



# Fostering Biliteracy Skills and Critical Language Awareness: An Iterative Professional Development Journey for DLL Educators

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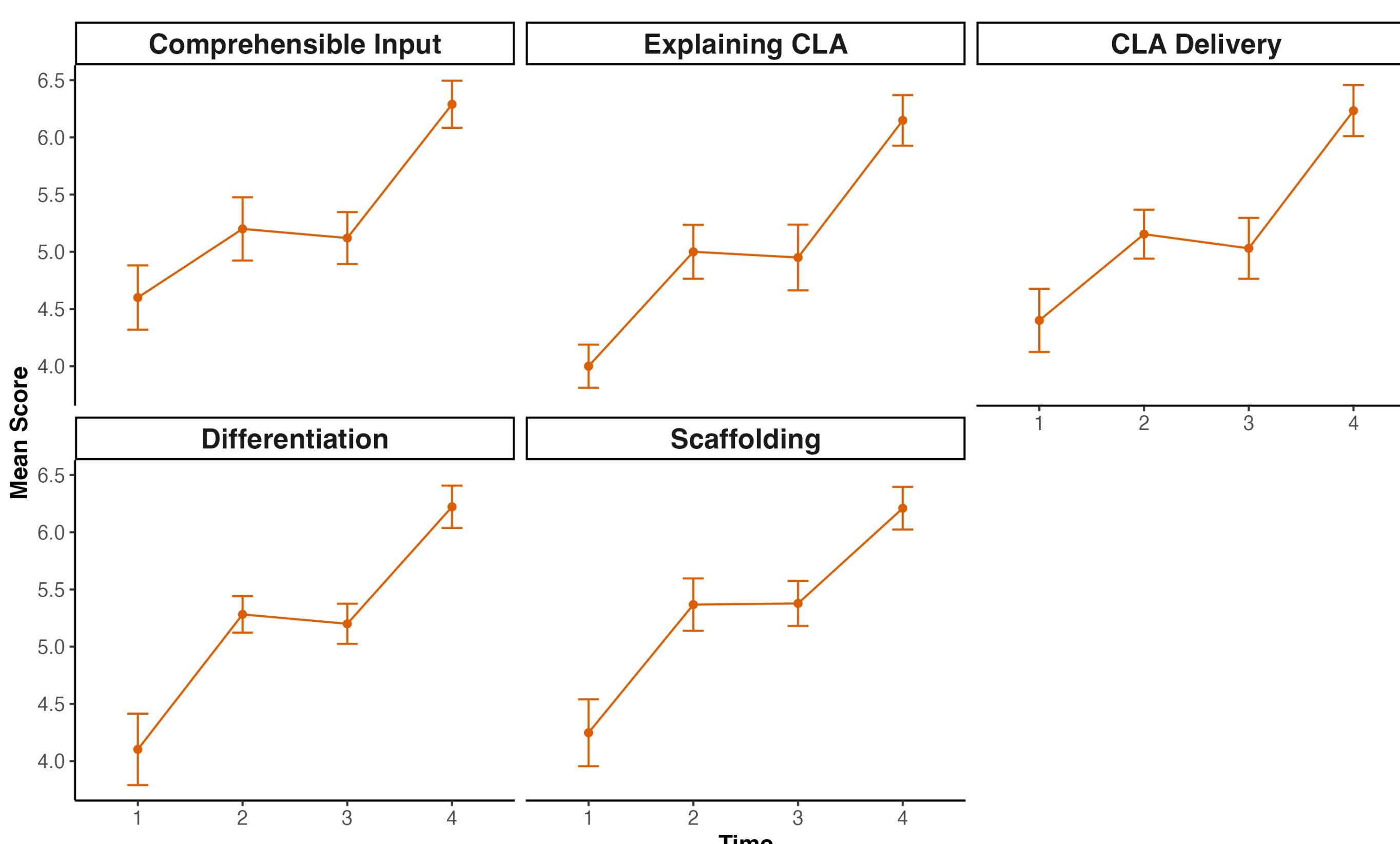
## INTRODUCTION

- Why PD Matters for DLL Educators:**
  - Teachers need specialized professional development to effectively support Dual Language Learners.
  - Professional development focused on biliteracy skills and critical language awareness (CLA) equips teachers with essential tools to support multilingual classrooms effectively.
- Evidence Supporting SFL-based PD:**
  - PD programs that use Systemic Functional Linguistics (SFL) have been shown to improve teaching practices and pedagogical knowledge across different educational settings.
  - By emphasizing language structure and function, SFL strengthens teachers' CLA, ultimately enhancing their ability to support DLLs effectively.

## Current Project

- The Growing En Comunidad Project:** This project addresses the need for targeted, multi-tiered PD to build DLL educators' expertise in biliteracy and CLA by integrating the SFL framework, which enhances CLA—a key area of knowledge for DLL educators.

## Self-Efficacy Category: Mean Scores Over Time



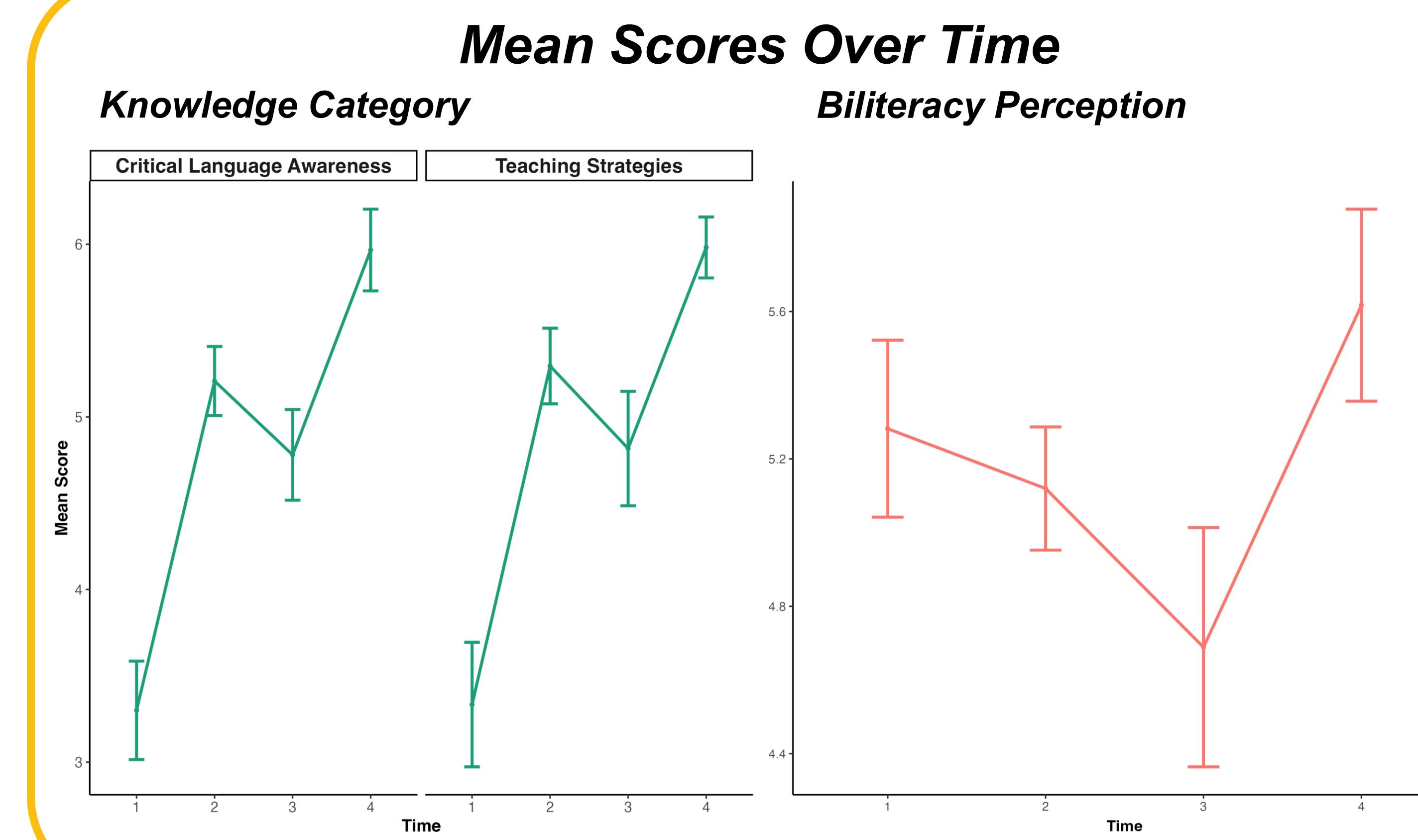
## METHODOLOGY

- Participants:** 13 teachers, all attending a two-week Summer PD program; 9 teachers continued with additional TPP sessions.
- PD Program Structure:**
  - Summer PD: Initial two-week intensive program.
  - Teacher Preparation Program (TPP): Six sessions over the following school year.
- Data Collection:** Conducted at four time points—before and after the Summer PD, mid-TPP (after third session), and end of TPP.
- Evaluation Tool:** Repeated pre- and post-surveys to measure improvements.

## RESEARCH QUESTION/HYPOTHESIS

- Research Question:** To what extent has each level of PD improved teacher knowledge of biliteracy skills and critical language awareness?
- Hypothesis:** As teachers progress through each level of professional development, their knowledge and confidence in teaching biliteracy and critical language awareness will increase in measurable ways.

## Mean Scores Over Time



## RESULTS

Our analysis covers **knowledge**, **self-efficacy**, and **biliteracy perception**, with strong correlations within each category.

- Teaching Strategies and Critical Language Awareness scores improved significantly from T1 to T4 ( $p < 0.05$ ), with notable gains in the final stage.
- Self-efficacy measures showed similar patterns, indicating sustained growth in teachers' confidence.
- Biliteracy perception scores lacked statistically significant changes overall but showed a positive trend from T3 to T4 ( $p = 0.063$ ), suggesting a potential shift in teachers' perceptions towards the program end.

## DISCUSSION/CONCLUSIONS

- PD Effectiveness:** The multi-tiered PD program significantly increased teachers' knowledge and confidence in biliteracy and CLA.
- Sustained Growth:** The most significant gains occurred in the final phase (T3 to T4), underscoring the importance of long-term PD engagement for deeper knowledge acquisition and practical application.
- Self-Efficacy:** Increased confidence in delivering CLA instruction indicates the PD program successfully built teacher self-efficacy, particularly in later stages.

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