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Using Video Analysis as a Professional Development Tool in Order to Discern How to Better Foster the Engagement Level of High School English Learners in a Content Area Class

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USING VIDEO ANALYSIS AS A PROFESSIONAL DEVELOPMENT TOOL IN ORDER TO DISCERN HOW TO BETTER FOSTER THE ENGAGEMENT LEVEL OF HIGH SCHOOL ENGLISH LEARNERS IN A CONTENT AREA CLASS

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ABSTRACT

Many teachers struggle to engage English Learner students in the classroom as they feel students may be disconnected both academically and socially. In addition, many teachers have minimal intercultural experiences and limited training that could help them connect with these students. This qualitative study seeks to explore the use of video analysis as a professional development tool that would serve as a mirror for teachers who are focused on enhancing English Learners' engagement in the classroom. The study participants were six teachers who teach sheltered English instruction classes at the Freshman Academy and High School. Data was collected over a three-week period using interviews, video recordings, surveys, and journal entries. The study results indicate that using video analysis as a professional development tool was perceived by teachers as having a positive impact on their teaching practices and attaining higher levels of student engagement among English Learners.

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CHAPTER ONE: INTRODUCTION

Today one of the essential elements teachers must consider when planning their lessons is student engagement, which is a phenomenon that promotes learning, student participation, and academic performance (Nayir, 2017). Teachers often spend long hours creating engaging lesson plans that will involve students' natural creativity and curiosity and help their students master their content. Ultimately, the goal of student engagement is for students to take ownership and pride in their learning and to have an active role in the learning process (Austin, 1999).

The classroom practices that a teacher chooses to employ significantly impact students' desire to engage in the learning process. Teachers who decide to use strategies that support students' basic psychological needs of autonomy, competence, and relatedness will see positive outcomes in the classroom (Niemac & Ryan, 2009). Unfortunately, however, some teachers impose too many external factors such as punishments or rewards to control their students (Nayir, 2017). Introducing these external factors is often a loss of intrinsic motivation for students to be a part of the learning process (Niemac & Ryan, 2009). When the students feel controlled and lose interest, the learning discontinues (Nayir, 2017).

One group of students that teachers struggle to engage in the classroom are English Learners (EL), who speak a language other than English and have not yet tested proficient in English (Department of Education, 2016). The reason for the struggle is that many teachers have not received training on the linguistic needs of these students and

often feel that they do not know how to make cultural or linguistic connections (Islam & Park, 2015).

For many English Learners, they feel as if they live in two different worlds. At home, they may talk, act, and live a certain way. However, when they attend a school entirely different from their home lives, they are told to leave those experiences and emotions at the door (Mackay & Strickland, 2018; Snyder & Staehr Fenner, 2021). Moreover, the experiences within the classroom in the United States may also be very different from the experiences they may have had in school in their home country. Finally, these students may not feel competent in the tasks they are asked to perform due to a lack of confidence in their level of English proficiency. Because of this disconnection and students feeling that they cannot accomplish the task set before them at school, they may choose not to engage in classroom activities so that no one can see them struggle. If this pattern continues and they feel that the tasks are too overwhelming, students will likely choose to drop out of school (Chiu et al., 2012; Nguyen et al., 2016; Snyder & Staehr Fenner, 2021).

When students are younger and in elementary school, they are more likely to be engaged (Marks, 2000). However, as students grow older, the level of engagement begins to decline. Some studies reveal that 40%-60% of high school students are not engaged in the classroom. As students begin to disengage from the learning process, schools see high dropout rates, low student achievement, and discipline issues. Students choosing to drop out of school often happens at the secondary level (Fredericks et al., 2004).

Statement of the Problem of Practice

One crucial indicator of student success is student engagement (Christenson et al., 2013). When students are not showing signs of mastery of content and not successfully passing their classes, educators seek to examine the reasons behind this (Fredricks et al., 2004). At the high school where I work, teachers are especially concerned for the English Learner students.

In the first semester of the 2019-2020 school year at my school, 78% of the 500 ELs did not pass at least one of their classes. In fact, 338 English Learners earned 534 Fs in grades 10-12, which equates to 1.5 classes not passed by every English Learner in the high school. Based on current trends, this number is set to increase. In addition, the latest school report card showed that only 19% of English Learners were on track to exit the language acquisition program within five years (Oklahoma School, 2019).

Many teachers struggle to increase the English Learner students' engagement in the activities, content, or classroom discussion, which is linked to the students not passing classes. At times, teachers observe students as dependent learners who are often unable to start tasks without assistance. Students receive instruction from the teacher but do not immediately begin working on their assignments. At other times, teachers see disruptive behaviors such as excessive talking, phone usage, or sleeping in class.

Teachers also note they feel unprepared to address the students' emotional, cultural, and linguistic needs, contributing to the difficulty of engaging these English Learners. Students may be dealing with socio-emotional needs such as fear of immigration, feelings of loneliness that come from being separated from family, or the stress of working to provide for their families. Students may also be dealing with cultural

adaptation, adjusting to new foods and the environment, or simply trying to fit in with peers. In addition, students may also have linguistic needs such as listening, reading, writing, and speaking that teachers do not have the strategies to address.

Many teachers admit to having challenges in building relationships with students. In my High School, 35% of the student population is Hispanic, 27% White, 15% African American, 7% Asian, 4% Native American, and 1 2% multi-race. However, the teacher population is 90% white, 9% African American, and 1% Hispanic. In addition, most teachers are monolingual and generally have minimal intercultural experiences that could help them connect with the English Learner students.

To address the multiple challenges, a settlement agreement has been reached between my District and the Department of Justice whereby many teachers must receive English Learner training each year. In these trainings, teachers are exposed to strategies to meet the students' linguistic and cultural needs, and they are also required to receive five hours of coaching from an English Learner coach.

Because I am one of the English Learner coaches for the District, I have witnessed firsthand the difficulty teachers have with engaging English Learner students. As teachers have reported, many students do not talk in whole classroom discussions, do not complete assignments, and may engage in disruptive behaviors such as sleeping, arguing, or distracting others to avoid classroom participation. These behaviors are compounded over time, and many students do not pass classes due to too many missing assignments.

As an English Learner coach, I have a unique opportunity to work with teachers to address the challenge of increasing engagement among English Learner students. Through this process, teachers may receive assistance with strategies to meet the

students' linguistic needs and culturally responsive strategies to help them build relationships with students. Since teachers are one of the most critical factors influencing students' success, the reflective coaching practice can address the seeming lack of engagement demonstrated by English Learners.

Research Question

What impact will video analysis as a professional development tool for examining individual teaching practices have on six teachers working to foster the engagement of English Learners in content area classrooms?

Purpose of the Study

The purpose of this study was to explore the impact of video analysis as a systematic process of examining teaching practices by six teachers working to foster English Learners' engagement in content area classrooms. Teachers have communicated the need for more engagement, less disruption, and better relationships with these students. For this study, engagement will be defined as "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes" (Hu & Kuh, 2001, p.3). Also, in this study, content area classrooms are defined as classrooms that teach content that includes English/Language Arts, math, science, and social studies (Department of Justice, 2018).

For this research, I conducted a three-week study using video analysis with six teachers.[1] Video analysis is defined by Nagro and Cornelius (2013) as "a teacher teaching a lesson that is videotaped, and then the teacher watches the video for the purpose of analyzing and reflecting on their teaching performance" (p. 320). This intervention was

[1] Because of multiple interruptions during the course of the study due to Covid restrictions and quarantines, the data collection period was limited to a three week period.

chosen because research has proven video to be a reflective tool that can increase learning (Knight, 2014). Since I have experience being an English Learner instructional coach, I was able to discuss student engagement strategies for English Learners with teachers.

Theoretical Framework

The self-determination theory, which suggests that curiosity, learning, and gaining knowledge are natural tendencies of all humans, is one crucial theory that guides teaching practices in education (Niemac & Ryan, 2009). One innate part of human nature is to be curious about one's surroundings and to embrace traditions and practices. Based on the understanding that all humans possess a natural love of learning and a longing to adopt new knowledge, this theory discusses how motivation and basic needs can enhance or hinder learning. In addition, this theory also highlights how intrinsic motivation, extrinsic motivation, and basic psychological needs contribute to a student's desire to engage or not engage in the learning process. For these reasons, the self-determination theory will guide this study.

The beginning principle of self-determination theory is that all humans desire to participate in meaningful activities, grow in knowledge, and connect with others (Deci & Ryan, 2000). All students share basic psychological needs in the classroom, such as the need for autonomy, competence, and relatedness (Niemac & Ryan, 2009). How these needs are met contributes to a student's motivation and engagement in the learning environment. The learning conditions hold the power to develop or crush students' motivation to learn (Ryan & ZDeci, 2000). To maintain intrinsic motivation, conditions must be encouraging.

Another essential element of the self-determination theory is fulfilling basic psychological needs (Niemac & Ryan, 2009). To maintain intrinsic motivation, the fulfillment of these needs--autonomy, competence, and relatedness--is needed. Autonomy can be described as the power of making a choice or decision, which is essential in individualistic and collectivistic cultures, making this relevant for all students regardless of cultural background (Ryan & Deci, 2000). Next, competence is described as completing an action effectively (Niemac & Ryan, 2009). Lastly, relatedness refers to a sense of belonging and being able to connect. How a teacher introduces new tasks or learning can also significantly impact students' growth-oriented processes. If the way a teacher introduces a new task in a manner that supports the students' basic needs, learning will take place. On the other hand, if teachers introduce a new task that hinders a student's basic needs, learning will not occur.

External factors can significantly influence students within the classroom to diminish students' feelings of relatedness, competence, and autonomy. Some environments can be hostile to the natural tendencies of students to want to learn, grow, and develop (Ryan & Deci, 2000). In other words, "humans have an inclination toward activity and integration, but also have a vulnerability to passivity" (Ryan & Deci, 2000, p. 76).

The most effective learning environments for students occur in an environment with tasks and activities that support students' intrinsic motivation (Niemac & Ryan, 2009). When students are encouraged to be autonomous, are given tasks that make them feel competent, and are encouraged with a sense of belonging, students become more creative and learn more. Teachers who allow for more autonomy in their classroom and

less control see their students' intrinsic motivation enhanced as they desire to challenge themselves and take a more active role in the learning process (Ryan & Deci, 2000). Teachers can support students' need for autonomy by amplifying student choice and voice and eliminating pressure and coercion (Niemac & Ryan, 2009).

If students feel they can choose and feel that their opinions are valued, teachers will see positive outcomes. In addition, teachers can support students' need for competence by creating challenging activities that encourage students to build upon their academic skills. Teachers need to provide feedback and input that will continue to help the students learn and grow. Also, teachers can support students' need for relatedness by taking time to connect with students. If a student does not feel respected, valued, or liked by the teacher, their motivation to learn diminishes. However, students who feel valued are more likely to internalize motivation to learn in that setting. For this reason, the self-determination theory will serve as an essential framework for this research study.

Brief Overview of Methodology

This study was conducted using an action research approach, a reflective process within the researcher's environment (Herr & Anderson, 2015). Action research aims to devote effort to finding practical means to improve a setting based on its immediate needs. This study was designed using qualitative research.

This study involved six teachers who teach in 9-12th grades, teach a content area class and teach a sheltered English instruction class for English Learners. Sheltered English instruction classes are "the District's method for teaching secondary ELs grade-level core content (i.e., English/Language Arts, math, science, and social studies) in English by integrating English language and literacy development into content-area

instruction" (Department of Justice, 2018). The teachers who volunteer for this study must teach either at the Freshman Academy or the High School. Chapter 3 will include a further description of each participant.

This study was conducted at the Freshman Academy and the High School. The Freshman Academy has approximately 300 English Learners, and the High School has around 500. English Learners at these sites range from beginning levels (1.0-2.5) to more advanced levels (4-4.8). The English Learners in the sheltered classes were of beginning levels of English proficiency.

The data collection instruments for this study came from pre and post interviews, observations, notes from the debriefing sessions, and documents. The interviews consisted of questions to capture the teachers' feelings regarding the engagement levels of English Learners. The researcher took notes during the observations and debriefing sessions in each classroom. The documents were collected from journal entries completed by teachers each week reflecting their thoughts and feelings about the process of using video analysis and the engagement level of English Learners. Notes from the observations and debriefing sessions were coded and organized after each session. Each component of data was analyzed using open coding, axial coding, and selective coding to identify trends and patterns among the data that had been collected (Creswell & Creswell, 2018).

Significance of the Study

This study has considerable potential to influence educators' perceptions of English learners' engagement. Dr. Ivannia Soto and Tonya Ward Singer, two English Learner experts, write, "If all classrooms actively engage all students in conversations

that value all voices, schools will realize deep shifts in student learning, motivation, and capacity for collaboration in the global world" (Calderón et al., p.88). A recent study also found that English Learners only spend 2% of their day engaging in academic conversations in the classroom.

This study was designed to find the value of video analysis as a professional development tool that could allow teachers to see their classrooms more accurately. It is typical for teachers' perceptions of students' activities to be different than what happens in the classroom. This study also sought to reveal strategies and other factors that affect the engagement level of English Learners in the classroom.

Summary of the Findings

This study revealed that teachers believe using video analysis as a professional development tool positively impacted their efforts to increase student engagement among English Learners. Teachers noted that their understanding of English Learners' engagement and the language domains increased throughout the study. Also, teachers found that incorporating various strategies and activities helped with their efforts to increase student engagement. Finally, as the study progressed, teachers became more accustomed to the video recordings and more willing to be vulnerable about their teaching practices. Thus, teachers concluded that using video analysis helped them refine their teaching.

Positionality

Currently, I serve as the English Learner Lead teacher for grades 9th-12th in a district with over 4,000 English Learners. I begin working with English Learners in the 9th grade and stay with them until they graduate. My role includes creating graduation

plans for students, reaching out to families, helping students engage in school, assisting teachers with strategies for teaching English Learners, developing curriculum, designing program models, working as an instructional coach, and more. Therefore, I invest in my relationships with these students, their families, and the teachers who work with them. In addition, I am aware of the benefits of bilingualism for an individual, whether in America or abroad, and how graduating from an American high school can affect their futures. The teachers who work with these students are also critical because they can help students escape the cycle of poverty they may have come from and build a better life for themselves and their families through acquiring English and attaining an education.

The validity of this study can be affected by positionality, which refers to the researcher's role in the research (Herr & Anderson, 2015). I was considered an insider for this study collaborating with other insiders. My role in this study was to discuss student engagement strategies with teachers, observe teachers as they engage English Learners, and collect data. My role in this study was to work with teachers to observe how they foster student engagement among English Learners. As the instructional coach and observer in this study, I bring a wealth of experience working with other cultures and believe that each student's prior experiences and cultural values are valued. I am considered a teacher on special assignment, so I hold no authority or influence over any teacher while conducting this study. Because of my experience and knowledge of working with English Learners, the study's design will benefit all stakeholders.

Dissertation Overview

This dissertation begins with Chapter 1, which includes an overview of the topic of the study. Chapter 2 comes next with a literature review relative to the topic. Next,

Chapter 3 outlines the methodology used to conduct this study. Chapter 4 documents the findings and interpretations from the data analysis. The final chapter, Chapter 5, includes a discussion regarding the study's implications, an action plan, and recommendations for future research.

Definition of Terms

1. **English Learner**: students who speak another language other than English and have not yet tested proficient in English (Department of Education, 2016).
2. **Video analysis**: the process of a teacher teaching a lesson that is videotaped, and then the teacher watches the video to analyze and reflect on their teaching performance (Nagro & Cornelius, 2013).
3. **Engagement**: "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes" (Hu & Kuh, 2001, p.3).
4. **Content area classroom**: classrooms that are core content include English/Language Arts, math, science, and social studies (Department of Justice, 2018).
5. **Sheltered instruction class**: Sheltered English instruction classes are the District's method for teaching secondary ELs grade-level core content (i.e., English/Language Arts, math, science, and social studies) in English by integrating English language and literacy development into content area instruction (Department of Justice, 2018).

CHAPTER TWO: LITERATURE REVIEW

Student engagement, writes educator Elizabeth Barkley, is "the product of motivation and active learning. It is a product rather than a sum because it will not occur if either element is missing" (Barkley, 2010, p. 6). For effective learning to occur in schools, students have to be actively involved and see the importance of their classes (Nayir, 2017). The degree to which students take advantage of the skills, knowledge, and opportunities offered in school will determine their success in education and life (Li & Lerner, 2013). School engagement has been a crucial topic for discussion as educators and administrators seek to examine the reasons for low rates of academic achievement, high levels of boredom, and high dropout rates among students (Fredricks et al., 2004).

This chapter will address several relevant topics related to this study. First, the historical perspective regarding student engagement will be reviewed. Second, the intervention utilized in this study, video analysis, will be explored as both a professional development tool and a tool used for instructional coaching. Third, the different dimensions of student engagement and the levels of student engagement will be discussed. Fourthly, this chapter will look at the research surrounding school-based factors and out of school-based factors that affect the engagement levels of English Learners. Finally, this chapter will look at the need for training teachers to teach English Learners effectively. Lastly, this chapter will examine the need for more culturally responsive teaching.

Historical Perspectives

The purpose of examining student engagement is to promote student learning (Christenson et al., 2013). One of the first psychologists to study student engagement was Ralph Taylor in the 1930s (Groccia, 2018). Taylor focused on student engagement regarding the amount of time a student is actively devoted to learning. Since then, many more educators and psychologists have studied student engagement and have created their definitions. University of California professor Alexander Astin has defined student engagement as "the amount of physical and psychological energy that the student devotes to the academic experience" (1999, p. 518). Another definition of student engagement is "the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes" (Krause and Coates, 2008, 493). For this study, student engagement is defined as "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes" (Hu & Kuh, 2001, p.3).

How student engagement is viewed in the United States has changed immensely in the past two hundred years. One curriculum ideology, the scholar academic ideology, which originated with Charles Eliot and the Committee of Ten in the 1890s, believed the role of the teacher was to pass on the knowledge of the core academic courses to the students (Marulcu & Akbiyik, 2014; Schiro, 2013). Students in this ideology are viewed as passive vessels that the curriculum is to fill. Therefore, students were expected to engage as active listeners who took notes and responded to their teachers' lectures.

Another curriculum ideology that influenced student engagement is the social efficiency ideology (Schiro, 2013). In this ideology, connected to Franklin Bobbitt, Ralph

Tyler, and federal education initiatives such as No Child Left Behind, the school aims to train students to become productive members of society. The role of the student is to receive information which could mean students would be active listeners or participants in daily activities.

Next, the learner-centered ideology, which began in the 19th century and has been influenced by the progressive education movement and constructivist movements, this curriculum ideology focuses on the issues and needs of the learners, not society or the curriculum (Schiro, 2013). The role of the student is to construct their knowledge. Students are engaged to engage in the learning by creating questions, projects, or activities that increase their motivation for learning.

The final curriculum ideology is the social reconstruction ideology (Schiro, 2013). This view of curriculum seeks to help children of all different backgrounds to work together to think of solutions for the injustices in society. The role of the student in this ideology is to work with other students to bring about change. Shaped by this curriculum ideology, teachers created lessons for students to actively participate in projects and activities that addressed issues facing society, such as poverty, homelessness, or civil rights issues.

The curriculum ideologies that shaped schools began with the learning centered around the teacher, thus requiring minimal engagement on behalf of the students (Nguyen et al., 2016). Curriculum ideologies have been influenced to become more learner-centered due to numerous reforms. Schools have been challenged to make instruction have higher standards, more college and workforce opportunities, and more engaging classroom environments. Laws such as the No Child Left Behind and Every Students

Succeed Act push schools to have accountability for all students, including those with special needs or English language needs (Department of Education, 2020). Although the 20th century began with student engagement meaning students were active listeners, the 21st century has shifted the view of student engagement to include the students as active participants in their learning.

Theoretical Framework

One of the significant factors influencing engagement is a student's motivation (Christenson et al., 2013). According to the self-determination theory, all people are naturally driven to learn and gain knowledge (Niemac & Ryan, 2009). These natural tendencies to be curious and learn more influence a person's motivation, leading to their engagement.

A vital sub theory of self-determination is the cognitive evaluation theory (Ryan & Deci, 2000). This theory aims to explain the various factors that affect intrinsic motivation. Motivation deals with energy, focus, and determination, which is significant because it has the potential to produce results. Intrinsic motivation refers to completed actions because a person finds them innately entertaining and gratifying (Niemac & Ryan, 2009). When people engage in activities because they are intrinsically motivated, they experience satisfaction, excitement, and enjoyment. In order to enhance intrinsic motivation, one must also have satisfaction regarding their need for autonomy and competence (Ryan & Deci, 2000). Therefore, there must be elements within the individual's environment that support their need for autonomy, competence, and relatedness in order for their intrinsic motivation to flourish.

The cognitive evaluation theory states that the learning environments can either support or destroy students' natural tendencies to learn and develop. For intrinsic motivation to be maintained, a person's basic needs, autonomy, competence, and relatedness, must be met (Niemac & Ryan, 2009). If students have a sense of autonomy but not relatedness, their intrinsic motivation to learn will diminish.

Another sub theory of the self-determination theory is the organismic integration theory, which addresses the elements, consequences, and factors surrounding extrinsic motivation (Ryan & Deci, 2000). Extrinsic motivation is defined as behavior that is driven by rewards. Environmental factors or settings that promote humans' basic psychological needs will predict the outcome of their pursuit of a goal (Deci & Ryan, 2000). Humans tend to thrive in situations that promote and encourage their pursuit of goals. However, situations that include threats, deadlines, rewards, and forms of pressure can weaken motivation. Not all elements of education, for example, are intrinsically motivating (Niemac & Ryan, 2009; Ryan & Deci, 2000).

Video Analysis

One of the methods teachers may use to help them understand how to increase the engagement levels of their students is video analysis (Knight, 2014). Video analysis is the process of educators recording videos of their classroom instruction to analyze their practices (Morin et al., 2018). Educators then use this information from the video to improve their teaching. Video analysis can also be used as a means of professional development that allows teachers to study specific elements of their instruction to collect data on student learning (Baecher et al., 2012). The tools used in the cycle of video

analysis make self-reflection and peer reflection more effective by observing, analyzing, and sharing ideas (Tripp & Rich, 2012).

The impact of video analysis is widely documented as a method for educators to evaluate themselves more critically (Baecher et al., 2012). Although teachers try to improve their teaching through other means, instructional leader Jim Knight identifies three reasons teachers cannot accurately view their instruction (Knight, 2014):

1. There is the "busyness of teaching," meaning teachers are too busy to have the time to reflect on the effectiveness of their instruction.
2. There is habituation, meaning teachers become desensitized to the day-to-day routines.
3. There is confirmation bias, a person's natural inclination to look for information that defends their own beliefs.

However, when teachers use video analysis, it helps them detect differences between their beliefs about teaching and their actual actions in teaching (Tripp & Rich, 2012). The use of video also allows educators to see themselves and their students from an observer's perspective (Knight, 2014). Teachers frequently comment that it is difficult to remember events described by an observer, making it difficult to identify any need for changes (Tripp & Rich, 2012).

One of the best means of professional development is video analysis for both new teachers and experienced teachers to enhance their skills (Baecher et al., 2012). Video analysis also assists instructional leaders and administrators target particular components of teachers' lessons to help them enhance or refine skills (Tripp & Rich, 2012). Using video as a method of professional development ensures assistance is being directed to the

educator's needs, the attainment of new instructional practices, and acknowledging the necessity for change (Morin et al., 2018). Video analysis can aid educators in seeing both their strengths and weakness in instruction (Tripp & Rich, 2012). Educators, instructional leaders, and administrators have cited long-lasting improvement in instruction among educators who have used video analysis (Morin et al., 2018). This process challenges one's belief in teaching with authentic teaching (Tripp & Rich, 2012). One thought-provoking element of video analysis is that "when we record ourselves doing our work, we see that reality is very different from what we think" (Knight, 2014, p. 2). In order to make video analysis an effective method of professional development, the process of self-reflection and analyzing teaching practices needs to be guided by a skilled observer who uses observation checklists, guided questions, or directed observation protocols (Baecher et al., 2012). In addition, professional learning must respect a teacher's autonomy while also providing accountability (Knight, 2014).

Video analysis is also an essential professional development tool to use with teachers of English Learners. Too often, content area teachers in high school work in isolation and do not collaboratively plan or interact with English Learner specialists (Honigsfeld & Dove, 2019). As a result, the instructional needs of English Learners go unaddressed, and their teachers are frustrated with their lack of knowledge in how to address these needs. If content area teachers and English Learner specialists could collaborate frequently, they would have the opportunity to learn from each other. Each improves their practices for the benefit of the English Learners (Baecher et al., 2012). Most English Learners fail to receive instruction that supports their linguistic needs (Calderón et al., 2020). This is also a result of the lack of quality professional

development teachers receive (Baecher et al., 2012). Too often, professional development sessions are given infrequently and with no follow-up. The use of video analysis for teachers of English Learners can assist teachers in adapting to the unique needs of English Learners (Knight, 2014).

Over the last twenty years, there has been significant research regarding video analysis as an effective form of professional development (Knight, 2014). One recent study investigated how the process of guided video analysis affected the ways teacher candidates would be teaching literacy to special needs students (Hong & Van Riper, 2016). The participants of this study included preservice special education teachers in a state university in New Jersey. Through a qualitative study, the teacher candidates completed a survey before and at the end of the process. For five sessions, preservice teachers were guided through reflective questions about a video of the teaching they were watching. This study found that video analysis effectively assists teachers with learning strategies for improvement if the process is both guided and reflective. This study also found differences in the reactions of novice teachers compared to experienced teachers. Novice teachers commented they learned how to implement instructional strategies, while experienced teachers noted they discovered new approaches to reach their students.

Another recent study that holds significance regarding video analysis examines how video analysis influenced professors at a local university in New York (Baecher & Kung, 2014). The participants of this qualitative study were professors in Special Education, Curriculum and Teaching, and Educational Foundations. For this study, teacher candidates uploaded a video of themselves teaching to the university platform

such as blackboard or canvas. The faculty of the different departments then reviewed the videos together and collaborated on their observations. This study found that the faculty members perceived the process as beneficial and effective because each faculty member presented a different viewpoint. Because each faculty member had different experiences and opinions, it created a more robust discussion that resulted in more thoughtful feedback for the teacher candidates.

These two research studies shared some similar results regarding video analysis but also highlighted different elements of it. For example, both studies demonstrated how video analysis offered an opportunity for educators to work collaboratively despite their differing experiences and opinions (Hong & Van Riper, 2016). Also, both studies recorded the event of meaningful discussions that video analysis allowed educators (Baecher & Kung, 2014). In terms of differences, however, the first study highlighted the importance of using interaction and artifacts to guide both novice and experienced teachers through discussions (Hong & Van Riper, 2016). Although the second study was not guided, it confirmed the feelings of experienced professors toward video analysis as a successful means of professional development (Baecher & Kung, 2014). In conclusion, video analysis fosters effective collaboration among educators, promotes self-reflection, and is a beneficial form of professional development (Hong & Van Riper, 2016).

Student engagement

Dimensions of student engagement

Student engagement is necessary to improve students' academic success and promote learning (Nayir, 2017). Being an active participant in the learning process allows students to feel excited and have a sense of belonging as they participate in the cognitive

learning process (Li & Lerner, 2013). Although student engagement cannot be openly observed, it is obvious when missing (Saeed & Zyngier, 2012). Student engagement is multidimensional, with a behavioral, cognitive, and emotional dimension (Quin et al., 2017). Engagement in these dimensions can vary, and a student can be involved in all or none (Schletchy, 2002). By being engaged in the three dimensions, students can capitalize on the learning opportunities in school (Li & Lerner, 2013).

The first dimension of student engagement is behavioral engagement (Nayir, 2017). Behavioral engagement deals with students' participation and their involvement in academic activities and also refers to student demeanor and on-task behavior (Fredricks et al., 2004; Li & Lerner, 2013). Behavioral engagement can be demonstrated with either positive or negative behaviors in the classroom (Nguyen et al., 2016). Students can exhibit negative behaviors such as disrupting class, skipping class, or disobeying authority (Quin et al., 2017). Students can demonstrate positive behaviors as following instructions, participating in the tasks, or complying with the school's expectations (Quin et al., 2017). A student who sees value in a task or activity will participate enthusiastically (Nayir, 2017).

The second dimension of student engagement is cognitive engagement (Fredricks et al., 2004). Cognitive engagement refers to the student's amount of investment and engagement in activities that challenge them intellectually (Nguyen et al., 2016; Fredricks et al., 2004). This type of engagement involves the student's motivation and effort to grasp difficult concepts and learn complex skills. Cognitive engagement can be described as either deep or shallow processing (Harlow et al., 2011). Shallow processing indicates a low amount of cerebral involvement as the student may be replicating ideas or

materials in place of expanding it. On the other hand, deep processing deals with the elaborating of ideas or knowledge. Students involved in deep processing develop the skills necessary to become self-disciplined learners who take ownership of future learning (Li & Lerner, 2013).

The final dimension of student engagement is emotional engagement (Fredricks et al., 2004). Emotional engagement refers to students' complex feelings about school (Quin et al., 2017). These feelings or attitudes can be about having a sense of belonging, feeling valued by the teacher, or enjoying the school environment (Nguyen et al., 2016). Both positive and negative feelings can influence a student's level of emotional engagement (Fredricks et al., 2004). One significant factor affecting the emotional engagement of a student is their relationship with their teacher (Nguyen et al., 2016). The self-determination theory also discusses the impact a strong, positive teacher-student relationship can have on a student's level of engagement (Quin et al., 2017). Students who think they are valued by their teacher and feel connected to the school have higher engagement than those who do not (Nguyen et al., 2016).

The dimensions of student engagement, behavioral, emotional, and cognitive, have been thoroughly researched (Schlechty, 2002). How it occurs in different settings, however, is still being explored. In one qualitative study, researchers examined the effect of teaching quality on students' behavioral, emotional, and cognitive engagement in school in Australia (Quin et al., 2017). This study was conducted among 88 students in two schools within the state of Victoria. For this research, the students were given a survey using Qualtrics software asking about their demographics, grades, mental health, student engagement, teaching quality, and more. The results were then analyzed using

descriptive statistics. Students who believed their teachers demonstrated excellent teaching practices had high behavioral, cognitive, and emotional engagement levels. This study found that the students' perceptions of their teacher affected other mental health and academic performance. Besides, this study discovered that although the teaching quality was highly influential regarding students' behavioral, cognitive, and emotional engagement, it was not the only factor that affected their engagement.

In another noteworthy study that researched the dimensions of student engagement, researchers measured students' behavioral engagement throughout their classes (Nguyen et al., 2016). This qualitative study was conducted over several years among two higher and lower performing schools from the same district in Texas. Sampling was chosen based on the educational tracks students choose to take because students' engagement is different according to these tracks. A researcher shadowed each student for a full day to understand how the student experienced school. Researchers collected notes regarding students' positive or negative behaviors that were indicators of engagement. The results of this study revealed that when a teacher created a safe learning environment, they were able to facilitate active participation among the students. The study also found that the role of the teacher was more influential regarding their behavioral engagement than the role of their peers.

These two studies are crucial for understanding the dimensions of student engagement. In the first study, the role of the teacher was identified as being a critical factor in influencing all areas of student engagement (Quin et al., 2017). In the second study, the learning environment that the teacher created was identified as a critical element that affected a student's behavioral engagement (Nguyen et al., 2016). However,

these studies differed in how they collected data to derive their results. In the first study, students answered questions regarding their perceptions of different elements of school (Quin et al., 2017). In the second study, on the other hand, researchers documented specific observable behaviors, either positive or negative, exhibited by the students (Nguyen et al., 2016). In summary, these studies both identified the teacher as having a monumental role in the different dimensions of student engagement—behavioral, emotional, and cognitive.

Levels of student engagement

Student engagement is not only multidimensional but also multilevel, as defined in Philip Schlechty's work (Saeed & Zyngier, 2012). High student engagement leads students to develop strategies and skills they need in order to work creatively with others. Schlechty (2002) describes the five levels of student engagement as authentic engagement, ritual engagement, passive compliance, retreatism, and rebellion. Students may be involved in different levels of engagement within one task.

The highest level of student engagement begins with authentic engagement (Digamon & Florecilla C. Cinches, 2017). In this level of engagement, the student sees meaning in the task being asked of them (Schlechty, 2002). Students value the tasks as having personal meaning, highly interesting, and will not quit if it is difficult (Nayir, 2017). Students will feel enthusiastic about performing even a small activity and completing it if they find value in the task (Digamon & Florecilla C. Cinches, 2017; Schlechty, 2002). Significant learning happens when a student is authentically engaged.

The second-highest engagement level is ritual engagement (Schlechty, 2002). Students may complete the task in ritual engagement, but it does not hold any personal

meaning to them (Nayir, 2017; Schlechty, 2002). Tasks that are monotonous and tedious lead to ritual compliance as the student completes work for extrinsic purposes (Saeed & Zyngier, 2012). Thus, learning at this level is low because students may complete the task with diligence and effort, but they are focused on the result as having meaning (Digamon & Florecilla C. Cinches, 2017; Schlechty, 2002). This type of engagement may result in good test scores, but the learning is not long-term (Schlechty, 2002).

The third level of engagement is known as passive compliance (Digamon & Florecilla C. Cinches, 2017). In this type of engagement, students complete assignments with little emotion to avoid negative consequences and do not expend energy focusing on details (Nayirre, 2017). The student seeks to avoid negative consequences; however, he sees little value in the task more than grades or approval (Schlechty, 2002). If the extrinsic rewards are gone, they will leave the task (Digamon & Florecilla C. Cinches, 2017). Students in this level of engagement are merely focused on teacher approval, grades, or other positive reinforcements (Schlechty, 2002).

The next level of student engagement is retreatism (Digamon & Florecilla C. Cinches, 2017). In this level of student engagement, the student sees no value in the tasks and does not attempt to engage (Schlechty, 2002). Students not only disengage from the task, but they have deficient thinking, which leads them to feel incapable of completing it (Digamon & Florecilla C. Cinches, 2017). This student, however, does not disrupt others or do anything off task. Students in the retreatism level of engagement refuse to do many tasks and do not engage emotionally with the work (Nayir, 2017). Authentic learning cannot occur when students are in retreatism (Schletchy, 2002).

The final level of engagement is rebellion (Digamon & Florecilla C. Cinches, 2017). The student rejects the task and either causes disruptions in the classroom or works on other tasks (Schlechty, 2002). Students who operate in this level of engagement have a defiant attitude and encourage others to have a negative attitude (Digamon & Florecilla C. Cinches, 2017). Students in this level of engagement create new tasks to divert attention from learning (NAYIR, 2017). Learning cannot occur when students are at this level of engagement (Schlechty, 2002).

These levels of student engagement have only been defined in the last twenty years, so research is still limited on how to measure these levels (Schlechty, 2002). In one qualitative study, the researchers looked to identify the connection between motivation level and class engagement level among high school students (Nayir, 2017). This study utilized a random sampling of 322 students. Through a relational research model, the Pattern Adaptive Learning Scale, and the Student Class Engagement Scale, the researchers collected data from observations and students' answers to determine students' motivation levels and engagement levels. This study revealed that male students had less intrinsic motivation to learn than female students. Also, male students often demonstrated engagement at the rebellion and ritual levels. In the end, the study also found a direct correlation between the motivational level of students and their class engagement level. Another study sought to measure student engagement levels among students who worked in groups (Digamon & Florecilla C. Cinches, 2017). This qualitative study took place in a senior high school in the Southern Philippines with 164 11th grade students. Researchers collected data through survey questionnaires, focus group discussions, and observations. This study revealed that student engagement levels were related to extrinsic motivation

and peer-to-peer interaction. The study also found that the teacher had the most significant impact on all levels of student engagement.

Since levels of student engagement have only been identified recently, research is still trying to develop measures to observe each of these different levels (Schlechty, 2002). The first study is significant because the researchers developed their measures of observation that could be expanded upon by other researchers (Nayir, 2017). The second study is also important because students were allowed to answer questions about their engagement (Digamon & Florecilla C. Cinches, 2017). However, these studies differed in the variable they studied that affected the levels of student engagement. In the first study, the researchers observed different genders' motivational and engagement levels (Nayir, 2017). In the second study, the researchers observed all genders, but they looked at how the teacher and peers influenced student engagement levels (Digamon & Florecilla C. Cinches, 2017). These studies also highlighted essential elements regarding student engagement levels, as the first study found that male students often performed at the rebellion and ritual levels (Nayir, 2017). The second study revealed that teachers were more influential than peers regarding student engagement levels (Digamon & Florecilla C. Cinches, 2017). In conclusion, these studies help start the discussion about levels of student engagement in research.

English Learners

Factors affecting the engagement of English Learners

Many complex and intricate factors affect students' engagement and achievement levels (Utah State Board of Education, 2019). Students’ personalities and interactions with others, socioeconomic status, community, and family can influence their

engagement with teachers, classrooms, and schools (Quin et al., 2017). The population of interest in this study, English Learners, is increasing rapidly compared to other student groups (Rivera et al., 2012). Teachers also report that many of these students are disengaged. Over the past thirty years, English Learners have underperformed in science, literacy, and language compared to native speakers due to their lack of engagement (Shaw et al., 2014). These students are susceptible to failing academically and not engaging due to their many emotional, behavioral, and academic needs (Rivera et al., 2012). Research has also noted that the immigrant status of English Learners impacts their engagement level in schools (Motti-Stefanidi et al., 2014). Students who are immigrants may have difficulty adapting to the new culture, may not have a sense of belonging in the school, and may feel ostracized from the native students (Calderón et al., 2020). In order to help English Learners overcome the many barriers they face that influence their engagement, schools must reflect on both the school-based factors and out of school based factors that affect these students (Utah State Board of Education, 2019).

School based factors such as the school's climate, teacher quality, and the learning environment within classrooms have a significant impact on student engagement (Utah State Board of Education, 2019). In addition, school leadership, school size, class size, instructional resources, and cultural responsiveness can also affect student engagement (Murray et al., 2004). For English Learners and immigrants, the school's climate plays a significant role in their engagement (Chiu et al., 2012). The climate of the school refers to the environment the school creates. For these students, the school is the first establishment they encounter with different values, norms, and languages than their homes. If schools do not value diversity and would rather have students conform to the

central culture, this has a negative effect on the students and will affect their level of engagement (Murray et al., 2004). The customs and values of native English speakers have a higher chance of resembling the school environment than English Learners or immigrants (Chiu et al., 2012). Therefore, English Learners face difficulty learning to adapt to the new environment, behaving appropriately, and building relationships with school staff and classmates.

In addition, school staff may have lower expectations for these students based on negative stereotypes (Motti-Stefanidi et al., 2014). English Learners often deal with cultural, language, and skill knowledge barriers (Chiu et al., 2012). As a result, these students are often overburdened by a new, confusing school system (Byrd & Alexander, 2015). Consequently, these students are more at risk than native English speakers for disengagement (Motti-Stefanidi et al., 2014). Due to the natural tendencies of immigrant families to live near each other in a neighborhood with a lower socioeconomic status, these students are often in schools with a smaller amount of resources, staff who are not prepared to serve them, and an unwelcoming school environment (Chiu et al., 2012).

Research has discovered that the teacher is the most influential school-based factor affecting a student's engagement level (Utah State Board of Education, 2019). The teacher has the ability to facilitate productive classroom interactions, address students' individual needs, and create a welcoming learning environment (Digamon & Florecilla C. Cinches, 2017). Teachers that affect engagement positively act as facilitators and guides in their classrooms, while teachers who negatively affect engagement seek to control and dominate their classroom as an authoritarian (Murray et al., 2004). Likewise, teachers who value and respect their students see an increase in their students' engagement in the

classroom (Digamon & Florecilla C. Cinches, 2017). On the other hand, teachers who do not build relationships with their students notice the students are disengaged and uncaring (Murray et al., 2004).

Another influential school-based factor affecting student engagement is the learning environment (Utah State Board of Education, 2019). Each learning environment varies depending on the teacher and school (Nguyen et al., 2016). "Classroom environment refers to the personal, educational, social, and psychological context of a classroom" (Daemi et al., 2017, p 17). Depending on how the teacher sets up the learning environment, a student can be encouraged or discouraged to increase engagement (Quin et al., 2017). English Learners face a tough challenge with engagement as many of the schools they attend have poor teaching quality, which results in an ineffective learning environment (Rivera et al., 2012). Students' confidence, attitudes, and sense of belonging are influenced by the quality of the environment (Daemi et al., 2017).

The classroom environment is also the place where equity must take place so that every learner has an opportunity to acquire knowledge and skills (Rivera et al., 2012). Regrettably, however, English Learners' needs go unaddressed in the classroom (Calderón et al., 2020). English Learners are silent and do not participate. This is dangerous because "English Learner silence at scale is a recipe for stagnation. It is a prescription for ELs not advancing in language, and content, or in the rigorous learning essential for access to college and career opportunities" (Calderón et al., 2020, p. 91). If classroom environments do not encourage engagement, students may only interact passively (Murray et al., 2004). Nevertheless, if classroom environments value all learners and actively encourage participation, teachers and students will begin to see

significant improvements in engagement and achievement among all learners (Calderón et al., 2020).

Another element affecting student engagement are out of school factors (Chiu et al., 2012). Out of school factors from the community, family, or the individual can present barriers to student engagement and achievement (Utah State Board of Education, 2019). First, community features such as neighborhoods, rural or remote locations, and crime can adversely affect students' motivation to engage in school (Murray et al., 2004). In addition, community resources, violence, and public assistance also influence students in school (Utah State Board of Education, 2019). Second, family factors such as race, socioeconomic status, family composition, and family background sometimes can inhibit students' engagement (Chiu et al., 2012). Other aspects of the family include size, dysfunction, conflict, abuse, illness, and separation. (Murray et al., 2004). Families of English Learner students also deal with issues related to their immigration status, as many came to the U.S. in search of safety, healthcare, better living situations, and more. (O'Neal et al., 2008).

Lastly, individual factors can also influence students' engagement (Utah State Board of Education, 2019). These factors can include gender, race, English language proficiency, low self-esteem, mental health problems, low literacy, disabilities, low intelligence, behavioral problems, etc. (Murray et al., 2004). Teachers and school administrators must understand the effects of these factors as they seek to help students engage in school (Utah State Board of Education, 2019).

The following crucial element of student engagement with English Learners is the external factors affecting their engagement in schools (Motti-Stefanidi et al., 2014).

However, the research is minimal on this topic. The closest research to date records factors regarding the engagement of immigrant students, which many English Learners are. In one qualitative study, the researchers looked to study the cognitive and emotional components of school engagement for immigrant students versus native students (Quin et al., 2017). This study also examined whether individual characteristics such as culture, family, and school, are linked to school engagement. This study involved 276,165 fifteen-year-old students and their principals who were asked to complete a 30-minute questionnaire created by the organization for Economic Cooperation and development's program for international student assessment. These students came from 41 countries, including countries with very diverse economic contexts in collectivist and individualist cultures. The results of this study revealed that the dimensions of student engagement involving cognitive and emotional elements are definite. Also, the study found that a sense of belonging in school is directly related to students' attitudes towards school. However, the strongest correlation between attitude toward school and a sense of belonging is linked to a student's perceived relationship with the teacher.

Another study investigated how the behavioral engagement of immigrant students in Greece compared to their native peers (Motti-Stefanidi et al., 2014). In this mixed-methods study, immigrant students and native Greek students aged 13 to 15 were observed over three years to examine their behavioral and academic changes. Data was collected through teacher observations and school records. The study found that immigrant students underperformed, disengaged, and were absent at a higher rate than their native Greek peers. The results of their lower engagement were connected to their status as an immigrant, social challenges, low achievement, and low language proficiency

levels. Besides, this study identified a direct correlation between behavioral engagement and overall achievement. If students were not succeeding academically, they did not engage behaviorally.

Although these studies do not specifically research the factors regarding English Learners, they highlight factors affecting one group of English Learners, immigrants. The first study studied specific factors unique to immigrants—their cultures, families, and schools (Quin et al., 2017). The second study also observed some of these elements, such as the students' immigrant status, language proficiency levels, and social interactions (Motti-Stefanidi et al., 2014). These unique factors connected to immigrants were found to correlate not only to the students' engagement but also their achievement (Motti-Stefanidi et al., 2014). The first study also holds significance because it reaffirms the notion that the teacher has a critical impact on student engagement (Quin et al., 2017). Since engagement is connected to achievement, a student's relationship with a teacher also influences their academic success (Motti-Stefanidi et al., 2014).

Research on student engagement among English Learners is very limited. However, with the English Learner population growing to more than 5 million students, it should be investigated (Office of English Language Acquisition, 2016). Every year more and more immigrants and English Learners arrive in public schools (Chiu et al., 2012). The level at which these students can adapt to their new school and country is seen through their engagement in classes. If students find it difficult to acclimate to the new schooling environment, they may enter into the engagement level of retreatism or rebellion. In order to engage English Learners, teachers need to provide rich academic opportunities for the content in the four language domains of listening, speaking, reading,

and writing (Calderón et al., 2020). English Learners' engagement in school indicates their future success in adapting to the new culture and society (Chiu et al., 2012). In order to observe the engagement level of English Learner students, one must concentrate on what students are doing in relation to the task at hand and how they are using the language (Calderón et al., 2020). The quality of teaching in content area classrooms has the potential to boost English Learner engagement which in turn increases their academic achievement.

The need for educating professionals working with English Learners

English Learner enrollment has exponentially increased over the past twenty years (Byrd & Alexander, 2015). According to the most recent data, more than 5 million English Learners are in public schools nationwide (Mitchell, 2020). Due to this vast number of students, schools are much more ethnically and linguistically diverse (Islam & Park, 2015). This presents a unique challenge for teachers to engage students who are very different from them (O'Neal et al., 2008). The majority of today's teachers do not understand the experiences of English Learners as they have not experienced them (Byrd & Alexander, 2015). In a recent nationwide survey, only 15% of elementary teachers reported feeling prepared to teach English Learners (Shaw et al., 2014). This presents a critical dilemma as teachers need to be responsive in knowing how to address these students' socioemotional, behavioral, academic, and linguistic needs (Islam & Park, 2015).

Despite the increasing shifts in demographics, teacher preparation programs have not changed the requirements of training for preservice teachers (O'Neal et al., 2008). Despite the changes in demographics and the increase in the number of English Learner

students, teacher preparation programs barely introduce language acquisition theories, let alone strategies for making content comprehensible for these students (Islam & Park, 2015). With new accountability measures, changes in language programs, and the growing number of English Learners, teachers desperately need guidance in teaching this diverse group of students (Markos, 2012). Due to the vast amount of English Learner students, almost every teacher in the United States will teach at least one English Learner during their career (O'Neal et al., 2008). For this reason, teacher preparation programs and professional development are crucial for helping teachers understand their responsibility to address better the needs of English Learners (Markos, 2012). Every teacher of English Learners is not only a teacher of the content but also a teacher of the English language for these students (Calderón et al., 2020).

The responsibility of teacher preparation programs has been to train preservice teachers on the theories, ideologies, and methodologies that guide the teaching of content and the knowledge of students' psychological, linguistic, and cognitive development (O'Neal et al., 2008). However, most teacher preparation programs fail to prepare teachers for the needs of English Learners (Shaw et al., 2014). English Learners continue to fall further behind their native English-speaking classmates, yet teacher preparation programs leave teachers feeling inadequately equipped to teach these students. This results in English Learners being taught by the least qualified educators. In a few states, teachers are required to take only one class to prepare them for teaching English Learners (Markos, 2012). In the one course, future teachers are supposed to be exposed to the experiences and needs of English Learners and the necessary strategies that are essential for empowering these students to be successful in the classroom (Byrd & Alexander,

2015). Also, in these classes, preservice teachers should have the opportunity to address their implicit biases and cultural assumptions that will influence how they interact with diverse students (Markos, 2012). This one class is also supposed to prepare future teachers to know how to differentiate instruction to address English Learners' individual needs (Islam & Park, 2015). It is the responsibility of various colleges of education to prepare future teachers for the individual needs of English Learners. However, it will require more than one course currently required (O'Neal et al., 2008). If these programs focus on preparing teachers to work with various cultural and linguistic backgrounds, teachers will be equipped to help students overcome these barriers in the classroom (Islam & Park, 2015).

Every year teachers with many years of experience are tasked with teaching English Learners both content and language (Calderón et al., 2020). However, teachers have inadequate knowledge of language development and are ill-equipped with strategies for helping these students learn (O'Neal et al., 2008). Many teachers currently in the field report that they want more assistance in learning how to make proper instructional accommodations for English Learners in their classrooms (Islam & Park, 2015). In a national survey, only 15% of teachers surveyed felt equipped to teach these students (Shaw et al., 2014). Districts often have tried to remedy this dilemma with ineffective, one-time professional development sessions (O'Neal et al., 2008). If current teachers could access quality professional development, they would be able to obtain the awareness and skills needed to address English learners' content and language needs (Baecher et al., 2012).

Preservice teachers and current teachers are not the only educators concerned about English Learners (Calderón et al., 2020). Administrators are also profoundly concerned about these students' engagement levels and academic success (Baecher et al., 2016). However, administrators share a secret—they feel unprepared to meet the instructional needs of English Learners, let alone guide teachers to do so. In most educational leadership programs, courses do not address the learning needs of English Learners. In addition, administrators do not receive professional development regarding the knowledge of teaching E.L. students. Administrators need experience working with English Learners in the classroom so they can assist teachers in adapting instruction to meet these students' needs (Islam & Park, 2015). If administrators could receive quality training regarding language acquisition theories, instructional supports, and strategies, classroom observations could productively assist teachers in addressing English learners' cultural and linguistic needs (Baecher et al., 2016).

Another essential element of research for this study is the need for training of educators working with English Learners. In one qualitative study, the researchers examined how prepared teacher candidates felt about differentiating instruction for English Learners (Islam & Park, 2015). Sixteen graduate students took a reading methods class designed to prepare them for the diverse linguistic needs of English Learners and how to differentiate reading instruction. Before the course began, the students completed surveys about differentiating reading instruction for EL students. Most students reported they felt unprepared and some even felt intimidated by the task. By the end of the study, most students reported they felt more confident to teach ELs. They now had the strategies

and understanding of language acquisition they needed to know how to differentiate instruction.

Another interesting study focused on how an ELL observation tool influenced the understanding of English language development among school leadership candidates (Baecher & Kung, 2014). This qualitative study took place in the Northeast region of the U.S. with a TESOL teacher educator, three faculty members, and an unspecified amount of school leadership candidates. The study included pre-observations, workshops, online discussions, and post observations. After the study, school leaders were able to identify EL scaffolding techniques and strategies effectively. Using the observation tool, teachers also reported that it helped them develop their knowledge of how to teach ELs in the content classes effectively.

These two studies are of interest to current research. Both studies demonstrated the lack of understanding of how to teach English Learners among teachers and teacher leaders. In the first study, preservice teachers reported feeling intimidated by the diverse needs of English Learner students (Islam & Park, 2015). In the second study, current teachers studying to become school leaders also reported a lack of knowledge in E.L. scaffolding techniques and strategies (Baecher & Kung, 2014). Both studies revealed a lack of adequate training for both preservice teachers and current teachers. In both studies, teachers needed explicit instructions on differentiating instruction and recognizing differentiation (Islam & Park, 2015). The second study revealed that future school administrators were not prepared to teach English Learners (Baecher & Kung, 2014). This study holds great significance as administrators must be able to identify EL scaffolding and strategies to help make sure the diverse needs of students are being met.

However, if preservice teachers are not receiving adequate training for meeting these needs, the problem of a lack of training continues as a never-ending cycle (Islam & Park, 2015).

The relevance of culturally responsive teaching

Schools today in the United States are very diverse. According to the Office of Civil Rights' most recent data, 49% of children enrolled in U.S. schools are non-white, meaning African American, Hispanic, Native American, or Asian (Office of Civil Rights, 2014). However, the teachers who work with these diverse students are not very diverse themselves, as only 20% of teachers in the United States are non-white (Geiger, 2018). Many teachers report they feel unprepared to teach students from backgrounds so different from their own (Keengwe, 2010). Many white teachers have little experience in cross-cultural experiences and knowledge, and they bring stereotypes regarding other races (Reece & Nodine, 2014). They often have lower expectations for these students, misconceptions regarding parental involvement, and no awareness of the disconnection between them and their students of color (Hammond, 2015). As these teachers attempt to engage, support, motivate, and develop students when they teach new concepts, they often employ cultural strategies relating to the experiences of students not of color (Ladson-Billings, 2009). As a result, students of color feel frustrated because they cannot connect with the teacher or the strategies presented to them (Hammond, 2015). Because of the frustration these diverse learners feel, they begin to act out, disengage or have outbursts, which the teacher often interprets as a behavior problem.

Many teachers report that they lack training regarding English learners' cultural and linguistic needs. One reason for this has been that the changes in the demographics of

schools have occurred rapidly over the last 64 years in the field of education. In 1954, Brown v Board of Education ordered the de-segregation of schools (Brown *v. Board of Education*, 1954). In 1972, Native Americans were finally given their rights in education under the Indian Education Act of 1972 (Office of Elementary and Secondary Education, 2005). In 1974, students who were of different ethnicities who did not speak English proficiently were granted the right to have supplemental English classes as a result of Lau v Nichols (Lau *v. Nichols*, 1974). In 1982, undocumented students were granted the right to free education as a result of Plyler v. Doe (*Plyler v. Doe*, 1982). Moreover, in 2015, 25% of all students enrolled in public schools were immigrants (Camarota, Griffith, & Ziegler, 2017). These factors contribute to the vast diversity found in America's classrooms today. While the country has focused on increased testing, academic achievements, and extracurricular involvement, U.S. schools have failed to acknowledge the dire need for training to equip teachers to relate to these diverse students, address their linguistic needs, and involve them in the learning process (Calderón et al., 2020).

Teachers must learn more about their students' cultures, backgrounds, and experiences to help these students succeed in an academic environment (Hammond, 2015). Since a person's culture affects how they view the world and teachers often have a different culture than their students, students cannot engage in what is being taught (Davis, 2007). For example, English Learners tend to struggle because many have a learning style geared towards cooperative, hands on, discussion learning, contrary to the independent task-focused learning common in many schools (Sleeter & Grant, 1999). When teachers disregard a student's cultural expression of himself, this student can see it as an insult to himself and his heritage, thus leading to a lack of motivation to do well in

school (Keengwe, 2010). Thus, teachers and administrators must find ways to meet both their students' academic and social needs (Vescio, 2016).

In order to influence students, teachers must have a basic understanding of other cultures and their own, so they engage students in the classroom (Larson et al., 2018). These teachers then can apply a student's culture, experiences, and knowledge as a vehicle for learning (Bassey, 2016). The first step in bridging cultures is through relationships (Hammond, 2015). Relationships hold more value than even the curriculum (Ladson-Billings, 2009). Especially in a collectivist society, relationships are the foundation of trade, family, and government (DeCapua, 2016). With a positive relationship with the teacher, students feel safe and respected (Vescio, 2016). When students feel safe and respected, they are more engaged in learning (Jackson, 2012).

Secondly, an essential element of culturally responsive teaching is building trust with students (Hammond, 2015). Most teachers think that to be culturally responsive, they must know the various holidays, foods, and traditions of every culture represented in their classroom (Zorba, 2020). However, Zaretta Hammond argues that educators need to focus on analyzing aspects of deep culture, such as oral versus written traditions and individualism versus collectivism (2015). When teachers can better understand how a student has been raised to be successful in his home culture, they can incorporate these approaches into their methods of teaching (Orosco & O'Connor, 2013). Another step to building relationships and trust with their students is for teachers to share their personal experiences and perspectives (Hammond, 2015). This allows students to see the teacher as a real person with their own cultural identity that is also unique (Mackay & Strickland, 2018).

Lastly, teachers who want to be effective in learning the cultures of their diverse students should collect data outside of school (Li, 2013). Visiting a grocery store where their students' families shop, attending cultural events where students' parents may be present, and interacting with the students' culture outside of school will give the teacher a unique insight into their students' world (Vescio, 2016). By learning this, teachers can adjust their classrooms to accept various communication styles and cultural differences, which will engage all their students (Li, 2013).

In conclusion, culturally responsive teaching is beneficial to the teacher as he understands his ethnic background better and shares experiences with his students. Culturally responsive teaching is a valuable learning process that helps build an alliance between teachers and students that reduce stereotypes, bigotry, and discrimination (Keengwe, 2010). Culturally responsive teaching is good for every child. It helps promote each child's background, experiences, and traditions while teaching him the strategies he needs to succeed in an academic environment and later in the work environment (Bassey, 2016). The main objective of culturally responsive teaching is "to provide students with essential knowledge and skills to act in harmony with mainstream culture while keeping their unique cultural identities and native languages" (Zorba, 2020, p.43). For teachers of English Learners, culturally responsive teaching is essential to meet students' cultural, linguistic, and emotional needs (Hammond, 2015). Teachers of English Learners must help these students engage in the classroom by utilizing their background knowledge, experiences, and skills (Orosco & O'Connor, 2013). English Learners contain a wealth of information, but they are often restricted by their limited knowledge of the new culture and unfamiliarity with the instructional strategies reflective of the

dominant society. In addition, teachers often devalue the assets these students bring to the classroom through their differing life experiences because they may not be directly related to literacy or U.S. school knowledge (DeCapua, 2016). In traditional teaching ideologies, the students' cultural and linguistic assets are omitted, leaving students feeling like outsiders in the learning environment (Orosco & O'Connor, 2013). However, culturally responsive teaching seeks to revise the curriculum to be more relevant and tolerant with culturally appropriate materials (Zorba, 2020). This manner of teaching also seeks to serve English Learners by differentiating instruction, utilizing students' native languages as assets, and capitalizing on the cultural experiences of these students (Orosco & O'Connor, 2013).

Teachers of English Learners can effectively reach students of various cultures and languages through culturally responsive teaching even though they may not be insiders of each culture represented (Orosco & O'Connor, 2013). Since teachers may not be insiders to the various cultural groups in their classrooms, they need to gather information about the students' cultures, respect the values and norms of the students, and make connections between the content and these students' strengths (Ladson-Billings, 2009).

This manner of teaching appreciates different methods for thinking and acquiring knowledge and seeks to utilize these methods to connect with English Learners who may have experienced school differently in their home countries (DeCapua, 2016). For example, many English Learners come from homes and communities where learning is centralized around collectivist values such as cooperative learning and group tasks (Orosco & O'Connor, 2013). Many English Learners also come from cultures where

information is transmitted orally, and literacy is not highly valued (DeCapua, 2016). However, many teaching methods and strategies in the United States are centered around individual tasks and achievement and may be foreign to these students (Orosco & O'Connor, 2013). Knowing this about students' cultures helps teachers connect students to the curriculum and make learning meaningful and appealing, thus increasing engagement among students (Zorba, 2020). In addition, teachers must build relationships with their English Learner students so they feel comfortable and their beliefs, norms, and values are respected (DeCapua, 2016).

The more teachers learn about the various cultural and linguistic assets their students bring to the classroom, the easier it will be for them to integrate them into the learning process (Zorba, 2020). Too often, English learners' needs go unaddressed and overlooked (DeCapua, 2016). However, by building relationships and learning about students, teachers can better understand the needs of these diverse students (Hos & Kaplan-Wolff, 2020). Some teachers who desire to connect with English Learners may even complete home visits to learn how to connect the students' backgrounds to classroom instruction (Zorba, 2020). Other teachers may ask students to bring items from home, such as handwoven baskets or rugs (Hos & Kaplan-Wolff, 2020). These teachers embrace students' cultures and languages and seek to help English Learners have a sense of belonging in the classroom (DeCapua, 2016). Research has proven that when English Learners feel a sense of belonging, part of the community, and valued, they are motivated to be engaged in the classroom (Orosco & O'Connor, 2013).

The final element of research necessary for this study is the need for culturally responsive teaching for English Learners. The research on this topic is limited as most of

the research is connected to other demographics (Hammond, 2015). One recent study examines the effects of culturally responsive teaching by a bilingual special education teacher (Orosco & O'Connor, 2013). This qualitative study involved Latino English Learners with learning disabilities from an urban elementary school where researchers collected data through interviews, observations, and specific documents related to culturally responsive teaching. The study found three themes that emerged from their data: skills-based instruction that is culturally relevant, the cultural elements of teaching reading, and collaboration. The study also found that these special education students outperformed some of their peers due to having a teacher who was implementing culturally responsive teaching that met their linguistic and cultural needs.

Another informative study examined the effects of culturally responsive teaching in a mathematics classroom for English Learners (Sanford et al., 2020). This mixed-methods study followed four Latino students in the fourth grade of a rural elementary school who needed Tier 2 support in mathematics and were classified as English Learners. For this study, the researchers used mathematics instructional software in English, both with supports and without supports, to address the students' linguistic needs. The study found that students improved their performance with vocabulary words and word problems when linguistic and cultural supports were present. This study has significant findings in special education, as many English Learners may be incorrectly diagnosed with a disability in mathematics when they need language support.

These studies help demonstrate the positive outcomes of culturally responsive teaching for English Learners. In the first study, a vulnerable group of English Learners, English Learners with disabilities, benefited from their teacher implementing culturally

responsive teaching (Orosco & O'Connor, 2013). The second study discovered that many students might only need linguistic support to be successful in mathematics, and they may not have a mathematics disability (Sanford et al., 2020). In many special education programs that involve English Learners, students' linguistic support is often lacking (Orosco & O'Connor, 2013). Due to such a sizeable English Learner population, programs must look to identify students' cultural and linguistic needs (Sanford et al., 2020). These studies demonstrate that the success of English Learners truly depends on how effectively teachers provide instructional supports that are both culturally and linguistically appropriate for their students (Orosco & O'Connor, 2013).

Summary

The concept of student engagement is very complex and is a topic of discussion for many educators. Student engagement is influenced by students' innate tendency to learn and grow, as discussed in the self-determination theory (Niemac & Ryan, 2009). This motivation to learn then influences the engagement level of a student. There are three dimensions of engagement which are behavioral, cognitive, and emotional (Schlechty, 2002). Within these dimensions of engagement are five levels—authentic, ritual, passive compliance, retreatism, and rebellion (Schlechty, 2002). English Learners want to learn, but their motivation is often hindered by the lack of culturally responsive teaching in the classroom (Baecher & Kung, 2014). English Learners often deal with immigrant status, a lack of language proficiency, and cultural barriers that influence their engagement in the classroom (Motti-Stefanidi et al., 2014). Research has shown that teachers are one of the essential elements of the school that influence students' engagement (Motti-Stefanidi et al., 2014). To do this, however, teachers need to be

trained in strategies and scaffolding techniques to meet English learners' cultural and linguistic needs (Islam & Park, 2015). One effective manner of assisting teachers well documented in research is video analysis (Knight, 2014). The next chapter will discuss the methodology of this study, including the research design, participants, data collection, and data analysis.

CHAPTER THREE: METHODOLOGY

Overview of the Study

For the last several years, many English Learner students have not passed their classes at the High School. Upon further investigation, both teachers and English Learners have reported problems with engagement in their classes. As a result, the students' grades have suffered, and they have not passed their coursework as they feel a lack of connection, relevance, and competence in the classroom. Teachers also say that they struggle to know how to engage these students due to their diverse needs.

The purpose of this study was to examine the impact video analysis would have on six teachers focusing on fostering the engagement level of high school English Learners in content area classrooms. This study sought to answer the research question, "What impact will video analysis have as a professional development tool for analyzing individual teaching practices on six educators attempting to cultivate English Learners' engagement in content area classrooms?"

Research Design

For this research, I chose a qualitative case study to answer the question: What impact will video analysis have on six teachers focusing on fostering high school English learners' engagement level in a content area classroom? Qualitative research is the appropriate type of research for this study because it can be used to study a phenomenon by examining specific cases (Merriam & Tisdell, 2016). For this reason, a qualitative

study assisted me as the researcher in explaining how the people within my setting derive meaning from their experiences (Merriam & Tisdell, 2016).

This study took place in six content area classrooms within the Freshman Academy and the High School. According to the Glossary of Education Reform, content area classrooms are dedicated to "a defined domain of knowledge and skill in an academic program," including English, social studies, mathematics, and science (Great Schools Partnership, 2013). The participants were six teachers who teach a sheltered English instruction class for English Learners. Sheltered English instruction classes are "the District's method for teaching secondary ELs grade-level core content (i.e., English/Language Arts, math, science, and social studies) in English by integrating English language and literacy development into content area instruction" (Department of Justice, 2018).

Participants

For this study, I used purposeful sampling, meaning the criteria that I set directly reflected the purpose of the study. The type of purposeful sampling that I used is called unique sampling. A unique sample is chosen based on distinctive elements of the focus of the study. For this research, those distinctive elements were as follows:

- Teachers must teach at the Freshman Academy or the High School.
- The teachers must teach at least one sheltered class with a minimum of 30% English Learners.
- They teach either 9th,10th, 11th, or 12th grade.
- They must teach a content area such as mathematics, English, social studies, or science.

Participant profiles

Mrs. Brown

Mrs. Brown is a veteran teacher at the High School in her 4th year of teaching English Learners in English 12. She recently passed the ESL certification test and has been looking for more ways to engage English Learners in her classroom. Since her class is a requirement for graduation, she wants to ensure all students have equal opportunities to learn despite their language levels.

Mrs. Williams

Mrs. Williams is a teacher at the Freshman Academy in her 6th year of teaching English Learners who are both new to the country (level 1.0) and sheltered students (levels 2.0-3.0). Mrs. Williams teaches Algebra 1 and incorporates EL strategies she has learned from district professional developments and EL coaching cycles. She has not passed the ESL certification test.

Ms. Miller

Ms. Miller is a World History teacher at the High School in her third year of teaching English Learners. Her classroom has English learners that have only been in the country for two years and has English proficiency levels from 1.0-3.0. Although she has passed the ESL certification test, she has requested ongoing EL coaching to ensure her students can engage in the lessons.

Mrs. Davis

Mrs. Davis is a Biology teacher at the Freshman Academy. This is her 3rd year teaching English Learners. She has passed the ESL certification test and has participated in two cycles of EL coaching. The English Learners in her classroom are Long Term

English Learners, meaning they have been classified as English Learners for more than five years. The majority are also on an IEP for a specific learning disability.

Mrs. Smith

Mrs. Smith is a second-year Algebra 1 teacher at the Freshman Academy. She recently passed the ESL certification test, and this is her first year working with English Learners. This year, she has requested EL coaching and participation in this study to learn more effective EL strategies to engage her students.

Mrs. Garcia

Mrs. Garcia is a second-year Geometry teacher at the High School. This is her second year working with English Learners, and she has not taken the ESL certification test because she prefers to receive EL coaching. She teaches English learners in their second year in the country with language levels ranging from 1.0-3.0.

Setting

This study took place in an urban district in the Spring of 2022 for three weeks. This district is in the city's center and has a diverse student population. The district's students are 34% Hispanic, 32% African American, 30% Caucasian, and 4% of other ethnicities. All the high school teachers participating in this study are located at the Freshman Academy and the High School. The Freshman Academy is a building for the 9th-grade students of the district. There are approximately 1,200 students in total, and 200 are English Learners. The High School is the building for students in grades 10th-12th. There are about 3,500 students in total and 500 English Learners.

Data Collection Methods

Interviews

Data collection for this study occurred through the collection of interviews, observations, and documents containing each teacher's journal entries throughout the three-week study. Interviews were semi-structured, meaning the questions were open-ended and allowed the researcher to respond to the situation freely (Merriam & Tisdell, 2016). The teachers also participated in an interview consisting of six open-ended structured questions relative to the engagement of English Learners before beginning the study. One well-known researcher, Brene Brown, talks about the power of interviews in qualitative research as she says, “stories are data with a soul” (Brown, 2010, 1:06). The teachers also completed an interview after the three-week study that contained questions based on their previous responses from the initial interview.

Interviews are essential for this study because it is impossible to observe feelings (Merriam & Tisdell, 2016). Because this study will consist of a cycle of observing and debriefing for three weeks, it is possible for a teacher’s feelings and understanding to change. Interviews helped to capture the teachers’ feelings regarding the engagement level of English Learners before the study began and their feelings after the study had been completed.

Journals

In addition to interviews, I also collected teachers’ journal entries each week of the study to record thoughts and feelings regarding the process and the student engagement they witnessed. Teachers answered questions about the engagement practices of the students, instructional supports they incorporated, and any other observations they had.

These journal entries provided insight into the participants' feelings at each intervention stage. These journal entries also demonstrated how the participants' thoughts and feelings changed in the three weeks of the study.

Observations and Meetings

Another method I used to collect data was meeting with teachers and observing their classes. The first step in collecting data was to videotape a lesson in the class of the teacher's choosing. As the class was occurring, I took detailed notes of my observations because they allowed me, as the researcher, to have an opportunity to observe the engagement level of English Learners firsthand. I recorded field notes that reflected what teachers were saying or not saying and my reflections on the process. It was important for these field notes to be highly descriptive with enough detail to capture the setting, participants, and actions (Merriam & Tisdell, 2016). These detailed field notes were saved for the data analysis.

In addition, I met with teachers each week to debrief the lesson as we watched the video recording. In the debriefing sessions, teachers explained the activities they incorporated to engage their English Learner students and any other behavior they noticed exhibited by the students. I took detailed notes of these sessions for later reference.

Surveys

At the end of each debriefing session, teachers were asked to complete a survey regarding the levels of student engagement among English Learners. Teachers completed the survey to reflect on their EL students' engagement. Teachers answered questions regarding behavioral, cognitive, and emotional engagement and engagement questions

related to developing the EL students' language acquisition. Teachers reflected on their English learners' engagement by rating each statement on a scale of 1-5, with 1 being the lowest score and 5 being the highest score. Teachers then used their responses to guide future lessons in hopes of increasing their EL students' engagement.

Research Procedures

This study was conducted with the same procedures each week for three weeks. First, interviews were sent out electronically a week before the study began to all the participants. The participants' answers to the pre-study interview were collected through Microsoft forms.

Second, the teachers informed the researcher on which day to record the lesson. The researcher came at the appointed time and set up the video recording equipment. She also stayed to take notes during the observation. To set up the video recording, the researcher used a Swivel device. This camera device records a teacher wearing a tracker for the camera to follow as they move.

Next, the teacher and researcher met for the video debriefing session. At a time convenient for the teacher, the researcher and teacher watched the video together in the teacher's classroom to discuss the English Learners' engagement levels. The teachers commented openly about what they witnessed in the video as the researcher took notes about their thoughts. At the end of the session, teachers completed a survey about the engagement level of their students using a Likert Scale. Teachers then used the results of the survey to guide their future lessons. This video debriefing session happened once a week after the video recordings.

Lastly, the final procedure for collecting data was the journal entries. After the debriefing sessions, the teachers were sent a link to complete a journal entry through Microsoft forms. Once the teachers submitted their journal entries, I used that data to inform future debriefing sessions. This process of recording a lesson, debriefing the video and completing journal entries repeated each week for three weeks.

Data Analysis Methods

The data collected for this study were analyzed as the study progressed (Merriam & Tisdell, 2016). I coded each one as I collected all interviews, field notes, and journal entries. To code the documents, I used the grounded theory approach to analyze the data (Creswell & Creswell, 2018). The grounded theory consists of classifications and categories linked theoretically to one another. First, I began to code all the data using open coding. I sorted through the data for any information that appeared to be relevant to the theme of the study. Next, I utilized axial coding. In this stage, I began to look for categories that corresponded to one another. I also looked for categories that responded to the research question. Lastly, I used selective coding, narrowing down the categories that developed into a hypothesis. After coding each document, I created an inventory of all my data. I then analyzed the coding by organizing patterns and trends into different categories. My findings are presented in a narrative format in the next chapter.

CHAPTER FOUR: FINDINGS

Overview of the Study

This study examined the impact video analysis had on six teachers focusing on fostering the engagement level of high school English Learners in a content area classroom. The problem of practice identified in this study was two-fold. First, it appeared that English Learners were not engaged in classroom lessons, which resulted in them not passing their classes. Secondly, teachers admitted to feeling unprepared to address the students' emotional, cultural, and linguistic needs, which contributed to the difficulty of engaging English Learner students in the classroom. The researcher administered this study to investigate the problem of practice in real-time to observe the English Learner students' engagement levels in the classroom and teachers' reflections on these students' engagement levels after watching the video recording of the students in their classrooms. By utilizing multiple sources of data, the researcher provided ample descriptions of teachers' perceptions and beliefs about their influence on the engagement level of English Learners.

For three weeks, teacher volunteers participated in a cycle of observing and debriefing. First, the researcher recorded a video focused on the English Learners' engagement during a lesson on the day and time of each teacher's choosing. Second, the researcher and the teacher sat together to watch and debrief the video recording. During the debriefing, the researcher recorded notes about the teachers' perceptions, attitudes, and beliefs regarding the engagement level of English Learner students in their

classrooms. At the end of the debriefing, teachers completed a survey responding to questions about the lesson and the engagement level of English Learners using a Likert scale. After the debriefing, teachers completed an online journal entry reflecting on the different levels of engagement, English Learner instructional support, and the benefits of video analysis on their teaching practices. Lastly, all teacher participants completed a pre and post-survey electronically.

Research Question

What impact will video analysis as a professional development tool for examining individual teaching practices have on six teachers working to foster the engagement of English Learners in a content area classroom?

Purpose of the Study

This study explored the impact of video analysis as a systematic process of examining teaching practices by six teachers working to foster English learners' engagement in content area classrooms.

Findings of the Study and Interpretations of the Results

This study presented me, the teacher researcher, with noticeable themes that surfaced through various data collection instruments. As I collected interviews, field notes, surveys, and journal entries, I used open coding to identify any information that was relevant to the theme of the study. Next, I sorted the information into categories using an excel spreadsheet. Lastly, I selected the four most prominent categories by organizing patterns and trends in the data.

The results of this study are delivered through a narrative approach to comprehend the teachers' attitudes, perceptions, and beliefs throughout the process of

using video analysis to foster the engagement of English Learners in content area classrooms. As a result of thematic analysis, the data will be presented in the following themes that emerged: (1) an enhanced understanding of engagement, (2) an increased awareness of the different dimensions of engagement for English Learners, (3) an improvement in reflective practices regarding the incorporation of EL instructional supports, and (4) an appreciation for video analysis as a tool for professional growth.

Theme One: An enhanced understanding of engagement

The first theme from the data was the teachers' understanding of engagement for English Learners. All teachers participated in an electronic interview before beginning this study in which they were asked how they would define engagement for English Learner students. Three teachers responded that engagement meant the EL students participated in classroom activities or stayed on task. The other three teachers responded that engagement is multilevel, and that could mean some students took notes while others voluntarily answered questions in front of the class.

Another element of the electronic interview asked teachers about the students' engagement in the four domains of language (listening, reading, writing, and speaking). Although two teachers commented on students' reading and listening abilities, four teachers focused on the domains of speaking and writing. For instance, four teachers commented on how difficult it was to engage their English Learners in speaking activities. Mrs. Williams, an Algebra 1 teacher, said, "They (English Learners) are scared to speak in front of others." Next, three teachers then commented on the difficulty of writing for their EL students. Two teachers questioned the students' ability to write in English versus their desire to write in English. Mrs. Davis, the Biology teacher, said, "I

see a lot of copy and paste from google on writing assignments. I am unsure what the student is translating versus what they are finding on the internet."

Each week of the three-week study, teachers were asked complete a survey in which they rated their students' engagement in the four language domains which contribute to the students' acquisition of the English Language, with one being the least engaged to five being the most engaged. Teachers used this information to guide their next week's lesson. Some weeks the teachers intentionally planned activities and strategies to support their students learning in specific areas of reading, writing, and speaking while some weeks they did not intentionally plan and saw their student engagement level decrease.

As seen in Figure 4.1, the average level of student engagement in listening perceived by teachers in the first week began high with a score of 4 and then lowered to 3.1 for both weeks two and three. Next, as reflected in Figure 4.2, teachers rated the level of student engagement each week in the area of reading. The average level of engagement in the first and second week was 2.8 before slightly rising in the third week to 3.3. In the area of writing in Figure 4.3, teachers gave an average level of engagement for week one as 3.8, week two as 2, and week three as 3.5. Finally, for the speaking domain in Figure 4.4, teachers gave the students an average engagement score in week one of 2.1, week 2 of 2.5, and week three of 2.1.

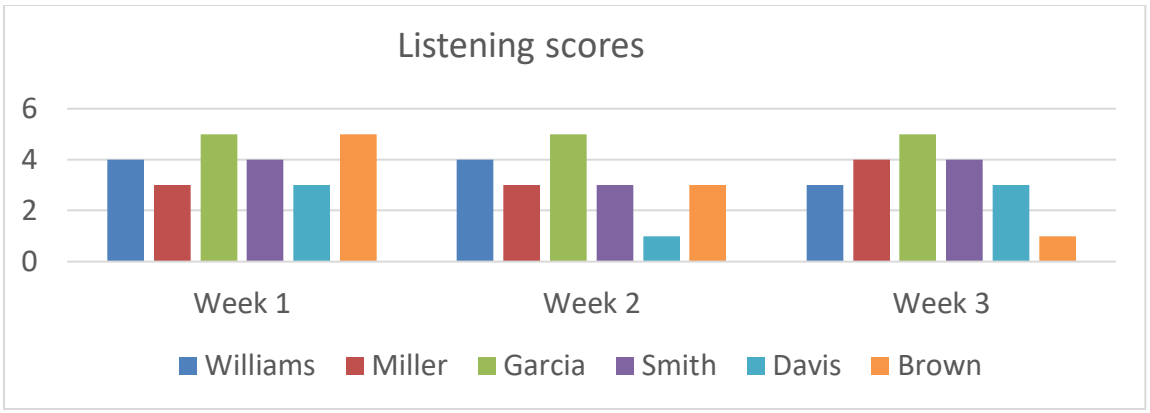

Figure 4.1 Listening Scores

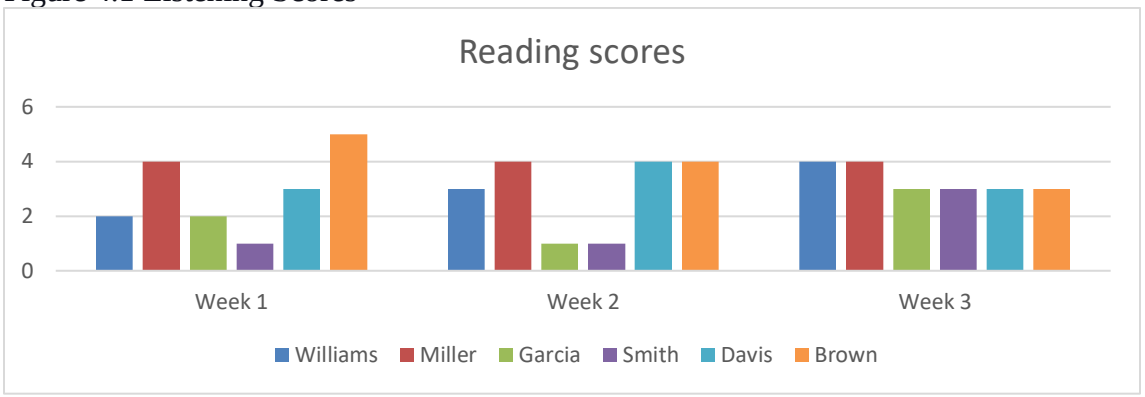

Figure 4.2 Reading Scores

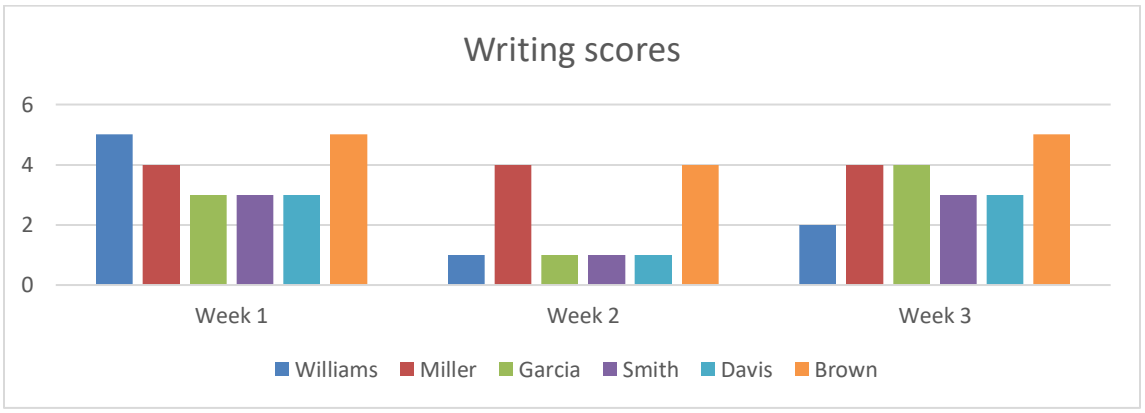

Figure 4.3 Writing Scores

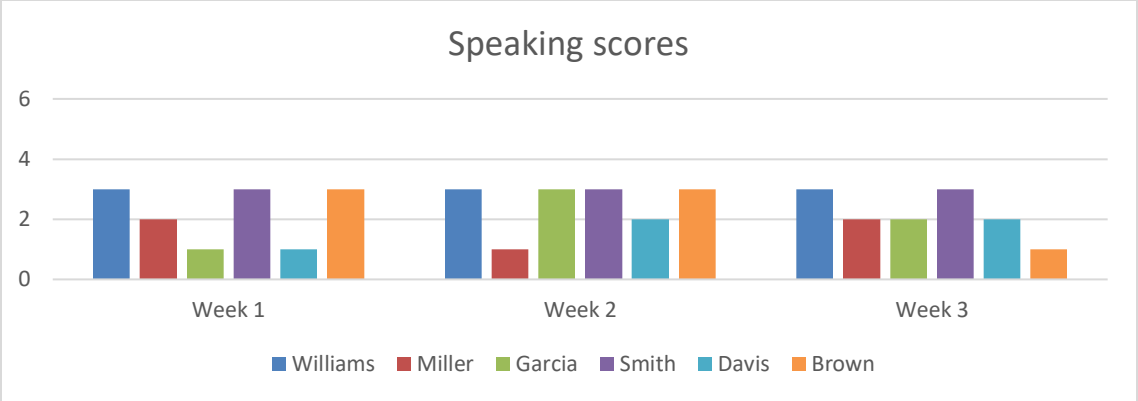

Figure 4.4 Speaking Scores

At the end of the study, teachers were asked how their thoughts regarding ELs' engagement levels may have changed in a post-study electronic interview. Mrs. Davis reflected**, "**Sometimes you have to realize that students are dependent learners vs independent learners so I am trying to learn how to help students transition from dependent to independent." A few participants reflected on how their actions affected EL engagement, while others reflected on the students themselves. Mrs. Smith said**, "**I feel like the more time they spend with me and their peers the more engaged they become. They become more comfortable with each other, me, and speaking English."

Interpretation of theme one

At the beginning of the study, teachers were not quite sure which elements contributed to the engagement of English Learner (EL) students. Three teachers listed positive and negative behaviors but were unsure of how the four language domains (listening, reading, writing, and speaking) contributed to the engagement of ELs. Once teachers were explicitly asked about the engagement of ELs in each language domain during the pre-study interview, they were able to quickly identify the domains in which they saw the highest and lowest student engagement.

The main language domains identified by the teachers as the most challenging and ones in which English learners are the least engaged were the productive domains--speaking and writing. Teachers were aware of internal and external factors that often affected the EL students' engagement in these areas or lack thereof. These factors include students' language levels, self-esteem, and motivation.

When asked to rate the level of EL engagement in each language domain, the teachers varied in their responses each week of the study. Each teacher believed the ELs were moderately engaged, with most scores at a three or above in listening. In the reading domain, the teachers began with low scores in weeks one and two before increasing in the final week. In the writing domain, teachers averaged high scores in the first and last week but were low in the second week. In the domain of speaking, all scores remained below three each week of this study.

The scores teachers gave to their EL students' level of engagement in language domains revealed which language domains the teacher incorporated and relied on most for her lessons during the study. These scores indicate that all teachers heavily relied on the EL students to engage most in the listening domain. Teachers' scores for EL engagement in reading were mixed as three of the teachers teach math classes that do not always involve many reading activities. Teachers focused on incorporating more reading by the third week, and scores revealed that EL student engagement increased. For writing, two teachers revealed an issue with consistently having EL students engaged in their writing activities. The domain with the lowest scores each week was the speaking domain. Teachers admitted to struggling in knowing how to engage their ELs in speaking

and which activities to use. As a result, the speaking engagement among ELs remained below three each week of the study.

By the end of the study, four teachers commented how they became more intentional with their efforts to increase EL student engagement. Two teachers discussed the new activities they incorporated into their lessons, while others recognized the need to remove distractions and create more meaningful relationships with their students.

Theme Two: An increased awareness of the different dimensions of engagement for English Learners

The second emerging theme from the data was the teachers' observations of the various dimensions of engagement. Before beginning and after finishing the study, teachers were asked about their observations of English Learners' engagement in these areas in an electronic interview. Teachers also completed weekly journal entries and surveys and participated in video debriefing sessions. These data collection instruments revealed the following sub-themes concerning the various dimensions of engagement: behavioral, cognitive, and emotional engagement.

Behavioral engagement

Behavioral engagement refers to student demeanor, on-task behavior, and the extent of students' participation and involvement in academic activities (Fredricks et al., 2004; Li & Lerner, 2013). During the video debriefing sessions, surveys, and weekly journal entries, teachers commented on both positive and negative behaviors they observed among their English Learner students.

Before the study began, teachers commented on the behaviors they saw regularly exhibited by their English Learners. Two teachers mentioned positive behaviors such as

students taking notes, being attentive, and working together. Teachers of students new to the country also spoke of the students' eagerness to learn and willingness to volunteer for explanations in class. Teachers also mentioned negative behaviors such as apathy, disrupting other students, shutting down, being absent, or avoiding assistance from the teacher. Although two teachers only commented on positive behaviors they noticed, four teachers perceived both positive and negative behaviors exhibited by English Learners.

During the three-week video recording and debriefing cycle, teachers admitted to adjusting their practices to see more positive behaviors among their students. During week one, teachers observed that most of their English Learners were on task and took more time to read the directions. Teachers were asked to score their EL students' overall engagement level and positive behaviors, with one being the least engaged to five being the most engaged in graph 2.1. However, teachers also observed some students who were disconnected, needed more direction, did not speak to each other, and broke classroom rules such as pulling out their cell phones. These negative behavior scores are reflected in figure 4.5.

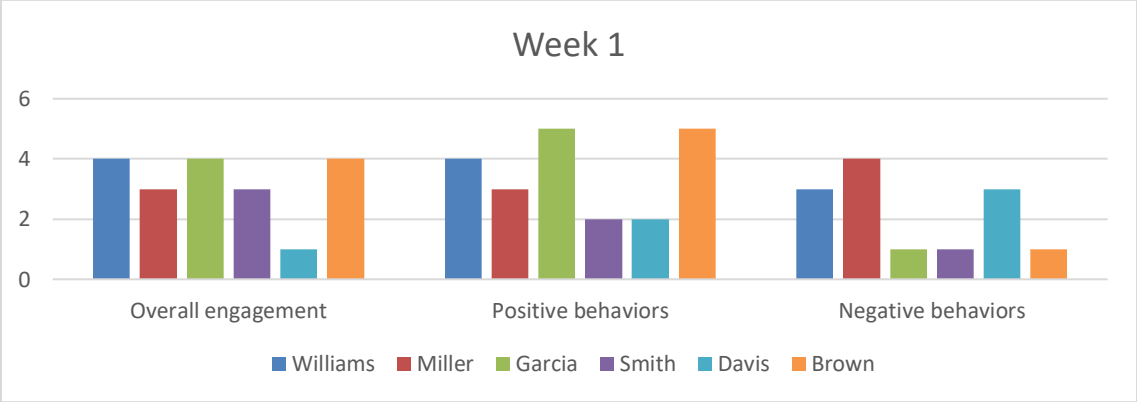

Figure 4.5 Week 1 Behavioral Engagement Survey Results

During week 2, teachers commented on English Learners' engagement in the classroom as being engaged with more positive behaviors and even less negative behaviors than the previous week, as reflected in Figure 4.6.

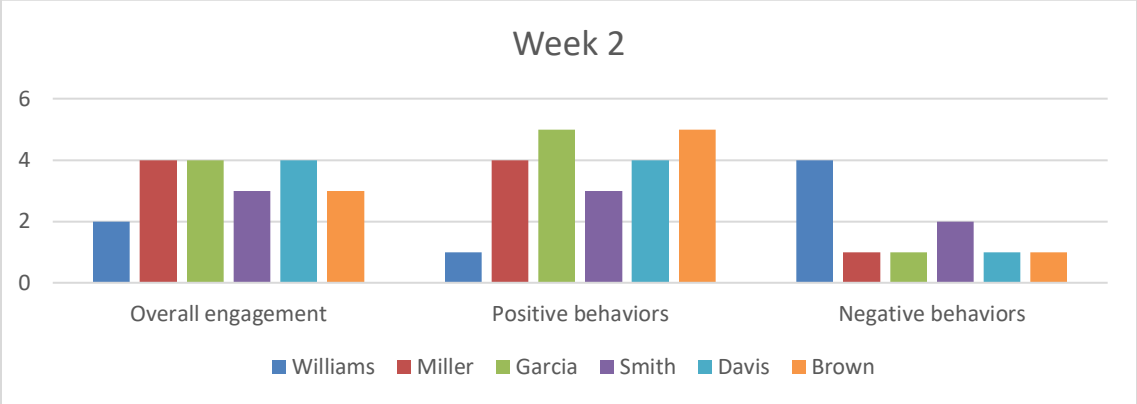

Figure 4.6 Week 2 Behavioral Engagement Survey Results

Teachers this week noted how their actions influenced the students. Mrs. Williams said, “I am being more deliberate about ensuring the students have an opportunity to be more engaged in the lesson. After watching the video lesson and changing a few things up, I can tell a difference in their engagement.” Mrs. Brown also mentioned, “I think I should have approached this lesson differently. The engagement was much more limited, and I had to stop and check in with some groups more than other groups to encourage more discussion to take place.”

In the final week, teachers seemed to be more aware of encouraging positive behaviors among their students and continue to lessen the negative behaviors, as demonstrated in Figure 4.7.

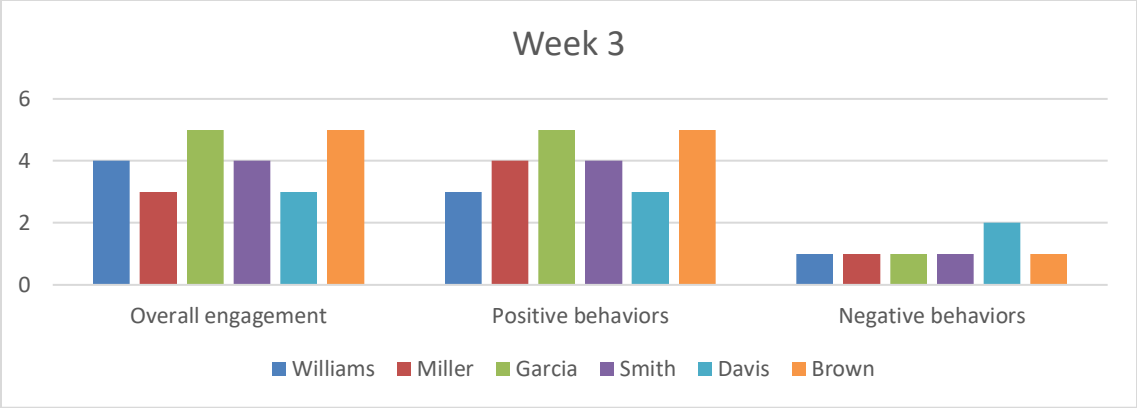

Figure 4.7 Week 3 Behavioral Engagement Survey Results

During the video debriefing sessions, three teachers pointed out which students' engagement had improved over the study and who they still needed to focus on and assist. Teachers also incorporated checks for understanding and discussed how they needed to adjust activities to engage the students more. Ms. Miller wrote in her journal, "Before the study, I thought students were engaged more than they were. If you watch for a longer period, you could tell the difference between cognitive academic engagement and texting." Mrs. Brown also said, "I needed the reminder to slow down and chunk information out better for them! I think we have grown even stronger in trust and relationship building since I slowed the content down and took my time explaining it all."

Cognitive engagement

The second theme from the data was cognitive engagement which refers to the student's engagement in activities that challenge them intellectually at either a deep or shallow processing level (Harlow et al., 2011; Fredricks et al., 2004). Shallow processing indicates a low amount of cerebral involvement as the student may be replicating ideas or materials in place of expanding it. In contrast, deep processing deals with elaborating ideas or knowledge (Li & Lerner, 2013).

Before the study began, the teachers were asked about the English Learner students' cognitive engagement in their classes through an electronic interview. Three teachers mentioned that EL students needed more time and clarification on assignments to complete them. Because the students are bilingual, they felt that most students participated in deep processing tasks more often than shallow processing tasks due to the amount of translating and additional cognitive loads these students have.

For the study, teachers held consistent beliefs regarding the English learners' cognitive engagement in their classrooms. The teachers attempted to lower the amount of shallow processing tasks they assigned to increase the deep processing tasks, as shown in the scores on their surveys. Mrs. Williams commented, "I can tell the kids are more cognitive engaged because I have been using different techniques to get their attention. Some have gone really well, like Kahoot & Quizzes."

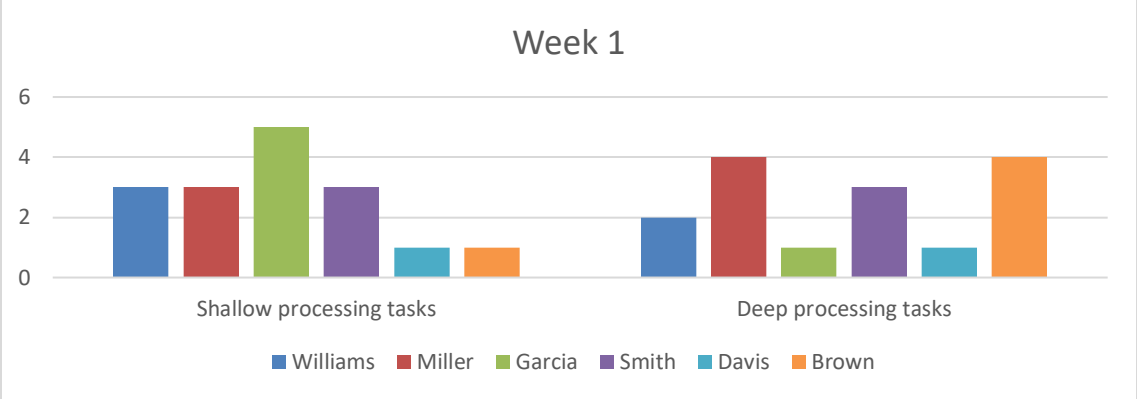

Figure 4.8 Week 1 Cognitive Engagement Survey Results

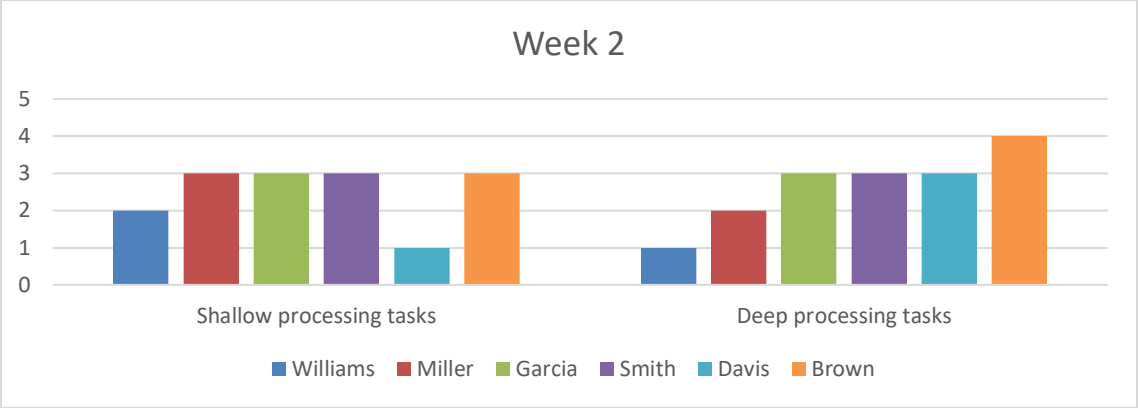

Figure 4.9 Week 2 Cognitive Engagement Survey Results

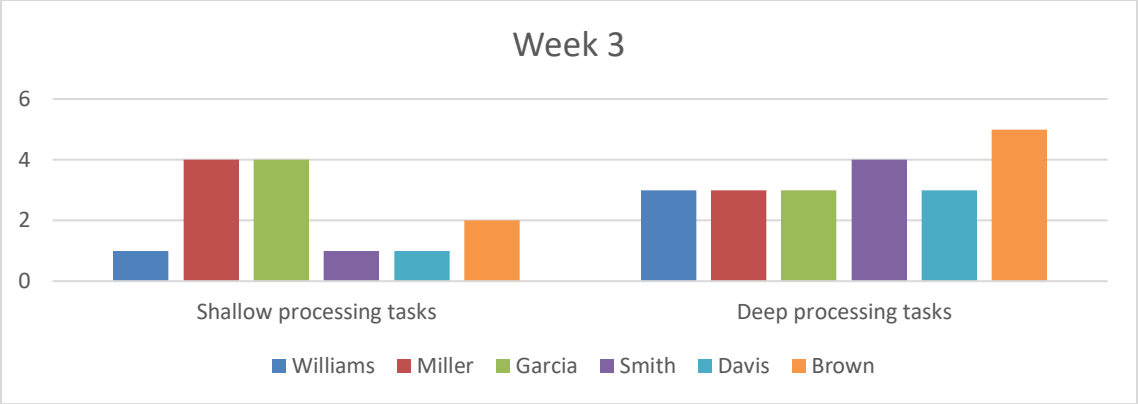

Figure 4.10 Week 3 Cognitive Engagement Survey Result

Emotional engagement

The last theme to emerge from the data was emotional engagement which refers to students' complex feelings about the school, such as having a sense of belonging, feeling valued by the teacher, or enjoying the school environment (Nguyen et al., 2016; Quin et al., 2017). Mrs. Miller pointed out in her journal, "When the world outside my classroom affects them, they get frustrated with themselves and struggle with self-esteem." In addition, other teachers mentioned in the pre-study interview the hardships many English Learners faced to be emotionally engaged in school. Mrs. Davis noticed that students with lower language levels struggle to engage with native English

speakers because they will usually seclude themselves from being around only the students that speak their native languages. Mrs. Williams also pointed out that it can be challenging for her students to focus on math when they are worried about their family, where they will sleep that night, or the next time they will eat.

Throughout the three-week study, teachers had varying views on the emotional engagement of their students. Mrs. Davis, who teaches Biology to students who have been in the country all their lives but are still classified as English Learners, stated that she did not see much positive emotional engagement among her students. Other teachers, such as Mrs. Williams, who teaches Algebra 1, and Mrs. Garcia, who teaches Geometry, revealed mixed feelings regarding the emotional engagement of their students. They recorded in their journals that they felt half the class had positive engagement while the other half simply wanted to socialize. However, the remaining teachers discussed positive emotional engagement in their classrooms and made connections to their relationships with the students. Mrs. Brown said, “I think I've done a pretty good job of connecting and building relationships with my students that has just grown and expanded throughout the school year, but I don't think I included enough scaffolds in this lesson for them.” Mrs. Smith also pointed out, “The better they get to know their friends and me, they become more engaged emotionally. They become more willing to ask for help. It is hard to build the relationship at first, but it is worth it.”

The scores each teacher gave the emotional levels of engagement in their classes differed slightly each week. Overall, the teachers recorded more positive than negative emotional engagement in their classes, as seen in the following figures:

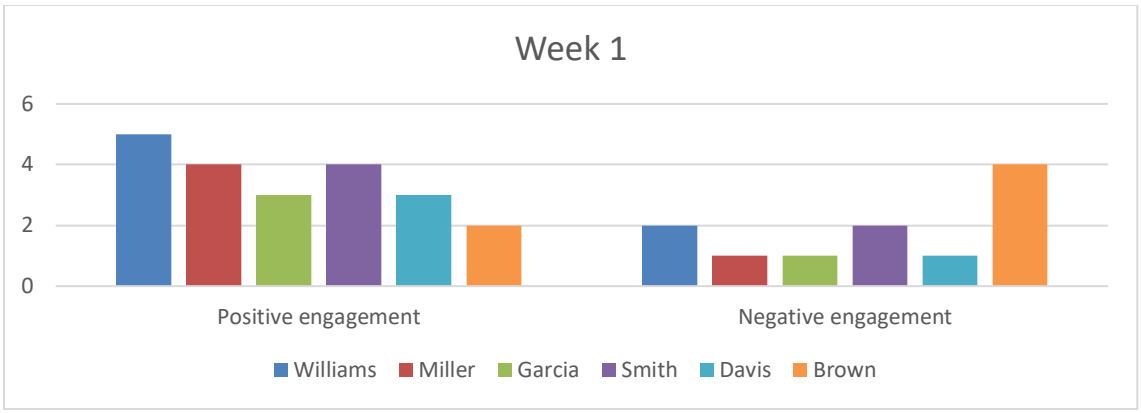

Figure 4.11 Week 1 Emotional Engagement Survey Results

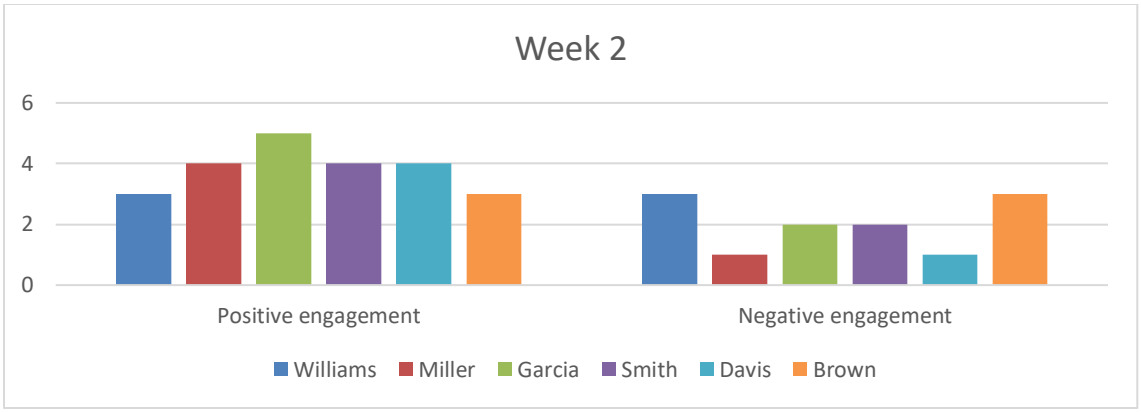

Figure 4.12 Week 2 Emotional Engagement Survey Results

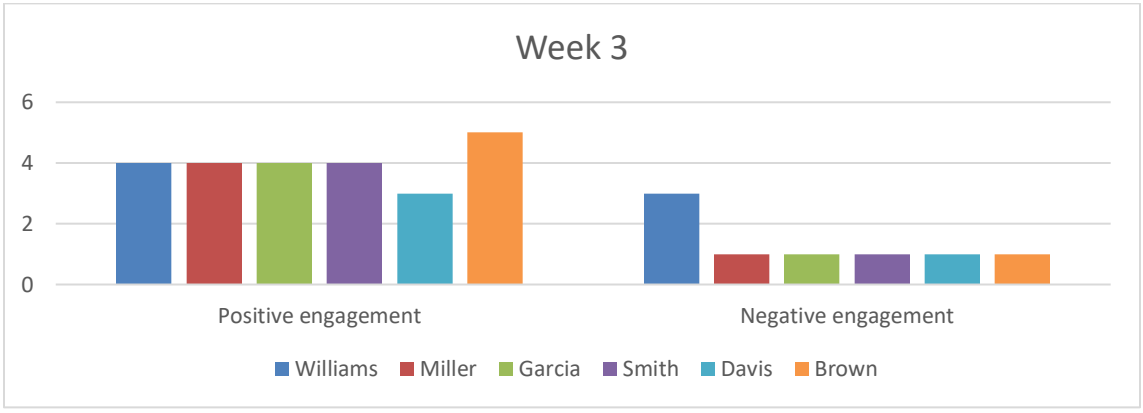

Figure 4.13 Week 3 Emotional Engagement Survey Results

By the end of the study, the other teachers who had noticed some or no positive engagement in their classes began to realize the impact their relationship had on the emotional engagement of the EL students. Mrs. Garcia, the Geometry teacher, said, “I think I need to do a better job at classroom community by having students discuss with each other more.” Another math teacher, Mrs. Williams, made the following revelation, “I have started giving students time to ask questions in Spanish where they are most comfortable during a 10 minute period. This has started to change the dynamic in my room because they know I care about their questions.”

Interpretation of theme two

The second theme has been broken down into different sub-themes for discussion. The first theme, behavioral engagement, showed that four teachers maintained mid to high levels of EL engagement in their classes depending on the activities they utilized. On the days teachers lectured and did not include interactive activities, they reported low EL engagement. Each week of the study, teachers intentionally planned activities to encourage interaction among ELs and saw high positive behaviors. Although teachers rated the level of negative behaviors with mid-range scores in the first week, they soon dropped to low scores for the remaining weeks of the study.

Maintaining high positive behavior scores and overall engagement scores reveals the teachers’ understanding of how to engage their students positively. Teachers could adjust their lessons accordingly each week through personal relationships and knowledge of their students’ language levels to promote active engagement. In addition, teachers noted how video analysis helped them focus on specific students who may have needed more attention or assistance to be engaged the following week.

The second theme to emerge from the data, cognitive development engagement, revealed teachers' thoughts about the difficulty of assigned tasks and EL students' engagement in those tasks. Before beginning the study, three teachers acknowledged they had not considered cognitive engagement an element of a student's overall engagement.

The teachers involved in this study have all received some training in the instructional strategies necessary to use with EL students and thus understood many factors influencing students' cognitive task involvement. Several teachers mentioned the need for additional processing time, translating, and clarification that could affect EL students' engagement in deep processing tasks.

For the first two weeks of the study, teachers reported low to mid-range scores for shallow processing tasks. Teachers explained they often required more deep processing tasks than shallow, and EL students chose to be more involved in the deep processing tasks. The scores for deep processing tasks consistently stayed within the mid-range all weeks of the study.

The last theme discussed from theme two was emotional engagement. All teachers involved in this study have received training on culturally responsive teaching and are familiar with emotional factors unique to English Learners. Emotional factors teachers mentioned are students' sense of belonging, students' self-esteem, students' feelings about being in a new country and using a new language, and students' relationships with their teachers.

As a result of teachers being aware of emotional factors that affect their students, teachers were able to recognize factors affecting the level of engagement among their ELs after watching the video recordings each week. Teachers' scores on the weekly

surveys revealed consistently high emotional engagement. As teachers noticed negative emotional engagement, they altered their lessons to help students overcome any negative emotional factors that could influence their engagement.

Theme Three: An improvement in reflective practices regarding the incorporation of EL instructional supports

The third theme from the data was teachers' self-reflection regarding incorporating EL instructional supports. Before the study began, each teacher was asked about the EL instructional supports they included in their classrooms regularly. Teacher responses varied. Two teachers talked about personnel as instructional support, such as paraprofessionals helping in their rooms or reaching out to the EL instructional coach. Other teachers mentioned word walls, translating, leveled readings, group work, modeling, and color-coding. Lastly, a few teachers stated they used EL scaffolds, such as incorporating sentence frames and visuals.

Throughout the study, teachers were asked each week about the EL instructional supports they used to enhance student engagement. One teacher decided on using word walls for her instruction but quickly noted that her students were dependent learners and needed to find more ways to assist them in becoming independent learners. Another teacher commented on the need to remove distractions such as AirPods and cell phones to support students. Before the study, the teacher had allowed the use of AirPods. However, during one of the debriefing discussions with the researcher, the teacher learned that AirPods could be a problematic distraction as they can read a person’s messages to them even while the phone is not in reach. As a result of these discussions, the teacher decided

she needed to change her classroom policies to ensure students were faced with minimal distractions.

Other teachers, specifically the math teachers, noted the need to incorporate various activities and scaffolds they used in the classroom. These teachers mentioned how student engagement increased when they utilized online activities, interactive quizzes, turn and talk speaking opportunities, videos, and competitive games. The teachers also discussed the EL scaffolds that they noticed benefited the students. Some began incorporating more wait time, sentence starters, visuals, and Total Physical Response gestures.

As the study progressed, teachers became more intentional about identifying the EL instructional strategies they incorporated into their lessons. Mrs. Brown said, “I have learned that providing examples and sentence starters/stems has really helped my EL students get started on some tasks that may seem otherwise daunting.” Mrs. Miller also mentioned, “I make multiple versions of ALL my assignments. I also have different assessment types based on the EL levels. I also use leveled readings, paraprofessional assistance, and intentional group work.”

Interpretation of theme three

Instructional supports for EL students are crucial for their success in grasping both language and content. All teachers involved in this study have received training on incorporating instructional supports, but it is still difficult for teachers to know which instructional supports to use. Two teachers mentioned school personnel as instructional support and noted the lack of consistency with those individual schedules. As a result, the teachers struggled to support students on their own. Other teachers mentioned

instructional supports and scaffolds such as incorporating wait time and visuals that benefited all their students.

As the study progressed, teachers' reflections on the instructional supports they incorporated and why they chose those instructional supports became stronger. Teachers became more intentional about the supports they decided to integrate and asked the researcher for suggestions during the debriefing sessions. Because teachers were more intentional with their use of instructional supports, they felt that the overall engagement of their students improved.

Theme Four: An appreciation for video analysis as a tool for professional growth

The final theme that emerged from the data was teachers' perceptions of the impact of video analysis as a professional development tool. Video analysis is the process of educators recording videos of their classroom instruction to analyze their practices and improve their teaching (Morin et al., 2018).

Teachers in these schools have never utilized video analysis to analyze and enhance their teaching. Before the study began, teachers expressed excitement and nervousness at the thought of seeing themselves on camera. Once the video debriefing sessions began, teachers soon relaxed when they realized the camera focused on the students and watched intentionally to observe EL student engagement.

One of the main comments made by the teachers was how beneficial video analysis was for them to be able to focus on various elements of the lesson they may not have noticed, such as distractions, student understanding, and engagement of all ELs. Mrs. Miller said the video recordings helped her to see more distractions and how to better respond to them. Mrs. Garcia also noticed that she could see who understood her

verbal directions better with the video. Mrs. Smith also made an interesting point saying, "The biggest benefit was that I could see things I didn't necessarily catch live. I could also watch how engaged my students were when my back is turned. “

Another critical insight made by the teachers about video analysis as a professional development tool was that the video enhanced the teachers' ability to focus on specific students. Four teachers commented on the benefit of the video serving as an extra pair of eyes in the class to allow them to see the students who were engaged or not in the lesson. In addition, teachers noted how this insight would affect future lessons going forward. Mrs. Brown pointed out that the video helped her notice "who leaders were with EL students, how they approached their answers at each station, and how they interacted with one another to gain clarity and supported one another.”

Lastly, one of the most meaningful reflections made by the teachers while utilizing video analysis was how the video recordings allowed teachers to see and improve upon their teaching practices. Two teachers mentioned specific elements of their teaching practices that could be improved upon, such as their rate of speech or wait time. Other teachers said how beneficial the video was to see specific moments of the lesson they may have missed. Mrs. Miller said, “The video showed me those moments of disengagement I might have missed and helps me see when I tend to lose them. It is nice to see if my changes make a difference.” Mrs. Brown also noted,

“I felt like it forced me to slow down! I genuinely had to stop and think about what I didn't do well.”

At the end of the study, all teachers were asked for their final thoughts regarding using video analysis as a professional development tool and any comments they may

have had. Overall, all teachers found using video a helpful tool. The teachers mentioned how the videos helped them see elements of the lesson they did not catch while teaching. This could include potential distractions, how students were acting in the moment, which students were excelling and struggling, and how they could improve upon specific teaching elements. Mrs. Brown wrote in her journal, "Seeing the video gave me the chance to see my students by being able to go back and review reactions to my presentation of information. This gave me the reminders I needed to do better by my students." Mrs. Miller also said, "I felt this study helped me see some of the very simple changes I could make to increase engagement/buy in with my EL students. It felt like another set of eyes."

Interpretation of theme four

At the beginning of the study, all teachers who volunteered to participate expressed nervousness about using video recordings of their lessons. None of the teachers had recorded their classes and watched the video to improve their teaching practices or look at students. Despite their hesitation, they did express excitement about the opportunity to become better teachers for their students.

While watching the video each week, teachers had several significant revelations. First, teachers realized how video analysis enabled them to see and hear elements of the class they missed. While their focus may have been on one group of students during the lesson, the video helped them know what was happening with other students. In addition, the teachers said the video helped them check comprehension among students they may have missed. Secondly, teachers spoke about how video analysis enabled them to focus on specific students. While watching the video, several teachers commented on particular

students who were struggling and never asked for help. The teachers then used this information to assist that student more the following day. Thirdly, teachers noted that video analysis assisted them in improving their teaching practices. Teachers noticed small details of their lesson that they may have missed while in the room. Each week teachers commented on specific teaching elements such as rate of speech or wait time that they intentionally focused on for the following lesson.

These insights helped change teachers' perspectives and beliefs about EL student engagement. In addition, all teachers had positive comments about using video analysis as a professional development tool. By the end of the study, a few teachers asked how they could incorporate the use of video more into their reflective practice.

Conclusion

Six teachers participated in a three-week study focusing on fostering the engagement level of English Learners using video analysis as a professional development tool. Each teacher completed pre and post-study interviews, surveys, and journal entries to document their thoughts. Because the teachers did not have the same understanding of student engagement and were reporting on it, their reports were subjective and varied between teachers. The data findings revealed evidence that using video analysis as a professional development tool assisted the teachers in fostering the engagement level of their English Learner students.

The data analysis found that teachers believed video analysis had a positive impact on helping them focus on increasing English Learner student engagement. By the end of the study, teachers reported having more clarity regarding the importance of incorporating each language domain into every lesson. In addition, teachers used video

analysis to assist them in promoting the behavioral, cognitive, and emotional engagement of their students in lessons. Also, teachers became more aware of instructional supports they needed to use in the classroom. Lastly, teachers valued the experience of using video analysis to improve their teaching practices. In conclusion, further exposure and instruction regarding video analysis may clarify this process and benefit from future research.

CHAPTER FIVE: IMPLICATIONS AND RECOMMENDATIONS

This qualitative research study was conducted to examine the impact of video analysis on six teachers as they focused on fostering the engagement level of English Learner High School students. The problem of practice identified for this study was teachers' beliefs that English Learner (EL) students were not engaged in the classroom. Teachers also felt unprepared to address factors such as the students' emotional, cultural, and linguistic needs contributing to EL students' lack of engagement. To investigate this problem, video analysis, the process of a teacher teaching a lesson that is videotaped and then the teacher watching the video to analyze specific teaching elements, was chosen (Nagro & Cornelius, 2013).

Research Question

What impact will video analysis as a professional development tool for examining individual teaching practices have on six teachers working to foster the engagement of English Learners in a content area classroom?

Purpose of the Study

This study aimed to investigate the impact of video analysis as a systematic process of examining teaching practices by six teachers working to foster English learners' engagement in content area classrooms.

Implications

This study involved six teachers who taught English Learners in grades 9-12. Each teacher was encouraged to reflect on their teaching practices and the engagement

they witnessed among their English Learner students. This study was conducted over three weeks using video recordings of classroom lessons, pre and post study interviews, teacher journal entries, and surveys. The results of this study revealed four important implications:

(1) Through the use of guided questions, teachers may develop an enhanced understanding of engagement;

(2) With guidance, teachers can have an increased awareness of the different dimensions of engagement for English Learners;

(3) With support, teachers can improve in reflective practices regarding the incorporation of EL instructional supports;

(4) Teachers can develop an appreciation for video analysis as a tool for professional growth

Throughout the study, the teacher participants answered questions in an electronic interview and journal entries to examine their understanding, beliefs, and perspectives regarding English learners' engagement. Using guiding questions in this study, questions that encourage the participants to consider given information but derive their meaning, was imperative because the right questions can push individuals to more meaningful knowledge (Association for Supervision and Curriculum Development, 2022). At the beginning of the study, teachers did not fully understand English Learners' engagement, and their responses to the questions were short. However, as the study progressed, their responses had more depth and were more extended, indicating their understanding of the topic had increased.

The participants also demonstrated how their awareness of the different dimensions of engagement increased with the guidance they received throughout the study. In the first week of the study, teachers responded to questions and discussions, mentioning only the behavioral dimensions of engagement. However, as the researcher asked guiding questions and helped the teachers better understand the other dimensions of engagement, teachers became more aware of the behavioral, cognitive, and emotional dimensions. At the end of the study, five teachers believed their relationships with the students helped increase engagement in the classroom. This belief supports the research that finds teachers the most important school-based factor affecting students' engagement (Digamon & Florecilla C. Cinches, 2017).

The teachers in this study knew of the importance of incorporating EL instructional supports as a means of helping students to engage in the lesson. However, they struggled with how to incorporate these supports. As they watched the video and received feedback, teachers found that incorporating varying supports helped students get started quicker on tasks, focus on their ideas, and work cooperatively with other students. Each week of the study, teachers became more intentional about the EL instructional supports they chose to include in the lessons and which students needed the supports.

Before this study, none of the teachers had used the process of video analysis, reviewing video recordings to improve teaching practices, as a professional development tool. Many teachers expressed both apprehension and enthusiasm at recording their lessons. Each week of the study, teachers became more accustomed to the video recordings and more willing to be vulnerable about what they witnessed, which is well documented in research (Baecher et al., 2012). At the end of the study, the teachers

concluded that video analysis assisted them in improving their teaching practices, which increased their English Learners' engagement in the classroom.

Overall, the teacher participants of the study perceived a positive impact on the use of video analysis as a professional tool while focusing on fostering the engagement level of English Learners in content area classrooms. Teachers reported more clarity on understanding student engagement for EL students and how to incorporate each language domain into the lessons. In addition, teachers believed video analysis helped them view their EL student engagement with an extra pair of eyes to examine behavioral, cognitive, and emotional dimensions. Finally, teachers described how video analysis helped them become more intentional about incorporating EL instructional supports and specific elements of their teaching practices.

Action Plan: Implications of the Study

The results of this study support the idea that the use of video analysis as a professional development tool positively impacts teachers who are focused on fostering the engagement level of EL students and content area classrooms. As a result of what was learned from the study, the following provides planned action steps:

1. Include training on speaking activities
2. Create a protocol for viewing the video recordings
3. Create a rubric for teachers and coaches to use to address specific teaching practices
4. Share the findings with district leaders

Step one: Include training on speaking activities

This study revealed that teachers struggled to engage their English Learners in speaking activities. Speaking in English is crucial for sustaining an English Learners' language development. Therefore, teachers of English Learners in my district need proper training in the language domain of speaking.

The first element of this training is the significance of speaking for English Learner students. Next, this training for teachers of English Learners also needs to include strategies for how to incorporate various speaking activities. A student with a beginning speaking level should not be asked to engage in the same activity as a student with a higher speaking level unless proper modifications have been made. Thus, training also needs to focus on various speaking activities appropriate for students at each proficiency level. Teachers need to see these activities modeled and demonstrated. In addition, teachers need to be shown various modifications that could be made for these strategies to be appropriate for their content. Lastly, this training needs to assist teachers in evaluating their students' speaking growth. Most teachers do not have a background in linguistics and do not know how to evaluate students' academic language growth and development. Therefore, teachers should also be introduced and become familiar with the rubric designed by WIDA to evaluate students' academic language in the speaking domain. Once teachers have understood the significance of speaking concerning students' language acquisition, received modeling on appropriate strategies to engage their English learners in speaking, and learned to evaluate students' academic language, teachers can better engage their students in the speaking domain.

Step Two: Create a protocol for viewing the video recordings

The next step of the action plan is to create a protocol for watching the video recordings. For this study, the video recordings were watched simultaneously with both the researcher and the teacher. The dynamic between the researcher and teacher could have possibly altered the discussion about the video. Because the researcher also served as the instructional coach and had relationships with each teacher who volunteered for the study, teachers displayed comfort in discussing the video. However, the participants may not have been open about their thoughts and feelings while watching the video with an acquaintance. In addition, the video played as the participants discussed their thoughts and feelings. Essential elements of the lesson could have been missed during the discussion period. Therefore, a more enhanced protocol should be established.

Jim Knight, a renowned leader in instructional coaching, developed a protocol to get the maximum benefits of video analysis (2014). His book *Focus on Teaching* recommends that the teacher and researcher view the video recording separately and record notes. Each viewer can watch the video at their own pace and play back any part by watching the video separately. After both viewers have watched the video separately, they should come together to discuss their thoughts and opinions. The teacher and researcher could gain additional insights into improving teaching practices by viewing the video recordings using this protocol.

Step Three: Create a rubric for teachers and coaches to use to address specific teaching practices

The third step of this action plan is to create a rubric for teachers and instructional coaches to assess specific teaching practices. As mentioned earlier, WIDA has developed rubrics for each language domain that could be adapted to help teachers reflect upon the

students' progress in their acquisition of the language. Rubrics could be used by the teacher and instructional coach while viewing video recordings of lessons to determine the effectiveness of the strategies incorporated. From their observations recorded in the rubrics, teachers could use this information to continue developing and refining their practices while working with English Learner students. The creation and use of rubrics helped maintain a standardized method of using video analysis for teachers of varying experience levels.

Step Four: Share the findings with district leaders

The final step of this action plan is to share the study findings with the district instructional leaders. The teachers of this study testified of the impact video analysis had on their teaching. If video analysis became an integral part of the coaching process, it could yield even more significant results than our current practices. Instead of relying on the memory of everyone, video analysis would help to ensure all individuals are viewing the same material.

Suggestions for Future Research

Although the results of this study were positive, the study had several limitations, including the length of the study, grade-level focus, the inclusion of varying student populations, and teacher availability. Future research is necessary to expand the understanding and use of video analysis as a professional development tool. Suggestions for future research include choosing a researcher that does not have a pre-existing relationship with the participants of this study, assessing participants' knowledge of the teaching practice or phenomenon studied using video analysis, and using a rubric to observe the teaching practice.

The first recommendation for future research is to choose a researcher that does not have a pre-existing relationship with the participants in the study. Because teaching is incredibly personal and tied to teachers' self-efficacy, not all teachers are ready to express criticism of their teaching practices to others. The extent of vulnerability and openness of expressing the teachers' honest opinions about what they view in the video could be impacted by the teachers' relationship with the researcher. Some teachers may feel more comfortable discussing the video recordings with someone who does not influence their career or friendship. For this reason, future research could benefit if a researcher is unfamiliar with the teachers or setting used to conduct the study.

Next, future research could benefit from assessing participants' knowledge of the teaching practices or phenomenon studied using video analysis. Another limitation that arose in this study was the participants' lack of knowledge regarding the different dimensions of engagement. Researchers should include questions about the teaching practices being observed for the study to gauge teachers' knowledge. Researchers should make notes and observations regarding the teachers' knowledge as it could affect the results of this study.

Lastly, future research could benefit from using a rubric or checklist to observe the teaching practices. The current study was limited as the researcher did not use an observation checklist or rubric with the teachers. Thus, all observations regarding the teaching practices and growth were subjective. Future research would benefit from using a checklist or rubric to track the growth or regression of the observed teaching practices.

Conclusion

This study focused on the impact of utilizing video analysis as a professional development tool. The research question sought to answer what impact video analysis would have on six teachers focused on fostering the engagement level of English Learner students in content area classrooms. The study involved six teachers who participated in a three-week cycle of observing and debriefing. The researcher recorded the teachers' lessons, sat with the teachers to watch and debrief the video recording, and recorded notes about the teachers' observations. Teachers also completed pre and post-interview surveys and weekly journal entries to record their thoughts on the different levels of engagement, English Learner instructional support, and the benefits of video analysis on their teaching practices.

After evaluating the data collected through interviews, journal entries, and surveys, the following themes emerged: (1) an enhanced understanding of engagement, (2) an increased awareness of the different dimensions of engagement for English Learners, (3) an improvement in reflective practices regarding the incorporation of EL instructional supports, and (4) an appreciation for video analysis as a tool for professional growth.

Passionate teachers are constantly looking for ways to improve their practices. Teachers often seek professional development in books, workshops, webinars, etc. Although these are beneficial, teachers often complain about the lack of connection these professional development tools have to their classrooms and students. They can choose a clear goal to focus on improving, but they cannot often see how the goal is progressing in their classrooms. For teachers to improve their practices, they must have a clear goal and

a clear picture of reality (Knight, 2014). One method of professional development that helps teachers have both a clear goal and a clear picture of reality is video analysis. In conclusion, video analysis could be the most powerful professional development tool that empowers teachers to have a more significant impact on student learning.

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APPENDIX A: Pre-Study Interview

PRE-STUDY INTERVIEW: The following list of questions was used to interview teachers before the study began.

1. How long have you been sheltering instruction for English Learners?
2. What types of behaviors do English Learners (EL) exhibit in your classroom?
3. What do you notice about English Learners' cognitive engagement in your classroom?
4. What do you notice about English Learners' emotional engagement in your classroom?
5. What supports do your EL students rely on to engage in your classroom?
6. In which aspect of language (listening, speaking, reading, writing) do your EL students struggle to engage the most?

Definitions:

Behavioral engagement refers to either positive or negative behaviors in the classroom.

Cognitive engagement refers to the student's motivation and effort to grasp difficult concepts and learn complex skills.

Emotional engagement refers to students' complex feelings about having a sense of belonging, feeling valued by the teacher, or enjoying the school environment.

APPENDIX B: Post-study Interview

POST-STUDY INTERVIEW: The following list of questions was used to interview teachers after the study ended.

1) Please explain how your view about the engagement level of English Learners may have changed.
2) How has your English Learners' cognitive engagement in the classroom changed since the beginning of this study?
3) How has your English Learners' emotional engagement in the classroom changed since the beginning of this study?
4) What additional supports have you learned to incorporate in your classroom to help EL students engage?
5) What were some benefits of using video analysis to reflect on your teaching practices regarding the engagement level of English Learner students?
6) Additional comments:

APPENDIX C: Journal Entries

Journal Entries: At the end of each week of the study, teachers answered the following questions in their journals reflecting on student engagement among English Learners.

1) Please explain how your view about the engagement level of English Learners may have changed.
2) How has your English Learners' behavioral engagement in the classroom changed since the beginning of this study?
3) How has your English Learners' cognitive engagement in the classroom changed since the beginning of this study?
4) How has your English Learners' emotional engagement in the classroom changed since the beginning of this study?
5) What additional supports have you learned to incorporate in your classroom to help EL students engage?
6) What were some benefits of using video analysis to reflect on your teaching practices regarding the engagement level of English Learner students?
7) How could EL student engagement be increased in any way?
8) Additional comments:

APPENDIX D: Survey

Survey: At the end of each video debriefing session, teachers completed the following survey regarding the levels of student engagement among English Learners.

After watching the video of your lesson, please rate the following statements on a scale of 1-5 with 1 being the lowest and 5 being the highest score.					
Behavioral engagement	**1**	**2**	**3**	**4**	**5**
EL students were engaged in the learning.					
EL students demonstrated positive behaviors.					
EL students demonstrated negative behaviors.					
Cognitive engagement					
EL students were engaged in shallow processing tasks.					
EL students were engaged in deep processing tasks.					
Emotional engagement					
EL students demonstrated positive emotional engagement in class.					
EL students demonstrated negative emotional engagement in class.					
Engagement related to developing the EL students' language acquisition					
EL students led and facilitated discussions.					
EL students processed the content through listening.					
EL students processed the content through reading.					
EL students processed the content through writing.					
EL students processed the content through speaking.					