Investigating Elementary School Teachers’ Interactions Relating to Newcomer Emergent Bilingual Students

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Investigating Elementary School Teachers’ Interactions Relating to Newcomer Emergent Bilingual Students

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GERA
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Georgia’s Spanish-speaking Population

Georgia is the tenth state based on the rate of Latino population growth from 2000 to 2011 with a percentage change of 103% (from 434,375 to 879,858).

The Atlanta metropolitan area has more Latinos than Austin, Tampa, San Jose, Fort Lauderdale, Tucson, or Corpus Christi. (Pew Hispanic Research Center, 2015)
3 of the Top 10 Fastest Growing Counties in US (Latino Populations)

2000-2011
Stewart 1754% increase
Telfair 849% increase
Paulding 442% increase
Statement of the Problem

Classroom teachers are expected to teach this changing student population, and yet most classroom teachers are not prepared for the cultural and linguistic diversity of their students.

(Ballantyne, Sanderman, & Levy, 2008; Barrera & Jiménez, 2000; Carrasquillo & Rodríguez, 2002; Dove & Honigsfeld, 2010; Kim, 2010; Walker, Shafer, & Iliams, 2004)
My Reasons for Conducting This Study

- Population change nationally (most teachers are Caucasian)
- Population change in Georgia (Georgia is 10\textsuperscript{th} state by number and by growth)
- Latino population in the Atlanta metropolitan area
- Population growth and change in my school system
- Student demographics in my school (percentage and newcomers) 70% Hispanic; 20% Black
- My experience teaching at least one newcomer each year
Newcomers in My School

2015  Mexico, El Salvador, Puerto Rico, Cameroon, Honduras
2014  Mexico, El Salvador
2013  Mexico, Germany, Puerto Rico, Vietnam, Virgin Islands (US)
2012  Mexico, Nigeria, Puerto Rico
2011  Mexico, Brazil, Puerto Rico, Guatemala, Cameroon, Russian Federation, Honduras
Another Aspect of the Problem

Professional development is often determined by school administrators or the school district; and yet, Knowles points out the need for adult learners to choose what they want to learn and the value of relevant and practical content (Knowles, 1980).
Positioning My Study

Why have weekly gatherings with classroom teachers?


Research Question

What happens when an ESOL teacher and classroom teachers intentionally gather relating to newcomer emergent bilingual learners?
Research Sub-Questions

(1) Why were classroom teachers willing to participate in the study?

(2) What are teachers’ perceptions of newcomers before and after the study?

(3) What are teachers’ perceptions of their self-efficacy when teaching newcomers before and after the study?

(4) What are teachers’ perceptions of professional development?

(5) What aspects of the weekly gatherings did classroom teachers find most useful and least useful?

(6) What recommendations do the teachers in this study make for other classroom teachers of newcomers?
Literature Review

- Sociocultural Theory and Critical Pedagogy
- Context of the Study
- Similar Studies and Practitioner Research
- Teachers’ Perceptions, Dispositions, and Attitudes
- Professional Development
Theoretical Framework: Sociocultural Theory
(Vygotsky, 1978, 1986)
Meyer (2000) writes about teachers’ responsibility to recognize and remove barriers to meaningfulness for emergent bilingual students. Through interaction with adults, students learn to transfer their prior experiences and background knowledge into words.
Critical Pedagogy

Freire (1970) espouses engaging learners with the world, not attempting to transmit knowledge or deposit content as expressed in the banking metaphor.
Nieto (1999) points out that with most public school teachers’ being Caucasian, the traditional approach has been to “instruct students in the ways of White, middle-class, English-speaking America, and . . . to rid them [students] of as many of their differences as possible” (p. 142).
Crawford (1989) states that during the early 1900s, World War I, and the “Americanization” era, an ideological link was established between speaking English and patriotism.
Teachers’ Perceptions, Dispositions, and Attitudes

Brooks and Karathanos (2009) point out that educators often view diverse languages as obstacles, expecting students from various cultural and linguistic backgrounds to adapt to English-only classroom environments.
Teachers’ Perceptions, Dispositions, and Attitudes

Emergent bilingual students benefit from a school climate that values bilingualism; however, many teachers rarely even acknowledge children’s first language (Lee & Oxelson, 2006; Matthews, 2007).
The purpose of professional learning communities is not to perpetuate or reinforce existing teaching practices. A benefit is teacher socialization (Servage, 2009).

Professional learning communities provide opportunities to combat professionalism that may be “diffuse and implicit, fraught with unexamined assumptions, and offering few opportunities to openly express, test, and refine beliefs and practices” (p. 153).
Cochran-Smyth & Lytle (2009) write about blurring the lines between academia and practitioners and between theory and practice.
My Study

A case study bounded by time (2014-2015 school year) and place (the school where I teach). I studied the interactions between myself and classroom teachers who chose to participate in the 12 weekly gatherings.
Participants

My school had 15 classroom teachers. Three chose to participate in my study.

Bailey had taught three years in my school
Kyle had taught 14 ½ years in my school
Laila had taught three years in my school

All three are 35-45 years old.
Bailey and Laila could be considered novice teachers.
Participants

All three participants received their bachelor’s degrees from a local university. Kyle recently completed his Master’s in Educational Leadership there. He received his ESOL endorsement from the same university. Bailey and Laila received their ESOL endorsements as a result of passing the Georgia Assessments for the Certification of Educators (GACE).
Data Sources

- Verbatim transcriptions of audio-recorded 12 weekly gatherings
- Pre-study and post-study questionnaires
- Teacher reflections following the weekly gatherings
- Verbatim transcriptions of audio-recorded interviews
- Researcher memos
Data Collection

- Each participant completed a pre-study questionnaire and a post-study questionnaire.
- Each participant was interviewed (25 to 85 minutes each) after the 12 weekly gatherings had ended. The audio-taped interviews were transcribed verbatim.
Data Analysis

1. I analyzed participants' responses on the pre-study questionnaire in order to think about the first weekly gathering.

2. I implemented constant comparative analysis—reading and rereading data as I received reflections and completed transcripts (Bogdan & Biklen, 2003).

3. My first reading was open-ended—reading to see what was there without imposing questions or preconceptions (Vagle, 2014).
Peer Auditor

1. She received Chapters 1-3, transcripts of 12 gatherings, abbreviated code book, and code book.

2. She read everything. We met. She coded G1 using colors in my code book and refined categories.

3. She color-coded G3, G6, and G10 on the computer, revised code book, and provided written comments.

4. She made comments on the code book and summarized comments on the abbreviated, color-coded code book.
Thematic Analysis Criteria

1. Check transcriptions for accuracy.
2. Give each data item equal attention in the coding process.
3. Generate themes that are not based on only a few vivid examples but that are the result of thorough and comprehensive coding.
4. Make sure themes are “internally coherent, consistent, and distinctive” (Braun and Clarke, 2006, p. 36).
Four Strategies to Ensure Trustworthiness

1. Credibility
   * prolonged engagement (12 weeks)
   * persistent observation
   * triangulation (multiple data sources)
   * member checks of transcripts of the gatherings, interviews, and final draft of Chapters 4-6 (Lincoln & Guba, 1985, p. 301)
Four Strategies to Ensure Trustworthiness

2. Transferability

3. Dependability
   I defined my research process.
   My findings are “consistent with the data collected” (Merriam, 2009, p. 221).
   I communicated my researcher positions and provided an audit trail (Charmaz, 2006; Merriam, 2009).

4. Confirmability
Limitations of the Study

- Size of the group
- Background of participants (homogeneity)
- Scheduling options for the weekly gatherings
- Insider (emic) perspective
  I was a participant-observer in my school. It was like walking a tightrope. However, a benefit was participants’ openness and trust.
Findings: The 12 Gatherings

1 – Jan. 13 (51 min.)
2 – Jan. 20 (48 min.)
3 – Jan. 27 (36 min.)
4 – Feb. 3 (40 min.)
5 – Feb. 10 (48 min.)
6 – Feb. 19 (37 min.)
7 – Mar. 17 (41 min.)
8 – Mar. 26 (48 min.)
9 – Mar. 31 (51 min.)
10 – Apr. 14 (53 min.)
11 – Apr. 21 (35 min.)
12 – Apr. 28 (42 min.)

Mean: 44:10
Findings: The 12 Gatherings

1 – Intro/Brainstorming
2 – Remembering Previous Experiences
3 – Beginning/Connections
4 – Assessment/Oscar
5 – Kit/Perceptions
6 – Connections/Book Excerpts
7 – Spanish experiences
8 – French, German, and Vietnamese
9 – Perceptions and Cultural Differences
10 – Culture, Assessment, and Kit
11 – Resources, Writing, Spanish
12 – Evaluating, Reflecting on Professional Development
Gathering 7 Flashcards

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<th>Los números</th>
<th>Los colores</th>
<th>Los días de la semana</th>
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<td>domingo</td>
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<td>el ferrocarril</td>
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Findings: Results of Thematic Analysis

1. **Newcomers**
2. **Resources**
3. **Perceptions**
4. **Connections with Classroom Experiences**
5. **Professional Development**
Newcomers

- Beginning with a newcomer
- Getting started (the first day)
- What can they do (assessment)
- Remembering previous experiences with newcomers
- Newcomers' initiative and successes
Beginning with a Newcomer

- Introduction to teacher and class
- Acknowledge L1
- Tour of the room and the school
- Find out about prior schooling and child’s interests and abilities
- Introduce flashcards with familiar items
- Model routines and procedures
It’s easier if . . .

. . . the newcomer arrives at the beginning of the school year.

. . . the newcomer is in kindergarten or first grade.

. . . the newcomer can read and write in L1.

. . . the teacher or someone in the class can speak the newcomer’s L1.
Newcomers’ Background Knowledge

1. **Cultural** issues (sitting in the floor, personal space, volume of speech, taking turns, climate/seasons)

2. **Linguistic** issues (pronouncing certain letters, understanding rhyming words, understanding sight words, understanding words with multiple meanings, understanding specific vocabulary [sweater; big])
Newcomers’ Initiative and Successes

1. Volunteering to lead calendar time
2. Reading questions on a quarterly assessment
3. Setting goals to read and write in English
4. Participating in small-group assignments (for example, as an illustrator)
5. Teaching other students to speak and read in Spanish
Resources

- Flashcards and Assessments
- Informational Books
- If . . ., Then Scenarios
- Web Sites
- Imagine Learning
- Printed Resources for Parents
- Visual Support
- Technology
- Kit

Resources
The Newcomer Kit
for Classroom Teachers

1. Getting Acquainted
2. Daily Routines
3. Flashcards
   Numbers 1 to 10
   Colors
   Classroom Items
   Two-dimensional Shapes
   Fruits
   Foods
   Pets and Farm Animals
   Zoo Animals
   Parts of the Body
3. Sentence Starters (3 parts)—includes subjective pronouns, number words, singular/plural, and familiar action words
5. Initial Assessment
   Alphabet
   Numbers
   Sight Words
6. Cognates
7. Miscellaneous
8. Possible Books for Guided Reading

(English/Spanish/French)
If . . ., Then . . . Scenarios

1. If classroom teacher can speak student’s L1 and student can read and write in L1, then . . .

The child can read or write following the minilesson.

If child cannot write in L1, child can draw (and possibly label, using a picture dictionary or word wall).
If . . . , Then . . . Scenarios

2. If the classroom teacher cannot speak the student’s L1, but one or more other students in the class can *and* student can read and write in L1, then . . .

During writing, the classmate can explain the minilesson in the student’s L1, and the student can write in L1. Then the classmate can read the text the student has written in L1 so that the teacher can assess learning.
Technology

• Imagine Learning
• Reading A to Z
• Edusmart
• Reading Eggs
• Colorín Colorado
• Google Translate app
Perceptions

- Perception of teaching
- Teachers feeling overwhelmed
- Teachers’ perception of self-efficacy
- Perception of students, particularly newcomers (and their behavior)
- Teachers’ awareness (“sociocultural consciousness”)
- Perception of what is spoken
Perception of Teaching

“I feel most successful when I teach a mini-lesson and then I watch them go back and apply exactly what I’ve just taught or modeled.” (L)

“I feel like my role is to help the child meet their potential and build confidence within themselves.” (B)

“Developing a love for learning is the real target that we’re trying to accomplish.” (K)
Perception of Newcomers

“Apprehensive about being in a new place and often quiet and are observers.” (B)

“They may be scared or intimidated when entering a school for the first time.” (L)
Perception: Teachers’ Feeling Overwhelmed

Teachers’ reasons included: lack of support, scheduling, student behavior, students’ levels of language proficiency, and the need for differentiation of instruction.

“I’m left with no support.”

“I just feel like sometimes it all comes down on me, but it’s just tough when I’m trying to differentiate in four different directions. I’ve got 20 kids, and I’m one person.”
Perception: Teachers’ Awareness

Kyle mentioned the need for newcomers to feel comfortable and accepted. He also referred to parents’ expectations of their children (“bien educado”).

Awareness of strategies to support second language learning (such as visual support on items in the classroom and labels)

“I mean I’m gonna have to think about it from their point of view, and remind myself to slow down and use every opportunity to show them what I mean.”

(Bailey; Gathering 9)
Connections with Classroom Experiences

Reflecting on participation of emergent bilingual students

I’m thinking about the book today that I read and then the very first or second page it said the family of brown bears live in the deep forest. And then you turn the page and it says old papa bear said this and then Mom oh but she was the medium-size bear and then oh then baby bear well we already learned a lot of information just by reading that one little page. And the kids were like now we learn some more information who is in this story? Bears. Brown bears. OK, but haven't we learned more information? And it took a lot of pulling for them to say there were three bears—the mama, the daddy, and baby bear.

(Bailey, Gathering 2)
Informal assessment

I learned that Kevin didn't know beginning sounds today. The only reason I knew that was because during our phonemic awareness block, I was watching him. I look around and I scan the room to see who's able to do this, and I can see their mouth saying it correctly, and he wasn't. It was like he didn’t know what to say so he just wasn’t going to do it, so I called on him and asked him to say these two words and tell me the beginning sound. Well he was telling me the ending sound. So then I modeled. I named the two words again. “What is the beginning sound?” I told him what it was, so I said “Ball, boy, /b/.” So then I said, “Now you do it.” “Ball, boy, /m/.” No. And so then I did another one with him. And he just wasn’t getting it. Now if I hadn’t stopped and asked him, I wouldn’t have known that he didn’t know beginning sounds—which was very enlightening for me . . .

(Bailey, Gathering 2)
Connections with Classroom Experiences

Teacher attempting to speak and read in Spanish (modeling metacognitive strategies and language learning)

Bailey told us she had read *Con Mi Hermano* to her first graders. “You know, so unsure of myself but I wanted to show them that I’m sounding out the words too. I don’t know what they are.”

(Bailey, Gathering 11)
Professional Development

Traditional Professional Development

Stifling

Usually somebody is speaking and giving us instructions and we're supposed to process, process, process. And there's not a lot of time . . .

Somebody stands up and delivers the information. And you're just supposed to sit there and take it. You know you're just supposed to sit there and absorb it.

Take that information, stuff it in a file cabinet. And you never think about it again.

Scheduled weekly meetings

Our 12 Weekly Gatherings

Informal

Freedom to express yourself

A little bit more laid back

Comfortable. You're not worried about what other people are thinking. No judgment placed upon you.

We were able to discuss what we do in the classroom and share with each other our ideas.

Use a lot and apply it.

Tackle little pieces, discuss them, and let's see what you think about them.
Research Sub-questions

(1) Why were classroom teachers willing to participate in the study?

(2) What are teachers’ perceptions of newcomers before and after the study?

(3) What are teachers’ perceptions of their self-efficacy when teaching newcomers before and after the study?

(4) What are teachers’ perceptions of professional development?

(5) What aspects of the weekly gatherings did classroom teachers find most useful and least useful?

(6) What recommendations do the teachers in this study make for other classroom teachers of newcomers?
I. Why did teachers participate?

- She wanted to become better equipped as a teacher and to build rapport with other teachers for sharing ideas and resources. “I really didn’t want to feel overwhelmed or uncertain.” (B)

- He believes we need to support one another as educators. Because of “years of experience dealing with language learners and deep interest in the study.” (K)

- She had a newcomer in her class, and she had taught one for a short time the previous year. Her second one arrived in January. After the study she wanted to learn more about effective ESOL strategies, to help me, and to be with Bailey. (L)
2. How did teachers perceive newcomers?

“I get excited about watching these students grow and feel more confident each week.” (B)

“They are eager to please or better yet to learn... they can carry with them a lot of anxiety due to the obvious cultural differences and language deficiencies.” (K)

“They may be scared or intimidated when entering a school for the first time.” (L)
3. What are participants’ perceptions of self-efficacy when teaching newcomers?

Before:

“It is very challenging to know what to do when they arrive, which always makes me feel unequipped to teach them (even though I am certified to teach ESOL students).” “I feel I am not as effective as I would like to be. I am often unsure of where to start with them.” (B)
3. What are participants’ perceptions of self-efficacy when teaching newcomers?

After:

“Now, all I really need is opportunities to work with these students. I’ve read, participated in this study, and reflected each week. I really am excited to apply all I’ve learned.” (B)
3. What are participants’ perceptions of self-efficacy when teaching newcomers?

Before:
“I feel very comfortable and effective working with newcomers.”

After:
He feels effective because he “strives to create a classroom environment in which they feel safe and secure to take risks.” (K)
3. What are participants’ perceptions of self-efficacy when teaching newcomers?

Before:
“I feel effective at times, but often need more support/resources.”

After:
“I feel this year especially has made me feel more effective by having 2 newcomers and watching their growth.” (L)
4. What are participants’ perceptions of professional development?

Traditional professional development

“But it’s like let’s give you all the information you need. Here you go. Off you go. There. . . . We’ve given it to you. And not really time to apply it or use it. It’s so much at one time.”

(Bailey, Gathering 2)
4. What are participants’ perceptions of professional development?

Preferences for professional development

If it was more like what we did together. It didn’t feel as stiff. It felt like if we had a professional development where we could just . . . I know you have to have a leader. And you have to have some structure. You provided that for us, but it wasn’t rigid. I mean you know it was flexible.

(Bailey’s interview)
4. What are participants’ perceptions of professional development?

Preferences for professional development

I really like the format of what we did. I think that type of setting and format is a lot more beneficial . . . than just somebody standing up there talking and saying, “You need to be doing this. You need to be doing this. Go try this. Go try that.” I loved the collaboration part of what we did. It was nice to have like people share things but then if you go back and try something like you gave us the opportunity to share that in the next time or in the weeks that followed. But I just think collaborating when we’re doing professional development is just so much better than just listening to somebody talk.

(Laila’s interview)
5. What did participants value?

Resources and guidance for beginning with a newcomer

A time and place to interact with peers for mutual support when a newcomer is assigned to a teacher’s class (and snacks)

***

They perceived as least helpful the weekly reflections and the stories in French, German, and Vietnamese.
5. What did participants value?

The Kit

“I think having a kit (knowing where to start) will be a wonderful resource. It will provide teachers easy access to an appropriate instructional tool.” (Kyle)

“The fact that we have an if this . . . then book to go to to look for resources we can use from day 1 with a newcomer.” (Bailey)
5. What did participants value?

Interaction with Peers

Recalling and debriefing what you have done with your students

“Gave me ideas to try in the classroom, successes/failures” (Laila)
6. What are participants’ recommendations for teachers?

- Start small.
- Use picture cards of common items to become acquainted and help the child gain confidence.
- Find out what the student can do. Is he/she familiar with the alphabet, numbers 1-20, colors? Is he/she literate in L1?
- Take time to introduce yourself and students.
- Model, provide visual support, and maintain routines.
- Use Google Translate app if needed.
Discussion

The peer auditor pointed out that **Beginning with a Newcomer (teacher panic)** and **Teacher Awareness** seemed really important to her as she was coding the four gatherings.

Beginning with a Newcomer was addressed with the kit.
Let’s look at Teacher Awareness.
Teacher Awareness

Teachers’ “sociocultural consciousness” helps them understand their interactions with students and develop knowledge of ways to incorporate students’ cultures and experiences into their teaching in order to enhance learning (Bransford, Darling-Hammond, & LePage, 2007).
Discussion:  
What I Was Trying to Accomplish

Teachers are like gardeners, nurturing an environment that is conducive to learning (Atkinson, 2002; Vygotsky, 1978), welcoming a myriad of opportunities for students to interact with teachers and with other students and with books, technology, and other items in the classroom.

Let’s look at the writing of Meyer, Servage, and Argyris.
Meyer (2000) challenges teachers to be aware of these “loads.”
Perceptions: Teacher Awareness

A teacher “lightens the cultural load” when she treats emergent bilingual students, their families and communities, and their primary languages and cultures with acceptance and respect, not criticism (Meyer, 2000, p. 232).
Perceptions: Teacher Awareness

Souto-Manning (2010) exhorts teachers to be aware of the influence that their cultural and linguistic practices have on students’ identities.
Perception of Teaching and Teacher Awareness

Teachers are constantly enacting their values during their interactions with students (Schussler & Knarr, 2013).
Perception of Teaching and Teacher Awareness

Fennema-Bloom (2010) points out that the scaffolding teachers provide at the level of each child’s zone of proximal development (ZPD, Vygotsky, 1978) is perceived as a ladder that “connects the current level of the learner with the next level of learning or acquisition, thus forming deeper connections between new material and existing schemata” (p. 33).
Teachers’ Sense of Self-efficacy

Ross and Bruce (2007) claim that teacher efficacy forms during the pre-service educational experience and the first years of teaching and then remains fairly stable following the initial years of service. Self-efficacy predicts teacher beliefs, behaviors, and “valued student outcomes” (p. 50).
Implications for Professional Development

Bradley and Reinking (2011) list three factors that may influence teachers’ ability to connect research and practice.

1. Teachers’ attitudes and beliefs about teaching
2. Contextual factors such as curriculum and instructional support
3. Time and opportunities to reflect on their knowledge and experience
Teacher Dispositions

Teacher dispositions play a more prominent role in positive teacher-student relationships than demographics or educational backgrounds of the teachers (Hamre and Pianta, 2006).
Teachers’ Perceptions,
Dispositions, and Attitudes

Teachers’ attitudes and dispositions toward culturally and linguistically diverse students influence how they interact with and reflect on literature about diversity as well as their relationships with students who exemplify other languages and cultures. Teachers may count as valid only the language of the dominant group (Robinson & Clardy, 2011).
Perceptions: Teacher Awareness

Teachers may have knowledge or ability and yet “not be alert to when a situation calls for these competencies” (Schussler & Knarr, 2013, p. 73).
Teaching Expertise

Berliner (1994) writes that experienced teachers can “take advantage of teachable moments” (p. 23). He adds that novice teachers are less flexible and are “rigid in action,” the advanced beginner is “gaining insight,” and the proficient teacher is “intuitive” (p. 18).
Challenges to Transformative Professional Development

- Lack of time and resources
- “Individual insecurities . . . fear of change, and . . . quests for power” (p. 71).
- We “reify and depersonalize resistance to change” as though it could be overcome “by effective and persistent leadership” (p. 71).
- Resistance is an affective individual response to “psychic risk” (p. 71). Teaching becomes threatening when “teachers are asked to lay bare their assumptions, strengths, and weaknesses” in front of their peers (Servage, 2009, p. 71).
What Might Be Perceived as Resistance

Argyris (2004) writes, “Asking human beings to alter their theory-in-use is asking them to question the foundation of their sense of competence and self-confidence related to producing effective action” (p. 10).
Recommendations

Newcomer Kit for Classroom Teachers
How to begin (including “If . . ., Then . . .)
  Getting acquainted
Assessments
  Classroom routines and procedures
Gatherings (scheduled; 30 minutes)
  Rapport with other teachers
  Reflecting and talking about what’s tried
Provide snacks, and gather in a classroom
Recommendations for Professional Development

Small group,
Less structured and less formal format,
Opportunities for creation of activities for class use,
Snacks,
Resources,
Time for reflection and interaction with peers
Revisit the ESOL Push-in Model

Per Georgia State Education rule 160-4-5-.02 (Reading, language arts, mathematics, science or social studies)

Students . . . receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher. . . . each [teacher] has a distinct role. The ESOL teacher is responsible for language support, while the content teacher is responsible for delivery of academic content.
What I’d Like for Administrators and Policy-Makers to Know

The importance of retaining excellent teachers
Mentors for the first few years (and volunteers to provide support)
Teachers’ desire for customized professional development
The impact of the arrival of a newcomer on a classroom teacher
What I’d Like for Teacher Educators to Know

The role of attitudes and dispositions in pre-service teachers’ perceptions of the literature (and on their willingness to put into practice what they are reading)

The need for guided experiences (and not just reading and listening about diversity)

The need for explicit conversations about classroom realities and behavior management
What I’d Like for Teacher Educators to Know

Siwatu (2007) writes that pre-service teachers’ “lack of exposure to culturally responsive teaching during their coursework and field experiences” may “influence the development of their self-efficacy beliefs” (p. 360).
Needed Research

1. How are schools placing, assessing, and relating to newcomer emergent bilingual students?

2. How are ESOL teachers and classroom teachers interacting relating to newcomer emergent bilingual students?
Needed Research

3. How are classroom teachers differentiating and scaffolding instruction in order to address the educational needs of newcomer emergent bilingual students?

4. What resources are school systems providing for teachers of newcomer emergent bilingual students (and why)?
“There are those who look at things the way they are, and ask why? I dream of things that never were, and ask why not?”

Robert F. Kennedy
Resources


Resources


Resources


Resources


Resources


Resources


Resources


Resources


Resources


Resources


Resources


Questions

- Thank you! Please share feedback, questions, and comments at this time.