

4-18-2012

Research exercise: Improving Teacher Preparation to Enhance Academic Achievement of English Language Learners

Follow this and additional works at: https://ecommons.udayton.edu/stander_posters

Recommended Citation

"Research exercise: Improving Teacher Preparation to Enhance Academic Achievement of English Language Learners" (2012).
Stander Symposium Posters. 75.
https://ecommons.udayton.edu/stander_posters/75

This Book is brought to you for free and open access by the Stander Symposium at eCommons. It has been accepted for inclusion in Stander Symposium Posters by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.



Improving Teacher Preparation to Enhance the Academic Achievement of English Language Learners

Carol A. Harper
Dr. Patricia M. Hart

Overview: *Ohio Standards for the Teaching Profession (OSTP)* has standards that support having high expectations for all student achievement and modeling “respect for students’ diverse cultures, language skills and experiences” (State Board of Education Ohio, 2005, p. 12).

Lack of Teacher Preparation: Less than 1 out of 6 teacher education programs offer any kind of preparation for mainstream classroom teachers for the future instruction of ELL students (Menken & Antunez, 2001).

How Can Teachers Become Prepared?

- Through improved teacher preparation programs
- What are real questions that mainstream teachers in Ohio have about teaching their ELL?
- How can those questions help shed light onto gaps in teacher preparation programs in order to suggest practical improvements?

The Research Study: The study collected 68 e-mails from a representative set of districts containing real questions about teaching ELL, and will categorize them according to a framework from the National Comprehensive Center for Teacher Quality (2009).

| Category | Description of Content | Number of Messages |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Sociocultural and Political Foundations for Teaching ELL | -interactions with family members, background information about the family and student, important cultural and religious aspects, legal information, community involvement | 35 messages 51% |
| Foundations of Second-Language Acquisition | -language development, comprehension, differences between social and academic language | 26 messages 38% |
| Knowledge for teaching academic content to ELL | -strong knowledge of subject matter they teach | 1 message 1% |
| Effective Instructional Practices for Teaching Academic Content to ELL | -how to teach content to ELL students, what resources are available, how to differentiate curriculum | 23 messages 34% |
| Assessment Practices and Accommodations for ELL | -assessing a student’s proficiency, interpreting test scores, providing accommodations for testing, services related to testing | 29 messages 43% |

An effective teacher preparation program would provide preservice teachers with coursework focused on cultural diversity, the foundations of Second Language Acquisition (SLA), the use of assessment and accommodations, and teaching strategies for ELL.

McGraner, K., & Saenz, L. (2009, September). *Preparing Teachers for English Language Learners*, National Comprehensive Center for Teacher Quality. Washington, DC.

Menken, K., & Atunez, B. (2001). An overview of the preparation and certification of teachers working with limited English proficient (LEP) students. Washington, D.C.: National Clearinghouse for Bilingual Education. Retrieved March 10, 2012 from <http://www.usc.edu>

State Board of Education, Ohio. (2005). The Ohio Department of Education. *Standards for Ohio Educators*.