

*Understanding Adult ESL Volunteer Teachers:
An Analysis of Experiences
and Professional Needs*



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April 2021

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A Capstone Paper in fulfillment of the requirements for the degree of Doctor of Education in Leadership and Learning in Organizations at the Peabody College of Vanderbilt University in Nashville, Tennessee, USA.

Acknowledgments and Gratitude

My research is dedicated to the memory of my parents, Chester Coleman and Lillie Coleman. My early life lessons with my father taught me that there was nothing impossible for me. He reminded me how much support I have with my family and close friends. My loving Mom took care of me when I was ill right as I began this academic journey. She made sure I was well-rested and listened to me share details about my classwork. As a retired teacher, she nurtured my curiosity and offered unconditional love. Her inspirational words and encouraging written messages kept my spirits up. Though my parents are no longer with me today, I pray that I've made them proud.

I extend sincere gratitude to my committee for their guidance and suggestions. Dr. Marisa Cannata has been a grounding force throughout my research process. I often refer to her as Coach Cannata because she is so encouraging and provides time-sensitive coaching. Her specific feedback led me to manageable next steps. I simply thank her for her continued support and wisdom.

I also appreciate Su Casa's Executive Director, Michael Phillips, for taking time to share the rich history of Su Casa and its initiatives. Cherise Clark, the Adult English Program Director, has been an amazing liaison by sharing organizational data, program context, and recruitment materials for the study. I appreciate the Su Casa volunteer teachers for their eagerness to participate in the study and openness in sharing their experiences with me.

I am thankful for my sister, Crystal, and her husband, Derrik. They provided constant reminders to keep my faith strong, another space for me to work, and even 2 loving poodle pups, Bentley and Chloe, to comfort me on the long days. I also thank my cousin, Donica, for cooking meals and running errands to lighten my load.

My gratitude is extended to Uncle Albert, Aunt Ora Lee, The Rays, The Robinsons, and The Andersons who gave me daily doses of love via calls, texts, and videos. I especially thank Pastor Melvin Watkins, Jr. and Dr. Dickerson Wells for reminding me that my *why* is bigger than my *right now*. You two never allowed me to doubt my purpose.

Dr. Vance Siggers and Katral Rainey offered me the brotherly support when life seemed to distract me from my goals. Your prayers, comforting words, and long-time friendships are sincerely appreciated. I also thank Lynnefer Perry and Cheryl Bailey for listening to me share my academic goals, experiences, and milestones.

I also thank Dr. Richard Potts for believing in me as a young graduate student at Christian Brothers University. Your heartfelt recommendation to pursue this degree has been one of many memorable moments. It was less than a year ago that you told me how proud you were of me and how much the world needed my service.

My deepest gratitude is extended to my Vandy Success Advisor, Courtney, and Cohort 3 colleagues who made sure I was not alone in this journey. A heartfelt thank you to my close friends, extended family, doctors, and medical team for making sure my support network remained strong.

All of you are my Care Crew!

Table of Contents

Executive Summary	5
Introduction	8
Organizational Context	10
Area of Inquiry	11
Literature Review	14
ESL Programs	14
Program Goals, Motivation, and Volunteer Identity	16
ESL Professional Training	16
Guiding Research: Methodologies and Study Limitations	18
Future Research	19
Conceptual Framework	20
Community of Practice	21
Framework for Teachers of Adult English Learners	24
Community of Practice: Learning	25
Su Casa Training	26
Community Practices	26
Teacher Quality	27
Research Questions	29
Project Study Design and Analysis	30
Quantitative Design & Data Collection	31
Qualitative Design & Data Collection	35
Data Analyses	40
Quantitative Data Analysis: Digital Surveys	40
Qualitative Data Analysis:	
Open-ended responses and Interviews	41
Addressing Analytic Concerns	42

Findings	43
Finding 1	45
Finding 2	48
Finding 3	50
Finding 4	54
Finding 5	58
Finding 6	62
Finding 7	64
Finding 8	69
Recommendations	75
Recommendation 1	76
Recommendation 2	77
Recommendation 3	77
Recommendation 4	79
Considerations	81
Discussions	83
References	86
Appendices	92
Appendix A: Email to Potential Participants	92
Appendix B: Follow-up Email for Non-respondents	93
Appendix C: Sample Phone Script for Volunteer Teachers	94
Appendix D: Digital Survey	95
Appendix E: Sample Email to Schedule Interviews	102
Appendix F: Interview Protocol	104
Appendix G: Semi-structured Interview Alignment	105

Executive Summary

Su Casa Family Ministries is a faith-based nonprofit located in Memphis, TN. The nonprofit, better known as Su Casa, advocates a mission to connect, engage, and empower its community with the broader Memphis area. Su Casa's Adult English Program is a major initiative adopted by the nonprofit. Multiple days in the week, volunteers serve as teachers in the morning or evening classes. Organization leaders describe challenges with providing training for adult volunteers that embody Su Casa's mission and address professional development for adult English learner volunteer teachers. The purpose of this project is to understand the roles of volunteer teachers, the impact of their participation and the professional training needs to support the volunteer experience.

A mixed-methods approach captured demographic teacher information, volunteer experiences, and the professional needs of the volunteer teachers. Data were collected using digital surveys and hosting semi-structured interviews. The survey data come from 38 of the 69 volunteer teachers. Of the 38 participants, 18 volunteer teachers participated in the interviews. Four research questions drive the study in a genuine effort to assist Su Casa's executive leadership with volunteer training:

- RQ1: What are the professional development needs of teachers?
- RQ2: How are professional development needs influenced by the teacher's experience or volunteer status?
- RQ3: How do teachers understand the organization's mission, the goals of the ESL program, and their role as a teacher?

- RQ4: How does a teacher's identity as a volunteer teacher influence participation in the program?

Quantitative analyses focused on analyzing the survey data to describe the size, frequency, and comparison of data in groups. Thematic analyses identified trends among the volunteer teachers and other subgroup identifiers. The analytic plan connected the research questions to the conceptual framework and revealed several findings. Each finding connects to the initial research questions.

- Volunteer teachers believe Su Casa provides informative training support. (RQ1)
- Training reinforces Su Casa's mission to connect, engage, and empower its community. (RQ1)
- Volunteer teachers believe professional training makes them better ESL teachers. (RQ1)
- Volunteer teachers want more intensive training. (RQ1)
- Teachers with formal ESL training and prior teaching experience report fewer professional development needs. (RQ2)
- At any class' English proficiency level, teaching experience and formal ESL training are the primary factors in determining a volunteer teacher's professional needs. (RQ2)
- Volunteer teachers are aligned with the mission and goals of Su Casa's ESL Program. (RQ3)
- Identity as a volunteer teacher is grounded by individual connections to Su Casa, its volunteers, and adult learners. (RQ4)

The data analyses and findings led to four broad recommendations. The first recommendation is to adopt a standard framework for teacher development. Although teachers are volunteers, their orientation and trainings should closely resemble components of the adult ESL teaching framework. The second recommendation is to revise the orientation training. Efforts to include mini-sessions for volunteer teachers to attend based on their interests and needs are highly suggested. The third recommendation is to devise intentional opportunities for teachers to collaborate and reflect. Su Casa administers surveys throughout the year. Feedback, mini-observations, and a support system are part of the personalized support. The last recommendation is to implement a program evaluation model in the Adult ESL Program. The model will give Su Casa leaders and other stakeholders a tool to document progress, celebrate accomplishments and make adjustments in a strategic manner.

Introduction

Su Casa Family Ministries, a Mid-South non-profit, is the partner organization for this capstone project. Su Casa Family Ministries, better known as Su Casa, uses its Adult Education English as a Second Language (ESL) Program to serve the diverse community of adult learners and connect with its volunteer teachers. The area of inquiry is a commitment to better support the volunteer teachers with high-quality professional development. In addition, the inquiry focuses on the volunteer teacher's identity, teaching perspective, and impact as a teacher. The inquiry within my capstone project provides a closer look at those donating their time as Su Casa's volunteer teachers. The capstone project sheds light on the volunteer's connection to the organization's mission, adult learners, and the community. It also offers insight into professional development for adult ESL programs. I am using digital surveys and hosting semi-structured interviews to collect data for the capstone project to better understand the roles, impact, and training needs of volunteer teachers.

Su Casa's Adult Education English as a Second Language (ESL) program includes two distinct cohorts: a morning cohort and an evening cohort. Volunteer teachers can serve on one or more days when classes are hosted. Volunteer teachers are the cornerstone to the facilitation of adult ESL classes at Su Casa. The adult ESL program only uses volunteer teachers to instruct adult learners throughout its two-semester program. The ongoing commitments and personal experiences speak volumes to the richness of Su Casa's volunteer staff and adult ESL program.

Non-profit organizations like Su Casa rely on its volunteers to offer services to their programs and initiatives. The volunteer teachers take their personal time to plan and implement authentic lessons for adult learners in their classes. They use resources to assess and intervene with their learners. Volunteer teachers foster personal connections among the learners in the Su Casa community and within the city. For each of those tasks, volunteer teachers need additional support to effectively reach its diverse learners. Su Casa's leadership expressed concerns for ensuring the volunteers are trained initially and continually supported to retain its volunteer teachers. Their collective and individual needs are explored in the capstone project.

The capstone project explores the volunteer teachers' roles and seeks to understand to what extent does the role influence participation in Su Casa's Adult ESL Program. The volunteer teachers commit their time teaching 1-2 times each week from August to May. Some teachers volunteer for the mornings classes while others teach in the evenings. In the classes, they facilitate the curriculum, connect with the learners, and foster engagement in the local community. Volunteer teachers and their identity can influence how they approach lesson planning, class activities, and lesson extensions. The role identity also influences the goals, frequency, and intensity of the volunteer service (van Ingen and Wilson, 2017). Moreover, the role of the volunteer teachers sheds light on what is most important to the individual for professional training.

The capstone project uses a mixed methods design to describe and analyze collected data. First, quantitative data is collected using online surveys. The quantitative data from volunteer teachers offer comparison among volunteer teachers and between morning and evening cohorts. The quantitative data highlight trends and differences

among teaching cohorts, volunteer experience, and demographic background. The quantitative data also identify individuals interested in sharing more about themselves, their experiences, and their training needs. Secondly, semi-structured interviews are conducted. These interviews and open-response survey questions represent qualitative data for the capstone project. The interviews offer in-depth details about the volunteer teachers, their roles of volunteer teachers, the impact of their participation, and professional training needs to support the volunteer experience.

Organizational Context

Su Casa Family Ministries, also known as Su Casa, serves the Latino immigrant community in Memphis, TN. Su Casa, started in February 2008, seeks to connect Latino immigrants and local Memphis residents in a meaningful way by creating a space where individuals identify the needs of the participants and engage with volunteers to foster genuine support towards achieving individual goals (Su Casa Family Ministries, n.d.). After recognizing the need to assist young learners, Su Casa organized its early childhood bilingual school in 2015. Currently Su Casa Family Ministries prioritizes two main initiatives in the Memphis community: adult English as a Second Language (ESL) classes and early childhood education. Both programs closely follow the academic and operational calendar of the Shelby County Schools, the local urban school district in Memphis, TN. Both programs host two semester academic sessions each school year. The fall semester operates from August to December and January to May for the spring semester.

My interactions with the stakeholders throughout the project's timeline are a genuine effort to tailor the capstone to meet the needs of Su Casa. The Executive Director and Director of Adult Education highlight the need to know more about the volunteer teachers. The two leaders specifically desire to know more about the individuals serving as volunteer teachers, their connection to Su Casa's mission, and ways to better support them as volunteer teachers. The survey data previously collected by Su Casa features some demographic information about the volunteer teachers and their teaching preferences. The survey data collected for my capstone project expands the insight into the volunteer teacher as an individual as well as part of the instructional staff. The survey data can guide future training sessions, professional timelines, and teaching resources. The semi-structured interviews can assist Su Casa with specific recommendations for adjusting the professional meetings and sustaining volunteer teachers.

Area of Inquiry

Su Casa serves 235 students from 17 countries in its adult education program teaching ESL, English as a second language (Su Casa Family Ministries, n.d.). Student demographics reflect that 31.5% of students are male and 68.5% of students are female (Su Casa Family Ministries, n.d.). *The Impact Report 2018-2019* for Su Casa highlights that 12% of students are 18-25 years old, 37% are 26-35 years old, 43% are 36-50 years old, and 8% are older than 50 years old (n.d.). The educational completion levels for students in the adult education program include: 19% elementary, 30% middle, 24% high

school, and 27% college (Su Casa Family Ministries, n.d.). Enrollment in the adult education program varies by participant. From learning English to have better employment opportunities and helping children with their school work to obtaining citizenship or asylum and meeting people, participation in the adult English education program two days every week requires individual commitment. The program relies on volunteer teachers to provide weekly instruction.

Su Casa has 102 adult program volunteers who also commit to the organization's mission and operates across day and evening programs. The program volunteers serve in multiple capacities. For this study, I am focusing on the volunteer teachers only. In the day classes, there are 20 volunteer teachers. The day program includes retirees and individuals with flexible morning schedules. There are 49 volunteer teachers in the evening program. Collegiate volunteers, career professionals, and individuals with flexible evening schedules serve in the evening classes. According to the most recent impact report, 71% of volunteers have some outside ESL or educational training; 38% of volunteers have volunteered for three or more years (Su Casa Family Ministries, n.d.). Organization leaders describe challenges with providing training for adult volunteers that embodies Su Casa's mission and addresses professional development for teachers of adult English learners.



Figure 1: Su Casa's Problem of Practice

Su Casa Family Ministries is also faith-based outreach. Durham and Kim (2019) cite training dilemmas in faith-based adult ESL programs including access to resources, dedicated time to train volunteer teachers, shortage of high-quality staffing, and separating faith and religion from the adult ESL program. Embedding culture and inclusion in the class community promotes inclusion and academic performance among learners (Chen and Yang, 2017). Instructors should develop skills in being culturally responsive. Therefore, training programs are to include a focus on learner culture and integrating culturally responsive techniques into the classroom (Chapin, 2016). This is particularly relevant as Su Casa has students from 17 countries and aims to build its class community and extend outside of class as well (Su Casa Family Ministries, n.d.).

Literature Review

Research on ESL programs, volunteer identity, professional ESL learning communities, and adult ESL practices informs this capstone project. The literature also provides details about ESL programs in various settings such as PreK-12 settings, community-based programs, rural organizations, faith-based programs, and in higher-education institutions. The literature review includes a scan of research methodologies and instruments to guide the researcher's design for this study. Prior research also raises questions about benefits and limitations of each design method, sampling, and analyses.

ESL Programs

Adult English learner programs vary in their focus, structures, and settings. Adult ESL Programs exist in urban and rural settings. They can be community-based, faith-based, or programs within an academic institution. Abbott and Rossiter (2011) studied rural ESL teachers with varying training and teaching experiences. The researchers noted diversity among English proficiency levels and a variety of ESL program types that serve adult ESL learners. Nevertheless they concluded professional development is needed to address the complexities present in the adult ESL program. Community-based ESL programs are also faced with these complexities. Attempts to reconcile the challenges are evident when researchers implement theory into practice. One way to address the challenges has been through modifying the resources teachers and students use (i.e. curriculum, activity guides, student texts). Community-based ESL programs are also faced with staffing shortages, limited financial support, diverse English learner

populations, and a lack of organized high-quality programs to meet the needs of the learners (Snell, 2013). Teacher retention is connected to the training and experiences of the teachers (Kutsyuruba, Walker, Stroud Stasel, & Al Makhamreh, 2018). The structure and focus of ESL program also influence access to resources and defined strategies for teacher and learner development.

Su Casa's volunteer teachers have a range of experiences with teaching, adult education, and language acquisition training. Their professional needs are influenced by their prior experience and motivation to improve their teaching practice. Reimagining how volunteer teachers are trained shifts the resources towards intended professional goals and intensive teacher development (Belzer, 2006). Teacher development and learning happens in communities of practice. Effective learning communities value shared leadership, desire to meet, and the motivation to improve their teaching practice (Abbott, Lee, & Rossiter, 2018). Learning communities create opportunities for teachers to focus on their own professional development and improve instructional strategies. Active learning in learning communities has positive effects on the teacher's professional learning and implementation through teaching practices (Thoonen, Slegers, Oort, Peetsma, & Geijssel, 2011). Some researchers have focused their attention on curricular modifications in an effort to support teachers. Curriculum pilots have also been implemented in community-based ESL programs to help teachers to focus on student motivation, confidence, and participation (Alexandrowicz, Andres, Danaher, and Valdivia, 2019).

Program Goals, Motivation, and Volunteer Identity

Su Casa seeks to connect, engage, and empower its volunteer teachers. The commitment to the organization's overarching goals tap into the teacher's identity and decision to commit their time each week. This connection is driven primarily by the individuals who "volunteer for organizations that support and promote the causes and values that they strongly identify with" (Kang, 2016). Motivational factors influencing initial volunteer commitment and continued program participation may be related to the volunteer's role identity (van Ingen and Wilson, 2017). The impact of volunteerism is also linked to self-descriptions and ranking given to the volunteer role identity by the individual (Thoits, 2013). The volunteer teacher's identity as a volunteer and motivation to serve with Su Casa is important to understand as efforts are made to retain volunteers and attract new volunteer staff (Atkinson, 2014; Valeo and Faez, 2013). More information about volunteer teachers and the reason(s) they serve with Su Casa will be explored in this project. Role-identity connects the volunteer to the organization by giving the volunteer meaning and purpose (Thoits, 2012). By asking volunteer teachers how they see themselves, the researcher is able to better connect their motivation and interests in the organization. Given the concerns from Su Casa's Executive Director and Director of Adult Education, there is a focus on supporting the volunteer's commitment and providing professional training for the volunteer teachers.

ESL Professional Training

The existing literature offers insight about the professional development for volunteer teachers. Given the diversity in Su Casa's adult ESL program, professional

training must be attentive to academic ability, culture and language acquisition of the teachers and students. The Su Casa adult program volunteer community is not generally identified as a hard-to-staff program but strives to offer ongoing professional training for its growing number of volunteers. Snell (2013) asserts training programs should include a focus on language acquisition content, learner awareness, and personal growth. Professional development planning for adult ESL teachers includes collaboration between instructors, community members, professionals, and other stakeholders to focus on what the learner needs for survival (Snell, 2013). Focusing training on training induction and ESL cultural practices promote active engagement in a learning community to:

- Value culture and the community,
- Cultivate learning communities,
- Use relevant and meaningful content, and
- Scaffold practice using cultural and linguistic skills (Jimenez-Silva & Olson, 2012)

Instructional practices that integrate language and literacy have positive student outcomes. These practices are also recommended as part of a teacher's professional support (Valdés, Kibler, & Walqui, 2014). ESL programs must meet diverse learner needs, recognizing that second language level is not the same as native language or intellect (Fleming, Rene, Bangou, & Sarwar, 2015). Professional training for ESL teachers should focus on academic research practices, language development, lesson design, and lesson delivery (Henrichsen, 2010). The training program should clearly

identify similarities and differences with ESL and literacy to maximize strengths and areas to strengthen in individual learners.

Guiding Research: Methodologies and Study Limitations

A review of ESL research provides a range of design and limitations for the researcher to consider when studying Su Casa's problem of practice. Snell's (2013) pilot targeted lessons for specific English proficiency levels. The study guided course development and inspired a closer look at community-based ESL programs. Although the library setting is different, Snell's study resembles Su Casa as both programs offer day and evening classes. Throughout the literature search, the researcher noted qualitative, quantitative, and mixed methods designs. In some studies, a mixed methods design offered more insight about the research's focus. Surveys and observations of adult students explained the challenge with English proficiency levels and why the level resulted in difficulty teaching and finding appropriate materials (Johnson, 2013). The integration of surveys, interviews, and observations captured the experiences of novice PreK-12 teachers. With any study, there are limitations. Abbott (2017) noted limitations to sample size and reliability of self-reported data therefore documenting effective practices that impact ESL teachers and teaching practices are important to the field. To account for this limitation, it will be important to extend the research instruments to all members of the population and use other sources to triangulate the data.

Future Research

The initial research conducted by Abbott, Lee, & Rossiter (2018) was completed among 76 ESL teachers. Their findings and recommendations included a call for future research that focuses on identification and understanding support in professional learning communities (PLCs). The professional support should focus on the individual needs of the teachers. The effectiveness of teacher materials and implementation of new knowledge are a priority for further research. Additional research is needed to promote reflective dialogue, use consistent frameworks and policies, discuss benefits of an ESL integrated approach, and improve teacher understanding and competency in preparation programs (Tran, 2014).

There is also a need for research to understand volunteer ESL teachers and the complexities that surround their teaching experience. Increasing research on effective instructional strategies on adult ESL learners is coupled with interests to understand best practices for adult learners with limited English (Burt, Peyton, and Schaezel, 2008). Some complexities include identifying the type of adult ESL program, its goals, and anticipated outcomes. Future research recommendations also include conducting a needs assessment and a closer look at participant motivation for attending training when planning training programs (Pate, 2019). Other complexities also include defining English language proficiency levels, providing high-quality student resources, motivating students, and sustaining retention and participation rates among adult learners. The professional training on teacher competency and student performance are other areas where research is needed (Abbott, Lee, and Rossier, 2018). Finally, further research to determine the correlation between instructional training and the impact on adult learner

achievement is necessary. There is much to be learned about general ESL teaching. There is a particular interest in inquiry within community-based or faith-based programs with volunteer teachers.

The literature review helps to narrow the researcher's focus on the volunteer teachers in Su Casa's community. Though an overwhelming need existed to study adult learners, the researcher will hone in on the volunteer teacher's experience. In particular, Pate's (2019) study informs the development of surveys and interview guides. Questions about the teacher's background, experience, and perspectives on training should be asked. However, it will be important to use multiple data sources to identify themes related to the problem of practice. The mixed methods design addresses initial questions about the teaching staff for the adult ESL program and their professional development needs. By examining the volunteer teacher's experience, program leaders can make data-based decisions to their adult ESL program. The researcher will use data and the conceptual framework to guide the study's design, findings, and recommendations.

Conceptual Framework

Su Casa is a local faith-based community nonprofit. In its 2019-20 Impact Report, the Executive Director describes Su Casa as "a safe spot: physically, emotionally, and spiritually. These are all the things we aspire to at Su Casa. Our name itself refers to the idea of home" (p. 2). The Su Casa community extends from its programs and initiatives to its adult learners and volunteer teachers. The Communities of Practice framework provides a useful lens to understand Su Casa's needs. The framework plays an integral

part in Su Casa's mission for individuals to connect, engage, and be empowered. Communities of Practice are defined by the domain, community, and practices. The first characteristic, domain, refers to the group's identity which is shared by a common interest. The domain for the capstone project is Su Casa's volunteer teachers. Su Casa's volunteer teachers have diverse academic, professional, and personal backgrounds. Their common purpose to serve the adult learners is central to their shared interest. The second characteristic is community. Su Casa is a community that fosters multiple opportunities for volunteer teachers and adult student learners to interact, share information, and help each other. The volunteer teachers also represent a community. They engage with one another as mentors, peers, and thought-partners. Practice, the third characteristic, is an interaction over time. Through practice, members in the community evolve as practitioners. They continuously use resources to learn, solve problems, and advance the goals of the community. As practitioners, a shared identity is created among the community.

Community of Practice

References to Communities of Practice is embedded in some way throughout the existing literature. The literature points to the importance of preparing individuals learning In the adult ESL community, there is a shared interest in promoting skills and activities that support the acquisition of the English language. The domain for the capstone project is the volunteer teaching staff. The volunteer teachers have an interest in supporting the adult ESL learners at Su Casa. The volunteer role identity informs the individual's self-perceptions, motivations, and experiences (van Ingen and Wilson, 2017). The inquiry

into how the volunteer teachers identify themselves and their service is important to better understanding the community they serve. Volunteer service is connected to organizational fit, burnout, and spirituality. Minimizing the negative outcomes related to poor fit such as burnout, and turnover is essential. Efforts to “explore methods for improving volunteer onboarding, placement, socialization and training experiences to maximize fit within the organization and minimize burnout and turnover” are needed to sustain a volunteer program (Scherer, Allen, & Harp, 2015, p.27).

The literature also recognizes opportunities to learn from one another and develop best practices in groups or within the community. The Su Casa community offers one formal structured interaction for volunteer teachers to work together in its orientation training. Professional trainings, class events, and technology media are a few ways volunteer teachers develop their practice. From sharing experiences and problem-solving to coordinating resources and identifying needs, volunteer teachers work with each other to refine their teaching practices. A stronger connection as a volunteer role provides a stronger sense of meaning and purpose to the community’s practices (van Ingen and Wilson, 2017).

Developing volunteer teachers begins with the orientation training. The practice of inducting individuals is key to understanding the community, its members, and its needs. Su Casa’s training occurs once a year. Understanding the motivation and needs are key to creating an ideal training program in which volunteer teachers can emerge as budding practitioners. Sustaining communities over time means a genuine commitment to provide a structure for sharing and applying expertise (Wenger, McDermott, & Snyder, 2002). To continue their emergence as practitioners, volunteer teachers engage in

professional learning communities (PLC). Legitimate peripheral participation (LPP) describes learning and engagement as key social practices in a community (Lave and Wenger, 1991). It is also fitting that the volunteer staff are embraced in a community where teachers participate in a continual process of teaching, learning, and reflecting. The literature discusses the importance of learning communities to support the work of teachers as well as increase teacher retention through structured interactions and collaboration (Warner and Hallman, 2017).

Figure 2 depicts Su Casa’s Communities of Practice. The domain is the Su Casa Adult ESL Program. The Su Casa Adult ESL domain features components as an English language program and faith-based outreach ministry. Professional support for adult learners is provided by adult ESL volunteer teachers. The volunteer teachers represent the community. Their volunteer identity is shaped by their role identity as well as the collective volunteer teacher identity. The volunteer’s connection to the organization is key to the relationship between the volunteer’s identity and experience. Relationships within the community also influence teacher retention. Experiences in the community define and sustain practices. The practice for volunteer teachers formally occurs during the initial orientation training. When designing orientation consider the role identity, background, education, and teaching experience of volunteer teachers.

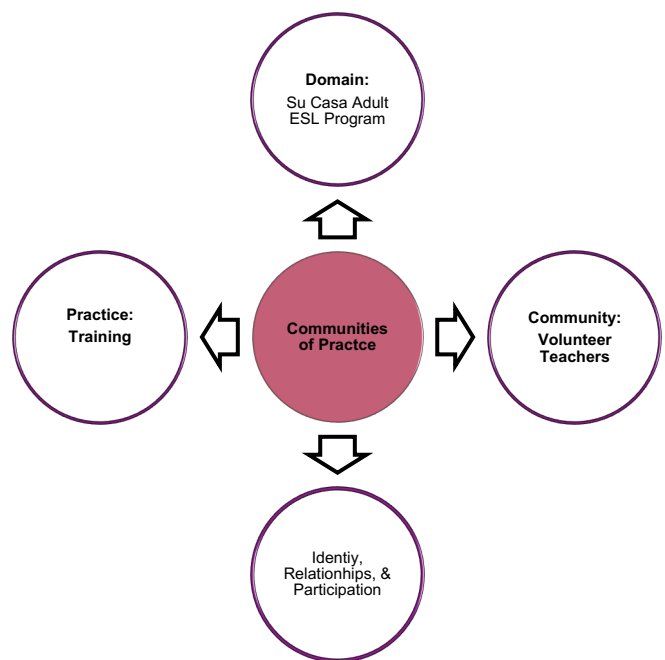


Figure 2: Su Casa’s Communities of Practice

Framework for Teachers of Adult English Learners

Teaching English to Speakers of Other Languages (TESOL) provides Standards for ESL/EFL Teachers of Adults Framework, which has eight domains, as a guide to program design and professional development for teachers (TESOL, 2008). The domains range from instructional planning and lesson delivery to commitment and professionalism. The Planning Domain refers to the intentional focus on the learner's goals and how to garner performance and participation. The Instructing Domain promotes active participation among all adult learners. It also fosters a respectful learning community. The Assessing Domain guides teachers on student data, its importance, and its purpose in planning and instructing diverse adult learners. The teaching framework for adult ESL communities is shaped the perspectives of the learners. The fourth domain, Identity and Context, connects directly to Communities of Practice. The importance of the communities, its members, and the contribution to identity formation are essential for effective lesson plans, content delivery, and assessments. (TESOL, 2008). Teachers are still responsible for meeting the needs of the adult learners and supporting the academic and social goals in the Language Proficiency Domain. This domain includes standards for English proficiency in reading, writing, speaking, and listening. Teachers are charged with using their own knowledge about language and adult learners to promote learning. Learning, the sixth domain, is not limited to the classroom setting. This is the reason the content and context matter. Content is the seventh domain. The Content Domain refers to understanding learner needs to communicate in general as well as designing lessons that foster language acquisition. These lessons help adult learners read, speak, and write about content or subject matter successfully. The commitment to challenge adult learners

and one's self defines the last domain, Commitment and Professionalism. Like Su Casa's Community of Practice, commitment and professionalism extend to other teachers and the broader community area. The eight domains guide all aspects of teaching adult learners another language. The domains situate themselves with the Community of Practice framework and Su Casa volunteer community.

Communities of Practice: Learning

Adult learning exists with the adults in the ESL classes and among the volunteer teachers at Su Casa. In a Community of Practice, individuals engage in tasks and activities that support learning. Learning is developed in four ways: community, practice, meaning, and identity (Wenger, 1998). The community is represented by the social structures and participation with one another. Su Casa's volunteer teachers are the community. Their role as volunteer teachers sets them apart from other individuals in the Su Casa network (i.e. corporate sponsors, employees, student learners). The volunteer teachers dedicate their time to teach English and share their faith in the weekly sessions. The volunteer teachers align themselves with Su Casa's mission to engage, connect and empower the community. The volunteer teachers gain knowledge about themselves, their peers, the adult learners, and the Su Casa community. Their knowledge is not limited to academic needs. It also extends to learning about social, emotional, and economic factors that influence the adult learners. Volunteer teachers leverage the Su Casa mission in a way that uplifts all members in the community and their growth.

Su Casa Training

Su Casa hosts an orientation training at the beginning of the academic calendar. It is the only formalized time when volunteer teachers meet and plan together under the guidance of Su Casa's leaders. Teachers receive their class rosters, teaching materials, class locations, schedules, and contact information for Su Casa staff and peer volunteers during the training. Adult ESL classes are offered in morning and evening sessions on Tuesdays or Thursdays each week. Volunteer teachers decide which day(s) and time(s) they provide instruction to the adult learners. Additionally, they also coordinate their own time to plan, practice, and reflect on their lessons, activities, and assessments.

Community Practices

Opportunities to share in an authentic way, build trust, show mutual respect, and promote language practices are essential in a faith-based ESL program (Chao and Mantero, 2014). Individuals mutually engage in the practice by meeting outside of class times. Some teachers send drafts and communicate via email or phone to share ideas and peer feedback. Other volunteer teachers set aside time to plan with other teachers, especially if they co-teach a class. Volunteer teachers who co-teach a class divide the instructional responsibilities. Examples of these responsibilities include tailoring lesson plans, differentiating activities, delivering lessons, administering assessments and analyzing results. Resources, framework, and perspectives are shared tools for learning (Wenger, McDermott, and Snyder, 2002). Volunteer teachers receive the same instructional manuals and other reference guides presented during orientation. They decide through trial-and-error or peer feedback which resources will work best for their

class. Often the program's director creates supplementary materials to assist the volunteer teachers. Some teachers develop their own teaching materials, games, and activities to encourage active participation with English and religion. Volunteer teachers also share their faith and experiences with the class to create a more inclusive environment. Other teachers meet to discuss how to teach and pray with a diverse group of adult learners. Although this collaboration is not defined specifically by Su Casa's leadership, volunteer teachers can learn through these community practices.

Learning is fostered through thoughtful and intentional actions in the community. Learning happens as individuals and group members make meaning of their community practices. Through active participation, identities and meaning are more aligned to the community practice (Wenger et al, 2002). Members share their experiences, understandings, and reflections about community practices. Over time, community members develop a shared understanding about their practices, goals, and identity (Jimenez-Silva and Olson, 2012). The impact of learning extends to both the individual and the community. The way learning experiences are described influences how community members see themselves, each other, and their collective identity (Wegner, 1998).

Teacher Quality

Su Casa's volunteer teachers, by design, are essential to the adult program. The volunteer teachers incorporate resources and share what they know in their classes. They lead and adjust their lesson(s) based on student responses. The volunteer teachers also extend class activities to real-world tasks to improve the adult learning experience.

Volunteer teachers also think about ways to continually guide student and their own professional support needs. A professional community for teachers to learn and develop instructional strategies is meaningful in a Community of Practice (CoP) (Little, 2002). The quality of adult ESL teachers is important to the success of the ESL program. High-quality teachers positively impact student outcomes and peer relationships. Program design and instructional practice are influenced by student learners, resources, and teacher quality (Crandall, Ingersoll, and Lopez, 2008). Adult ESL teachers experience diverse student needs, goals, motivations, and language proficiency. Therefore, professional training is needed to facilitate guidance and reflection in these areas. Professional training for adult ESL teachers highlight the inclusion of research-based strategies, structured time, collaboration, feedback, and reflective practice (Crandall, Ingersoll, and Lopez, 2008).

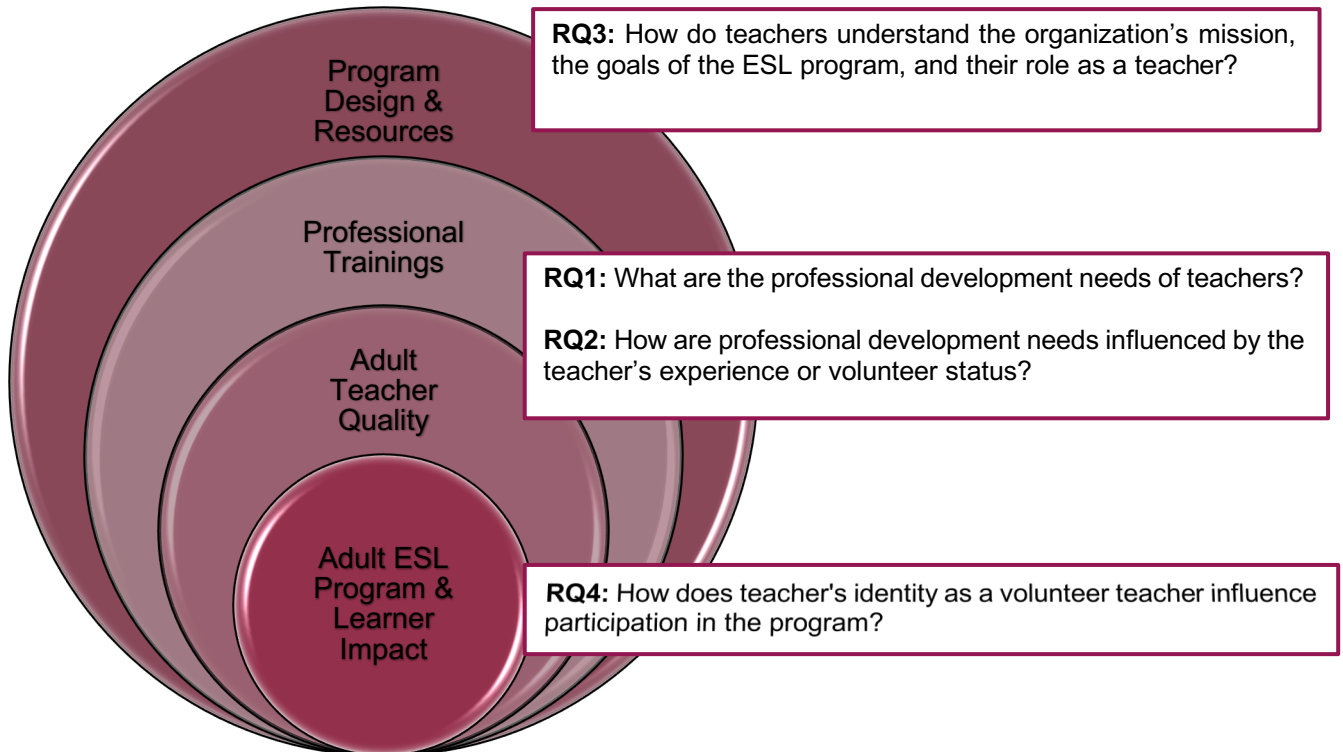


Figure 3: Research Questions and Alignment to CoP

Research Questions

The literature and framework guide the project design. The capstone project uses the following research questions to drive the work and assist Su Casa's executive leadership with volunteer programming:

- RQ1: What are the professional development needs of teachers?
- RQ2: How are professional development needs influenced by the teacher's experience or volunteer status?
- RQ3: How do teachers understand the organization's mission, the goals of the ESL program, and their role as a teacher?
- RQ4: How does teacher's identity as a volunteer teacher influence participation in the program?

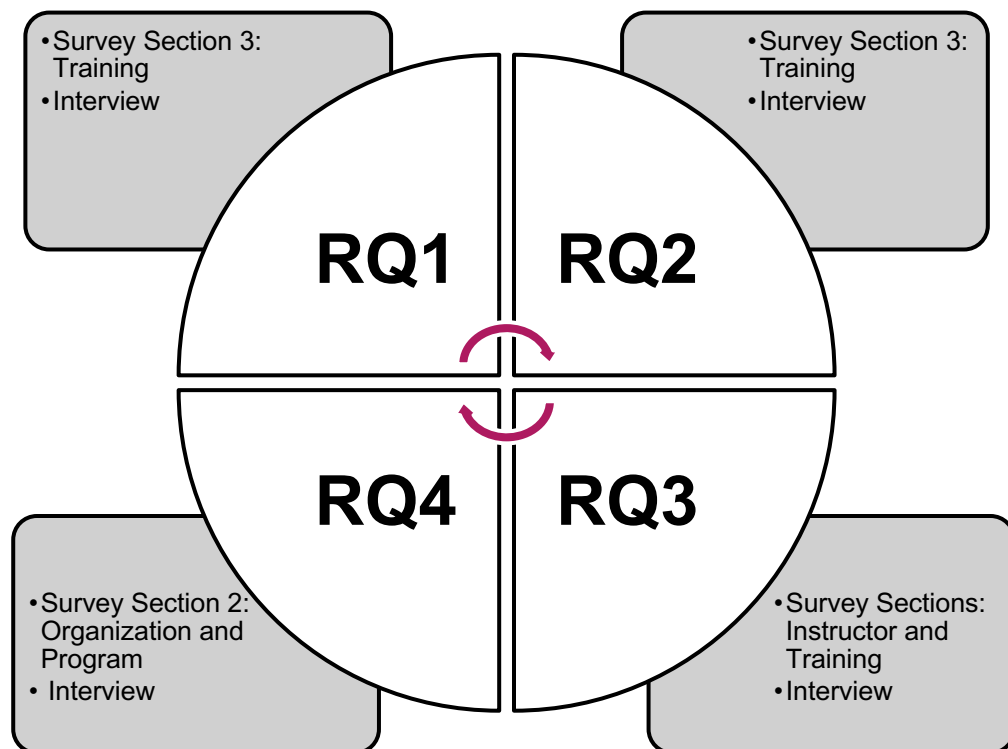
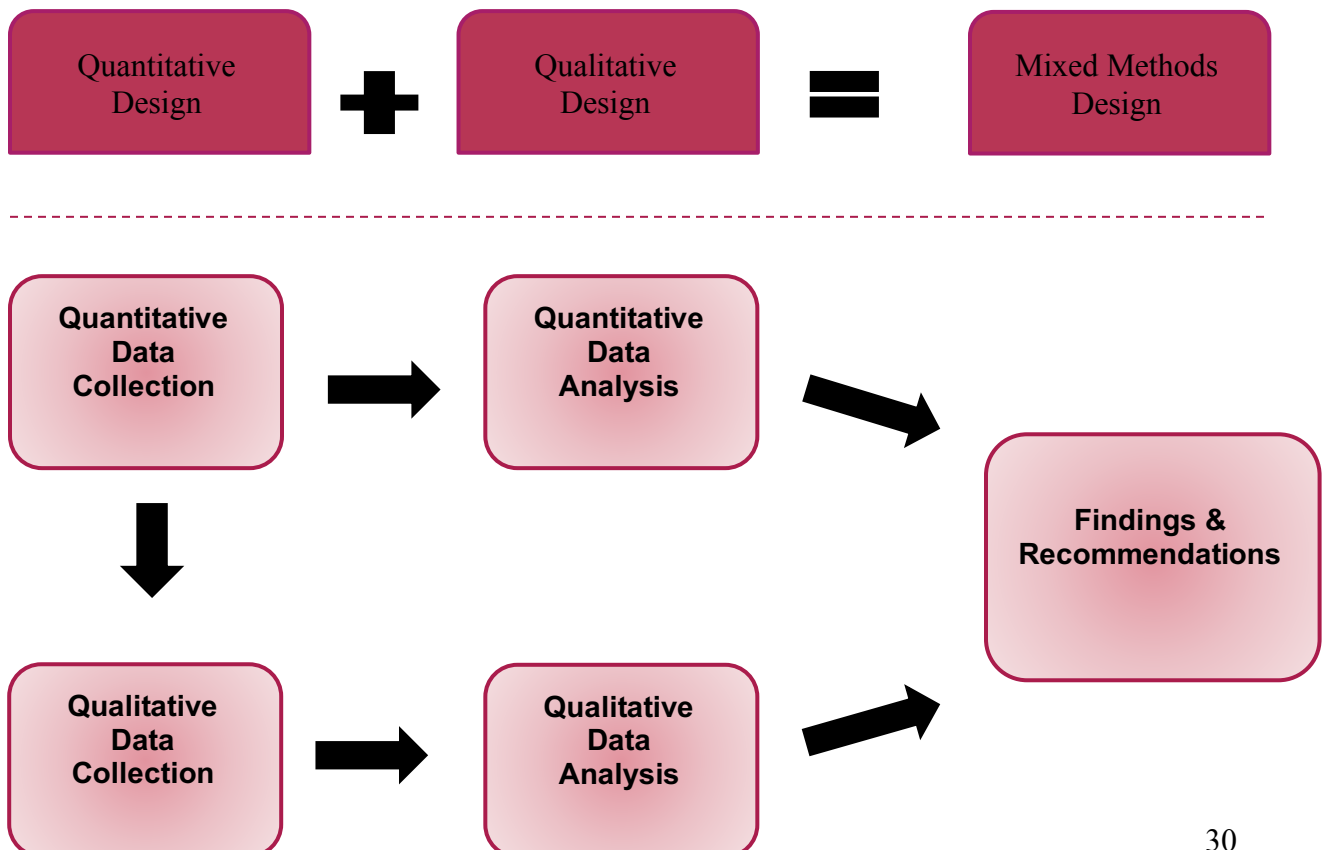


Figure 4: Research Questions and Study Instruments

Study Design and Analysis

The capstone project is a sequential mixed methods design. A sequential mixed methods design expands the findings from one design method to another method (Creswell, 2008). A mixed methods design provides clarity and depth for the researcher to analyze and make recommendations for the partner organization. Digital surveys include quantitative and qualitative data. The surveys were sent to all volunteer teachers in Su Casa's Adult ESL Program. Interviews followed the administration of the digital surveys. As digital surveys were completed, the researcher scheduled interviews shortly afterwards.

Figure 5: Study Design



Quantitative Design

Recruitment

Participants were recruited using three approaches: direct email, recruitment flyer, and peer recommendation. First Su Casa's Adult Education Director sent an email to volunteer teachers about the study. In May 2020, the director introduced the researcher and offered background details about the study. She also informed the volunteer teachers that the researcher would contact them for the study. The director also included the recruitment flyer in her email. Su Casa's leadership shared the volunteer teacher names, emails, and class details with the researcher.



Figure 6: Recruitment Flyer

The researcher sent communication about the study with references to the recruitment flyer. All sixty-nine volunteer teachers were emailed an initial email (see Appendix A) and the digital surveys using the Qualtrics platform. Volunteer teachers in both the morning and evening cohorts were included in the original surveys administered.

Reminders were sent to non-responders as follow-up to encourage survey completion as presented in Appendix B. Appendix C includes a sample phone script for volunteer teachers. All volunteer teachers were reminded of the participation raffle from the recruitment flyer.

Participants

Initial digital surveys were sent to Su Casa's volunteer teachers (N=69) who taught during the 2019-2020 academic year. Using the Qualtrics software, initial surveys were sent June 1, 2020. Thirty surveys were collected in Cycle 1. A reminder email was sent on June 16, 2020 as part of Cycle 2 collection. Eight more surveys were completed in Cycle 2. Cycle 2 ended June 30th. The quantitative survey ultimately yielded 38 completed responses of the 40 surveys started. A fifty-five percent (n=38) response rate represented the final sample after two introductory emails, an initial recruitment attempt, and a follow-up attempt using the Qualtrics software's distribution features. Of the thirty-eight respondents, fifteen volunteer teachers provide instruction in the morning cohort. The remaining twenty-three volunteer teachers teach in the evening cohort.

Quantitative Data Collection

Quantitative data was collected via digital surveys (Appendix D). The surveys were modified using Pate's 2019 research instruments. The digital surveys allow volunteer teachers to respond to multiple-choice and open-ended questions. These responses lend themselves to the use of descriptive statistics. Open-ended questions facilitate authentic options for volunteer teachers to answer in their own words.

The survey has three main sections. *Section One: Instructor* refers to demographic information about the participant. There are five general questions listed in this section. Volunteer teachers respond to questions about their native language, academic background, prior teaching experience, ESL certification, and length of time as a Su Casa volunteer. The questions capture information about the volunteer teacher's identity. Data collected in *Section One* provides demographic details to answer related to the volunteer teacher's identity as referenced in Research Question 4 (RQ4): *How does teacher's identity as a volunteer teacher influence participation in the program?* The survey design is informed by characteristics that define the Community of Practice (CoP) and features of how learning occurs in the community. Communities of Practice are characterized by the domain, community, and practice. The domain is the Su Casa Adult ESL Program. The survey questions ask volunteer teachers about their interests and passion for improving the community. The questions also examine learning through the community structure, practice engagement, making meaning, and identity formation. In the community, the social structure and participation are valuable. Participation also defines the practice. Volunteer teachers learn through mutual engagement and sharing practices. Sharing in the practice is not limited to the resources but also reflects shared perspectives and framework as defining components. The responses from volunteer teachers provides an overview of the Su Casa community. It also sheds light on how the community supports teacher learning. The practice of sharing and reflecting in a CoP is essential. The survey questions capture engagement within the Su Casa community. The survey seeks to find out the impact of the practice on the volunteer teacher's learning. Survey questions continue to explore the CoP and learning. Examples include questions

about meaning and practices. What practices yield to be meaningful and which practices are perceived to be ineffective are posed to the volunteer teachers. Survey questions expose to what extent has CoP learning impacted the volunteer's identity. Volunteer teachers have their own identity but a shared identity is fostered in the community.

In a Community of Practice, the structure, resources, and the framework influence the community as much as the experiences. The second survey section, *Section Two: Organization and Program*, dives deeper into the Su Casa community. *Section Two* also probes more specifics about the volunteer teacher's experience. There are eight questions in this section focused on the ESL program structure, class demographics, and instructional practices. *Section Two* surveys data related to Research Question 3 (RQ3): *How do teachers understand the organization's mission, the goals of the ESL program, and their role as a teacher?* The design of this section includes questions about Su Casa's structure as a local nonprofit. In the survey volunteer teachers classify Su Casa's adult program as one or more of the following: faith-based, community-based, ethnic community, refugee settlement agency. The classification provides more context for what organizational and teacher goals are identified by the volunteer teachers in open-response survey questions and interviews. The survey design for *Section Two* allows volunteer teachers to share more about their teaching and learning community. Volunteer teachers describe the type of adult class they teach, number of adult students, and the English proficiency level of the adult learners. Planning and actual teaching hours are also documented in *Section Two*. Active participation, as noted in a CoP, defines and aligns individuals close to the community practices. By looking at the Su Casa's adult

ESL program in *Section Two*, the researcher determines the connections to the problem of practice, the research questions, and the conceptual framework.

Section Three: Training is the last section of the digital surveys. In the survey design, this section intends to bridge the community structure to specific practices in the community. In a CoP, meaning and identity are developed through community practices such as trainings. *Section Three* connects Research Question 1 (RQ1): *What are the professional development needs of teachers?* and Research Question 2 (RQ2): *How are professional development needs influenced by the teacher's experience or volunteer status?* *Section Three* draws the researcher's attention to RQ4 and how the responses are connected to the volunteer teacher's identity. *Section Three* includes twelve questions focused on the training experience. Three questions ask about past training, requirements, and hours spent in training with Su Casa. These questions reference community practices from the CoP framework. Two questions reference independent training and support received outside of Su Casa. These questions reveal details about what type of support volunteer teachers sought on their own. The remaining questions highlight the volunteer teacher's perspective on the effectiveness of training, planning, and lesson delivery. The questions provide additional insight about the volunteer teacher's experiences, opinions, and preferences.

Qualitative Design

Recruitment: Self-Selection

Volunteer teachers were informed of the option to participate in the interviews via the recruitment flyer and emails. After completing the digital surveys, volunteer teachers

indicated if they wanted to participate in the interviews. Reminders about the participation incentives were included in emails to schedule interviews. Appendix E contains sample emails for interviewees. Interviewees were also asked to encourage fellow volunteer teachers to participate in the study during the interviews. The researcher reminded participants that she could not confirm or deny participation of any individual. In an email, the researcher thanked interviewees for their time and asked them to remind others to complete the survey and interview. At least four volunteer teachers acknowledged that fellow volunteer teachers suggested they complete the survey and share their unique experience in the interview.

Participation

Twenty-one people agreed to participate in the interviews. However, only eighteen interviews were actually conducted. Fifty-six percent (n=10) of the interviewees taught in the evening classes while the remaining 44% (n=8) interviewees taught morning classes. Demographic information revealed most of the interviewees (n=10) had one year or less experience as volunteer teachers. Seventy-five percent (n=6) of morning teachers have five years or fewer teaching experience compared to 100% represented with the evening teachers. The morning interviewees had 3:5 female-to-male participation ratio. In contrast, there was a 9:1 female-to-male participation ratio among the evening volunteer teachers.

Qualitative Data Collection

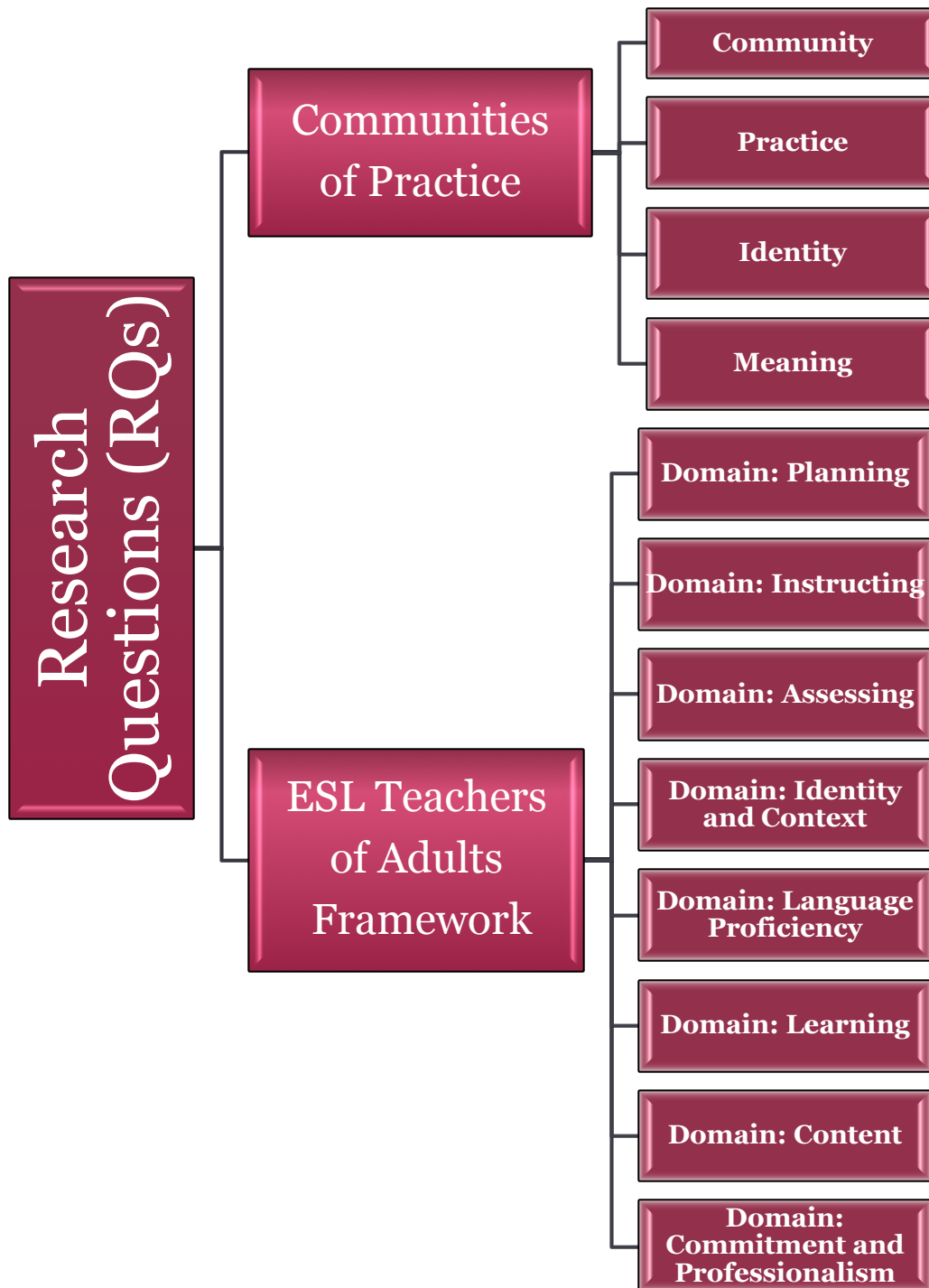
The researcher focuses on understanding the roles of volunteer teachers, their experiences, and professional training needs to support them. Qualitative data offers an additional examination into the problem of practice. Open-ended questions from the digital surveys and semi-structured interviews are part of the qualitative design.

Open-ended questions in the digital survey captures independent responses from volunteer teachers in the survey. Volunteer teachers used their own words to describe prior teaching or tutoring experience in *Section One: Instructor*. In *Section Two: Organization and Program*, volunteer teachers offer their own responses if one was not listed in the survey choices. *Section Three: Training* asks questions about training support from Su Casa as well as outside of the organization. Volunteer teachers elaborate on trainings and its effectiveness. Respondents share their perspectives on professional development needs. They also describe an effective ESL training program. Overall, open-ended survey questions provide data to be used in the semi-structured interviews. The data establishes a baseline for starting the interviews and areas where follow-up questions could be posed.

The interviews represent twenty-six percent (n=18) of adult ESL volunteer teachers from the 2019-20 academic year. Individuals who did not complete the digital survey were not eligible to participate in the interview. Each interview begins with a follow-up from the individual's survey responses as shown in Appendix F: Interview Protocol. In order to examine themes in the data, interview questions were modified from Pate's 2019 study and drafted to collect open participant responses. Appendix G: Semi-Structured Interview Alignment includes labels for each interview question and connects research

questions and the Communities of Practice framework. The semi-structured interviews allow volunteer teachers to share their perspectives and experiences within the Su Casa community. The interviews examine possible themes and trends from the survey data. Four areas within the CoP were considered: community, practice, meaning, and identity. The interviews offer depth to emerging themes found in the digital survey, identify professional needs, and describe potential recommendations for Su Casa's leadership using the CoP and ESL Teachers of Adults frameworks.

Figure 7: CoP and ESL Teachers of Adults Framework



The semi-structured interviews garner thematic data and connect research questions to the conceptual framework. Semi-structured interviews allow the researcher to explore the beliefs and unique perspectives of volunteer teachers. In this study the structure of the interviews offers deeper insight the volunteer’s background, experiences, and professional needs. Semi-structured interviews add context and perspective to the volunteer experience. Participants are recorded using Zoom audio. Next, the transcriptions are uploaded into Otter.ai to separate text and speakers. Participant codes were assigned to the speakers. Finally, the transcriptions are uploaded to MaxQDA for thematic coding.

Data Analyses

Quantitative Analysis: Digital Surveys

Data analysis for the mixed-methods study occurred in multiple steps as shown in Figure 8. The quantitative data included close-ended survey questions. Digital survey data was collected in the Qualtrics platform and analyzed using Qualtrics and Excel.

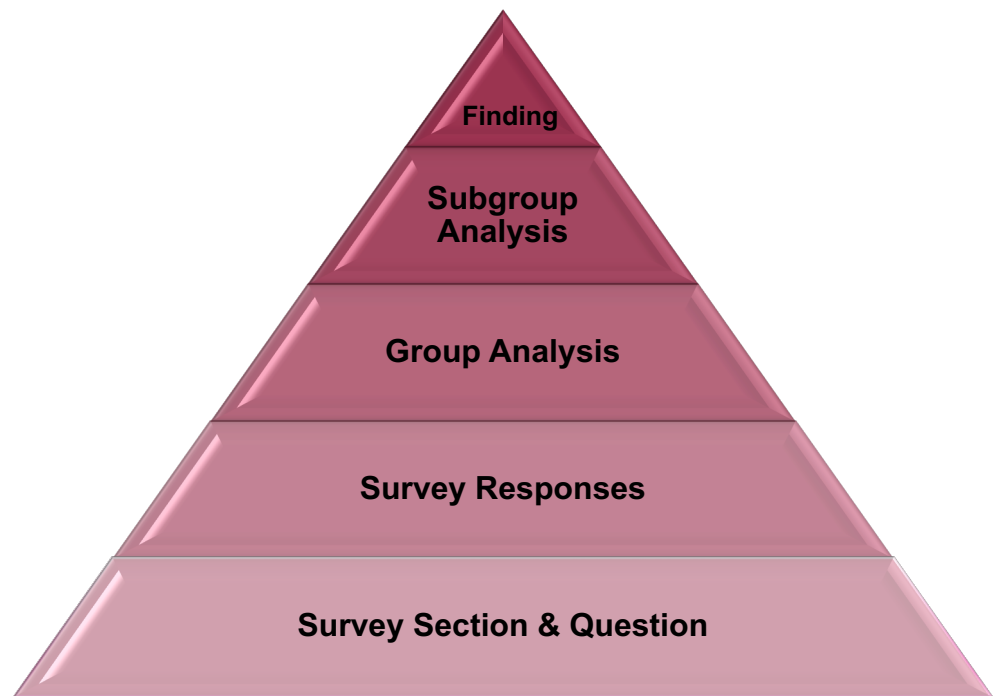


Figure 8: Quantitative Analysis

A descriptive analysis with a measure of frequency was conducted. The analytical plan consisted of describing the size of the data, describing the frequency or spread of the data, and comparing the data in groups (i.e., between morning and evening teachers, formal ESL training teaching experience). Digital survey responses questions were analyzed to answer research questions, to document trends, identify outliers. Related questions were grouped together within each survey section. Collective responses were analyzed by survey question. Participant responses to each question were separated by actual survey choices. The capstone study examined data by total participation as well as by teaching cohort. Other subgroup factors related to the volunteer teacher's identity, ESL certification, and teaching experience have been used as part of the analyses. Analyses by group and subgroup traits led to themes and findings. Quantitative analyses inspired closer examinations and analysis of the qualitative data.

Qualitative Analysis: Open-ended responses and Interviews

Analyzing the interviews consisted of understanding how each interview question tied back to the research questions and the CoP. It also included reviewing the open-ended survey questions to determine if there were any trends or potential themes. In Excel, attribute labels for volunteer teachers were added to each section. The labels help to filter responses by descriptors such as ESL certification, teaching experience, and cohort. Open-ended survey responses were separated by the descriptors. Initially seeking to find responses for the professional needs (RQ1), the researcher separated the interview responses by cohort and by teaching experience. The goal of each separation was to determine if professional needs varied by volunteer status or experience (RQ2).

An analysis of the responses to the goals, mission of the adult ESL program (RQ3) and the role of identity in volunteer participation (RQ4) were compared by cohort, volunteer experience, and professional needs.

Interviews followed the digital surveys. As a result, all interviews were not conducted at the same time. Once the researcher closed the data collection process, a process for thematic coding began. The first round of coding was broad. Interview responses were separated by three sections in this round: background, volunteer teacher experience, training and professional needs. Another round of coding included aspects of Communities of Practice such as domain, community, practice, and meaning. Emerging codes from third round of coding focused on learning in the community including identity, professional needs, and goals. A thorough review of thematic coding by individual, group, and subgroup factors led to the findings. Specifically, the researcher looked at participant responses and group comparisons to answer research questions and document findings.

Addressing Analytic Concerns

Analytic concerns about the validity of data are addressed by including quantitative and qualitative designs. References to survey responses were incorporated in each the interview. Volunteer teachers were asked questions about their own survey responses. They were also asked questions related to narratives shared by other volunteer teachers. If the researcher noticed a pattern developing from a particular question, the volunteer teacher was asked a follow-up question to find out more about the topic. For example, participants were asked questions about planning with a co-teacher. Volunteer teachers

who mentioned co-teaching experience were also questioned about their teaching frequency, peer communication, and effectiveness of the co-teaching partnership. Another example would be a specific follow-up question to open-ended responses from the survey. In some instances, the researcher asked the volunteer teacher to describe the experience with more specificity. The concerns for not having 100% of the volunteer population respond to the surveys was resolved by documenting representatives from a cross-section of Su Casa's total volunteer teacher population. First, volunteer teachers responded from both teaching cohorts. Secondly, respondents represented individuals with multiple educational levels attained. Thirdly, variation in the length of Su Casa's volunteer experience was represented in the study. Despite an overwhelming number of participants having less than 5 years teaching experience, the survey data are similar to Su Casa's volunteer teacher demographics. The interview data were also balanced by participants from both cohorts and varied instructor experience.

Findings

This study consisted of 38 participants from the Su Casa Adult ESL Program. Demographic information about the volunteer teachers was collection from the surveys as shown in Figures 9 and 10. Figure 9 shows survey completion by gender. It reveals 40% (n=6) of the morning volunteer teachers are female. In the evening cohort, 65% (n=15) of those survey responders are female volunteer teachers.

Figure 9: Participant Response by Gender

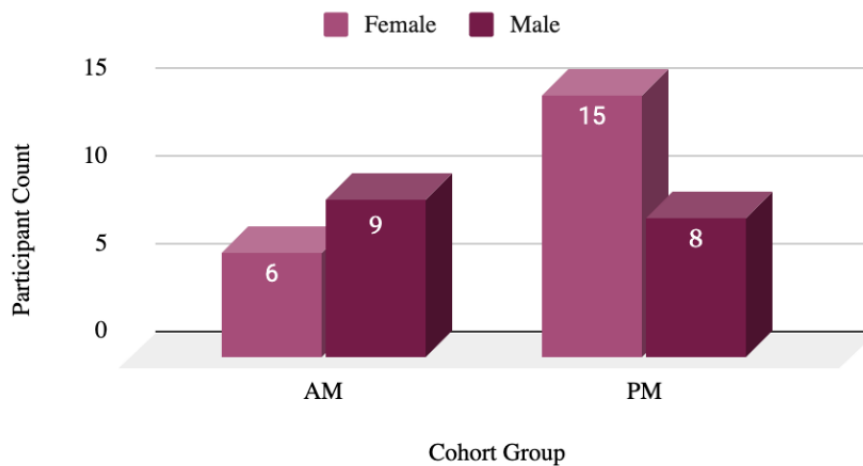
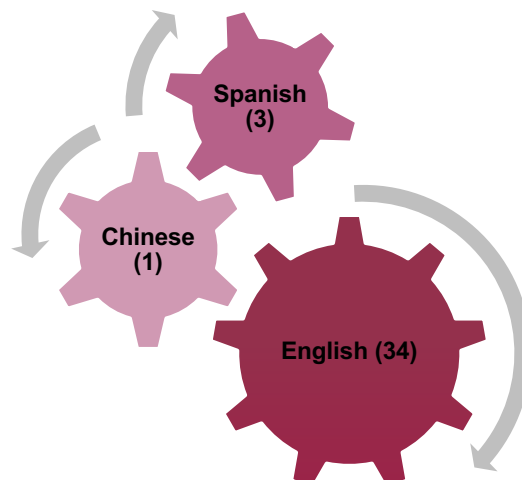


Figure 10 : Native Language of Volunteer Teachers



Currently, Su Casa's Adult English Program learners represent 16 countries (Su Casa, 2020). Its mission to connect the Latino community to the broader Memphis community does not overlook the diversity of languages present among volunteer teachers and adult learners. Figure 10 includes 100% of the volunteer teachers in the morning cohort speak English. Whereas 83% (n=19) volunteers speak only English, 13% (n=3) volunteer teachers also speak Spanish, and 4% (n=1) volunteer teacher also speaks Chinese. Most volunteer teacher are not bilingual. The data highlights that an overwhelming number of volunteer teachers speak only English. Native languages spoken by volunteer teachers can influence their ability to use those languages when teaching if an adult learner is having difficulty understanding English instruction.

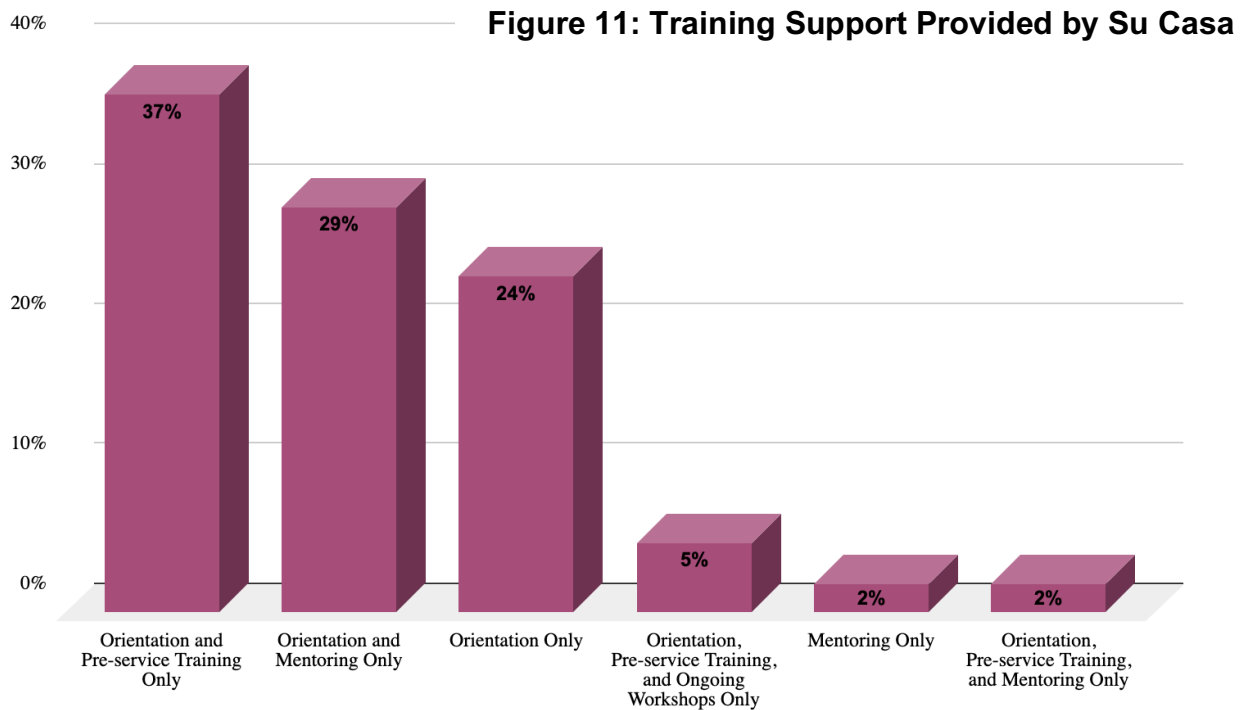
RQ1: What are the professional development needs of teachers?

Finding 1: Volunteer teachers believe Su Casa provides informative training support.

Orientation Training

Qualitative data was used to address the first research question: *What are the professional development needs of teachers?*. Thematic analyses of the responses resulted in the following areas: training, goals, effectiveness, practice, and professional needs. Overall, all volunteer teachers reported that Su Casa provided training support in

Training Question 1 (TQ.1). However, only 89% (n=34) said orientation was required. The remaining 11% (n=4) teachers stated orientation training was not required (TQ.2) but attended the training anyway.



In Figure 11, 24% of volunteers (n=9) reported participating in solely the orientation portion of training. Of those who attended trainings, 2% (n=1) stated their training consisted of a form of mentoring including shadowing or interning opportunity. Thirty-seven percent (n=14) reported their training as orientation and pre-service in nature. Twenty-nine percent (n=11) said described their training as a combination of orientation and a form of mentoring . Another 5% (n=3) said combination of orientation, pre-service training, and ongoing workshops best describe their training. The remaining 2% (n=1) reported training as orientation, pre-service training, and a form of mentoring. A relatively

new volunteer teacher said, “I learned teaching strategies and ways to keep students engaged and not overwhelmed by the material.” Members in the morning cohort shared how “Cherise has done a great job in providing instruction and ongoing materials for class” and how orientation training “has provided me with techniques for effective teaching.” Volunteer teachers see value in the training regardless of how many years they have served with Su Casa. A slightly more seasoned volunteer teacher noted how:

Cherise, the [Adult ESL] Director at Su Casa, is really great. I struggle with creating activities so that the students can really practice listening. Each week, she provides us with a sheet that has ideas for that. She will also pop her head in to help during lessons. Her guidance has been a life-saver for me...someone that is not trained in teaching foreign languages. (PM Teacher_TQ.5)

These sentiments also rang true with veteran teachers. A six-year veteran teacher said, “The training gave me a better understanding of my students and their immigration, integration experience.” Another volunteer expressed the benefits of having background on the adult learners helps teachers to “understand who the students are, where they come from, and how to relate things to their culture.” Although there were differences in the types of training participants said they received, volunteer teachers acknowledged Su Casa’s efforts to provide professional support for them. Volunteer teachers shared positive comments about the orientation training.

Finding 2: Training reinforces Su Casa’s mission to connect, engage, and empower its community.

Training Goals & Effectiveness

Training goals prioritized connecting, engaging, and empowering adult learners. Many volunteer teachers acknowledged examples of active engagement in the training components. One volunteer teacher said training included “partner conversations topics and group work that get students using the vocabulary in conversation with each other.” Another teacher said he enjoyed the “interactive lessons because they help the students to be more engaged.” A volunteer teacher expressed “the training has helped me to understand the Latino community and incorporate learned exercises to ensure I was meeting their specific needs, regarding language, conversation, and communication.” Another teacher stated how he could “handle the preparation and teaching [but] the training helped to familiarize [him] with the culture of this ESL organization and the students we teach.” Even a veteran volunteer teacher shared “training has delivered higher awareness of specific needs and where my input can help meet those needs.”

Effective training activities and lessons were also included in TQ.6 and interviews. Practical applications of cultural teaching in the Su Casa community were valuable for volunteers. The training brought teachers closer to the community’s goals and missions. “[Cherise] is so conscientious about the volunteers, okay, she’s really thoughtful. She’s very flexible and she’s willing to do just about anything to make it work.” Many volunteer teachers shared opportunities to role-play during the training. One teacher said, “Every new bit of information that can be practiced in the classroom is of great value.” Another

pointed out that “using examples and practical experiences to explain how [teachers] should respond” were extremely helpful. The collaboration in training modeled similar strategies to be used by volunteer teachers in their classes.

I like to work collaboratively with somebody else. Many of the teachers do it by themselves. Am I capable to do that? Yes. But I think it's more I think it helps to kind of tag team with somebody else and have a different style. You know your strengths and weaknesses. I had a lady that worked with me. I thought we [had] a pretty effective situation. (AM_GMT20200606-171510_I9_otter.ai, Pos. 94)

Training connected volunteer teachers to each other and adult learners. The training consisted of engagement tasks such as modeling, collaboration, and reflection. The impact on training on the teacher’s craft led to Finding 3.

Finding 3: Volunteer teachers believe professional training makes them better ESL teachers.

Transferring Knowledge: From Training to Practice

The findings are consistent with literature citing teacher perspectives on effectiveness as a result of professional trainings (Abbott, Lee, Rossiter, 2018; Pate, 2019; Tran, 2015). Overall, 74% of volunteer teachers report orientation training made them better ESL teachers (TQ.5). A comparison by cohort revealed 93% taught in the morning cohort while 61% taught in the evening. Volunteer teachers described the training and their perspectives by saying that they “feel that the staff at Su Casa would provide any assistance needed if I asked and it was within their means.” A second-year ESL certified volunteer teacher added her perspective by saying, “We received instruction from other ESL teachers who shared their best practices.” Another teacher agreed, “I served with a co-teacher who was more experienced and learned a lot from them.” Two statements from first-year volunteers noted that “they help[ed] me understand which areas to emphasize most” and one teacher “felt less nervous because [she] was working with another teacher.” One-year volunteers also shared their experiences with Su Casa’s orientation training. One said, “As my volunteering has progressed, my collaboration with other teachers has help[ed] me adapt and improve my teaching methods.” A volunteer teacher studying education reflected on her training experiences in both years. She said,

I think it would have been more helpful if the volunteer teachers could have more training about the best way to teach ESL. We were just kind of thrown into the ring to start teaching and it was hard for me to adjust at first.

Volunteer teachers implemented knowledge learned from trainings (TQ.6) as noted in the survey. The reflections about the training helped to identify common themes in both morning and evening cohorts. Volunteer teachers were motivated and willing to "try everything that is suggested at least once." For example, prioritizing lesson goals "helps in preparing how the lesson will be taught and what activities and examples to use." Another teacher committed to "having students use vocabulary and use English words to describe a new English concept" or "to ask[ing] more questions and have students practice in small groups more." Volunteer teachers honored the diversity in their classes and "continually incorporated learning from trainings to better address direct classroom needs with focus." An evening volunteer teacher said, "I have learned to adapt on my own but have little resources to learn how to adapt to student learning. It's hard to understand if they truly understand or not because they don't really answer. Each student is different."

Another ESL certified volunteer remembered the importance of connecting with the adult learners. The teacher recommended reflecting and sharing:

your own vulnerabilities as it relates to learning a language, teaching English, anything that applies to the class, or even anything in your background that might influence how you approach teaching English. You could talk about why you decided [to teach] and what you saw in the world.

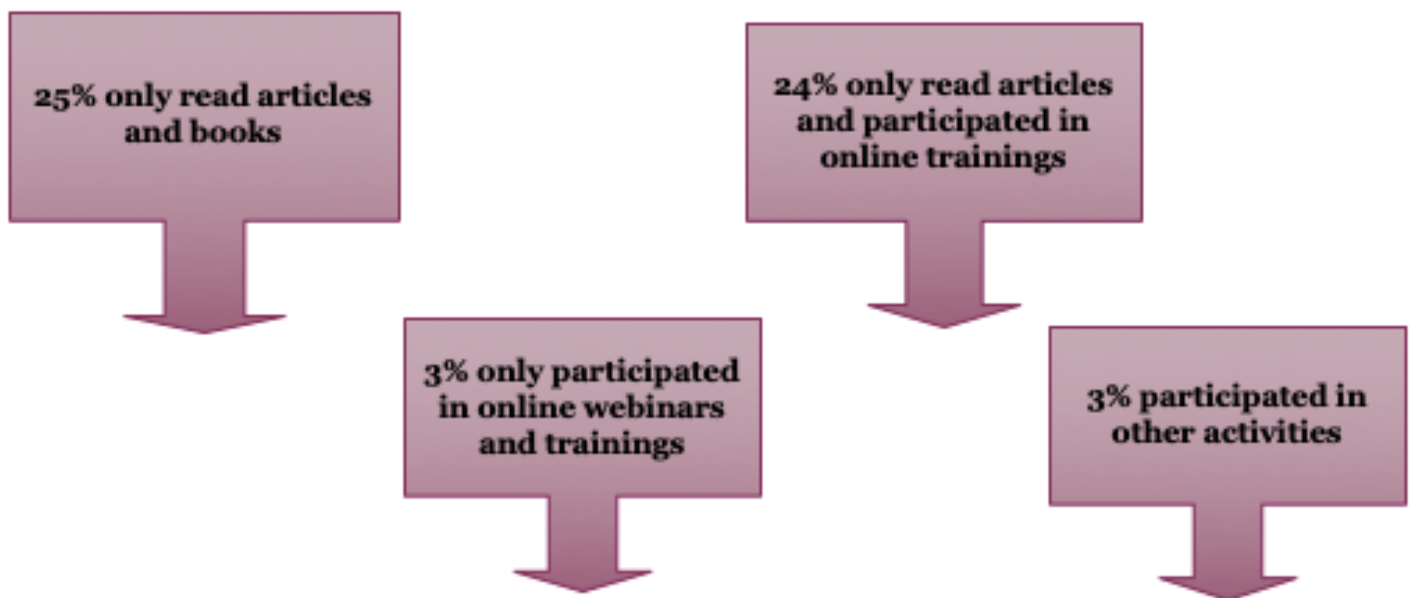
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Volunteer teachers took ownership of their learning and implemented new knowledge into their classrooms. They recognized the diverse backgrounds and needs of the adult learners in their class. They also identified areas where further professional development would support them in being instructionally and culturally responsive to their classes.

Future Training and Professional Needs

The diversity of volunteer teachers and adult learners means a range of professional training topics are needed. Orientation training alone cannot address challenges or areas to strengthen that occur afterwards and throughout the academic year. There are volunteers who serve multiple years. Offering more intensive training can meet their diverse professional needs.

Figure 12: Training Sought Outside Su Casa



Training Question 3 (TQ.3) provides evidence of volunteer teachers seeking additional professional training on their own as shown in Figure 12. Overall, 55% of volunteer teachers pursued training on their own. In Pate's 2019 study of Des Moines-Area adult ESL teachers, 75 % sought training on their own compared to 25% who did not (Pate, 2019). In this study, forty-five percent (n=10) did not seek additional training. However, 25% (n=10) of participants sought improvements in only articles and books. Another 24% (n=9) only referenced articles and online trainings. Of this group, four volunteer teachers reported participating in formal training at Rhodes College, a local college. "I am currently taking an online TEFL course to be certified to teach ESL." Others acknowledged, "My TEFL class at Rhodes is helpful" and commented that professional needs were satisfied through "collaboration and discussions with other ESL volunteers." In these collaborative meetings, "they explain the curriculum and have resources. They provide games." Three percent (n=1) of the volunteer teachers stated they participated only in online trainings. The remaining 3% (n=1) of the volunteer teachers described seeking other resources citing "I find ESL graphs and explanations online sometimes." The quest for more resources leads to the fourth finding.

Finding 4: Volunteers want more intensive training.

Volunteers want more intensive training. Less experienced teachers recognize the need for additional training and guidance (Henrichsen, 2010). The finding is consistent with the literature. Less experienced teachers said they wanted to know “how quickly and slowly to move through material with beginner students and where to focus their efforts” and “best practices for teaching adult students using cultural and language strategies.” Teachers with formal ESL trainings were interested in “more research-based strategies that work specifically for native Spanish speakers.” One teacher shared how students had grammar questions and wanted higher education support.

I hate[d] having to say, I don't know, because they're kind of the ones asking me the questions. Or the names just like, this is just the way the English language created itself. Yes. It's kind of hard sometimes. And I co-taught with one of my great friends who studied English in college, and she kind of sometimes had all the answers. And so maybe a little refresher on grammar.

(GMT20200604-174520_I4EmF_otter.ai, Pos. 68)

Su Casa's community is unique. Volunteer teachers acknowledge the training received as well as the training sought. Although volunteer teachers serve in different parts of the day, their professional development needs are not defined by their teaching cohorts. The data suggests their needs are influenced by their volunteer teaching experience.

RQ2: How are professional development needs influenced by the teacher's experience or volunteer status?



The second research question explored the influence of a teacher's experience or volunteer status on the professional needs. Questions from the digital survey provides background demographics such prior teaching experience, current teaching experience with Su Casa, and the types of students they taught as shown in Figures 13 and 14. Figure 13 separates prior teaching experience the data by time frame and cohort. The morning cohort only had 16% (n=4) of its volunteer teachers with 11 or more years prior teaching experience. There is an equal distribution of teaching experience with the remaining time frames in the morning cohort. Forty-six percent (n=11) of volunteer teachers in the evening cohort had five or fewer years' experience or tutoring before they became Su Casa volunteer teachers.

Figure 13: Length of Time with Prior Teaching Experience

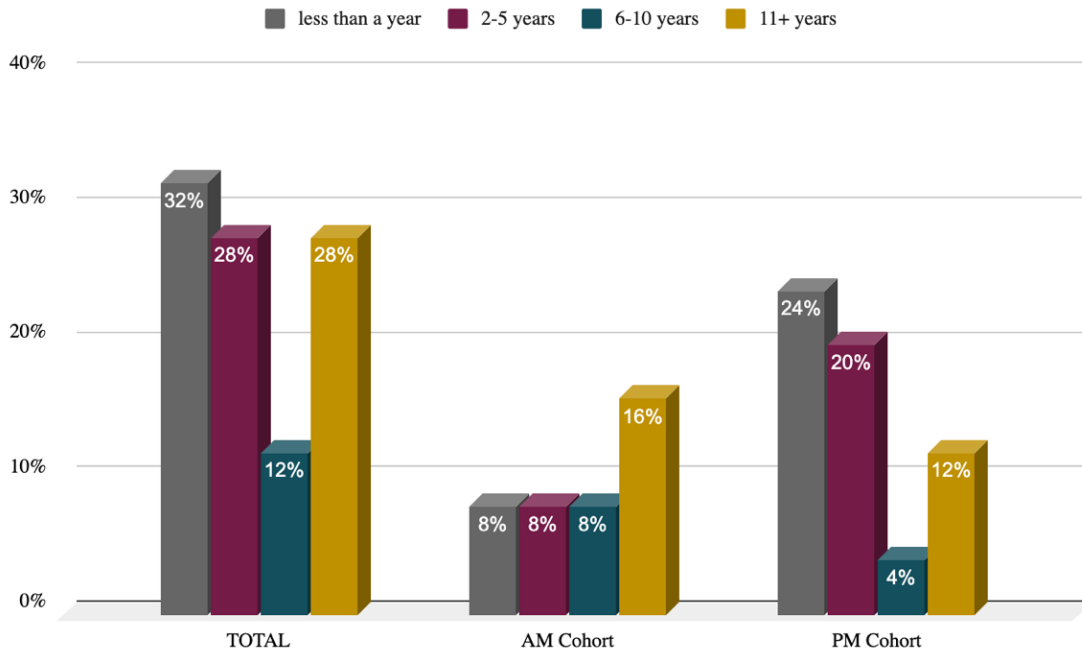
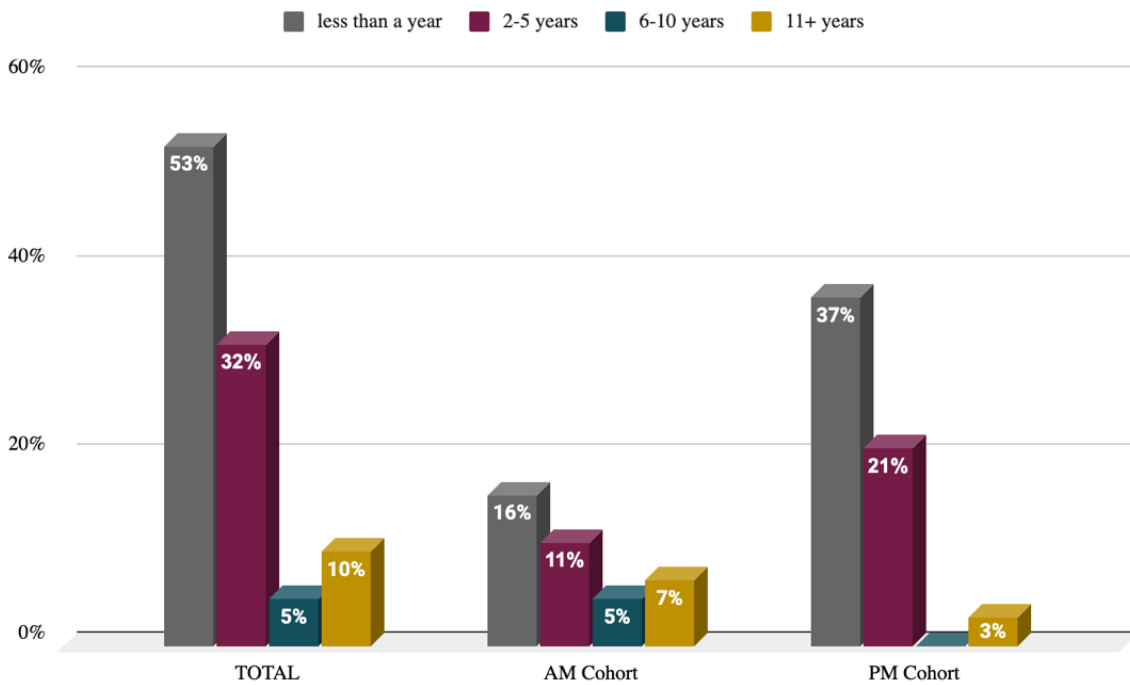


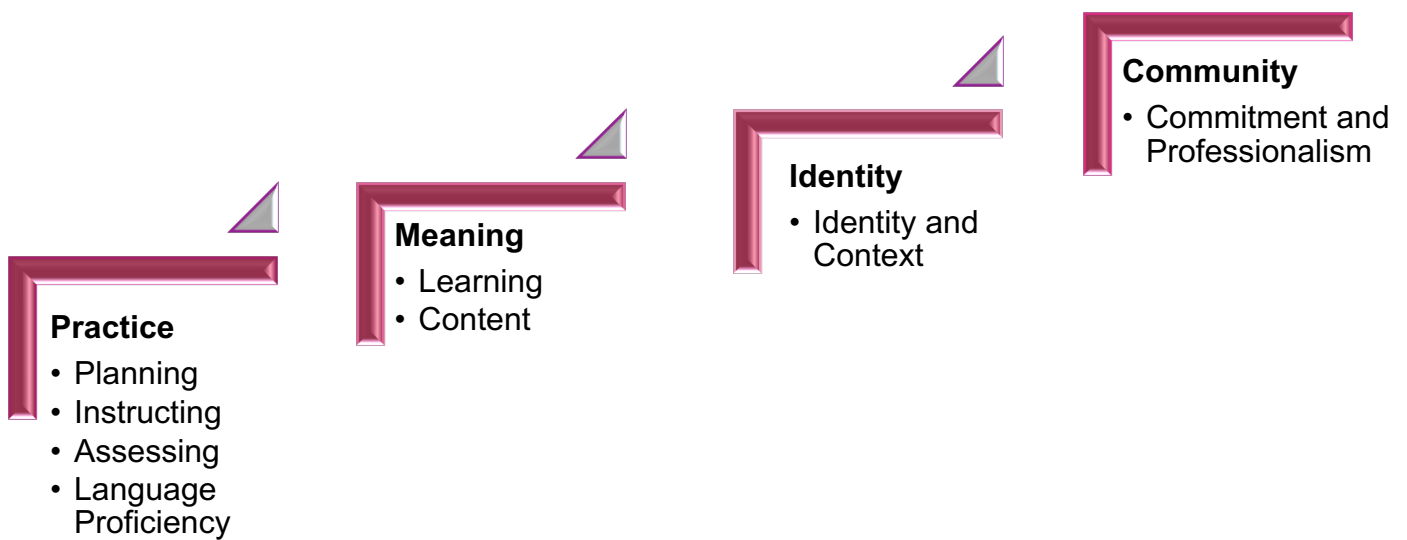
Figure 14: Length of Time Teaching at Su Casa



References to Frameworks

The professional needs align with the eight domains listed in the Standards for ESL/EFL Teachers of Adults Framework. The framework domains and its corresponding standards are grouped by Communities of Practice's learning components as shown below in Figure 15.

Figure 15: Aligning TESOL and CoP



Finding 5: Teachers with formal ESL training and prior teaching experience report fewer professional development needs.

Data collected from surveys and interviews were analyzed to answer the question research question 2 (RQ2). Research question 2 confirms professional development needs are influenced by the teacher's experience or formal ESL training. Findings for RQ2 are consistent with the literature in that individuals lacking teaching experience or formal ESL training reported more professional training needs (Tran, 2015).

ESL Training

There are a few teachers who have had ESL training. Their professional needs reflect a focus on community and meaning. Volunteer teachers cite efforts to personalize the adult learning experience and collaborate with others. One ESL-certified teacher stated, "The best training occurred in class with the teacher [and] I need more of that." Another agreed saying, "I think that just like having a community of people that are also dedicated and excited to help our students learn and help me learn how to be a better teacher. [It] has been really awesome." One teacher shared "I would like to learn more about how I can help my students and their children in their lives outside of our class and I am unsure how to help." Volunteer teachers with formal ESL training recognized their professional needs in building the learning community through collaboration and facilitating authentic adult experiences.

Experience

Figure 14 shows the length of time volunteer teachers have served with Su Casa. The professional needs among volunteer teachers vary based on current teaching experience. Volunteer teachers with less than a year of experience represent 53% (n=20) of the survey respondents. Nine of them want more professional training as shown in Table 1. Figure 15 refers to their professional needs as overall themes under the practice category. The basics of lesson planning, instructional delivery, assessing students, and demonstrating language proficiency are included in the practice. These areas are the core tasks in a CoP. Knowledge is gained by the teachers and shared with their students. One newcomer stated how “orientation training reviewed the major lessons in each book” which was very helpful. However the teacher still needed “resources to teach grammar and conversation topics.” Another remarked, “I would like to learn more language and teaching skills. My partner and I had had to switch to Spanish frequently to explain concepts.”

Table 1: Teaching Experience and Professional Needs

Professional Needs by Teaching Experience	Less than 1 year	2-5 years	6-10 years	11+ years
Total Count	9	5	2	2
AM Cohort	2	2	2	1
PM Cohort	7	3	0	1

Thirty-two percent (n=12) of volunteer teachers have 2-5 years teaching experience at Su Casa. Five of the teachers want additional training as shown in Table 1. These individuals also stated support needs across three categories: practice meaning and identity as shown in Figure 15. Some teachers would like more training with assessing and language proficiency. Others expressed needs related to helping adult learners acquire a new language saying, "I tried to take the techniques that worked for me when learning another language, and came up with creative ways to make that applicable to a larger group trying to learn a language." One commented on training that focused on teaching the content and becoming more effective in general. The volunteer teacher acknowledged receiving "help explain[ing] a complicated grammatical topic."

Five percent (n=2) of volunteer teachers have served with Su Casa 6-10 years. All of the volunteer teachers report a need for additional training in Table 1. Ten percent (n=4) of Su Casa's volunteer teachers have served 11 years or longer. Half of these teachers self-identify areas for continuing professional development (Table 1). Professional needs of teachers with more than six years are placed within themes referenced under the identity category in Figure 15. These professional needs emphasize using identity and context to influence instructional practices and enhance learning. Volunteer teachers in these groups desired assistance with understanding when to use techniques to yield more positive student outcomes. A seasoned teacher expressed concerns on "how best to strike a balance between grammar and conversation" in the class. One teacher said training that gives a "better understanding of which approaches and techniques have greater, more positive impact for the students" would be ideal.

Volunteer teachers commit to Su Casa's adult ESL program. The data reflects a desire for professional training that focuses on community, meaning, and identity by more seasoned volunteer teachers. The data shows the greatest professional needs exist among less experienced teachers. The researcher inquired about the role of the class's English proficiency levels in determining the professional needs of the volunteer teachers.

Finding 6: At any class's English proficiency level, teaching experience and formal ESL training are the primary factors in determining a volunteer teacher's professional needs.

English Proficiency Levels

The researcher cross-referenced data in all three sections of the survey: Instructor (I.Q3, I.Q5), Organization and Program (OP.Q6), and Training (T.Q9) to further answer the second research question. The researcher also used thematic analyses to triangulate data present in the surveys and interviews. The literature suggests individuals who teach lower proficiency levels need more robust training (McCluskey, 2011; Vellenga, 2011). In this study, a correlation between professional needs and the class's English proficiency levels was not identified. There was not a significant difference among the professional needs by teaching cohorts and the class's corresponding English proficiency level. Fifty percent (n=18) of volunteer teachers with less than a year of experience also represent half of the respondents who need professional training as shown in Table 2. Of the 13 volunteer teachers with beginner classes, 54% (n=7) report professional training needs as shown in Table 2. Four of the teachers have had formal ESL training. Overall, the themes regarding professional development are in the practice category in Figure 15. One teacher said, "I don't know if I'm teaching this right." The teacher continued sharing how "being able to [watch] someone [teaching] close to my [class's proficiency] level would be really helpful." Only 20% (n=1) of the 5 teachers reported training needs for their high beginner classes by "creating more authentic language experiences." There are eight low intermediate classes with 63% (n=5) of the teachers acknowledging needs

for additional training on “increasing student conversation.” In the intermediate classes, 57% (n=4) of the volunteer teachers state additional training “on the [proficiency]levels and goals for each level would be helpful.” Classes that there identified as too varied to determine the proficiency levels reports One of the teachers with the varied class is also ESL-certified.

Table 2: Teacher Information and English Proficiency

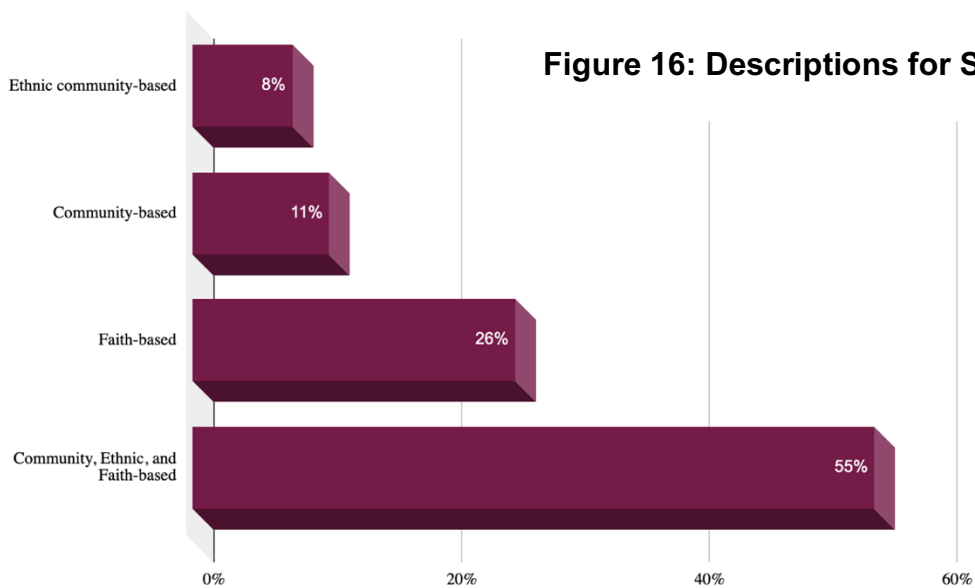
Class English Proficiency Level	Total Count of Teachers by English Proficiency Level	Total Count of Teachers Reporting Professional Training Needs by Class’s English Proficiency Level
Low Literacy	1	0
Beginner	13	7
High Beginner	5	1
Low Intermediate	8	5
Intermediate	7	4
High Intermediate	1	0
Too varied to determine	3	1

There is a correlation between professional needs and experience without any influence by the class’s English proficiency levels. There are limitations to understanding what, if any, other factors influenced the volunteer’s request for additional support. These factors may include the participant’s age, occupation, or industry. However, these were not asked in the survey. Teacher placement in classes was also not asked.

RQ3: How do teachers understand the organization’s mission, the goals of the ESL program, and their role as a teacher?

Finding 7: Volunteer teachers are aligned with the mission and goals of Su Casa’s Adult ESL Program.

Qualitative and quantitative measures were used to address the third research question (RQ3). Responses from survey questions related to classifying the organization (OP.Q1) and the type of classes taught (OP.Q4) were divided by categories and examined by each group. Volunteer teachers also used several descriptors to classify Su Casa as shown in Figure 16: ethnic-community, community-based organization (n=4), faith-based organization (n=10), and a combination of the previous descriptors (n=21).



The interviews included questions about the organization's mission, ESL goals, and the role of the volunteer teacher. Volunteer teachers asserted that, "[the] program exists to help immigrants adjust to learning in English and to help them become fluent in English so that they can adjust to living here and being able to communicate and work in society." Another volunteer remarked, that the "second reason Su Casa was established was not just to provide a transitional experience for immigrants coming, but to introduce them to Jesus." The nature of the communities impact the learning goals (Kanno and Norton, 2003).

Fifty-five percent (n=21) of volunteer teachers identified Su Casa as a community-based, ethnic community, and faith-based organization. Volunteers reported the following goals: building relationships, increasing daily communication, and connecting lessons to the real world. One volunteer shared that our goal is to "help them acquire sufficient vocabulary skills with English to get a driver's license, register to vote, keep a job, [and] read a book to their children. My goal is to get people to speak fluently in English." Another asserted "the goal is mostly just to give students communication skills that you need for life in America. A lot of the chapters will focus on grocery store visits, job interviews, and daily events." An evening teacher said:

Build[ing] community is ingrained in the classroom. We have a break built in where people sign up to bring food on different days. On test days we all go into a room and play games as a community. I like having a daycare for the kids too. I know all that stuff is really important to me. All of those things show me that the leaders of Su Casa care about us having relationships with our students. We have the opportunity to do that. (PM_GMT20200608-174355_I11_otter.ai, Pos. 132)

Findings for RQ3 included connecting with students and engaging with them in multiple settings. One volunteer teacher said by staying in contact with the adult learners, “they will feel comfortable coming into the classroom, knowing that their teachers know them, and care what they're doing.” Another commented that “a life has been enriched with relationships that are developed with people from different countries and cultural backgrounds than myself.” A seasoned volunteer teacher said, “We have a biblical command to love our neighbors. As a teacher, I love building friendships with [the students] outside the classroom.” Volunteer teachers understood and accepted Su Casa’s mission and goals to build a safe community inside the class as well as outside the classroom.

Twenty-size percent (n=10) of teachers identified Su Casa as a faith based-group. Su Casa’s Adult ESL Program developed out of the church’s outreach. Of this group, volunteer teachers reported Su Casa’s mission was to “bring the community closer and to define a crucial need among those from other countries that are here.” One volunteer said, our goal is to “provide connections to people that are spiritual in nature. Our goal is to be a bridge that bonds church principles with those we serve.” The goals influence the role as a teacher because volunteer teachers “first establish a relationship or connection with immigrants in our city and connect them with our church, education, and learning programs.” Another goal mentioned by teachers included increasing student communication “regardless of their English proficiency level.” A novice teacher said, “I feel like there's been a lot of emphasis on that as a goal.” A seasoned volunteer teacher said her goal is to provide “a faith-based environment where students and teachers know that this is something a little different...that we're in a different environment here, a safe

environment and a wholesome environment.” Another volunteer teacher shared, “it’s because of your faith in the way that you connect with some of the students outside of class.” Volunteer teachers recognize the connection between their faith and their service to adult learners. By teaching English to adult learners, volunteer teachers are fulfilling the mission of Su Casa’s outreach ministry.

Eleven percent (n=4) of volunteers reported Su Casa is a community-based organization. Of those in the group which endorsed a community-based structure, volunteers reported the following goals: reading, using vocabulary, and having daily conversation. A novice volunteer shared the importance of “learning basic vocabulary and then using them or reading them in sentences” was one of his goals. Another teacher stated that “being able to recognize sight words in English and then completing simple exercises that use those words that day” is extremely important among adult learners. One volunteer said, “It’s a dialogue. There’s something happening, some problem that needs to be solved or some place that they need to go.” Findings regarding mission of the program include “taking time to share experiences with adult learners and volunteer teachers.” Adult learners are supported in English language acquisition and communication with others.

Eight percent of volunteers (n=3) reported Su Casa is an ethnic community-based organization. Findings about Su Casa’s mission for this group includes the “opportunity to connect with people just on a deeper level” and “develop a personal, mature relationship.” Of those in this group, volunteers reported the following goals: increase communication, build relationships, and engage in reflective practice. One volunteer teacher shared that “it was also something that was outside of my comfort zone. I wanted

to challenge myself. I've also discovered that in teaching you can really build meaningful relationships with students, the more time you spend with them.”

The identification of Su Casa’s program is tied to the volunteer teacher’s comments on the organization’s mission and goals. Defining their role as a teacher is linked to the volunteer teacher’s understanding of Su Casa’s adult ESL program. Volunteer teachers may be inspired to serve in the class due to their faith or spiritual connection. Volunteer teachers may be driven to volunteer as part of a larger commitment to empower the adult learners and help them to adapt to the local community. Other teachers focus their attention on improving the personal lives and careers of the adult learners. With each focus, volunteer teachers set goals for themselves and their classes. Their instructional practices center around the goals and align to Su Casa’s mission. By continuing to actively participate in the practice, volunteer teachers’ identities are shaped individually and collectively in Su Casa’s community.

RQ4: How does a teacher's identity as a volunteer teacher influence participation in the program?



Finding 8: Identity as a volunteer teacher is grounded by individual connections to Su Casa, its volunteer teachers, and adult learners.

Quantitative and qualitative data were used to address the fourth research question regarding how a teacher's identity as a volunteer influences their participation in the program (RQ4). Thematic analyses of qualitative data supported findings for research question 4. Volunteer teachers shared five areas that shaped their volunteer identity: planning time, teaching time, connection to Su Casa, collaboration with other volunteers, and relationship with adult learners.

Planning Time

Volunteer teachers who taught in the morning cohort reported an average of 1.57 hours (SD=0.997). Morning cohort teachers spent 4.5 hours or less preparing for classes based on the textbook used. Some teachers adjusted their planning time due to student needs, program resources, and the academic calendar. One experienced volunteer said teachers stopped using the textbook in the summer and "then picked up in the fall where we left off since we didn't have a fixed deadline at first." Eighty percent (n=12) stated planning time takes between an hour to 2.5 hours each week. Some teachers reported

that the textbook helped to streamline their planning. One teacher said “the new books that we're using now are set up very well to cover the material in the time frame allowed.” Another volunteer asserted the current textbook “is really good for immigrants.” The other book was much “more academic.” Volunteer teachers described the importance of intentional planning in their practice and the value in using resources to support Su Casa’s mission. One volunteer noted how “there's a part you're talking about academic language and then there's also the conversational piece.” The resources must be appropriate for adult English learners because “adults have limited time” to meet and participate in the program. Another teacher said, “[My] planning time increased this year from 30 minutes to an hour to look over the lesson, read the homework, and review the questions.” The volunteer continued sharing his focus on “trying to figure out what they're really working towards and the goal of the lesson.” Similar comments were noted in the evening cohort.

Volunteer teachers who taught in the evening cohort reported an average of 1.04 hours (SD=0.673). Sixty-one percent (n=14) stated planning time takes between an hour to 2.5 hours each week. Many of the teachers highlighted the importance of collaboration with co-teachers or other volunteer teachers in their planning time. One volunteer said, “We were just bouncing off of each other’s ideas to try ways to give the students interactive lessons.” Some volunteers meet each other or carpool together to plan. One teacher stated “We talk[ed] about stuff in the car which was really helpful.” Another volunteer teacher said, “Other times we would meet before we were going to volunteer.” An evening volunteer described how her planning time changed “to support additional reading and comprehension practice, a need expressed by the adult learners.” She said, “I would use the vocabulary and grammar skills, type a passage into something [students]

could read, and then we would answer questions about it.” Seasoned volunteers compared the planning over the years. One teacher said, “the first couple years I was prepping before here to getting there because I was still so busy with lesson plans as a teacher.” Identifying Su Casa as a faith-based non-profit, one volunteer teacher expressed shifts in her planning. “Now I plan with another volunteer and we send each other an email at the beginning of each semester. We usually get together to talk about how we're going to divide the chapters and what we think students need.” An evening novice teacher reflected on her experience:

I've gotten to see other teachers teach at Su Casa. I mean we barely see each other. I almost never see my co teacher because we teach on different nights. The beginning of the semester is when we have our training. That's really our time! (GMT20200701-174330_I18_otter.ai, Pos. 86)

An overwhelming percent of volunteer teachers reported they planned their weekly lessons in 1-2.5 hours. Volunteer teachers used the planning time to meet the goals of the program and the needs of their classes. Teacher's experience or formal ESL training did not influence decisions to plan collaboratively. In both cohorts, teachers acknowledged the benefit of planning with at least one other person.

Teaching Time

Classes were structured to last 1.5 hours each meeting day. Volunteers committed to teaching their classes throughout the academic calendar. Some volunteers wanted to provide more opportunities to serve the adult learners. One volunteer teacher explained

why she “offered [students] an extra hour every class period to read together” because the levels changed with the new textbooks. A relatively new volunteer shared how she strived to teach classes and “relate to them a lot more and taught them in English some of the same things that [she] was learning in [her] Spanish class.” A volunteer teacher who has a co-teacher noted how they gave each other details about the lessons and students. The teacher said “we met together” and give “some tips and ideas for planning and teaching since we share the class.” Volunteer teachers committed their time to teaching at least one day each week during the academic calendar. Volunteer teachers made arrangements to extend class to provide additional instruction or offer personalized support. Some volunteer teachers attended and hosted events to support their community and sustain positive relationships.

Connection to Su Casa

The connections to Su Casa are also evident in the volunteer’s commitment to faith, outreach, and education. An evening volunteer stated, “I was fascinated with not only with Su Casa’s activities but also the mission behind those activities.” Another said, “I was drawn to them I volunteered immediately to do whatever needed to be done.”

Volunteer teachers expressed how their role motivates them to “get involved locally” and “share with others your personal ministry.” A morning volunteer shared how work and volunteer service are merged. He stated how he’s encouraged to practice what he believes. He further acknowledged how the Bible supports his service because “Jesus and God always had a heart for was the poor, widows, orphans, and strangers.” The

volunteer finished by saying he offers his talents as a volunteer teacher to show members in the “Su Casa community that they are loved.”

Volunteer teachers focused their service on “teaching English to people who are non-native speakers or first generational immigrants here in the United States.” Volunteer service is a commitment. A volunteer said he partners with Su Casa “because [his] father is a first generation immigrant.” He continued saying since his father didn't speak English, “it made [him] really appreciate being able to assist and want to learn how to be a better ESL teacher.” A novice volunteer said, “Hope happens with a little church. We encourage when the opportunity comes up. There's very little opportunity for outreach sometimes because the goal of the class is to communicate and work in a profession.”

Connection to Volunteer Teachers

Volunteers teachers connect with fellow teachers to advance Su Casa's mission. Interviews revealed that flexibility and varied engagement opportunities are appealing to volunteers. Some volunteer teacher collaborated using technology (i.e. phone call, email, video chat, or text). Others coordinated their meetings in person. The volunteer teachers used communication as a means to support their volunteer service.

One novice teacher stated her willingness to “shadow somebody and learn how to teach made her volunteer experience better.” Another newcomer expressed the benefits of peer support. She commented on having a chance to sit in an experienced teacher's class “to observe and be able to compare it to what I was doing.” The volunteer teacher said “it's not something [the director] formally encouraged but allowed me to do it for support.” A novice teacher said he “shared general ideas about lesson planning and activities to make class more interactive.” A veteran teacher shared how working with a

co-teacher has been beneficial in planning and teaching. The teacher stated “we always connect with each other as several others do.”

Connection to Adult Learners

Volunteer teachers align to Su Casa’s mission to connect, engage, and empower the community. Their commitment to the adult learners leads them to continue volunteering. Volunteer teachers “build relationships with adult learners” through meaningful conversations. “There is trust and investment” in our community”, one seasoned volunteer remarked. An evening volunteer teacher said “connecting with your students means teaching with your heart.” Volunteer teachers “establish personal relationships with marginalized and disadvantaged people.” One teacher stated that the adult education program “helps to support adults which is why I wanted to get involved in working at Su Casa.” Another acknowledged there was not “much language diversity around me and I really missed that. I knew about Su Casa. I wanted to volunteer with them.”

Recommendations

Data analyses lead to the researcher's eight findings. The recommendations are actionable steps informed by the findings and a review of literature. The researcher suggests five recommendations as an intervention to Su Casa's problem of practice. One recommendation focuses on Su Casa's general structure for planning professional development for volunteer teachers. Two recommendations prioritize how to implement professional teacher training in Su Casa's adult ESL program. One recommendation provides guidance on evaluating professional development for volunteer teachers.

Shared leadership, participation, and decision-making are needed to implement the recommendations. In order to implement the recommendations, Su Casa should adopt a framework for providing professional development for its volunteer teachers. Su Casa also needs to leverage its partnerships with volunteer teachers, academic professionals, and academic institutions to provide feedback, mentoring, and collaboration. Although these human resources are not new, defining their new roles are necessary for the program's success. Another new resource needed for successful implementation is the program evaluation model for teacher development.

Professional Development Framework

The Communities of Practice framework forms the basis for the project's recommendations. An emphasis on sustaining and improving the established domain is a goal. There is a shared interest in teaching English to adult learners. In the Su Casa community, teacher knowledge and learning impact the adult learners and affect the

volunteer's experience. A learning community values the needs of teachers and prioritizes professional development for them to learn and develop. A professional support network focuses on peer learning and teachers reflect on their instructional practice (Lin and WU, 2016). Many of the volunteer teachers serve Su Casa while attending local colleges and universities. Some volunteer teachers are in the midst of their careers while others are retired. The variation in academic backgrounds, skills, and teaching experiences define the uniqueness in the Su Casa community. Adopting a teacher development framework will guide Su Casa leaders in supporting the diverse needs of its volunteer teachers. This approach to professional development encourages collaboration, dialogue, individual and collective learning, and relationship-building in the Su Casa community.

The first recommendation is to adopt a standard framework for teacher development. Although the ESL teachers are volunteers, their orientation and trainings should closely resemble components of an adult ESL teaching framework. Teachers listed specific professional

Recommendation 1:
Adopt a teacher
development
framework

needs that were reflective of the *Standards for ESL/EFL Teachers of Adults Framework*. The eight domains in the framework lend themselves to planning, instructing, and assessing learners while valuing identity and context. Without a framework for teacher development, it may become more challenging to effectively and strategically respond to the varying needs of volunteer teachers. Professional development for Su Casa's volunteer teachers coincides with recommendations for individuals working with adult

English learners. Planning involves deciding the content, goals, schedule and participants. The content is responsive to the needs of the teachers and learners (Center for Applied Linguistics, 2010). The inclusion of a framework allows Su Casa's leadership to purposefully offer professional development content to its diverse volunteer teachers.

Recommendation 2:
Revise orientation
training

Implementing Professional Development

The second recommendation is to revise the orientation training to include differentiated mini-sessions for volunteer teachers to attend based on their interests and needs. Survey data highlight beneficial lessons implemented from orientation training. Data from the interviews corroborates the sentiments. Volunteer teachers cite ways to improve the training by including options to hear from other teachers and speakers. Some also mention attending smaller sessions to review a variety of topics. Sample sessions could include recent topics in a survey, teacher comments, or observations. Sessions to share grammar techniques, build the class community, encourage active participation, and extend lessons to real-world tasks can be considered as options.

Recommendation 3:
Devise intentional
opportunities for
teachers to
collaborate and
reflect

The third recommendation is to design intentional opportunities for volunteer teachers to collaborate and reflect. Teacher identity develops through collaboration and interactions in a CoP (Tavakoli, 2015). Su Casa incorporates activities within the calendar to encourage

participation among the community as a whole. However, opportunities to mutually engage with other volunteer teachers are not formalized. Currently volunteers meet on their own with peers or their co-teachers. Volunteers stated how they benefited from shadowing, mentoring, and peer collaboration. Su Casa could host a collaborative space for volunteers in addition to the orientation training. The collaborative space would be completely optional for volunteer teachers to opt-in or opt-out depending on their schedule and interests. The frequency and time could be flexible to reflect a monthly or quarterly training session. There are also options to open a virtual space using video and online technologies. In each of the trainings, volunteer teachers are expected to engage in reflective practices. Reflection can take many forms as volunteer teachers think about their own learning, practices, actions, and impact. Reflective practices can also be written or oral as long as they are continually implemented in the community. Reflections may also be collected in a digital manner such as an electronic portfolio (Prokopetz, 2018). The reflective practice may be independent or collaborative in nature. Volunteer teachers may also use collaborative reflection to discuss research and instructional approaches (Abbott, Lee, and Rossiter, 2018). The overarching goal is to increase collaboration and reflection among the volunteer teachers.

The opportunity to collaborate is not exclusive to orientation training and lesson planning. Volunteer teachers can use collaboration to offer personalized support based on the needs of the volunteer teacher. Currently, Su Casa administers feedback surveys throughout the year. Adding a few specific questions about the volunteer's experience and professional needs can ensure the leaders keep a pulse on the perspectives and experiences of volunteer teachers. Both digital surveys and interviews mention receiving

feedback on the teaching practice. Since volunteer teachers are committing their time, mini-observations could be used to guide the volunteer and/or make programmatic changes. Mini-observations can be completed by a member of the support system. Individuals in the support system include peer volunteers, Su Casa leaders, ESL teachers, and university partners. The collaboration of teachers and stakeholders to facilitate are valuable to teaching second-language acquisition and instructional strategies (Snell, 2013). Feedback, mini-observations, and a support system are part of the personalized support for volunteer teachers.

Evaluating Professional Development

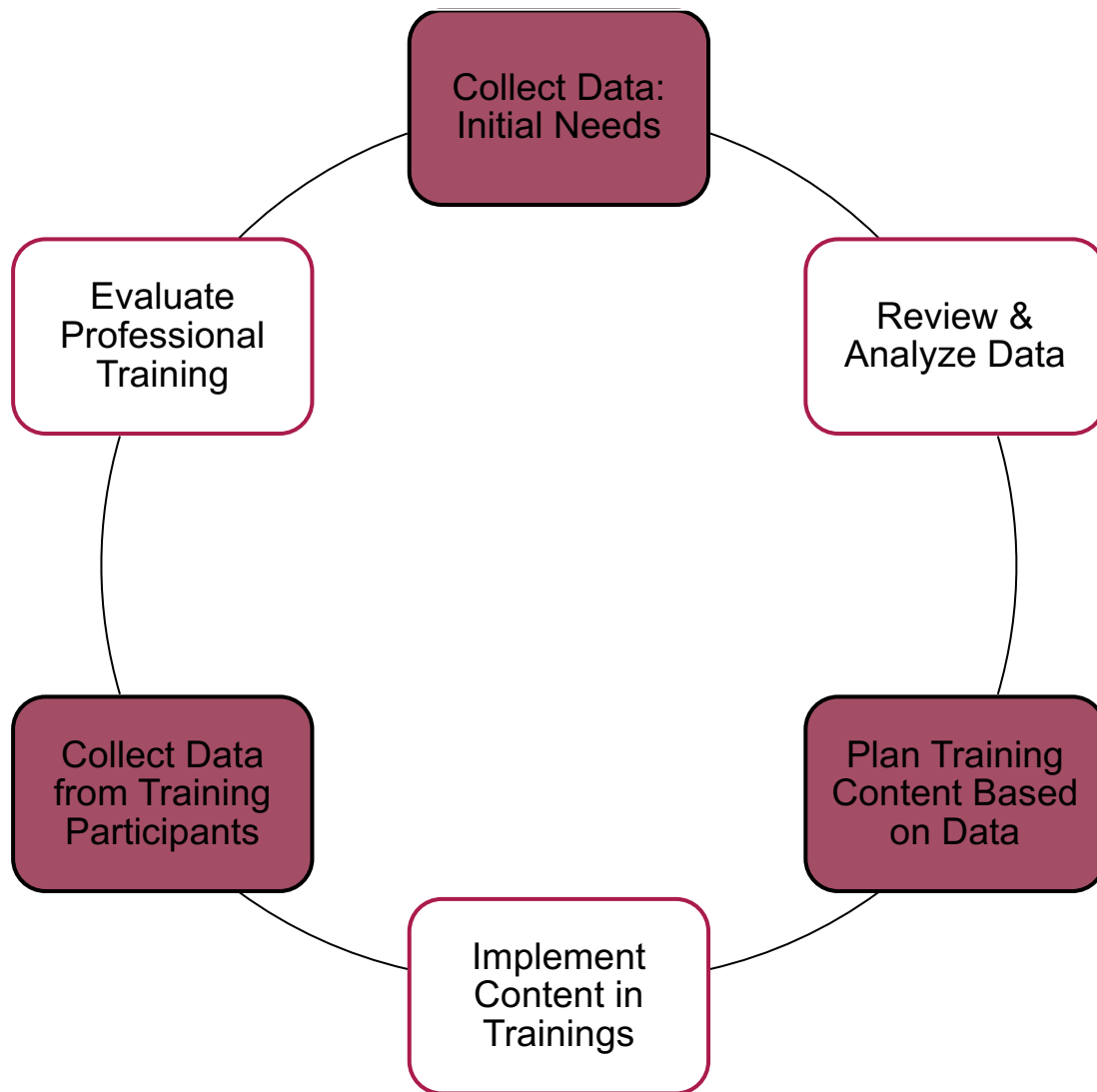
The fourth recommendation is to implement a program evaluation model for the Adult ESL program. Professional development evaluations integrate data collection and analyses at each of the five levels of information: participants' reactions, participants' learning, organization support and change, participants' use of new

Recommendation 4:
Implement a program
evaluation model

knowledge and skills, and student learning outcomes (Guskey, 2002). For the purpose of this study, the evaluation will look at the goals, activities, and outcomes of volunteer teacher development. A program evaluation model will give Su Casa leaders and other stakeholders a tool to document progress, celebrate accomplishments, and make adjustments in a strategic manner. This model can be used in conjunction with the organization's yearly impact report. Organizational support of evidence-based practices aid in sustaining learning communities for teachers (Abbott, Lee, and Rossiter, 2018).

The cycle shown in Figure 17 depicts the ongoing process of using data to guide professional development planning, implementation, and evaluation. The program evaluation focuses on the organizational needs of Su Casa’s adult ESL program.

Figure 17: Data-based Decision-making



Considerations

Implementing the researcher's recommendation should be weighed with consideration of three factors: volunteer needs, time, and human resources. Su Casa's leadership is committed to ensuring volunteers understand the organization's mission and goals. The volunteer experience is enhanced when teachers are supported. Su Casa should consider the diverse needs of its volunteer teachers. Meeting the needs of the volunteer teachers involves planning content, leveraging resources, and determining when to facilitate professional development sessions. Currently, orientation is hosted prior to the beginning of the academic year. Su Casa's leaders will need to consider how to offer differentiated content for novice, intermediate, and veteran volunteer teachers during orientation training. This consideration involves intentional scheduling and coordinating resources for all training participants.

The availability and capacity of human resources are another consideration Su Casa. First, Su Casa would need to document the number of individuals willing to serve as mentors (i.e. veteran volunteer teachers, academic professionals). Then they would need to balance the number of available mentors with the number of individuals desiring wanting mentoring and shadowing opportunities. Organization leaders should be mindful of the skills and time availability the mentors have to serve in the newly defined role.

Time has been a consideration as it relates to hosting orientation training and offering mentoring. As the leadership considers how to support the volunteer teachers throughout the year, developing alternative support times can help Su Casa implement professional trainings more frequently. Su Casa's leadership should consider the benefits of offering optional professional trainings outside of orientation. The trainings may reduce

volunteer burnout or frustration as suggested in the literature. Su Casa's leadership may also consider using video technology as part of the refresher or collaborative trainings. By making the sessions optional and providing alternatives to in-person meetings, volunteer teachers have more choice in their participation.

Discussions

The study was conducted to give additional insight about the volunteer teachers and the Su Casa's Adult ESL Program. Volunteer teachers participate in orientation training at the beginning of the class term. In an effort to be proactive, the Executive Director and Director of Adult Education wanted to better understand the roles volunteer teachers, their experiences, and professional training needs to support the volunteer experience. A mixed methods design was implemented using digital surveys and semi-structured interviews to obtain insight into the problem of practice.

Eight findings emerged from the data analysis process. Four findings (F) related directly to the first research question (RQ1). Volunteer teachers believe Su Casa provides training support (F1). Training reinforces Su Casa's mission to connect, engage, and empower its community (F2). Volunteer teachers believe professional training makes them better ESL teachers (F3). Volunteer teachers want more intensive training (F4). Two findings surfaced as a response to the second research question (RQ2). Teachers with formal ESL training and prior teaching experience report fewer professional development needs (F5). At any class's English proficiency level, teaching experience and formal ESL training are the primary factors in determining a volunteer teacher's professional needs (F6). The remaining findings connect the third and fourth research questions (RQ3 and RQ4). Volunteer teachers are aligned with the mission and goals of Su Casa's ESL Program (F7). Identity as a volunteer teacher is grounded by individual connections to Su Casa, its volunteers, and adult learners (F8).

The recommendations reflect a balance of the literature and findings. In this study, the following four recommendations were suggested:

- Adopt a teacher development framework.
- Revise orientation training.
- Design intentional opportunities for teachers to collaborate and reflect.
- Implement a program evaluation model.

The study's limitations include the total participation from the volunteer teaching population. Although the survey and interview data were well balanced, I would suggest seeking least 80% participation. Due to the pandemic, in-person recruitment and data collection were not implemented. As a result, devices with pre-loaded surveys were not available. Fortunately, the interview data reflected themes presented in the survey among both morning and evening teachers. The name of co-teachers and peer collaborators were not asked in the survey. This information could help the researcher determine themes among individuals who interact with one another. Another limitation includes specific questions about the volunteer teachers' background. A few volunteers shared details about their careers in open-response questions or in the interview. Other limitations refer to the participant's religious affiliation, industry, and occupation. This information may also shape what the volunteer teacher needs. Further connections to the volunteer's experience can be made using the demographic identifiers.

Potential areas for continued inquiry include concentrations in developing an evaluation model to look at teaching experience. There are opportunities to study each cohort separately as there are a few factors that distinguish them. As shared in the review

of literature, connecting teaching and training to student outcomes is needed. Another area of inquiry focuses on the adult learner's experience. Su Casa leaders mentioned the need to address the adult learners' needs and experiences in the program. Su Casa's desire to truly understand the professional needs of its VTs is commendable. The surveys and interviews serve as evidence of VT's alignment to Su Casa's mission and goals. Their ongoing service is a testament to the commitment as volunteers. It has been a rewarding experience working with the Su Casa Family.

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Appendices

Appendix A: Email to Potential Participants

Dear [Name],

I am contacting you on behalf of Vanderbilt University to ask if you would agree to complete 1) a survey and 2) an interview about your volunteer experiences in the adult ESL program. You were selected for the study because you teach in an organization that has agreed to participate in the study. If you agree to participate, a researcher will share a survey with you via email.

As a follow-up to the survey, you will also be able to share more insights about your experiences in an interview. I will contact you to set up a phone or in-person interview at a time of your convenience. During the 30-minute to 45-minute call, I will ask you about your background, teaching experience in the adult ESL program, and professional training as a volunteer teacher.

I hope you will choose to participate in this important study that will benefit the organization and professional trainings for volunteer teachers. As a token of my appreciation, each participant's name will be entered into a raffle for items of value (not to exceed \$750 per item).

If you are willing to participate, please email back confirmation and I will follow up with the survey and set up an interview. All efforts, within reason, will be made to keep your personal information in your research record confidential but total confidentiality cannot be guaranteed. Diligent efforts will be made to ensure that your participation in this study and your responses remain confidential. Your name will never be used in either data entry to research products that result from the study. Results will be presented so that no person is individually identifiable.

I look forward to hearing from you!

Thank you,

Carmen Coleman

Appendix B: Follow-up Email for Non-respondents

Dear [Name],

This is a reminder invitation of an opportunity for you to participate in a study. I am contacting you on behalf of Vanderbilt University to ask if you would agree to complete 1) a survey and 2) an interview about your volunteer experiences in the adult ESL program. You were selected for the study because you teach in an organization that has agreed to participate in the study. If you agree to participate, a researcher will share a survey with you via email.

As a follow-up to the survey, you will also be able to share more insights about your experiences in an interview. I will contact you to set up a phone or in-person interview at a time of your convenience. During the 45-minute call, I will ask you about your background, teaching experience in the adult ESL program, and professional training as a volunteer teacher.

I hope you will choose to participate in this important study that will benefit the organization and professional trainings for volunteer teachers. As a token of my appreciation, each participant's name will be entered into a raffle for items of value (not to exceed \$750 per item).

If you are willing to participate, please email back confirmation and I will follow up with the survey and set up an interview. All efforts, within reason, will be made to keep your personal information in your research record confidential but total confidentiality cannot be guaranteed. Diligent efforts will be made to ensure that your participation in this study and your responses remain confidential. Your name will never be used in either data entry to research products that result from the study. Results will be presented so that no person is individually identifiable.

I look forward to hearing from you!

Thank you,

Carmen Coleman

Appendix C: Sample Phone Script for Volunteer Teacher

[Good morning/afternoon]!

My name is Carmen Coleman and I'm calling on behalf of the Leadership and Learning in Organizations at Vanderbilt University. Recently an invitation was sent to you by email to participate in a study about the adult ESL program you serve as a volunteer teachers. The study is being conducted as part of a Capstone Project at Vanderbilt University. I am calling to encourage you to participate in this important study. I know that you're very busy, but do you have a moment to talk?

[If now is not a good time to talk]

Would there be a better time to talk? I'd like to make an appointment to talk with you at that time. Will that work for you?

[Once you have established it is a good time to talk or when you call at the appointed time]

To begin, I'd like to tell you a little about the study. This quality improvement project supports the organization's aim to better understand the volunteer teaching population. The project focuses on how volunteer teachers identify their roles as teachers. It also prioritizes the volunteer teaching commitment, seeks to unpack the teacher's connection to the organization's mission. The project also connects the teacher's identity to their self-assessed professional development needs.

Survey data collection will guide some of the interview questions. I am interested in hearing more about your background and volunteer experience. Volunteer teachers have diverse backgrounds and years of service with the organization. I will be interviewing volunteer teachers who have committed their time to the adult English language classes in the morning or in the evening. Interviews will last approximately 30-45 minutes.

There are no foreseeable risks associated with the study. All participation is voluntary, and you can stop an interview at any time without penalty. To thank you for your participation, your name will be entered into a raffle as shared in the email. Further, I hope that the research will contribute to improving the adult English language program and professional teacher training within the organization.

[If teacher indicates he/she cannot participate in research unless approval is obtained from the organization]

Absolutely. The organization has previously approved this study. I can email or send you the organization's endorsement letter if you would like. Your participation is strictly voluntary and there is no obligation for you to participate. I will not tell the organization whether you chose to participate in the study or not.

[If the teacher declines to participate]

Thank you for letting me know.

[If the teacher chooses to participate]

Do you have any questions that I might be able to answer?

[If there are no further questions]

Thanks, and have a great day!

Appendix D: Digital Survey

Introduction to Survey:

The purpose of this study is to better understand the training needs of adult English as a Second Language (ESL) volunteer teachers in order to develop recommendations for improved trainings.

Your participation is voluntary, and you may discontinue at any time. Your identity and your organization's identity will not be asked for and will not be published. Completion of this survey will require approximately 30 minutes of your time. If you would like to participate in an optional follow-up interview, you will be asked to provide your name and email address at the end of the survey. The interview will require 30-45 minutes of your time.

By clicking "I agree" on page one of the survey, you are consenting to participate in the survey. Please read the informed consent form on page one carefully before clicking "I agree".

Informed Consent Form:

Page one of the survey will be the informed consent form as approved by the IRB.

Appendix D: Digital Survey [page 2]

Instructor Information

1. What is your first language?
 - a. English
 - b. Other Please specify:

2. What is your highest level of completed education?
 - a. High school
 - b. Associate's degree
 - c. Bachelor's degree
 - d. Master's degree
 - e. Terminal professional degree (e.g., MBA, JD)
 - f. Ph.D
 - g. Ed.D

3. Which of the following ESL-related qualifications do you have? Select all that apply.
 - a. K-12 ESL endorsement
 - b. TESOL/TESL/TEFL certification
 - c. Minor in Teaching English to Speakers of Other Languages (TESOL)
 - d. Bachelor's degree (Major) in TESOL
 - e. Master's degree in TESOL
 - f. Other Please specify:

4. Prior to teaching adult ESL, did you have any teaching or tutoring experience?
 - a. Yes
 - b. No

5. If you responded "Yes" to Question 4:
 - I) What subject(s) did you teach or tutor? [Free response]

 - II) What age(s) did you teach or tutor? [Free response]

 - III) How long did you teach or tutor prior to teaching adult ESL?
 - a. Less than 1 year
 - b. 2-5 years
 - c. 6-10 years
 - d. 11+ years

6. How long have you been teaching adult ESL (at your current organization(s) and prior)?
 - a. Less than 1 year
 - b. 2-5 years
 - c. 6-10 years
 - d. 11+ years

Appendix D: Digital Survey [page 3]

Organization and Program Information

1. How would you classify the organization(s) at which you teach adult ESL? Select all that apply.
 - a. Community-based organization
 - b. Community college
 - c. Ethnic community-based organization
 - d. Faith-based organization
 - e. Nonprofit organization
 - f. Refugee resettlement agency
 - g. Other Please specify:

2. Are you a paid employee of the organization(s)?
 - a. Yes
 - b. No

3. If you responded “no” to Question 2, are you a volunteer at the organization(s)?
 - a. Yes
 - b. No Please elaborate:

4. Which of the following best describes your role in the ESL classroom?
 - a. Lead instructor
 - b. Co-teacher
 - c. Classroom assistant
 - d. One-on-one tutor
 - e. Other Please specify:

5. What type of class do you teach? Select all that apply.
 - a. General ESL
 - b. Career readiness
 - c. Cultural orientation
 - d. Citizenship preparation
 - e. Other Please specify:

6. On average, how many students do you have in a class?
 - a. 1
 - b. 2-5
 - c. 6-10
 - d. 10-15
 - e. 15-20
 - f. 20+

Appendix D: Digital Survey [page 4]

7. What is the level of English proficiency of the majority of your students?
 - a. Low literacy
 - b. Beginner
 - c. High beginner
 - d. Low intermediate
 - e. Intermediate
 - f. High intermediate
 - g. Advanced
 - h. Too varied to determine

8. How many hours of adult ESL do you teach per week (not counting preparation time)? [Free response – Number of hours in decimal format (e.g., 2.5)]

9. How many hours do you spend on preparation time per week?
[Free response – Number of hours in decimal format (e.g., 2.5)]

Appendix D: Digital Survey [page 5]

Training Information

This section asks questions about your training experiences. Your current organization is noted as Su Casa.

1. What training support have you received from your current organization(s)? *Select all that apply.*

- a. Orientation (Includes introduction to organization-specific policies, materials, classroom, staff, etc. Does not include ESL or teaching best practices)
- b. Pre-service training (Includes ESL and teaching best practices)
- c. Ongoing or in-service workshops
- d. Mentoring, shadowing, or interning opportunity
- e. Other Please elaborate:
- f. None

2. If you selected any of answers A through E in Question 1, which of the following were required by your organization(s)? *Select all that apply.*

- a. Orientation (Includes introduction to organization-specific policies, materials, classroom, staff, etc. Does not include ESL or teaching best practices)
- b. Pre-service training (Includes ESL and teaching best practices)
- c. Ongoing or in-service workshops
- d. Mentoring, shadowing, or interning opportunity
- e. Other Please elaborate:
- f. None

3. Approximately how many hours of ESL-related training (ie. pre-service, ongoing, in-service, mentoring, shadowing, interning) have you received from your current organization(s) in the past year?

- a. 0 (None)
- b. Less than 1
- c. 1-3
- d. 4-6
- e. 7-9
- f. 10+

Appendix D: Digital Survey [page 6]

4. What training have you sought on your own (outside of the organization)?
Select all that apply.
- a. Articles and books (can be online)
 - b. Professional conferences
 - c. Professional development workshops
 - d. Online webinars and training
 - e. None
 - f. Other Please specify:
5. Is there any other training support you have received (beyond your current organization(s) or self-sought)?
- a. Yes Please elaborate:
 - b. No
6. Do you feel that the training you have received or sought has helped you be a better adult ESL instructor? Please explain your answer.
- a. Yes Please elaborate:
 - b. No Please elaborate:
7. How do you implement what you learned in the trainings? [Free response]
8. Which were the best/most effective training activities/lessons and why? [Free response]
9. Which were the least useful training activities/lessons and why? [Free response]
10. Are there aspects of teaching adult ESL you wish you knew more about?
- a. Yes Please elaborate:
 - b. No
11. What do you think an effective training program should look like? [Free response]
12. Do you ever meet with other adult ESL instructors?
- a. Yes
 - b. No
13. If you responded “yes” to Question 6, are these meetings facilitated by your organization(s)?
- a. Yes
 - b. No

Appendix D: Digital Survey [page 7]

Please describe how often you meet with other adult ESL instructors and why:

14. Is there any additional information about the topic you wish to share that you feel has not been addressed in the survey?

[Free response]

Thank you for taking the time to complete this survey on *Adult ESL Training for Volunteer Teachers*. If you would like to participate in a follow-up interview on this topic, please include your name, email address, and phone number below. You will be contacted via email or phone to arrange a time and contact method for an interview.

Name:

Phone Number:

Email:

Appendix E: Sample Email to Schedule Interview

Good afternoon, [first name]!

I wanted to follow-up with you on scheduling an interview.

Are you still interested in participating in a short interview?

If so, here are a few times over the next few days that may work for you. Please list *at least 2-3 times* that work for you. If none of these times work, please suggest a few days/times. I have some flexibility.

Wednesday, June 10

11:30 am
12:15 pm
1:00 pm
1:30 pm
2:15 pm
3:45 pm

Thursday, June 11

10:45 am
12:45 pm
3:45 pm
5:45 pm
6:00 pm

Friday, June 12

10:45 am
12:15 pm
1:30 pm
4:14 pm
5:30 pm

Thanks for your consideration!

With grace,

Carmen Coleman

Appendix E: Sample Email to Schedule Interview [page 2]

Greetings [first name]!

Thank you so much for sharing your availability. This is an audio-meeting only. Please use the details listed in the invitation to securely connect by phone during the call. There is a meeting password in case you need it. You also have the option of connecting using the Zoom app or on your computer. Again, we will only use the audio during our interview. I've adjusted the Zoom settings to only feature audio for us both.

Time: [Date and Time]

Zoom Meeting ID: [number]

Secure Password: [number]

3 Options to Join

Dial by your location

[Phone numbers/City]

Join Zoom Meeting (if already a Zoom user)

[Zoom link]

One tap mobile

[one-touch connection/phone number by city]

With grace,

Carmen Coleman

Appendix F: Interview Protocol

Interview begins with a review of interviewee's biodata, as given on survey.

Interview Questions:

- Can you elaborate on your educational and professional background?
- How did you hear about the adult ESL program the organization initially?
- What has led you to teaching adult ESL with the organization?
- How does your role as a teacher connect with the organization's mission?
- How does your identity as a volunteer teacher influence participation in the program?

Potential follow-up questions:

- How committed are you to this organization?
- How much time are you able to commit?
- What affects how much time you can commit?
- What are some goals of the ESL program?
- What are your goals as a teacher?
- What has your experience been in your current ESL classes?
- What challenges, if any, have you faced?
- What have been your successes?
- What are your biggest challenges as a teacher in this program?
- What do you think has been the most important influence on how you work with the adult learners?

Potential follow-up questions:

- What else has influenced your work with adult learners?
- What resources have you used that supports your work with adult ESL learners?
- You stated in the survey that you received [X] training. Can you elaborate on that a bit more?
- What stands out for you as some of the most important ideas that were communicated to you during your orientation training?
- How has the training you've received helped prepare you for your position as an ESL instructor?

Appendix F: Interview Protocol [page 2]

- How have you implemented information from past training experiences in your classes?
- Is there training you wish you could receive? If so, please elaborate.
- Is there any other kind of support you wish you could receive? If so, please elaborate.
- What supports would you most like to have in order to be a more effective teacher in this program?
- Is there any additional information about the topic you wish to share that you feel has not been addressed in the survey or interview?

Appendix G: Semi-Structured Interview Alignment

Interview question labels and the research question also connect to the Communities of Practice framework as identified in the Semi-Structured Interview visual.

Semi-Structured Interview		
Question Label	Question	Connection to the framework
	<ul style="list-style-type: none"> • (RQ1): What are the professional development needs of teachers? and Research Question 2 • (RQ2): How are professional development needs influenced by the teacher’s experience or volunteer status? • RQ3: How do teachers understand the organization’s mission, the goals of the ESL program, and their role as a teacher? • (RQ4): How does teacher's identity as a volunteer teacher influence participation in the program? 	
I.Q1	Can you elaborate on your educational and professional background?	Community Practice Meaning Identity
I.Q2	How did you hear about the adult ESL program the organization initially?	Community
I.Q3	What has led you to teaching adult ESL with the organization?	Community Practice Meaning Identity
I.Q4	How does your role as a teacher connect with the organization’s mission?	Community Meaning Identity

I.Q5	<p>How does your identity as a volunteer teacher influence participation in the program?</p> <p><u>Potential follow-up questions:</u></p> <p>a. How committed are you to this organization?</p> <p>b. How much time are you able to commit?</p> <p>c. What affects how much time you can commit?</p>	<p>Community Practice Meaning Identity</p>
I.Q6	<p>What are some goals of the ESL program?</p>	<p>Community Practice Meaning Identity</p>
I.Q7	<p>What are your goals as a teacher?</p>	<p>Community Practice Meaning Identity</p>
I.Q8	<p>What has your experience been in your current ESL classes?</p> <p>a. What challenges, if any, have you faced?</p> <p>b. What have been your successes?</p>	<p>Community Practice Meaning Identity</p>
I.Q9	<p>What are your biggest challenges as a teacher in this program?</p>	<p>Community Practice Identity</p>
I.Q10	<p>What do you think has been the most important influence on how you work with the adult learners?</p> <p><u>Potential follow-up questions:</u></p> <p>a. What else has influenced your work with adult learners?</p> <p>b. What resources have you used that supports your work with adult ESL learners?</p>	<p>Community Practice Meaning Identity</p>
I.Q11	<p>You stated in the survey that you received [X] training. Can you elaborate on that a bit more?</p>	<p>Community Practice Meaning Identity</p>

I.Q12	What stands out for you as some of the most important ideas that were communicated to you during your orientation training?	Community Practice Meaning Identity
I.Q13	How has the training you've received helped prepare you for your position as an ESL instructor?	Community Practice Meaning Identity
I.Q14	How have you implemented information from past training experiences in your classes?	Practice Meaning Identity
I.Q15	Is there training you wish you could receive? If so, please elaborate.	Community Practice Meaning Identity
I.Q16	Is there any other kind of support you wish you could receive? If so, please elaborate.	Community Practice Meaning Identity
I.Q17	What supports would you most like to have in order to be a more effective teacher in this program?	Community Practice Meaning Identity
I.Q18	Is there any additional information about the topic you wish to share that you feel has not been addressed in the survey or interview?	Community Practice Meaning Identity