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Using a Resiliency Perspective to Inform Bilingual Teachers' Classroom Inquiry

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Recent research has established the importance of teacher quality in the academic success or failure of students (Darling-Hammond, 2000; Sanders, Wright, & Horn, 2004) and policy initiatives, such as NCLB, have propelled the issue of teacher quality to the forefront of educational reform in the U.S. While No Child Left Behind (NCLB) has been successful in establishing minimum teacher quality standards for general educators, the act has failed to highlight the importance of quality for teachers of second language learners (Nieto, 2003).

Teacher quality is especially important for second language learners, both because of the pedagogic and linguistic complexities inherent in teaching English language learners (ELLs) and the historic shortage of teachers who have been adequately prepared to address the diverse academic, cognitive, linguistic and sociocultural needs that ELLs present. In addition to the ability to apply general pedagogical practices within the various content areas that all teachers must have, teachers of ELLs must also be able to understand and integrate the tenets of language acquisition and cultural diversity into classroom practice. Menken and Antúnez (2001), for example, suggested three broad areas of

knowledge that teachers of ELLs must master: pedagogical knowledge specific to ELLs, linguistic knowledge, and knowledge specific to cultural and linguistic diversity. In light of the highly specific knowledge that teachers of second language learners must hold and the complexities in applying that knowledge in the classroom, teachers must be rigorously prepared and receive ongoing support and training to be successful in supporting the academic and emotional growth of ELLs (Kandel-Cisco, Waxman, & Padrón, 2008).

Unfortunately, most ELLs are not taught by teachers who receive adequate training and support (Téllez & Waxman, 2006). Estimates have indicated that nearly half of the teachers assigned to teach ELLs have not received any preparation specific to the education of language learners. About 42% of all public school teachers in the U.S. have at least one ELL in their class, but less than 3% of these teachers are certified ESL or bilingual teachers (Liagas & Synder, 2003). In a national survey of classroom teachers, for example, 57% of all teachers responded that they either "very much needed" or "somewhat needed" more information on helping students with limited English proficiency achieve to high standards (Alexander, Heaviside, & Farris, 1999). Considering the lack of appropriate training for teachers of ELLs, it is important to examine ways in which teacher quality can be enhanced. The purpose of this descriptive study was to determine how novice bilingual teachers combine the resiliency framework and teacher inquiry to inform their classroom practice.

Resiliency

One possible effect of teachers' lack of training specific to culturally and linguistically diverse students is that many educators

unknowingly assume a deficit perspective in approaching their work with language learners. When a teacher or school assumes this deficit perspective, the focus is on what ELLs *cannot do* and this perspective may lead to ELLs' educational failure. In this view, the students' native language, for example, may be viewed as a problem that needs to be fixed through English instruction, rather than an opportunity to build on an existing linguistic system. If academic equity is to be achieved, then changes must be made within classrooms in which a deficit perspective prevails so that all learners, regardless of gender, ethnicity, socio-economic status, or language will be successful (Waxman, Padrón, Shin & Rivera, in press). These issues of equity in academic achievement are directly related to the study of resilience.

Adoption of a resiliency perspective towards education runs contrary to the assumption that at-risk students, especially ELLs, come to school with a number of deficits that must be addressed. A teacher who assumes a resiliency perspective in working with ELLs considers at-risk students to be "at-potential" and understands that students' first language is a valuable resource that can be used to make sociocultural connections, teach content, and develop English proficiency.

Educational resilience has been acknowledged as a framework for examining why some students are successful in school, while others from the same backgrounds and communities are not. Such a framework is helpful in assisting educators to design instruction that focuses on developing in all students the "alterable" features, known as protective factors, that distinguish resilient students from non-resilient students (Waxman, Gray, & Padrón, 2003). Educational resilience is not considered a static characteristic, but rather is influenced by several alterable factors that contribute to resilient students' success in school. These protective factors have

been attributed both to the individual (internal protective factors) and to the community, family, and school that surrounds the individual (environmental protective factors). Benard (1993), for example, documented four internal characteristics that resilient students tend to demonstrate:

- social competence (i.e., empathy, caring, communication skills, sense of humor);
- problem-solving (i.e., being able think abstractly and reflectively);
- autonomy (i.e., having the ability to act independently); and
- sense of purpose (i.e., having goals, educational aspirations, being persistent).

Others have suggested environmental factors that contribute to student resiliency (Storer, Cychosz, & Licklider, 1995). These external factors provide teachers the opportunity to develop resiliency in students who may be considered at-risk. Milstein and Henry (2000) note six ways that educators can build resiliency in the school environment:

- provide opportunities for meaningful participation (i.e., students make decisions about learning);
- increase prosocial bonding (i.e., teacher spends time with each student);
- set clear and consistent boundaries (i.e., teacher follows through on agreed upon classroom norms);
- teach life skills (i.e., how to resolve conflicts);
- provide caring and support (i.e., high warmth, low criticism interactions); and
- establish and communicate high expectations (i.e., equal goals for ELLs and monolingual-English speakers).

Educational resilience can be developed by teachers who understand the importance of resilience and that resiliency can create positive change in the learning environment and subsequently impact student success. Resiliency is not a packaged curriculum, a program, or a way to fix students. Instead the adoption of a resiliency perspective by teachers constitutes a change in paradigm regarding how teachers interact with and connect to students. In addition, the adoption of a resiliency prospective is important, since previous studies have found that resilient students perceive the classroom environment more positively and are more satisfied with their classroom (Padrón, Waxman, & Huang, 1999; Padrón, Waxman, Powers, & Brown, 2002). We cannot, however, assume that teachers will automatically adopt a resiliency perspective. Instead, teachers must be explicitly supported in developing a resiliency perspective of culturally and linguistically diverse students.

Teacher professional development

Professional development has been offered as an essential component for positively influencing the quality of teachers in U.S. classrooms (Elmore, 2002). For teachers who work with ELLs and unknowingly assume a deficit perspective, it is important that teacher educators and trainers assist them in adopting a resiliency perspective in their classroom.

Teacher inquiry

Teacher inquiry, also known as action research and teacher research, “is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research” (Ferrance, 2000, p.1). Teacher inquiry is a

form of professional development that is teacher-driven and adds to the body of educational knowledge in the context in which the education actually occurs (Cochran-Smith & Lytle, 1993). The end goals for teacher inquiry are diverse. While some have noted the importance of inquiry in improving curriculum and instruction (Lytle & Cochran-Smith, 1994), others have reported the value of encouraging collaboration in schools (Zygouris-Coe, Pace, Malecki, & Weade, 2001), and increasing teachers' professional confidence (Burbank & Kauchak, 2003).

In light of these potential goals, teacher inquiry may be particularly well-suited to teachers of ELLs. Students who are ELLs tend to be enrolled in high poverty schools with the highest percentages of teachers who are burnt out, alternatively certified, and novice educators (Hanushek, Kain, & Rivkin, 2004). Additionally, the socio-political climate in schools sometimes marginalizes teachers of ELLs, implying that the work these teachers do and the students they serve are less important than the work of those educators who teach language majority students. Teacher inquiry allows educators who might otherwise be teaching in relative isolation to work in a collaborative environment in which teachers' unique classroom context (e.g., the presence of ELLs, lack of bilingual resources) and personal characteristics (e.g., status as a cultural insider, bilingualism) can serve as a base for intellectual stimulation and pedagogical discovery. Through increased attention to the intellectual piece of teaching that serves to inform pedagogy, teacher inquiry also provides a means by which teachers of ELLs can increase their sense of competence in working with ELLs, an issue that has been noted in the literature (Gándara & Maxwell-Jolly, 2006).

Teachers who engage in classroom inquiry proceed through multiple steps: identifying an area of interest or a "problem" to

explore and creating a guiding inquiry question, systematically gathering data on the topic, reflecting on, interpreting and analyzing the data, modifying practice based on the conclusions drawn from the data, and evaluating the results of the change in practice (Ferrance, 2000). The process is cyclical in that, based on the end evaluation, teachers return to the same topic or related topics and proceed through the process again to further inform classroom practice on the topic. Some inquiry projects also include a review of the extant literature, in which teachers search for what is already known about the topic to inform their own inquiry.

An important consideration in engaging in teacher inquiry is the nature of the chosen topic or "problem" area. Sometimes teachers initially identify very broad questions which require research designs that are too complex to aptly pursue in daily classroom practice (Quiocho & Ulanoff, 2004). The area of focus for teacher inquiry must be important to the teacher but also within the teacher's locus of control. In other words, the teacher must have the ability to initiate change in the problem area. A question that focuses on a problem of educational policy, such as "*Why aren't there more financial resources for bilingual education?*" is not appropriate. While educational funding is certainly an important topic, the teacher cannot plausibly answer the question via practice and is unable to initiate classroom-based changes that would alter the outcome of funding for bilingual education.

Teacher inquiry and resiliency

Teacher inquiry is uniquely positioned to empower teachers to develop a resiliency framework in their work with ELLs because both inquiry activities and the adoption of a resiliency perspective ask teachers to focus on those issues that teachers have the

potential to change. Teacher inquiry rejects the deficit perspective that teachers do not have the ability to produce and use meaningful and important educational research in the context of their own classrooms and instead allows teachers to focus on alterable factors. Inquiry invites teachers to act by asking "*What can I do as a teacher to initiate change in my classroom practice?*" Similarly, a resiliency perspective repudiates the idea that students, especially ELLs, come to school with linguistic, cultural, and social deficits that need to be "fixed" within the school system. Teachers who adopt a resiliency approach in their work with students do not focus on students' "at-risk" status, but rather ask, "*What can I do as a teacher to bring out the best in my students?*"

Methods

This article describes an on-going inquiry project executed with three Latina, native Spanish-speaking students during a master's level course in bilingual education. The three students were novice second grade bilingual teachers who, the year previously, had received B.S. degrees and certification in bilingual education from a large university in the southern region of the United States. The bilingual teachers were chosen to participate in a collaborative project between the school district in which they worked and the major research university that was located in the same city as their schools. The three teachers were chosen for the collaborative project based on referrals from an undergraduate instructor in the bilingual education department who was familiar with the students and described the students as the "cream of the crop." These teachers were motivated, conscientious, and responsible and had the potential to be leaders within their schools and the bilingual community in which they worked. The school

district paid for the students' master's level coursework in return for their teaching service to the school district.

Two directed studies courses, classes in which graduate students work in collaboration with instructors to study topics of interest and relevancy, were required as a part of the master's degree requirements. The directed studies courses specifically focused on supporting bilingual teacher inductees through site-based visits and reflective seminar meetings with a focus on pertinent research on instruction for ELLs. The course instructors approached the seminar meetings through a teacher inquiry-based model. The authors, one a doctoral student in Bilingual Education and the other a professor of bilingual education, served as facilitators for the courses and participant observers for the present study.

This study described the experiences of the three novice teachers. Data were collected through the documentation of the content of the directed studies courses, including ethnographic notes from the course meetings and written work from the novice teachers, such as the teachers' educational autobiographies and guided reflections. Additionally, teachers' resiliency ratings of their students using a resilience identification form developed by researchers at the Center for Research on Education, Diversity and Excellence (Padrón, Waxman, & Huang, 1999) were included. The question that guided us was: How do novice bilingual teachers combine the resiliency framework and teacher inquiry to inform their classroom practice?

Results

Autobiographical reflections

To begin to encourage the reflexivity that would serve as the basis for our study, the participating teachers were asked to develop and share autobiographical essays in which the teachers explored how elements of their own life (linguistic experiences, academic opportunities, future goals, etc.) influenced their classroom teaching. The purpose was for the information gathered in the autobiographical essays to serve as a lens through which the teachers' pedagogy, interactions with students and instructional environment could be analyzed and linked to students' learning. The teachers reported enjoying the opportunity to draw similarities between their own educational experiences, especially those specific to being immigrant second language learners, to their classroom practice and bilingual students.

María¹, a young teacher from a small border town, made the connection between her own frustrations of feeling like an outsider while learning English and the feelings her own students might be experiencing:

In 2nd grade, my bilingual education teacher suggested to my parents that it would be a good idea for me to be half of the day in her class, and the other half in an English-only instruction classroom. I clearly remember my experiences in this classroom. I was definitely frustrated and felt out of place...as if I was in an alien world. Well as you can imagine, being in that classroom made me feel like the slowest student in town. I'm sure this is what some of my students experience during English instruction, even though I can help them in Spanish, too.

¹ Pseudonyms are used to represent teachers' names.

The other teachers shared similar experiences noting the challenges of moving from school to school while learning English and the positive influence of their families in helping them retain their Spanish proficiency once they began to use English exclusively at school.

While the initial intent was to begin exploring the cycle of inquiry directly following the autobiographical reflection activity, the teachers were showing great reservations about delving into what one teacher coined a "big school project." As is commonly noted in research on teacher inquiry (e.g., Sugishita, 2003), the teachers also stated they had insufficient time to pursue classroom inquiry. Wanting to acknowledge the teachers' preferences, we thus decided to continue reflective activities while also building a base of understanding regarding resiliency and teacher inquiry by slowly introducing students to both topics.

Resiliency

To introduce the topic of resiliency, the teachers were asked to discuss generally the successful and less successful students in their classrooms. Following this informal discussion, the researchers led a discussion in which the teachers were able to learn more about the concept of resiliency. While the teachers had never heard the term "resiliency," as it applied to education, each could describe several students who seemed to have protective factors, such as feelings of self-worth and good decision-making skills, as well as other students who did not. Afterwards, the teachers completed a resiliency rating form for each student. The form allowed teachers to rate students on 25 indicators (e.g., has a good sense of humor, is self-confident, does not give up easily) that may point to resiliency (Padrón, Waxman, & Huang, 1999). The teachers tallied the results across three groups of students

within each classroom: resilient, average and non-resilient students, and developed summary statements that described each group.

The teachers' summary statements revealed that resilient students tended to be generally homogeneous in terms of protective factors as perceived by teachers, and the teachers' description of the protective factors that resilient students demonstrated mirrored research on the topic. The teachers found that resilient students tended to have positive relationships with classmates, were risk takers, and showed high levels of self-confidence. The non-resilient students, in contrast, varied widely as measured by the teachers' resiliency ratings. The teachers found, however, that most of the non-resilient students seemed to deal with at least one of the following issues: having difficulty controlling emotions, holding a negative outlook on school, and demonstrating difficulty in distinguishing what was important at school.

The teachers also discovered that contrary to their initial perceptions that most of their students were struggling both socially and academically at school, the majority of their students could clearly be categorized as resilient. Sandra, who was raised in Mexico and moved to the U.S. as a teenager, noted, "Looking at individual students and groups of students in terms of resiliency helped me see who my students really are and gave me perspective on what they bring to the classroom- strengths and areas where I can support them."

While we had not yet introduced students to the concept of or methods for teacher inquiry, the teachers seemed to be making the connection between inquiry and practice, and they highlighted that they enjoyed being diagnostic about their students. Susana, a teacher who had grown up in the town where the university was

located, noted the importance of having a goal when examining her classroom practice and students:

If you didn't have a purpose for collecting information, you wouldn't make me to really see what is going on. I didn't know anything about resiliency when we started, but trying to understand the factors that contributed to student resiliency in my classroom helped me understand my students in a deeper way and even feel better about my ability to help them.

Beyond the value of creating one avenue for examining their classrooms, the resiliency ratings served as a basis for teachers' reflections. Journal prompts that focused on encouraging resiliency in non-resilient students, incorporating the protective factors into everyday classroom practice, and capitalizing on students' strengths were provided to the teachers. All three teachers described how the resiliency perspective could be applied in their classrooms and used data from the resiliency ratings to bridge resiliency theory to their own classroom contexts.

In one journal entry Sandra described how she initially believed teaching social skills was not her job and should be secondary to teaching content. Once she realized the importance of social skills in her students' level of school success, however, she worked at building students' social skills. She believed that empowering students, especially non-resilient students, with the appropriate skills for social interaction would improve difficulties with peer relationships and would make her classroom an inviting place for all her students.

I started by always modeling basic things such as "please," "thank you," "you are welcome," "may I," "can I," and I always listen with close attention. Teamwork is

still a work in progress, but has significantly improved since I started purposefully modeling pro-social behavior. When there is a problem, I always listen to both sides and I make them think about what happened and make them be accountable for their actions. It seems as though the children have become more open-minded to accepting that everybody is different.

Sandra's journal entry indicates not only that she valued the resiliency perspective in her classroom practice, but also that she was already informally identifying problems or issues in her classroom, making a plan to understand the issues and retooling her practice based on what she learned. In other words, she was already beginning to initiate an inquiry stance in her classroom work.

Other journal entries revealed that the teachers were finding challenges in adopting the resiliency perspective in their work and were not quite sure how to act to change their practice. One of María's journal entries indicates the frustration she was feeling in trying to empower students by encouraging meaningful interaction in the classroom.

For meaningful interaction, it is hard because even though I do care a lot about what my students want, feel, and think, I'm finding it hard to give them a lot of power. I think I'm doing this in small steps, but I want to make sure they know what to do in certain situations. My students are becoming more independent each week, and each week I try to give up some of my duties in order for them to feel more ownership in their classroom, and for them to notice I listen to what they say. But I still feel like my classroom is too focused on me and doesn't give the students enough time or opportunity to make decisions or take the lead in learning.

Journal entries such as these indicated to us that teachers were developing reflexivity in their practice and after several months of opportunities to discuss and reflect on student resilience and classroom practice, we, the teachers and the instructors, decided that we were ready to delve more formally into teacher inquiry.

Teacher inquiry as a form of professional development

Due to a shared focus on alterable factors and teacher action, the adoption of a resiliency perspective and engagement in teacher inquiry are a well-suited form of professional development for teachers of ELLs. Unfortunately, teachers are rarely given the opportunity to pursue either of these methods for informing practice, and little is known about the outcomes of teacher inquiry for ELLs and their teachers (Knight & Wiseman, 2006). Even though undergraduate requirements for teacher candidates increasingly require an inquiry project (Henderson, Hunt, & Wester, 1999) none of the teachers in our study had heard of teacher research either in their undergraduate training or through their school district-based professional development.

While the teachers reported having spent on average 16 hours in professional development by the third month of the school year, none of the workshops were focused on the specific context of or students in the teachers' individual classrooms. The teachers described the professional development activities as half-day or full-day trainings and noted that no follow-up training in regard to the professional development content was provided to the teachers. The three teachers stated that the trainings included interesting information, but also agreed with Susana's comment that she would like trainings that are relevant to her students.

I most enjoy and benefit from professional development sessions that present ideas and concepts that can be used in the classroom. This way I feel that I can come back to the classroom with something new to offer myself and the students (especially when I have to miss a day to go to the trainings).

Via seminar discussions, teacher inquiry was offered as a classroom-based alternative to training activities in which an expert relays information to teachers in a context outside of the classroom. Our discussions were informed by the idea that inquiry is something that good teachers automatically do (Hubbard & Power, 1999). We provided the teachers multiple examples of teacher inquiry projects with second language learners, and we discussed some of the challenges to teacher inquiry along with the methods that can be used to select a topic of interest, gather information about the topic, analyze the data collected and change practice based on the findings.

Ongoing inquiry projects

We found that as the study progressed, the teachers were beginning to feel comfortable with the idea of pursuing an inquiry topic in their classrooms. The teachers' journal entries indicated that they understood teacher inquiry not to be a "project" separate from regular classroom practice, but rather an integrated part of the instructional cycle. Maria, for example, wrote:

Teachers are constantly researching what instructional areas within the classroom need adjustments before these become issues. Working on a specific teacher inquiry topic is something that I am looking forward to doing. I think looking at a specific topic will make me feel better about my teaching because I'll be able to feel that issues in my classroom are within my control. I can change them.

The teachers chose topics that were pressing issues for them in their own classrooms. Discussions revealed their deliberate efforts as colleagues to adopt a resiliency perspective in their classroom inquiry. Susana, for example, was struggling with some of her non-resilient students' lack of improvement in reading fluency. She noted that she "wanted to understand why, week after week, these students were not able to be successful with reading fluency." Another teacher, María, tactfully suggested that Susana approach the issue from a different perspective. María offered that Susana may want to examine what *she* could do instructionally to better support those struggling students in developing reading fluency. While still investigating the same pressing classroom issue, María's suggestion moved Susana from a deficit perspective (what students cannot do) to a resiliency perspective (what Susana can do to make her students successful). Throughout the discussions, the three teachers collaborated in approaching their inquiry topics- reading fluency, writing in the content areas, and parental involvement- in a manner that built on students' strengths and focused on teacher action.

The novice teachers continue to work on inquiry through a resiliency perspective in their classrooms with the goal of improving their practice with the ELLs with whom they work. The teachers' language and attitudes have begun to show that the teachers are more consistently adopting an "at-potential" as opposed to "at-risk" approach to working with their students, and the teachers have commented that they all look forward to a time when they will unconsciously use the inquiry cycle to address instructional issues and better meet the needs of their students.

Summary and recommendations

This article summarizes the construct of educational resiliency, describes the process of teacher inquiry, and notes the philosophical parallel, specifically a focus on that which can be altered, that underlies both educational approaches. Additionally, the importance of the adoption of a resiliency perspective and the use of teacher inquiry for professional development efforts aimed at teachers of ELLs is demonstrated through a description of a teacher inquiry project conducted with three novice bilingual teachers. Data collected through group discussions and teachers' reflective assignments revealed that the teachers grew to adopt an understanding that they, the teachers, could create positive change in their classrooms. In light of the limited voice teachers have in making programmatic decisions regarding ELLs and increasing pressure to standardize curriculum and instruction, the teachers' perceptions of increased competence in their work with ELLs are important.

Implications for practice and research

The insights gained through this study and the literature pertaining to resiliency and teacher inquiry provide important implications for educational practice and research:

- Educators should work towards adopting a resiliency perspective in their work with ELLs in which the varied resources that students bring to school are honored.
- Teacher educators and professional development providers should work together to assure that teachers are supported early in their

academic and professional careers to develop an inquiry stance toward classroom practice through which the teacher has the ability and confidence to initiate positive change in the education of ELLs.

- Future research should document not only teachers' perceptions of inquiry-based professional development, but should also examine how teacher inquiry influences teachers' classroom practice and ultimately impacts students.

While these broad implications provide an overarching vision for the inclusion of teacher inquiry from a resiliency perspective into teacher training and professional development efforts, more specific suggestions for working toward this goal may prove helpful to teachers, administrators, and university faculty.

Recommendations for pre-service and in-service teachers:

- Practice reflexivity. Use a journal or private blog to record what happens in your classroom, especially interactions and instructional and/or learning events that occur with ELLs. Rather than accepting students' responses, behavior, and academic performance at "face value," take a few minutes to explore the underlying impetus for your ELLs' actions and words and look for *alterable* factors (instruction, room arrangement, linguistic supports) that can better help you meet the sociocultural, academic, and linguistic needs of your students.

- Be purposeful about how you modify instruction with ELLs over time. When a lesson does not work out as planned, think about areas of difficulty and make a plan of action for improving the lesson. Upon reteaching the lesson or content, record the changes you made and how

those changes influenced the students' understanding of the content. Be open to the possibility that you may need to retool multiple times how you present a piece of content.

- Be cognizant of how you and your colleagues approach your work with ELLs. Do conversations at your school focus on the fact that ELLs don't know English or that several ELLs in your class did not do well on the most recent standardized test? Or, does your school acknowledge the cultural and linguistic knowledge that ELLs bring to school?

Recommendations for school administrators:

- Encourage the formation of teacher inquiry groups in which teachers can collaboratively participate in professional development activities that are meaningful and directly relevant to your school's teachers and students. Provide time and space for inquiry groups to meet and promote their work by asking inquiry group members to share their findings at school faculty meetings and practitioner-oriented conferences.

- Examine the perspective (stated and perceived) on ELLs that your school embraces through its curriculum, instruction, materials, etc. Are ELLs viewed as a problem that needs to be fixed? Do your school's teachers, students, and community members acknowledge the experiences and knowledge held by second language learners?

Recommendations for university faculty:

- Include inquiry-type activities for pre-service and in-service teachers in your courses. Encourage teachers to be diagnostic about what happens in classrooms with ELLs

and to initiate change based both on theory *and* teachers' unique students, classroom experiences, and observations.

- Allow undergraduate and graduate students to collaborate on research projects. Working with the "tools" of research will give students a background on which to base inquiry efforts and will increase their confidence in undertaking classroom-based research with ELLs.

- Use general courses and those focused specifically on ELLs (e.g., bilingual assessment, content area instruction, language arts methods) to highlight the perspectives on second language learners that are assumed by various authors, researchers, educational entities (e.g., school boards), and individual teachers.

- Discuss how deficit and resiliency perspectives affect teachers' instruction and influence the school experiences of ELLs.

- Provide learning experiences that allow your students to become aware of their own perspective on ELLs and empower them to adopt a resiliency perspective in their work with ELLs.

Conclusion

In conclusion, teacher inquiry that is informed by a resiliency perspective has the potential to assist novice teachers to adopt a more diagnostic stance toward their instruction early in their careers, instead of depending on years of experience to develop those skills in teachers. Teachers, administrators, and university faculty all have an important role to play in increasing teachers' use of classroom-based inquiry that is approached from a resiliency perspective. Future teacher training and professional

development efforts should honor teachers' ability to pursue the intellectual work of teaching within their own classrooms by providing experiences that focus on their individual contexts and unique students. Additionally, both pre-service and in-service teacher training activities should encourage teachers to reject a deficit perspective of culturally and linguistically diverse students, and instead empower teachers to see the potential within these students and make instructional decisions that will best support the academic, sociocultural, and linguistic needs of students who come from diverse backgrounds.

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