

**Utilizing Participant Feedback to Better Understand and Inform Professional Learning Opportunities in the K-12 Education Space: How Qualitative Data Shines Light on Future Opportunities.**

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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.

August 2023

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## **Acknowledgement and Gratitude**

The members of the capstone team are deeply grateful to the many people who have supported us throughout our journey. First and foremost, we would like to thank our advisor, Dr. Eve Rifkin, for her guidance and support throughout this project. Dr. Rifkin's insights and expertise were invaluable to our work and we are incredibly grateful for her mentorship. To the LLO program and all the members of cohort 10, what an amazing ride! You all are such a wonderful, thoughtful, intelligent, generous group of superstars. Some of our best learning came from you.

We are also grateful to WIDA for providing us with the opportunity to conduct this research, especially Selena Franklin and Leslie Grimm for their collaboration. We were proud to partner with your organization, and we each learned so much from studying the impact the work you do has on the lives of educators and multilingual students around the country every day!

Lauren Bartholomae would like to thank her family for inspiring a life-long pursuit of learning, her husband for his endless patience and her friends and capstone partners for becoming her champions throughout her three-year long doctoral journey. Their unwavering support and boundless belief were instrumental in motivating her to accomplish her personal and professional goals and dreams. She will forever be grateful!

Caitlin Brennan Murphy would like to thank Dr. Ajay Singh for his encouragement and guidance early on, as well as the current leadership at Virginia Commonwealth University- Qatar for their continued support and mentorship. Additional thanks to friends, family and fellow cohort members who kept cheering her on along the way.

Alexandra Oreluk would like to express her deepest gratitude to her mother, father, brother, and partner for their love and support during her three-year doctoral adventure. Alexandra would

like to thank Lauren Bartholomae, Caitlin Murphy, and Prince Taylor for their teamwork and friendship during the capstone project. A special shout out goes to all other Vanderbilt cohort members, staff, and faculty that made this experience one of learning and professional growth. Alexandra also thanks all of her friends and colleagues for their support during her pursuit of her doctorate. And a final thank you to all of Alexandra's mentors, both professional and personal, that have provided her guidance throughout her career.

Prince Taylor would like to express his sincere gratitude to the following people who have helped in the completion of this project:

- Our research team, Lauren, Caitlin, and Alexandra, for their hard work, dedication, and friendship.
- His late grandmother, Nancy Plummer, his mother, Lena Graves Johnson, and his late father, Sylvester Harris, for their lifelong love and support.
- His siblings, Ada, Donald, Psalm, LaTisha, and Jay-Lynn, and all of my other family members, including Debra, Steve, and Ariel.
- His family of friends, Adam, Terry, Hetti, Cocoa, Me'aza, Sam, Rachel, LaNeesha, and Caterina for your encouragement and support over the years.
- The plethora of leaders who have had such a significant impact on the way he views service to others and how he would like to contribute to the world, including Leah Kedar, Admiral Don Loren, Captain Jack Samar, Kevin Hanretta, Dr. Michelle Dorsey, Julie Thompson-Johnson, and many others.

We are all truly grateful for the support of all of these people. Without their help, this project would not have been possible.

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## Executive Summary

The purpose of this capstone project was to review qualitative data provided by our partner organization, WIDA, and analyze how their stakeholders perceive their professional learning opportunities (PLOs). WIDA is a non-profit organization that focuses on language development for multilingual learners and operates as a consortium across 41 U.S. states, territories, and federal agencies. It is housed within the Wisconsin Center for Education Research at the University of Wisconsin-Madison.

To address the challenge of analyzing a robust collection of qualitative data from practitioners, WIDA sought assistance in understanding the perceived impact of their professional learning offerings and determining the most useful educator feedback for decision-making with their workshops moving forward. While the primary research question focuses on perceptions of impact, WIDA's larger goal is to be seen as the most trusted and valued resource in supporting multilingual learners' education which informed the development of a second research question.

- 1. What is the perceived impact of WIDA's professional learning offerings on educators for multilingual learners across its consortium? Specifically, are there instances of professional learning offerings leading to intentions to transfer or utilize content and materials?*
- 2. What educator feedback might be most useful in informing decision-making towards the organization's development and facilitation of future professional learning offerings?*

After fruitful discussions with WIDA's leadership team and a review of scholarly research, we adopted Baldwin and Ford's (1988) Transfer of Training theory as our conceptual framework for this analysis. This approach considers trainee characteristics, training design, and the work environment of participants to maximize the impact of professional learning opportunities.

In our mixed methods approach, we reviewed qualitative data from survey responses, analyzed coding patterns and examined the demographics of trainees. Investigation of the

qualitative responses provided insights into trainee characteristics, training design, overall perception of experience and intention to transfer content of training into practice. Quantitative data examined trainee demographics and frequencies of coding patterns that arose. Drawing from our analysis, we extrapolated five primary findings that aligned with our research questions:

- The first finding discovered the vast majority of participants questioned were concerned about aspects relating to training design, and the top mentioned topics were ‘met objectives/PLO expectations’, ‘tools’ and ‘strategies’.
- The second finding validated that immediately after completing the PLO, educators overwhelmingly viewed the training (design) positively, nevertheless constructive criticism was offered falling under four primary themes related to areas of improvement.
- The third finding revealed that respondents shared feedback on training experience that they were not prompted to share.
- The fourth finding highlighted that a large gap in satisfaction exists between administrators in upper-level leadership roles as compared with student-facing roles including general education teachers and ESL/bilingual teachers.
- The fifth finding discovered there is currently no follow-up process in place to provide opportunity for educators to report back on outcomes.

Based on these findings, we developed several recommendations for WIDA to enhance the impact of their PLOs. These recommendations include:

- Utilize data to continue to focus on current aspects of WIDA’s training design, specifically to identify areas most of concern to participants as well as where the

training is going well and/or can be improved.

- Allow survey participants to see more than one question at a time.
- Adopt more concise wording in survey that aligns with Transfer of Training and/or further areas of interest.
- Investigate the satisfaction gap between roles to understand the disparity more deeply.
- Conduct a pre and post survey for PLO participants to ascertain baseline and long-term outcomes of training.

Overall, these recommendations aim to improve the effectiveness of WIDA's PLOs and support their vision of being a trusted and valued resource for multilingual learners' education.

### **Introduction**

Last year, the U.S. Department of Education's Office of English Language Acquisition (OELA) made an important announcement, revealing grants totaling nearly \$120 million over a span of five years. The aim of the initiative is to improve the academic achievement of multilingual learners by equipping educators with the essential tools and support they need to effectively serve multilingual students (U.S. Department of Education, 2022). This development carries great significance when considering the special attention needed to close the performance gap between multilingual students and their non-language learning peers (Samson and Collins, 2012), and the substantial investment dedicated to professional learning opportunities for teachers in the United States, which currently amounts to approximately \$18 billion annually (Horn & Goldstein, 2018).

The allocation of such a substantial amount of funding underscores the recognition of a growing multilingual student population (Samson and Collins, 2012) and the value of well-designed professional learning offerings as key drivers of educational success and the positive

impact they can have on student outcomes (Hill, 2009). By prioritizing professional development, educators gain access to new methodologies, research-based best practices, and specialized training that can equip them with the necessary skills and knowledge to address the unique needs of multilingual students effectively (Samson and Collins, 2012; Knight, 2011).

Although there's a wide variance of attributes of many educator professional learning offerings, evidence suggests that educators of multilingual students can benefit from PLOs (Gandara et al., 2005), and well done PLOs can play a crucial role in fostering teacher growth (Popova et al., 2022), which, in turn, translates into improved instruction and engagement in the classroom. These programs can empower teachers to develop a deeper understanding of multilingual students' cultural backgrounds, funds of knowledge and specific needs, enabling them to provide more tailored instruction and differentiated support (Samson and Collins, 2012).

However, despite the value and potential impact of professional learning offerings, several obstacles often impede their successful implementation. The first obstacle is the sheer magnitude of the task - the growing numbers of multilingual students (U.S. Department of Education, 2022; Samson and Collins, 2012), the widening performance gap (Samson and Collins, 2012), and the dynamic nature of multilingual students' needs (Chuckry, 2019; Soland, 2019). Another impediment is a lack of praxis in learning cultures (Knight, 2011). Praxis is a cyclical process of action and reflection. We act, then we reflect on our actions, and then we use our reflections to make sense of our experiences. In this context, PLOs should be designed to be meaningful and relevant to educators, allowing them to continually practice sense making with their newly acquired knowledge and experiences (Katz and Dack, 2013; Chuckry, 2019).

Additionally, although comprehensive and ongoing training for educators with sustained follow-up support has been shown as beneficial (Hill, 2009; Yoon et al., 2007), it remains daunting



(Hill, 2009) and understudied (Popova et al., 2022). Resource constraints, such as limited funding and time, pose significant obstacles to the effective delivery of professional learning opportunities (Samson and Collins, 2012). School districts and educators often struggle with allocating adequate resources to support ongoing professional development, ranging from funding for training materials and workshops (Ferguson, 1991) to securing dedicated time for teachers to engage in meaningful learning experiences (Popova et al., 2022).

Furthermore, the rapidly evolving nature of educational technology, pedagogical approaches, and research in the field of English language acquisition necessitates a concerted effort to keep educators abreast of the latest advancements (Samson and Collins, 2012). Staying current requires continuous access to relevant resources, expert guidance, and opportunities for collaboration (Ferguson, 1991; Gandara et al., 2005), which can be challenging to achieve within the constraints of traditional professional development models (Hill, 2009; Katz and Dack, 2013; Gandara et al., 2005).

To fully leverage the potential of professional learning offerings and overcome these obstacles, a multifaceted approach is necessary. It requires collaboration among all stakeholders, including policymakers, school leaders, educator professional learning offerings, and educators themselves, to prioritize and invest in high-quality, ongoing professional learning opportunities. By doing so, we can ensure that educators have the necessary tools and support to effectively serve multilingual learners and facilitate their academic achievement.

### **Organizational Context**

WIDA is a non-profit organization housed within the Wisconsin Center for Education Research (WCER), a world-renowned research incubator located inside the Wisconsin Center for Education Research at the University of Wisconsin-Madison's School of Education. WIDA, as an

organization, functions as a consortium of members across 41 U.S. states and territories. WIDA engages in the work of research, assessment, development and facilitation of educator training in the field of language development for multilingual learners.

The organizational structure of WIDA is broken into five departments including Assessment, Communication and Market Expansion, Consortium and State Relations, Educator Learning, Research and Practice, and Operations and Information Technology. Through its services, WIDA directly serves state-level educational agencies as well as thousands of educators and administrators in the pre-k-12 sphere across the consortium. In this way, the organization unequivocally possesses widespread impact on the instruction and assessment of millions of multilingual students in these aforementioned classrooms.

The collected perspectives from this study are organized as outcomes, intended to be used to inform the future direction(s) and opportunities for professional learning in this field. Perhaps most importantly, millions of multilingual students in classrooms around the consortium are the ultimate stakeholders in this research. As daily recipients of academic classroom instruction, their learning is impacted by their teachers' background knowledge and access to high-quality resources, which equip educators with the knowledge and skills to address their unique teaching and learning circumstances. The direct recipients of WIDA's professional learning offerings are thousands of educators who annually receive training on this content from self-paced, online or in-person facilitated workshops.

Additional stakeholders for this study included WIDA employees, who received feedback on the perceived influence and impact the products of their current and past programming have had on their intended customers. Such findings provided specific content and further research-backed data to inform forthcoming social media and public relations campaigns for the

organization's Communication and Market Expansion Department. The qualitative findings shared also provided powerful content in the form of illustrative quotes and testimonials from educators impacted by the organization, which can also be featured in future marketing materials for public consumption. Further, this data was shared with the Educator Learning, and Research and Practice Department, who intend to use the findings to enlighten evaluation, design and direction of current and future professional learning offerings provided by the organization. Impact data gathered also has the potential to strengthen the commitment of current consortium members in addition to serving as compelling content used in publications to attract further member states and territories.

In sum, information that arose from this analysis and was shared with the partner organization has the ultimate potential of holistically informing decision-making personnel at WIDA in affirming and/or making positive, research-based changes affecting all above-mentioned stakeholders' interests towards advancing multilingual students' linguistic and academic achievement around the country.

### **Problem of Practice**

In discussions with WIDA personnel, the organization identified a desire to further analyze the perceived impact of its professional learning offerings on educator instruction for multilingual learners across its consortium. The shared purpose of such an analysis was to apply findings from this area of inquiry to inform decision-making in the development and facilitation of its current and future learning courses, as well as towards the organization's communication and market expansion efforts.

The WIDA mission states that "WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through

high quality standards, assessments, research and professional learning for educators” (WIDA, 2023). Further, the organization’s vision reiterated by staff explains how it aspires, “to be the most trusted and valued resource in supporting the education of multilingual learners” (WIDA, 2023). In these efforts, WIDA outlines core values of innovation, service, and the ‘Can Do Philosophy’ - which embraces the funds of knowledge of culturally and linguistically diverse children and youth, collaboration, and social justice, which together form the supportive framework of the organization (Board of Regents of the University of Wisconsin System, 2023).

Our investigation into this area of study strongly ties to observed trends within the field of education, namely the increasing presence of multilingual students in classrooms across our country, accompanied by a growing call for resources to best serve these learners. This includes data indicating that multilingual learners represent the fastest growing demographic in the K-12 student population (NYU Steinhardt, 2018). Currently, these language learners constitute 10.1% of our national student body (National Center for Education Statistics, 2022); this number is predicted to rise to 25% of public-school students in the United States by the year 2025 (NYU Steinhardt, 2018). Moreover, this pattern is further expanding, and at increased rates, outside urban settings into suburban and rural areas (NCES, 2020). Related to these classroom transformations, teachers across the country are progressively faced with instructing for students’ unique cultural and linguistic backgrounds, a range of English proficiency levels, as well as unique social-emotional experiences amongst immigrant and refugee populations - aspects which are often neglected or unaddressed in standardized instructional resources. This disparity occurs while educators are also being held accountable for observed lower classroom participation and lower levels of academic performance of multilingual learners compared to their native speaking counterparts- as witnessed by classroom observations and standardized assessments, drop-out

rates, and lack of continuing education (Callahan et al., 2013). With these trends in mind, educators around the nation are and will continue to be faced with escalating challenges of serving the diverse needs of multilingual students in their classrooms, while simultaneously experiencing a shortage of qualified or specifically trained educators to meet these needs (NYU Steinhardt, 2018).

WIDA has a robust collection of evidence related to analyzing the impact of its professional learning offerings on educator instruction for multilingual students. Tens of thousands of mixed-method survey responses have been collected from educators across a variety of teaching and learning contexts within the consortium. The survey is designed to collect data directly connected to the organization's purpose and is conducted immediately following educators' participation in various WIDA professional learning offerings. These offerings include self-paced and facilitated online webinars, as well as all-day, in-person workshops. Note that the same aggregate survey is administered to all participants regardless of the workshop attended. The survey includes both quantitative and qualitative questions in the form of multiple-choice selection, as well as open-ended responses. Additionally, WIDA has practiced this form of data collection longitudinally, over the span of several years. Specifically, the organization has distributed this version of their aggregate survey between the years 2019-2022. In agreement with our partner organization's interests, our capstone group was granted access to a collection of 22,945 qualitative survey responses to three questions along with demographic data on each respondent for analysis.

While certain areas of participant responses had previously been traced for impact analysis by WIDA's Market Research Analyst, a constraint on time and resources has prevented a full-scale evaluation of other areas of the data - particularly educators' qualitative responses and open-ended testimonials. The organization therefore partnered with our capstone team to conduct a more robust evaluation on this qualitative information in order to identify and code for patterns and

trends across participants' written feedback. Our findings were then provided to the organization, triangulated with previous quantitative analyses, and offered more holistic evidence of WIDA's impact in its work "to be the most trusted and valued resource in supporting the education of multilingual learners." (Board of Regents of the University of Wisconsin System, 2023).

Assumptions informing the conceptualization of our area of inquiry include a belief that WIDA's professional learning offerings are impacting educator instruction for multilingual students and that this impact is positive in nature. This assumption stems from previous, partially aggregated survey data in conjunction with field observations, as well as social and professional communications between WIDA employees and stakeholders regarding feedback on professional learning offerings. Overall, our intended goal was to expand on this and help WIDA better understand how their stakeholders perceive the intended impact of its professional learning offerings (PLO) on educator instruction for multilingual learners, and to provide actionable recommendations from the lens of an evidence-based framework.

### **Literature Review**

With a desire to further understand how WIDA's stakeholders perceive the impact of their professional learning offerings (PLO) on educator instruction for multilingual learners, our approach began with examining foundational research on the topic. This included a survey of relevant literature on the field of professional training and effective practices for multilingual learner education, specifically in the K-12 sphere. This analysis was guided by five salient questions:

- *Why are professional learning opportunities for educators teaching multilingual learners across the U.S. important?*

- *What research-based practices have been found to best support multilingual learners in the classroom?*
- *What are potential indicators of successful professional learning offerings for K-12 educators?*
- *What compounding factors have been identified that impact effects of professional learning for educators?*
- *Why is it important to examine outcomes and feedback regarding professional learning offerings for educators?*

Finally, we reviewed literature that examined perceptions and effectiveness of employee training programs. We then triangulated the information to determine a foundation for building out the framework that ultimately guided our investigation.

### **The importance of professional learning opportunities**

Only one percent of educators are qualified to instruct the over 10% of students in U.S. public schools who are acquiring English as an additional language. Multilingual learners represent the fastest growing demographic in the K-12 U.S. student population (NYU Steinhardt, 2018; NCES, 2020). Current trends indicate this number is predicted to rise to 25% of public-school students in the U.S. by the year 2025. Further, this transformation is expanding at increased rates outside teaching and learning settings where these learners have traditionally been serviced. This results in a changing landscape of K-12 education where teachers, administrators and school districts are grappling to best meet the needs of the multilingual student subgroup that is experiencing both an influx in number and linguistic and cultural diversity. Providing critical, effective linguistic education relies on appropriately structured professional learning opportunities for educators teaching multilingual learners across the U.S.

Research from Callahan et al. (2013) indicates that this student body transformation has resulted in teachers across the country being increasingly tasked with instructing multilingual students who possess unique social-emotional experiences, varied linguistic and literacy backgrounds as well as a broad-range of English proficiency levels that are often left unaddressed by standardized instructional resources. This situation is only exacerbated by a dearth of qualified ESL instructors and a nation-wide teaching force that is disproportionately non-representative of our student population, identifying overwhelmingly as White, female, middle-class and monolingual (National Center for Education Statistics, 2022).

Consequently, teachers feel under-prepared and ill-equipped with essential resources to address the phenomenon of serving the increasingly diverse needs of multilingual students in their classrooms (Callahan et al., 2013). Simultaneously, this lack of resources has also been found to foster deficit-based perspectives, discrimination, marginalization and lowered expectations for these students at the school level (Hong, 2022). The impact of this has put the multilingual student demographic in greater disservice, with bleaker long-term outcomes overall. These outcomes include decreased classroom participation, lower academic performance compared to their native-speaking counterparts, increased drop-out rates, and disproportionately lower enrollment in continuing education opportunities (Callahan et al., 2013). Combined, these factors intensify the need for the educators to receive practical, effective, and sustainable preparation to serve the growing multilingual student population across our nation's classrooms. Impactful professional learning opportunities aimed at improving these outcomes include content rooted in both pedagogical and practical information on the topic.



## **Evidence-based practices**

Effective professional practices in working with multilingual learners are outlined in well-established frameworks for community building, language acquisition and authentic classroom engagement for various subgroups of learners. One such example, Culturally Responsive Teacher Training, encourages the inclusion of cultural knowledge, adaptation of curricula and promotion of diversity within classroom and school communities. With the ultimate goal of developing teachers that are both ‘culturally responsive’ and ‘culturally competent’, this training emphasizes an understanding of the impact different racial, religious and linguistic backgrounds have in academic settings as well as the utilization of student culture in the classroom as a foundation for learning (Prater and Devereaux, 2009). Complimentary to this theory is the Funds of Knowledge (González, N., Moll, L., & Amanti, C. 2005) perspective, both acknowledging and valuing the historically and culturally developed bodies of knowledge multilingual students and their families contribute to their new communities. This asset-based approach to social, emotional and academic learning has been found to enhance efforts towards academic achievement and community-building at classroom, school and district-wide levels.

Inside the classroom, Affordances and Opportunities to Learn (Greeno, J & Gresalfi, M. 2008) and Legitimate Peripheral Participation (Lave, J. & Wenger, E. (1991) have offered research-backed frameworks that promote the effectiveness of authentic engagement in academic and social discourse with classroom teachers and peers. Lave and Wenger (1991) explain that legitimate peripheral participation (LPP) occurs when, “a person’s intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a sociocultural practice” (p. 29). Greeno and Gresalfi (2008) add to this by framing the process of learning as a trajectory defined by “changes in an individual’s ways of participating over time” (p.

171) towards an effort to become a more integral part of a specific community. The authors acknowledge that the path and speed taken to travel along this trajectory can vary significantly for each individual. However, to ultimately develop through a learning experience, the individual does require opportunities for active and authentic engagement with academic material provided by “affordances” that enable learners within a community to participate in authentic manners. Equity issues persist for students without access and opportunity for LPP as they are challenged with a lack of opportunities required to reach their full academic capacity. “Opportunity to learn the designated curriculum for a grade level or age group is a major equity issue for students who are at risk of not developing academically to their fullest potential” (Stevens & Grymes, 1993, p.1).

In the classroom, legitimate peripheral participation may manifest as meaning-making of the academic materials, including physical engagement like hand-raising, or moving about the classroom in stations, as well as engaging in interactive and multimodal learning (i.e. teacher and peer modeling, co-constructing materials, completing sorts, developing diagrams, building physical models and gesturing to communicate information). Legitimate peripheral participation can also involve social engagement such as speaking with peers or teachers in one-on-one or group conversations, engaging in classroom discourse or debates, as well as reading, writing and responding to materials.

Enacting opportunities to learn and affording chances to authentically participate in U.S. classrooms in an equitable manner requires special consideration for our multilingual student population. In their article on key shifts and emerging tensions of the WIDA English Language Development Standards Framework, 2020 edition, Grapin and Lee (2021) discuss equity for language learners. They assert that equity will only be realized in curriculum and classroom instruction when there is an acknowledgement of and building on students’ unique backgrounds,

knowledge and experiences; this equitable approach relies on participation in multimodal activities throughout lessons and explicitly amplifies rather than simplifies language tools, parts and purposes integral to content standards.

### **Indicators of success**

A meta-analysis of 58 studies on professional development for educators on language and literacy conducted by Howell, et al. (2020) and an analysis of over 1,300 studies from the American Institutes for Research synthesized by Guskey & Suk Yoon (2009) identified the specific factors that contributed towards a successful professional learning session.

Howell et al.'s (2020) findings concluded that a perceived 'successful' educator training session connected training materials to classroom content, built upon existing skills of the teacher, expanded beyond delivery to connect to overall teacher goals, allowed for consideration of differentiation among teacher and student circumstance, encouraged collaboration across positions and areas of expertise, and integrated pedagogical knowledge.

Similarly, Guskey & Suk Yoon (2009) discovered that effective professional learning workshops focused on enhancing both teachers' content and pedagogical knowledge as well as included activities specifically designed to help teachers better understand the topic while helping students acquire specific knowledge and skills. Moreover, perceptions of the most successful sessions were grounded in research and evidence-based practices designed and facilitated by outside experts who presented ideas directly to teachers and then helped facilitate implementation.

Also important to consider is research conducted by Aliakbari & Malmir (2017), who identified four influencing factors on the complex integration of professional training and their impact on the classrooms of teachers of English to non-native speakers. These variables included teacher cognition and beliefs, teacher emotions, teacher motivation, and specific contextual

variables. All of these above-mentioned factors were found to influence the impact of professional learning to be more or less likely to be effectively integrated into the classroom to improve learning for participant's multilingual learner students.

A further study by Pinar et al. (2021) investigated the extent of these compounding factors and determined that individual teacher cognition and beliefs influenced teacher learning during training sessions to the greatest extent. Contextual variables were found to be the second most influencing factor. A significant difference was also discovered between teacher cognition and beliefs and years of teacher experience.

### **Examining outcomes and feedback**

Employers continue to perceive value in the investment of employee training programs. A survey of U.S. industries revealed that over \$100 billion dollars (an increase of 10%) was spent on employee training and development in 2022. According to Keep (1989), some employers may invest in employee training programs as a signal of reassurance to employees of their value to the organization. However, most employers assume a direct link between training strategy and an array of performance outcomes, e.g., learning, behavioral change, and performance improvement (Freifeld, 2022). Organizations expect training to yield benefits for employees and the organization, however, they do not often evaluate if these benefits have been realized (Santos and Stuart, 2003) or if these programs are only examined at the reaction level (Bramley, 1996).

In the field of education, participation in professional development opportunities of those working in the K-12 space has been found to significantly impact teachers' personal beliefs, motivation and instructional practices, student learning and positive changes in school reform (McDonald, 2011). Therefore, organizations and leaders responsible for research, planning and implementation of professional learning need to be able to evaluate current effectiveness and

assess critically the outcomes on practice of the training they provide. Specifically, this is because studies have discovered a statistically significant positive relationship between educator attendance at professional development workshops or summer institutes and improvement in student learning (Guskey & Suk Yoon, 2009).

Scholars who evaluate employee training effectiveness typically begin with the four levels of training evaluation introduced in Donald Kirkpatrick's seminal model (1967). Kirkpatrick's model - which analyzes trainees' reactions to the program content and training (reaction), knowledge or skill acquisition at the end of the program (learning), behavior change in the job (behavior), and improvements in tangible individual or organizational outcomes (results) - remains influential decades later. Evaluation models such as Kirkpatrick's, along with War et al.'s CIRO model (1976), and Easterby-Smith's CAIPO model (1986) offer a simplistic, prescriptive appeal. They support an organization's expectation that positive reactions of trainees, i.e. perception, and a well-designed and administered training program will lead to learning, behavior change, and improvements in job performance (Santos and Stuart, 2003). However, there is not much evidence to support this assumption (Goldstein, 1993).

Behaviorists such as Pavlov, Thorndike, and Skinner studied whether learning had occurred. More contemporary researchers have focused on "how" learning occurs and is transferred through training into practice (Subedi, B., 2004). Although there is scarce literature evaluating the effectiveness of training and overall observable outcomes, Perkins and Salomon's research pointed out that although transfer is difficult, the most salient condition necessary for learning to transfer is the design of the conditions and mechanisms involved in the program. For example, some learners are able to make meaning and create learning paths through self-directed modalities, while others may require additional instructor attention or guidance. Informal feedback

and reflection from supervisors has also been shown to improve the degree of training transfer (Sparr, et al., 2017).

Researchers Grossman and Salas (2011) concluded that the most effective training goes beyond simply teaching a set of skills or knowledge. It facilitates the transfer of those newly acquired skills to the work environment. They identified several variables that demonstrated consistent relationships with the inputs of transfer of training. For trainee characteristics that identified cognitive ability, self-efficacy, motivation, and perceived utility of training. Under training design they highlighted behavioral modeling, error management, and realistic training environment. Potential predictors for work environment included transfer climate, support, opportunity to perform, and follow-up.

### **Conceptual Framework**

The literature discussed above provided clear evidence that the problem of practice is complex and multifactorial. After reviewing the academic literature surrounding community building, language acquisition, and authentic classroom engagement, our theoretical triangulation focused on several frameworks geared towards supporting educators in their quest of achieving better outcomes for their students. Although the theories cut across several disciplines, we focused on studies that targeted educators in the K-12 sphere. One important theory we viewed was Bandura's Social Learning Theory. Unlike approaches that solely rely on external sources for motivation such as rewards and punishments (e.g. Pavlov's environmental factors), Bandura's theory emphasizes a more complex and nuanced set of factors. These include cognitive, behavioral, and environmental determinants that support each other to impact an individual's learning and behavior. With Social Learning Theory, these dynamic social elements are developed and modulated through observation, modeling, and imitation (Bandura, 1971).

The capstone group also viewed Victor Vroom's Expectancy Theory - a process theory - to explain what factors primarily mediate motivation and how they occur. According to Vroom's theory, motivation is influenced by three factors: valence, instrumentality, and expectancy;  $M=V*I*E$  or VIE. Valence is the value placed on the outcome. Expectancy represents the degree to which a participant believes they can successfully acquire a skill or an outcome. Instrumentality provides the link between different outcomes. Unfortunately, the VIE model only suggests conceptual determinants of motivation and does not offer guidance on what actually motivates individuals (Luthans, 1989).

We also reviewed content and consolidation theories. Content theories, e.g., Maslow, (1943), examines needs and motivations that drive behavior by identifying and categorizing different types of needs. Maslow's hierarchy of needs is perhaps the most widely known content theory, however, Alderfer's ERG - existence, relatedness, and growth - theory and McClelland's acquired needs - achievement, affiliation, and power - theory also fall into this category. Each attempts to identify the core needs that motivate human behavior and implicate their salience in the practical areas of management, education, and psychology.

Content theory has been criticized as an overly simplistic and reductionist view of motivation, considering the array of complexities, desires, goals, and aspirations unique to each individual. Other criticism includes its neglect of social and cultural factors, which have also been found to influence motivation and behavior.

We found Edward Thorndike's influential concept, Law of Effect, the most compelling consolidation theory. Thorndike believed animals would form positive connections between actions and outcomes. If those actions garnered positive consequences, they would lead to

associative learning and likely be repeated. This theory has also drawn criticism of being too simplistic and not accounting for the complex nature of human behavior. Other criticisms state that Thorndike never controlled for confounding variables and ignored cognitive influences, such as goal setting and mental representations.

Ultimately, the team selected Baldwin and Ford's seminal work, *Transfer of Training*, as the primary and most appropriate conceptual framework for this investigation. Although some research has found correlations between Transfer and Training and level three of Kirkpatrick's Model (Subedi, 2004), there are meaningful distinctions. The Kirkpatrick Model is a widely-used, influential framework for evaluating the effectiveness and impact of training programs. However, it has been challenged and highly criticized numerous times by scholars, researchers, and practitioners. The primary criticism is that it is difficult to design and implement an evaluation plan that addresses each of its four levels (reaction, learning, behavior, and results) in a comprehensive way. For this reason, training and development professionals tend to skip two of the four levels, which could lead researchers to draw inaccurate conclusions regarding the effectiveness of a training intervention (Reio Jr. et al., 2017, 37). The model has also been accused of not effectively addressing summative questions (Was training effective?) or formative questions (How can the training be generalized to apply to the workplace?) (Bates, 2004). The model implies that the four levels are causally related, leading to another assumption that each level is positively correlated (Alliger & Janak, 1989). Finally, the Kirkpatrick Model seems to ignore the impact of factors such as management support and engagement, and trainee characteristics, such as motivation on training transfer (Holton, 1996).

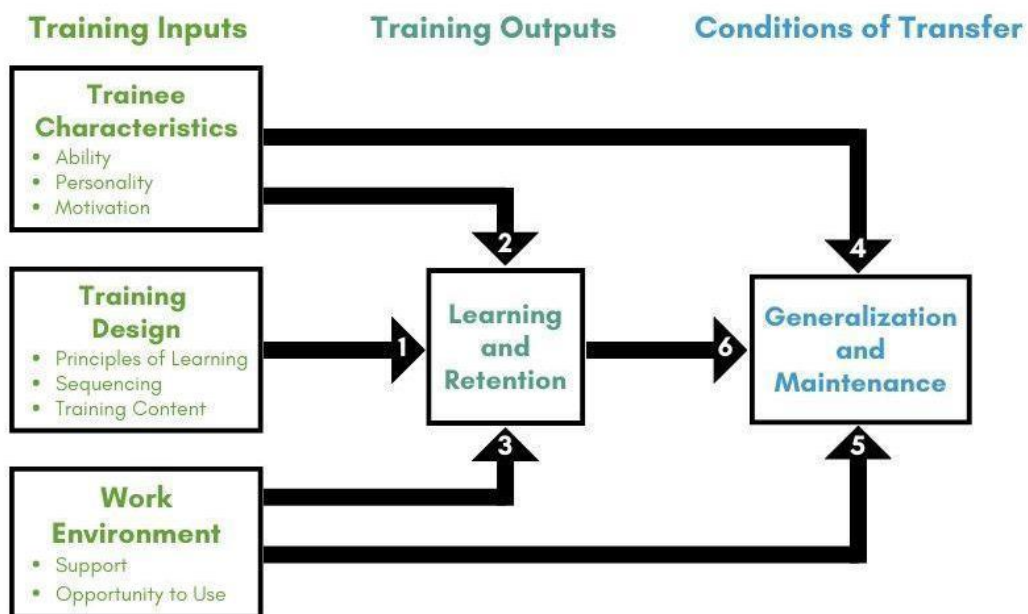
Baldwin & Ford's theory places an emphasis on the generalizability of a training to job context. It identified three critical variables: trainee characteristics, training design, and work



environment. These variables influence and predict the degree of training transfer into practice - the ability to apply acquired knowledge or skills from training to a specific work environment or context), and of achieving the goal to maintain and retain learning over a period of time (Baldwin & Ford, 1988, Ford et al., 2018).

As outlined in their Model of the Transfer Process (Figure 1), the most significant domains of professional offerings to analyze are training inputs, training outputs and conditions of transfer. Training inputs include considerations of trainee characteristics (participant ability, personality and motivational factors), training design (principles of learning, sequencing, and content) as well as work environment (post-training support and opportunity to use). Training outputs observe learning and retention, and conditions of transfer observe the generalization of learned material as well as the maintenance of trained skills over time. The goal of a model training is for learners to effectively acquire and apply the knowledge, skills, and attitudes from trainings to on-the-job contexts. This is known as ‘positive transfer’ (Baldwin & Ford, 1988, p. 63).

**Figure 1: Transfer of Training Framework (Baldwin & Ford, 1988)**



## Research Questions

As described above, certain areas of participant responses from our partner organization’s aggregate survey have already been traced for impact analysis by WIDA’s Market Research Analyst. However, a constraint of time and resources has prevented a full-scale evaluation of other areas of the data, particularly educators’ open-ended responses. The capstone team was therefore tasked with conducting a qualitative analysis on this subset of information with the purpose of identifying and coding for patterns and trends across participant’s open-ended, written feedback. Such findings were shared with the organization to be triangulated with previous quantitative analyses to offer more holistic evidence on WIDA’s impact in its work “to be the most trusted and valued resource in supporting the education of multilingual learners.” (Board of Regents of the University of Wisconsin System, 2023). Following discussions with stakeholders from the organization, an overview of the provided portion of the aggregate survey and existing research on the topic, the capstone team developed two research questions:

1. *What is the perceived impact of WIDA’s professional learning offerings on educators for multilingual learners across its consortium? Specifically, are there instances of professional learning offerings leading to intentions to transfer or utilize content and materials?*
2. *What educator feedback might be most useful in informing decision-making towards the organization’s development and facilitation of future professional learning offerings?*

## Project Design

WIDA, a subsidiary of the R1-level institution, the University of Wisconsin-Madison provided the capstone team with data collected from a mixed-methods aggregate survey, which was distributed to all training participants after completing any full-session of WIDA’s

professional learning offerings (PLOs). The purpose of the survey was to gain an understanding of the perceived impact of the PLO on the participant's practice following PLO completion.

In collaboration with WIDA, the capstone team focused on the surveys completed from three predetermined, targeted subgroups of participants. These user profiles were categorized by role and included respondents that identified as K-12 content teachers, English as a second language (ESL)/bilingual teachers, and instructional coaches/administrators at all levels of the school system (local, district and state-levels). Throughout our investigation, we were directed to focus on three qualitative open-ended questions within the survey:

- *'What is the most important change needed to improve this workshop, if anything?'*
- *'What was most worthwhile about this workshop?'*
- *'Would you be willing to provide a testimonial comment for WIDA to share with others who may consider participating in a WIDA professional learning event? If so, please include it below.'*

The responses to these qualitative questions were not evaluated by WIDA in the same depth and manner as the quantitative data from the surveys. Therefore, the capstone team conducted a data analysis focused solely on information arising from the responses to these three open-ended questions answered by the three, pre-identified target subgroups of participants. This collection spanned the time period between August 2020-August 2022. Analysis of the surveys was framed within the conceptual framework Transfer of Training (Baldwin & Ford, 1988).

Transfer of Training was selected as the capstone team's conceptual framework because of WIDA's desire to know the perceived impact of a PLO on participant practice following their participation in the workshops provided by the organization. The framework rooted the capstone team's analysis in the model transfer process, which, in turn, allowed the capstone team to provide

the partner organization with a specific analysis aligned with this organized, research-based approach. For this reason, our coding schemes were directly grounded in elements of the Transfer of Training framework, with special attention to the variables of ‘training design’ and ‘trainee characteristics’. As will be revealed in our data analysis description below, the variable of ‘work environment’ was not evaluated among the final codes of the capstone team. Based on an understanding of Transfer of Training research in conjunction with previously collected survey data available to the capstone team, it was determined that no assessment measure was present in the current survey design to adequately assess the unique professional contexts of respondents.

### **Data Collection**

Upon the start of the project, WIDA had already designed and distributed their mixed methods aggregate survey for participants to respond to upon completion of each PLO. Regardless of the delivered format of PLO completed by the participant (online self-paced, online facilitated, in-person facilitated or hybrid), the survey did not vary. The survey was always conducted digitally via Qualtrics. The capstone team was not informed of the conceptual framing behind the survey’s design.

The capstone team was provided with a portion of the survey data by the partner organization and the team did not collect any data independently of what was provided by WIDA. The Capstone team submitted the quality improvement project to Vanderbilt University Institutional Review Board (IRB) and it was approved on March 1, 2023.

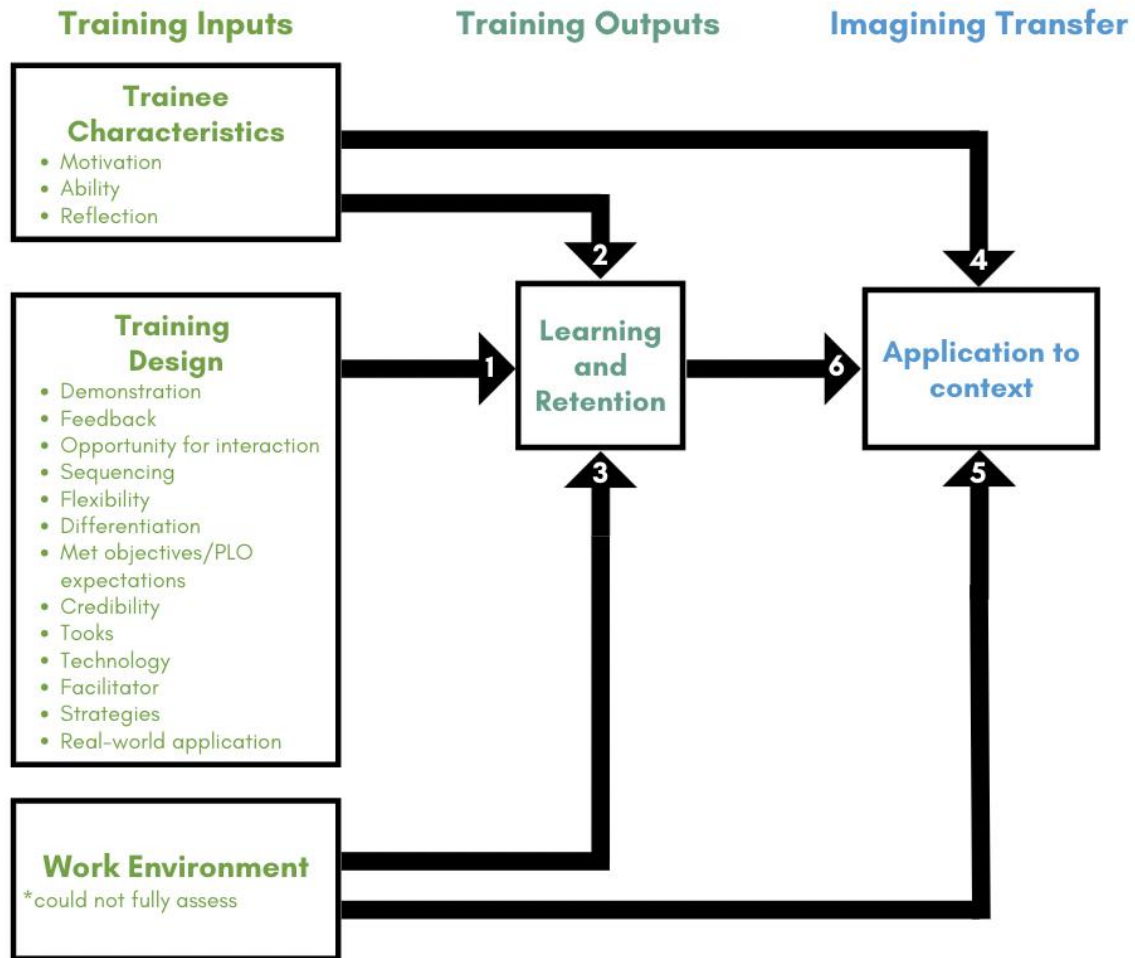
### **Data Analysis**

In total, the capstone team received 22,945 survey responses from WIDA. Based on conversations with the partner organization, it was determined that conducting an analysis on surveys from the recent time period of August 2020 - August 2022 would be most beneficial to

determining the perceived impact of their most recent PLOs on participants' practice. In addition to the time parameters, the capstone team only examined surveys answered by participants classified as the organization's top three targeted demographics; general education teachers, English as a Second Language (ESL)/Bilingual teachers, and administrators. Administrators included district, state and local administrators as well as instructional coaches. Surveys that did not meet the two above-mentioned criteria were then eliminated. This left a count of 18,583 remaining responses.

Before further data analysis began, two rounds of interrater-reliability took place. Two team members independently coded the same, randomly selected 30 surveys, and the other two team members coded a different set of 30 randomly selected surveys. The pairs of team members then compared and discussed the selected codes. Thematic codes stemming from Baldwin & Ford's 'A Model of the Transfer Process' (1988) were elaborated on based on situational context and emerging patterns from the data. Through a comparison of deductive and inductive analysis, codes were aligned and finalized after a collective discussion with all four team members. Initial thematic codes included trainee characteristics (ability, personality, motivation) and training design (principles of learning, sequencing and training content) from the original framework. After considering the current evaluation and organizational context, utilizing a dual process of inductive and deductive coding methods, and reflecting on two rounds of interrater reliability checks, the team developed a localized conceptual framework found in Figure 2.

**Figure 2: Localized Conceptual Framework**



The finalized list of codes determined and applied by the capstone team is located in the ‘training input’ category of the framework. This is because WIDA’s work in research, development and facilitation of educator workshops centers around providing this first level of training input processes. Training design is the primary product of the organization’s Educator Learning, Research and Practice department and its realized facilitation and delivery is the step in which the organization interacts with clientele and the individual circumstances and trainee characteristics they bring to the workshops. It is important to note that work environment was not evaluated amongst the final codes of the capstone team. Because the initial survey was not

designed with the Transfer of Training theory in mind, no questioning mechanism was in place to measure elements of this category for trainees entering workshops or ascertain whether learned behaviors were supported in the unique work environments of participants post training. For this reason, the capstone team also adopted the term ‘imagined transfer’ as our final unit of analysis since no definitive instances of transfer could be determined from the information available.

Table 1: Codebook located in Appendix A organizes the final codebook utilized by the capstone team. It outlines the category of the conceptual framework each finalized code falls within, a description of each code, as well as quotes that exemplify survey responses and embody that code. A sample of three random coding examples are listed in Figure 3 below.

**Figure 3: Sample Codebook**  
*(full table located in Appendix A)*

Category	Code	Description of Code	Highlights From Coding
Trainee Characteristics	Teacher Motivation	<ul style="list-style-type: none"> <li>● Openness to collaborate</li> <li>● Openness to engage</li> <li>● Intention to transfer</li> <li>● Intention to implement</li> </ul>	<p>“I learned a lot in a short period of time. <b>I will definitely use this information to better my walkthroughs as an administrator and share information with colleagues and educators under my supervision.</b>”            (Administrator #1)</p> <p>“The most worthwhile thing about this workshop was <b>learning practical skills that I can apply immediately in the classroom</b> with my newcomers... I learned so much in my course on how to address the needs of newcomers in the classroom. I felt that all the information was highly relevant for my current</p>

			<p>position. <b>I was able to start implementing some of the strategies mentioned before even completing the course. I was really excited to begin trying new things in the classroom and to see how well my newcomers responded to the support.</b> I am really thankful for this training and look forward to future workshops.” (Gen Ed. Teacher #105)</p>
Training Design	Facilitator	<ul style="list-style-type: none"> <li>• Human component</li> </ul>	<p>“Everything was great and <b>the presenter was very knowledgeable and considerate.</b> Great Job!” (General Ed. Teacher, #350)</p> <p>“ <b>Facilitators were extremely helpful and well organized</b> in the dissemination of the content.” (General Ed. Teacher, #207)</p>
Training Design	Feedback from Program and/or Trainer		<p>“...I would like <b>more feedback from knowledgeable professionals</b> on the output portion of the learning.” (Instructional Coach #162)</p> <p>“The workshop I attended was very interactive and gave me an opportunity to access resources that I could readily apply to my students. It helped to clarify and affirm the work that I had already been doing as well as teach me new concepts. <b>The immediate feedback from the facilitator and participants helped me feel it was a safe space to ask</b></p>



			<p><b>questions</b> and listen to others.” (ESL/Bilingual Teacher #24)</p> <p>“I really <b>appreciated the little check ins and "quizzes" during and after each Module.</b>” (ESL/Bilingual Teacher #197)</p>
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After the completion of interrater reliability checks, the capstone team discussed considerations of feasibility of analysis and avoidance of saturation of data. Since three survey questions were identified as offering important insights to the organization, yet not all respondents provided answers to all three, this was identified as a potential variable to further reduce the sample set. Once this subgroup of respondents was identified, a comparison was conducted to ensure this reduced sample was representative of the overall demographic spread of total initial survey participants. This comparison is outlined in Figure 4.

**Figure 4: Participant Representation Across Datasets**

<b>Educator Role</b>	<b>Representation in Initial Dataset</b> <i>(including all years of data and all possible participant roles provided)</i>  22,945 total responses	<b>Representation After Applying First Two Parameters</b> <i>(educator role and date of completion)</i>  18,583total responses	<b>Representation in Final Data Set, After Applying Third Parameter</b> <i>(responded to all three qualitative questions)</i>  435 total responses
Administrator	8.51%	10.51%	11.27%
General education teacher	48.32%	59.49%	48.04%
ESL/bilingual teacher	24.16%	30%	40.69%

With this deeper examination complete, it was determined the capstone group would only examine PLO surveys that had all three qualitative questions of interest answered. This was in

addition to having met the previously-identified parameters of self-identifying as one of the three targeted educator demographics and falling within the identified time window of survey completion. With these boundaries clearly set and in place, the number of surveys that met all of these criteria was reduced to 435. Once the capstone team identified the final 435 surveys that met all qualified parameters, the team completed a final round of interrater reliability coding exercises to ensure coding consistency among the team members. The team then conducted the final step of coding survey results. Each of the three team members were randomly and individually assigned to code one question for all 435 surveys. By having one team member code responses across participants for a single question, it helped create a consistent interpretation of analysis of the data. The fourth team member looked at each survey respondent holistically and determined if the overall survey response was positive, negative or neutral in nature. In addition, this member also looked for any intent of the respondent to transfer the training to their daily practice.

### **Findings**

Our inquiry yielded five primary findings, each connected to a research question and supported by a component of the Baldwin and Ford framework. These are organized into the following matrix and elaborated on further in descriptions in Figure 5 below.

**Figure 5: Research Questions and Findings Matrix**

<p style="text-align: center;"><b><u>Research Question 1</u></b>  <i>What is the perceived impact of WIDA’s professional learning offerings on educators for multilingual learners across its consortium?</i></p>	<p style="text-align: center;"><b><u>Research Question 2</u></b>  <i>What educator feedback might be most useful in informing decision-making towards the organization’s development and facilitation of future professional learning offerings?</i></p>
<p style="text-align: center;"><b>Finding #1</b></p> <p>The vast majority of participants questioned were concerned about aspects relating to training design, and the top mentioned topics were ‘met objectives/PLO expectations’, ‘tools’ and ‘strategies’.</p>	
<p style="text-align: center;"><b>Finding #2</b></p> <p>Educators overwhelmingly view the training (design) positively, nevertheless constructive criticism was offered falling under four primary themes related to areas of improvement.</p>	
<p style="text-align: center;"><b>Finding #3</b></p> <p>Respondents shared feedback on training experience that they were not prompted to share.</p>	
	<p style="text-align: center;"><b>Finding #4</b></p> <p>A large gap in satisfaction exists between administrators in upper-level leadership roles as compared with student-facing roles including general education teachers and ESL teachers.</p>
	<p style="text-align: center;"><b>Finding #5</b></p> <p>There is currently no follow-up process in place to provide opportunity for educators to report back on outcomes.</p>

**Finding 1: The vast majority of participants questioned were concerned about aspects relating to training design, and the top mentioned topics were ‘met objectives/PLO expectations’, ‘tools’ and ‘strategies’.**

When provided the opportunity to share open-ended feedback following a WIDA workshop, some (13.9%) participants revealed information relating to their individual trainee characteristics upon entering and receiving the PLO. However, the vast majority (86.1%) used the opportunity to offer insight that fell into the category of training design. The top mentioned overall codes were ‘met objectives/PLO expectations’, ‘tools’ and ‘strategies’. Examples of these responses are included below.

**“I feel confident in myself and goals for the upcoming school year because I gained valuable knowledge about the WIDA Standards and how language is a learning tool for ELLs. If you’re brand new to the field, I would recommend...”**

(ESL/Bilingual Teacher #159)

**“It gave detailed and specific things you can do each and every day with the variety of ELL students you may have.”**

(ELL/Bilingual Teacher #195)

The least noted codes surfaced throughout the analysis included ‘facilitator’, ‘feedback from program or facilitator’, ‘trainee ability’ and ‘credibility’. Examples of instances of these codes are included below.

**“WIDA is constantly redefining itself within the spectrum of education, academia and professional development with a primary concern for student centered development.”**

(ESL/Bilingual Teacher #107).

**“Alisa was an excellent facilitator!”**

(Instructional Coach #429)

**Finding 2: Educators overwhelmingly view the training (design) positively, nevertheless, constructive criticism was offered falling under four primary themes related to areas of improvement.**

Through the analysis process, an overall temperature of the sample was categorized into positive, negative or neutral feelings towards the PLO offering. Four of 435 survey respondents had overall negative feelings regarding their PLO offering. This was .92% of the entire sample. No general education teachers had overall negative feelings towards their PLO offerings. Three ESL teachers had overall negative feelings and one administrator also had overall negative feelings towards the PLO offerings. The sample had 72 respondents who had overall neutral feelings towards their PLO offerings. Neutral feelings made up 16.55% of the total sample. Of the neutral respondents, 32 were ESL teachers, one was an administrator, and 39 were general education teachers. Finally, 359 of the sample survey responses had overall positive feelings towards the PLO offerings. This translated to approximately 82.53% of those participating expressed generally positive feelings about the PLO offerings. Of those 359 respondents, 170 were general education teachers, 142 were ESL teachers and 47 were administrators. This meant that 81.34% of general education teachers had an overall positive view on their PLO offering; 80.23% of ESL teachers had an overall positive view of the PLO offerings and 95.92% of administrators also had overall positive views of their PLO.

Although educators overwhelmingly viewed the PLOs as a positive experience, participants nevertheless offered a significant amount of constructive feedback worth noting. In analyzing individual responses, a few recurring themes arose. These patterns are outlined in Figure 6. Themes noted were consistent within the subset of positively coded respondents discussed above, as well as within the much smaller minority of negatively and neutrally coded respondents.

**Figure 6: Constructive Feedback - Themes and Illustrative Quotes**

Theme	Illustrative Quotes
<p><b>Theme #1 - Community-building.</b></p> <p>There was a repeated request for increased involvement with and feedback from peers/fellow professionals, and, essentially, a desire for more connection &amp; community building. This manifested in repeated calls for discussion boards as well as more live and interactive sessions during the trainings.</p>	<p>“I am always interested to learn more, especially to <b>hear how other teachers plan</b> to explicitly teach language features.” (ESL/Bilingual Teacher #291)</p> <p>“...the padlets were not accessible for me and <b>I would have liked to have opportunities to post my reflections and read the reflections of [other] educators</b> who have taken the course.” (ESL/Bilingual Teacher #325)</p>
<p><b>Theme #2 - A desire for more of whichever training aspect participants cited as most valuable.</b></p> <p>While the factor each participant identified as ‘most valuable’ varied, including an appreciation for video exemplars, handouts, templates, modeling lessons, and more, a recurrent pattern was a request for more of whatever participants associated as most beneficial for their teaching and learning context.</p>	<p>“The real-life videos of teachers in action were <b>inspiring, motivating, and the best aspect of this course. I would have appreciated more</b> videos to support the content learning.” (General Ed. Teacher #297)</p>
<p><b>Theme #3 - Access to additional resources and examples.</b></p> <p>Educators expressed a resounding call for additional resources and/or examples to aid in the implementation of training content and continue on their learning journey. These requests included suggestions such as offering examples that covered a wider range of scenarios, providing a cumulative training manual or workbook, online access to a repository of resources and tools, establishing official professional learning communities of training participants and an online Canvas course portal with access to extended learning materials for future reference beyond the close of the PLO.</p>	<p>“Overall, I thought the training was sufficient. As a high school math teacher, it would be great to have <b>more grade-level &amp; content area suggestions.</b>” (General Ed. Teacher #77)</p> <p>“<b>Providing more workable templates</b> would perhaps increase the usefulness of the training...” (General Ed. Teacher #362)</p>
<p><b>Theme #4 - Request for more customization.</b></p> <p>Participants consistently voiced a desire for more say, selection of, or control over the age-group, English proficiency level and class subjects discussed as the center of training.</p>	<p>“<b>Add an example</b> of a walkthrough for <b>middle school grades</b>. Additional classroom walkthrough with <b>beginning level English learners</b> for middle school and high school.” (ESL/Bilingual Teacher #405)</p>

**Finding 3: Respondents shared feedback on training experience that they were not prompted to share.**

In addition to the organization's request to gauge feedback on participant's overall temperature and training design, the capstone team conducted an analysis on trainee characteristics, and considered each of the participant's intent to transfer their learning from the PLO offering to their daily practice. It is important to note that WIDA's survey did not directly ask respondents about their individual dispositions or their intent to transfer workshop material into their teaching and learning context. Therefore, the following data highlights participants' unprompted feedback that arose regarding their personal characteristics as well as their mentioned intent to transfer their learning.

Overall, 13.9% of recorded codes offered insight into trainee's individual characteristics, which included information on expressed levels of motivation, ability and reflection. This figure is comprised of 11.9% instances mentioned by administrators, 43.21% instances mentioned by general education teachers, and 44.89% instances mentioned by ESL/bilingual teachers.

“Thank you for this free response. I know I should have my ducks in a row, but as a new to ELL education teacher who believes in and wants to be doing this important work, I'm overwhelmed (appropriately so) by all that should happen in the best-practices ELL program. **I am committed to do those things, but I lack some optimism about my ability to master these visions and strategies fast enough and effectively enough to advocate for and assist others in wanting to join the effective fun.** In other words, I need some time management skills and some time. Can you give that?”

(ESL/Bilingual Teacher #22)

“**It changed my perspective** on multilingual education.”

(General Ed. Teacher #276)

The capstone team also determined that 166 of the 435, or 38.16% of the sample, did express an intent to transfer their learning from the PLO offering. The 38.16% consisted of 22

administrators, 74 general education teachers and 70 ESL teachers. This means that 44.9% of administrators in the sample, 35.41% of General Education teachers in the sample. and 39.5% of ESL teachers in the sample mentioned an intent to transfer their training.

**“As a public school administrator ...I was pleasantly surprised with the quality and research-base... Also excited about *sharing my new learning with my new staff and partnering with the ELL teacher [and] staff to grow our school practice.*”**  
(Administrator #8)

**“I learned new ideas and strategies to implement immediately in my classroom. I was able to see the strategies take place...The knowledge I gained...will not only enhance my skill-set but also provide a more engaging, language producing environment for my students.”**  
(ESL/Bilingual Teacher #117)

Additionally related to this finding, it was observed that respondents were often misguided by questions containing multiple parts as well as those possessing lengthier and passive wording. This often led them to provide feedback that did not answer the specific question, was unrelated, or offered in unintended or inappropriate spaces. For example, when asked, *would you be willing to provide a testimonial comment for WIDA to share with others who may consider participating in a WIDA professional learning event? If so, please include it below.* Many participants offered responses similar to the examples below.

**“Thank you.”**  
(ESL/Bilingual Teacher #186)

**“Sure!”**  
(ESL/Bilingual Teacher #352)

In another example, when asked, *what is the most important change needed to improve this workshop, if anything? Please be as specific as possible.* Many respondents provided answers similar to the example below.

**“Nothing, I thought it was very good and had great hands-on activities and informative videos.”**  
(General Ed. Teacher #183)



These types of responses did not offer feedback on improvements. Further, the final example appeared misplaced and could more appropriately be applied to the following survey question, *what was most worthwhile about this workshop? Please be specific.*

**Finding 4: A large gap in satisfaction exists between administrators in upper-level leadership roles as compared with student-facing roles including general education teachers and ESL teachers.**

When data gauging overall sentiments on PLO experiences was broken down for WIDA's targeted subgroups, a notable satisfaction gap was revealed. While 82.53% of all respondents provided feedback characterized as generally positive, this number represented 95.92% of administrators, 81.34% of general education teachers and 80.23% of ESL/bilingual teachers. This indicates a 13.39% difference in satisfaction between administrators and general education teachers as well as a 15.69% difference in satisfaction between administrators and ESL/bilingual teachers.

**Finding 5: There is currently no follow-up process in place to provide opportunity for educators to report back on outcomes.**

The capstone team discovered that, while participants appeared ready and available, there was no follow-up process in place within WIDA's present survey distribution system to provide an opportunity for educators to report back on long-term outcomes. Potential outcomes that are currently unmeasured include perceived impact of training over time, level of learning and retention post-training, and application to participant's teaching and learning contexts. Nevertheless, there is a clear willingness of respondents to offer feedback related to these variables.

WIDA's third open-ended question queries: *would you be willing to provide a testimonial*

*comment for WIDA to share with others who may consider participating in a WIDA professional learning event? If so, please include it below.* To this request, 54 of the 435 individuals surveyed responded “yes”. Of those, 45 respondents (83.3%) did not elaborate or actually provide a testimonial to the question, but indicated an openness to be contacted in the future.

“**Yes**, my school emails is xxx@xxxxxx.org”  
( General Ed. Teacher #113 )

“**Yes**, you can reach me via email.”  
(General Ed. Teacher #115 )

“**Yes**, I would provide a testimonial.”  
(ESL/Bilingual Teacher #425 )

“**Yes**, please contact me, I am willing to share any of the previous comments. If you need additional context, please contact me via email or 517-xxx-xxxx.”  
( ESL/Bilingual Teacher #426 )

### **Recommendations**

Our recommendations address the primary purpose of the study, to ascertain the educator perception of WIDA’s PLOs and to distill participant qualitative data to provide the organization’s decision makers with useful data about WIDA’s PLOs. The recommendations are based on the capstone team’s analysis and findings, and are informed by Baldwin and Ford’s conceptual framework, Transfer of Training. The recommendations are linked to a specific research question, as well as an appropriate component of the conceptual framework. It should be viewed within that context, with further consideration given to limitations, which will be addressed later. Overall, the recommendations are designed to enhance WIDA’s view of their offerings, while offering practical solutions to our findings.

In Figure 7, the capstone team has included a Findings and Recommendations Matrix to underscore our study and to provide a high-level summary of information connecting the two components. Further elaborations are included in the descriptors of each recommendation below.

**Figure 7: Findings and Recommendations Matrix**

<b><u>Finding</u></b>	<b><u>Recommendation</u></b>
<p><b>Finding #1</b> The vast majority of participants questioned were concerned about aspects relating to training design, and the top mentioned topics were ‘met objectives/PLO expectations’, ‘tools’ and ‘strategies’.</p>	<p><b>Recommendation #1</b> Utilize data to continue to focus on current aspects of WIDA’s training design, specifically to identify areas most of concern to participants as well as where the training is going well and/or can be improved.</p>
<p><b>Finding #2</b> Educators overwhelmingly view the training (design) positively, nevertheless constructive criticism was offered falling under four primary themes related to areas of improvement.</p>	
<p><b>Finding #3</b> Respondents shared feedback on training experience that they were not prompted to share.</p>	<p><b>Recommendation #2</b> Allow survey participants to see more than one question at a time.</p> <p><b>Recommendation #3</b> Adopt wording in survey that aligns with Transfer of Training and/or further areas of interest.</p>
<p><b>Finding #4</b> Significant gap in satisfaction between administrators in upper-level leadership roles as compared with student-facing roles including general education and ESL teachers.</p>	<p><b>Recommendation #4</b> Investigate the satisfaction gap between roles to understand the disparity more deeply.</p>
<p><b>Finding #5</b> There is currently no follow-up process in place to provide opportunity for educators to report back on outcomes.</p>	<p><b>Recommendation #5</b> Conduct pre and post surveys for PLO participants to ascertain long-term outcomes of training.</p>

**Recommendation 1: Utilize data to continue to focus on current aspects of WIDA’s training design, specifically to identify areas most of concern to participants as well as where the training is going well and/or can be improved.**

This recommendation is connected to the first and second findings as well as both research questions. In an effort to assess the perceived impact of WIDA’s professional learning offerings and determine what educator feedback might be useful in informing decision-making moving forward, the data outlined in the first two findings can be informative. Finding #1 determined that the vast majority of participants questioned (86.1 %) were concerned about aspects relating to training design and, more specifically, the top-mentioned topics were ‘met objectives/PLO expectations’, ‘tools’ and ‘strategies’. When considering WIDA’s targeted subsets of participants, the frequency of coding topics observed slightly differed.

**Administrators**

1. Real world application
2. Met objectives/PLO expectations
3. Tools

**General education teachers**

1. Met objectives/PLO expectations
2. Tools
3. Strategies

**ESL/bilingual teachers**

1. Tools
2. Strategies
3. Met objectives/PLO expectations

Additionally, finding #2 revealed that educators overwhelmingly viewed the training experience positively (82.53%), but nevertheless offered constructive criticisms which fell under four primary themes. The overall analysis of temperature can be further broken down to align with specific aspects of the workshop design that are viewed and received most positively. Moreover, themes of improvement-related feedback can be used to guide targeted changes and considerations for future PLO offerings.

### **Constructive Feedback Themes**

1. Community-building
2. A desire for more of whichever training aspect participants cited as most valuable
3. Access to additional resources and examples
4. Request for more customization

The cumulative information presented above informs the first recommendation from the capstone team. This data is directly applicable to WIDA's work in PLO design and development, and it signifies key areas of greatest interest to the organization's clientele. Together, this information can help advise future decision-making for the organization's development and facilitation of PLO offerings.

### **Recommendation 2: Allow survey participants to see more than one question at a time.**

In light of the capstone team's analysis of unprompted feedback in finding #3, it is recommended to allow participants the ability to view the entirety of the survey at one time. There was an observed tendency of respondents to pre-empt forthcoming questions and then leave the appropriate space for the response blank when further questions arose later in the survey. Unprompted information may hold great value. It shows the desire to share additional information. However, left without clear guidance, this type of feedback may tend to capture only a small

percentage of participants. Allowing participants to view the entire survey would also help to ensure that they answer the questions in a consistent manner. For example, if a question asks participants to rate their level of agreement with a statement, they may be more inclined to give the same rating to similar statements if they can see the entire survey and the context of each question.

**Recommendation 3: Adopt more concise wording in the survey that aligns with the Transfer of Training framework as well as any further areas of interest.**

This recommendation is connected to the third finding and second research question. Finding #3 discovered that respondents shared feedback on their training experience that they were not prompted to share. The finding of participants' willingness to offer unprompted feedback on an array of variables is encouraging. It suggests that participants are interested in providing additional, meaningful feedback that will improve the design, delivery, and long-term outcomes of WIDA's PLOs, and that more may be willing to do so, if given the opportunity. The discovery that many of the responses were not fully aligned with the question asked, sometimes providing responses more appropriate for a future question, suggests that, when provided the opportunity for open-ended responses, participants were often misguided by lengthier and passive wording as well as multi-part questions.

To address these findings, the capstone team recommends adopting more concise wording in the survey, in addition to verbiage that aligns with the Transfer of Training framework as well as any further areas of interest. Potential examples of such changes can be located in Figure 8. This approach could provide feedback based on a well-established model that has been shown to be effective in predicting the transfer of training. Also, as mentioned earlier, allowing participants access to view all of the more pointed questions could possibly relieve any notion that participants

may not have an opportunity to share the entire complex of their desired feedback.

**Figure 8: Existing Survey Questions and Potential Changes**

Existing Survey Question	Potential Changes
What is the most important change needed to improve this workshop, if anything?’	How can this workshop be improved?  What would you change about the workshop?
What was most worthwhile about this workshop?	How can the content from this workshop be used in your daily practice?  What content from this workshop will you use in your daily practice?  How will you implement this content in your daily practice?
Would you be willing to provide a testimonial comment for WIDA to share with others who may consider participating in a WIDA professional learning event? If so, please include it below.	Please provide a testimonial about your experience with the WIDA workshop.  <u>Cascading question</u> <i>*Yes or No question</i> 1. Would you like to provide additional feedback with a compliment or an improvement idea about the training? <i>*If yes was selected - follow up with a drop down selection</i> 2. Compliment? Improvement idea? Both?  <i>*Once a selection is made, an open-ended qualitative box will appear for participants to share.</i>

These changes could include not only a restructuring of current terminology but also the incorporation of additional questions. Such questions might aim at targeting specific measures of The Baldwin and Ford model that research has found to impact effectiveness of training. This option will be explored further in recommendation #5.

**Recommendation 4: Investigate satisfaction gap between roles to understand the disparity more deeply.**

This recommendation is aligned with the fourth finding as well as both research questions. While finding #4 noted 82.53% of all respondents provided feedback characterized by positive sentiments, there was a 13.39% and 15.59% difference in satisfaction observed between general education teachers and administrators and ESL/bilingual teachers and administrators, respectively. Strikingly, participant subgroups representing student-facing roles (general education teachers and ESL/bilingual teachers) represented those with lower satisfaction rates compared to those in upper-level leadership (administrators). In order to gauge the nature of the perceived impact of WIDA's trainings as well as determine what participant feedback could be most useful in decision-making processes for future design, the notable satisfaction gap between target audiences can be further examined.

To gather more insight on the reasoning behind this disparity, one option includes the addition of a follow-up question integrated into survey design. Through conversations with WIDA, it is understood that areas of the survey not shared with or investigated by the capstone team include a quantitatively-evaluated question on overall satisfaction and personal recommendation of the PLO to other colleagues. If a respondent's answer to this question is below an ideal score (i.e. 7/10 on a Likert scale), they can be automatically prompted with an open-ended response box to explain their sentiments. Correlations can then be drawn between this insight and specific participant roles to determine if patterns arise.

**Recommendation 5: Conduct pre and post surveys for PLO participants to ascertain baseline data and long-term outcomes of training.**

Our fifth recommendation, implementing pre and post surveys for PLO participants to



ascertain baseline data and long-term outcomes of the training intervention, aligns with research question #1 and finding #5. Parts of this recommendation are necessarily based on conjecture due to the scope of the capstone team's charge. However, the finding that there is no process to mark participant's baseline nor a follow-up process in place to measure the long-term outcomes of WIDA's professional learning events is a significant one. This is because the perceived impact of training over time, level of learning and retention post-training, and application to participant's teaching and learning contexts are all important factors that can help to assess the effectiveness of WIDA's offerings. Baldwin and Ford's Transfer of Training theory - which posits that the positive transfer of training is influenced by three factors: trainee characteristics, training design, and work environment - can help explain why these factors are important.

Trainee characteristics include the trainee's motivation, prior knowledge, and ability to learn. Training design refers to the content of the training, the delivery method, and the opportunity to practice. Work environment includes supervisor support, the availability of adequate resources, and opportunities for application.

Drawing from this finding, the capstone team would suggest the implementation of pre and post-surveys - as found in Appendix B and Appendix C, respectively. The survey should be designed to capture data on the Baldwin and Ford model variables. This additional feedback may provide a valuable way to assess the effectiveness of the PLOs, can provide valuable insight into how to better meet the needs of educators, and can be used to improve the design and delivery of future PLOs.

**Examples from a pre-training survey (for additional examples, see Appendix B):**

- What is your experience with multilingual learners?
- How would you rate your ability to learn new skills?

- How supportive is your work environment of learning and development?
- What would help you feel adequately supported in your professional development?
- How confident are you that you'll have the opportunity to use new learning in your work?

**Examples from a post-training survey (for additional examples, see Appendix C):**

- How relevant was the training to your work with multilingual learners?
- Did the training provide you with the opportunity to practice the new knowledge and skills?
- How well did the training address your individual needs as an educator of multilingual learners?
- What barriers have you experienced attempting to transfer the training to your work?

### **Discussion**

Recommendations ultimately offered by the capstone team were developed in order to assist WIDA in assessing the perceived impact of its PLOs on K-12 educators for multilingual learners across its consortium and to identify the most useful feedback informing decision-making for future workshops. This supports the organization's utmost mission to be the most trusted and valued resource in multilingual student language development. While complementing one another, our five recommendations differ in complexity and would require a range of efforts for proper implementation. For example, recommendation #2 suggests that survey participants should be able to view the survey in its entirety at one time. This could be a single-action, simple formatting change. In contrast, recommendation #5 suggests the design and dissemination of two entirely new surveys distributed pre and post workshop participation. These new surveys would not only need to be created, but would also require a systematic approach to releasing and following up with participants directly.

Moreover, no recommendation is reliant on another recommendation and the impact of each is unique. However, the team felt that recommendations #2 and #3 paired well together and could be addressed within the same time-frame. And, lastly, the capstone team believes finding #4 may be of most importance to the organization as it directly relates to the satisfaction of the two greatest populations of interest to WIDA (general education teachers and ESL/bilingual teachers).

The capstone team is confident that WIDA holds the most holistic knowledge of its own organizational resources, priorities and stakeholder needs. Therefore, WIDA should possess the autonomy to pick and choose the implementation and/or determine the order of recommendation implementation. Regardless of which recommendation is addressed, or in which order, the capstone team maintains that these recommendations will allow WIDA to gain a better understanding of its participants' perceived impact and feelings towards PLOs and address areas of strength and areas of opportunity across its work in professional learning with K-12 educators around the country.

The capstone team offers several areas of consideration for future research. First, a longitudinal study of the impact of WIDA's PLOs on K-12 educators and multilingual learners. This study could track the progress of educators and learners over time to assess how their knowledge and skills change as a result of participating in WIDA's PLOs. Second, an in-depth study of the factors found to influence the effectiveness of WIDA's PLOs. This could help identify the most significant factors that contribute to the success of WIDA's well-received PLOs, such as the quality of the content, the delivery method, and the support WIDA provides its participants. Thirdly, WIDA could consider a study on the cost-effectiveness of WIDA's PLOs. This study could compare the cost of WIDA's PLOs with the benefits they provide, such as improved student achievement and increased educator confidence working with this special population of students.

A final interesting suggestion might be a study on the impact of WIDA's PLOs on multilingual learners from different regions of the country or different cultural or linguistic identities. This study ties to much of what was discussed during our review of the literature. It could explore the variance of experiences of multilingual learners from differently identified languages and cultural backgrounds, with various funds of knowledge, and how WIDA's PLOs can be tailored to meet the needs of the educators and of these learners.

### **Limitations**

The capstone team was provided data from WIDA that consisted of 22,945 survey responses from a variety of PLO offerings from 2019-2022. In this data set, WIDA gave the capstone team access to three specific open-ended, written questions from the survey and some demographic information about its participants. However, the capstone team did not have access to the remainder of the survey questions or participants' responses to these other portions. Additionally, it is important to acknowledge that only a small sample of data (435/22,945 or 1.9% of surveys) was ultimately analyzed. While this reduction was compared for overall representation with the initial dataset and performed intentionally in order to avoid issues of saturation, ensure a manageable scope of analysis for the capstone team, and to align with WIDA-identified parameters, the significant reduction in sample size is worth noting.

Another limitation includes the fact that the current survey distribution structure prevented the ability for the capstone team to follow up with participants. The capstone team decided the conceptual framework of Transfer of Training (Baldwin & Ford, 1988) was the best fit for analyzing the organization's data to inform its ultimate areas of inquiry. However, WIDA did not design the initial survey with Transfer of Training in mind. Therefore, a slight disconnect existed because there was no current questioning in place in order to determine the nature of participants'

work environment or follow-up information collected to definitively ascertain whether application and retention of learning took place. For this reason, the capstone team could only identify named instances of ‘imagined transfer’ or participant’s named intentions to apply content learning into their classroom and workplace environment.

Lastly, aggregate survey data was collected from a range of PLOs but synthesized into a single analysis. This range included feedback from participants engaging in online, self-paced programs, online-facilitated webinars and all-day in-person learning opportunities. Regardless of the type of PLO, survey questions and responses were collected in the same manner. Additionally, the capstone team’s process of coding and interpreting data was consistent despite differences in the workshop delivery and structure.

Additional analysis of data could be completed with larger sample sizes or delineation of workshop type could be conducted in order to address the limitations of this study.

### **Conclusion**

The capstone project was designed to provide a robust analysis of survey responses on WIDA’s PLOs. The goal of this investigation was two-pronged. Firstly, the capstone team aimed to assist the organization in determining the nature of the impact of its trainings. Secondly, it strove to provide useful data for future decision-making that could increase the effectiveness of WIDA’s work with educators and multilingual learners across the country. In this effort, the capstone team identified an applicable, well-established conceptual framework, distilled a final sample of analyzable survey responses, assessed and coded a robust set of qualitative data, discovered five key findings and developed five central recommendations to complete the investigation.

Through its professional learning offerings, WIDA engages in critical work supporting language acquisition for multilingual students and educators that strive to increase equitable

opportunities for their learning across the country. It also strongly ties to observed trends within the K-12 field of education, specifically, the increased presence of multilingual students in classrooms accompanied by a growing call for resources to better-serve these learners in the changing landscape of education. It is the hope of the capstone team that the information provided can be triangulated with previous WIDA findings in order to offer more holistic evidence on the impact of the organization's pivotal work and equip WIDA with additional knowledge to make an even greater impact moving forward.

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Appendix A

Table 1: Codebook

Category	Code	Description of Code	Highlights From Coding
Trainee Characteristics	Teacher Motivation	<ul style="list-style-type: none"> <li>● Openness to collaborate</li> <li>● Openness to engage</li> <li>● Intention to transfer</li> <li>● Intention to implement</li> </ul>	<p>“I learned a lot in a short period of time. <b>I will definitely use this information to better my walkthroughs as an administrator and share information with colleagues and educators under my supervision.</b>” (Administrator #1)</p> <p>“The most worthwhile thing about this workshop was <b>learning practical skills that I can apply immediately in the classroom</b> with my newcomers... I learned so much in my course on how to address the needs of newcomers in the classroom. I felt that all the information was highly relevant for my current position. <b>I was able to start implementing some of the strategies mentioned before even completing the course. I was really excited to begin trying new things in the classroom and to see how well my newcomers responded to the support.</b> I am really thankful for this training and look forward to future workshops.” (Gen Ed. Teacher #105)</p>
Trainee Characteristics	Ability		<p>“Thank you for this free response. I know I should have my ducks in a row, but as a new to ELL education teacher who believes in and wants to be doing this important work, I'm overwhelmed</p>

			<p>(appropriately so) by all that should happen in the best-practices ELL program. <b>I am committed to do those things, but I lack some optimism about my ability to master these visions and strategies fast enough and effectively enough to advocate for and assist others in wanting to join the effective fun.</b> In other words, I need some time management skills and some time. Can you give that?"  (ESL/Bilingual Teacher #22)</p> <p>“This e-workshop was incredibly helpful for all levels of introductory background with the content. <b>I had advanced knowledge and thought the entire course was fantastic</b> and supportive with resources, ideas, examples, use of technology and format. I am recommending this course to every teacher in my school. Any school that has 1 newcomer/ EL student should in fact take this course.”  (ESL/Bilingual Teacher #432)</p>
Trainee Characteristics	Reflection	<ul style="list-style-type: none"> <li>● Shifts in mindset</li> <li>● Deepening understanding</li> <li>● Imagining concept (not mentioning specific intention to implement but considering concepts in context)</li> </ul>	<p>“This course provides sample walkthroughs and tools for leaders to support multilingual learners in the classroom. It is helpful to see the WIDA synthesized research-based practices in education standards and <b>I now have a better understanding</b> of how to apply these strategies in my teaching career.”  (General Ed. Teacher, #119)</p>
Training Design	Credibility		<p>“<b>WIDA is constantly redefining itself within the spectrum of education, academia and professional development</b> with a</p>

			<p>primary concern for student centered development. Any one training has been beneficial for me in better understanding who I am providing service to and what ways I can improve that service.” (ESL/Bilingual Teacher #107)</p> <p>“Engaging Multilingual Newcomers eWorkshop was <b>the reinforcement of concepts I learned while a student for my Master's in TESOL. Be[ing] reminded of the contributions of academics like Swain, Vygotsky, and Krashen among many others was valuable.</b> Also, re-immersing myself in the world of scaffolding and differentiation based on approximate student needs is always a good thing.” (ESL/Bilingual Teacher #107)</p>
Training Design	Demonstration	<ul style="list-style-type: none"> <li>● Modeling</li> <li>● Scenarios</li> </ul>	<p>“I especially enjoyed the lesson on FRACTIONS at the SMALL GROUP table. <b>It was great to see this being modeled by an effective teacher”</b> (ESL/Bilingual Teacher #31)</p> <p>“I enjoyed the training. It was a good mix of instruction and interactive components. I <b>especially liked seeing real-world examples that demonstrated how to use the WIDA framework to plan content-area instruction that supports language development for all learners.”</b> (General Ed. Teacher, # 99)</p>
Training Design	Differentiation	<ul style="list-style-type: none"> <li>● Level of difficulty</li> <li>● Variety of contexts</li> <li>● Assumed background knowledge</li> </ul>	<p>“This was probably the easiest workshop for me out of the ones I have taken. I taught Social Studies for years so this course</p>

		<ul style="list-style-type: none"> <li>• Multimodal presentation material</li> </ul>	<p>of</p> <p>was easy for me. Honestly, it was really a refresher course. If I was to change one thing about the courses I am taking, <b>I would break them up into elementary and middle/high school.</b> I am much less engaged in the elementary parts of the course because while they contain a bit of information I can use, by and large the elementary content does not apply to me.” (Administrator, #15)</p> <p>“These workshops are <b>informative and easily accessible for all levels of familiarity</b> of engaging Second Language Learners.” (ESL/Bilingual Teacher, #156)</p>
Training Design	Facilitator	<ul style="list-style-type: none"> <li>• Human component</li> </ul>	<p>“Everything was great and <b>the presenter was very knowledgeable and considerate.</b> Great Job!” (General Ed. Teacher, #350)</p> <p>“ <b>Facilitators were extremely helpful and well organized</b> in the dissemination of the content.” (General Ed. Teacher, #207)</p>
Training Design	Feedback from Program and/or Trainer		<p>“...I would like <b>more feedback from knowledgeable professionals</b> on the output portion of the learning.” (Instructional Coach #162)</p> <p>“The workshop I attended was very interactive and gave me an opportunity to access resources that I could readily apply to my students. It helped to clarify and affirm the work that I had already been doing as well as teach me new concepts. <b>The immediate</b></p>



			<p><b>feedback from the facilitator and participants helped me feel it was a safe space to ask questions and listen to others.”</b> (ESL/Bilingual Teacher #24)</p> <p><b>“I really appreciated the little check ins and "quizzes" during and after each Module.”</b> (ESL/Bilingual Teacher #197)</p>
Training Design	Flexibility		<p><b>“The WIDA trainings are well worth the time. It is great to be able to go through the lessons and modules at your own pace and to not be pressured on due dates to complete a course. I also like the fact that you can access the courses at any time so the resources are always available to us.”</b> (Administrator #10)</p> <p><b>“I love the option of participating in the self-paced workshops. It affords me the opportunity to go back and read information over again, watch videos more than once and take needed breaks. I also love and appreciate all of the handouts that I can print and refer to at a later date.”</b> (Instructional Coach #414)</p>
Training Design	Met objectives/PLO expectations	<ul style="list-style-type: none"> <li>● Clarity</li> <li>● Usefulness</li> <li>● Expectations</li> <li>● Guidance</li> </ul>	<p><b>“The information was great and appropriate for my grade level.”</b> (General Ed. Teacher #387)</p> <p><b>“Every topic in the Module is very important and very helpful”</b> (General Ed. Teacher #155)</p>
Training Design	Opportunity for Interaction	<ul style="list-style-type: none"> <li>● Collaboration</li> </ul>	<p><b>“I thoroughly enjoyed the opportunity to see other educators express their ideas, views and outlook on Second</b></p>

			<p>Language, Multicultural and Cultural aspects of our profession...” (ESL/Bilingual Teacher #22)</p> <p>“Having two options for the zoom meet would have been great; I had an unexpected emergency during the zoom. I was glad to get to complete the coursework in an alternate format, but <b>I missed the interactive component.</b>” (General Ed. Teacher #371)</p>
Training Design	Real World Application	<ul style="list-style-type: none"> <li>● Practicality</li> <li>● Implementation</li> <li>● Application</li> </ul>	<p>“I found this workshop to be <b>applicable to teaching newcomers in a variety of content areas, grade levels, and from various backgrounds.</b> The strength of the workshop was the demonstration of <b>practical application</b> of the Can Do Philosophy, 4 language practices, and culturally proficient teaching.” (Administrator #5)</p> <p>“This workshop was so well organized! What I learned was <b>practical and could be easily implemented as soon as I get back to the classroom...</b>” (Instructional Coach #429)</p>
Training Design	Sequencing	<ul style="list-style-type: none"> <li>● Layout</li> <li>● Format</li> <li>● Timing</li> <li>● Pacing</li> </ul>	<p>“It is a lot of information at once. <b>I think it needs to be broken up more</b> and the examples need to be a bit simpler. <b>It was overwhelming for me.</b>” (ESL/Bilingual Teacher #162)</p> <p>“The course <b>flows smoothly with clear connections between each module.</b> The resources and supplemental materials support the content. All of the information can be readily used regardless of your</p>

			<p>prior knowledge. <b>There was nothing overwhelming or intimidating about the topic or format of delivery.</b>"</p> <p>(ESL/Bilingual Teacher #149)</p>
Training Design	Strategies	<ul style="list-style-type: none"> <li>● Learning Supports</li> </ul>	<p>"The most worthwhile thing I took away from this workshop <b>was actual strategies to take to the ELD and GenEd teachers in my district.</b> I get lots of questions as the district ELD coach about how to get kids to talk more. <b>Now I have very concrete strategies and explanations to take to my colleagues!</b>"</p> <p>(Instructional Coach #152)</p> <p>"Just <b>more teaching strategies, more videos</b> of other teachers <b>modeling these strategies.</b>"</p> <p>(General Ed. Teacher, #399)</p>
Training Design	Technology	<ul style="list-style-type: none"> <li>● Platform</li> <li>● Functionality</li> </ul>	<p>"This workshop is <b>MUCH improved!</b> I took the previous version and just looked in to see what was different. I found the <b>interactive notetaking and prompts as well as the interactive activities</b> to be very worthwhile." (General Ed. Teacher #348)</p> <p>"<b>Better plugins</b> for activities, sometimes the <b>computer needs to be refreshed</b> before it pops up"</p> <p>(General Ed. Teacher #343)</p>
Training Design	Tools	<ul style="list-style-type: none"> <li>● Videos</li> <li>● Rubrics</li> <li>● Handouts</li> <li>● Worksheets</li> </ul>	<p>"WIDA Professional learning workshops are meticulously planned to engage educators in the procedures of teaching the English language to students of other languages. <b>The resources provided are excellent tools for</b></p>

			<p><b>all educators</b> that have Multilingual Learners in their classrooms as well as for school Administrators.” (Administrator #2)</p> <p>“I enjoyed <b>the handouts, very relevant</b> to how I teach.” (ESL/Bilingual Teacher #36)</p>
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### Illustrative Quotes on Imagining Transfer of Training into Practice

<p>“I really loved all the hands-on and collaborative activities to engage with the cycle. <b>It helped us not only visualize but go through the process as a student...</b>I’ve been teaching 4th grade ELA for 8 years now. All the ideas, activities and research that has been provided and <b>taught to us to implement in the classroom</b> will provide equal opportunities not just for EL learners but all learners. <b>This workshop is a game changer</b> for not just ELA teachers but all teachers who teach the writing process. It would be beneficial across curriculum.” (Gen Ed. Teacher #87)</p>
<p>“Talking about Translanguaging and other actual techniques used with our English Learning/Emerging Bilingual students was super helpful. <b>Hearing other professionals talk about the challenges of explaining what we do to their colleagues helped me to think of better ways to communicate within my team.</b> Sharing and referring to the Can-Do descriptors was <b>something I was able to implement right away.</b>” (ESL/Bilingual Teacher #24)</p>
<p>“As a new MS/HS ESL teacher, the <b>WIDA eWorkshops</b> were not only interesting and informative but <b>filled gaps of knowledge I had in order to better serve the multilingual learners that I will be teaching.</b> I really appreciate the training provided for other subjects outside of English as <b>I can create materials to implement right away for my students in other subjects as well.</b> Thank you for providing <b>downloadable templates that can be used by any teacher! I feel more confident about how to teach effectively to multilingual learners after taking these eWorkshops.</b>” (ESL/Bilingual Teacher #42)</p>
<p>“This Workshop offered great learning opportunities for all levels of knowledge. <b>It also provides wonderful time to plan and increase our team confidence. Getting more ideas as to how we can gently roll this out to our teachers and staff.</b>” (Administrator #3)</p>

## Appendix B

### Potential Pre-PLO Survey Questions

These questions are designed to provide a baseline that will help to identify factors that may influence transfer of training and assess the needs of multilingual educators. This information can be used to tailor the training program to the specific needs of the trainees. A different set of questions may be necessary for other stakeholders, such as administrators.

Also, by asking these questions, WIDA may better understand how the training is impacting the acquisition of knowledge and skills of multilingual learner educators. This information can be used to improve WIDA's training design and delivery in the future. Use of Likert or multiple choice is recommended, wherever possible.

#### Trainee Characteristics

##### \*\*Ability\*\*

- What is your level of education?
- What is your experience with multilingual learners?
- How would you rate your ability to learn new skills?

##### \*\*Personality\*\*

- List your 3-5 top interests.
- What are your top goals?
- How would you describe your personality?

##### \*\*Motivation\*\*

- Why are you taking this training?
- What do you hope to achieve by taking this training?
- How motivated are you to learn new skills?

##### \*\*Reflection\*\*

- How do you think you learn best?
- How do you reflect on your learning, including setbacks?
- How do you typically apply your learning to new situations?

#### Work environment

**\*\*Support\*\***

- How supportive is your work environment of learning and development?
- Do you have access to the resources you need to learn and develop?
- Do you have opportunities to practice new skills and knowledge?
- What would help you feel adequately supported in your professional development?

**\*\*Ability to use new learning\*\***

- How confident are you in your ability to use new learning in your work?
- How confident are you that you'll have the opportunity to use new learning in your work?

## Appendix C

### Potential Post-PLO Survey Questions

These questions are designed to help assess the transfer of training for multilingual educators. These questions can help provide insight into the factors influencing the transfer of training and help to identify areas where additional support is needed. A different set of questions may be necessary for other stakeholders, such as administrators.

Also, by asking these questions, you may better understand how the training is impacting the work of multilingual learner educators. This information can be used to improve WIDA's training design and delivery in the future. Use of Likert or multiple choice is recommended, wherever possible.

#### Trainee Characteristics

- How do you feel about your ability to use the new knowledge and skills you learned in the training?
- What are some of the challenges you face in applying the new knowledge and skills to your work with multilingual learners?
- What support do you need from your colleagues or supervisor to help you transfer the training to your work?

#### Training Design

- How relevant was the training to your work with multilingual learners?
- Did the training provide you with the opportunity to practice the new knowledge and skills?
- Did the training provide you with the opportunity to reflect on how you might apply the new knowledge and skills?
- How well did the training address your individual needs as an educator of multilingual learners?
- Which modality of training did you use to participate in the training?
- How likely are you to recommend this PLO to colleagues?

#### Work environment

- What barriers have you experienced attempting to transfer the training to your work?
- How can your work environment be more supportive of your practice of your newly acquired knowledge and skills?
- What resources do you need from your work environment to help you transfer your learning into practice?

**Additional questions:**

- What are some of the specific things you have done differently in your work since the professional learning opportunity?
- Have you noticed any changes in the way your multilingual learners are learning? If yes, please explain.
- How has the training helped you to improve your work performance?