



Question: What are the results of the New Bilingual Teacher Institute Survey Summer 2009?

Response: During the week of August 3rd to the 7th, 112 newly hired bilingual education elementary-level teachers attended the New Bilingual Teacher Institute. At the Institute, teachers were introduced to the Austin Independent School District (AISD) bilingual education program’s philosophy and goals and the research underlining the program’s structure and curriculum. The Institute included lectures, presentations, and group discussion sessions. Teachers attended grade-level sessions, which were managed by two trainers who stimulated discussion; presented topics and materials; and provided hands-on instruction. During each day of the 5-day Institute, they covered various topics, including literacy curricula (e.g., *Leer Mas, Avenues*); English as a second language (ESL) strategies; English-language learning standards and guidelines (i.e., English Language Proficiency Standards [ELPS]); and resources and supports for new AISD bilingual education teachers.

Key Findings

- Overall, teachers rated the Institute very positively. All items had an average rating of 4 (*agree*) or higher (see Table 1).
- The items that had the highest ratings were:
 - My students will benefit from the books I received yesterday (*giveaways*).
 - I think my students will learn from the books I received yesterday (*giveaways*).
 - In general, the trainers were engaging and motivating.
 - My questions were adequately addressed by the trainers.
- The items that received the lowest ratings were:
 - I am comfortable using the ELPS Toolkit.
 - I feel prepared for my first week at school.
- In a few instances, teachers’ work experience affected their survey item ratings.
 - Teachers with 11 or more years of work experience rated the item “The trainers effectively modeled instructional strategies” significantly lower than did teachers with no work experience.
 - Teachers with 11 or more years of work experience were much less likely to agree with the statement “I plan on using the New Bilingual Teacher Network” than were teachers with 4 to 10 years of work experience.

Method

Participant Characteristics

We examined human resource records to determine the education level and previous work experience of the Institute’s participants. The majority (82%) of the teacher participants had a bachelor’s degree, 10% had a masters, and 3% had a doctorate. Many teachers were new to the teaching profession: 74% had no previous teaching experience. The remaining teachers were not entirely new to professional

teaching, but were new to the district: 12% of participants had 1 to 3 years professional work experience, 8% had 4 to 10 years, and 6% had 11 or more years of professional work experience.

Survey Distribution

At the end of each day of the Institute, teachers were asked to complete a survey regarding the presentations, topics, training, and materials covered. The items presented in Table 1 are listed in the order they were asked. On day 1, teachers responded to items 1 through 8; on day 2, they responded to items 9 through 14; on day 3, they responded to items 15 through 19, on day 4, they responded to items 20 through 28, and on day 5, they responded to items 29 through 40.

Teachers were asked to indicate their level of agreement with statements about the topics covered each day on a scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). This year's New Bilingual Teacher Institute Survey differed from those given in prior years in that teachers were asked to provide their name and employee identification number so Department of Program Evaluation staff could conduct a follow-up survey at the end of the fall semester to investigate how Institute participation affected teachers' preparedness for the fall semester and to determine if teachers desired additional professional development opportunities or instructional support. We may also explore how teacher participation affected student achievement.

Results

Average ratings for each survey item are presented in Table 1. All 40 survey items received an average rating of 4 (*agree*) or higher (see Table 1), which indicates that the Institute was very favorably received by most participants. Teachers gave some of the highest ratings to items about their students benefiting from the books they received (Item 15) and about the skills of the presenters. Teachers gave very high ratings to items about trainers being engaging and motivating (Item 35) and about trainers effectively responding to teachers' questions (Item 34).

Overall, teachers with different education levels and years of work experience responded to survey items similarly. However, in a few instances, ANOVA analyses indicated that teachers' years of work experience affected their survey item ratings. Teachers with 11 or more years of work experience rated the item "The trainers effectively modeled instructional strategies" significantly lower (mean = 4.17, *SD* = .98) than did teachers with no work experience (mean = 4.80, *SD* = .40) and teachers with 4 to 10 years of experience (mean = 5.00, *SD* = .00). Also, teachers with 11 or more years of work experience rated the item "I plan on using the New Bilingual Teacher Network" (mean = 3.83, *SD* = 1.47) significantly lower than did teachers with 4 to 10 years of work experience (mean = 4.90, *SD* = .32). No other statistically significant group differences were found.

Table 1. Teachers Ratings of Survey Items

Item	Average rating	Standard deviation
1. The Welcoming presenter was engaging.	4.69	.54
2. Dr. Walqui's address was engaging and informative.	4.74	.57
3. The Institute's objectives were effectively communicated.	4.52	.65
4. I have a clear understanding of Cummin's hypothesis and how it's related to AISD's bilingual education philosophy.	4.44	.68
5. I understand the four major components of Collier's Prism model and how they are related to AISD Bilingual Education.	4.48	.62
6. The grade-level session trainers effectively stimulated discussion among the participants.	4.66	.53
7. I have a good grasp on the research and theory guiding AISD's Bilingual Education philosophy and practices.	4.50	.59
8. The Reflection Board is a good tool to prompt thought and discussion.	4.31	.80
9. I intend to use the giveaways I received yesterday in my classroom.	4.81	.48
10. The Q&A session using the Reflection Board was engaging.	4.29	.89
11. I have a good understanding of how to use the <i>Leer Mas</i> materials.	4.45	.71
12. The <i>Leer Mas</i> presentation covered the kinds of supports ELLs need in a well-balanced literacy model.	4.63	.56
13. The trainers provided adequate description of the <i>Leer Mas</i> models of best practices in a bilingual reading program.	4.68	.58
14. I understand how to incorporate literature into my classroom reading lessons.	4.72	.45
15. I think my students will benefit from the books I received yesterday (giveaways).	4.94	.28
16. The trainer(s) adequately addressed the questions/topics raised on the Reflection Board.	4.73	.56
17. The discussion about the kinds of supports ELLs need in a well-balanced literacy model was stimulating.	4.54	.70
18. I clearly understand how to implement the <i>Leer Mas</i> program in my classroom.	4.43	.69
19. I feel confident that I can apply the <i>Leer Mas</i> strategies I learned in my classroom.	4.56	.63

Item	Average rating	Standard deviation
20. I think my students will learn from the books I received yesterday (giveaways).	4.84	.42
21. The purpose of the LPAC is clear to me.	4.63	.61
22. I comprehend how students enter into and exit out of AISD's BE/ESL programs.	4.55	.57
23. I understand how to implement ESL instruction in my classroom.	4.49	.62
24. I feel prepared to use <i>Avenues</i> with my ELL students.	4.23	.75
25. I plan on using the strategies I learned to help my English Language Learners (ELLs) meet the ELPS.	4.71	.49
26. I know how to access available ESL resources.	4.34	.78
27. I understand how the ELPS meet ELL students' language developmental needs.	4.48	.59
28. I am comfortable using the ELPS Toolkit.	4.16	.82
29. I am aware of the different technologies available in AISD.	4.67	.50
30. I plan on using the New Bilingual Teacher Network.	4.62	.75
31. I know how to access on-line resources (such as curriculum materials).	4.49	.65
32. I intend to use the lessons I developed with my small group in my classroom during the first week of school.	4.28	.88
33. I feel confident I can set up a Balanced Literacy program in my classroom.	4.42	.69
34. My questions were adequately addressed by the trainers.	4.83	.41
35. In general, the trainers were engaging and motivating.	4.84	.40
36. The trainers effectively modeled instructional strategies.	4.76	.50
37. I feel prepared for my first week at school.	4.09	.80
38. I am confident I will receive social support from my grade-level trainers.	4.68	.59
39. The New Bilingual Teacher Institute format effectively presented the topics addressed.	4.58	.68
40. Overall, my experience at the New Bilingual Teacher Institute was positive.	4.76	.50

Source. New Bilingual Teacher Institute 2009 Survey. Note. The survey scale was 1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree/neutral*, 4 = *agree*, and 5 = *strongly agree*.