

Collaboration for Authentic Preservice Teacher Experiences: Mathematics and English as a Second Language

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This paper describes a collaboration between Mathematics Education and English as a Second Language (ESL) Education programs that presented opportunities for preservice teachers from both programs to work together to address curricular and linguistic gaps that occur for English language learners (ELL) in content area classrooms. By modeling collaboration, facilitating group interactions, and creating authentic field experiences, two faculty members created a space for preservice teachers to practice collaboration and to develop the necessary knowledge, skills, and dispositions to address the educational needs of diverse students. The goals for the students were for them to develop: (1) understanding of their own perspectives and those of the students they teach; (2) observing ELL in mathematics and ESL classes; (3) comparing standards for both programs; (4) identifying gaps in content standards and World-Class Instructional Design and Assessment (WIDA) Can-Do Descriptors (the language ELLs are able to understand and produce in the classroom); (5) planning instruction with support for ELL; (6) working collaboratively to design, implement, and assess the impact of their mathematics lessons for ELL; (7) presenting their projects; and (8) reflecting on their collaborative process in working with a group to complete the project.

A graduate student/practicing teacher with several years of teaching experience described a situation she faced in her eighth grade mathematics class. She had developed a statistics lesson involving the use of Skittles. Anna designed the lesson for groups of students to collect and analyze data about the probability of having certain colors in the Skittles the teacher had randomly given each group. During the year, she had been working with students whose English language proficiency was limited. She had attended several in-services focused on developing strategies for working with students learning English, and she had incorporated those strategies into the lesson: she had carefully set up the problem, the Skittles provided manipulatives so the students could concretize the abstract concept, and working in groups allowed them to share strategies for solving the problem.

Students seemed engaged in the activity, but Anna noticed four students sitting in the back of the room animatedly discussing the project in limited English, which was the only language they shared. When one of the boys raised his hand to ask a question, Anna expected a question regarding how to solve the problem. To her surprise, she heard, "Teacher, what is orange?" This Eureka moment caused Anna to realize that for some students learning English, the difficulty lies not in understanding mathematics language and concepts; the most basic need may consist of lack of basic vocabulary, in this case, the colors. Up to that point, she thought the in-services had "fixed" her as a teacher of students learning English, but at that moment, she realized there is no fix. Teaching mathematics to English language learners requires more than memorizing appropriate strategies. She sensed a need for ongoing analysis of her lessons to discover the gaps that might exist between the requirements in the

mathematics standards and the language levels of her English language learners.

Identifying the Need

With shifting demographics in the United States, students in teacher education programs need to develop an understanding of and appreciation for those people whose cultures and educational backgrounds differ significantly from their own. The United States Census Bureau (2010) reported that by the year 2042, the populations now considered minority will be the majority. For this reason teacher education programs need to keep in mind that most teachers regardless of their disciplines will teach students who are learning English. In this paper we address the need for faculty in higher education to model partnerships and collaborations in ways that enhance their pedagogy in the preparation of preservice teachers to work with English language Learners (ELL) in preK-12 schools. It is important to note here that throughout this paper "ESL" will be used to refer to the subject of English as a Second Language and "ELL" will refer to the learners themselves.

Identifying the Gap Between Standardized Requirements and Linguistic Ability

In 2001, the United States Congress passed the No Child Left Behind Act (NCLB) to support standards-based education reform. With the current emphasis on NCLB, according to the Virginia Department of Education (VDOE, 2012a), teachers in public education must focus on providing instruction that prepares their students to pass standardized tests that provide evidence of their students' mastery of the required content

material. As challenging as this requirement is for students whose first language is English, the challenges for students whose first language is not English often create seemingly insurmountable obstacles for both teachers and students. Since daily instruction needs to support students in accessing content for academic success, preservice teachers in all content areas need to develop strategies that address the specific needs of students with varying levels of English proficiency.

The collaboration we describe in this paper had its genesis in Anna's experience described in the above vignette. She pinpointed the gap between the Mathematics Standards of Learning and the World-Class Instructional Design and Assessment (WIDA) Can-Do Descriptors, which provide specific guidelines regarding language expectations for English Language Learners at various proficiency levels. As we describe this collaboration we will use first person plural to refer to our collective work, and to refer to either of us individually we will use our names and third person singular pronouns.

When Betti, the program leader for Secondary Mathematics Education, shared this story with Kris, the program leader for ESL Education, a "eureka" moment occurred. Teacher education programs need to prepare preservice teachers to address the gaps between what ELL can reasonably be expected to do within mathematics and what the standardized assessment system requires as evidence of their success. Changes were necessary in both programs to prepare Betti's mathematics education preservice teachers to teach ELL in their classrooms, and Kris's ESL education preservice teachers to teach or tutor students in mathematics or to collaborate with mathematics teachers in teaching ELL. We could only accomplish this goal by working together to plan, implement, and evaluate instruction. As a result we designed a project that would involve working collaboratively with both sets of preservice teachers. Not until we were fully involved in the project did we realize that the way we collaborated and team-taught provided an effective model for our preservice teachers as they collaborated with each other across disciplines.

Literature About Collaboration

Importance of Collaboration Between Content Area Teachers and ESL Teachers

Practicing teachers. Content area teachers increasingly face the challenge of providing instruction to English language learners in their classrooms. Content teachers have students who are language learners as well as content subject learners. Those students represent a plethora of backgrounds and linguistic abilities. Even students who are born in the United States will often

have limited exposure to English prior to entering school if their parents speak limited English. Students who have attended schools in other countries where English is not the primary language of instruction may have learned different content despite the fact their transcripts demonstrate evidence of grade level completion. Those students may struggle with both content and language. The gap between linguistic proficiency and content level expectations will widen as content difficulty increases. To address the gap between content knowledge and knowledge about working with ELL, "collaboration between ESL and content area teachers is essential if the immediate and long term needs of ELL are to be addressed" (Pawan & Ortloff, 2011, p. 463).

From our own extensive experience as public school teachers and administrators as well as in our current work with student teachers and their cooperating teachers, we realize that practicing teachers tend to perform duties in isolation without significant interaction with other teachers. Teachers rarely work collaboratively or in partnerships. Aside from the logistics of time and space that frame their days, they also tend to regard their expertise as sufficient in meeting the needs of all students regardless of individual or group special needs.

Preservice teachers. Research recognizes that in order for preservice teachers to enter the profession as teachers who understand the importance of collaboration between ESL and content area teachers, teacher education programs need to provide interdisciplinary hands-on experiences (DelliCarpini, 2009; Kaufman & Grennon-Brooks, 1996). They need to collaborate in preservice curricular experiences that highlight the strengths of each other's disciplines. Such collaborative efforts can also diminish the culture of isolation that currently underscores teaching, particularly at the secondary level. Working collaboratively at the preservice stage can shift perspectives of content teachers to an appreciation of the expertise of the ESL teacher. Likewise, such collaborations can boost the confidence levels of ESL preservice teachers in regard to working with content area standards. Such preparation can result in preservice teachers developing an understanding of the importance of "collaborative interdisciplinary endeavors" (Kaufman & Grennon-Brooks, 1996, p. 236), which, in turn, will encourage them to pursue collaboration in their practicing teacher roles.

Preservice teachers can read and discuss about collaboration, but without faculty who model collaboration they will be limited to a theoretical understanding of the importance of collaborative planning and implementation. Therefore, teacher education faculty who value interdisciplinary collaboration must provide models of collaborative efforts and experiences for preservice teachers in different disciplines, especially between content area and ESL preservice teachers (DelliCarpini, 2009).

The Collaborative Project

Starting Out

Over a period of a couple of years, every time we chatted, the ESL faculty ended by saying, “We really need to get together and design a project that has our preservice teachers working together.” Betti teaches a methods course for mathematics education and also supervises preservice teachers in two field experiences required for licensure as secondary mathematics teachers. She had not thought at length about her preservice teachers’ need to have more focused opportunities in addressing the needs of ELL in mathematics classes until Anna related the story of her student’s question about the color orange. When that happened, Betti talked to Kris and set up a time to meet and talk about actually designing a project to address these needs.

Kris taught the methodology classes for ESL teachers and supervised their field experiences. She frequently observed student panic attacks when her preservice teachers learned they would be required to teach algebra or geometry to ELL as student teachers. As they talked, we became convinced that having their preservice teachers participate in a collaborative activity to teach mathematics to ELL would benefit all concerned. Throughout the fall semester, they met periodically to design a project for the spring semester when their preservice teachers would be student teaching in local schools.

Participants

In the spring semester when we implemented the project, Betti had 16 preservice teachers in her mathematics methods and supervision classes. Kris had 16 students in her Research in Multicultural Education course. Four were ESL preservice teachers, two were getting second endorsements in ESL, seven were foreign language preservice teachers, and the remaining three were pursuing a master’s degree in foreign language and special education without licensure. All 32 students were pursuing master’s degrees in Curriculum and Instruction. We chose to situate the project in the research course since Kris was not teaching the methods course that spring. Betti’s methods preservice teachers joined Kris’s research students for class meetings since that time slot was the only compatible meeting time for all students.

Context

Betti places her student teachers in two local school systems, one rural and one urban. Kris only places her student teachers in the urban school district, Pocahontas City Public Schools (PCPS), in order to

assure a robust ESL experience. Pocahontas, a mid-size city in southwest Virginia, has over six hundred ELL placed in 17 elementary, five middle, and two high schools in the city. In that urban district, Thomas Jefferson Middle School (TJMS) has been designated as the center for ELL who tested at proficiency levels 1-4 of the six levels according to results of the WIDA-ACCESS Placement Test (W-APT). The school division busses approximately 188 ELL students, representing 29 countries and 22 languages, to TJMS. Since 2009, TJMS has had a 21st Century Community Learning Center Grant, for which Kris, as the university partner, is the principal investigator. To support the ELL students, a part of this grant funds an afterschool program for students who need extra support to be successful on state standardized testing. Due to the diversity of the ELL students and the willingness of the school principal, Kris has been able to create a partnership that engages her preservice teachers in the afterschool program. She has a history of more than ten years of involvement with her students in this school division.

The Collaboration

The Plan

We finally scheduled a meeting to discuss how we could work together to have our preservice teachers collaborate with each other within the context of our courses. Shortly after that meeting, we received a call for proposals for an Engaged Department Grant from the Center for Student Engagement and Community Partnerships, so we met again to apply for the \$5,000 grant to fund our preservice teachers’ travel to Pocahontas, 38 miles from our campus. In our early planning stages, we intended to include the TJMS faculty in a professional development component, so the fact that Anna, Betti’s mathematics specialist student from the above vignette, taught at TJMS provided yet another strong reason for choosing that school. Lastly, as part of the 21st Century Grant, Kris’s students spent two hours per week doing service-learning in the afterschool program, where 80% of the participating students were expected to be ELL. The afterschool program seemed the ideal context for having preservice teachers work with mathematics and ESL simultaneously.

The Goals

We determined that our overarching goal for the project would be to provide preservice teachers in both programs with the opportunity to develop firsthand knowledge, skills, and dispositions about teaching content material to ELL. To carry out our objectives we

designed specific goals and requirements for the preservice teachers collaborating in the project:

- understanding their own perspectives and those of the students they teach;
- observing ELL in mathematics and ESL classes;
- comparing standards for both programs;
- identifying gaps in content standards and WIDA Can-Do Descriptors (the language ELL are able to understand and produce in the classroom);
- planning instruction with support for ELL;
- working collaboratively to design, implement, and assess the impact of their mathematics lessons for ELL;
- presenting their projects in class and at an in-service for the Jackson faculty; and
- reflecting on their collaborative process in working with a group to complete the project.

The Faculty Collaboration

From the beginning our collaboration was an equal partnership. Betti's preservice teachers were in her mathematics methods class and Kris's were in her research class, so the collaboration focused on the shared objectives of preparing our preservice teachers to understand the needs of and to work with ELL in mathematics classrooms. No one program or set of goals drove the decisions. We each maintained our autonomy regarding our goals, syllabi, and course content. We each kept our course texts and materials. Our grading policies and the weights for each assignment remained individual decisions.

We met with our individual classes for the majority of the semester, but for four sessions we combined our classes so they could collaborate. For our separate class meetings our individual goals drove our three-hour classes, but for the classes when we met together, we planned the classes to focus on brief instructional segments, group activities, and share-outs of generated ideas. For each combined class we met together and prepared a PowerPoint to guide the class as well as handouts for specific classroom assignments. We co-taught the classes; neither of us was ever in charge. We worked so closely that we developed a seamless class presence.

Prior to the start of spring classes we met to co-write the Engaged Department Grant proposal. Since we needed a timeline for the grant we planned our syllabi. We roughed out the content of the shared class meetings, a timeline for the entire project, and the deadlines for assignments. We also planned for joint professional development sessions with the TJMS faculty and our

preservice teachers. When we did not receive full funding from the grant, we altered our initial goals of working with the TJMS faculty. We did receive some funding, which we used to host an in-service for the TJMS faculty during which the preservice teachers shared their projects. We used the remainder of the funds to purchase mathematics manipulatives for the mathematics teachers at the school since most of the projects focused on using manipulatives to support the teaching of mathematics to ELL.

The Project

Understanding Perspectives

Although we each had 16 students we formed six collaborative groups based on Kris's students pursuing ESL endorsements. Each group needed an expert in ESL for the WIDA Can-Dos. The mathematics preservice teachers served as the experts for the mathematics standards, so each group had either two or three mathematics education preservice teachers. Each group also had one or two foreign language education students. The special education student, one of the foreign language education students, and one foreign language education practicing teacher worked full-time and thus were unable to participate in the afterschool program, so they did alternative projects.

To meet our first goal of having the preservice teachers understand their own perspectives and those of their students, we planned the first combined class to have the preservice teachers examine their own perspectives and those of the TJMS students with whom they would be working. We began the class by directing them to materials Kris's students had compiled the previous year about the diversity of the TJMS ELL population. As a class, we looked at the follow factors pertaining to each TJMS students' country: the history, religion, socioeconomic situation, race, ethnicity, family structure, and customs. In order to prepare the preservice teachers to conduct observations in mathematics and ELL classrooms, we needed for them to understand that they brought their own lenses to the observations (Frank, 1999). We designed an activity to help them deconstruct and claim their own multiple identity groups (Banks, 2010, p. 14). Students worked in their collaborative groups to identify their individual perspectives. Each group wrote on a large chart the different perspectives represented in their groups; they posted the chart on the wall and did a gallery walk to determine themes from the charts. They returned to their groups where they shared their findings and discussed the challenges they needed to keep in mind when doing their classroom observations of ELL. The preservice teachers identified the lenses they used to view the world, thus realizing they had

more in common with each other than they had previously supposed, and probably more in common with each other than they would have with the ELL students they would teach. In their final group discussions they reflected on the challenges of observing and keeping in mind the need to step outside their own perspectives.

Observing ELL

At the first combined class session, we briefly discussed how to conduct observations that focused on student-teacher interactions, student-student interactions, engagement, participation, mode of instructional delivery, body language, physical location of students, and evidence of comprehension. We instructed the preservice teachers to observe two mathematics and one ESL class at TJMS prior to the next combined class meeting in one week. The observations needed to be individual, not group, and each preservice teacher needed to bring notes about the observed classes to share with their groups.

Comparing Standards and Identifying Gaps

During that first combined class meeting, mathematics preservice teachers led their collaborative groups in a review of the Virginia Standards of Learning (SOL) for mathematics grades six through eight (VDOE, 2012b), which establish the content required at these grade levels for the Virginia standardized testing program as part of the NCLB national initiative. The ESL preservice teachers led the review of the WIDA Can-Dos (World-Class Instructional Design and Assessment, 2014), which describe what ELL are able to perform linguistically at their different levels of language proficiency. The preservice teachers took their first steps in collaborative work by fluidly moving between expert and apprentice (Rogoff, 1990) throughout this activity. They led each other to achieve a level of understanding beyond what they could have done working in homogeneous groups with their own content areas (Vygotsky, 1978). After separately examining the SOL and the WIDA Can-Dos, the collaborative groups then identified possible gaps between what the standards required and what ELL students at the four language proficiency levels represented at TJMS could be expected to do. At the end of the class the preservice teachers shared what they had learned about possible gaps from their group discussions.

Planning Instruction

The second week of the semester our classes again met together for the purpose of discussing their observations and using their findings to

collaboratively design a mathematics lesson that would provide adequate support for ELL at any of the four WIDA levels. In groups they shared observed instructional delivery methods, access to learning preferences, inclusion of ELL, classroom interactions, student engagement, communication (teacher-student, student-student), and evidence of instruction guided by SOL and Can-Do Descriptors. They determined themes that cut across all the observations and the gaps they had identified between the Can-Dos and the observed classroom activities. A representative from each group wrote the group's findings on a wall chart so the others could do a gallery walk to read everyone's postings.

Working once again with their collaborative groups the preservice teachers revisited the gaps identified by all the groups and determined strategies to address those gaps between the SOL and the Can-Do Descriptors and provide access to mathematics instruction for ELL. Each group chose a mathematics topic for the focus of their lesson designed to be taught at the afterschool program. Once again the mathematics preservice teachers functioned as the mathematics content specialists and the ESL preservice teachers served as the experts regarding the linguistic ability of the ELL students. As they planned the lesson the roles of expert and novice were fluid, depending on the aspect of the lesson being planned, whether the emphasis was on mathematics content or linguistic proficiency. At the end of this three-hour class if the preservice teachers had not finalized their lesson plans they exchanged contact information and made arrangements to meet before going to teach the lesson at the afterschool program.

Designing, Implementing, and Assessing Instruction

After the second combined class meeting the groups had approximately one month to submit the lesson plan to both of us for feedback. Similar to the model we had established for the preservice teachers, Betti served as the mathematics content expert and Kris served as the ESL expert. Together we meticulously reviewed each lesson plan discussing the intersections of mathematics and ESL at every step. We sent each collaborative group an email addressing any concerns regarding alignment of standards with Can-Dos or with lesson design: objectives, instructional strategies, activities, and assessments. The preservice teachers had one additional month in which to implement the revised lesson plan with the ELL students in TJMS's afterschool program. After the implementation phase the preservice teachers had to reflect both individually and then collaboratively on the successes and challenges of the lesson they had taught and on

changes that would have better supported the ELL students in their afterschool groups.

Presenting the Projects

As the final requirement for this phase each collaborative group had to create a PowerPoint to share their work with their peers in the class and with the faculty at TJMS in an in-service. The design for the PowerPoint was to be based on the following criteria:

- themes identified from the observations of two mathematics and one ESL classes;
- gaps identified between the Virginia SOL for Mathematics and the WIDA Can-Do Descriptors;
- a summary of the mathematics project designed by the collaborative group;
- a summary of the lesson plan taught at the afterschool program;
- a discussion of what was learned by teaching the lesson plan;
- assessment of the impact of the lesson plan for ELL students; and
- implications for further revision when preparing lesson plans in partnership with content area and ESL teachers.

Throughout this process, the preservice teachers constantly reflected on and analyzed the gaps between the SOL and Can-Dos; the necessary support for language learners based on their observations, readings, and group work; the logistics of working together; and the challenge of working with standards and Can-Dos outside their own fields of expertise.

When the collaborative groups presented their projects in class we provided each preservice teacher with a peer assessment form, which they filled out for each presentation. The peers asked questions about anything they did not understand in the presentations. They gave their evaluations to each group at the end of class. We also critiqued the group presentations and sent follow-up emails to each group. The preservice teachers used the peer and faculty critiques to tweak their presentations before presenting them to the faculty and administrators at TJMS.

Reflecting on the Collaborative Process

As a culminating activity the preservice teachers wrote individual final reflections on the project incorporating all the required elements from the PowerPoint and adding their own personal reflections on the collaborative process. Thus each preservice teacher had the opportunity to individually critique the whole process.

Our Collaboration Model

We worked collaboratively throughout the entire process. Neither of us ever felt in charge of the project. It was our joint project, designed and implemented for the benefit of our preservice teachers. Our goals all focused on guiding our preservice teachers to work collaboratively, first within the context of their university classes and their teaching in the afterschool program, and then in their future roles as professionals in their respective fields. At all times we sought to model collaboration, reciprocity, and collegiality. Even during class we constantly referred to each other with questions and clarifications. We co-taught in the truest sense of the word. There was never any implication that the project belonged exclusively to either of us. We planned every aspect of the project from the first class to the in-service to the evaluation and feedback on the projects. At every step we made collaborative decisions, always based on what was best for the preservice teachers. In order for in-service teachers to be able to work collaboratively within their schools, they have to be able to observe successful collaboration in action and to be able to practice that collaboration. In essence, our model allowed them to put theory into practice.

Discussion

Challenges

Time. Whereas we both regard the collaboration as essential, we did become aware of certain challenges involved in intensive collaboration. For one thing, collaboration is time-consuming and can be complicated by schedules. Designing a syllabus, projects, class materials, and lesson plans can be accomplished much more quickly when working alone. In addition, sitting together to evaluate and provide feedback also takes time. In each phase of the project we literally sat together in front of a computer for extended periods of time. As we looked back we were amazed at the amount of accumulated time we had spent on the project, but we both agreed that this type of collaborative interaction is necessary to create and implement a seamless interdisciplinary experience for preservice teachers. We were both eager to repeat the process in the fall.

Number of preservice teachers. Due to previously established relationships we both had at TJMS the school willingly accepted 36 preservice teachers to observe three classes each. We requested that no more than three preservice teachers enter a classroom to observe at the same time, which created logistical challenges for both the school and the preservice teachers. Occasionally scheduling complications did result in more than three

preservice teachers observing at the same time. This forced some preservice teachers to observe in only one mathematics classroom, with the second observation in another subject. All preservice teachers managed to observe an ESL classroom.

Logistics for preservice teachers. The nearest school system with a significant immigrant and refugee population is in Pocahontas, 38 miles from our campus. For preservice teachers who were involved in student teaching five days a week for ten weeks in other school systems, scheduling times to make the trips for observing students and implementing lessons was often challenging. Even those preservice teachers student teaching in Pocahontas sometimes had difficulty with time management, both at their schools and with scheduling group meetings. Even those who had good time management skills sometimes struggled to travel across the city in time to teach at the afterschool program. In addition, some preservice teachers lacked transportation and had to rely on carpooling due to inadequate public transportation. Finally, the mathematics and ESL preservice teachers' class schedules differed enough that scheduling out-of-class meetings was often a challenge.

During this time, TJMS ESL teachers were also testing to determine whether their students' WIDA levels had changed, making fewer ESL classrooms available for observation. The preservice teachers consequently had to go to the school and observe whatever ESL classes were available. At times more than three preservice teachers were forced to observe in the same ESL classroom. Although the observations were conducted prior to the beginning of student teaching, the preservice teachers still had the constraints of on-campus classes, which also complicated scheduling.

Participants. There were more mathematics preservice teachers than ESL and foreign language combined. We decided that since there were so few ESL teachers, there could only be one ESL preservice teacher per collaborative group. By being the only ESL expert in the group, two of the ESL preservice teachers felt unprepared for the burden of responsibility this entailed. Some of the foreign language preservice teachers demonstrated reluctance to fully participate in the project, feeling that working with ELL students was irrelevant to their own studies and they failed to understand the purpose of the project. At the onset of the project many of the ESL and foreign language preservice teachers expressed feelings of intimidation about being expected to teach mathematics.

Lessons Learned

Reality. We are both veteran public school teachers. Betti had taught secondary mathematics for 17 years. For an additional nine years she was the

Mathematics Supervisor preK-12 for a school system. Kris had taught secondary Spanish and ESL for 12 years. For six years she served as Department Head for Foreign Languages. We soon realized that the challenges we experienced with this project mirrored the microcosm of what happens in schools: time constraints with over-extended faculty, the need for flexibility when dealing with ever-changing school schedules, the difficulty of scheduling meeting times, and the lack of enthusiasm and commitment on the part of some participants.

Project changes. In our final evaluation of the success of the project we realized that situating the project within the research class did not provide as cohesive a context as we would have had if both groups of preservice teachers were engaged in the project through their methods classes. As a result we decided to implement the project during the fall semester of the following year. The preservice teachers would be involved in an early field experience that required them to be in their placements all day twice a week, but their time commitments would be far less demanding. By participating in the project through the methods courses the goals of the project would have a closer alignment with the objectives of the courses. Due to the collaborative project the disconnect between the goals of ESL and foreign language education became increasingly apparent. As a result the two programs were divided, and foreign language preservice teachers have not participated in the project since that first semester.

Final Thoughts

Despite the challenges we experienced in our first year of collaborating we both decided to replicate the experience the following fall, making adjustments based on the initial experience. Although we had both been convinced from the onset that the project was essential to the preparation of teachers who would almost certainly be faced with teaching ELL students in their own classes, by the end of the project our belief in and commitment to the project had actually increased. We knew that our preservice teachers had individually talked and written about the powerful impact the project had on their professional preparation. We knew they had managed to blur the divide that had previously existed for them between SOL content area and ESL teachers. We felt convinced that they would be aware of the special support their ELL students would need in any classroom, and they would be prepared with some strategies to ease the learning experience for those students, regardless of their linguistic proficiency. In other words, we feel the project was a great success that we plan on continuing in our teacher education programs.

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Author's Note

Each author of this article provided equal contribution.