



“Help!” Answering the Cries of Mainstream Teachers with EL Students

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"I think being able to successfully reach that student is my biggest challenge (and fear)."

"I worry that I would not be giving them their basic needs and make them feel safe and comfortable."

***"Unless people believe they can produce desired results by their actions, they have little incentive to act."
Bandura, 1997***

"Teachers are probably not 100% confident...maybe a bit timid...maybe a bit reluctant. Not resistant, but not entirely secure."

"I really don't know if what I'm doing is the right thing."



EL Students:

- About 25% of U.S. public school students
- 90% of day in mainstream classrooms
- Disproportionately represented in lowest- performing groups

Mainstream Teachers:

- Must give ELs same opportunities to achieve as native speakers
- Often question capability to teach ELs effectively



Today's Objectives

Review

- Factors that drive mainstream teachers' low self-efficacy for ELs

Discuss

- Input from teachers about the kind of support they would like from EL colleagues

Share

- Your experiences, ideas and approaches

About the Research



Surveyed two elementary schools in low-incidence district:

- One with long history of EL enrollment
- One in first year of EL enrollment

What impact does:

Professional development

Attitudes toward inclusion of ELs

Beliefs about language learning

School culture

have on mainstream teachers' self-efficacy for ELs?

Does experience with ELs (either direct teaching or working in an environment with ELs) alter these perspectives in any meaningful way?

Key Findings

*ATTITUDES
TOWARD
INCLUSION*

WHILE ALL GENERALLY WELCOME ELS, MANY ARE
AMBIVALENT ABOUT WORKING WITH THEM

***Beliefs about
Language
Learning***

Misconceptions about language learning processes are prevalent

Training

Although most have had EL training, many do not feel it was
adequate and would welcome more

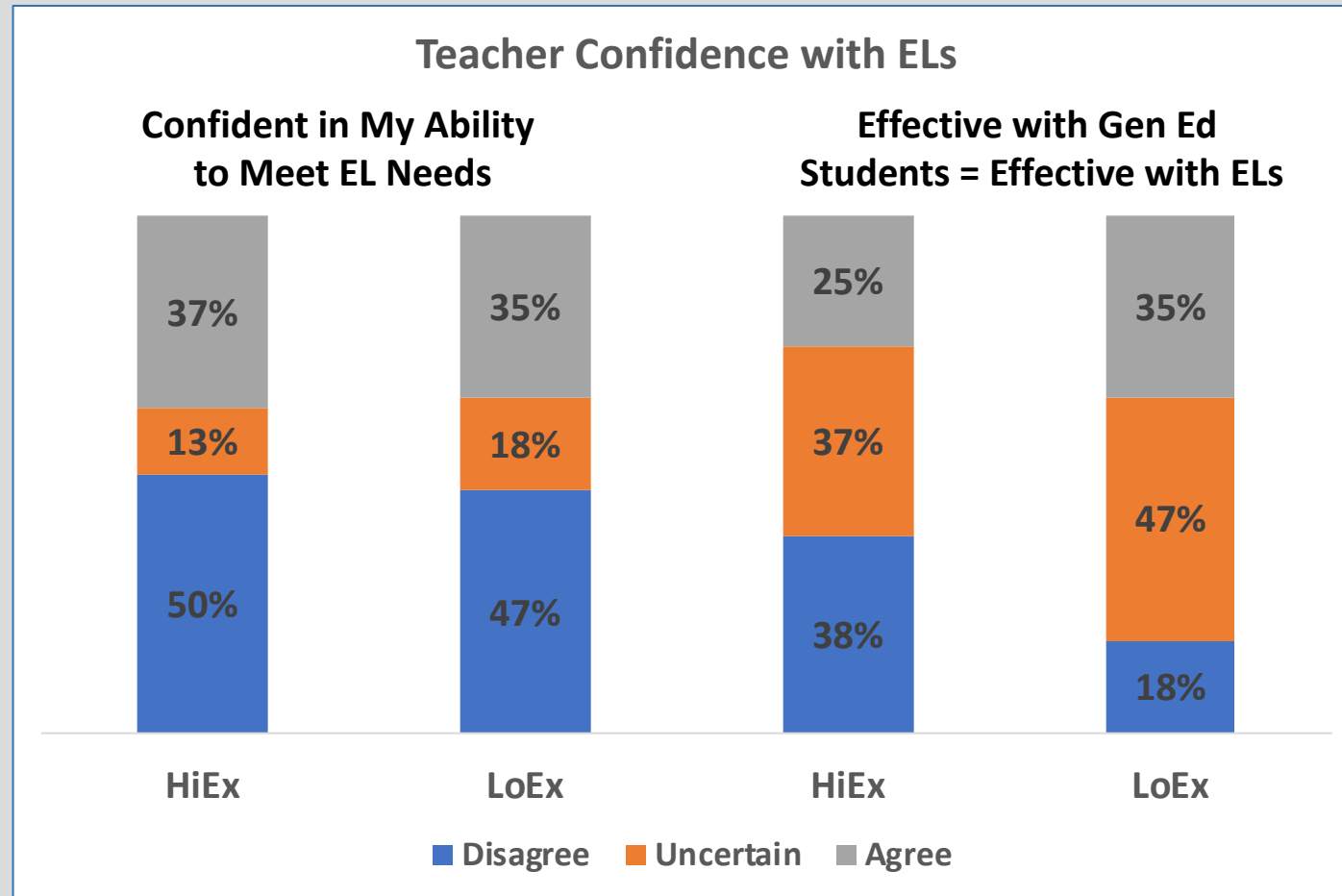
***School Culture
and Support***

Resources and support systems for ELs are viewed as lacking in both
schools

***Teacher
Confidence***

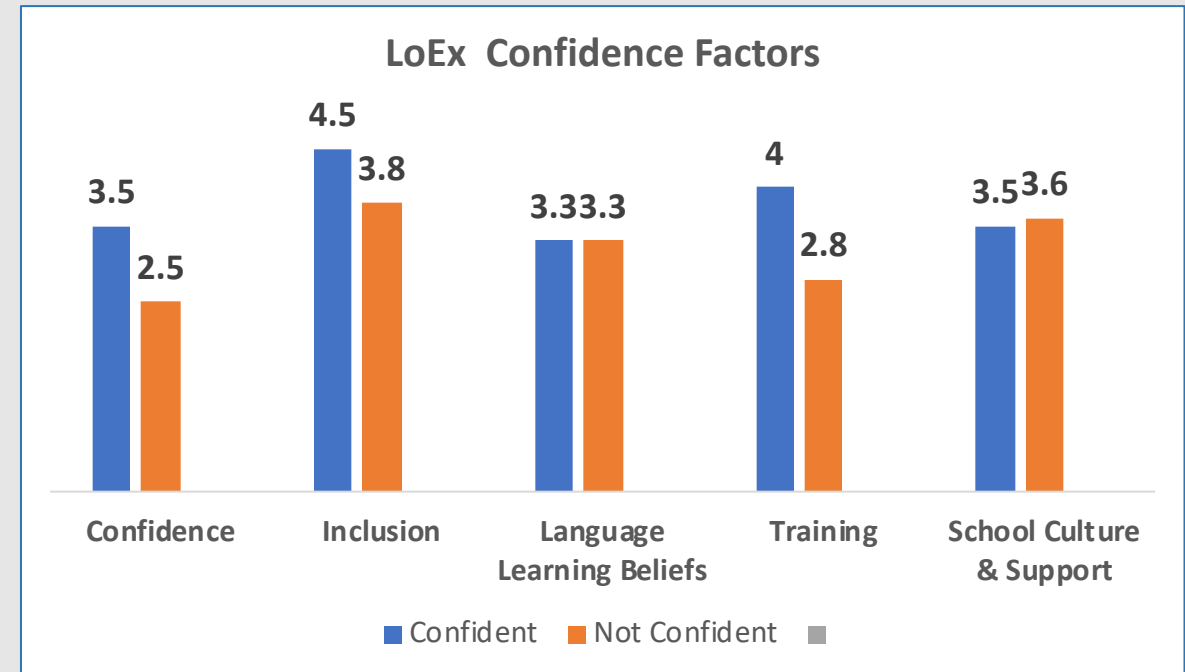
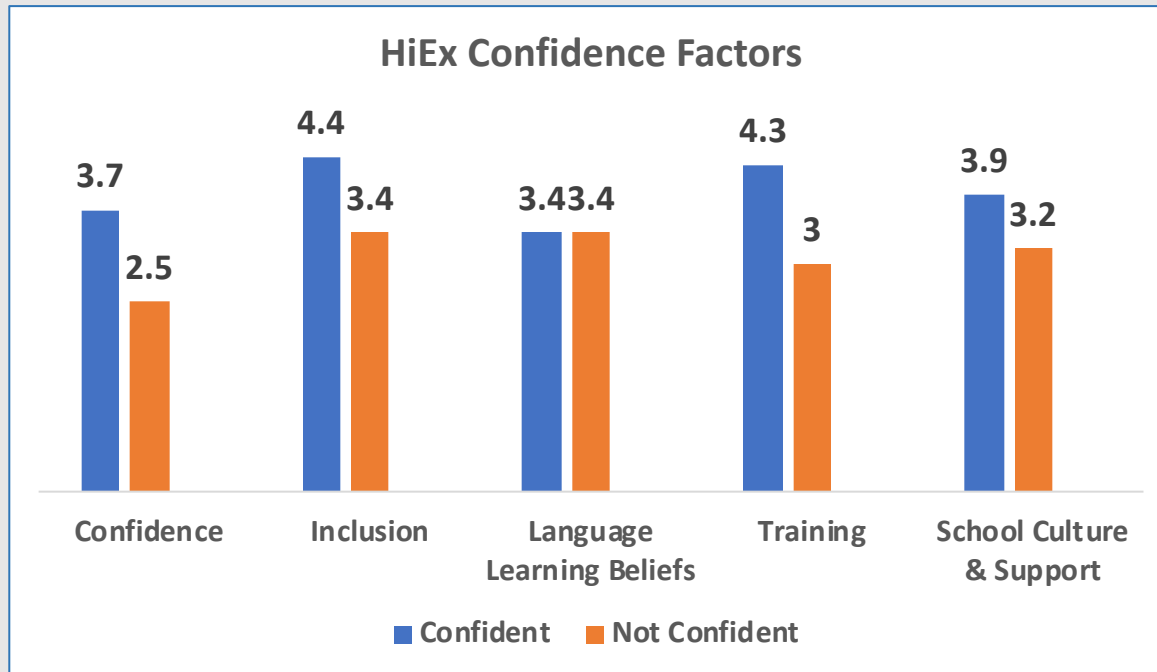
Teacher confidence in their ability to meet the needs of ELs was low
regardless of experience with EL students

Low Confidence in Both Schools



Factors Influencing Teacher Confidence

Average mean scores for each question category. Compares scores for teachers who agreed they were confident in their ability to meet the educational needs of ELs (4s and 5s) with those who disagreed (1s and 2s).



What this tells us:

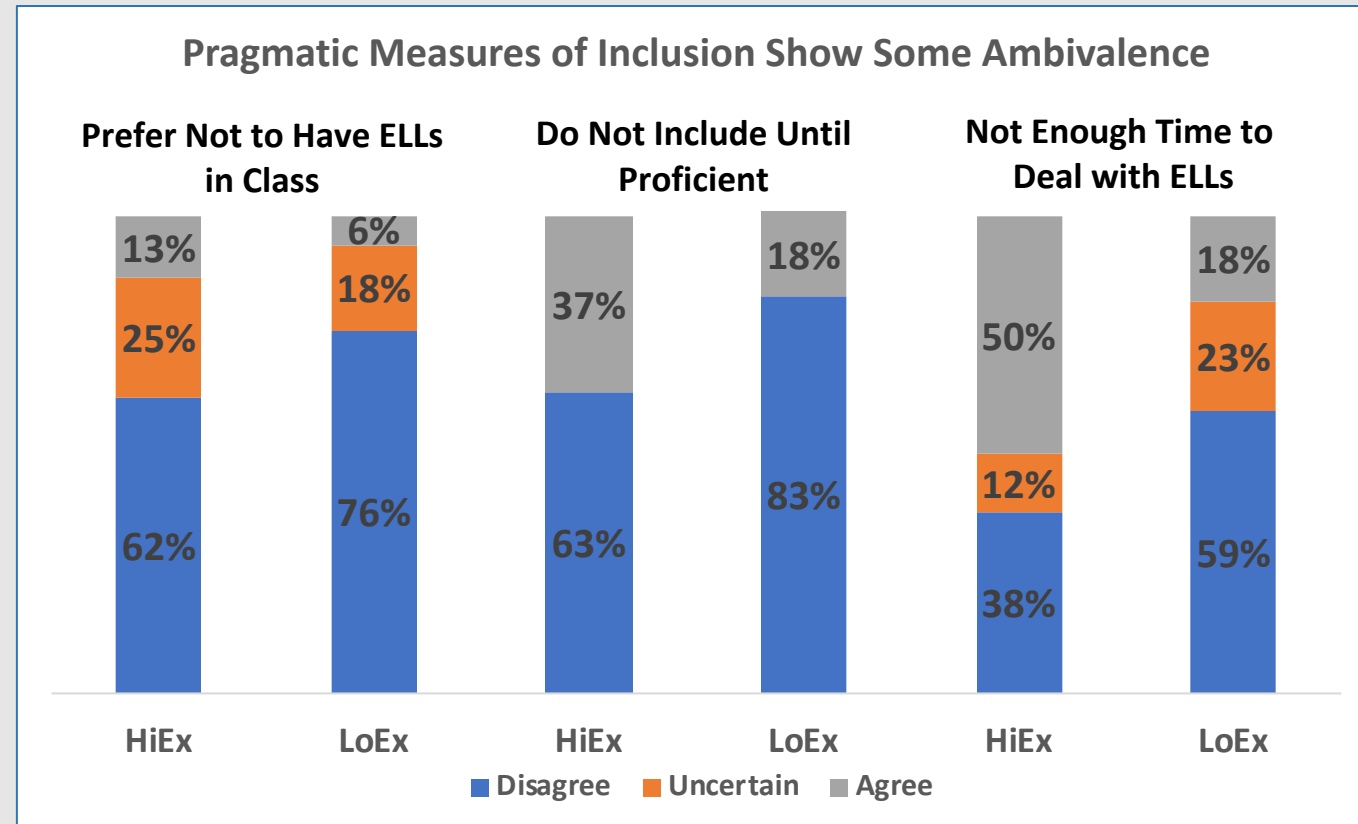
- Confidence for ELs seems to be influenced by positive attitudes toward inclusion and training. Beliefs about language learning appear to have little influence either way.
- Very little difference between overall confidence levels or drivers suggests that teacher efficacy for ELs is not necessarily dependent on experience with or exposure to ELs.

Inclusion: Yes and No

Nearly all agree:

- I would welcome the inclusion of ELLs in my classroom
- Inclusion...creates a positive educational environment

"Our ELL students bring new experiences, language and perspectives to the classroom."



"Spending much more time supporting ELL students than other students who also need support."

What's Driving Ambivalence about Inclusion?

Advantages of Inclusion

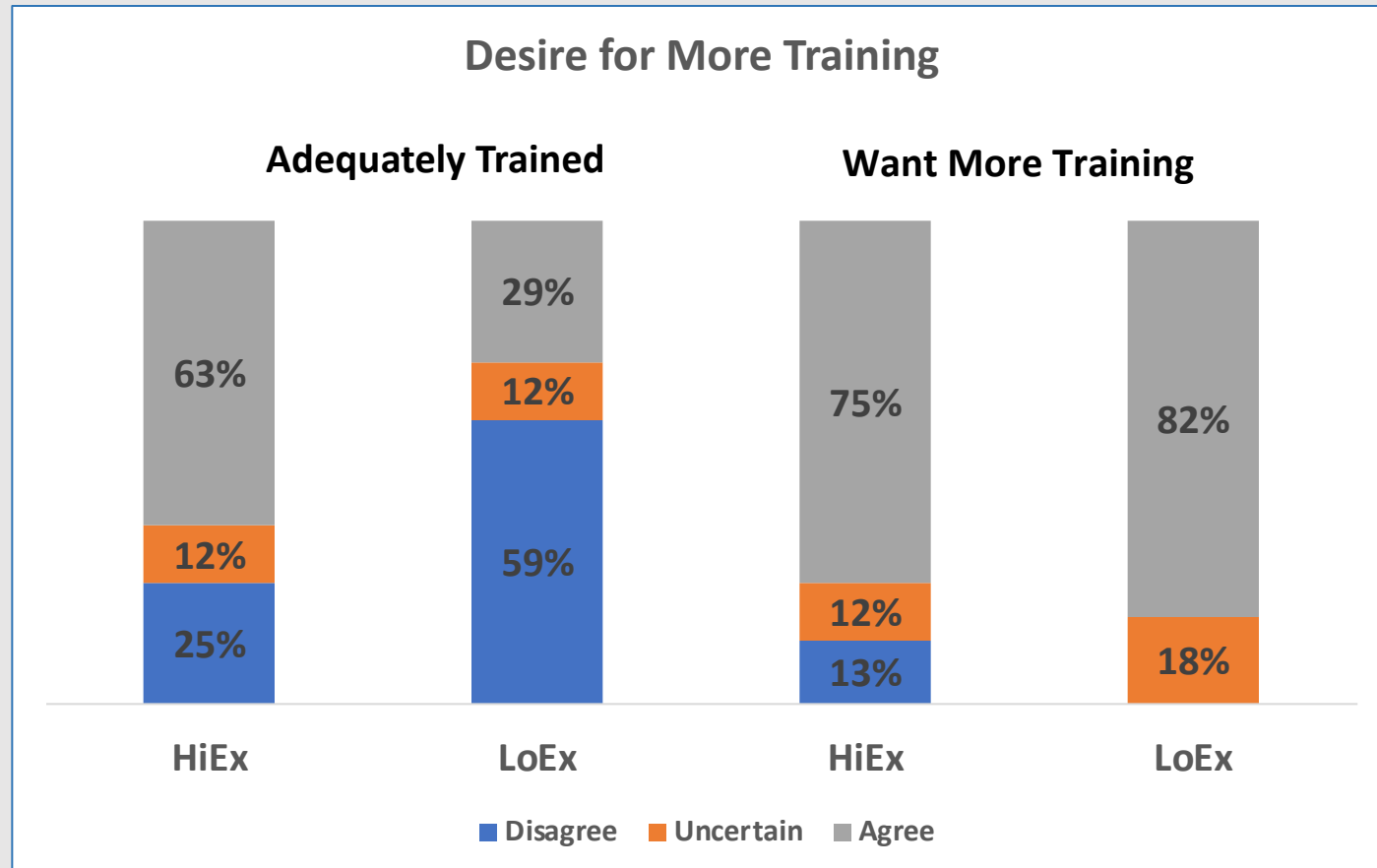


Challenges of Inclusion

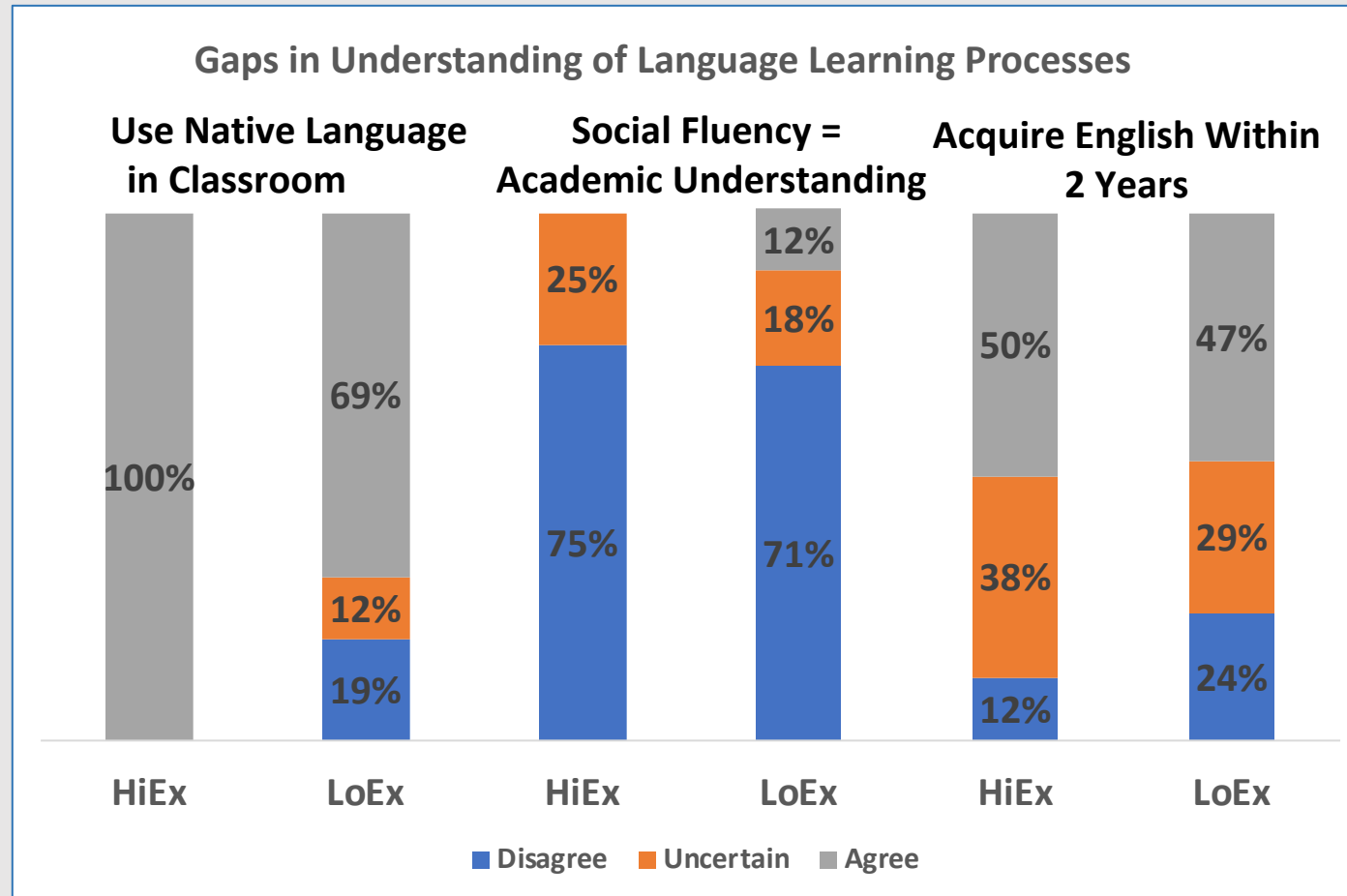


Word clouds created from survey write-in comments. The ambivalence in the data seems to be more of a plea for improved resources and support than a lack of desire to work with ELLs.

More Training, Please



Misconceptions about Language Learning

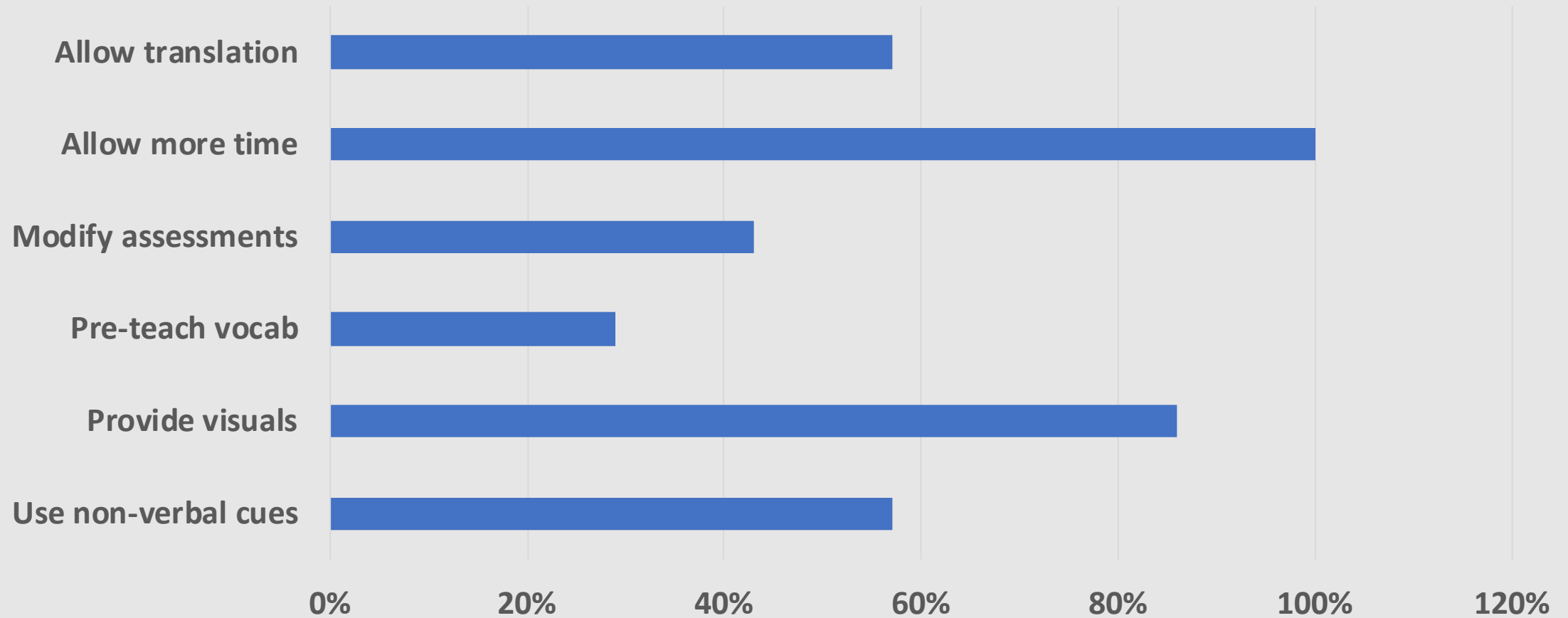


Note: The latest research shows that it takes 4 to 7 years or longer for an ELL to develop academic English proficiency.



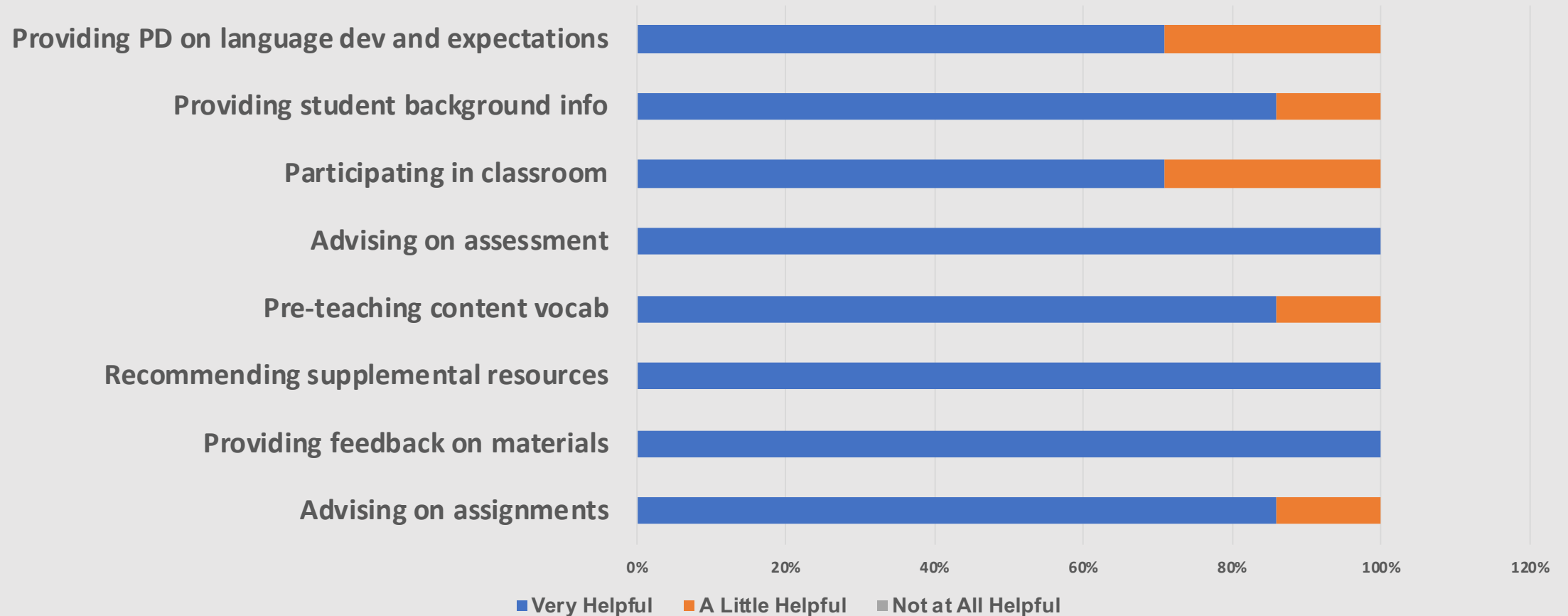
How Would
You Respond?

Current Differentiation Strategies*



** 2019 survey of middle and high school teachers in Hanover*

Helpfulness of EL Teacher Support*



* 2019 survey of middle and high school teachers in Hanover

Share Your Experience, Ideas, Approaches!





Appendix

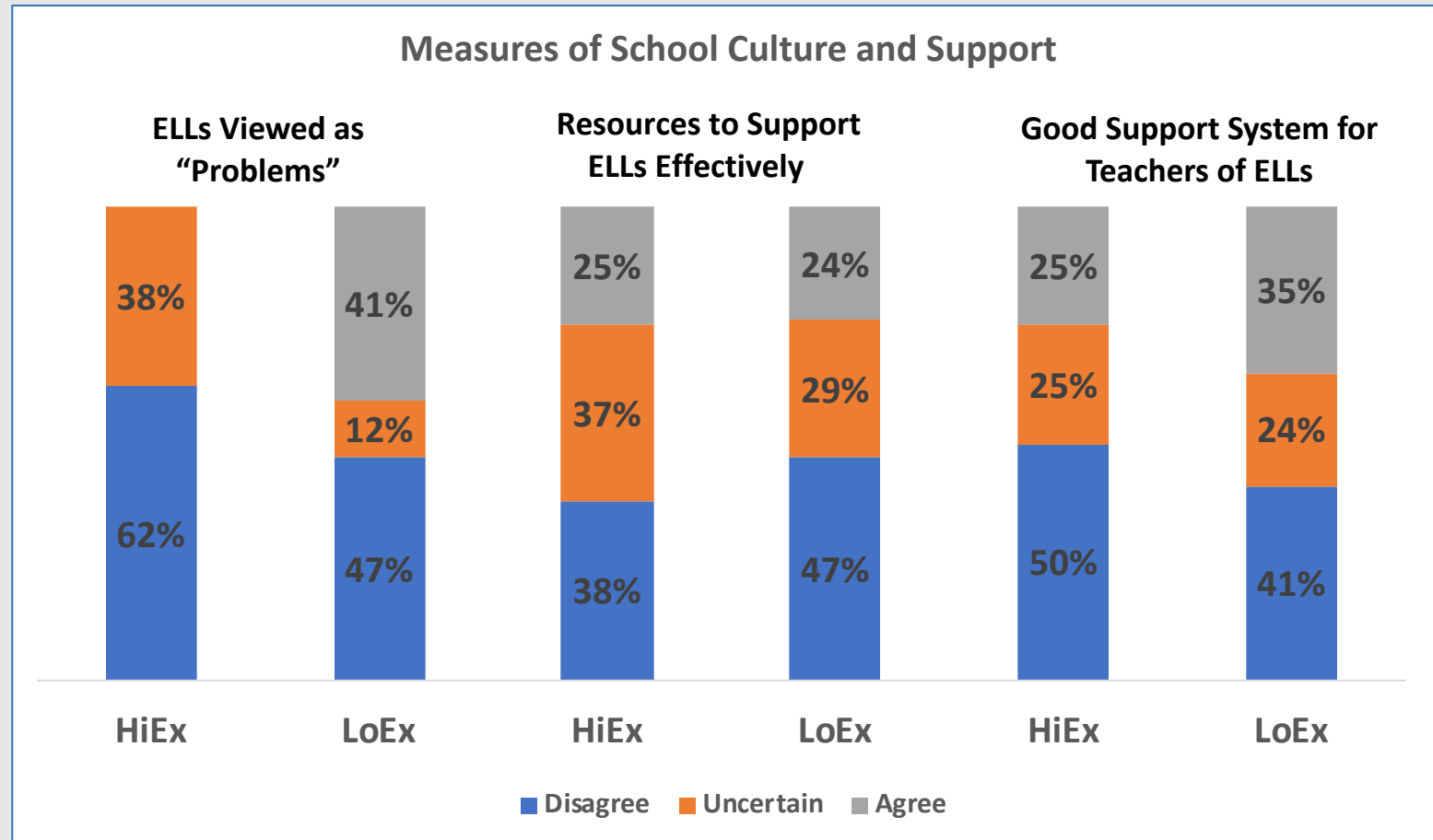
Concerns about Culture and Support

It's important for our district/my school to support academic development of ELLs.

- 100% agreed

My school values diversity and respects cultural differences.

- HiEx: 88% agreed
- LoEx: 76% agreed



Implications

Training <ul style="list-style-type: none">• Teachers• Administrators• Other Staff	<ul style="list-style-type: none">• Linked to specific needs of this population<ul style="list-style-type: none">-- Language learning processes-- Differentiation strategies and assessment tools-- Cultural awareness-- Inclusion strategies
Communication	<ul style="list-style-type: none">• "Support groups" for teachers of ELLs• Consultative/coaching services• Consistent, accessible family/community communication processes• Visible symbols of cultural diversity and celebration at school/classroom level
Leadership <ul style="list-style-type: none">• District• School	<ul style="list-style-type: none">• Stronger partnership roles<ul style="list-style-type: none">-- Understand issues related to educating language learners and help brainstorm strategies for success-- Clearly articulate shared vision for ELL teaching and learning-- Advocate for resources and support

Participants and Setting

Two Elementary Schools in Low-Incidence (1.3%) School District in Southeastern Mass.

HiEx Elementary School:

Designated “ELL School”
154 Total Enrollment
9% ELLs

Survey:

17 Mainstream
Teachers
(47% response)

Classroom & Specialists
(Music, Art, Gym,
Technology, Library)

Interview:

School Principal

LoEx Elementary School:

First Year of ELL Enrollment
394 Total Enrollment
2.8% ELLs

Survey:

27 Mainstream
Teachers
(63% response)

Classroom & Specialists
(Music, Art, Gym,
Technology, Library)

Interviews:

School Principal
Assistant Principal

Demographic Results

Key Demographic Data		
	HiEx School n = 8 (47%)	LoEx School n=17 (63%)
Teaching Experience <ul style="list-style-type: none"> • 2-5 years • 6-10 years • 11 – 15 years • More than 15 years 	<ul style="list-style-type: none"> • 57% • 29% • 14% 	<ul style="list-style-type: none"> • 53% • 20% • 27%
Currently Teach ELLs <ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • 57% • 43% 	<ul style="list-style-type: none"> • 60% • 40%
Previously Taught ELLs <ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • 100% 	<ul style="list-style-type: none"> • 73% • 27%
ELL Training <ul style="list-style-type: none"> • College Coursework • School PD • Workshops, seminars • SEI Training • No training 	<ul style="list-style-type: none"> • 71% • 71% • 43% • 86% • 14% 	<ul style="list-style-type: none"> • 47% • 27% • 13% • 47% • 27%

Survey Questions and Categories

Attitudes Toward Inclusion	The inclusion of ELLs in mainstream classrooms creates a positive educational atmosphere.
	I would welcome the inclusion of ELLs in my classroom.
	ELLs should not be included in mainstream classrooms until they have attained English proficiency.*
	Mainstream teachers do not have enough time to deal with the needs of ELLs.*
	Given a choice, I would prefer not to have ELLs in my classroom.*
Beliefs about Language Learning Processes	Mainstream teachers should modify schoolwork for ELLs based on their level of English proficiency.
	ELLs should not use their native language while at school.*
	ELLs should be able to acquire English within two years of enrolling in U.S. schools.
	If students can speak fluently with friends, they should be able to understand academic content.
Training	I have adequate training to work with ELLs.
	I am interested in receiving more training in working with ELLs.
School Culture and Support	It is very important for our district to be able to support the academic development of ELLs.
	It is very important for my school to be able to support the academic development of ELLs.
	In my school, ELLs are viewed as “problems” by some building staff.
	My school has the resources we need to support ELLs effectively.
	In my school, we have a good support system for teachers of ELLs.
	My school values diversity and respects cultural differences.
Teacher Confidence	I am confident in my ability to meet the educational needs of ELLs who may be assigned to my class.
	Teachers who are effective with general education students will be effective with ELLs as well.

**Reverse scored question*

What Strategies Do You Use?

Strategy	Y/N	Notes/Reflections
Providing PD on language development and expectations		
Providing student background info		
Participating in classroom/Co-teaching		
Advising on assessments		
Pre-teaching content vocab		
Recommending supplemental resources		
Providing feedback on materials		
Advising on assignments		
Other		