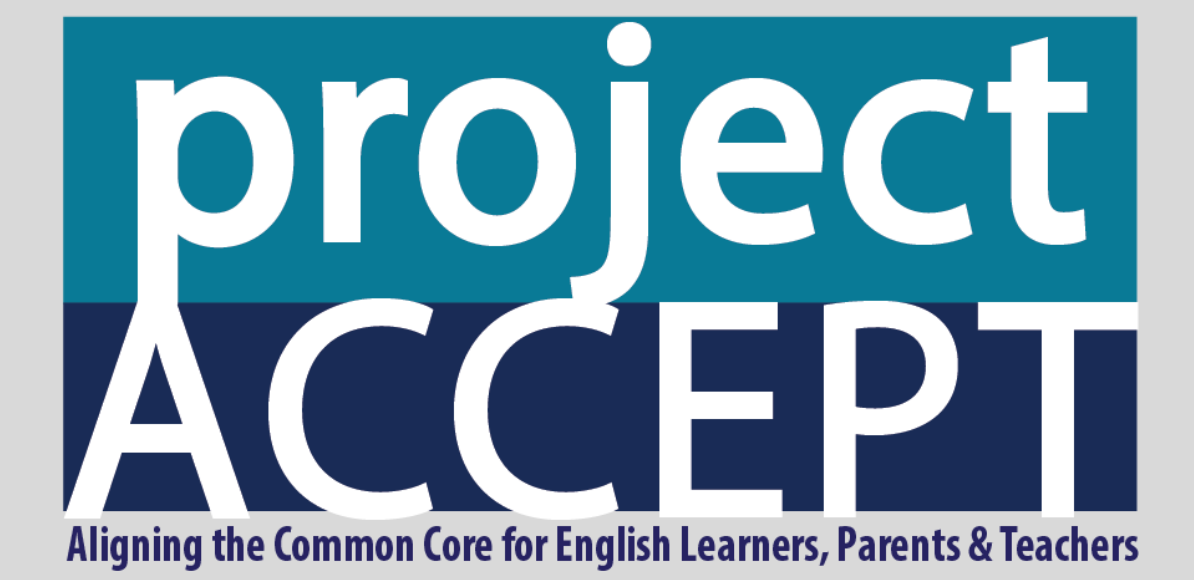


The Impact of Bilingual Instruction Training on Increasing Bilingual Teacher Identity and Feeling of Preparedness in the Classroom

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Inquiry

- Do programs such as BILA increase self-efficacy, teacher identity and preparedness in pre-service teachers for teaching English learning (EL) students?

Background

- 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 they become at risk for academic failure (Crawford, 2008).
- Self-efficacy is conceptualized as an individual's perceived ability or capability to accomplish certain tasks, such as teaching EL students (Chang & Engelhard, 2015).
- Self-efficacy is essential for teachers to have in order to effectively and confidently teach EL students (Gibson & Dembo, 1984)

Study Overview

- Participants were the 2017/2018 BILA cohort students ($N = 29$) at CSUSM.
- Participants completed a "Pre" survey at the beginning of the BILA program, and they completed a "Mid" survey mid-way through their program
- Females: $N = 23$ (79.3%)
- Males: $N = 6$ (20.7%)
- Participants self-identified as 86.2% Latino ($N = 25$), 6.9% other/unknown ($N = 2$), and 6.9% white ($N = 2$).
- Spanish was the native language of 76.5% ($N = 13$) of the participants, with English being their second language. English was the native language of 23.5% ($N = 4$) of the participants, having Spanish be their second language.

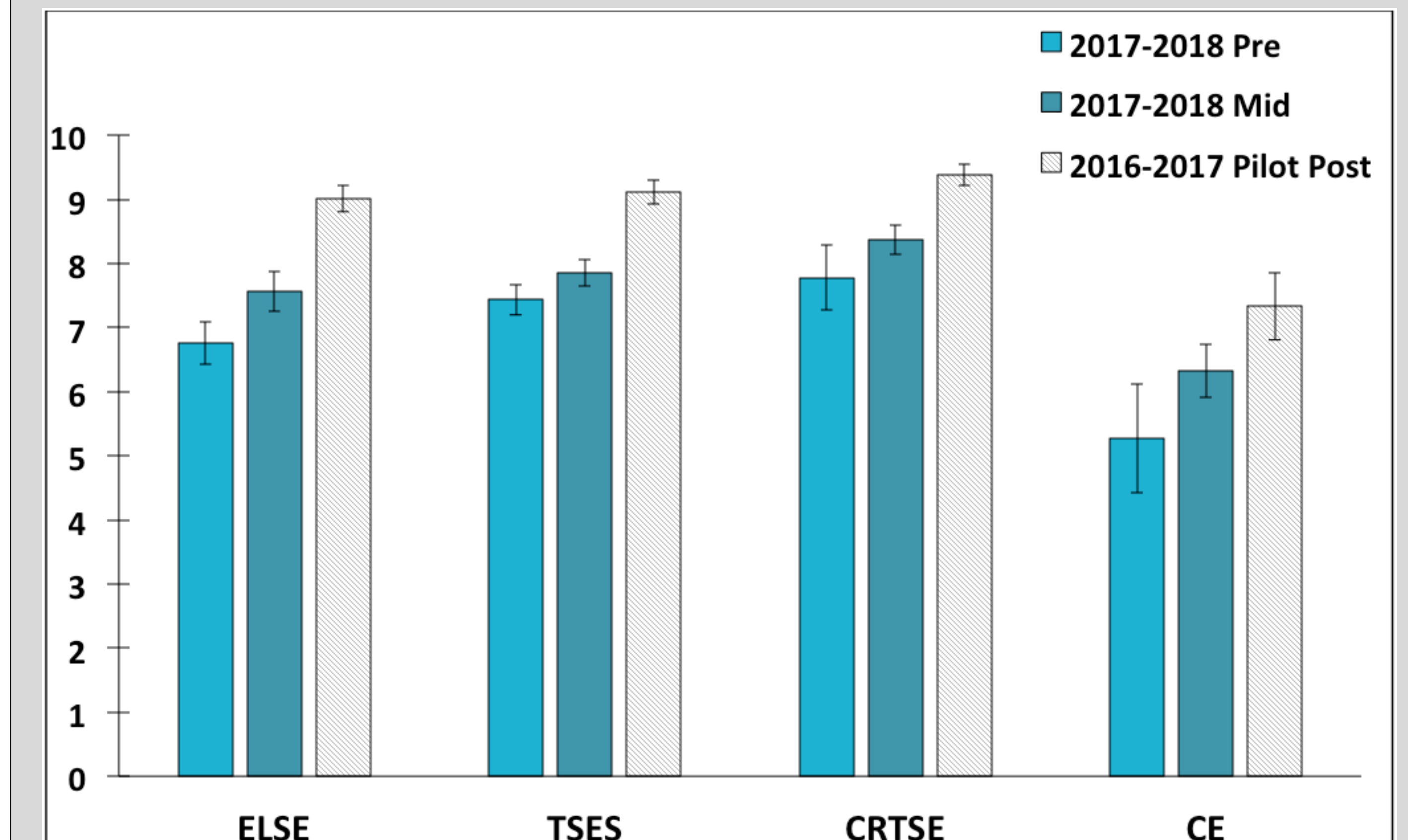
Measures

- Measures in the surveys were based on a 0-10 Likert scale
- Both the "Pre" and "Mid" surveys administered to BILA students included the following self-reported scales:
 - EL Teaching Self-Efficacy (ELSE)**
 - Sample Question:* I am confident I can... "Prepare lessons for English Learners in bilingual settings that meet **linguistic** diversity needs."
 - Teachers' Sense of Efficacy Scale (TSES)**
 - Sample Question:* I am confident I can... "Implement alternative strategies in your classroom."
 - Cultural Responsiveness Teaching Self-Efficacy (CRTSE)**
 - Sample Question:* I am confident I can... "Develop a community of learners when my class consists of students from diverse backgrounds."
 - Classroom Experience (CE)**
 - Sample Question:* "How much involvement have you had with English Learner instruction?"

Self-Efficacy: an individual's perceived beliefs about their ability to accomplish a specific task



Results



- Pre-measure averages were: ELSE $M=6.76$, $SD=1.78$, TSES $M=7.44$, $SD=1.28$, CRTSE $M=7.78$, $SD=1.35$, CE $M=5.27$, $SD=2.26$
- Mid-measure averages were: ELSE $M=7.56$, $SD=1.59$, TSES $M=7.86$, $SD=1.10$, CRTSE $M=8.37$, $SD=1.21$, CE $M=6.32$, $SD=2.12$

Conclusions

- "Post" measures will be collected following BILA program completion.
- The increases in self-efficacy measures across time and as participants completed the BILA program highlights the importance of programs that qualify credential students and give them the state licensures necessary to teach EL students.

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