

Introduction

- English Learner (EL) students make up 25% of the K-12 students in California public schools (CA Dept. of Ed., 2015).
- EL students require qualified teachers with the bilingual credentials necessary to enhance their learning, or else they become at risk for academic failure (Crawford, 2008).
- EL students may require personalized academic lessons to fit individual needs and ensure that language and content standards are being met.
- Bilingual Preservice Teachers must be aware and be able to create strategies catered to individual student needs to best help EL students.
- Bilingual Preservice Teachers ability to adapt lessons requires extensive training and perseverance.
- GRIT is defined as perseverance and passion for long term goals, and may play a role in bilingual preservice teacher's ability to cater and adapt lessons for EL students (Duckworth, A., Peterson, C., Matthews, M., & Kelly, D.R., 2007).
- The current study examines how GRIT is related to bilingual preservice teachers' ability to differentiate lessons for ELs.

Method

- Participants were Spanish speaking credential students ($N=45$).
- 81.4% of participants were Hispanic/Latino(a), 11.6% were white, and 7% were mixed ethnicities.
- Females=74.4%, Males =25.6%
- Spanish Proficiency: $M = 7.75$, $SD = 1.48$ (on an 11 point scale, in which 0 = None and 10 = Perfect)
- 61.9% of participants are English Language Learners (ELs).
- Subjects participated in a survey in which they self-reported scores on an 8-item GRIT scale, and self-reported their CBEST scores. They were invited to participate in an on-campus assessment to examine their preparedness and ability to differentiate lessons for EL students.

Measures

- GRIT**
 - 8-items rated on a 5-point Likert scale (e.g. 5 = Very much like me to 1 = Not like me at all)
 - Sample Question:* I am a hard worker.
- California Educational Skills Test (CBEST)**
 - Measures basic reading, writing, and mathematic skills considered to be essential for the job of an educator (www.ctcexams.com, 2018)
- Lesson Plan Assessment (11 Questions)**
 - Differentiated Strategies (4 Questions)**
 - "What additional activity could the teacher add to the lesson plan to **best meet Carlos' linguistic needs?**"
 - Teaching Strategies Aligned to Both Content & Language Development Standards (4 Questions)**
 - "What is the **best reason** for having **content and language objectives** in this lesson plan?"
 - Differentiated Assessments (3 Questions)**
 - "The **best manner to monitor and support** Sandra's Spanish writing skills is..."

GRIT: Perseverance and passion for long-term goals



Results

	GRIT
CBEST	-.34*
Lesson Assessment Total Score	-.43*
Lesson Assessment Multiple Choice	-.55**
Lesson Assessment Free Response	-.18
Extraversion	.33*
Agreeableness	.37*
Conscientiousness	.51**
Neuroticism	-.55**
Openness	.23

- * Correlation is significant at the .05 level (2-tailed)
- ** Correlation is significant at the .01 level (2-tailed)

Conclusions

- The results indicated that student's GRIT correlated negatively with their assessment. This is surprising, as we would expect GRIT to be positively correlated with students' scores.
- Interestingly, we see that student's GRIT scores are only significantly, negatively correlated with their assessment multiple choice scores and not their free response scores. This may indicate that when given the opportunity to explain their answers thoroughly, students are better able to demonstrate their skills in differentiating lesson plans for ELs.
- Further research will examine the relationship between GRIT and persistence.

References

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- Crawford, J. (2008). Loose ends in a tattered fabric: The inconsistency of language rights in the United States. In J. Magnet (ed.), *Language rights in comparative perspective*, Belfast:UK: LexisNexis Butterworths.
- Duckworth, A., Peterson, C., Matthews, M., Kelly, D., & Carver, Charles S. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087-1101.
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