Improving the Preparation of Teachers to Build on Multilingual Students’ Strengths

Carlos Sandoval, Jr. (carloss4@uci.edu) & Elizabeth A. van Es (evanes@uci.edu)
University of California, Irvine

Who Is Involved
UCSB
UC Irvine
UC Davis
UCLA

Network History
- California Teacher Education Research and Improvement Network (CTERIN) launches Winter 2017
- Initiation of a NIC begins Spring 2018
- Year 1 (2017-18): Identifying a problem
- Year 2 (2018-19): Defining the problem, developing an aim, theory of improvement, and process measures
- Year 3 (2019-20): Baseline data, testing change ideas, developing an outcome measure

Theory of Improvement
- AIM: Improve candidates’ noticing, dispositions, & skills for building on multilingual students’ strengths
- Candidates practice learning about multilingual students
- Candidates practice designing instruction for multilingual students
- Candidates practice navigating systems & advocating for students

Network Routines
- 1.5-day convening
- 90-min. quarterly Zoom meetings
- 60-min. monthly campus meetings

Learnings & Challenges
- Making the driver diagram stable is an “effortful accomplishment”
- The changes to teacher preparation activities throughout the year underscore the need for baseline data
- Data can’t easily inform action when it is unknown how the ebbs and flows of programs affect data
- Sense-making of improvement data is more productive when teacher educators do so with colleagues at their own institution vs. in the network
- Sense-making of improvement data helps to surface important variations in program design and activities
- Programmatic “handoffs” and changes in activities constrain ability to iterate on tests

Potential Next Steps
- Focus improvement efforts on a primary driver, or on improving outcomes for one item (incorporating)
- Collect baseline data and engage teacher educators in a conversation about what they want their program data to look like
- Identify bright spots and engage in collective deep-dives about what programs with exemplary data are doing
- Subgroup improvement data to identify more focused potential areas for improvement
- Identify a small set of change ideas that are tested iteratively across campuses
- Broaden participation within programs to manage “handoffs” & improve continuity

Improvement Data, September 2019 - February 2020
In the past week, I incorporated some aspect of my multilingual students’ languages, communities, or families into an activity or lesson. (Driver: Candidates practice designating instruction)