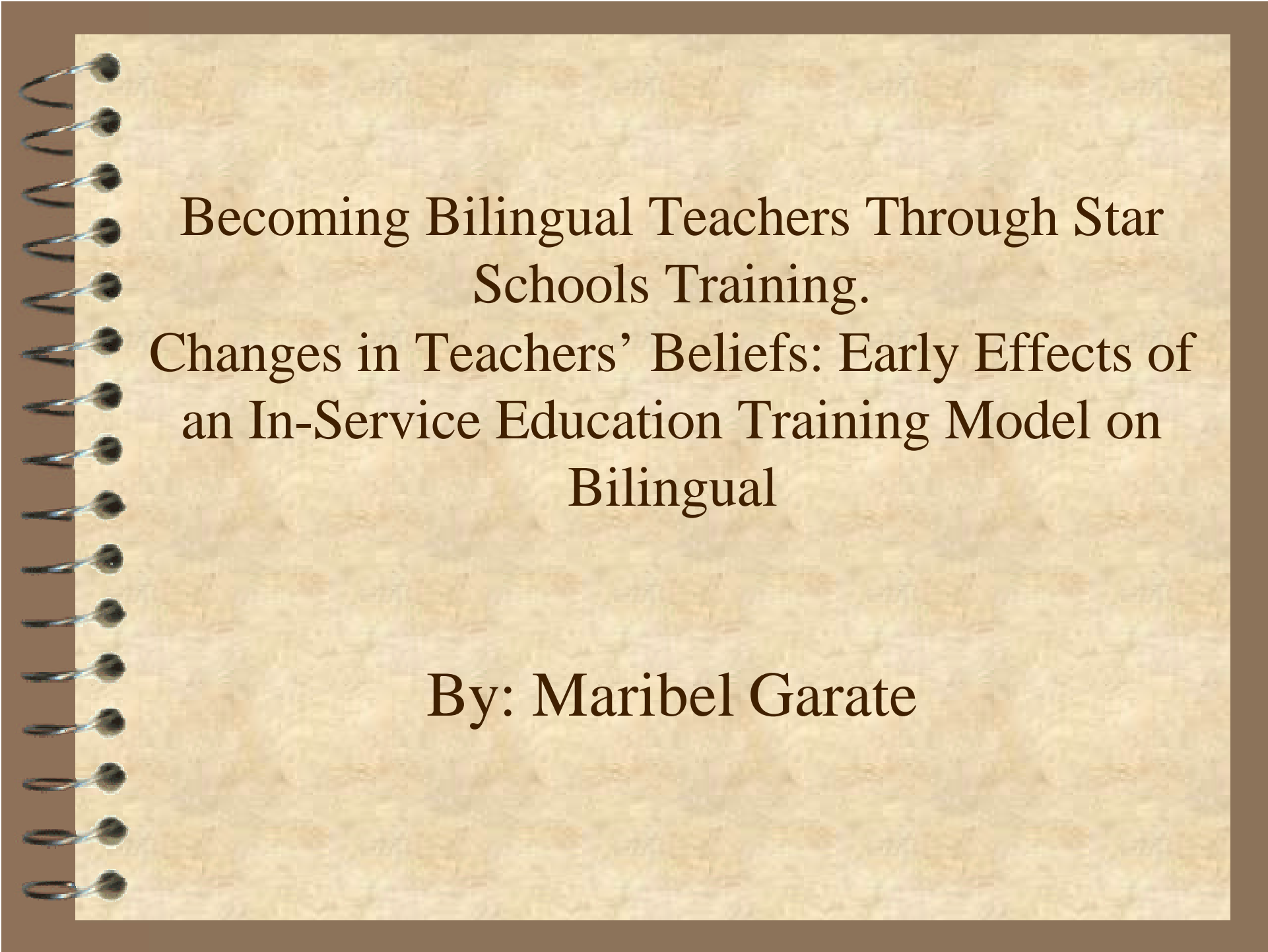


# SIGNS OF LITERACY



The background of the slide is a spiral-bound notebook with a light brown, textured cover and a dark brown spine on the left side. The spiral binding is visible on the left edge. The text is centered on the page in a dark brown, serif font.

Becoming Bilingual Teachers Through Star  
Schools Training.

Changes in Teachers' Beliefs: Early Effects of  
an In-Service Education Training Model on  
Bilingual

By: Maribel Garate

## Star Schools Project Level I Seminar Goals:

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Participants will:

1. name traditional beliefs about instruction,
2. critically reflect on them in collaboration with other participants, and
3. take action by implementing effective instructional practices.

[For more information about the Star Schools Program's training seminars go to [www.starschools.org](http://www.starschools.org) . ]

9/3/2003



# Purpose of the Study

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To investigate how teachers engaged in a professional development model designed to immerse them in learning and critical reflection of bilingual/bicultural pedagogy change over time, both collectively and individually.

1. What kind of change in beliefs, teaching practices, and classroom interactions of Star School teachers and mentors occurs over the two-year project period?
2. How do the documented changes relate to the Star Schools' training goals?

9/3/2003



# Abstract

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Changes in teachers' beliefs as they attended a 12-week in-service training seminar about bilingual education were observed, documented, and analyzed using field notes, individual meetings notes, and classroom observations. Findings suggest changes occurred in participation, types of questions and reflection, and instruction. Changes were related to the seminar's goals.

9/3/2003



# Methodology

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- ✓ **Participants:**
  - 7 Lower elementary teachers
    - > 5 Deaf and 2 hearing
    - > 1 to 20 years teaching experience.
  - 2 Mentors
    - > 1 Deaf and 1 hearing
- ✓ **Data Collection:**
  - Field notes from 12 seminars
  - Mentor meetings notes
  - Classroom observations

9/3/2003



✓ **Data Analysis:**

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1. Expanding field notes,
2. Keeping reflective memos about the data,
3. Identifying recurring themes and patterns for individual participants and across participants, and
4. Interpreting the data

Triangulation was used to verify that changes were evidenced across all data sources.

9/3/2003



# Results

The analysis suggests changes occurred in :

1. degree and type of participation
2. mentors' teaching style
3. types of questions and reflection
4. classroom instruction

Changes were related to the goals of the training seminar.

9/3/2003



1. Participation was high and consistent through the semester with individual variations due to possible contributing factors such as:

- ✓ applicability of the information to the students' age,
- ✓ the participants' knowledge of the subject,
- ✓ participants' familiarity with each other and the mentors

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## 2. Mentors became aware of the need to:

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- ✓ keep explanations basic enough to be understood at the first level
- ✓ ask and encourage participants to answer each other's questions
- ✓ encourage participants to critically evaluate the readings
- ✓ make information applicable to their everyday lives as teachers and make those connections explicit

9/3/2003



### 3. Questions changed from:

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- ✓ questions about content and terminology,
- ✓ to questions to the group for help about application and instruction,
- ✓ to questions about the school's ability to guide and support their work

### Reflection changed from:

- ✓ reflections about their teaching
- ✓ to reflections about applicability of the material to special and diverse students
- ✓ to reflections about the feasibility of implementation within the existing system

9/3/2003



#### 4. Changes in instruction included implementation of:

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- ✓ ESL supporting practices (pen pals, instant messenger)
- ✓ Bilingual approach strategies (increased use of fingerspelling)
- ✓ Social and Academic ASL (mixed-ages peer reading and interaction)
- ✓ Whole to part instruction (using Preview-View-Review)

9/3/2003



Changes in instruction resulted from and were supported by:

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- ✓ the information shared in the seminars,
- ✓ suggestions given by other participants,
- ✓ mentors' feedback,
- ✓ participants' observations of strategies they found beneficial

9/3/2003



# Summary

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The findings suggest that the participants attending the Star Schools Project's Level I training experienced changes in their beliefs and behavior. Changes were evidenced in their participation, questions, reflection, and instruction. Participants were able to name traditional beliefs about instruction, critically reflect on them in collaboration with other participants, and take action by implementing effective instructional practices.

9/3/2003

