each interview consisted of five questions each for the

parents and teachers. The interviews took between 30-60 minutes. The individual interviews followed a semi-structured interview protocol and followed an interview guide (see Appendices C and D). This means that the interview was flexible, guided by some main questions, and intended to collect specific data (Merriam et al., 2016). The interviews were conducted in the language of the participant's choosing. To make the parent interviewees more comfortable, the interviews took place at their homes, and pseudonyms were used to protect their identity. The teachers were interviewed in person at the school site.

The prompts that were used in the interviews with ELL parents were as follows: Can you tell me about your culture and background? Can you tell me about some good experiences your family has had with school? Can you tell me about any challenges your family has faced in school? How can we better support you in school? Any recommendations? What are your hopes and dreams for your child's future?

The following prompts were used in the initial interviews with teachers: Can you tell me about your culture and background? Can you tell me about your experiences with other cultures and languages? Can you tell me about any successes and/or challenges you have faced pertaining to ELL students? How can we better support you with ELL students? Any recommendations?

The purpose of empathy interview data was to capture how people were thinking and feeling about the problem of practice. These questions allowed me to better capture their experiences and to understand how the participants' cultural identity related to the ELL student experience. Interviewing families in their native language and transcribing

their language in Spanish strengthened the research by decreasing the possibility of losing meaning.

Developing the Aim Statement

After the empathy interviews with parents the equity team worked together to create an aim statement. The parent empathy interviews were coded and shared during PDSA Cycle Three and four. The teacher's responses were open coded and then categorized, but results were kept only for the purpose of addressing any needs for teachers, guiding discussions and lessons, and strengthening the research. One reason for this was that I did not believe the five teachers would feel comfortable sharing their personal data with the rest of the Pura Vida Equity Team.

On the first day of the equity meeting, the equity team used tools such as a fishbone diagram (see Appendix F), the *five whys* (see Appendix G), and a driver diagram (see Appendix H). Being asked 'why' multiple times was a probing method, necessary to gain greater insight (Bryk et al., 2015). The fishbone diagram was a visual representation of the discussions, which captured multiple details for major factors or root causes, which contributed to the creation of the problem of practice (Bryk et al., 2015). A driver diagram gave participants a unified vision when looking for solutions and visually organized changes for a theory of improvement (Byrk et al., 2015). Once the driver diagram was developed the equity team narrowed down the drivers and chose one to create an aim statement. The aim statement was the goal of the study. The PDSA cycles were created around the aim statement and tracked growth towards the aim.

Overall Survey and Mini Surveys

Before any of the Plan-Do-Study-Act (PDSA) cycles were performed question one of an overall survey was completed and then the remaining questions were completed after all four PDSA cycles were completed. The same PDSA form (see Appendix J), was also be used as a mini survey to capture the overall effectiveness of each of the four cycles. This form was used in conjunction with observations and quotes from teachers. The participants filled in box one regarding their knowledge level prior to any PDSA cycles being performed. For example, for the first survey (overall survey) the question in box one was 'On a scale of 1-100 how knowledgeable do you believe you are about ELL students at Pura Vida Elementary?' The rest of the form was filled out after all four PDSA cycles were performed. This form included three self-rating scales of one to a hundred, two Likert scale questions, and two open ended questions. The purpose of these questions was to track growth and learning throughout the research.

PDSA Cycles

Based on the driver diagram, the next four meetings dealt with answering the research question. The plan was to have four one-hour meetings with the Pura Vida Equity Team, in person. All participants involved in the meetings signed the same consent form (see Appendix I). The initial meeting revolved around a brainstorming session to create an aim statement. During each meeting as many participants as possible contributed to the PDSA cycles (see Appendix J). The agenda for the four PDSA cycles included the following change ideas and discussions: (1) demographics and definitions, (2) English Language Learner students and the composition of public schools, (3)

Mexican community cultural wealth and funds of knowledge (4) Guatemalan community cultural wealth and funds of knowledge.

Teacher Exit Interviews

The study concluded when interviews were conducted with teachers who participated in the equity meetings. The purpose of these interviews was to collect more data in tandem with the PDSA cycles to show growth towards becoming better multicultural leaders for English Language Learner students. Open coding was used during this process to check for any changes or growth. These interviews were scheduled for 30 minutes and included 10 questions. The questions for these were semi-structured, included probing, and added to the research. These questions showed what the teachers learned and if they were better able to apply information learned throughout the process (see Appendix K).

Data Analysis

Following the data collection process, the data was analyzed. The data analysis included the coding of interviews and collection of PDSA forms. The parent and teacher exit interviews were transcribed and coded. The coding was done manually. The first cycle was descriptive coding, and the second cycle was thematic coding. Change ideas and PDSA cycles were used to organize the data for analysis.

Transcription and Coding

The majority of the ELL parents' (Mexican, Cuban, Costa Rican, and Honduran) first language is Spanish. I recorded these interviews in Spanish and transcribed them in Spanish using Gotranscript.com. This website uses native Spanish speakers to manually

transcribe audio recordings. I wanted to keep the transcripts in Spanish because, in my personal experience, meaning is lost in translation. I am a fluent Spanish speaker and former ELL student of Mexican descent. The Guatemalan families greatly differ in literacy in Mam and in Spanish. Some are highly literate in Spanish and some only use conversational Spanish to communicate and have limited literacy in Spanish. When it comes to Mam, some families choose to speak it over Spanish at home and others only know a few words. Guatemalan families were given an option to conduct their interview in Spanish or in Mam. All chose Spanish. After the interviews were transcribed I completed two cycles of coding (see Appendix E).

I first used manual coding instead of using automated coding. In each cycle, I looked for codes and categories and then grouped them into themes. Lichtman (2010) recommends 80–100 codes, 15–20 categories, and about five themes. For the first round of coding, I used descriptive coding. Descriptive coding summarizes a small passage with a noun, which is the topic of the qualitative data (Saldaña, 2013). Some codes that appeared in descriptive coding were front office, WhatsApp, *traje típico, día de los muertos*, family, and Mam. For the second round of coding, I used thematic coding. Thematic coding included concepts from my framework such as words like aspirational, linguistic, resistance, navigational, and culture. Both cycles were then cross-referenced and combined to create new categories and themes.

Change Ideas and PDSA Cycles

After each of the four equity meetings, a PDSA cycle data form was filled out by as many participants as possible (see Appendix J). Some of these participants included

the same teachers who participated in the interview portion of the research. The information was kept anonymous. This data was then analyzed and used to inform the next meeting.

Initial and Exit Teacher Interviews

For both the initial and teacher exit interviews, I used open coding (inductive coding) to identify categories and themes. The categorization process was based upon my prior ideas of what I believed was important and to gather new insights (Maxwell, 2015). Some possible codes for this cycle were language, culture, recommendations, and challenges. The purpose of the initial interviews was to gather more information about where the teachers were when it came to interacting and teaching culturally and linguistically diverse students. I did not want to teach or talk about things that they already knew about. The purpose of the exit interviews was to capture any changes with the teachers that participated in the PDSA cycles. The teacher interviews were recorded and transcribed using Otter.ai. This service allowed me to upload English only audio files and automatically transcribed them within minutes using an artificial intelligence system.

Limitations of the Study

This study is limited by its sample size and location. Including the voices of students and the families of ELL students who have exited the program could have also added another dynamic to the study, thereby strengthening it. The site of this study was only one elementary school. Having multiple elementary schools involved or including multiple levels (middle schools and high schools) would have strengthened the study.

Time is also a factor that limited the study. Each year at this elementary school, the demographics of the students change. Sometimes, there are even more culturally diverse and linguistically diverse families. In the past, this school served more families that spoke Arabic and Punjabi. Currently, there is only one family that speaks Punjabi, but their children have exited from the program and do not meet the interview criteria. The students in this study are all Latinx and come from Spanish-speaking and/or Mam-speaking backgrounds. What is learned from this study may not apply to schools with different populations of linguistically and culturally diverse students, instead of just Latinx students. Each culture and language is unique and brings their own challenges and strengths to a school.

The teacher sample was also a limiting factor. Including teachers who were not part of the equity team or had a deficit view of ELL students may have expanded the data. Searching for teachers that have great experiences with ELL students and teachers that struggle with ELL students could have also strengthened and enhanced the results. The equity team only has fifteen members, and possibly expanding this beyond the teachers to other members such as the school nurse, school leader, or school secretary could have brought different data to the research.

Internal Review Board (IRB)

A University of Denver Human Subjects Research (HSR) Determination Form was filled out and submitted to the University of Denver (DU). A committee determined that a full IRB review was not needed. With this information I submitted my school

district's IRB form so I could conduct research at my school (research site). Permission was granted four weeks later to conduct my research.

Foreseeable Benefits and Risks of Participation

There were no foreseeable risks for conducting this study. The participants involved were well known; any participants were protected using pseudonyms, and interviews were kept confidential. The parents were interviewed in their homes while teachers were interviewed one at a time with the researcher. Participants were given the criteria of what was expected of them prior to participating, and consent was obtained. Participants were also allowed the opportunity to discontinue participating at their will. Participants also had access to a transcript of their interview if they requested one.

In terms of potential benefits, teachers learned how to conduct research and learned content that pertains to their practice. Several of the participants expressed more interest in helping students and wanting more active leadership roles within the school to make it a better place for everyone. Introducing them to the improvement science process and showing them how to include stakeholders changed how they approach school improvement issues. Each participant also received a $25 gift card for participating in the process. Each participant was able to see the results of the research if interested.

Data Quality

To strengthen this study, several tools were used. First, equity meetings were recorded to document the process and review for details of the process. The researcher used reflective journaling daily throughout the process. The researcher used this

journaling method to take notes, reflect, answer questions, and explore ideas relating to the research.

The confirmability of this research was strengthened by using quotes from the interviewees. Aligning the conceptual framework to the research question and the methodological approach strengthened the confirmability. A collection of artifacts was also gathered in the form of documents used in the equity meetings by the equity team. These came in the form of the audits and PowerPoint mini-lessons. Member checking was also available to the interviewees throughout the process. The importance of this was so the participants could confirm, elaborate, or change any information that may be misleading or unintended.

Interviewing 10 parents created a saturation of the data that helped answer the research question and increased credibility. Organization and an in-depth explanation of the procedures of study contributed to the dependability of the study. The researcher's role and the background of the school laid out a detailed description about how this work was unique to this school. As a result, this may hinder the transferability of the study to another school.

Chapter Summary

To answer the problem of practice, improvement science was used to gather qualitative data. The data from the 15 empathy interviews was used to guide and answer the problem of practice. Quantitative data was added to enhance the data in the form of audits and ELL statistics in the United States. The Pura Vida Equity Team was a crucial component from whom to gather, analyze, and process data. By listening to ELL parents

and teachers, we implemented changes, reflected on current practices, and better supported all stakeholders surrounding ELL students. The final purpose of this research was not only to improve practices pertaining to ELL students but also to add to the literature that revolves around becoming a multicultural leader for ELL students.

Chapter 4: Findings

The focus of this study was to increase teachers' and school leaders' capacity and awareness to be better multicultural leaders for English Language Learner (ELL) students. Using both the voices of ELL families and the input of the school equity team, which includes teachers and school leader, I collaboratively created an intervention program to increase capacity and awareness for becoming better multicultural leaders for ELL students. In this chapter, I will share the findings of this improvement science study in detail.

Data collected included empathy interviews with ELL parents and families, development of an aim statement (fishbone diagram, *five whys*, and driver diagram), initial teacher interviews, survey results from four PDSA cycles, and exit teacher interviews. Two different surveys were used to capture data from the four PDSA cycles. The first type of survey was a longer one (called overall survey) and the second type included four mini surveys (used with each PDSA cycle).

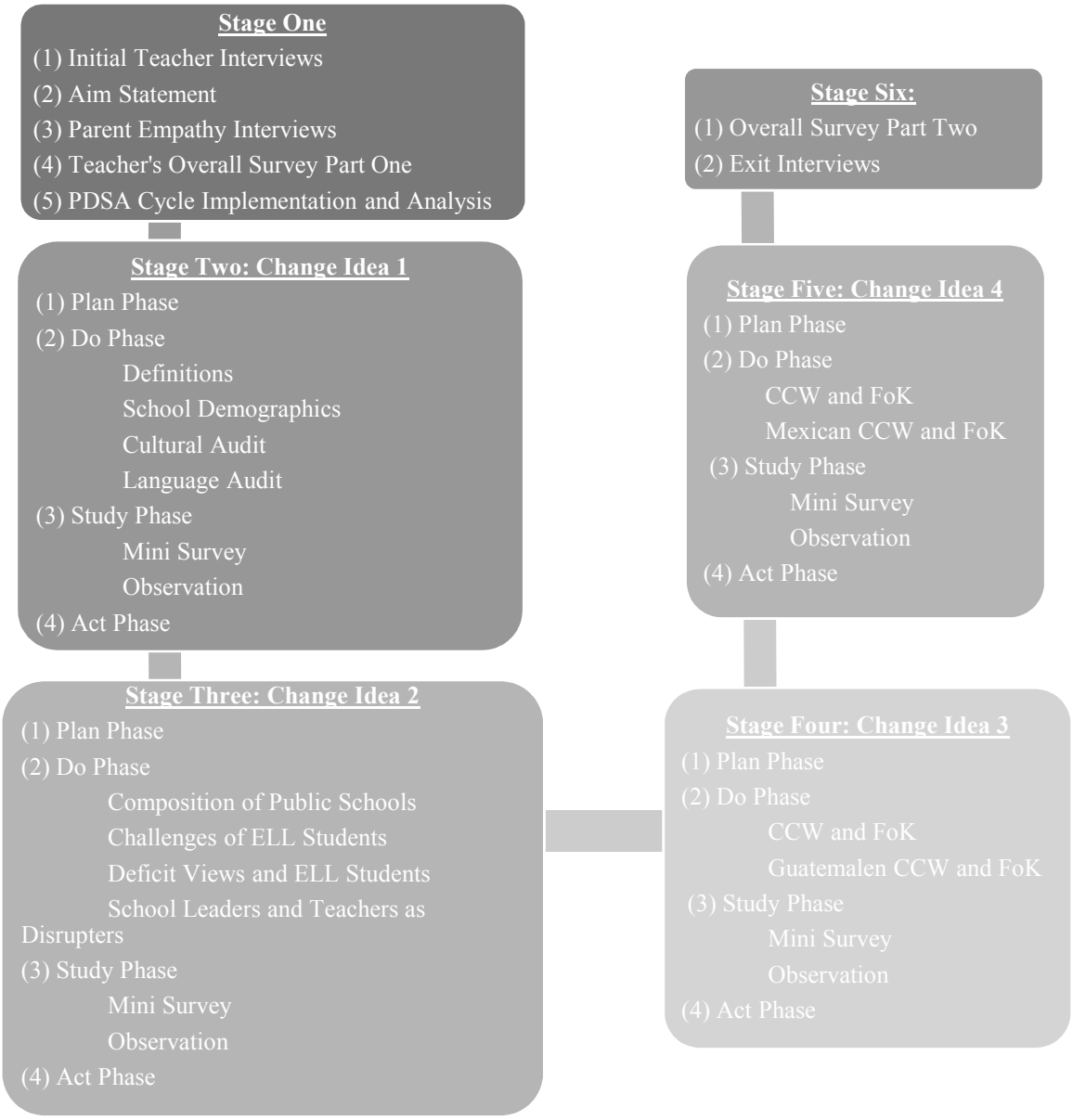
During data analysis descriptive and thematic coding were used to analyze the ELL parent empathy interviews. Open coding was used for initial teacher interviews and exit teacher interviews. Analysis was further conducted on data from the overall survey and four mini surveys in which teachers filled out for every PDSA cycle.

Throughout this process, a total of 9 teachers and 10 parents participated in the different stages of the research (see Appendix Q). I was one of these teachers serving in

dual roles as the researcher and the facilitator. As such, I participated in every step of the process. Figure 3 shows the six stages in chronological order of how the research was conducted and the order in which it will be analyzed and presented in this chapter.

Figure 3

Research Plan



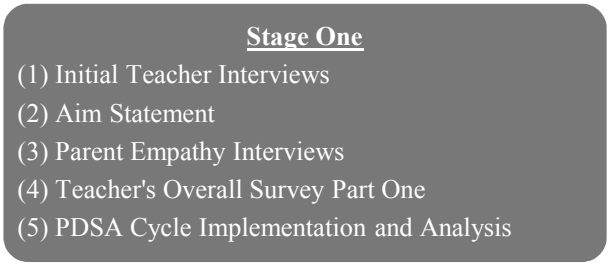
Note. This research plan outlines the six stages of the research in detail. This research plan will also be used as the outline for this chapter.

Stage One: Empathy Interviews and Aim Statement

Stage One consisted of five components, as detailed in Figure 4. These components include initial teacher interviews, aim statement, parent empathy interviews, teachers' overall survey part one, and PDSA cycle implementation and analysis. In this section, I will elaborate and present the analysis from Stage One of the study.

Figure 4

Stage One: Prework for Research



Initial Teacher Interviews

Five teachers were interviewed in Stage One. All five were members of the Pura Vida Equity Team. Teachers who participated were teachers A, B, C, D, and E. As stated in Chapter Three, the purpose of these interviews was to collect teachers' background knowledge which could be used as a starting point for becoming a multicultural leader for ELL students. I needed a starting point to understand teachers' experiences with culturally and linguistically diverse people. I did not want to waste valuable time educating teachers about things they might already know.

Even though all five teachers are of European descent (i.e., Irish, German, Hungarian, and Norwegian), their exposure to culturally and linguistically diverse people (particularly non-European) came in various forms. Regarding diversity and language

backgrounds, these teachers' experiences and exposure came from family, food, school, hometowns, religion, and negative interactions. Nicole said, "My mother was a teacher and taught for five years in Mexico City." Nicole's mother was bilingual and grew up with a love for Mexican culture which her daughter adopted. Tina talked about an ELL student she had who was Egyptian and spoke Arabic and Spanish. Tina expressed amazement about how everyone communicated with this student in Spanish because no one could speak Egyptian. Tina said, "But she did speak Spanish, and which I was like, oh, wow, you're from Egypt, and you speak Spanish." Shawna spoke of her experiences marrying into a different culture. Shawna said, "My husband is Hispanic American." She further talked about raising their children with a strong Mexican culture and constant exposure to the Spanish language. Teachers at Pura Vida Elementary had different experiences with other cultures and linguistically diverse people.

Teachers' positive experiences came from school experiences, language exposure, and an asset view of culturally and linguistically diverse students. Nicole's positive experiences came from being an ELL teacher and advocating for her students. Nicole said, that "You end up going around to all the teachers who don't know about ELL kids and try to advocate and make sure that they have what they need to be successful." Sarah talked about her positive experiences encouraging her students to speak their native language while she tried to learn it with their help. Sarah said, "I always ask "*como se dice?"* and will ask them how to say certain things in Spanish and correct me if I get something incorrect." Brian spoke of positive experiences interacting with families and speaking Spanish as best as he could. Brian said, "What was a huge thing for me was

meeting people." Brian was referring to participating in one-on-one conversations with ELL families as best as he could in Spanish.

The challenges teachers faced with culturally and linguistically diverse families were many. These challenges evolved around effective family communication and relationships. Nicole expressed her frustration with the district's overall daily communication with ELL families in their primary language. Nicole said, "Parent communication (other than English), it's almost nonexistent." Sarah expressed her frustrations with the three to five-day translation turnover which the district provides. Sarah said, "We do email, we do have access to people who can translate, but I wish the turnover was a little quicker." Brian talked about his frustrations not being fluent in Spanish and making small talk with families. Brian said, "But obviously, I'm not going to call a translator to come out to talk about the Bronco's game on Sunday, like I can with other people for casual connections." Even though he tries to speak Spanish with families he knows that not being fluent in Spanish greatly hinders his ability to build relationships with them.

The five teachers each provided recommendations as to how to better support ELL families. Teacher recommendations included having access to better language resources, having an asset view of ELL families, having better student support, and allowing teachers to admit to things that they did not know. Nicole spoke of real time communication, having bilingual community liaisons, the need for bilingual schools, and having an asset view of other languages. Sarah spoke of having teachers learn Spanish and having a part time translator at the school. Sarah recommend that "You can't really

ask every teacher to learn another language but aren't we kind of asking the kids to do that, too?" Brian recommended having a cultural ambassador (from ELL students backgrounds) in the form of a parent, performer, or musician. Brian said, "Based on my readings and reflections I would love to involve some of our parents and families." Tina asked for more time with ELL students, more ELL teachers, and did not feel she had enough experience to know what exactly she needed. Tina said, "I don't really know what you could do to help me because I don't know what to do to help me." Shawna asked for more time with ELL students and quicker support services for ELL students who may be falling behind. Overall, the teacher initial interviews captured a substantial amount of data that assisted me in creating change ideas to address their specific needs regarding ELL students.

Aim Statement

A few days prior to the PDSA cycles, four teachers agreed to meet after school to work on the aim statement. This process included teachers A, B, C, and E (see Appendix Q). We were trying to address the problem of practice: the lack of multicultural leadership available for culturally and linguistically diverse ELL students by teachers and school leaders. The creation of the aim statement included three parts which included: (1) creation of a fishbone diagram, (2) further exploration using a *five why's* protocol and (3) using data from part one and two to create a driver diagram. Each of these three parts included several steps.

The first part of the process included the creation of a fishbone diagram. This was accomplished by creating several rough drafts of fishbone diagrams and merging them

together (see Appendix F). The teachers and I collectively determined six major reasons that contributed to the problem of practice. The reasons included: (1) lack of diversity, (2) assessments, (3) schools outdated, (4) lack of resources, (5) lack of communications with families, and (6) lack of background/preparation. The next step was to create five to six contributing factors for each of the six major reasons. For example, the five contributing factors for category six included: (1) one demographic, (2) lack of multicultural experience, (3) monolingual, (4) need training, and (5) awareness and capacity. During this process Nicole said, "There are so many ways you can go with this, but people need to start thinking and need a stronger background." In all, 26 contributing factors were created for the six categories identified.

The second part in the process further explored and collected data with a tool called a *five why's.* First, teachers needed to choose one of the six major reasons from the fishbone diagram to further explore. For this research, teachers chose reason six (lack of background/preparation). Next, teachers needed to choose a contributing factor to create a *five why's*. Teachers chose contributing factor five (awareness and capacity). During this step teachers agreed that awareness and capacity were crucial to address; not only for other people, but for themselves. As an example, Sarah said, "Every time I think I know enough about something there is so much more to learn." Challenging teachers' thinking and increasing teachers background knowledge were two of the purposes of Pura Vida's equity team. Teachers then created a *five whys* (see Appendix G) to further explore the fifth contributing factor (awareness and capacity). Teachers used the fifth contributing factor to form a question. The question was "Why don't we have awareness and

capacity?" From here teachers asked "why?" and tried to answer with "because we don't know the demographics, languages, backgrounds, and cultures of our students." Teachers then repeated the process five more times. Data from step one and two were than used to create a driver diagram.

The third step was to create a driver diagram (see Appendix H). The driver diagram had three components which included: (1) an aim statement, (2) drivers, and (3) change ideas. Components one and two were created simultaneously with data from the fishbone and *five why's*. "The aim statement created was "By the end of this research, 100% of the teachers and school leaders involved will increase their awareness and capacity for being a multicultural leader for English Language Learners." We chose to have one driver which was "teacher and school leader awareness and capacity." For the next step I used my expertise, information from Chapter Two Literature Review, and the five why's to create change ideas. All four change ideas were created to be implemented into four PDSA cycles. The next step of the process was to conduct and code the parent empathy interviews.

Parent Empathy Interviews

The inclusion of the parent empathy interviews was the most important part of this research. The amount of data collected was substantially greater than any other part of this research. It took the most time and consisted of transcribing and coding more than eight hours of recorded audio. The purpose of these empathy interviews was to collect evidence of community cultural wealth and funds of knowledge. Community cultural wealth was used to capture examples of six types of specific capitals from Mexican and

Guatemalan ELL families. They included linguistic, familial, aspirational, resistance, social, and navigational capital. Funds of knowledge was also used to capture examples of other cultural information which was not specific to community culture wealth for Mexican and Guatemalan ELL families. Seven major categories were created based on the six forms of capital and funds of knowledge. Once organized, examples of each of the seven categories were shared with teachers in Change Idea Three and Change Idea Four. When this information was presented to teachers it was divided into two groups: families of Mexican descent and families of Guatemalan (Mam speaking) descent. For Phase One they will stay combined. The six themes will be discussed and quotes from the parents will be used to enhance the analysis. It is important to state that the forms of capital and funds of knowledge often intersect and for this study I tried my best to separate them.

ELL Families Demonstrate Linguistical Capital

According to Yosso (2006), linguistic capital is the intellectual and social skills learned through communication experiences in more than one language and/or style. Families in the current study demonstrated linguistic capital in several ways. The first and most frequently identified theme was emphasizing the importance of maintaining their first language to communicate with extended family members. Five of the ten family members talked about how their first language was the only way they could talk to their parents and grandparents. Juana talked about how Mam was the best way her family could accurately express themselves and that her parents only understood Mam. Juana said, "*Mis papás, el 100%, porque ellos casi no hablan nada de español*." ("My parents, 100%, because they hardly speak any Spanish.") In this example Juana talked about how

her parents spoke 100% Mam and not Spanish. Nery gave percentages of which languages he used to communicate with family. Nery said, "*Cuando yo hablo con mi familia en guatemala, casi lo hago 80% mam y un 20% en español*." ("When I speak with my family in Guatemala, I almost do it 80% Mam and 20% in Spanish.") In this example, Nery talked about needing to speak 80% Mam and 20% to family back in Guatemala. Families saw the benefits of keeping their first language to communicate with extended families and stated that it was also the best way to express themselves.

Two other ways families demonstrated familial capital was by further developing their native language and emphasizing its importance for their children's future. Joel emphasized the importance of teaching his children to be bilingual. Joel said, "*Son los dos idiomas que dominan ahorita el mundo."* ("These are the two languages that dominate the world right now.") In this example, Joel indicated that he believed Spanish and English are the two languages that dominate the world. He further shared a personal story about a prior job he had in which one of his bosses could speak three languages and how much of an asset that man was to the company. His boss (a Korean man) could speak Spanish, English, and Korean. The Korean man was the only person who could communicate with all three different groups of monolingual workers. As a result, he was able to organize and get them to work together. This emphasized the importance of speaking more than language to Joel. Joel saw being bilingual as a useful tool which could benefit his daughter. He used this example to encourage his daughter to get better in Spanish, while also learning English, so it could benefit her in the future. Developing children's language skills (DeNicolo et al., 2015) and emphasizing the importance of

being bilingual for a child's future (Guzman et al., 2018) are both documented examples of linguistical capital.

Two more ways families demonstrated linguistical capital was by teaching other students Spanish and translating for parents. Maria's son gave examples of both of these. The first came in the form of teaching Spanish to other children by reading to them and translating words for them. Maria said, "*A él le gusta ayudar a los niños que hablan en inglés, a ayudarles a que hablen español.*" ("He likes to help children who speak English, to help them speak Spanish.") Second, Maria talked about how important her son was to her as a translator because she hardly spoke English. All 10 parents have used and continue to use their children to help translate school information and to interpret with school staff. Children translating for parents is a well-documented form of linguistic capital (DeNicolo et al., 2015; Lopez-Robertson, 2017).

ELL Families Demonstrate Familial Capital

Familial capital is the "cultural knowledge nurtured among *familia* (kin) that carry a sense of community history, memory, and cultural intuition" (Yosso, 2006). Throughout the interviews many of the fathers shared their personal *cuentos* (stories) which they also shared with their children. The advice in the stories came in the form of working hard, going to school, and being a good person. With these stories they demonstrated familial capital through emphasizing responsibility, supporting family (Lopez-Robertson, 2017), and sharing information with family (Guzman et al., 2018).

Antonio shared several stories with his children about his history, memories, and cultural intuition. In one such story, he shared many hardships he faced growing up. He

told me about the small town in Mexico where he grew up and how it used to take him over an hour to get to school every day because the school was so far away and his family did not have a car. Antonio spoke of having to drop out of school in sixth grade to start working because his father became terminally ill. Helping his mother and taking care of his younger sibling financially became his priority. His stories revolve around taking advantage of opportunities like school because he was never able to. Antonio said, "*Por eso le digo, ustedes estudian porque aquí lo tienen todo, no hay excusa de decir, 'No'*." ("That's why I tell you, you study because you have everything here, there is no excuse to say, 'No'.") In this example Antonio tells his kids to study because he believes they have many opportunities in the United States and they have no excuse to not study. Antonio (like the three other fathers interviewed) used where he is in life as an example to his children of what happens when you do not go to school. Antonio said, "*Yo le digo, 'Así como yo, así como otras personas que andan trabajando, nunca vas a salir de donde estás, siempre vas a estar en lo mismo, siempre tienes que escalar, escalar, y llegar hasta allá arriba*'." ("I tell him, 'Just like me, just like other people who are working, you will never leave where you are, you will always be in the same situation, you always have to climb, climb, and get up there'.") In this example he tells his children that they do not want to get stuck working like him and other people, that they need to climb higher and higher.

Additionally, Joel used his job situation and life experiences to motivate and encourage his daughter to work hard.

Yo me doy cuenta en el restaurante, muchos muchachos trabajan ahí de meseros. Yo les digo, '¿Tú no tienes un estudio, un título?' 'No', dicen. Yo no fui a la escuela, yo nada más fui segundo grado en Guatemala y soy tu jefe. ¿Cómo es eso? Tú naciste aquí, creciste aquí, estudiaste o tuviste oportunidad de estudiar, aparte de eso hablas inglés, entiendes inglés, lo escribes, lo lees, y resulta que me pides permiso a mí para ir afuera, y yo no fui a la escuela. (I realize in the restaurant, many guys work there as waiters. I tell them, 'Don't you have a study, a degree?' 'No,' they say. I didn't go to school, I only went to second grade in Guatemala and I'm your boss. How is that? You were born here, you grew up here, you studied or had the opportunity to study, apart from that you speak English, you understand English, you write it, you read it, and it turns out that you ask me for permission to go outside, and I didn't go to school.)

In this example, Joel talked about how he has a second-grade education and is now the boss of many waiters at a restaurant. He pointed out that the waiters were born here, they grew up here, they had learning opportunities to study here, they speak and understand English, write English, read English, and somehow, they are asking him for permission for things because he is the boss. He also uses this story as an example of where he is stuck in life because he did not go to school. He does not want his daughter to get stuck in a job like him or to be unmotivated like the waiters.

In both of these stories, the fathers were giving advice to their children, teaching responsibility, and sharing little parts of their history. Sharing information with family through lived experiences is a documented form of familial capital (Guzman et al., 2018).

The fathers were also trying to support their children by motivating them to do better in life. Supporting family is a documented form of familial capital (Lopez-Robertson, 2017).

ELL Families Demonstrate Aspirational Capital

Aspirational capital was the most frequently documented form of capital captured in the parent empathy interviews. All ten parents expressed their aspirations for their children by wanting a better future for their child, wanting their children to go to college, and supporting their children's dreams. Aspirational capital is the ability to maintain hopes and dreams for the future even in the face of barriers (Yosso, 2006). All ten parents gave examples of aspirational capital for their children throughout the interviews.

Every parent was able to tell me what each of their children wanted to be in the future. The jobs included *policía* (policeman*), ingeniero* (engineer*), artista* (artist*), astronauta* (astronaut)*, futbolista* (soccer player*), profesor* (teacher), *enfermera* (nurse), *y médico* (doctor). Throughout the empathy interviews the parents showed that they all supported their children's dreams and wanted their children to do better than they had. According to Guzman et al., (2018) and Lopez-Robertson (2017), this was a documented form of aspirational capital. It is important to note that many of the Guatemalan parents only attended a few years of school when they were adolescents. Eric said, "*Queremos que ellos sepan más que nosotros."* ("We want them to know more than us.") In this example Eric expressed that he wanted his children to do better than he and his wife had. Three major factors that families said, would help their children achieve their aspirations would be attending school, being bilingual, and receiving the support of their family.

Yolanda said, "*Para su futuro, que tengan más oportunidades que nosotros, eso es lo que les va a dar estudiar*." ("For their future, that they have more opportunities than us, that is what studying is going to give them.") In this example Yolanda spoke about how studying and going to school will help her kids get more opportunities in the future.

Families further demonstrated aspirational capital by talking about, encouraging, and enrolling their children into local colleges. Imelda shared her story about how her daughter was accepted into a state college and was going to be studying to be a dentist. Imelda further shared how she and her husband supported her daughter even though the college was very expensive. Imelda said, "*Sí, pero lo bueno es que tiene el apoyo de su papá y mío tambin, vamos a ver cómo le va.*" ("Yes, but the good thing is that he has the support of his dad and me too, let's see how it goes.") Additionally, Maria talked about how her son loved the college he had attended during a summer gifted and talented camp. She talked about how her son would often talk about attending this very expensive and private college in the future. Maria said, "*Él decía, 'Cuando yo crezca voy a venir aquí al college*.'" ("He said, 'When I grow up I'm going to come here to college.'")

The parents faced many barriers when it came to attending college in the future. Two of the parents mentioned the high tuition cost of the colleges as a barrier. Maria's son was attending a summer camp at a college whose annual tuition was about $60,000 annually. Imelda had mentioned that language and not knowing how college worked (funds of knowledge) were also barriers. Despite the many barriers families faced, they still wanted their children to go to college and do well. Maintaining hopes and dreams for

children's future despite barriers is a well-documented form of aspirational capital. (Yosso, 2006).

ELL Families Demonstrated Resistance Capital

The second most common form of capital that emerged from the parent empathy interviews was resistance capital. Resistance capital draws on the legacy of resistance to oppression often found in communities of color and which refers to those knowledge and skills cultivated through behavior that challenges inequality (Yosso, 2006). Families demonstrated many forms of resistance capital in a variety of situations.

Families in the current study shared many negative school experiences in which they had had to tolerate. For example, one mother talked about how several Latinx moms believed the teaching staff at their children's homeschool were not treating their children fairly. As a result, two of the Latinx moms transferred their children to Pura Vida. This demonstrated resistance capital because mother moved their child to school farther away so their children would get a fair education. The families did not have to tolerate and settle for the way they felt they were being treated. They were willing to fill out paperwork and drive their children to school to resist the way the way they were being treated.

Two parents who I interviewed shared stories about a former Pura Vida principal who used to enforce a 'no Spanish' policy for Spanish speaking children. Maria shared a story where her nephew called crying from the nurse's office. He was sick and crying because he was not allowed to speak Spanish to his mom. He did not have the words in English to tell her what his symptoms were. His mom could hear the staff telling him not

to speak Spanish even though it was the only language his mom fully understood and the only language the student spoke. Maria said, "*Mi sobrino se sintió mal cuando tuvo que ir a la oficina, él se puso a llorar, porque la directora, los maestros le decían, 'Aquí no puedes hablar en español'. Se puso a llorar, porque dijo, '¿Cómo voy a decirle a mi mamá si no me dejan hablar español?'*" ("My nephew felt bad when he had to go to the office, he started crying, because the principal, the teachers told him, 'You can't speak Spanish here.' He started crying, because he said, 'How am I going to tell my mom if they won't let me speak Spanish?'") As a result, Maria sent over another sister (who was fluent in English) to advocate against the mistreatment of their nephew. Maria said, "*Tuvo que hablar alguien de la oficina con mi hermana. Vino mi hermana y dice, '¿Por qué no me hablaste tú?', dice, 'Porque no puedo hablar español'. Ahí nos enteramos*." ("Someone from the office had to talk to my sister. My sister came and says, 'Why didn't you speak to me?' She says, 'Because I can't speak Spanish.' That's where we found out.") Two of the parents in the current study discussed how they would share warnings with other Latinx parents about the principal and would continue to encourage their children to speak Spanish while learning English.

Another form of resistance capital families had to deal with was the inequalities pertaining to communication equity. Many of the parents talked about their frustrations with not having anybody in the front office that could speak Spanish. Despite not having anyone who could communicate with them, they continued to bring their children to school. Families had to deal with the lack of communication equity even though there were many Spanish speaking parents at the school. This is a form of inequality that

families had to deal with on a daily basis so their children could get an education. Many families go to schools where there is none or little language capacity to help families in their native language. ELL families contribute to the per pupil funding of the school and sometimes make up large percentages of the student population. Parents discussed how they would try their best to find interpreters or speak English as best as they could when they came to the school or called the front office. Juana talked about not being able to ask her daughter's kindergarten teacher how to better support her daughter or ask how she was doing. Juana said, "*Cuando ella empezó de kínder, había varias preguntas que yo tenía que hacerle a la maestra, pero no sabía cómo*." ("When she started kindergarten, there were several questions that I had to ask the teacher, but I didn't know how.") Juana talked about how there were no other options and she just had to tough it out even though it was hard for her and her children.

Maria shared her and her sister's negative experience with the Pura Vida's gifted and talented program. Neither believed that Spanish speaking students were allowed into the program in the past. Maria's sister Ericka actually saved her son's gifted and talented assessment score (which he passed) for several years and would try to advocate to get him identified. She finally was heard when she spoke to a substitute bilingual principal who pushed the paperwork through for her. Parents also expressed their frustrations with school staff who were not friendly and shared stories about feeling uncomfortable at the school. In these situations, they would ask their children if everything was okay and specifically about certain teachers to make sure their children were safe and treated well.

Resistance capital at Pura Vida came in many forms. Some of the forms included resisting the mistreatment of staff by moving schools. Families resisted difficult staff and not being able to access opportunities by advocating. Advocating against difficult school staff is a form of documented resistance capital (Guzman et al., 2018). Families resisted against language discrimination by encouraging their children to speak their native language and advocating against this form of discrimination. Maintaining and encouraging linguistic heritage regardless of the negative messages they are receiving is a documented example of resistance capital (Lopez-Robertson, 2017). Families had to resist the lack of communication equity. Families also had to resist feeling not welcomed at the school.

ELL Families Demonstrate Social/Navigational Capital

Social capital can be understood as access to networks of people and community resources and navigational capital refers to the skills needed to maneuver through social institutions (Yosso, 2006). Families' social capital came in the form of communicating with the bilingual ELL teacher and bilingual secretary. Communication came in the form of phone calls, texts, in person communications, and the use of WhatsApp. As a result, the increased presence of Spanish in the school increased families' navigational capital because they could ask questions and be better informed.

Joel demonstrated how social capital increased his navigational capital in the following example. Joel said, "*Ahora que está esta muchacha que habla español, ya más con confianza ahí*." (Now that there is this girl who speaks Spanish, there is more confidence there.") In this example, Joel indicated that he had more confidence when

interacting with the school because of the new bilingual secretary. Joel's confidence came in the form of getting questions answered, calling in when a child is sick or is going to be absent, and better help with filling out forms. The secretary and ELL teacher have become important members of the families' network and have given them the ability to better interact with staff. A documented form of social capital is exhibited through networking and working together with school staff (Salisbury, 2020).

Navigational capital came in the form of being contacted in their native language and information being translated to Spanish. This increase in language capacity gave families more information and access to opportunities. Roselia said, "*Cuando necesito o les pasa algo en la escuela de la niña, me llama.*" (Whenever I need something or something happens to them at the girl's school, she calls me.") In this example Roselia talked about when she needs something or when something happens at school the secretary can now call her in Spanish. This was found when teachers began trying harder to translate information into Spanish, an ELL teacher started using translations and WhatsApp in Spanish, the implementation of a school Spanish lunch calendar, and the hiring of a secretary who translated information into Spanish before it is sent out. Families expressed gratitude for the translating of information into Spanish and for having two Spanish speakers help them understand what was going on at school.

Families Demonstrate Funds of Knowledge

As stated earlier in this chapter, community cultural wealth and funds of knowledge overlap in many areas. In this research, I used funds of knowledge to capture the information that community culture wealth did not. González et al. (2005) defined

funds of knowledge as historically created and accumulated strategies, which include skills, abilities, practices, and ideas. These funds of knowledge can be expressed in a variety of forms, such as practicing religious beliefs, having cultural customs, the raising of children, giving advice, cooking, baking, farming, performing construction work, and giving medical care (Sebolt, 2018). As stated in Chapter One, in its simplest form, it is knowing and using a family's background knowledge to make connections with them. Both groups of ELL families (Mexican and Guatemalan who speak Mam) differed when funds of knowledge were used to analyze their parent empathy interviews. For this section I will share what each of the two groups said.

Mexican Families Demonstrate Funds of Knowledge

Mexican families spoke a lot about the holidays that they celebrated. These families gave many examples of similarities and differences. Maria and Imelda gave many details on how they celebrated *día de los muertos* and how it was different than Halloween. Maria said, "*Allá nosotros festejamos el día de los muertos, que no es lo mismo que Halloween.*" (There we celebrate the day of the dead, which is not the same as Halloween.") Both mothers talked about how an alter is made decorated with flowers, candles, and a photo is placed of someone that has passed away. Usually a photo of a family member. An offering of water and the dead person's favorite food is than placed by the photo. Imelda went into more detail of the dates of *día de los muertos* and the altar. Imelda said, *"El mes de noviembre. Allá en méxico, el día de los muertos es el dos de noviembre."* ("The month of November. Over there in Mexico, the day of the dead is November 2.") When asked about the altar Imeda said, *"Se está todo el mes de*

noviembre con la foto de la persona que falleció, las flores, su comida favorita." ("You spend the whole month of November with the photo of the person who died, the flowers, their favorite food.") From the two examples above Día de los Muertos is celebrated on November second and the altar is created and those who have passed are celebrated for the entire month of November.

Mexican parents spoke of other similar holidays such as *navidad (Christmas), el dia de pavo (Thanksgiving)*, and *la rosca* (Easter). Maria pointed out how commercialized the holidays are in the United States compared to being more religious in Mexico. Maria said, "*arrullamos al Niño Dios y va mucha gente*." ("We lulled the Child Jesus and a lot of people went.") Maria spoke of how they get only one present, have a festival, and the holiday revolves more around baby Jesus. Imelda said, they get piñatas for Christmas. Antonio, Imelda, and Maria all said that Thanksgiving does not exist in Mexico. Maria said the biggest holiday is *la rosca.* Maria said *"Aquí celebran el día de la coneja, que es que esconden los huevitos y todo eso, allá es el día que murió Dios. Allá no se trabajan esos días, es muy grande para nosotros."* ("Here they celebrate the day of the rabbit, which is that they hide the eggs and all that, there it is the day that God died. They don't work there on those days, it's too big for us.") Maria pointed out that no one works on this holiday and it is a religious holiday that revolves around the death of Christ.

There were several holidays and traditions that families celebrated that are unfamiliar to Americans in the US, or are not simply popular in the United States. These holidays included *día de la candelaria (Candlemas), la rosca de reyes (Kings' Wreath)*,

and the celebration of different *santos (saints).* Imelda talked about how the *la rosca* is celebrated the sixth of January when family gets together to eat a sweet bread called la *rosca de reyes*. Inside are one to several plastic babies. If you receive a piece with a plastic baby, you either host or help make food on February second (Candlemas). Imelda said, *"Usted se junta con su familia, amigos, compran la rosca, parten el pedazo de pan, y si le toca a usted el muñequito, en febrero, el dos de febrero tienen que hacer tamales, cocinar."*("You get together with your family, friends, they buy *la rosca* , they break the piece of bread, and if it's your turn to get the little doll, in February, on February 2 you have to make tamales, cook.")

Inclusion is an important piece for student success in school. Funds of knowledge gives us the ability to learn and include students' culture into schools. Mexican families shared a great amount of information about holidays that they celebrate. Several of these holidays were similar to American holidays but differed in various ways. These examples were shared with teachers in Stage Four to better inform teachers about Pura Vida's Mexican ELL families. The more educators are able to learn from their students and families, the stronger connections educators can make with diverse families and students Funds of knowledge gives teachers a method for knowing about their students (Hogg, 2011) and a method for accessing the richness of culturally and linguistically diverse families in a meaningful way (Coles-Ritchie et al., 2015).

Guatemalan Families Demonstrate Funds of Knowledge

Information that Pura Vida's Guatemalan families shared was a lot more extensive than the information shared by Pura Vida's Mexican families. Guatemalan parents spoke about agriculture, food, famous places in Guatemala, music, and holidays. Parents also spoke extensively about the rich cultural and linguistic diversity in Guatemala. This information was shared when they were speaking about the different indigenous groups, languages, how the parents had learned to speak both Mam and Spanish, and the distinctive dresses women wore. Families talked extensively about the difference between the 23 recognized indigenous groups (21 Maya, 1 Arawakan, and 1 Xincan) and their languages. Roselia and Juana spoke about how all the different Mayan groups could not understand each other because the languages were so different. Roselia said, "*Sí, es muy diferente y luego tú no entiendes lo que ellos dicen. Esas personas no entienden lo que nosotros hablamos."* Joel was very knowledgeable about the languages, cultures, and history of the people in Guatemala. Joel talked about people who spoke Tz'utujil (Mayan), Kaqchikel (Mayan), K'iche' (Mayan), Mam (Mayan), Garífuna (Arawakan), and even different groups of Xincan (unknown origins) speaking people. Joel said, "*También en Guatemala hay ciertos pueblos que son xincas. Guatemala tiene muchas diferentes culturas y razas."* In this example, Joel noted how there are some towns where people speak Xinca languages, and that Guatemala has lots of cultures and races.

All seven Guatemalan parents spoke of the *traje típico* (typical dress) or traditional clothing which the Mam speaking women wear in Guatemala. These outfits

look like a very colorful dress but are made of many different parts. Six out of the seven Guatemalan parents talked about clothing in detail when asked about their culture. Four of the women (Carmelina, Juana, Roselia, Yolanda) showed me pictures of them wearing their *traje típicos.* A lot of emphasis was placed on how each piece of clothing is to be worn. The three main parts of the clothing include a *huipil* (a top made from two large pieces of triangle cloth), *faja* (woven sash or belt), and a *corte* (long piece of fabric worn a shirt). It was clearly explained several times that different groups (distinguished by language) of Mayan people wear their traditional clothing differently, but to outsiders it looks all the same. Roselia said, "*Sí, en Guatemala se usa todos esos tipos de cortes también, pero no todos. Unos usan corte, otros usan pantalones, usan faldas*." In this example Roselia talked about how some groups wore *cortes* and others (non-Mam speaking Maya) used pants or skirts. If all seven Guatemalan parents talked about *traje típicos* then it must be an important part of their culture.

Guatemalan families shared a rich amount of information that pertained to their culture. This information was shared with teachers in Stage Five of the research to better increase their awareness and background knowledge of Pura Vida's Guatemalan families. Teachers could use this information to make learning more meaningful and make stronger connections with Guatemalan families. Using funds of knowledge helps teachers make connections to culturally and linguistically diverse students which make teaching meaningful (Atwater, 2010).

PDSA Cycle Implementation and Analysis

This study included four PDSA cycles which revolved around change ideas. The change ideas were definitions and demographics, ELL students and the composition of public schools, Mexican community cultural wealth and funds of knowledge, and Guatemalan community cultural wealth and funds of knowledge. The purpose of all four of these change ideas were to build awareness and capacity for becoming a multicultural leader for ELL students. A seven-question survey was started prior to any of the cycles and completed after all the cycles. Question one of the surveys was answered first and the remainder six questions completed after. The purpose of this process was to capture overall growth of all four change ideas/presentations. Four seven question mini-surveys were also partially completed prior to any change idea/presentation and completed immediately after each. The purpose of this was to capture data for each specific change idea/presentation. After the all the surveys and PDSA cycles were completed, teachers completed an exit interview about all four PDSA cycles. The purpose of this was to capture overall data from the teachers' perspectives.

It is important to note that after creating the aim statement, I created all four lessons for the change ideas. This came in the form of collecting data and creating a PowerPoint presentation. During the study it was difficult to get teachers to commit to all stages of the research. Teachers would not commit to four separate presentations after school. I had a total of 12 teachers and a school leader on the school equity team and struggled to get people to commit to this portion of the research. As stated in Chapter Three, my participants (teachers and school leader) were going to be pulled from the

equity team that I ran. After many changes to my plan, I finally got five teachers to commit. These teachers included teachers A, E, F, G, and H. I was only able to secure their commitment by offering the information all in the space of one meeting time. The teachers agreed to come to my home and participate.

Teachers in the current study were having a rough year due to COVID-19 and did not want to be at work longer than they had to be. As a result, several other teachers wanted to participate but due to scheduling and timeline issues they could not commit. To ameliorate this challenge, on November 27, 2021, I invited five teachers over for dinner for about six hours, four hours of which included the four presentations/change ideas.

Teachers showed up at my home on a Saturday evening on their free time. After dinner we moved to my living room where we had seating, a computer and projector set up, and surveys ready to fill out on clipboards. I took a lot of time prior making sure teachers were comfortable and everything would run smoothly. I explained to teachers the format of what we were going to go over, set expectations, and introduced them to all the surveys and how to properly fill them out. The expectations included having a growth mindset, being willing to challenge your own thinking, speaking your mind, sharing at any time, and being respectful to each other.

Teachers' Overall Survey Part One

Nicole, Shawna, Alexi, Ricky, and Susie participated in the overall seven question survey. Many other teachers wanted to participate but could not due to obligations, being overwhelmed with the school year, and not being able to commit to my timeline. The purpose of this overall survey was to collect overall growth of the four change ideas/

presentations. Teachers had to answer the first question prior to each of the four PDSA cycles and answer the remaining six questions after all four were completed. The initial question was for them to rank themselves regarding how knowledgeable they believed they were pertaining to ELL students at Pura Vida Elementary (see Appendix L).

Three of the five teachers chose between 60-70 percent as starting point regarding their background knowledge of ELL students at Pura Vida Elementary. This indicated that they believed they had a decent background knowledge of the students at Pura Vida Elementary. Susie and Ricky were outliers with a score of 25 percent and 95 percent, respectively. The 25 percent indicates that Susie had a much lower amount of background knowledge of ELL students at Pura Vida Elementary. The score of 95 percent showed that Ricky believed they knew a lot about Pura Vida's ELL students. The remaining six questions were given at the end of the four PDSA cycles and prior to the exit interviews.

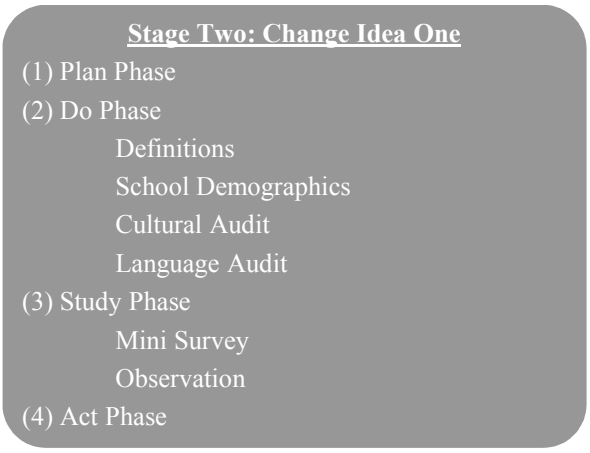
Stage Two: Change Idea One

Stage Two was a detailed explanation of the first change idea implementation and analysis. The change idea in this stage revolved around culturally and linguistically diverse definitions and demographics of Pura Vida's culturally and linguistically diverse students. The change idea was presented as part of a four phase PDSA cycle. The Plan Phase of the PDSA cycle included the selection of information for inclusion into the presentation. The Do Phase of the PDSA cycle included a section on definitions, school demographics, a cultural audit, and a language audit. The Study Phase included a mini survey and the use of observations. The Act Phase of the PDSA cycle included the gathering of data from the change idea presentation and survey taken afterward. The

purpose of this PDSA cycle was to increase awareness and capacity for Pura Vida's culturally and linguistically diverse students. The PDSA cycle is illustrated in Figure 5.

Figure 5

Stage Two: PDSA Cycle of Change Idea One



Plan Phase

The five teachers who participated in Stage Two of the research consisted of a teaching and learning coach, an ELL teacher, and three general classroom elementary teachers. The participants were Nicole, Shawna, Alexi, Ricky, and Susie (see Appendix Q). The purpose of this change idea was to set a foundation regarding the presence of culturally and linguistically diverse students at Pura Vida Elementary. I wanted to show teachers exactly who was in front of them with visuals and start a conversation. This came in the form of defining vocabulary and showing teachers a variety of demographics of our students.

Do Phase

Question one of a mini survey was completed by all five teachers prior to the change idea/presentation. The question teachers answered was "On scale of 1-100, how

knowledgeable do you believe you are about definitions and demographics pertaining to Pura Vida's ELL students?" After question one was completed six slides were presented pertaining to Change Idea One. After the six slides were presented and discussed, the remainder of the six questions of the mini survey were completed.

Definitions

I started the presentation with three slides that provided definitions of a multicultural leader, culturally and linguistically diverse, and ELL. These definitions were ones that I created after researching a variety of definitions. The three definitions were taken from the end of Chapter One of this study. Using these definitions was crucial because I wanted to make sure every teacher knew exactly what we were talking about and would be able to explain it to other people afterwards. I also wanted teachers to see that the definition of each was more than we thought about and a little complex in nature. This part of the presentation consisted of three PowerPoint slides and a discussion about the slides.

School Demographics

One slide that was shared and discussed included the November 2021 Pura Vida School student demographics, which was current information. The demographics included the composition of students based on race/ethnicity and student enrollment based on race/ethnicity from 2016-2021. Student composition consisted of 45% White, 41% Latinx, 6% Black, 5% two or more races, 1% Native Hawaiian/Pacific Islander, 2% Asian, and 1% Native American. The four-year trend showed an increase in Latinx students and a decrease of White students over the four-year period. The most notable

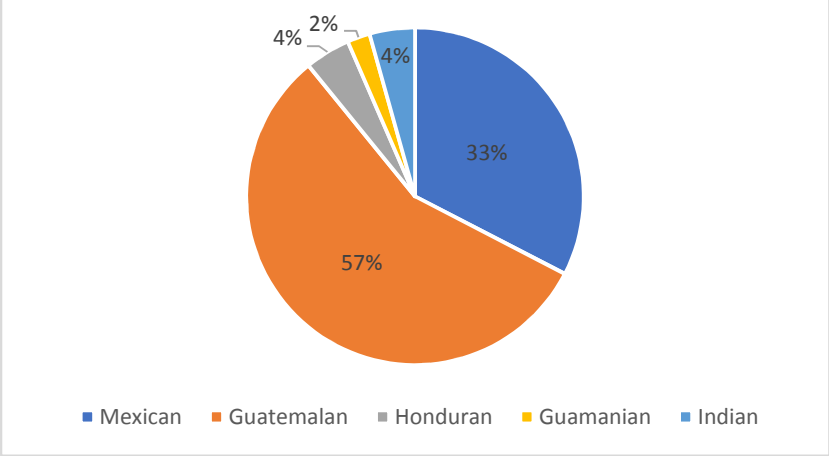
change was from 2019-2021, in which White students dropped in number from 247 to 156. Another change that was apparent was the annual increase of the Latinx population.

Cultural Audit

This part of the presentation included one slide with two pie charts. Pie chart one included the current (November 2021) amount of culturally and linguistically diverse students (that I was aware of). These students were based on the presented definition of culturally and linguistically diverse students. The number of culturally and linguistically diverse students at Pura Vida elementary was 46. The composition of this group was 57% Guatemalan, 33% Mexican, 4% Honduran, 4% Indian, and 2% Guamanian. Figure 6 shows the ethnic backgrounds of the culturally and linguistically diverse students.

Figure 6

Cultural Audit of Culturally and Linguistically Diverse Students (N=46) at Pura Vida

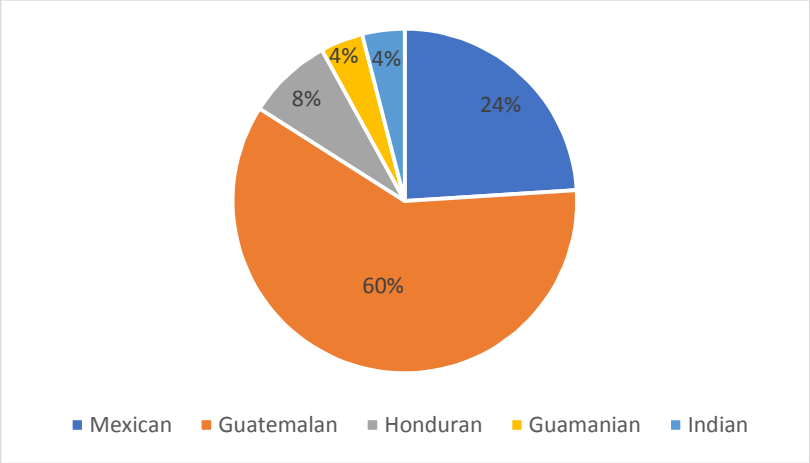


The second pie chart included the amount of currently active ELL students. These would be the students that would be on a caseload for an ELL teacher. This was also based off the definition of ELL students shared in the definition portion of the change idea/ presentation. The composition of this groups was 60% Guatemalan, 24% Mexican,

8% Honduran, 4% Guamanian, and 4% Indian. Figure 7 shows the 25 active ELL students by ethnic background.

Figure 7

Cultural Audit of Active ELL Students (N=25)

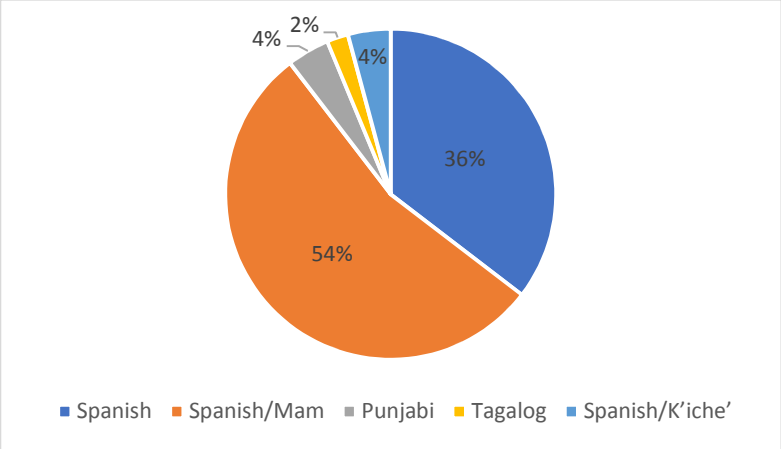


Language Audit

The language audit came from my five-year experience working with the families and tracking their language usage. In total there are 46 students who speak languages other than English at home. I created a living document which had a variety of information from every family including who speaks what language in the home. The purpose of this information was to better support and communicate with families. This document will be shared in Chapter Five in greater detail. During this slide and discussion, I shared the languages families spoke at our school. The included 54% Spanish/Mam, 36% Spanish, 4% Punjabi, 4% Spanish/K'iche', and 2% Tagalog. Figure 8 illustrates the languages spoken at Pura Vida.

Figure 8

Languages Spoken (N=46) at Pura Vida



During this one slide presentation, I shared that while working at Pura Vida Elementary I learned that a lot of Latinx families are put under the category of speaking Spanish. However, there are probably hundreds of Indigenous languages and cultures throughout Central America, South America, and the Caribbean which are only labeled as Spanish speaking. Our Guatemalan families were under the Spanish umbrella and were the most linguistically diverse families in the school. They were speaking three different languages (all at different levels) at the same time. First, they were speaking their native language (K'iche' or Mam). which for most of them is a spoken language. Next, they were communicating with me in Spanish because it is a more popular language and that is the language that some of them went to school to learn. Last, they were all learning English because they are here in the United States. I shared with teachers that in Guatemala there are a total of 25 recognized languages spoken. They include Spanish, 21

Mayan languages, English, Xinca, and Garfuna. During this part of the presentation, I also shared a video of a high school student saying several words in English, Spanish, and Mam. The words shared are in Table 1.

Table 1

Comparing English, Spanish, and Mam

Language	Common Words			
English	house	water	food	Bed
Spanish	*casa*	*aqua*	*comida*	*cama*
Mam	*j'a*	*ha'*	*wab'j*	*wetb'al*

Study Phase

The purpose of the Study Phase was to investigate whether teachers increased their awareness and capacity for being a multicultural leader for English Language Learner students by learning about definitions and student demographics that pertain to Pura Vida's ELL students. The Study Phase consisted of completing the mini survey, analyzing it, and sharing my observations of teachers during the change idea/presentation. Teachers completed the remaining six questions of the mini survey which were analyzed by me. I also shared my observations and what teachers said throughout the process. During the change ideas/presentations all teachers were audio recorded to aid in data collection and provide quotes for later analysis.

Mini Survey

Prior to the implementation of the change idea/presentation teachers believed they had 50-73% prior background knowledge of definitions and demographics pertaining to Pura Vida's ELL students, as shown in Appendix M. After the change idea/presentation

was completed four of the teachers said that 40-65% of the information they already knew. Ricky said they knew 10% of the information. This means that 35-90% of the information was new to the five teachers. All five teachers highly agreed with scores of 99-100% that the information presented was valuable to them. Three teachers agreed and two teachers strongly agreed that the change idea/presentation increased their capacity for being a multicultural leader for ELL students. All five teachers strongly agreed that the change the topics covered increased their capacity for advocating for ELL students. When asked, "What else would you like to learn about pertaining to ELL students?" answers varied. Nicole and E were left with wanting to learn more about Mam families and making connections with them. Alexi wanted to learn more about supporting ELL families with math and English. Ricky wanted to hear more about the obstacles ELL families faced and Susie wanted to learn more about preserving ELL students' culture and language. When asked about comments and recommendations answers also varied. Nicole liked the video of the girl speaking English, Spanish, and Mam. Susie thought the change idea/presentation was great. Shawna pointed out that she had a greater clarity for what the three definitions met. Ricky thought this was valuable information to start digging into other languages.

Observations

Throughout this process teachers showed a significant interest in learning that we had more Guatemalan students than Mexican students as shown in Figure 6 and Figure 7. Nicole stated, "We need to learn more about that group and all these other groups." She was talking about students other than ELL students from Mexican descent. Teachers

showed a lot of interest when I shared the video of the high school girl speaking English, Spanish, and Mam, see Table 1. Ricky said, “Mam and Spanish are not even in the same ballpark”. Susie stated, “I have always had kids who were Guatemalan, but I had never heard them speak it.” I reminded the teachers that our Mam speaking families had told me that the 21 Mayan languages were so different that Mam-speaking people could not understand anyone talking any of the other languages, like K’iche’, and vice versa. Susie said, “I didn’t know they spoke so many languages in Guatemala.” From observing the groups, I could tell that none of them knew about this aspect of the languages spoken by students’ families. Though teachers are exposed to Spanish and Guatemalan students daily, the teachers had never heard families Speak Mam or K’iche’. I got the impression that four out of the five teachers were unaware that the Latinx families spoke any other languages than Spanish prior to me bringing it up.

Act Phase

The feedback from Change Idea One reaffirmed the importance that teachers and school leaders need to continuously learn about the families they serve. The lack of information and tools that educators get is minimal to what is needed in a school setting. Looking at teachers’ interest and desire to participate in Change Idea One demonstrated that they were willing to learn from about Pura Vida’s culturally and linguistically diverse families. Through observations, discussions, and a mini survey, they demonstrated their growth mindset and willingness to challenge their beliefs. Teachers’ questions and ‘aha’ moments demonstrated areas for further development and discussion. Capacity and awareness would be further increased with Change Idea Two. Change Idea

Two provides context for Pura Vida Elementary by giving teachers a greater background of national data pertaining to ELL students. Teachers' further insights into Pura Vida's two largest ELL groups (Mexican decent and Guatemalans who speak Mam) would further be developed with Change Idea Three and Four. Change Idea Four is the bulk and best part of this research where families are interviewed and share their experiences.

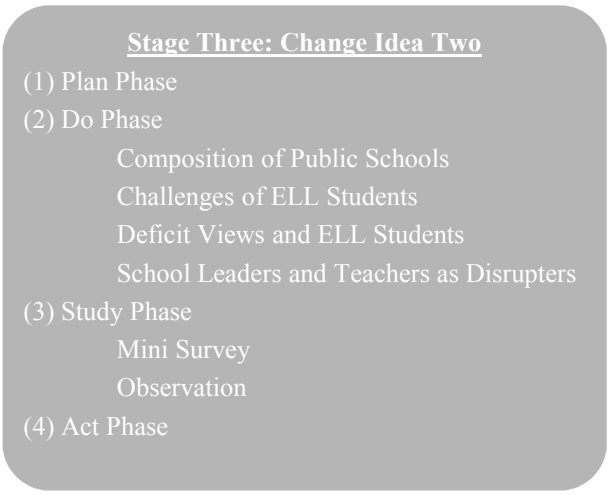
Stage Three: Change Idea Two

Stage Three was a detailed explanation of the second change idea implementation and analysis. The change idea in this stage revolved around ELL students and the composition of public schools throughout the United States. The change idea was presented as part of a four phase PDSA cycle. The Plan Phase of the PDSA cycle included the selection of information for inclusion into the presentation. The Do Phase of the PDSA cycle included a section on English Language Learners and the composition of public schools, challenges of ELL students

deficit views and ELL students, and school leaders and teachers as disrupters. The Study Phase included a mini survey and the use of observations. The Act Phase of the PDSA cycle included the gathering of data from the change idea presentation and survey taken afterward. The purpose of this PDSA cycle was to increase awareness and capacity for Pura Vida's culturally and linguistically diverse students. The PDSA cycle is illustrated in Figure 9.

Figure 9

Stage Three: PDSA Cycle of Change Idea Two



Plan Phase

The five teachers that participated in Stage Three of this research consisted of a teaching and learning coach, an ELL teacher, and three general classroom elementary teachers. The participants were Nicole, Shawna, Alexi, Ricky, and Susie, as shown in Appendix Q. I began this change idea/presentation by choosing what I believed was the most important parts of the literature review to help build teachers awareness and background knowledge. Earlier in 2021, I attended an online one-hour meeting through the Carnegie Project on Education Doctorate (CPED) with Dr. Jill Alexa Perry. Dr. Perry is an expert in conducting improvement science research for a dissertation in practice, which I was doing. She had mentioned to everyone that the literature review should be presented to people because it has so much valuable information in it. Keeping this in mind I made this my second change idea/ presentation. The four parts included literature

pertaining to English Language Learners and the composition of public schools, challenges of ELL students, deficit views and ELL students, and school leaders and teachers as disrupters.

Do Phase

Question one of a mini survey was completed by all five teachers prior to the change idea/presentation. The question teachers answered was "On a scale of 1-100. how knowledgeable do you believe you are about ELL students and the composition of public schools?" After question one was completed four slides were presented pertaining to Change Idea Two. After the four slides were presented and discussed, the remainder of the six questions of the mini survey were completed.

English Language Learners and the Composition of Public Schools

This part of the research involved one Power Point slide with ten different statistics from the literature review. I did not want to overwhelm teachers with too many statistics. I wanted to share with teachers the current and future trends of ELL students, while relating the statistics to Pura Vida's ELL students. I wanted teachers to see the need for this research and to show them that the ELL student population are only increasing and diversifying. Several of these trends coincided with what was currently occurring with the demographics of ELL students at Pura Vida Elementary. For example, one of the statistics that was discussed was the decrease of Mexican ELL student populations and the increase of other Central American ELL student populations (Pew Research Center, 2015). During this portion, teachers were again presented Figures 6-8. These figures showed that Guatemalan families and their languages (K'iche' and Spanish) represented

the largest ELL population in the school. Also, I heavily discussed and emphasized the current national average of ELL students in schools, which is currently at 15.5% (National Center for Educational Statistics, 2020) and how that is going to increase to 25% by 2025 (National Clearinghouse for English Language Acquisition, 2011).

Challenges of ELL Students

This part of the research involved one Power Point slide with eight examples of challenges that ELL students faced. These examples were pulled from the literature review and the intention was to relate this information to students at Pura Vida. One example shared was how being undocumented hinders families from advocating for themselves (Herrera et al., 2020). An example of this included not being able to vote for school board members and other political issues that may concern them most. I also wanted to emphasize that ELL families have to deal with other issues that other marginalized groups do not have to face. The example shared was the deportations and immigration raids that take place in immigrant communities (Gandara, 2018). This was related to teachers within their sphere of influence in two examples. First, Pura Vida has had several out-of-town trips where many ELL students are not allowed to go or if they do go they have to be accompanied by their parent. After speaking to families, the reason for this has been the fear of being deported or having families split apart for being undocumented.

Deficit Views and ELL Students

This part of the research involved one Power Point slide with 12 examples of deficit views ELL families face, taken from the literature review. These 12 examples

were tied to events which had happened at Pura Vida. One of the examples shared was the deficit view that ELL families do not make education a priority (Herrera et al., 2020). I used many examples of what teachers have told me when I started working at Pura Vida. Such as "You know Latinos don't care about their daughters' education." This deficit thinking and negative remarks were seen as universal truth by some of the teachers. Another example shared from the literature revolved around the deficit view that ELL families are lazy and unable to learn English (Herrera et al., 2020). This example was related to teachers' frustrations with non-English speaking students, the overrepresentations of ELL students in special education and the fact that the research shows it takes 5-7 years to learn a language.

School Leaders and Teachers as Disrupters

This part of the research involved one Power Point slide with 15 examples pulled from the literature review. There were two points discussed during this portion of the presentation. The points included: what skills were necessary for a school leader to work with ELL families, and how to effectively disrupt the status quo to help ELL families. Some of these examples were also tied to events that had happened at Pura Vida. One of the bigger topics discussed was the idea that culturally responsive school leaders need to acknowledge traditionally marginalized groups and make it a priority to make schools better for them (Ham et al., 2020). Some of the examples used in this discussion and presentation pertained to times teacher in the buildings disrupted the status quo when it came to being culturally sensitive and advocating for students.

Study Phase

The purpose of the Study Phase was to investigate whether teachers increased their awareness and capacity for being a multicultural leader for English Language Learner students by learning English Language Learners and the composition of public schools, challenges of ELL students, deficit views and ELL students, and school leaders and teachers as disrupters. The Study Phase consisted of completing the mini survey, analyzing it, and sharing my observations of teachers during the change idea/presentation. Teachers completed the remaining six questions of the mini survey which were analyzed by me. I also shared my observations and what teachers said throughout the process. During the change ideas/presentations all teachers were audio recorded to aid in data collection and provide quotes for later analysis.

Mini Survey

Prior to the implementation of the change idea/presentation teachers believed they had 9%-60% prior background knowledge of ELL students and the compositions of public schools. as shown in Appendix N. After the change idea/presentation was completed four of the teachers said that 40-50% of the information they already knew. Ricky said they knew none of the information. This means that 50-60% of the information was new to four of the teachers and 100% was new to Ricky. Three of the five teachers highly agreed with scores of 100% that the information presented was valuable to them. Two of the teachers said that it was 60% and 80% valuable to them. Four teachers agreed and one teacher strongly agreed that the change idea/presentation increased their capacity for being a multicultural leader for ELL students. All five

teachers strongly agreed that the change the topics covered increased their capacity for advocating for ELL students. When asked, "What else would you like to learn pertaining to ELL students?" answers varied. Nicole and E wanted more information about disrupting the status quo. Alexi wanted more information to open up communications with ELL families. Ricky wanted more resources to close the gaps. Last, Susie wanted specific information on how a school leader should go about increasing capacity for background knowledge of students.

Observations

Teachers engaged in critical conversations regarding the information presented. Two topics that teachers engaged with the most were language diversity and challenges ELL students faced. Throughout this process, teachers showed a significant interest in learning about different languages used by students throughout the United States. Susie wanted to know where there were more Arabic speakers in the United States. I told all five teachers that Arabic people were probably found in larger cities, but we at Pura Vida have had three Arabic speakers in the past few years that have graduated. Shawna asked, "Is Punjabi considered Arabic or would it be in a different category that is not measured?" Teachers now know that some languages and cultures are grouped into generalized groups for convenience purposes whether they identify with each other or not. For example, K'iche and Mam would be rolled into Spanish even through the languages are not similar in any way. I responded to Shawna and told her that Punjabi is separate from Arabic, is the ninth most spoken language in the world, and is spoken in India. Shawna pointed out the benefits on knowing several languages. She used one of

her prior ELL students as an example. Shawna said, “He spoke five different languages and his parents would send him to India to help doctors.”

Conversations about challenges ELL students faced were also examined. Alexi asked “So what does a school do if they get a 10th grader who’s never gone to school?” Nicole responded with “They have newcomer services too, like language immersion, and they can do a bit more than we’re familiar with.” Being undocumented and not being able to advocate for oneself also came up. Susie said, “It’s like you’re hiding in plain sight.” Alexi shared a story about a prior ELL student she had. Susie said, “I had a little guy a couple of years ago that told me “Today is my birthday, but it’s not really my birthday.’” In this story the student had false paperwork meaning that he could not really celebrate his real birthday at school. The difficulties and time needed to learn a language were also discussed. Shawna spoke about taking six years of Spanish in school and how it was still hard for her to speak it. America’s history of discriminating against the newest wave of immigrants or what people different was also discussed. This discussion centered around how the Irish, Italians, and German immigrants were treated. Susie said, “They used to have Italian and German schools that were free for two years and the kids would go to school and study in their native language. And then World War Two happened, and it was all of a sudden English only.”

Overall, in my observations I saw a lot of curiosity when it came to language and cultural diversity. I also observed a lot of empathy for the challenges ELL families faced in the United States. This empathy to the surface when teachers shared their stories and background knowledge of ELL students and their unique position in the United States.

Act Phase

The mini surveys, discussions, and observations from Change Idea Two reaffirmed the importance of making time to talk and learn about culturally and linguistically diverse families and the topics that pertain to them. Teachers demonstrated their willingness to learn more about culturally and linguistically diverse students while simultaneously activating relevant background knowledge which enhance the learning and discussion about culturally and linguistically diverse students. Teachers' contributions to the discussion were well documented in the observations section of Stage Three. Teachers' capacity and awareness would be further increased with Change Idea Three and Four. Both of these change ideas revolved around presenting parents' voices from the Mexican and Guatemalan families. In these sections parent interviews were shared using an asset-based community cultural wealth and funds of knowledge lens.

Stage Four: Change Idea Three

Stage Four was a detailed explanation of the third change idea implementation and analysis. The change idea in this section revolved around educating teachers at Pura Vida Elementary about Mexican community cultural wealth and funds of knowledge. The change idea was presented as part of a four phase PDSA cycle. The Plan Phase of the PDSA cycle included the selection of information for inclusion into the presentation. The Do Phase of the PDSA cycle included two sections. The first section was an introduction about community cultural wealth and funds of knowledge. The section was specific to the community cultural wealth and funds of knowledge of Mexican Families. The Study Phase included a mini survey and the use of observations. The Act Phase of the PDSA

cycle included the gathering of data from the change idea presentation and survey taken afterward. The purpose of this PDSA cycle was to increase awareness and capacity for Pura Vida's culturally and linguistically diverse students. The PDSA Cycle is illustrated in Figure 10.

Figure 10

Stage Four: PDSA Cycle of Change Idea Three

Plan Phase

The five teachers that participated in Stage Four of this research consisted of a teaching and learning coach, an ELL teacher, and three general classroom elementary teachers. The participants were teachers Nicole, Shawna, Alexi, Ricky, and Susie, as shown in Appendix Q. This part of the research included what I believe was the most important part of the research, including voices of Pura Vida's ELL families. I had to do four things during this part of the research: (1) teach teachers what community culture wealth and funds of knowledge were, (2) collect and visually organize Mexican ELL family's community culture wealth and funds of knowledge, (3) make sure the voices of Pura Vida's Mexican families were heard, (4) I had to present the data in a way that teachers would truly be interested in. Keeping this in mind I used this as the focus of my

third change idea/presentation. The two parts including what funds of knowledge and community cultural wealth were and examples of it from our Mexican ELL families.

Do Phase

Question one of a mini survey was completed by all five teachers prior to the change idea/presentation. The question teachers answered was "On a scale of 1-100 how knowledgeable do you believe you are about Pura Vida's Mexican ELL Families?" After question one was completed one slide and an Excel spreadsheet were presented pertaining to Change Idea Three. After the slide and Excel spreadsheet were presented and discussed, the remainder of the six questions of the mini survey were completed.

Community Cultural Wealth and Funds of Knowledge

Before I presented the third change idea about Mexican community cultural wealth and funds of knowledge, I explained to teachers what these theories were. I presented a slide which had a visual of each while I elaborated on each theory. The theories were each defined, examples were given, and I explained that they often overlapped. I also explained that these theories were traditionally used with students of color, Latinx students, ELL students, were based on an asset view of students, and looked for culture as a means of empowerment. I further emphasized that both of these theories turned the teacher into a researcher to better implement students' culture into the classroom so better connections could be made with students.

Mexican Community Cultural Wealth and Funds of Knowledge

I presented the teachers with a large Excel spread sheet that contained 46 examples of community cultural wealth and funds of knowledge organized into

categories. These examples came from the three ELL Mexican families' empathy interviews. Parent quotes were organized placed into six categories. The six categories included: (1) funds of knowledge, (2) resistance capital, (3) linguistical capital, (4) familial capital, (5) social/navigational capital, and (6) aspirational capital. In order to make the information more interesting for teachers, they chose areas of interest to explore. The amount of data was substantial and by letting them choose their areas of interest, it made the data significantly easier to present. All of the quotes were kept in Spanish. When teachers chose a category and quotes to explore, I read to them what each quote and then translated it into English.

Study Phase

The purpose of the Study Phase was to investigate whether teachers increased their awareness and capacity for being a multicultural leader for English Language Learner students by learning about Mexican community cultural wealth and funds of knowledge. The Study Phase consisted of completing the mini survey, analyzing it, and sharing my observations of teachers during the change idea/presentation. Teachers completed the remaining six questions of the mini survey which were analyzed by me. I also shared my observations and what teachers said throughout the process. During the change ideas/presentations all teachers were audio recorded to aid in data collection and provide quotes for later analysis.

Mini Survey

Prior to the implementation of the change idea/presentation four teachers believed they were 40-70% knowledgeable about Pura Vida's Mexican ELL families, as shown in

Appendix O. When asked the same question Ricky was an outlier with a score of 10% background knowledge of Pura Vida's Mexican ELL families. After the change idea/presentation was completed three of the teachers said that 20-40% of the information they already knew. Ricky said he knew 0% and Susie said she knew 80%. This means that 60-100% of the information was new to four of the teachers and 20% was new to Susie. All five of the teachers highly agreed with scores of 95-100% that the information presented was valuable to them. Four teachers strongly agreed and one greed that the change idea/presentation increased their capacity for being a multicultural leader for ELL students. All four teachers strongly agreed and one agreed that the change the topics covered increased their capacity for advocating for ELL students. When asked, "What else would you like to learn about pertaining to ELL students?" answers varied. Nicole wanted to know more about music and holidays. Alexi wanted help to more frequently communicate with ELL families and Ricky wanted more ideas about building more trust with these families. Shawna and Susie had no comment. When asked about comments and recommendations, answers also varied. Nicole wanted to invite parents to share with teachers in one of the Pura Vida Equity meetings. Nicole also recommended inviting teachers to one of the Latinx townhall meetings. Shawna said she loved hearing about the aspirations and Alexi said they loved the information in the presentation. Ricky and Susie had no comments.

Observations

There were six categories of parent quotes which teachers explored. The six categories included: (1) funds of knowledge, (2) resistance capital, (3) linguistic capital,

(4) familial capital, (5) social/navigational capital, and (6) aspirational capital. Teachers spent a substantial time exploring resistance capital. They really wanted to see the problems families faced at the research site.

The first area that teachers unanimously chose to examine was what parents said about resistance capital. I had to remind teachers that a lot of issues discussed had been past issues but are important to discuss so they are not repeated in the future. I was also nervous that teachers might feel blamed for things that had happened and might look down on families if they felt defensive. When families reported leaving their home school sites to move to Pura Vida because of the feeling of not being treated fairly, teachers showed empathy. Shawna said, "I knew a former principal of that school and when he left, he said it was a rough school." The principal was talking about the staff and community, not just the students. I named many students who lived in the neighborhood of the rough school site but were permitted into Pura Vida. Teachers discussed how families did not have to tolerate discrimination and were just trying to put their kids into the best environment accessible to them. Nicole said, "I would not want to go somewhere where they didn't like him, and I have had to move my child from a school because of this." Nicole related her personal experience with school staff and commended the families for moving schools.

Teachers listened to the quotes and experiences about two Pura Vida teachers not being friendly or ever greeting parents at Pura Vida. Ricky said, "I work at Pura Vida, and they are not friendly to me. I'm not sure if it's social skills, or they don't like me, or they're tired." I pointed out that the two families that named the unfriendly teachers also

happened to be two very popular and well-liked families. Ricky said, "You are right. They are star students and families." Conversations then began about letting the unfriendly teachers know the images they are projecting to the community, and how teachers could better communicate.

Teachers explored all six categories but spent a large amount of time on resistance capital. None of the teachers involved in the study looked offended by any of the issues brought up in the examples of resistance capital. Teachers showed empathy when they related similar experiences or issues they have faced. When they did not have similar stories to share, they showed empathy by highlighting injustices and trying to brainstorm solutions.

Act Phase

The mini surveys, discussions, and observations from Change Idea Three humanized and gave voice to Mexican ELL families at Pura Vida. Teachers empathized with and related to issues that families faced. Teachers demonstrated their willingness to learn more about Mexican ELL families and to advocate for them when they tried to brainstorm solutions to problems. Stage Four also helped teacher become familiar with community culture wealth and funds of knowledge. This stage also better prepared teachers for Stage Five where the same format presentation was used to share Guatemalan ELL families' community cultural wealth and funds of knowledge. Teachers' capacity and awareness would be further increased with Change Idea Four.

Stage Five: Change Idea Four

Stage Five was a detailed explanation of the fourth change idea implementation and analysis. The change idea in this section revolved around educating teachers at Pura Vida Elementary about Guatemalan community cultural wealth and funds of knowledge. The change idea was presented as part of a four phase PDSA cycle. The Plan Phase of the PDSA cycle included the selection of information for inclusion into the presentation. The Do Phase of the PDSA cycle included two sections. The first section was a reintroduction and reminder about community cultural wealth and funds of knowledge. The second section was specific to the community cultural wealth and funds of knowledge of Guatemalan families. The Study Phase included a mini survey (Appendix P) and the use of observations. The Act Phase of the PDSA cycle included the gathering of data from the change idea presentation and survey taken afterward. The purpose of this PDSA cycle was to increase awareness and capacity for Pura Vida's culturally and linguistically diverse students. The PDSA cycle is illustrated in Figure 11.

Figure 11

Stage Five: PDSA Cycle of Change Idea Four

Plan Phase

The five teachers that participated in Stage Five of this research consisted of a teaching and learning coach, an ELL teacher, and three general classroom elementary teachers. The participants were Nicole, Shawna, Alexi, Ricky, and Susie, as shown in Appendix Q. This part of the research also included voices of Pura Vida's ELL families. I again had to do four things during this part of the research: (1) remind teachers what community culture wealth and funds of knowledge were, (2) collect and visually organize Guatemalan (Mam speaking) ELL family's community cultural wealth and funds of knowledge, (3) make sure the voices of Pura Vida's Guatemalan (Mam speaking) families were heard, (4) I had to present the data in a way that teachers would truly be interested in. Keeping this in mind I used this as the focus of my fourth change idea/presentation. The two parts of Change Idea Four included a review of the definitions of funds of knowledge and community cultural wealth and examples of it from our Guatemalan families.

Do Phase

Question one of a mini survey (Appendix P) was completed by all five teachers prior to the change idea/presentation. The question teachers answered was "On a scale of 1-100 how knowledgeable do you believe you are about Pura Vida's Guatemalan families?" After question one was completed one slide and an Excel spreadsheet were presented pertaining to Change Idea One. After the slide and an Excel spreadsheet were presented and discussed, the remainder of the six questions of the mini survey were completed.

Community Cultural Wealth and Funds of Knowledge

Before I presented the fourth change idea of Guatemalan community cultural wealth and funds of knowledge, I reviewed what community cultural wealth and fund of knowledge werem and I reviewed a slide which I had previously used which contained a visual of each theory. The same routine was followed. The theories were each defined, examples were given, and I explained that they often overlapped. I explained that these theories are traditionally used with students of color, Latinx students, ELL students, are based on an asset view of students, and look for culture as a means of empowerment. I reminded teachers that both of these theories turned the teacher into a researcher to better implement students' culture into the classroom so better connections could be made with students.

Guatemalan Community Cultural Wealth and Funds of Knowledge

The same format is presented for this section as the one used for the Mexican community cultural wealth and funds of knowledge from Stage Four. For this stage, I presented teachers with a large Excel spread sheet containing 65 examples of community cultural wealth and funds of knowledge, organized by category. These examples came from the seven ELL Guatemalan families' empathy interviews. Parent quotes were organized into six categories. The six categories included: (1) funds of knowledge, (2) resistance capital, (3) linguistical capital, (4) familial capital, (5) social/navigational capital, and (6) aspirational capital. In order to make the information more interesting for teachers, they were allowed to pick areas of interest to explore. The amount of data was substantial and letting them choose the areas of interest made the data significantly easier

to present. All of the quotes were kept in Spanish. When teachers chose a category and quotes to explore I read to them what each quote said and then translated it into English for them.

Study Phase

The purpose of the Study Phase was to investigate whether teachers increased their awareness and capacity for being a multicultural leader for English Language Learner students by learning about Guatemalan community cultural wealth and funds of knowledge. The Study Phase consisted of completing the mini survey, analyzing it, and sharing my observations of teachers during the change idea/presentation. Teachers completed the remaining six questions of the mini survey which were analyzed by me. I also shared my observations and what teachers said throughout the process. During the change ideas/presentations all teachers were audio recorded to aid in data collection and provide quotes for later analysis.

Mini Survey

Prior to the implementation of the change idea/presentation teachers believed they were 10-50% knowledgeable about Pura Vida's Guatemalan Families, as shown in Appendix P. After the change idea/presentation was completed, four of the teachers said that 0-20% of the information they already knew. Ricky said she already knew 50% of the information presented. This means that 80-100% of the information was new to the four of the teachers and 50% was knew to one of them. All five teachers highly agreed with scores of 95-100% that the information presented was valuable to them. Four teachers strongly agreed and one teacher agreed that the change idea/presentation

increased their capacity for being a multicultural leader for ELL students. All five teachers strongly agreed that the change idea covered increased their capacity for advocating for ELL students. When asked, "What else would you like to learn about pertaining to ELL students?" answers varied. Nicole asked for literature resources and Shawna wanted to learn more about the history and language of Guatemala. Alexi wanted to share the aspirations of Guatemalan families with staff and Ricky wanted information regarding how to better teach English to students. Susie had no comment. When asked about comments and recommendations answers also varied. Nicole wanted parents to share with staff and Shawna was happy that families were currently content with Pura Vida's staff. Alexi and Susie greatly enjoyed the presentation. Ricky had no comment.

Observations

There were six categories of parent quotes which teachers explored. The six categories included: (1) funds of knowledge, (2) resistance capital, (3) linguistical capital, (4) familial capital, (5) social/navigational capital, and (6) aspirational capital. Teachers explored all areas but spent a substantial time exploring aspirational capital and funds of knowledge.

The first area that teachers unanimously chose to explore was aspirational capital. Teachers were eager to hear the voices of Guatemalan families, especially after finding out that they were our largest group of ELL families at Pura Vida. Ricky said, "I didn't realize our Guatemalan population was that size." The teachers were happy, and I believed were surprised by how much parents talked about aspirations for their children.

Toward the end of the presentation and discussion Alexi said, “Some of the stuff that stands out to me is aspirations and parents asking us to push their kids harder.”

The funds of knowledge portion came up a lot during this presentation. As stated earlier, the funds of knowledge category was used to capture any information that community cultural wealth did not. Teachers were very interested by the cultural differences between Mayans in Guatemala and their language differences. The teachers were also very impressed with one of the parents named Joel who knew a lot about the history, cultures, and languages of the country. Shawna said, “It’s as though he knew more English than he knows. He sounds very educated.” A lot of the teachers were impressed with the amount of information families shared. They seemed to correlate knowing things to being highly educated and literate. Since a lot of our Guatemalan families were limited in literacy, especially in their first language, it surprised all the teachers. Alexi said, “I thought you said that Joel couldn’t read or write in English?” I responded with, “He is a very smart man and knows a lot about his country and what he needs to do to set his family up for success.” So again, to emphasize, I believe when people are told someone is illiterate or has limited literacy, they associate it with an overall lack of knowledge. Overall teachers again showed an interest, showed empathy, and wanted to make the Pura Vida better for our Guatemalan families.

Act Phase

The mini surveys, discussions, and observations from Change Idea Four humanized and gave a voice to Guatemalan ELL families at Pura Vida. Teachers enjoyed hearing their voices through a community cultural and funds of knowledge lens. Teachers

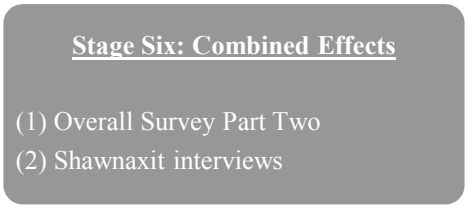
eagerly demonstrated their willingness to learn more about Guatemalan families throughout this process. Stage Five solidified the importance of interviewing and learning from culturally and linguistically diverse families. Stage Six's purpose was to gather and finalize all data to show growth for awareness and capacity for ELL families. This can be demonstrated in the overall survey which captured the changes in all four change ideas. A teacher exit interview was also conducted to capture any growth in capacity and awareness for becoming a multicultural leader for ELL students.

Stage Six: Combined Effects

Stage Six is the analysis phase of the combined effects of all four PDSA cycles. The change ideas in each PDSA cycle included: definitions and demographics, ELL students and the composition of public schools, Mexican community cultural wealth and funds of knowledge, and Guatemalan community cultural wealth and funds of knowledge. The combined effects of these PDSA cycles were captured by an overall survey (Appendix L) and exit teacher interview (Appendix K). The purpose of all four of these change ideas was to build awareness and capacity for becoming a multicultural leader for ELL students. Stage Six is illustrated in Figure 12.

Figure 12

Stage Six: Post Work and Combine Effects of all Four PDSA Cycles



Overall Survey Part Two

The overall survey was completed at the conclusion of all four PDSA cycles, as shown in Appendix L. The purpose of this survey was to capture growth following the four PDSA cycles. Question two showed that four teachers out of five believed that 50-60% of all the information shared throughout the four PDSA cycles was new information. Ricky was an outlier saying that 90% of all the information was new. This was also the teacher who at the beginning believed they knew a lot (95%) about ELL families. In question three, all five teachers said that the information was valuable to them. All five teachers scored this question between 95-100%. In question three all five teachers strongly agreed that their capacity for being a multicultural leader for ELL students increased. In question four, all five teachers strongly agreed that their ability to advocate for ELL students had increased. In question six, two of the teachers asked for more information regarding ELL family involvement and giftedness. In question seven, four out of the five teachers had positive feedback with only one choosing not to answer. The feedback included comments on the sharing of the change information throughout the building and how to dig deeper into learning about language and culture of Pura Vida's ELL students.

Teacher Exit Interview

These exit interviews were conducted three weeks after the presentations. The teacher exit interviews (Appendix K) were examined along with the overall survey (Appendix L). All of the feedback was 100% positive. Teachers spoke only positively about the research. When they asked what resonated with them the least or what they did

not like about the research, all five teachers agreed that everything presented was of value. Teachers' recommendations came in three forms: (1) next steps, (2) presenting this research to staff, and (3) applying more of students' cultures and language to the classroom. All five teachers believed that they had increased their capacity and awareness for becoming a multicultural leader for ELL students. Shawna said, "I increased my scope of what I look at, as far as what you've brought in many angles that I had more perspective that I did not know before." Alexi said, "I knew these kids but I didn't know anything deeper than that. Like their culture, history, and dreams."

Chapter Five: Discussion and Findings

Many issues contributed to the lack of multicultural leadership, but the focus of this study was to increase teachers' and school leaders' capacity and awareness to be better multicultural leaders for English Language Learner (ELL) students. This study produced several recommendations to address teachers' and school leader's capacity to become multicultural leaders for English Language Learner students. During this study, I used improvement science as the methodology and included a variety of stakeholders as participants. The conceptual framework used to guide this study included community cultural wealth and funds of knowledge. Using both the voices of ELL families and the input of the school equity team, which includes teachers and a school leader, we collaboratively created a six-stage intervention program to increase capacity and awareness for becoming better multicultural leaders for ELL students. The six stages of improvement science contained four PDSA cycles which revolved around four change ideas. The change ideas were: definitions and demographics, ELL students and the composition of public schools, Mexican community cultural wealth and funds of knowledge, and Guatemalan community cultural wealth and funds of knowledge. The purpose of all four of these change ideas was to build awareness and capacity for becoming a multicultural leader for ELL students. In this chapter, I will discuss the six stages, make recommendations, state limitations, and share my Culturally and Linguistically Diverse Student Tracker.

Summary of Stages

Stage One Recommendations

In Stage One of this research, a lot of the prework was conducted. This included the creation of an aim statement and conducting teacher interviews as well as parent empathy interviews. During the teacher interviews, five teachers shared their personal experiences and what types of supports they needed from their school leader. These parents emphasized the need for a multitiered system of bilingual support.

Multitiered System of Language Support

This discussion expands on what teachers said school leaders can do to better support teachers who want to increase capacity for Spanish and other languages in the school. In Stage One, teachers described what they needed from school leaders in the way of language support. Teachers emphasized the need of a multitiered system of bilingual support to better communicate with and support culturally and linguistically diverse families.

First, it is crucial for school leaders to have the appropriate skills when working with and supporting culturally and linguistically diverse families, such as background knowledge and bilingual skills (Nieto, 2018). If school leaders do not have these skills, they need to surround themselves with people that do, as well as using translators every time they communicate with families. Second, school leaders need to make sure that at least one person in the front office of a school is bilingual. Families interviewed in Stage One stated many times the importance of having a bilingual assistant in the front office of Pura Vida. The front office is the first point of contact for information, greeting families,

and interacts with families most often. Third, school leaders need to have a staff member who is able to translate information on the same day for teachers and make phone calls with teachers. All teachers agreed that having someone to support them on the same day of the request would greatly impact how they are able to support culturally and linguistically diverse families. Fourth, teachers need to be shown how to translate their own messages, such as texts and short emails, using Google Translate, Class Dojo, or Microsoft Word. Teachers agreed that using these were not 100% effective, but if the messages were kept simple, short, and clear, the translations were adequate. Fifth, school leaders need to hire more bilingual staff to better support all stakeholders. This is a challenge that many school districts find difficult. Sixth, school leaders need to make sure that their ELL families have access to a bilingual community liaison. There are many supports that families need outside of school, such as, medical, financial, and legal help. The better families are supported outside of school, the better they can support their children in school. Seventh, district translations need to have a same day turn around. Teachers expressed frustrations with up to a five-day turn around for translations of official school forms. Eighth, school leaders need to hire bilingual ELL teachers that speak the language of their ELL students. There is nothing more impactful than using a student's native language as a scaffold to help them learn English. As it was pointed out by a Quaker teacher in 1873, it was better to instruct American Indians in their own language than to simultaneously teach them English (Santa Ana, 2004). I truly believe that if school leaders could implement this eight-tiered system of language support, it would greatly benefit all stakeholders, especially students.

Stage Two Recommendations

Stage Two of this research involved the implementation of the first PDSA and the first change idea. The change idea revolved around introducing and discussing a variety of demographics and definitions pertaining to Pura Vida's culturally and linguistically diverse students. The purpose of this stage was to clearly explain and coach teachers regarding Pura Vida's ELL families. This section will discuss and make recommendations regarding both the definition and demographics portions of the first change idea.

Definitions

The definitions associated with culturally and linguistically diverse students need to be clearly stated and presented. There is a lot of confusion about what teachers and school leaders think about when defining a culturally and linguistically diverse student. Many educators use these definitions to describe active ELL students. However, culturally and linguistically diverse students cover a huge umbrella of students. This term covers active ELL students, ELL students in monitor status, ELL students that have exited from an ELL program, and students who were never part of an ELL program. Some students never receive services. They may be proficient in two languages, their parents did not fill out the home language forms correctly, or their parents refused ELL services. Students may live in a home that one parent speaks another language or both parents are bilingual. Overall, there are many students that are immersed in more than one language and culture who do not qualify for ELL services. From my experience, there are many culturally and linguistically diverse students that are not accounted for in

the traditional definition of culturally and linguistically diverse students. One of these groups are our Hawaiian and Pacific Islander groups of students who are often also invisible in school. They bring a very rich culture and language to school that, from my experience, goes unrecognized. From personal experience living in Hawaii for several years while I was in high school, Hawaiians, French Polynesians, Samoans, and Guamanians have an extremely rich culture and languages that differ from the rest of the United States. Overall, the more we spend time looking for culturally and linguistically diverse families, the more we find.

Demographics

School leaders and teachers need to see the demographics of ELL students to better understand who they are working with. Knowing a lot about the students and their families can greatly increase the likelihood of being able to help. Using a variety of demographics data is a crucial step for starting a conversation with teachers and school leaders so they can help students. The point of this was that you could not help the people in front of you if you do not know who they are. The more data you have regarding students, besides reading and math scores, the more you can fine tune strategies to try and help students. It is important that school leaders know and discuss the demographics of ELL families with their teachers. The demographic of ELL students has not been disaggregated beyond race and ELL status at Pura Vida. However, this is a crucial step for educators because ELL students are the second fastest growing group of students in the United States; by 2025 it is estimated that they will comprise 25% of the student population (National Clearinghouse for English Language Acquisition, 2011). Even

within the world of ELL services, the American school system tries to give a one size fits all approach for all of ELL students, even though they are all unique and come from different backgrounds. This group of students is diversifying all the time. This stage broke down culturally and linguistically diverse families by language, culture, culturally and linguistically diverse student status, and active ELL student status. This information can be used by school leaders and teachers to create inclusive environments for students within their schools. A school leader can better advocate for language support if the school leader knows the language a family speaks. Teachers can learn more about student cultures in order to better increase their pedagogy and in increase connections with diverse students and families. Overall, this data, combined with the correct equity-focused leader at a school, can create a more inclusive environment for ELL families.

Stage Three Recommendations

Stage Three of this research involved implementation of the second PDSA cycle and the second change idea. The change idea revolved around introducing and discussing ELL students and the composition of public schools in the United States. The purpose of this stage was to clearly explain and better prepare teachers and school leaders regarding ELL students. One of the biggest takeaways from this stage was the need for school leaders to have this knowledge, so the school leaders can better create inclusive environments for ELL families. In this section I will discuss the importance of the role of the school leaders in leading and supporting teachers.

School Leaders

Throughout this dissertation in practice, my mindset has changed tremendously regarding who has the greatest impact on supporting ELL students. When I first started, I thought that teachers were most responsible for the lack of multicultural leadership for ELL students. I now believe it is school leaders. School leaders need to lead by example and be multicultural leaders for ELL students. School leaders set the expectations for a school and are in charge of effectively leading.

I cannot emphasize enough the importance of school leaders needing to have an equity lens, know the background of their students, and be aware of issues which may affect ELL families. Most importantly, school leaders need to support their teachers to be better multicultural leaders for ELL families. School leaders including, but not limited to, school board members, superintendents, executive directors, and principals all need to make sure they provide access for and are accessible to ELL families. All of these school leaders need to frequently communicate and interact with ELL families. All need to advocate, hear the voices (recommendations, issues, etc.), and make space for ELL families. They need to lead by example so that everyone in the district sees how to create inclusive spaces for ELL families in all areas. School leaders are in charge, have the most influence, setup mechanisms of support, and have power to disrupt the status quo within a school district.

Stage Four and Five Recommendations

I believe that the voices of ELL families were the most important component of this research. In Stage One, 10 parents were interviewed, and their information was

categorized based on community cultural wealth and funds of knowledge. These interviews were then shared with teachers in Stage Four and Five. This section will discuss community cultural wealth and funds of knowledge. I will also speak about the importance of making time to learn from families, how to assist in humanizing families, and next steps.

Community Cultural Wealth

After exploring the data families shared about community cultural wealth, I was left with a large amount of data. I was certain I had two things. First, I had examples from families, in their own words, activating the six forms of capital which create community cultural wealth. Second, I felt that I had a good idea about the amount of capital families had and which areas needed further nurturing.

Examples of **C**apital

Thanks to parents, I had real life examples of the forms of capitals which were shared by the families. For example, all four dads shared a great deal of familial capital through their personal experiences and advice that they shared with their children. I also had a great deal of past and present examples of their resistance capital. This information can be used to teach other school leaders or teachers, the past and current issues which families may face. Through discussions and improvement plans school leaders and teachers can use learning about forms of capital as a goal of improvement within a school.

Amount of Capital

Families' stories and examples gave me a good scope regarding the amount of capital families had in each area. For example, families' aspirational capital was shared a lot when it came to future dreams for their children, but the navigational capital of knowledge of college was low because families had not been to college. When families ran into a principal and school staff that tried to reduce family's linguistic capital with an "English only" policy, families felt that there was nowhere else to go. These parents were unaware of the structure of the hierarchy, how the resources of a school district should work, and their rights. As a result, their social and navigational capital have been limited by non-bilingual school leaders and staff. Educators with this information could specifically target and increase areas of capital, such as navigational capital, and how to go about navigating through the school. This could be done by talking about the topic (in their preferred language) at a townhall meeting to build awareness and capacity. This would greatly empower families while building *confianza* between educators and culturally and linguistically diverse families. Building on families' forms of capital would further teach educators about families and how to connect with them.

Funds of Knowledge

It is important to emphasize that community cultural wealth and funds of knowledge are intertwined. Whatever information was not captured by the six forms of capital of community cultural wealth was collected as information pertinent to funds of knowledge. I was left with a very large amount of data which pertained to such things as culture, history, agriculture, cooking, holidays, and dress. I felt the forms of capital

empowered families and that funds of knowledge could be used to create stronger connections to the school.

Funds of Knowledge in School

With the funds of knowledge that families shared, I feel that this information could be easily transferred into a school's knowledge framework so stronger connections could be made between diverse families and schools. For example in writing, teachers can have students write about what different people eat around the holidays. Students can compare and contrast Halloween and Día de los Muertos. Guatemalan families could bring in their *traje tipicos* to share and present them to a class. English, Spanish, and Mam could all be compared and taught to students. In art, students could draw or paint famous landmarks from places where families are from. When teaching geography or agriculture, students can share about fruits, vegetables, or animals that come from their country. When learning about math, money from different countries could be used to make connections. These would all bring in many streams of culture and make connections to culturally and linguistically diverse students within a school. The connections educators could make are only limited by their imagination.

Making Time

Throughout the process of conducting this improvement science research, I noticed how rich and helpful the information the parents shared were with me was. I gave them a voice and took the time to listen to them. This made me think of the lack of importance schools put on cultivating authentic relations with families, learning from them, and getting to know them. We are often bombarded with overwhelming class sizes,

testing and mandates, and feel like we do not have enough time in the school day. School leaders need to make learning from families a priority and make the time to get to know families. Empathy interviews are a great way to learn from families. Their community cultural wealth and funds of knowledge that families shared were rich and greatly changed my thinking, as well as the thinking of teachers involved.

Humanizing Families

The empathy interviews greatly humanized the ELL students at Pura Vida Elementary. Teachers often get caught up in focusing on what subjects a student is good at or on a student's behavior. Families sharing their community cultural wealth and funds of knowledge humanized them to me and the teachers that participated in the research. We do not often get to learn the family history of a student or have a conversation regarding the aspirations of a student. Families shared their histories, experiences, culture, and future aspirations through their empathy interviews. All of the teachers pointed out that they learned a lot from ELL families and students. Teachers that participated in this study stated that they learned more about families on a deeper level. Teachers believed that knowing more about cultural and linguistically diverse families brought us closer together as a school.

Moving Forward

The amount of information and experience I obtained throughout this research was rich, and taught me a lot. This research made me think of what I had missed as a student learning English as a second language, and what could be done next. In this section I will talk about the missing voices of ELL families, the difference between

interviewing fathers versus mothers, inclusive spaces, and school boards and policy related to ELL students and their families.

Missing Voices from ELL Families

The first thing that I thought of when I thought of missing voices was the group of families I had missed because they did the meet the requirements to be interviewed or they could not meet the time requirements. The entire time I conducted the research, I kept thinking about the voices I had missed. I had missed Pura Vida's Honduran, Guamanian, Guatemalan K'iche' speaking, and Indian families. Since this research was conducted in November of 2021, the demographics of my culturally and linguistically diverse students have further diversified. Pura Vida now has Costa Rican, Peruvian, German, and Venezuelan students. The family empathy interviews would be a great way to teach me about these other groups of students. It would be great to conduct empathy interviews with the remaining ELL families.

Interviewing Fathers Versus Mothers

Based on the literature review that I conducted, it was pointed out that voices of Latinx fathers were usually absent when it came to conducting research. I was able to get four fathers to participate in this research. Some of the things that the fathers said in comparison to the mothers were similar, but there were some differences. It was noticeably different that the fathers talked about work and working hard a lot more than the mothers did. It was also noticeable that the fathers' lives had been hard and they were trying to teach their children based on of these experiences "how to be somebody" in the future. It would have been interesting to have interviewed only fathers. Something else I

noticed was that the two longest interviews I did were also fathers who went into great detail about their personal history. Going into this study, I thought that the mothers would talk more since I interacted with them often on a daily basis.

Voice, Presence, and Inclusivity

Listening and speaking to ELL families made me think about spaces where they did not have a voice, were not present, and as a result, were excluded. I believe that certain spaces increase social capital and inclusion for families. For example, school leaders need to make sure that ELL families have access to and can participate in the Parent Teacher Association (PTA) and attend meetings. These meetings are crucial to making a school a better place for students. The PTA creates leadership roles within a school for parents and needs to know how to advocate for all families. Excluding or not having ELL families participate in these PTA meetings disempowers ELL families. Not having ELL families as participants in the association and in parent leadership roles hinders their presence in schools and in school decision-making. Inclusion in school means access to family events, district meetings, and board meetings. Not creating inclusive spaces disempowers ELL families. When ELL families are disempowered, schools become more disempowered.

School Boards and Policy

ELL students are the second largest growing group in the United States educational system. How do undocumented and/or culturally and linguistically diverse families get a voice or a vote when picking school board members? Throughout this research, I explored several different levels of a school system, which may or may not be

inclusive of ELL families. I believe voting for school board members is extremely important for culturally and linguistically diverse families. A subgroup of these ELL families are undocumented families. Schools still receive funding for students through per pupil funding. Some of these students may bring additional money to a school district by their eligibility for Title One and Title Three funds. However, these families do not get a voice when electing the school board members who will represent them. Are ELL families and undocumented ELL families being fairly treated or represented? Are they even on the board members' and schools' radar? These elections need to reflect the demographics of the students and parents. There needs to be some type of implementation regarding school board voting to increase voting privileges for undocumented families. Policies are in place where undocumented parents do not meet the requirements to vote for school board members. The Latinx community also had the highest fertility rate amongst all other groups (Taylor, 2015). Should voting be done by how many children a parent had within a school district? Policies should be put into place so they can have a vote on how their education leadership is chosen.

Sustainability

Another topic that came up during this research was the sustainability of the system processes of the research at the site after the researcher leaves. As stated earlier I created the equity team and spent more than four years building confianza with parents. The question then is: If I left how could sustainability be implemented? I have several recommendations to address this important question. The first recommendation would be to establish and continue an equity team once the researcher leaves. It would be necessary

to select someone to lead the equity team, or to rotate running the meeting. Second, would be to put bilingual ELL parents in key positions in the school, inviting them to apply when openings appear, inviting them to equity meetings, and asking them to serve on the school accountability teams. Third, the school leader needs to make it a priority to build relationships with and to learn from ELL families. Fourth, would be to change the typical role of the ELL teacher and transform it to an advocate, researcher, and teacher, going beyond the traditional role of teaching English. Fifth, we need to find and hire people that care about doing this work by creating interview questions that help determine the capacity for equitable practices in candidates I think that the first four recommendations would be contingent on the person being passionate about the equity work.

Confianza and Research

Throughout this process it was apparent to me that none of the information or data collected would have been as rich if it was conducted by a researcher who was a stranger to the families. I cannot emphasize the importance of my building more than four years of *confianza* with families. I have spent more than four years building a positive relationship with the families at Pura Vida by translating, setting up meetings, helping set up and access technology during COVID, by entering their homes and lives as an advocate for them. As a result, the information they gave me in the form of *testimonio*s, *cuentos*, and c*onsejos* was richer because I had built so much trust with them. Getting a researcher with so much experience at a site greatly enhanced the research. Especially, if that researcher was someone who spent the four years helping families, building relationships,

and asking nothing in return. I do not believe that a researcher who was unfamiliar with families could have documented as much or as in-depth data.

Having Community Cultural Wealth and Funds of Knowledge

I would say that me being a former ELL student and being of Latinx descent also contributed to the research. Throughout my years of helping my families, I have greatly activated my funds of knowledge to better understand families. I have activated my resistance capital to advocate for them when nobody else would. This has come in the form of being an equity leader in the district to advocate for change. It has also come in the form of advocating for culturally and linguistically diverse students district wide. I have activated my linguistic capital to better support and communicate with families and create bilingual capacity throughout the school. I also noticed that I had a great amount of social capital and navigational capital. This came in the form of having a strong network of ELL families, forming solid relationships, and understanding the cultures of my families. Maybe we need more researchers that can better tap in and relate to families. Speaking the languages families speak and having the same backgrounds of families also helped. I believe that there was an underlying trust when I first started at Pura Vida because I looked like them, had a family history similar to them, and spoke the same language as them. I was also the only person they could ask for help, and I always gave it. I felt that it was an underlying trust that nobody spoke about but made families comfortable. I also felt that my background as male of Mexican decent also help me make connections with our Guatemalan families. I was not able to speak Mam, but I was able to communicate in Spanish as a bridge language to speak to them and support them.

Next Steps in PDSA Cycles

Possible next steps for the PDSA Cycles include, but are not limited to, the following ideas. First, the same PDSA cycles could be conducted with teachers that were not part of the equity team. This would include teachers that may have a deficit view of students. This could enhance the research by creating different outcomes of growth and perspectives. Next, change ideas would include sharing the voices of other ELL families such as the Guamanian, Indian, Peruvian, Venezuelan, Honduran, Guatemalan K'iche speaking, and German families who make up a smaller portion of the population of ELL families. Each of these families' voices matters and sharing their community cultural wealth and funds of knowledge would better teach Pura Vida staff about all of their ELL families. Another next step could include teachers that participated in implementing culturally relevant pedagogy into the classroom and possibly conducting their own empathy interviews. Giving teachers the tools and knowledge to change their own perspective about their students and pedagogy changes would be powerful.

Sharing the Results

There are many ways that this information could be shared. First, the information could be shared with the CLDE department and with other ELL teachers. I think that giving these teachers a different perspective of the responsibilities of the ELL teacher could be eye-opening. I also think it could help CLDE leadership in thinking about new ideas they could implement. From my experience, I feel that lack of imagination and knocking out paperwork has completely consumed the CLDE world from the teacher side. Second, this information needs to be shared building wide at Pura Vida. Having the

staff hear the voices of families is important for learning, and would positively change perspectives of the staff towards ELL families. Third, this information could be shared at different education conferences such as Carnegie Project on the Education Doctorate (CPED), Association of Latino Administrators and Superintendents (ALAS), and University Council for Educational Administration (UCEA). At these conferences, the information would increase educators and researcher's knowledge towards ELL families.

Culturally and Linguistically Diverse Student Tracker

Throughout this research three things have tremendously helped me in making it run smoothly. One thing that helped was the teachers that were part of an equity team, because they were used to having a growth mindset and challenging their beliefs. The second thing that helped was my history of *confianza* with Pura Vida's ELL families, which was briefly shared in Chapter Three. When I reached out for families to conduct empathy interviews, I had 10 parents commit in less than 30 minutes. The third thing that assisted me was my Culturally and Linguistically Diverse Student Tracker, as shown in Appendix R. This form has helped me track and advocate for my culturally and linguistically diverse families at Pura Vida. It had tremendously helped me in my equity work and the ability to better support ELL families, teachers, and school leaders.

This form is an Excel spread sheet that is a living document. It is updated every time I get a new ELL student, a new school year begins, and when any data needs to be updated. This form has all the culturally and linguistically diverse students listed in Pura Vida organized by grade level and teachers. This includes all subgroups of culturally and

linguistically diverse families. It is shared with teachers so they can see which of their students need support and in what language and what culture. Culture is captured so teachers can try to implement the students' culture into the classroom. Teachers can see which language is the preferred form for communication with families. For example, looking for books that may be from Guatemalan or Mexican authors may be assisted by checking the tracker. Literacy ability of parents is also documented so we can make sure phone calls are used to communicate in the preferred language of parents who are unable to access written language. Students are also tracked by sibling relationships to better accommodate our ELL families. For example, when I create student-teacher conferences, I am able to create appointments by largest family first, so families do not have to come back multiple times. The status of where each student is on the cultural and linguistically diverse spectrum is also tracked. On this tracker, GT status is tracked, as well as who has internet. This tracker information is put into my phone and organized by contact method to better communicate with families. It is a lot of information which gives many details for each student. The point of the form is to have as much information about the students so teachers and school leaders can better support students.

Conclusion

There was a lot to learn from Pura Vida's ELL families' empathy interviews and the improvement science process. Their point of view, experiences, history, and culture were eye opening for myself and the teachers involved. There was a great amount of information that school leaders and teachers could learn about. Conducting empathy interviews with a community cultural lens and funds of knowledge lens can greatly empower a school leaders and teachers to better help ELL families.

Issues of the past can be used as learning examples or justified in the presence and future to better help ELL families. The six forms of capital can be greatly increased to better help ELL families. The rich funds of knowledge that families bring with them to school can be used to create great inclusive environments for students. School leaders need to increase their knowledge and their staffs' knowledge surrounding the families' community cultural wealth, and families' funds of knowledge. Both need to be understood cultivated and implemented throughout the school.

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Appendix A

Parent Consent Form

Title of Research Study: Equity Battles: Multicultural Leadership for English Language Learner Students
Researcher(s): Alfredo Pargas
Faculty Sponsor: Dr. Hesbol
Study Site: Pura Vida Elementary and interviewee's homes.

Purpose

You are being asked to participate in a research study. The purpose of this research is to include parent voice to better help teachers and school leaders become multicultural leaders for English Language Learner students.

Procedures

If you consent to be part of this research study, you will be invited to participate in an interview. The interview will last approximately 30 minutes.

Voluntary Participation

Participating in this research study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. You may choose not to answer any question during the interview for any reason without penalty or other benefits to which you are entitled.

Risks or Discomforts

The researcher has taken steps to minimize the risks of this study. Even so, as a participant, you may still experience some risks related to feelings that may be evoked from questions being asked in the interview. The study may include other risks that are not known at this time. If, however, you feel embarrassed or uncomfortable at any time to answer a question, you may decline to answer the questions or end the interview. You may also choose to withdraw from the study at any time. There will be no penalty, no negative consequences, and no removal of other benefits to which you are entitled if you decline to answer any question, end the interview, or withdraw from the study.

Benefits

A major benefit of this study is to better inform teachers and school leaders how to better serve culturally and linguistically diverse students. I am looking for any information that will help me explore and reflect on current practices.

Incentives to Participate

You will receive $25.00 for participating in this research project.

Study Costs

You will not be expected to pay any costs associated with the study.

Confidentiality

The researcher will make all efforts to keep your information private. There will be no identifiers linking you to this study and a pseudonym will be used to keep your information safe throughout the study. The name of the school district will also be kept confidential and a pseudonym for your school district will be used. The researcher will destroy the original data once it has been transcribed and the study is completed. The results from this research will be used for learning purposes only. Information about you will be kept confidential to the extent permitted or required by law.

Member Checking:
Your transcribed interview will be sent to you as a follow-up to ensure that your responses were recorded accurately. All transcriptions will be kept in Spanish. If you do not agree with any parts of the written transcription or feel that your responses were not accurately recorded, please let the researcher know.

Questions
You can contact Alfredo Pargas at Alfredo.pargas@du.edu at any time. You can also reach me through text or call me at 915-274-1864.

Options for Participation
Please initial your choice for the options below:

___The researchers may audio record me during this study.

___The researchers may **NOT** audio record me during this study.

Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you agree to participate in this research study, please sign below. You will be given a copy of this form for your records.

_____ _____

Participant Signature **Date**

Formulario De Consentimiento Para Los Padres

Título del estudio de investigación: Batallas de Igualdad: Liderazgo Multicultural para Estudiantes que Aprenden Inglés
Investigador(es): Alfredo Pargas
Patrocinador de la Facultad: Dr. Hesbol
Lugar del Estudio: Pura Vida Elementary y entrevistas en el hogar.

Propósito
Se le solicita participar en el estudio de investigación. El propósito de este estudio es incluir la voz de los padres para ayudar a los profesores y lideres escolares a convertirse en lideres multiculturales para Estudiantes que Aprenden inglés.

Procedimiento
Si usted otorga el consentimiento para formar parte del estudio, será invitado a participar en una entrevista. La entrevista tiene una duración aproximada de 30 minutos.

Participación voluntaria
Participar en esta investigación es totalmente voluntario. Si usted decide participar ahora, usted puede cambiar de parecer y dejar de ser parte del mismo en cualquier momento. Usted tiene la opción de no contestar preguntas por cualquier razón sin ninguna sanción o quitársele beneficios a los que tiene derecho.

Riesgos o incomodidades
El investigador ha tomado medidas para disminuir los riesgos de esta investigación. Aun así, como participante, usted puede experimentar incomodidad o riesgos basados en los sentimientos que pueden provocar las preguntas de la entrevista. El estudio puede incluir otros riesgos no contemplados en este momento. Si usted se siente avergonzado o incomodo en cualquier momento, puede negarse a responder o terminar la entrevista. También puede retirarse del estudio en cualquier momento. No habrá ninguna sanción, consecuencias negativas, ni se le quitará ningún otro derecho que le corresponda si decide negarse a responder, terminar la entrevista o retirarse del estudio.

Beneficios
El mayor beneficio del estudio es brindar información a los profesores y lideres escolares para ayudar de mejor forma a los estudiantes de cultura y lengua diversas. Estoy en busca de cualquier información que me ayude a explorar y reflejarlo en la práctica actual.

Incentivos por participar
Usted recibirá $25.00 por participar en este estudio.

Costo del Estudio
No se espera que usted pague algún costo asociado al estudio.

Confidencialidad

El investigador hará lo posible por mantener su información privada, no habrá ningún identificador asociándolo al estudio y un seudónimo será usado para mantener su información a salvo durante el estudio. El nombre del distrito escolar también se mantendrá confidencial y un seudónimo será usado para el distrito. El investigador se deshará de su información una vez que los datos sean transcritos y el estudio sea concluido. Los resultados del estudio serán usados solamente con propósito de aprendizaje. La información sobre usted será confidencial en a la medida de lo posible o permitido por la ley.

Comprobación de los miembros:
Su entrevista transcrita se le enviara como seguimiento para asegurar que sus respuestas sean las adecuadas. Todas las transcripciones se mantendrán en español. Si usted no está de acuerdo con alguna parte de la transcripción o siente que sus respuestas no son las correctas por favor déjemelo saber.

Dudas
Usted puede contactar a Alfredo Pargas al correo Alfredo.pargas@du.edu en cualquier momento. También puede llamar o enviar un mensaje de texto al 915-274-1864.

Opciones de participación
Favor poner sus iniciales en la opción que guste:

___ Los investigadores pueden grabarme en audio durante el estudio.

___ Los investigadores **NO** pueden grabarme en audio durante el estudio.

Favor tómese el tiempo necesario para leer el documento y decidir si le gustaría participar en el estudio de investigación.

Si decide participar en la investigación, firme abajo por favor. Se le entregara una copia del formulario.

_____ _____

Firma del participante **Fecha**

Appendix B

Teacher Consent Form

Title of Research Study: Equity Battles: Multicultural Leadership for English Language Learner Students
Researcher(s): Alfredo Pargas
Faculty Sponsor: Dr. Hesbol
Study Site: Pura Vida Elementary and interviewee's homes.

Purpose

You are being asked to participate in a research study. The purpose of this research is to include teacher voice to better help teachers and school leaders become multicultural leaders for English Language Learner students.

Procedures

If you consent to be part of this research study, you will be invited to participate in two interviews. Each Interview will last approximately 30 minutes.

Voluntary Participation

Participating in this research study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. You may choose not to answer any question during the interview for any reason without penalty or other benefits to which you are entitled.

Risks or Discomforts

The researcher has taken steps to minimize the risks of this study. Even so, as a participant, you may still experience some risks related to feelings that may be evoked from questions being asked in the interview. The study may include other risks that are not known at this time. If, however, you feel embarrassed or uncomfortable at any time to answer a question, you may decline to answer the questions or end the interview. You may also choose to withdraw from the study at any time. There will be no penalty, no negative consequences, and no removal of other benefits to which you are entitled if you decline to answer any question, end the interview, or withdraw from the study.

Benefits

A major benefit of this study is to better inform teachers and school leaders how to better serve culturally and linguistically diverse students. The researcher is looking for any information that will help explore and reflect on current practices.

Incentives to Participate

You will receive $25.00 for participating in this research project.

Study Costs

You will not be expected to pay any costs associated with the study.

Confidentiality

The researcher will make all efforts to keep your information private. There will be no identifiers linking you to this study and a pseudonym will be used to keep your information safe throughout the study. The name of the school district will also be kept confidential and a pseudonym for your school district will be used. The researcher will destroy the original data once it has been transcribed and the study is completed. The

results from this research will be used for learning purposes only. Information about you will be kept confidential to the extent permitted or required by law.

Member Checking:
Your transcribed interview will be sent to you as a follow-up to ensure that your responses were recorded accurately. If you do not agree with any parts of the written transcription or feel that your responses were not accurately recorded, please let the researcher know.

Questions
You can contact Alfredo Pargas at Alfredo.pargas@du.edu at any time.

Options for Participation
Please initial your choice for the options below:

___The researchers may audio record me during this study.

___The researchers may **NOT** audio record me during this study.

Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you agree to participate in this research study, please sign below. You will be given a copy of this form for your records.

_____ _____

Participant Signature **Date**

Appendix C

Parent Interview Protocol

Introduction to the Research Project:

You have been selected to participate in a study called **Multicultural Leadership for English Language Learner Students**. This research study will use parent interview data to better inform teachers and school leaders how to better support and increase their capacity for becoming culturally and linguistically diverse leaders. Your opinions, experiences, ideas, and participation are very important in this study and may lead to improving practices regarding English Language Learner students. The research question for this study is: How can teachers and school leaders become multicultural leaders for English Language Learner students?

Introductory Protocol:

I would like to audio record our discussion today so that I can ensure the best accuracy in note- taking for this study. I will be the only person that will listen to and have access to this information. Additionally, I will destroy the audio recording after the notes have been transcribed and the research project is completed. Because of these efforts to provide protections, the informed consent form signed by you meets the requirements for human subject research. The form explains that:

- *All information shared during our conversation will be kept confidential.*
- *Your participation is completely voluntary, and you may stop at any time without penalty if you feel uncomfortable or embarrassed.*
- *There is no harm intended through this study.*

It is my plan that this interview should take no longer than 30 minutes. During this time, I have several questions that I would like to ask you. To respect your time commitment, I may need to interrupt our conversation if we are running short on time.

As a follow-up to this interview, I will ask for your comments and feedback during the writing of the report to ensure that your opinion, experiences, ideas are accurately reflected.

Do you have any questions before we begin?

Now I will ask some questions regarding the research study. You may ask me questions at any time during this process. If you would like to follow along, here is a copy of the questions I plan to ask.

1. Can you tell me about your culture and background?
2. Can you tell me about some good experiences your family has had with school?
3. Can you tell me about any challenges your family has faced in school?
4. How can we better support you in school? Any recommendations?
5. What are your hopes and dreams for your child's future?

End of the interview:

- Summarize
- Thank the participant
- Provide contact information
- Answer any additional questions

Protocolo De La Entrevista A Los Padres

Introducción al Proyecto de Investigación:
Usted ha sido seleccionado para participar en un estudio llamado **Multicultural Leadership for English Language Learner Students**. Este estudio usara los datos obtenidos en las entrevistas a los padres para informar a los profesores y lideres escolares en cómo ser un mayor apoyo e incrementar sus capacidades para convertirse en lideres cultural y lingüísticamente diversos. Sus opiniones, ideas, experiencias y participación son muy importantes en este estudio y podrían llevar a mejorar las prácticas relacionadas a los estudiantes que aprenden inglés. La pregunta de investigación para este estudio es: ¿Como podemos convertirnos en lideres multiculturales para los estudiantes que aprenden inglés?

Protocolo introductorio:
Me gustaría grabar en audio nuestra discusión el día de hoy para poder asegurar la mayor exactitud a las notas tomadas para este estudio. Seré la única persona que escuchará y tendrá acceso a esta información. Adicionalmente, destruiré las grabaciones después de que las notas sean transcritas y la investigación este completada. Debido a estos esfuerzos por brindar protección, el formulario de consentimiento informado firmado por usted cumple con los requisitos de investigación con personas humanas. El formulario explica que:

- *Toda la información compartida durante la conversación será mantenida confidencial.*
- *Su participación es completamente voluntaria, y usted puede detenerse en cualquier momento sin penalidades si se siente incómodo o avergonzado.*
- *No hay ningún daño intencionado detrás de este estudio.*

Es parte de lo planeado que esta entrevista no dure más de 30 minutos. Durante este tiempo, tengo varias preguntas que me gustaría hacerle. Para respetar su tiempo, podre interrumpir la entrevista cuando estemos cortos de tiempo.
Como seguimiento de esta entrevista, le pediré sus comentarios y realimentación durante la transcripción del reporte para asegurar que su opinión, experiencias, ideas son reflejadas correctamente.
¿Alguna duda antes de comenzar?

Guía y protocolo de la entrevista
Ahora le haré preguntas para el estudio de investigación. Usted puede hacer preguntas en cualquier momento durante este proceso. Si desea leer junto a mí, aquí tiene una copia de las preguntas a realizar.

1. ¿Podría hablarme sobre su cultura y sus experiencias?
2. ¿Podría contarme sobre buenas experiencias que haya tenido junto a su familia en la escuela?
3. ¿Podría mencionar que dificultades ha experimentado en la escuela?
4. ¿Cómo cree que podemos brindarle más apoyo en la escuela? ¿Alguna recomendación?
5. ¿Cuáles son sus deseos y esperanzas para el futuro de sus hijos/as?

Fin de la entrevista:

- Resumir

- Agradecer al participante
- Proveer información de contacto
- Responder preguntas adicionales

Appendix D

Teacher Interview Protocol One

Introduction to the Research Project:
You have been selected to participate in a study called **Multicultural Leadership for English Language Learner Students**. This research study will use parent interview data to better inform teachers and school leaders on how to better support and increase their capacity for becoming culturally and linguistically diverse leaders. Your opinions, experiences, ideas, and participation are very important in this study and may lead to improving practices regarding English Language Learner students. The research question for this study is: How can teachers and school leaders become multicultural leaders for English Language Learner students?

Introductory Protocol:
I would like to audio record our discussion today so that I can ensure the best accuracy in note- taking for this study. I will be the only person that will listen to and have access to this information. Additionally, I will destroy the audio recording after the notes have been transcribed and the research project is completed. Because of these efforts to provide protections, the informed consent form signed by you meets the requirements for human subject research. The form explains that:

- *All information shared during our conversation will be kept confidential.*
- *Your participation is completely voluntary, and you may stop at any time without penalty if you feel uncomfortable or embarrassed.*
- *There is no harm intended through this study.*

It is my plan that this interview should take no longer than 30 minutes. During this time, I have several questions that I would like to ask you. To respect your time commitment, I may need to interrupt our conversation if we are running short on time.

As a follow-up to this interview, I will ask for your comments and feedback during the writing of the report to ensure that your opinion, experiences, ideas are accurately reflected.

Do you have any questions before we begin?

Interview Guide & Protocol
First, I would like to ask questions to collect demographic information. The data will be used purely for analysis. Responses are optional.

Demographic Questions

1. What is your education level? _____
2. How many years of teaching experience do you have? _____

Now I will ask some questions regarding the research study. You may ask me questions at any time during this process. If you would like to follow along, here is a copy of the questions I plan to ask.

1. Can you tell me about your culture and background?
2. Can you tell me about your experiences with other cultures and languages?
3. Can you tell me about any successes and/or challenges you have faced pertaining to ELL students?

4. How can we better support you with ELL students? Any recommendations?

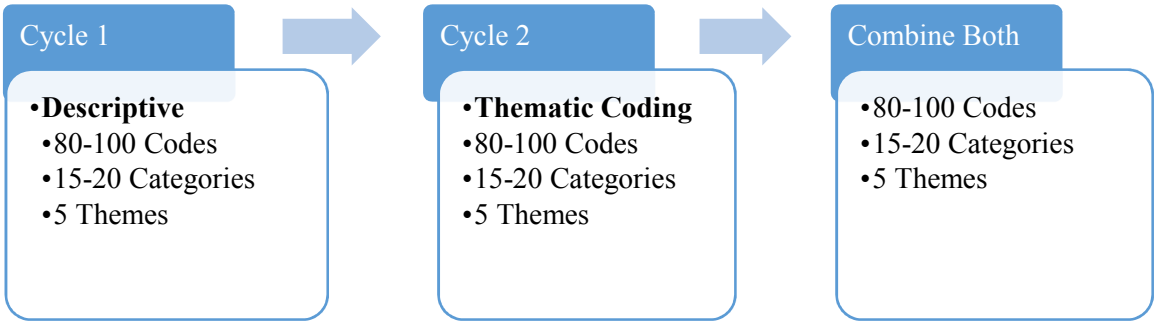
End of the interview:

- Thank the participant
- Provide contact information, Answer any additional question

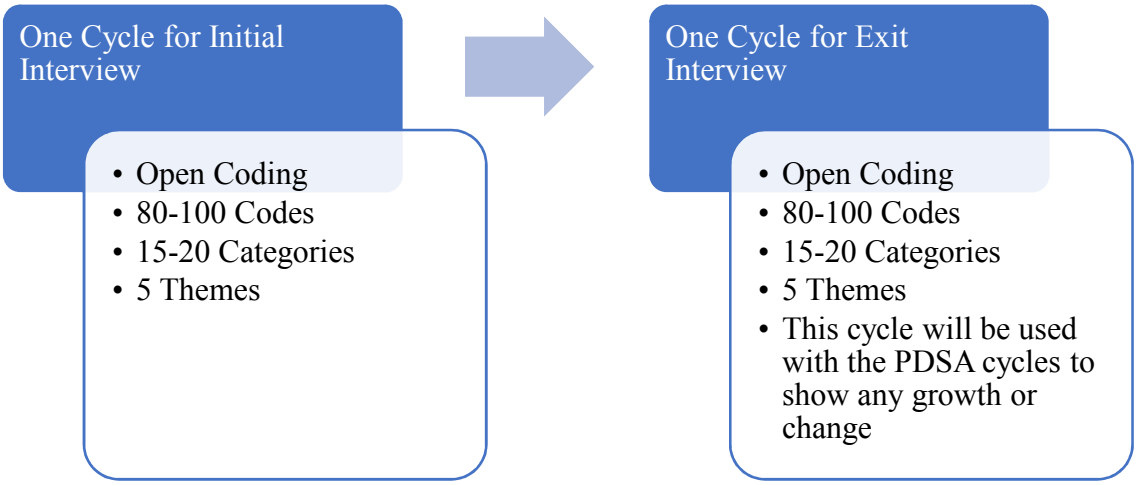
Appendix E

Coding Cycles

Parent Interviews

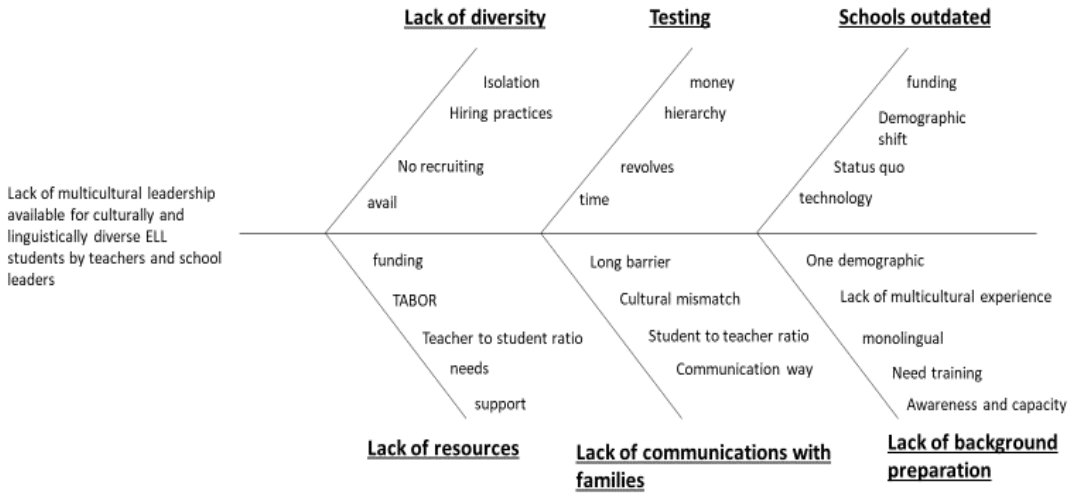


Teacher Interviews



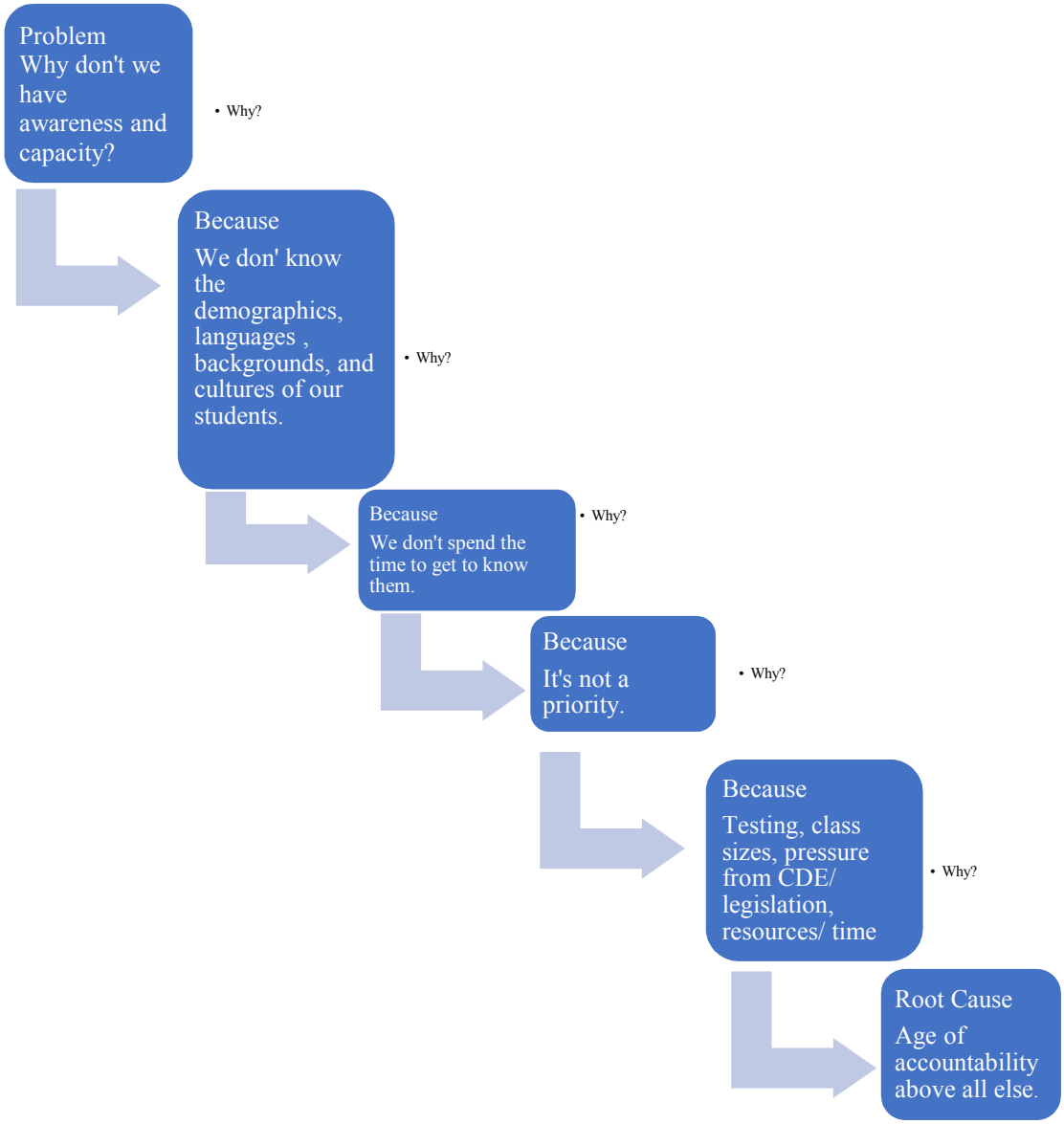
Appendix F

Fishbone Diagram



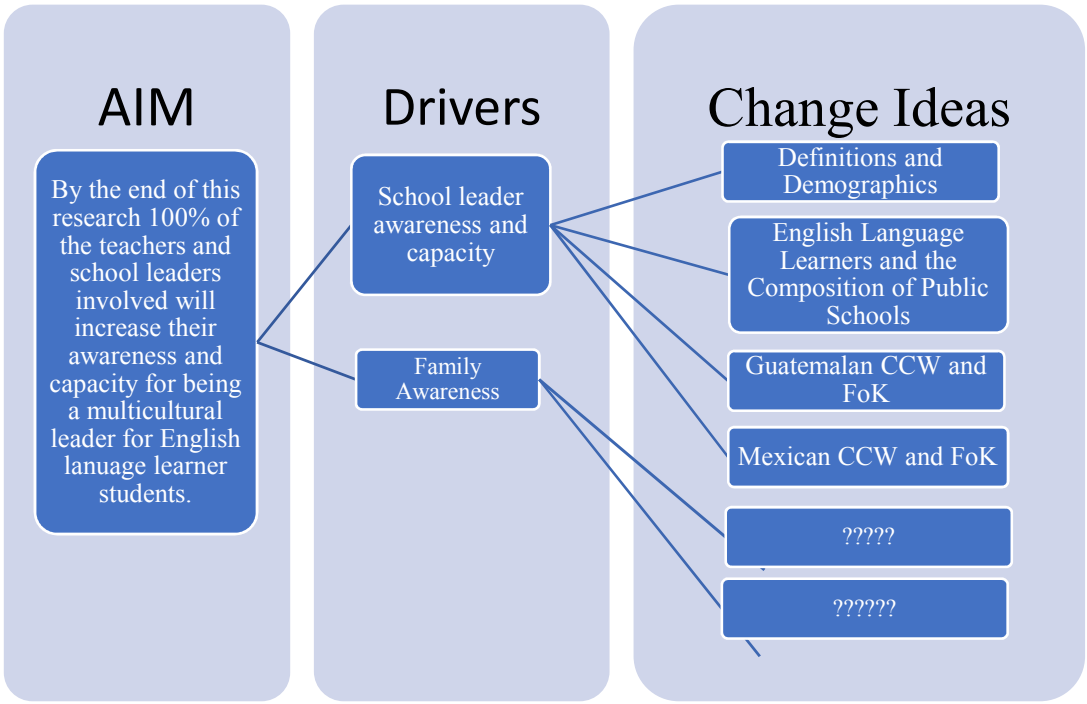
Appendix G

Five Whys Tool



Appendix H

Driver Diagram



Appendix I

Video Recording and PDSA Consent Form

Title of Research Study: Equity Battles: Multicultural Leadership for English Language Learner Students
Researcher(s): Alfredo Pargas
Faculty Sponsor: Dr. Hesbol
Study Site: Online using WebEx or recorded in person

Purpose

You are being asked to participate in a research study. The purpose of this research is to include your voice to better help teachers and school leaders become multicultural leaders for English Language Learner students. These recordings are so the researcher can collect better data which will hopefully enhance the data. The researcher will be leading the meetings and will not be able to take notes. The video recordings will help the researcher remember what happened during each of the meetings. The PDSA cycle forms will collect data to inform the research.

Procedures

If you consent to be part of this research study, you will be invited to participate in four equity meetings on WebEx. Each meeting will last approximately 60 minutes. No one besides the researcher will see or have access to the four recordings. The PDSA forms will be filled out after each meeting.

Voluntary Participation

Participating in this research study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time.

Risks or Discomforts

The researcher has taken steps to minimize the risks of this study. Even so, as a participant, you may still experience some risks related to feelings that may be evoked from discussions or participation during in the meetings. The study may include other risks that are not known at this time. If, however, you feel embarrassed or uncomfortable at any time you may decline to participate in the meetings. You may also choose to withdraw from the study at any time. There will be no penalty, no negative consequences, and no removal of other benefits to which you are entitled if you decline to withdraw from the study.

Benefits

A major benefit of this study is to better inform teachers and school leaders how to better serve culturally and linguistically diverse students. I am looking for any information that will help me explore and reflect on current practices.

Incentives to Participate

The only incentives for participating for this study are to add to the research.

Study Costs

You will not be expected to pay any costs associated with the study.

Confidentiality

The researcher will make all efforts to keep your information private. There will be no identifiers linking you to this study and a pseudonym will be used to keep your information safe throughout the study. The name of the school district will also be kept confidential and a pseudonym for your school district will be used. The researcher will destroy the original data once it has been used and the study is completed. The results from this research will be used for learning purposes only. Information about you will be kept confidential to the extent permitted or required by law.

Questions

You can contact Alfredo Pargas at Alfredo.pargas@du.edu at any time.

Options for Participation

Please initial your choice for the options below:

___The researchers may video record me during this study.

___The researchers may **NOT** video record me during this study.

___The researchers may use my PDSA cycles for this study.

___The researcher may **NOT** use my PDSA cycles for this study.

Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you agree to participate in this research study, please sign below. You will be given a copy of this form for your records.

_____ _____

Participant Signature **Date**

Appendix J

PDSA Cycle

Name:

Date:

Cycle:

On a scale of 1-100 how knowledgeable do you believe you are about ?
What percentage 1-100% of this information did you already know?
What percentage 1-100% of this information was valuable to you?
Circle one Do you think your capacity for being a multicultural leader for ELL students increased? **Strongly Agree, Agree, No Answer, Undecided, Disagree, or Strongly Disagree** Does any of this information better inform you to better advocate for ELL students? **Strongly Agree, Agree, No Answer, Undecided, Disagree, or Strongly Disagree**
What would you like to know more about pertaining to ELL students?
Any comments or recommendations?

Appendix K

Second Teacher Interview Protocol

Introduction to the Research Project:

You have been selected to participate in a study called **Multicultural Leadership for English Language Learner Students**. This research study will use parent interview data to better inform teachers and school leaders how to better support and increase their capacity for becoming culturally and linguistically diverse leaders. Your opinions, experiences, ideas, and participation are very important in this study and may lead to improving practices regarding English Language Learner students. The research question for this study is: How can teachers and school leaders become multicultural leaders for English Language Learner students?

Introductory Protocol:

I would like to audio record our discussion today so that I can ensure the best accuracy in note- taking for this study. I will be the only person that will listen to and have access to this information. Additionally, I will destroy the audio recording after the notes have been transcribed and the research project is completed. Because of these efforts to provide protections, the informed consent form signed by you meets the requirements for human subject research. The form explains that:

- *All information shared during our conversation will be kept confidential.*
- *Your participation is completely voluntary, and you may stop at any time without penalty if you feel uncomfortable or embarrassed.*
- *There is no harm intended through this study.*

It is my plan that this interview should take no longer than 30 minutes. During this time, I have several questions that I would like to ask you. To respect your time commitment, I may need to interrupt our conversation if we are running short on time.

As a follow-up to this interview, I will ask for your comments and feedback during the writing of the report to ensure that your opinion, experiences, ideas are accurately reflected.

Do you have any questions before we begin?

Interview Guide & Protocol

Now I will ask some questions regarding the research study. You may ask me questions at any time during this process. If you would like to follow along, here is a copy of the questions I plan to ask.

1. How can you relate students' culture to your practice?
2. How has your teaching mindset transformed?
3. In what ways are you more capable of helping ELL students?
4. In what ways are you better able to advocate for these students?
5. What did you learn about that resonated with you most?
6. What part resonated with you least?
7. Where would you like more help in being a MLELL?

8. Was this training/research beneficial to you? What parts? What would you suggest if we were going to work with the whole staff?
9. Any recommendations you have for this MLELL research?
10. How much do you think you have increased or decreased in being a MLELL?

End of the interview:

- Summarize
- Thank the participant
- Provide contact information
- Answer any additional questions

Appendix L

Teacher Overall Survey Results

	Nicole	Shawna	Alexi	Ricky	Susie
1. On a scale of 1-100 how knowledgeable do you think you are about ELL students at Pura Vida Elementary?	70	65	60	95	25
2. What percentage 1-100% of this information did you already know?	50%	50%	40%	10%	50%
3. What percentage 1-100% of this information was valuable to you?	100%	100%	100%	95%	100%
4. Do you think your capacity for being a multicultural leader for ELL students increased?	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
5. Does any of this information better inform you to better advocate for ELL students?	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
6. What would you like to know more about pertaining to ELL students?	Cultural definitions on giftedness		See other pages.	Cultures and how to get the families more involved.	
7. Any comments or recommendations?	Share this. Include teachers in Latinx townhalls. Invites parents to share. Home visits.	The background can really give insight about our students.			Great presentation!

Appendix M

Mini Survey of Change Idea One Results

	Nicole	Shawna	Alexi	Ricky	Susie
1. On scale of 1-100 how knowledgeable do you believe you are about definitions and demographics pertaining to Pura Vida's ELL students?	73	50	60	65	70
2. What percentage 1-100% of this information did you already know?	50%	40%	65%	10%	50%
3. What percentage 1-100% of this information was valuable to you?	100%	100%	100%	99%	100%
4. Do you think your capacity for being a multicultural leader for ELL students increased?	Agree	Agree	Agree	Strongly Agree	Strongly Agree
5. Does any of this information better inform you to better advocate for ELL students?	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
6. What would you like to know more about pertaining to ELL students?	How to connect better with Mam families.	Mam language in general. How do we better communicate with families who we don't have resources (translators, etc.)?	Working better with students with low English to help them move better in reading and math.	What other obstacles are these families encountering.	What to do to help students with language and cultural preservation.
7. Any comments or recommendations?	Great video you included.	I learned a lot about our school diversity. I've heard all the terms to define. I developed more clarity of the difference.		Valuable information on digging deeper into the languages.	Great presentation!

Appendix N

Mini Survey of Change Idea Two Results

	Nicole	Shawna	Alexi	Ricky	Susie
1. On a scale of 1-100 how knowledgeable do you believe you are about ELL students and the composition of public schools?	50	30	55	9	60
2. What percentage 1-100% of this information did you already know?	50%	40%	50%	0	50%
3. What percentage 1-100% of this information was valuable to you?	100%	60%	100%	80%	100%
4. Do you think your capacity for being a multicultural leader for ELL students increased?	Agree	Agree	Agree	Agree	Strongly Agree
5. Does any of this information better inform you to better advocate for ELL students?	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
6. What would you like to know more about pertaining to ELL students?	Tell me more about stories to combat against marginalization	How do we challenge status quo and still keep positive working relationships? How do we find balance between district mandates to allow for more community focused.	Opening up communications to my non-English-speaking families.	What other/more resources can we offer to close these gaps?	What should administrators should do to increase educator knowledge of students?
7. Any comments or recommendations?	Interesting information !		I appreciated the information and probably need to need to hear/see it repeatedly.		Lots of deficiencies in ELL programs lots of work to do.

Appendix O

Mini Survey of Change Idea Three Results

	Nicole	Shawna	Alexi	Ricky	Susie
1. On a scale of 1-100 how knowledgeable do you believe you are about Pura Vida's Mexican Families?	65	40	40	10	70
2. What percentage 1-100% of this information did you already know?	40%	25%	20%	0%	80%
3. What percentage 1-100% of this information was valuable to you?	100%	100%	100%	95%	100%
4. Do you think your capacity for being a multicultural leader for ELL students increased?	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree
5. Does any of this information better inform you to better advocate for ELL students?	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree
6. What would you like to know more about pertaining to ELL students?	Holidays/ music		Seriously. Help me communicate more frequently with families.	Building more trust with the families.	
7. Any comments or recommendations?	Can we have some parents share with equity team. Maybe invite equity to Latinx Townhall.	I loved hearing the aspirations.	Loved this info!		

Appendix P

Mini Survey of Change Idea Four Results

	Nicole	Shawna	Alexi	Ricky	Susie
1. On a scale of 1-100 how knowledgeable do you believe you are about Pura Vida's Guatemalan families?	45	25	20	10	50
2. What percentage 1-100% of this information did you already know?	20%	20	20%	0%	50
3. What percentage 1-100% of this information was valuable to you?	100%	100%	100%	95%	100%
4. Do you think your capacity for being a multicultural leader for ELL students increased?	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree
5. Does any of this information better inform you to better advocate for ELL students?	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
6. What would you like to know more about pertaining to ELL students?	Books we can use.	I would like to learn more about the language and history of Guatemala.	More people/staff need to hear the Aspirations and the requests to push their kids higher.	How to assist the children in becoming well versed in the English Language.	
7. Any comments or recommendations?	Share with staff. Invite parents.	I am happy to hear that they are happy, overall.	Amazing Info.		Great presentation.

Appendix Q

Participants of the Study

Teacher	Nicole	Sarah	Brian	Tina	Shawna	Alexi	Ricky	Susie	Facilitator
Initial teacher interview	X	X	X	X	X				X
Aim Statement	X	X	X		X				X
Overall survey	X				X	X	X	X	X
PDSA cycle 1	X				X	X	X	X	X
Mini Survey 1	X				X	X	X	X	X
PDSA cycle 2	X				X	X	X	X	X
Mini Survey 2	X				X	X	X	X	X
PDSA cycle 3	X				X	X	X	X	X
Mini Survey 3	X				X	X	X	X	X
PDSA cycle 4	X				X	X	X	X	X
Mini Survey 4	X				X	X	X	X	X
Exit teacher interview	X				X	X	X	X	X

Appendix R

Culturally and Linguistically Diverse Student Tracker

	Student	G	Teacher	ELL	GT/TP	Culture	Language	Do parents speak English?	Can parents read in Spanish or English	Student trouble listening and speaking English	Do they have Internet?
	Kindergarten										
1	Lola	K	Dip	Yes		Mexican	Spanish	Mom Does	Spanish	yes	Yes
2	Angie	K	Lincoln	Yes		Guatemalan	Spanish	No	Spanish	yes	No
3	Jesly	K	Thomas	Yes		Guatemal	iche'/Spani	No	Spanish	yes	Yes
	First Grade	G	Teacher	ELL	GT/TP	Culture	Language	English?	Read?		
1	Ryan	1	Andrews	HLOTE		Mexican	Spanish	No	Spanish		Yes
2	Victoria	1	Andrews	Yes		Mexican	Spanish	No	Spanish	yes	Yes
3	Elias	1	Taps	Yes		Guatemalan	Spanish	No	Spanish		Yes
4	Selena	1	Taps	Yes		Guamanian	agalog/Engli	Yes both	English		Yes
5	Tim	1	Taps	No		Mexican	Spanish	No	Spanish		Yes
	Second Grade	G	Teacher	ELL	GT/TP	Culture	Language	English?	Read?	Student Has trouble listening and speaking	Do they have Internet?
1	Jas	2	Green	Yes		Indian	Punjabi	No	Punjabi		Yes
2	Alex	2	Green	Yes		Guatemalan	Spanish	No	Spanish		Yes
3	Dylan	2	Green	Yes	Yes	Honduran	Spanish	No	Spanish		Yes
4	Griselda Z.	2	Smith	Yes		Mexican	Spanish	No	Spanish		Yes
5	Lia	2	Smith	Yes		Mexican	Spanish	No	Spanish	yes	?
6	Giselda G.	2	Smith	MY3		Guatemalan	Spanish	No	Spanish		Yes
	Third Grade	G	Teacher	ELL	GT/TP	Culture	Language	English?	Read?	Student Has trouble listening and speaking	Do they have Internet?
1	Daisey	3	Goldberg	Yes		Guatemalan	Spanish	No	Spanish		Yes
2	Jose	3	G	Yes		Guatemalan	Spanish	No	Spanish	yes	Yes
3	Estrella	3	G	MY3	Yes	Guatemalan	Spanish	No	Spanish		Yes
4	Dylan	3	G	Yes		Mexican	Spanish	No	Spanish		Yes
5	Jared	3	G	MY3		Mexican	Spanish	Yes Mom	Spanish/English		Yes
6	Joel	3	Vargas	Yes		Mexican	Spanish	No	Spanish		Yes
7	Richie	3	Vargas	Yes		Guatemalan	Mam/Spanis	No	Neither		Yes
8	Henry	3	Vargas	Yes		Guatemalan	Spanish	No	Spanish		Yes

Appendix S

Glossary

Community cultural wealth: Forms of capital (aspirational, navigational, social, linguistic, familial, and resistant) that pertain to communities of color and are ignored by the White middle class (Yosso, 2005).

Culturally and linguistically diverse students: Culturally and linguistically diverse families are families that speak another language at home, other than English, and/or have a culture other than the majority. Under this umbrella falls ELL students, ELL students in monitor status, former ELL students, and students that were never officially recognized by a school to be ELL students. Reasons for this last category vary. Some students are fluent in English and another language and never qualify for the label and services provided to ELL students. Some students are fluent in English and live in a home where one or both parents speak another language. Others deny services and are never categorized as an ELL student.

Educational equity: Educational policies, practices, and programs necessary to eliminate educational barriers based on color, disability, language, age, race/ethnicity, gender, or other protected group status and provide equal educational opportunities to historically marginalized groups.

English Language Learner (ELL): People who are learning English and have a different first language other than English. Similar and related terms used to describe these people are Culturally and Linguistically Diverse Education (CLDE), English as a

Second Language (ESL), English Learner (EL), English as an Additional Language (ADL), and Teaching English to Speakers of Other Languages (TESOL).

Funds of knowledge: Historically created and accumulated strategies, which include skills, abilities, practices, and ideas (González et al., 2005).

Multicultural leader/leadership: Leading and advocating for all groups through equitable and socially just practices. Includes continuously educating oneself about all cultures, languages, and histories of the people that comprise the stakeholders that they work with, serve, and lead. This includes White people and their backgrounds.