

Introduction

- English Learners (ELs) make up 25% of the K-12 students in California public schools (CA Dept. of Ed., 2015).
- ELs require qualified teachers with the bilingual training necessary to enhance their learning or else they become at risk for academic failure (Crawford, 2008).
- Pre-service teachers in CA receive varying amounts of bilingual instruction, training, and experiences in their credential programs. Additional research is needed to evaluate the effectiveness of a dedicated bilingual program.
- Identity theory* (Stryker & Serpe, 1982) suggests that a strong teacher identity promotes a teacher's effectiveness and persistence (Dassa & Derose, 2017).
- Little work has looked at bilingual teacher identity during teacher training and into the classroom.

Research Questions

RQ1: Does focused bilingual instruction training increase credential program students' bilingual teacher identity?

RQ2: What is the trajectory of bilingual teacher identity after graduating and entering a teaching career?

Method

- Participants were Spanish speaking teacher credential students from two comparable public universities in California ($N=45$)
- 29 BILA students were enrolled in bilingual instruction training alongside their credential program
- 16 control students (no BILA) were at a school without a comparable bilingual program
- Four-wave longitudinal study across their one-year credential program and four months following graduation
- 81.4% of participants were Hispanic/Latino(a), 11.6% were White, and 7% were mixed ethnicities. 74.4% Female

Measures

Teacher Identity (TI)

- Adapted from the Science Identity Scale (Chemers et al., 2011)
- 10-items rated on a 5-point Likert scale (e.g. 1 = Strongly Disagree, 5 = Strongly Agree)

Sample Item:

"Being a teacher is an important reflection of who I am."

- $\alpha = .82$

Bilingual Teacher Identity (BTI)

- Adapted from the Science Identity Scale (Chemers et al., 2011)
- 10-items rated on a 5-point Likert scale (e.g. 1 = Strongly Disagree, 5 = Strongly Agree)

Sample Item:

"Being a bilingual teacher is an important reflection of who I am."

- $\alpha = .84$



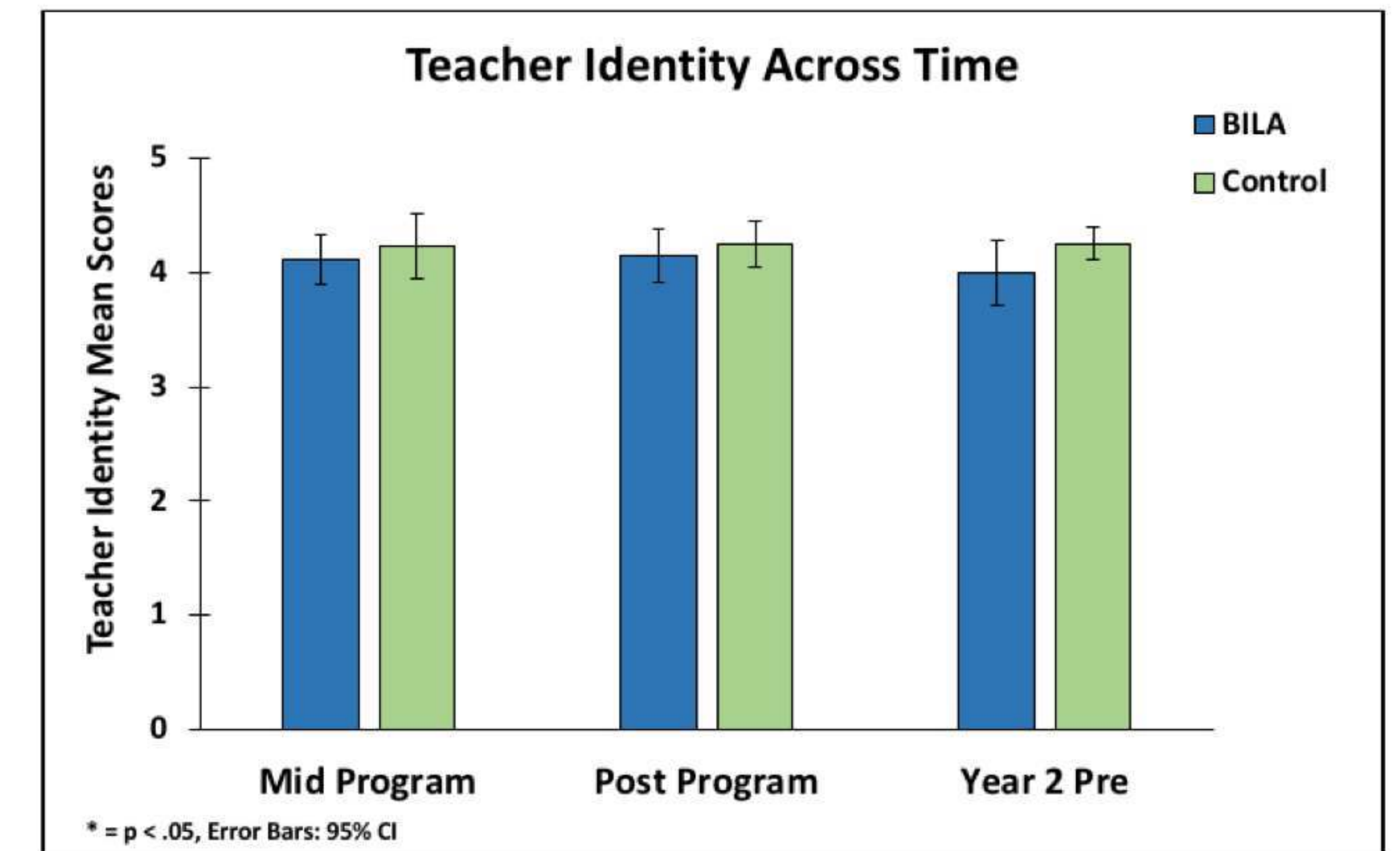
References

Please see handout for references

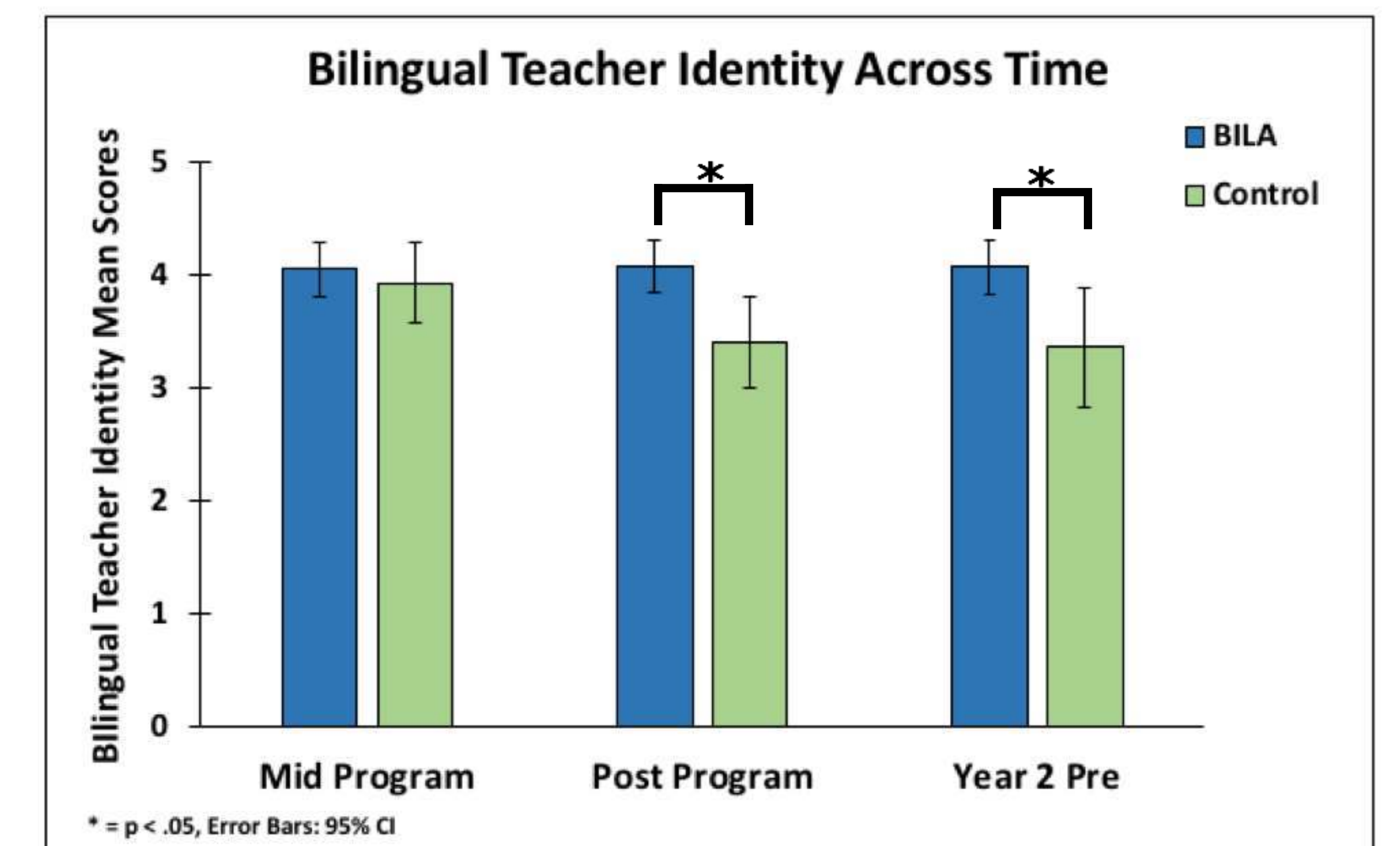


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Results



The groups did not differ in TI during their credential program or following graduation.



The groups did not differ in BTI during their credential program, however, the BILA group graduated with a higher BTI than the control, $t(41) = -3.14$, $p = .003$, $d = .99$. This decrease in BTI for the control group was stable four-months following graduation $t(17.07) = -2.47$, $p = .024$, $d = .87$.

BTI is positively correlated with the pre-service teacher being an EL themselves, $r(43) = .45$, $p = .003$, but is not correlated with obtaining a teaching position following graduation $r(43) = -.21$, $p = .175$.

Conclusions

- The decrease in BTI for the control group highlights the importance of bilingual instruction as it may help prepare credential students to effectively teach ELs by sustaining BTI.
- Future research will investigate the relationship between bilingual teacher identity and teaching self-efficacy and their impact in the classroom.