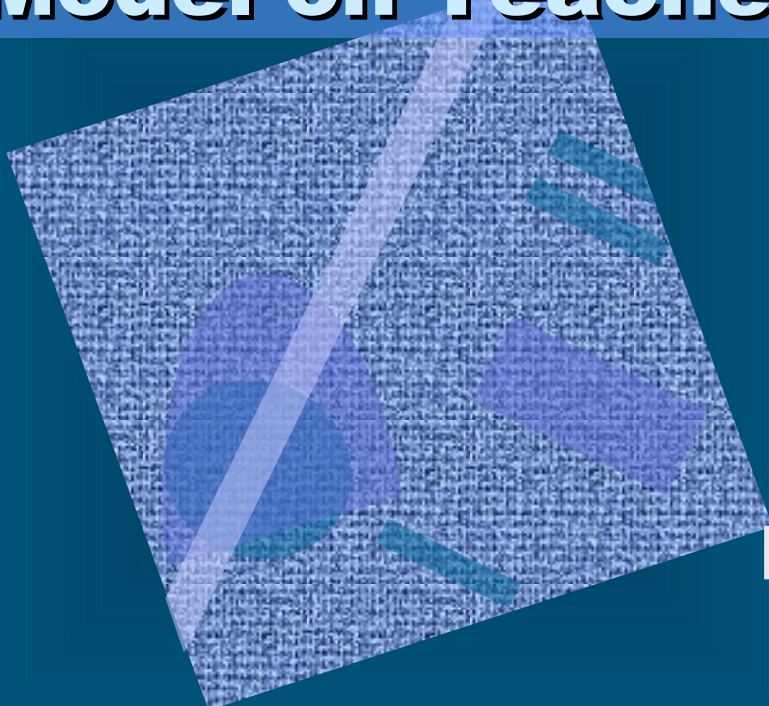


The Effects of the Star Schools Bilingual In-Service Training Model on Teachers of the Deaf.



Maribel Garate
Department of Education
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Overview

The Study

- Purpose
- Literature
- Research questions
- The training
- Methodology

On-going Analysis

- Translation dilemmas
- Triangulation
- Preliminary results
- Implications

The Study

A Case Study of an In-Service Professional Development Model on Bilingual Deaf Education: Changes in Teachers' Stated Beliefs and Classroom Instruction

Born out of:

- Participation in the Star Schools training
- Participation in the Signs of Literacy research team
- Course work in second language acquisition and teaching at Pennsylvania State University

Purpose of the Study

- The purpose of this on-going interpretive case study is to document and describe the implementation of the ASL/English Bilingual Professional Development Training Model in one school and to investigate the changes in *stated beliefs* and *instructional practices* of three teachers who participated in the training.

Defining Beliefs

- The collection of premises or preconceptions about the world used to assess and compare situations.
- These include beliefs related to teaching, learning, students, and content expressed during self-reflection. They can be oral or written and evident in action.
 - Lay-theories, implicit theories, practical theories, assumptions, teacher thinking, and premises.

Origin of Beliefs

- the teachers' personal experiences
- their experiences with schooling and instruction, also called 'apprenticeship of observation'
- their formal knowledge

Types of Beliefs

- Beliefs about learners and learning
- Beliefs about teaching
- Beliefs about subject matter
- Beliefs about learning to teach
- Beliefs about self and the teaching role

Impact of Beliefs on In-service Teachers

- Teachers' beliefs are related to instructional practices, pedagogical content beliefs, selection of methodological approaches, and student achievement.
- Beliefs determine whether teachers adopt parts of an innovation that match their beliefs, adapt parts of the innovation to match their beliefs, or reject the innovation altogether.

Literature: Bilingual Education

- Research emphasizes the role of teachers' beliefs in shaping teaching practices.

(Munby, 1982; Clark & Peterson, 1986; Nespor, 1987; Richardson, 1990; Pajares, 1992)

- Bilingual teachers believe in the role of the students' first language and culture and the need for language role models. Their beliefs are influenced by their own status as bilinguals and their professional training.

(Martinez, 2000; Gonzales, 2000; Flores, 2001)

Literature:

Second Language Teaching

- Teachers' beliefs about language teaching are influenced by their training, and both formal and informal experiences as language learners.

(Johnson, 1992, 1994; Eisentein-Ebsworth & Schweers, 1997; Maum, 2003)

- Teachers' beliefs affect both their perception and judgments which, in turn, affect teachers' classroom instructional behavior.

(Rueda & Garcia 1996)

Literature: Deaf Education

- Deaf education teachers hold beliefs about their students and their role in promoting literacy development.

(Erting, 1985; Reed, 2003)

- Deaf bilingual education teachers hold beliefs about the role of American Sign Language, English, and Deaf culture in bilingual classrooms for Deaf students.

(Bailes, 1999; Gallimore, 2000)

Literature: Professional Development

- Professional development efforts must address teachers' beliefs in order to affect change in their teaching practices.
- Teachers must be presented with alternative practice models and demonstrations.

(Guskey, 1986; Freeman, 1991, Richardson, 1994; Brody, 1998)

Research Questions

- 1. How was the training implemented at this school?
- 2. What changes, if any, occurred in the participants' stated beliefs about:
 - language learning,
 - language teaching, and
 - language acquisition?

Research Questions

- 3. What changes, if any, occurred in the participants' instructional practices?
- 4. What connection, if any, exists between the participants' stated beliefs and their instructional practices?

The Training

- American Sign Language/English Bilingual Professional Development Model (AEBPD)
- Two-year training divided into 4 levels
 - Level 1: Bilingual Theories and Practices I
 - Level 2: Bilingual Theories and Practices II
 - Level 3: Bilingual Methodologies: Application
 - Level 4: Assessment of Bilingual Strategies and Students

The Training

- It aims to promote changes within the teaching profession by exposing teachers of deaf students to theories in general bilingual education to be applied with deaf and hard of hearing students. The training encourages teachers to express their beliefs, reflect on them, and to incorporate new knowledge in their practice.

Participants and Site

| Name | Gender | Ethnicity | Hearing Status | Grade | Types of students |
|------------------|--------|------------------|----------------|-------|-----------------------------------|
| <i>Teacher A</i> | F | African American | Deaf | K | Hearing and Deaf students |
| <i>Teacher B</i> | F | Caucasian | Deaf | 2nd | Deaf children with special needs |
| <i>Teacher C</i> | F | Hispanic | Deaf | 4th | US born and foreign Deaf students |

An elementary day school serving deaf students from birth to 8th grade.

Data Sources and Types

- Semi-structured Interviews : *videotaped*
- Seminars participant-observations: *videotaped and field notes*
- Classroom participant-observations: *videotaped and field notes*
- Mentor meeting notes: *videotaped and field notes*
- Document review
 - Participant reflections, training curriculum, seminar summary reports

On-going Data Analysis

- Constant Comparative Method.
 - Translating videotaped data
 - Documenting teachers' stated beliefs
 - Documenting recurring themes, categories, and disconfirming evidence
 - Documenting teachers' instructional practices
 - Comparing themes from all sources collected to triangulate the data
- The software program for qualitative analysis, ATLAS.ti is being used to code and organize the data.

Translation Dilemmas

- “Language is an important part of conceptualisation, incorporating values and beliefs, not just a tool or technical label for conveying concepts. It carries accumulated and particular cultural, social, and political meanings that cannot simply be read off through the process of translation, and organises and prepares the experience of its speakers. It speaks of a particular social reality that may not necessarily have a conceptual equivalence in the language into which it is to be translated.”

Triangulation

Constantly referring to what teachers:

- Wrote - in their reflections
- Said - during seminars and mentor meetings
- Said - during interviews
- Did - in class while teaching

But also how they said it

- The discourse of AEBPD

Preliminary Results

1. How was the training implemented at this school?
 - As intended:
 - Two teachers were selected to attend the summer mentor training.
 - The training was advertised to all teachers as a professional development opportunity. Teachers interested applied to be considered.
 - The training was implemented over the course of two years: one level per semester.
 - All curricular materials and the record keeping process provided by AEBPD were followed.

Preliminary Results

- Not as intended:
 - One teacher-mentor withdrew her participation immediately after the summer training and was replaced by a university professor.
 - The second teacher-mentor terminated her employment at the school the following year and was replaced by a second university professor.
 - During the second year, there were no in-house mentors accessible to teacher-participants.
 - Four teacher-participants did not complete all four levels of the training.

Preliminary Themes in Discourse

- Statements of beliefs about:
 - self as a deaf bilingual person
 - being a teacher of deaf bilingual students
 - being language planners in their classrooms
 - being responsible for giving ASL and English their own space: language allocation
 - being a model for both languages
 - the need for academic ASL and social English
 - evaluating content knowledge irrespective of language skills
 - recognizing students' intellectual abilities independent of language skills.

Preliminary Evidence of Change in Instruction

- Use of fingerspelling (self and students)
- Increased environmental print in classroom
- Discussion and explicit explanation of translation skills
- Explicitly addressing each language:
 - making students aware of ASL and English as separate languages.
- Giving each language a space: ASL corner, English zone
- Using glossing as a temporary bridge between ASL and English

Implications

- Contribute to the description of teachers' beliefs and their impact on the practice of bilingual pedagogy with deaf children.
- Yield some insight into the relationship between teachers' beliefs about language and their instructional practices in the context of deaf bilingual education.
- Document the effects of an extended reflective professional development model in the field of deaf education.

Implications

- The results of this study also have potential implications for staff developers who design and conduct professional development trainings, administrators attempting to implement bilingual instructional practices with deaf students, and teacher preparation programs seeking to educate future bilingual teachers of deaf children.



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