

TEACHER EFFICACY, PREPAREDNESS, AND EMPATHY IN WORKING
WITH REFUGEE STUDENTS

by

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A dissertation

submitted in partial fulfillment

of the requirements for the degree of

Doctor of Education in Curriculum and Instruction

Boise State University

December 2013

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BOISE STATE UNIVERSITY GRADUATE COLLEGE

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Dissertation Title: Teacher Efficacy, Preparedness, and Empathy in Working with Refugee Students

Date of Final Oral Examination: 08 October 2013

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DEDICATION

This dissertation is dedicated to my students of yesterday, today, and tomorrow. It is your strength, your beauty, and your courage that have inspired me to follow this dream.

ACKNOWLEDGEMENTS

I would like to express my appreciation to those who encouraged me and supported me. In particular, I would like to thank each of my dissertation committee members for their guidance and encouragement throughout the process. Thank you also for helping me to revise and perfect my thoughts and ideas and to produce a product that I am proud of. To Dr. Jennifer Snow-Gerono, thank you for your dedication to strengthening my qualitative methods. To Dr. Keith Thiede, thank you for giving me such direct, no-nonsense and timely quantitative feedback. To Dr. Ann Farris, thank you for your professional and timely responses and dedication to collecting as much useable information as possible. Finally, to my committee chair, Dr. Scott Willison, thank you for not losing faith in me. It took the better part of seven years, but you never let me chalk it up. You offered meaningful feedback too many times to count and allowed me to harass you with a barrage of questions even as you traveled the country.

I would like to thank my teacher participants for taking the time and energy to help a colleague out. But most importantly, thank you for being so honest with your emotional reflections of working with refugee students. I hope that I was able to capture the complexity that is teaching refugee students. To my ELL colleagues and friends who supported my study wholeheartedly and who continue to be constant advocates for our English learners. To my school principal, Ted Totorica for allowing me the flexibility of traveling to schools at all hours and having faith that my students and my pedagogy

would not suffer. To my primary member checker, Greg Hoetker, who sacrificed Sunday afternoons to listen and offer advice and who dedicated himself to ensuring qualitative reliability. I could not have completed this without your help. To my fellow doctoral colleagues, Sarah Ritter, AJ Zenkert, and Molly Jo Fuenteabla, thank you for encouraging me when the times got rough and indulging me when I needed to vent. The welcomed advice and unique insights were critical to making the everyday dissertation issues manageable.

To my husband Reid, thank you for your patience, gentle prodding, and willingness to give me space to work. You were there for me when I needed it most and conveniently not there when I needed it most. To my family, Mom, Dad and Erin, who always had a positive word and a listening ear, at all hours of the day and night. I am lucky to have such a supportive family and I do not take that for granted.

ABSTRACT

One of the most difficult pedagogical challenges Sawtooth School District elementary teachers are currently facing is the influx of refugee students and the uncertainty as to how to best assist them in becoming both academically successful as well as comfortable in a new social milieu. The purpose of this mixed method study is to evaluate teacher efficacy, sense of preparedness, and empathy in relation to working with refugee students. Teachers' sense of self-efficacy has been linked to student achievement, student motivation, and students' own sense of self-efficacy. However, there is a gap in research that explores teacher efficacy, preparedness, and empathy in relation to working specifically with refugee students. This study begins to fill this significant gap. By utilizing teacher interviews, survey instruments, and analysis of teacher reflection, this mixed method study seeks to shed light on elementary classroom refugee teachers' efficacy, preparedness, and empathy.

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CHAPTER ONE: STATEMENT OF THE PROBLEM

Sawtooth School District (SSD) has traditionally been recognized as having a predominately white, middle-class population. The last two decades have shown extraordinary changes in the demographic landscape of Idaho public schools, particularly Sawtooth public schools. “Idaho has experienced a 415.5% increase in limited English proficient (LEP) students since 1990 compared to a native English speaking student increase of 27.7%” (SSD English Language Learners Handbook, V.2 No. 4) According to the district website, in the early nineties, the English Language Learner (ELL) population totaled less than 100 students. In 2001, Sawtooth schools enrolled 2,739 ELL students and in 2005, almost 3,284 ELL students were enrolled (SSD ELL Handbook, V.2 No. 4). According to the Sawtooth Schools ELL database, there are currently 3,582 ELL students enrolled in Sawtooth School District. As populations of ELL students continue to grow, so do the district’s percentages of refugee ELL students, though because of the economic situation, the last several years have seen lower numbers of refugees being resettled in Sawtooth. There are currently 1,147 refugee students in the Sawtooth School District. Since refugees began to arrive in Sawtooth’s public schools the district has offered k-12 educators professional development opportunities for addressing specific issues raised by the influx of this population. Teachers have been provided professional development opportunities focused on information about English Language Learners and students of poverty (Payne, 1996), but few professional

development opportunities have addressed the particular context relevant to working with refugee students and their families.

According to the Idaho Office for Refugees, Idaho began resettling refugees in 1975 when Governor John Evans established the Indochinese Refugee Assistance Program. Originally refugees were resettled in Idaho from Laos, Cambodia, and Vietnam, but soon the origination of Idaho's refugee population expanded to Eastern Europe. During the 1990s, more than 5,000 refugees were resettled in Idaho, mainly from Bosnia and Herzegovina. From 2000 to 2007, more than 4,000 more refugees (a mixed group from Europe, Africa, Central Asia, Latin America, East Asia and Near East) were resettled in Idaho. In 2008, 1,193 refugees were resettled in Sawtooth, Idaho (www.idahorefugees.org). In 2010, Idaho's refugee resettlement agencies resettled another 852 refugees primarily from Africa and Near East, East and South Asia. Refugee students enrolled in SSD vary in their place of origin, their language, their educational backgrounds, and other cultural characteristics. For example, Sawtooth School District students speak more than 100 different languages. Although there has been a shift in demographics, no one has explored teachers' feelings in relation to their self-efficacy, empathy, and preparedness in working with this growing and diverse population.

Both in personal interactions with peers and in my professional experiences as a SSD ELL teacher, I have observed teachers afraid, uneasy, anxious, and angry at the thought of meeting refugee students' needs. Yet, there are others who are excited and confident about working with these same populations. In my interactions, observations, and dialogue with teachers and administrators charged with educating SSD's refugee population, I have witnessed positive and negative emotions. I have had teachers tell me

that they do not know what to do when students come to them traumatized and unable to speak English. I have heard educators talk around their students, asking other students to interpret, instead of trying to address issues themselves. I have observed teachers “dropping off” refugee students in the ELL classroom because they are unable to communicate basic needs to the students, and I have witnessed teachers refuse to be involved in alternative parent conferences with refugee parents because accommodations are not made for traditional, English speaking families. Conversely, I have experienced teachers who brag about the amazing accomplishments of their refugee students and teachers who seek out resources to better meet their students’ needs. I engage with teachers who are eager to dialogue about what they can be doing to help their refugee students be successful in the classroom and who are willing to donate their time to making these things happen. As a result of these dichotomous experiences, I seek to better understand what factors contribute to the vastly different approaches to teaching refugees. I believe that these different actions mirror different experiences of teachers and are likely linked to many factors. I seek to determine what factors are related to teachers’ feelings of self-efficacy, teachers’ feelings about their preparedness, and their level of empathy of refugee students. I chose these three constructs based on my own personal experiences and observations, some of which I described above, but also based on much of the refugee related literature. As you will find in my literature review, research heavily supports these three constructs: importance of teachers having proper preparation, knowledge of refugee backgrounds, and caring and empathetic concern for their students. I seek to determine the relationship, if any, between teachers’ feelings of efficacy, empathy, and preparedness. The goal of this study is to evaluate teachers’ self-

efficacy, empathy, and preparedness in relation to working with refugee students and their families. This study will be driven by three questions:

- How efficacious, empathetic, and prepared do teachers feel to meet the needs of refugee students within their classroom?
- Is there a relationship between a teacher's self-efficacy, empathy, and/or preparedness as it applies to teaching refugee students?
- How do personal characteristics, coursework, professional development, and experience influence their levels of efficacy, empathy, and feelings of preparedness?

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Definitions of Terms

According to the 1951 Refugee Convention, which established the United Nations High Commission on Refugees (UNHCR), a refugee is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion, or membership in a particular social group. Minimal research has been done in the arena of teaching refugee students. Because of this, I have also reviewed related literature studying multicultural groups and English Language Learners. The Idaho State Department of Education has recently changed the term from English Language Learner to English learner. However, you will find the term English Language Learner (ELL) used throughout this study because this is the way the research has presented the term at this time.

Terms such as *efficacy*, *empathy*, and *preparedness* can have multiple meanings. The definitions of these constructs have shifted over time, and it is thus important to clarify the definitions of these constructs. I will first explore efficacy and self-efficacy, and then move on to, more specifically, teacher efficacy. “Efficacy is a future-oriented judgment that has to do with perceptions of competence rather than actual level of competence” (Hoy & Spero, 2005, p. 344). While efficacy reflects only perception, it is nonetheless “a self-referent perception of capability to execute specific behaviors,

individual efficacy beliefs are excellent predictors of individual behaviors” (Goddard, Hoy, & Hoy, 2000, p. 480). Although these two ideas are different, there is a significant relationship between them. Self-perception is what is measured through self-reported data, but self-perception is strong indicator of actual behavior.

There is clearly a relationship between motivation and self-efficacy. “Self-efficacy, the belief a person has in his/ her ability to carry out a task, can significantly affect motivation and performance” (Peeler & Jane, 2005, p. 224). Peeler and Jane support the locus of control theory (Rotter, 1954) that people with low self-efficacy believe low ability causes failure and that those with high self-efficacy believe that they can control their environment.

There are more than several definitions of teacher efficacy that are used in the research within the past 30 years. However, each definition builds on its predecessor through the theoretical frameworks that support the definitions as well as those of the particular author involved. The RAND Corporation defined teacher efficacy, based on Rotter’s social learning theory (1954), as “the extent to which teachers believed that they could control the reinforcement of their actions” (Goddard et al., 2000, p. 481). Bandura followed Rotter’s social learning theory with his own social cognitive theory. According to Bandura (1977), a teacher’s efficacy belief is about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated. Bandura mentions “preparedness” as a piece of the measure of efficacy. Dembo and Gibson (1985) define teachers’ sense of efficacy as the extent to which teachers believe that they can affect student learning. Tschannen-Moran, Woolfolk Hoy, and Hoy also support that teachers’ sense of efficacy as, “the teacher’s belief in his or her

capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (1998, p. 233). “Teachers’ capacity to promote learning” is a definition of teacher efficacy (Karabenick & Noda, 2004, p. 69). Yet another definition of teacher efficacy is a teacher’s belief that her or his ability has a positive effect on student learning (Ashton, 1985). Nadelson et al., (2012), defined teacher efficacy as representative of the levels of confidence as related to teachers’ skills that influence both their perceived and actual abilities in an effort to help students achieve academic success. It is this all encompassing definition that I will use when I reference teacher efficacy in this study.

Teaching English Language Learners is an area where many teachers do not feel prepared to teach (Darling-Hammond, 2006). However, teachers who are well prepared can make a difference in student achievement (Darling-Hammond, 2000; Fetler, 1999). Knowing that preparedness is linked to student achievement means that teachers must also feel prepared to work with special populations, like refugees. Teacher efficacy has been linked to teachers’ sense of preparedness, and I believe this strand is equally important to study.

Empathy was originally discussed by German philosopher Robert Vicher in 1872 (Hojat, Gonnella, Mangione, Nasca, & Magee, 2003a). “The term empathy is translated from the German word *Einführung*, which literally means “feeling into” as used by the German psychologist Theodore Lipps” (Hojat et al., 2003a, p. 26). There has, however, been no consensus over the definition of empathy. Some define it as an affective trait while others believe it to be a cognitive ability (Jolliffe & Farrington, 2006). Reynolds, Scott, and Jessiman (1999) add that it has also been labeled as an experienced emotion.

Empathy has been described as the capacity to understand without actually feeling what the patient is feeling (Hojat et al., 2003a). Hojat et al., sum up that the notion of empathy is, “the human capacity to understand the views, experiences, and feelings of another human being without intensive emotional involvement” (2003a, p. 27).

Hojat, Fields, & Gonnella (2003b) describe empathy as a cognitive attribute that involves both understanding the perspectives and the experiences of a patient, and also the ability to communicate this understanding to the patient. For the basis of this study, I will use this definition, keeping in mind that students are the target *not* patients. This definition focuses both on the understanding of what the “other” is going through, has gone through, and the communication of that understanding to the student.

Refugees in Schools

Schools can be an incredibly important piece of the socialization process for refugees. Literature suggests that schools impact refugees’ ability to resettle, gain a sense of belonging, and promote social and emotional development (Candappa & Egharevba, 2000; Dennis 2002; Rutter, 2003; Humphries & Mynott, 2001; Hek, 2005). Candappa and Egharevba (2000) found that often the education system was the only agency that offered formal support to refugee children. “Schools are recognized and valued by most refugee communities” (Hek, 2005, p. 159). Access to free education is not common in many of the countries refugees have fled, so many refugee communities value schools.

Refugees present unique challenges to the current system of education. Immigrants and refugees share some similar challenges by adapting to a new culture and learning a new language. Refugees, however, present some distinctively different challenges. “Although the two groups of students may be similar in some respects, it is

more important to underscore that generally refugee children face much more difficult adjustment issues in schools because of interrupted or minimal experiences with formal schooling (Kirova, 2001; Rong & Preissle, 1998), a lack of financial resources and support at home and in the schools they attend (Lucas, 1996), and various forms of psychosocial trauma (Westermeyer & Wahmanholm, 1996)” (as cited in Roxas, 2011, p. 515). Refugees are fleeing a history of oppression and have often experienced horrific events. They have fled in order to save their lives. Oftentimes, they are resettled in a country arriving with only the clothes on their backs. Rather than immigrating with a goal of improving their lives, they do so simply to save their lives (Strekalova & Hoot, 2008).

Refugees are resettled with a host of different experiences. “Children’s exposure to war varies dramatically from country to country, as does the ability of families and communities to protect their children from the overwhelming consequences of war” (Macksoud & Lawrence Aber, 1996, p. 70). Though each refugee student comes to school with a unique background, many students suffer from trauma. Since 1975, the United States has resettled more than 2 million refugees, with approximately half arriving as children. “Refugee children have traumatic experiences that can hinder their learning” (McBrien, 2005, p. 329). Goldin, Hagglof, Levin, & Persson (2008) found in their study evaluating the mental health status of newly arrived refugees that “48% of study children exhibited a single mental health problem ‘demanding attention’” (p. 212). In a similar study, Fazel and Stein (2003) found that more than a quarter of refugee children suffer from a significant psychological disturbance. Although all refugee youth have suffered traumatic experiences, African refugee youth are more vulnerable as they are more likely than other refugees to be the victim of child soldiering, sex slavery, and horrific acts of

violence. Oftentimes African refugees have spent long periods of time living in refugee camps and often have experienced limited or interrupted schooling. This contributes to more difficulty in school success (Prairie Centre of Excellence for Research on Immigration and Integration, PCEII, and Population Research Laboratory, 2001; MacKay & Tavares, 2005). “There is no doubt that war has a tremendous impact on the psychosocial development of children, their attitudes toward society, their relationships with others, and their outlook on life in general” (Macksoud & Lawrence Aber, 1996, p. 70). According to the American Psychiatric Association (1987), children suffering from post traumatic stress disorder (PTSD) have difficulty concentrating or remembering things which can make school difficult. Research emphasizes the negative impact of trauma on the social and psychological development of refugee children (Coleridge, 2001; Ghazali, 2004; Parkins 2004).

Trauma can severely impede refugee children’s learning in schools. In fact, several studies (Humpage, 1999; Hyman, Vu, & Beiser, 2000) have found that adjusting to school was one of the most difficult experiences for refugee children. Limited or interrupted schooling, PTSD and depression are often results of refugees’ flight thus making their transition into U.S. public schools quite difficult, often taking 10 years or more to catch up to average levels of academic language (Ngo, Bigelow, & Wahlstrom, 2007; Suarez-Orozco, 2000; Roxas, 2010; Thomas & Collier, 1997). Language support for refugees is of utmost importance, because “language proficiency is considered the most significant indicator for successful resettlement” (Naidoo, 2009, p. 262).

There is a fair amount of research on refugees in schools coming out of the United Kingdom. In addition to students with refugee status, U.K. schools also serve students

that are asylum seekers. Asylum seekers have been met with some suspicion and resistance from the general population in the U.K. (Rutter, 2006; Watters, 2008). “As a result of growing human mobility and global migration, schools are faced today with the challenge of educating a diverse population not only in respect to their ethnic origin but also in terms of their immigration status” (Pinson & Arnot, 2010, p. 251). In its State of the World’s Refugees Report of 2006, the United Nations High Commissioner for Refugees (UNHCR) stresses how the rise in racial intolerance and fear of asylum seekers around the world have given rise to the perception of refugees as perpetrators of insecurity. This could be because “forced migrants represent what many deem unfair competition in the job and public housing markets, their claims to social benefits being seen as unwarranted” (Boyden, 2009, p. 268). Another concern is that a significant number of newly resettled refugees are Muslim, and unfortunately their faith is one that many U.S. citizens associate with terrorism and extremism (Wingfield & Karaman, 2001).

Schools can be an important experience in the integration of a refugee into society in addition to helping students learn to navigate new social and cultural norms. However, there has been very little research on teachers of refugees. A few studies have focused on the challenges that teachers of refugees face (Hones, 2002; Lee, 2005). Little research has focused on how teachers and institutions have responded to the influx of refugee students (Arnot, Pinson, & Candappa, 2009). “There is a need for further research on the extent to which these inclusionary models have affected most teachers’ perceptions and classroom practices and their implications and impact are likely to have on the education experiences and achievements of asylum-seeker and refugee children” (Pinson & Arnot,

2010, p. 263). “Research about refugee children in the U.S. public schools is generally under-studied in the field of education” (Roxas, 2010, p. 515). International research on refugees in schools is growing; however, in the U.S. this is an area that deserves further study.

History of the Study of Teacher Efficacy, Empathy, and Preparedness

The construct of teacher efficacy was formed in the early 1970s by the RAND Corporation and was measured using a two-item scale. “Two RAND Corporation evaluation studies first conceptualized teacher efficacy” (Dembo & Gibson, 1985, p. 173). The theoretical basis for the two items measured was Rotter’s (1954) social learning theory (Hoy & Spero, 2005). “Over the last 20 years, the construct of teacher efficacy has evolved from Rotter’s (1954) locus of control theory and Bandura’s (1977, 1986, 1997) social cognitive theory” (as cited in Goddard et al., 2000, p. 480). Rotter’s locus of control theory discussed teachers’ feelings “that their influence on students’ learning is stronger than that of peers or the home environment” (Darling-Hammond, 2006, p. 66). The locus of control theory was more of a belief that teachers had a sense of confidence in their ability to reach their students, even those with what some would call deficits. Rotter’s locus of control theory was different from Bandura’s social cognitive theory (1977) and his research and understanding of teacher efficacy.

Contemporary studies of teacher efficacy (Tschannen-Moran & Woolfolk Hoy, 2007; Knoblauch & Woolfolk Hoy, 2008; Peeler & Jane, 2005) use Bandura’s social cognitive theory (1977) as at least part of their framework. Bandura’s definition of teacher efficacy focuses on a “belief that one has the requisite skills to bring about the outcome” (Dembo & Gibson, 1985, p. 174). Bandura (1977) proposed four sources of

efficacy expectations: mastery experiences, physiological and emotional states, vicarious experiences, and social persuasion. “Among the sources of teachers’ self-efficacy beliefs, mastery experiences are postulated to be the most potent” (Tschannen-Moran & Woolfolk Hoy, 2007, p. 944).

According to social cognitive theory, teachers who do not expect to be successful with certain students are likely to put forth less effort in preparation and delivery of instruction, and to give up easily at the first sign of difficulty, even if they actually know of strategies that could assist these students if applied. (Tschannen-Moran & Hoy, 2007, p. 945)

Teachers often will not put forth the effort if they do not think they will be successful, even with supportive strategies for teaching. Self-efficacy beliefs can become a self-fulfilling prophecy if the belief is strong enough. Teacher efficacy also then impacts both teacher and student performance.

In addition, Bandura’s (1977) research suggests that efficacy may be most malleable early in learning, meaning that pre-service years or the early years of teaching could be the most critical in the development of teacher efficacy (Hoy & Spero, 2005). Tschannen-Moran et al., (1998) add that once a teacher is established, efficacy beliefs of these experienced teachers seem resistant to change, adding credence to the importance of teacher education and the experiences of beginning teachers. Tschannen-Moran and Woolfolk Hoy (2007) suggest that these established efficacy beliefs are only reassessed when something extraordinary happens. Here I wonder if an influx of refugee students might provoke a reassessment of a teacher’s efficacy. Peeler and Jane (2005) believe a person’s sense of efficacy to be an endless process of reevaluating, reconstructing, and

re-identifying. They also believe a person's sense of efficacy to be immutable, thus underscoring the many complexities of efficacy and the role it plays in relation to a teacher's identity.

“Self-efficacy has been defined as a situation-specific construct” (Knoblauch & Woolfolk Hoy, 2008, p. 167). “Teachers feel efficacious for teaching particular subjects to certain students in specific settings, and they can be expected to feel more or less efficacious under different circumstances” (Goddard et al., 2000, p. 482). Teachers may feel more efficacious with one population of students and much less with other populations of students and also in certain settings more than others. Even within the context of teaching and in looking at certain areas within, teachers feel more prepared in some areas compared to others.

Teachers' sense of efficacy affects not only teacher behaviors and attitudes, but also student achievement and attitudes (Tschannen-Moran et al., 1998). Multiple studies (Knoblauch & Woolfolk Hoy 2008; Peeler & Jane, 2005; Ashton, 1985) link teachers' sense of efficacy to both teacher measures of success and preparedness, and also to student success and preparedness. In Knoblauch and Woolfolk Hoy's (2008) study, they looked at student teachers' and cooperating teachers' self-efficacy beliefs. Teachers with higher reported feelings of efficacy also had higher feelings of preparedness and student success. Peeler and Jane (2005) focus on second language immigrant teachers in Australia facing exceptional circumstances as teachers. Their focus is on the development of efficacy in the face of these difficulties. They found efficacy central to student learning. “Teacher efficacy has proved to be powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm,

commitment, and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs” (Tschannen-Moran & Woolfolk Hoy, 2001, p. 783).

Karabenick and Noda (2004) found that teachers that displayed more positive attitudes towards having English Language Learners (ELLs) in their classes held a higher self-efficacy for teaching these students when compared to teachers that held less positive attitudes towards having ELLs in their classes. Siwatu (2007) found that the pre-service teachers lacked efficacy in their ability to communicate effectively with English Language Learners. In a study of teachers of refugees, Szente, Hoot, and Taylor (2006) found that “...teachers often feel overwhelmed to teach academic content to refugee children while not neglecting their responsibility to teach the other 20-25 children in their class” (p. 18). Research thus supports the importance of knowing students’ backgrounds. “Understanding the unique experiences of refugee children should make teachers more committed to assisting them in their school experience” (Strekalova & Hoot, 2008, p. 24).

Professional development and teacher training was also established as a way that schools could attempt to meet the needs of their refugee students.

Professional development training is needed to improve teachers’ knowledge about and attitudes toward this new group of students; appropriate professional development will also help teachers deconstruct their own cultural and intellectual situatedness in the curriculum and pedagogy of formal schooling. Such training will increase teachers’ personal and collective efficacy and may translate into adaptations in the curriculum and instructional practices for the benefit of African refugee student. Finally, efforts by the school to collect and disseminate accurate

information and cultural knowledge about African refugee students may reduce prejudice and change negative attitudes among teachers, school administrators, and Canadian-born peers. (Kanu, 2008, p. 937)

However, professional development was not a unanimous tool for success. Yau (1996) found that “despite these efforts, ESL teachers did regard themselves as not knowledgeable enough or qualified to counsel students” (p. 15). In addition, though teachers lacked efficacy and knowledge in teaching refugee students, a significant number were not interested in professional development opportunities. “While teachers demonstrated several misconceptions about the process of learning second languages and lacked adequate training to work with ELLs, almost half of the teachers indicated a lack of interest in receiving professional development in this area” (Walker-Dalhouse, Sanders, & Dalhouse, 2009, p. 338). Perhaps in addition to teacher training, teachers of refugees also need practical, authentic experiences with refugee students. “To be effective teachers of English language learners, preservice teachers need excellent instruction about diversity, but their instruction needs to be coupled with authentic experiences with linguistically diverse students” (Walker-Dalhouse et al., 2009, p. 339).

As briefly described earlier, there is a notable relationship between teachers’ sense of efficacy and their sense of preparedness to teach. In fact, a sense of preparedness was found to be one of the strongest predictors of teacher efficacy (Darling-Hammond, Chung, & Frelow, 2002). The Condition of Education (1998) reported that teachers were least likely to report that they felt very well prepared to address the needs of students with limited English proficiency or from culturally diverse backgrounds. This study also revealed little difference in preparedness to teach diverse populations

regardless of teachers' years of teaching experience. Another important finding was though teachers participated in professional development, they did not perceive themselves to be prepared. A review of literature revealed there were a few studies (Wasonga, 2005; Karabenick & Noda, 2004; Walker, Shafer, & Iiams, 2004; Wiggins, 1999) that measured efficacy and preparedness in relation to diverse student populations and students to whom English was not their native language. This study will serve to begin that important and much needed study of efficacy, preparedness and empathy of teachers working with refugee students here in the U.S.

Much of the research on both preparedness and efficacy has been in addressing these constructs with pre-service teachers and very few have addressed these constructs in relation to in-service teachers. "Student teachers' feelings of preparedness may influence their ability to perform teaching tasks" (Housego, 1990, p. 37). There is a relationship between both preparedness and efficacy, and teaching ability. "To believe that one is well prepared to teach may be as important an antecedent of successful teaching as any acquired credential" (Housego, 1990, p. 38). The research on preparedness is relatively new in that 20 years ago there was little research focused on teachers' preparedness and confidence in teaching. There have been numerous studies (Arizaga, Bauman, Waldo & Castellanos, 2005; Wasonga, 2005; Darling-Hammond et al., 2002) in the last decade concerning pre-service teacher preparedness as well as evaluations of teacher preparation, however little attention has been paid to the preparedness of teachers currently working in schools. Pre-service teacher education is, arguably, important in developing teachers' sense of preparedness and efficacy. Evidence exists that supports pre-service teachers have higher sense of efficacy for

teaching diverse students than in-service teachers (Pang, 2001). For example, in this study, 175 pre- and in-service teachers were surveyed on their attitudes towards culturally diverse students. The in-service teachers had lower efficacy possibly because of their unsuccessful experiences in teaching diverse populations.

Literature on teachers of refugees reveals that teachers do not feel prepared to address the needs of refugee students in their classes. These needs include emotional stress, cultural knowledge, understanding of refugee experiences, curriculum differentiation, and knowledge of second language acquisition to name a few. “One of the major outcomes of our interviews with teachers was that they did not feel prepared to address the emotional stress experienced by refugee children” (Szente et al., 2006, p.16). Humpage (1999) found that teachers displayed a lack of cultural knowledge as well as a lack of understanding of refugee experiences and of the special learning needs of refugee students. Teachers of refugees reported feeling ill-equipped to respond to the challenges that the existing curriculum offered, and resources were reported to be inadequate to meet the needs of these students (Miller, Mitchell, & Brown 2005; Sangster 2001; Gebhard 2004). According to Goodwin (2002), refugee students enroll in schools in which many of their teachers have little awareness of the nature of their refugee students’ backgrounds and have been afforded little professional development or in-class support in working with refugee children. McBrien (2005) also found that teachers are frequently unaware that they have refugees in their classrooms, and they don’t know the kinds of experiences that these students have survived before their resettlement in the United States. Teachers in the study by Yau (1996) admitted that they did not have a clear idea of who their refugee students were in their classes. “Furthermore, they did not see any pedagogical

reasons for ‘labeling’ or identifying students’ immigration status and background” (Yau, 1996, p. 14). Strelakova and Hoot (2008) found that it was “unlikely that such teachers are prepared to respond to the specialized needs of refugee children during the most vulnerable period of those children’s lives” (p. 21).

Yau (1996) on the contrary found that ESL teachers knew more than classroom teachers about refugee students’ backgrounds and needs. According the refugee students who were interviewed, they:

Found ESL teachers more approachable, more caring and helpful, and more interested in their cultures, traditions and past than regular classroom teachers. They reported that it was harder to communicate with, follow, or approach the regular classroom/subject area teachers. Some found their regular classroom teaches distant, indifferent, reserved, and uninterested. (Yau, 1996, p. 12)

So teachers and students alike are reporting a lack of efficacy and preparedness in teaching refugee students.

Kanu (2008) reported some particularly interesting findings. She reported that “five of eight teachers in this study referred to the intensification of their work because they had new roles and responsibilities as psychological counselors, social workers, and life-coaches who had to show the students how to survive in Canadian society” (p. 925). One of the teachers in the study by Kanu (2008) embraced the new roles while many of the others resented the new roles placed upon them. “Although the student population in the schools in this study was changing, many of the eight teachers observed for this study did not adapt their curricula, instruction, assessment, and interaction pattern to this changing population” (Kanu, 2008, p. 926). She found though that the teachers who

believed in the high capability of their students saw their subject matter as a vehicle for enhancing student growth, both personally and academically. These teachers also held themselves responsible for motivating students and fostering relationships with their students. They also held themselves responsible for knowing their students' cultural backgrounds, and were more likely to adapt their instructional practices than those who did not believe the students were highly capable (p. 926). She concluded that as “necessary as multicultural understandings are, they appear to be insufficient to help teacher educators fully understand what equips teachers to respond successfully to diverse learners” (Kanu, 2008, p. 927). Like Kanu (2008), Roxas (2010) argued that in order to meet the needs of refugee students in the classroom, teachers must individualize classroom instruction so that it builds on a student's strengths because currently it appears that the teachers in this study have a one-size fits all approach to assignments and the curriculum. Roxas (2010) agreed that the difficulties of the refugees in his study underscored the critical need for teachers to understand better the context of the lives of these refugee children in addition to differentiating instruction based on each child's educational background and experiences with school.

Due in part to the lack of professional development opportunities, teachers of refugee children are having to develop new classroom strategies to address refugee student needs (Cassity & Gow, 2005; Gunn, 2003; Miller et al., 2005; Olliff & Couch 2005). “Training needs were identified by a number of schools, and uptake of existing resources appeared to be low” (Whiteman, 2005, p. 386). Roxas reiterates this finding. “My work with Somali Bantu refugee students and their teachers reveals an urgent need to revisit and rethink the instructional practices used with refugee children and to

seriously consider how best to meet their needs in the mainstream classroom” (Roxas, 2010, p. 545). He added, “teachers need to be supported with more resources, time, professional development, and support from central administration to do this work with refugee students” (Roxas, 2010, p. 545).

Another essential study came out of Australia; Tangen studied teachers’ knowledge of second language acquisition (SLA). “Teachers not aware of students’ prior learning and the process of second language acquisition may have difficulty providing the most appropriate learning environments to meet these students’ needs” (Tangen, 2009, p. 150). Without the knowledge of SLA, these teachers may also have unrealistic expectations, becoming frustrated with the ELL students’ perceived lack of progress in addition to their own lack of knowledge on how to help these students succeed (p. 151). These complexities are only compounded when students are also refugees because of the added trauma and resettlement anguish. She found that “it is important that teachers be given adequate background information on students who are refugees in order to provide them with appropriate learning support” (Tangen, 2009, p. 151).

In their 2010 study in the U.K., Pinson and Arnot interviewed teachers and school administrators about how they were dealing with a rapid influx of refugees and asylum seekers.

Most of the schools “regard it as a positive, enriching experience, an educational experience for other children, both linguistically and culturally and they celebrate more festivals now in schools than they ever did before. (Asylum-seeker and Refugee Pupils Support Officer, Cheston LEA)” (as noted in Pinson & Arnot, 2010, p. 257). “I know some schools think that those students are problematic but we tend to find that the

advantages of having those children outweigh any disadvantage. (Head of EMAS, secondary school, Horton LEA)” (as noted in Pinson & Arnot, 2010, p. 257).

Hek describes the importance of educators understanding refugee experiences in order to help them settle into schools successfully. Refugees are “not a homogenous group, and have a range of different needs, experiences and expectations” (Hek, 2005, p. 158). This is why it is so important she explains that educators have some background on their refugee students’ experiences. “The types of distress, and behaviour these experiences may produce, need to be understood by practitioners in order that they can help these young people settle, regain a sense of stability and begin to develop fresh goals and aspirations within their new surroundings” (Hek, 2005, p. 158). Hek also interviewed refugee students in her 2005 study and found that according to the students, three themes were important for schools: “the presence of specialist teachers; support from friends and the whole school attitude to refugee children allowing them to feel confident to identify themselves as refugees” (Hek, 2005, p. 157). The students discussed having difficulties with certain teachers who they felt were unhelpful or unfair to them (p. 166).

McBrien (2005) maintained the importance of teachers recognizing and respecting cultural differences for academic success of refugee students. She interviewed teachers who were afraid of saying anything to their refugee students that might raise feelings of trauma or cultural misunderstandings. She also found that in addition to familiarizing themselves with the refugee experience, teachers must also confront their own attitudes towards refugee children so that they might create classrooms of respect for

all children. These factors would contribute to more effective school programs and teaching strategies that would support refugee students' success.

There is significant research on the importance of empathy in teachers' dispositions. Researchers, particularly those studying diverse learners and refugees specifically, have found empathy to be an important component of teacher success (Ladson-Billings, 1994; Walker et al., 2004). "An empathetic disposition has been seen as a desirable trait for teachers in diverse settings" (McAllister & Jordan Irvine, 2002, p. 433). "An empathetic disposition often manifests itself in teachers' caring relationships with students" (McAllister & Irvine, 2002, p. 434). Care, as an ethic in teaching, includes explicitly showing affective and nurturing behavior towards students, which can have a positive influence on student desire to learn (Howard, 2001, p. 138). Researchers have found that students of color who have caring relationships with their teachers are more motivated and perform better academically than students who do not (Foster, 1995; Gay, 2000; Irvine, 1990). Darling-Hammond (2000) identifies empathy as a key characteristic in being effective in urban diverse schools. "Research indicates that empathy has a host of beneficial effects on attitudes and behavior, whereas a lack of empathy has a host of negative effects on attitudes and behavior" (Stephan & Finlay, 1999, p. 730). In a study on culturally relevant teaching, Howard's (2001) three key findings were that students preferred teachers who displayed caring bonds and attitudes towards them, teachers who established community and family type classroom environments, and teachers who made learning entertaining and fun. Also researching culturally diverse populations of students, McAllister and Irvine (2002) found three emerging themes from teachers'

practices: more positive interaction with culturally diverse students, more supportive classroom climates, and more student-centered practices.

Though empathy is an important factor to consider, it alone, should not be used to consider teacher effectiveness or cultural responsiveness. “Caution needs to be taken when emphasizing the importance of empathy, because empathy is a necessary, but not a sufficient, requirement for becoming a culturally responsive teacher or even an effective teacher of diverse populations” (McAllister & Irvine, 2002, p. 434). “Empathy is certainly an important precursor to effective action in relation to forced migration, but is not sufficient in and of itself” (Boyden, 2009, p. 274). This is important as we consider it alongside efficacy and preparedness.

The study of empathy has a long history in the social sciences (Redman, 1977; Hatcher, et. al, 1994; Stephan & Finlay, 1999). Empathy, first discussed in the 1800s by German philosopher Robert Vicher (Hojat et al., 2003b) has been defined as an experienced emotion, an emotional response, a cognitive ability, and an affective trait (Jolliffe & Farrington, 2006; Mehrabian & Epstein, 1972; Hojat, Fields, & Gonnella, 2003). The varied associations depict the complexity of both defining and measuring the construct of empathy. McAllister and Irvine (2002) list cognitive, affective, and behavioral as their three components of empathy as teachers believed were manifested in their practice.

In general, researchers agree that there are two basic types of empathy: cognitive empathy and emotional empathy (Davis, 1994). There are many different terms used to describe these two types of empathy. Some research supports that empathy can be taught (Hatcher et al., 1994; McAllister & Irvine, 2001). Cognitive empathy refers to taking the

perspective of another while emotional empathy refers to emotional responsiveness offered either similarly or as a reaction to what another person is experiencing (Stephan & Finlay, 1999). Cognitive empathy allows people to find similarities in people they thought to be very different, leading to a belief in a common humanity (Stephan & Finlay, 1999).

Empathy is a dimension of social cognition. As such, it relies on an awareness of the properties of self and other, and crucially, a sense of both difference from and connectedness to social others. Thus empathy implies identification with others and in this way provides an important foundation for the acknowledgement and understanding of the lives and circumstances of refugees, as well as the conditions that give rise to forced migration. As such, empathy would appear to be essential to the effective integration of forced migrant children within British society today.

(Boyden, 2009, p. 272)

Understanding the ways that others view the world has the potential to make them seem less alien and frightening and thus to break down the perceived barriers between the ingroup and the outgroup (Stephan & Finlay, 1999, p. 735). These experiences help to change peoples' perspectives and thus lead to a development of the construct of empathy.

McAllister and Irvine (2002) found empathy to be an indispensable trait in teaching diverse learners. "Very few teachers will ever experience hardships of the magnitude experienced by refugee children. Nevertheless, with a bit of deliberate understanding of refugee children's pasts, teachers can play a major role in helping them carve a brighter future" (Strekalova & Hoot, 2008, p. 21). For both students and teachers

alike, engaging in diverse learning experiences together helps to develop respectful relationships and positive learning environments. “The opportunity to engage in diverse classroom experiences seemed to help the students to develop respect for diversity, empathy for refugees, and confidence in their ability to teach students from other countries” (Walker-Dalhouse et al., 2009, p. 345). As the literature spoke to earlier, refugees bring with them to the classroom unique and often traumatic experiences. “Teachers heightened sensitivity might be the first step to approach the child’s world of hurting--a step to help him/her overcome the pain, a step to approach a better future for the child” (Strekalova & Hoot, 2008, p. 22). Yau (1996) expresses “the need for increased sensitivity and empathy among school staff towards these students’ feelings and the unique circumstances they had been going through” (p. 12). Hones (2002) found that teachers became more compassionate and willing to work with refugee students when they gained knowledge about their backgrounds. In Boyden’s study (2009), a teacher explains her concern to relate to students’ experiences of trauma but warns them not to turn their students into “victims to be pitied and was determined to link compassion to action rather than merely limiting it to sympathy and care” (p. 273).

Empathetic teaching helps to breed trusting relationships within the classroom and leads to student confidence, engagement, and participation. “Empathy skills also help instructors to connect well with students, which helps nurture the teacher-student relationship. Connecting with students on a personal level breeds confidence amongst students and encourages them to participate, without hesitations, in classrooms” (Arghode & Lechuga, 2011, p. 5).

Relationship Between Personal Factors and Attitudes in Working with Refugee Students

Personal Characteristics, Knowledge, and Attitudes

Educators enter the classroom with their own cultural baggage. Their personal characteristics and experiences help to shape their perceptions of the world around them as well as those within their classroom contexts. “Perceptions of being a teacher, and understanding what teachers do, differ according to a person’s sociocultural knowledge” (Peeler & Jane, 2005, p. 225). While some teachers come into the classroom and perform much like they themselves were taught, others intentionally break this grammar of schooling (Tyack & Cuban, 1995) in an effort to change the way they teach and their students learn. Teachers’ pedagogy relates to their skills, attitudes, and their experiences. Arnon and Reichel (2007) found that students much preferred an empathetic and attentive teacher and also one who displayed a positive attitude towards the profession above any other personal characteristics for teaching. Palardy and Rumberger (2008) found that background qualifications have less robust associations with achievement gains as compared with institutional practices. “The practices that teachers employ in the classroom are more important than their education, credentials, experience, test scores, and other background variables” (Palardy & Rumberger, 2008, p. 112). Several studies have shown that pre-service teachers’ multicultural beliefs and knowledge differ significantly based on their personal characteristics (Martin & Williams-Dixon, 1994; Su, 1997). The literature is supporting that more important than personal characteristics are teachers’ attitudes and practices.

As briefly discussed earlier, attitudes are an extremely important piece of the teaching puzzle. “Attitudes are extremely important because they affect teachers’ motivation to engage with their students, which can, in turn, translate into higher student motivation and performance” (Karabenick & Noda, 2004, p. 56). Many factors can influence teachers’ attitudes about teaching general and teaching nontraditional students. Here we look specifically at the attitudes of teachers in relation to working with ELL students. Walker et al. (2004), support that in the last decade, society’s attitudes towards English Language Learners and the programs that support them have become increasingly negative. In addition to this, it is argued that teachers in white mainstream culture must also examine their attitudes as well as the cultural capital that they bring into the community as well as the classroom. “Unless members of white mainstream culture come to recognize their own place in the political, economic, and sociological mix, they have little hope of understanding the worldview of anyone from another culture” (Wiggins & Follo, 1999, p. 103). Tse (2001) argues that teachers who hold negative, racist, or ethnocentric views of English Language Learners or who buy into the cultural stereotypes, more often than not, fail to meet the academic and social needs of the students. Teachers cannot help but bring their own cultural baggage with them into their classroom and community contexts.

Wiggins and Follo (1999) reported that an understanding of the cultural norms of a community is more important than knowledge of specific skills. There is, however, no distinguishable relationship between knowledge and attitudes. Knowledge does not necessarily change attitudes (Sleeter and Grant, 1999). “To impact a change in attitudes and practice requires more than knowledge of multiculturalism” (Wasonga, 2005, p. 72).

Teachers face a number of difficulties in the classroom, but this is especially so when they have a significant increase of new student populations within a short amount of time, before they are able to become prepared through training and experience.

“Unprepared and overwhelmed by the changing demographics in both their community and classroom, teachers in rapid-influx areas (areas where significant numbers of refugee and immigrant populations arrive over a short period of time) often experience a change in attitude towards English language learners” (Walker et al., 2004, p. 130). With the new pressures that are associated with a new population of students come stereotypes and misunderstandings of other cultures and students. “Many teachers associated the refugee students with disciplines problems” (Walker et al., 2004, p. 149). These associations can happen because there is a lack of true understanding of the nontraditional students.

Without the positive experiences, negative attitudes and associations can turn extremely detrimental. “Teacher attitudes towards ELLs had become slightly more negative with each wave of refugees...” (Walker et al., p. 150). Negative attitudes happen when teachers do not have a solid understanding of their students and a sense of efficacy and preparedness. On the other hand, “teachers with more positive ELL attitudes also were more likely to believe they were capable of providing quality instruction for ELL students” (Karabenick & Noda, 2004, p. 70).

Related Coursework

There are different findings in studies that focus on the significance of diversity and multicultural classes and coursework. “A class in multicultural education significantly increased knowledge about diversity, attitudes towards multiculturalism, and levels of preparedness to teach children from diverse backgrounds” (Wasonga, 2005, p. 67). One might infer from this that a sense of preparedness and knowledge would translate into higher teacher ability and more positive teacher attitudes. However, this may not be the case. Teacher preparation requires knowledge of specific cultures of diverse groups, how they affect learning behaviors, and how classroom interactions and instruction can embrace these differences (Price, 2002). Ladson-Billings (1994) stresses the importance of successful teachers having a working knowledge of diverse students, their communities, and their cultural norms. Although knowledge is important, it is not a guarantee that it will positively affect teachers’ attitudes and classroom performance in relation to working with diverse student populations. “Although it seems clear that educational programs can have a positive impact on future teachers’ knowledge of diversity issues and ability to teach in diverse settings, it is less certain that they have an effect on their attitudes” (Wiggins & Follo, 1999, p. 95).

Professional Development

Walker et al. (2004) found that of the 368 teachers they surveyed, 87% had no professional development or training in working with English Learners and more than 50% said they were not interested in receiving any training. The researchers did not identify why teachers did not aim to become better prepared to serve their increasing diverse population of students. However, de Jong and Harper (2005) support that “good

teachers of ELLs attempt to learn more about their own students' cultural backgrounds and experiences so that they can anticipate and respond to cross-cultural differences" (p. 112).

We cannot expect teachers to suddenly gain a sense of efficacy and preparedness in working with diverse populations without a mixture of training and experience with diverse students. "Mainstream teachers who have never had training in working with ELLs often feel overwhelmed when an ELL is first placed in their classroom" (Walker et al., 2004, p. 142). Thus, there is a need for teachers to feel prepared and efficacious as well as be prepared. Research suggests that teachers can learn effective communication skills to relate to diverse populations (Arizaga et al., 2005). These communication skills might include use of interpreters and understanding and respecting cultural norms. It is important for teachers to feel that they have the training and sense of preparedness to meet the needs of the learners in their classrooms and schools.

Teaching Experience

One important factor in meeting students' needs is the professional teaching and learning experiences that teachers are able to be a part of. "Associations with students are central to teacher professional efficacy" (Peeler & Jane, 2005, p. 228). There are really no better learning opportunities as a teacher than those directly coordinated with students.

Positive experiences are extremely important, but when discussing ELL students even more important are positive teaching experiences with these populations of students. "For even the most well-intentioned teacher, the experience of not knowing how to help an ELL can quickly turn negative (not to mention how detrimental the experience can be for the student)" (Walker et al., 2004, p. 142).

Walker et al. (2004) study found teachers who have had positive experiences with ELLs, especially in the context of foreign exchange students or having been able to devote their efforts and help to only one or two ELLs at a time, appear to feel a sense of self-efficacy in being able to make a difference in an ELL student's education (p. 153).

Teachers must have these positive experiences in order to develop positive attitudes and efficacy in relation to working with these different groups of students. Youngs and Youngs (2001) suggested that positive attitudes were more likely to be found in teachers who have worked with a more diverse ELL population. Sleeter (1999) furthers that in order to gain cultural competence, one must engage in activities that immerse teachers in meaningful interactions with members of other cultures and promote cultural disequilibrium or a sense of being lost.

According to Tong and Perez (2009), "Teachers who are in the middle stage of their careers felt more strongly that they can motivate the most difficult ELLs" (AERA pres). "Bilingual/ESL teachers with 11-20 years of experience held more positive perceptions of their students than did teachers with less teaching experience."

Research also supports that empathy can be developed through personal experiences both emotionally and cognitively. "Emotional empathy may lead to both attitudinal and behavior changes, depending on which emotions are elicited and the intensity of these emotional reactions" (Stephan & Finlay, 1999, p. 737). "Cognitive empathy may reduce prejudice because it leads people to see that they are all less different from members of the other group than they thought they were. It may also lead them to perceive that they themselves and members of the other group share a common humanity and a common destiny (Stephan & Finlay, 1999, p. 735).

CHAPTER THREE: METHODS

Research Questions and Hypotheses

From this review of the literature, I found that in general, teachers with positive attitudes and experiences with diverse populations had higher levels of efficacy, empathy, and preparedness in teaching their diverse populations. There is limited research in teacher self-efficacy in relation to working specifically with refugee students. However, there has been some data collected indicating that on multicultural efficacy scales, teachers with more experience with diverse populations, in turn self report higher multicultural self-efficacy (Guyton & Wesche, 2005; Sleeter, 2001). There have been mixed results with how well coursework and professional development experiences affect teachers' sense of efficacy, empathy, and preparedness (Tschannen-Moran & Woolfolk Hoy, 2007; Wasonga, 2005; Walker et al., 2004; Wiggins, 1999). What I sought to answer was how efficacious, empathetic, and prepared teachers feel in working with refugee students and also what variables play in to this high or low sense of self-efficacy, preparedness, and empathy. The following questions were asked:

1. How efficacious do teachers feel to meet the needs of refugee students within their classroom?
2. How empathetic do teachers feel to meet the needs of refugee students within their classroom?

3. How prepared do teachers feel to meet the needs of refugee students within their classroom?
4. Is there a relationship between a teacher's self-efficacy, empathy, and/or preparedness as it applies to teaching refugee students?
5. How do personal characteristics, coursework, professional development, and experience influence teachers' levels of efficacy, empathy, and feelings of preparedness?

Furthermore, I sought to better understand the following:

How do personal characteristics, knowledge, and attitudes influence levels of efficacy?

How do personal characteristics, knowledge, and attitudes influence levels of empathy?

How do personal characteristics, knowledge, and attitudes influence levels of preparedness?

How does coursework influence levels of efficacy?

How does coursework influence levels of empathy?

How does coursework influence levels of preparedness?

How does professional development influence levels of efficacy?

How does professional development influence levels of empathy?

How does professional development influence levels of preparedness?

How does experience influence levels of efficacy?

How does experience influence levels of empathy?

How does experience influence levels of preparedness?

Based on general and multicultural teacher efficacy research, teachers with a combination of certain personal characteristics, coursework, and experience will have a more positive teacher efficacy because more awareness and understanding may increase feelings of preparedness. Self-reported teacher efficacy with refugee students may follow this pattern. I hypothesize that there will be a positive relationship between teachers' multicultural experiences and teachers' feeling of high self-efficacy because the more positive multicultural experiences, the more likely teachers will be to have a high sense of efficacy with regards to teaching refugee students. Conversely, I believe the majority of teachers will have low sense of self-efficacy in relation to working with refugee students and families because they have had little or no professional preparation or much personal experience and background in working with diverse populations.

Pilot Study

I conducted a pilot study in October through December of 2009, in which I tested the research methods, three different survey instruments, and interview and coding protocols. In this pilot study, I targeted five teachers currently working with refugee students. I delivered the survey instruments, conducted focus group sessions as well as collected bi-monthly prompt responses. Statistical analysis of the survey data revealed there was a significant correlation between teachers who reported high levels of preparedness via the Preparedness to Teach Refugees Survey (PTRS) and teachers with refugee specific trainings. Data analysis showed that teachers with multiple languages spoken had higher levels of reported empathetic concern for others. Coding and analysis

of the focus group sessions and bi-monthly prompt responses revealed the following themes:

- Support participants received from district professionals was minimal but crucial to success.
- Information participants received from district officials about refugee students was limited, yet essential.
- Relationships between participants and their students varied and were dependent upon information.

During this dissertation, I used the same survey instruments and collected and analyzed the same demographic information in an effort to determine similar correlational results. These particulars are detailed later in the methods section. I used the themes that emerged from the pilot study's focus group analysis as a starting point in the coding of the interview transcripts of 13 participants from a similar context.

Methods Utilized

In this study, I utilized quantitative and qualitative methods of inquiry. I chose a mixed methods approach to inquiry because it seemed to match the problem (Creswell, 2003). A mixed method approach helped me to get a cross-section of teachers' feelings with a significant number of participants, and also to go more in depth with the high scoring and low scoring participants in an effort to better understand what contributed to these reported feeling. Quantitative methods were comprised of survey research because they described and examined the relationships between specific aspects of the population and can be generalized to the specific population targeted (Kraemer, 1991). I chose this

approach because I was able to gather a lot of information in a relatively easy manner and to collect data that was not easily observable. This study utilized scales of measurement comprised of two validated surveys and a third one I devised. Together these three surveys assisted me in identifying demographic information and dependent variables. The first survey measured teachers' self-efficacy in teaching refugee students. The second survey measured empathy in teaching refugee students. The last survey measured preparedness to teach refugees. More detailed information on my scales of measurement is included in a later section. Survey data was collected using Likert scales and data was then analyzed for reliabilities, means, and significant correlations. The surveys were sent to all certified teachers within the 11 identified refugee schools, approximately 250 teachers. According to Baruch and Holtom (2008) in an analysis of over 1600 studies, an average response rate for studies that utilized data from individuals was 52.7%. In an effort to avoid sampling bias, a response rate of 56% was achieved or 140 participants attempted completion of the survey of a total population of 250 certified teachers of refugees.

A second, naturalistic and qualitative method was employed, which included questioning through interviews and bi-monthly prompt responses (Lincoln & Guba, 1985). I was able to develop a more clear understanding of participants' thoughts regarding their level of efficacy, empathy, and preparedness for teaching refugee students. Methods used in this study were drawn from Lincoln and Guba (1985) and Erlandson, Harris, Skipper, and Allen (1993). The purpose of these methods was twofold: first, to provide an in-depth description of teachers' feelings in relation to efficacy, empathy, and preparedness; and second to provide an explanation of what adds to these

feelings within the context of this school district. There was a general framework for this research design, the design, data collection and analysis emerged and developed throughout the study. Emergent theory is founded on the principal of flexibility. My data analysis was emergent in that it was open-ended and inductive for the researcher (Lincoln & Guba, 1985).

Description of the Setting

This study took place in a large school district in the Northwest. Eleven elementary schools in Sawtooth School District were identified as having significant refugee populations. Ten of these schools were also designated by the district as ELL schools because of the high number of English Language Learners enrolled. Ten of the eleven schools qualify for Title 1 support because they have over 50% of their student population designated as low income. This district has been serving refugees since approximately 1975, though numbers increased dramatically in the 1990s. One school, Birch Elementary was in its first year as an ELL school at the time of this study. Pine Elementary was in its first year without ELL status, meaning they did not have an ELL teacher on staff. The other 9 elementary schools all had multiple years of experience in working with ELL students and refugees. IRB permission was granted from both Boise State University and Sawtooth School District prior to entry into the schools.

Sampling

Initially, I chose to employ a representative sampling of participants by targeting all certified teachers at the identified schools. I did this in an effort to generalize the findings to other collections of similar populations. The survey was sent out to all

certified teachers at these 11 schools, approximately 250 teachers. Approximately 140 teachers chose to participate by completing the surveys. In an attempt to utilize my participants in the most meaningful ways, I tried to “sample in ways that maximize the scope and range of information obtained” (Lincoln & Guba, 1985, p. 224). I then employed purposive sampling by recruiting the highest and lowest scoring teachers on the efficacy survey. I followed up with the seven highest scoring and six lowest scoring teachers through interviews and bi-monthly prompt responses in an effort to learn more about the details of teacher’s feelings in relation to the ideas presented in the survey. This purposive sampling allowed me to go more in-depth with the participants to learn why they felt the way they did.

Participants

There are currently 11 elementary schools in Sawtooth School District that serve from ten to 125 refugee students and employ approximately 250 certified teachers. Thus, 250 Sawtooth School District elementary teachers of refugees were invited to participate in this study. All certified teachers from 11 schools serving refugee students were invited to complete the efficacy, empathy, and preparedness surveys. One hundred forty teachers (56%) completed these surveys. Of these 140 participants, over 60% held Master’s degrees, 43% were from suburban communities, 87% were Caucasian, and 60% labeled themselves as middle class. Teachers represented all age groups, with the largest percentages representing the 30-39 age range and the 50+ age range. Teacher’s experience levels were pretty evenly distributed. Approximately 30 % of participants have attended 5 or more diversity trainings, 38% have attended 1-2 diversity courses, and nearly 50% of participants have yet to attend a refugee-specific training.

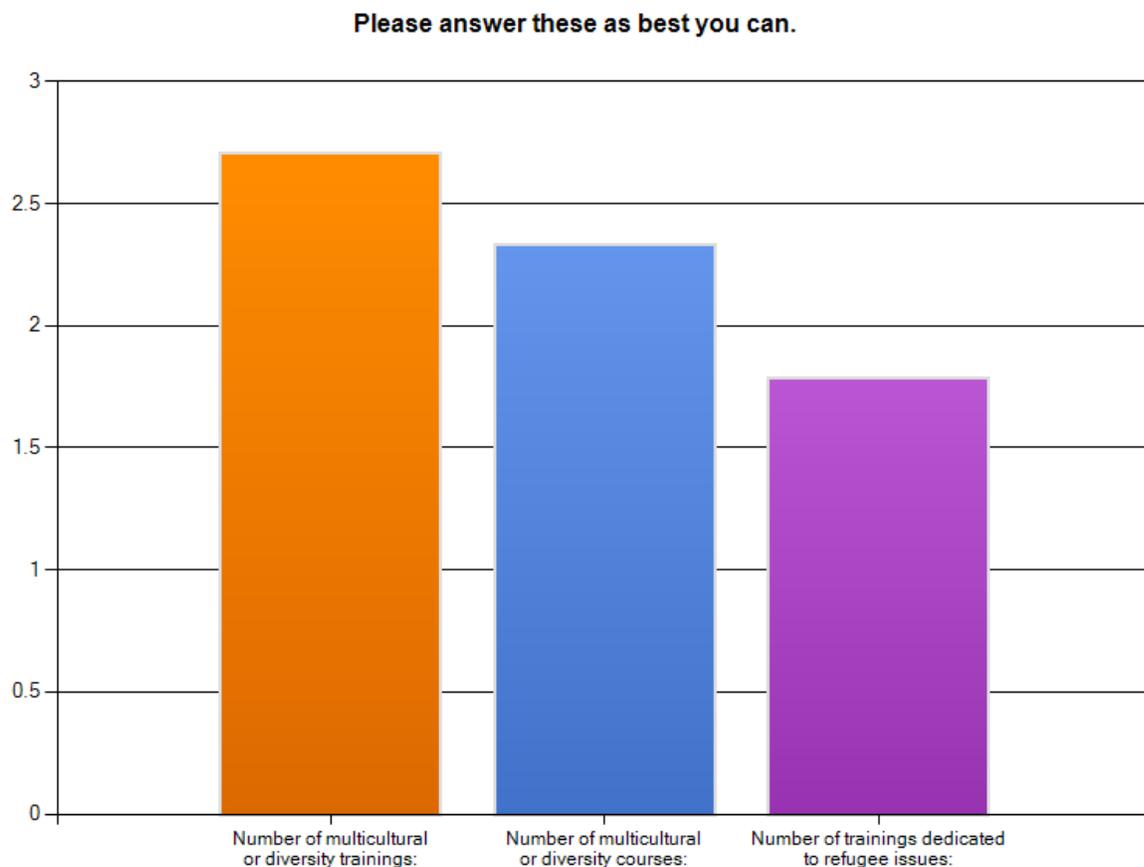


Figure 3.1 Average Number of Trainings Attended by Participants (N=140)

From survey data, thirteen teachers were selected to participate in the prompt responses and interviews. Seven of these teachers were selected because they reported the highest levels of teacher efficacy on the Ohio State Teacher Efficacy Scale (OSTES). These seven teachers came from seven different schools. To make the document more reader friendly, all of my highly efficacious teachers' pseudonyms begin with the letter, M and the less efficacious teachers' pseudonyms begin with the letter J. The other six participants were chosen because they reported the lowest levels of teacher efficacy on the Ohio State Teacher Efficacy Scale. These six participants came from three different

schools. The OSTES was chosen because efficacy is a prime predictor and the efficacy scale has been validated whereas the preparedness scale has not yet been validated.

Sawtooth School District teachers have traditionally been composed primarily of Caucasian teachers from middle-class backgrounds. Demographic information regarding experience and background was collected from each participant.

Table 3.1 Highly Efficacious Participants' Demographics

Participants	Current Position	Experience (in years)	MC Courses	MC Trainings	Refugee Trainings	Languages	Degree	Community	Ethnicity	SES	Age
Mary	ELL Teacher	11-15	5+	5+	3-4	French	BA/BS	rural	Caucasian	lower-mid	40-49
Michelle	ERR Teacher	6-10	5+	3-4	5+	none	MA/MS	rural	Latin-American	middle	30-39
Misty	6 th grade Teacher	25+	1-2	1-2	1-2	none	MA/MS	rural	Caucasian	middle	50+
Marci	ERR Teacher	25+	5+	5+	5+	none	MA/MS	suburban	Other	middle	50+
Miranda	ELL Teacher	25+	5+	5+	5+	French	PhD/EdD	suburban	Caucasian	middle	50+
Mindy	2 nd grade Teacher	6-10	5+	5+	1-2	skip	MA/MS	urban	Caucasian	upper-mid	30-39
Monica	Music Teacher	1-5	0	0	0	skip	BA/BS	suburban	Latin-American	lower-mid	20-29

Table 3.2 Less Efficacious Participants' Demographics

Participants	Current Position	Experience (in years)	MC Courses	MC Trainings	Refugee Trainings	Languages	Degree	Community	Ethnicity	SES	Age
Jackie	2 nd grade Teacher	25+	1-2	0	0	skip	MA/MS	urban	Caucasian	middle	50+
Jane	Reading Specialist	25+	3-4	1-2	1-2	none	MA/MS	urban	Caucasian	upper-middle	50+
Jim	4 th grade Teacher	16-20	0	1-2	1-2	none	MA/MS	rural	Caucasian	middle	40-49
Jill	music Teacher	11-15	1-2	1-2	0	skip	MA/MS	urban	Caucasian	middle	50+
Jamie	kindergarten Teacher	1-5	1-2	1-2	0	none	BA/BS	suburban	Caucasian	middle	21-29
Julie	6 th grade Teacher	11-15	3-4	0	5+	none	MA/MS	suburban	Caucasian	middle	50+

Instruments

The Ohio State Teacher Efficacy Scale (OSTES) also referred to as the Teacher Sense of Efficacy Scale (TSES) designed by Tschannen-Moran and Woolfolk Hoy (2001) is the scale used in this study. This instrument was chosen because it identified subscales I considered important for the study objectives, and it was easily adapted for use in this refugee specific context, for which consent was granted by the author. The long form of the measure consists of 24 questions, while the short form, which I chose to use, consists of 12 questions. The scale consists of three subscales: efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement. “OSTES could be considered reasonably valid and reliable” (Tschannen-Moran & Hoy, 2001, p. 801). This scale consisted of a 9-point Likert scale. The higher the scores were on the scale, the higher the efficacy beliefs. Knoblauch and Woolfolk

Hoy (2008) tested the reliability finding a coefficient of .92 using Cronbach's alpha, which was consistent with the reliability coefficients in other studies. The Efficacy in Student Engagement subscale was found to have a Cronbach's alpha coefficient of internal reliability of .69, which is somewhat lower than .90, the value reported in the instrument validation study. The Efficacy in Instructional Strategies subscale was found to have a Cronbach's alpha of .85, which is slightly higher than .81 reported in the instrument validation study. The Efficacy in Classroom Management subscale was found to have .87, which was consistent with the value reported on the instrument validation study (Tschannen-Moran & Wollfolk Hoy, 2001).

As the literature supports, teaching refugees has its own series of challenges. There was no survey available that provided refugee specific questions that got to the heart of what I was investigating. Because I was not able to find a preparedness scale that I felt satisfied using, a colleague and I created our own scale: Preparedness to Teach Refugees Scale (PTRS). The scale consisted of 20 questions and also used a 9-point Likert scale. This scale's purpose was to delve into teachers' feelings of preparedness in identifying and addressing the academic, social, cultural, and emotional needs of refugee students. In its pilot run, the PTRS was found to have a Cronbach's alpha of .80. The Cronbach's alpha of the PTRS scale was found to have a Cronbach's alpha of .97.

The empathy scale that was used is called the Interpersonal Reactivity Index (IRI). It was created by Mark Davis in 1980. I adapted Davis' version to include only two of his four subscales. I used his Empathetic Concern subscale and his Perspective Taking scale. I did not feel the other two subscales, Fantasy scale or Personal Distress scale, were relevant to this study. The two subscales I chose to use consisted of 14 items

on a 5-point Likert scale. The Empathetic Concern subscale was found to have a Cronbach's alpha of .39, which was significantly lower than the .72 and .70 reported in the instrument validation study. The Perspective Taking subscale was found to have a Cronbach's alpha of .53, which was also lower than the values reported in the instrument validation study (Davis, 1980). These low reliability scores should be noted and conclusions drawn from empathy related correlations will be discussed cautiously.

The combination of these three scales served to determine the dependent variables: teachers' levels of efficacy, empathy, and preparedness. I collected data on the descriptive independent variables that each teacher brings to the table including: personal background, teaching experience, related coursework, professional development experiences, and teachers' demographic information.

Data Collection

The goals of this study were to determine the levels of teachers' feelings of efficacy, empathy, and preparedness in relation to working with refugee students. I collected data to answer this question by administering the three surveys discussed earlier. In addition, I sought to determine relationships between these three variables as they apply to teaching refugee students. Finally, I sought to determine how participants' demographics influence these three variables. Surveys utilized a Likert scale response and data was entered into an SPSS spreadsheet in a timely manner. Through the use of self-reported data, I determined the levels, relationships, and influences of teacher self-efficacy, empathy, and preparedness as they apply to teaching refugee students. Following the completion of the survey, I sent each participant a thank you note and informed them that I may be contacting them for an interview and set of prompt

responses. Once I calculated high and low scoring participants, I emailed them to set up the interviews and debriefed them on the prompt responses. They were not informed of the criteria for their selection. I administered writing prompts every two weeks via email, over a six-week period of time seeking to better understand teachers' attitudes and feelings in working with refugees in their respective classrooms. I also conducted and transcribed thirteen individual, structured interviews using questions that were developed to address more detailed descriptions of teachers' feelings in relation to efficacy, empathy, and preparedness in teaching their refugee students. At the beginning of each interview, I introduced myself and reviewed the informed consent form to ensure complete permission to audiotape. I asked each participant the same five interview questions though the order was consistent with the direction of the conversation. During the interviews, I took notes, and following each interview, I memoed thoughts, and reflections about what was said and also how the interview went and what I could do better for the next (Glaser & Strauss, 1967). I wrapped up each interview by thanking the participant and added that I would contact them if any clarification or follow up was needed. Once the interviews were transcribed, I emailed each participant their transcription, thanked them for their participation and offered them an opportunity to contact me if they felt clarification was needed on any aspect of their response. All notes, transcripts, and documentation were kept in a secure location and pseudonyms were used to ensure protection of the participants.

Procedure

Prior to the study, I received IRB permission from Boise State University and from the Sawtooth School District to conduct the study. I then sent email survey links to all certified teachers in the identified schools and also visited the school sites so that I could attend staff meetings to explain my study's purpose and my timeline and ask for volunteers. During these meetings or at the participants' convenience, following a comprehensive explanation of the timeline of the study, the three scales were administered to all participants via online survey software, Survey Monkey. Some participants completed the surveys at the meetings while others chose to complete them on their own time. I then analyzed my survey data and determined the participants scoring the highest and conversely the lowest on the OSTES. Bi-monthly prompt responses were then requested for the remainder of the study, approximately six weeks. Finally, thirteen individual interviews were conducted. Interviews were scheduled at times convenient for the participant and took place in their classroom either after school or during his or her free period. Interview questions were developed based on survey responses in an effort to dive deeper and learn more about the feelings and experiences of highly and less efficacious teachers.

Schedule

This study took place over an eight week timeframe (see Table 3.3). The scales were administered during the first few weeks, with the bi-monthly prompt responses following every other week. Throughout the course of the study, the interviews were held and data collected to be analyzed.

Table 3.3 Data Collection Timeline

Weeks 1-3	Week 4	Week 5	Week 6	Week 7	Week 8
surveys	Writing prompts Interviews	Interviews	Writing prompts Interviews	Interviews	Writing prompts

Data Analysis

The findings of this study were analyzed and reported in two ways.

Quantitatively, I followed survey research design. Once I collected the survey data, I ran basic descriptive statistics. This allowed me to get a cross-sectional view of how teachers feel in relation to their efficacy, empathy, and preparedness to teach refugees. I also determined which teachers scored the highest and lowest on the OSTES efficacy scale. I then ran several correlation analyses to discover what relationships were present between constructs. I ran correlation analyses between surveys as well as the demographic information. As I coded my interview data, I also used frequency tables to initially help me frame my codes.

I had established myself as a participant observer for some time, working and training as an ELL educator for seven years. This aided me in diminishing my obtrusiveness as a participant observer (Lincoln & Guba, 1985). This also helped me to gain entrée and consent from principals and teacher participants. “Respondents are much more likely to be both candid and forthcoming if they respect the inquirer and believe in his or her integrity” (Lincoln & Guba, 1985 p. 256). Being both a colleague and familiar face helped me to gain the trust of the teacher participants. Participants scoring high and participants scoring low on the efficacy survey were recruited to participate in the interviews and prompt responses in order to learn more about reasons for and details in

regards to the survey responses. All the interviews were transcribed promptly and in their entirety. I also member-checked each interview by reviewing it with the participant ensuring that they were comfortable with what they had discussed and clarified anything they may not have meant. I read through each interview transcript and wrote a reflective summary following the initial read. I initially read through the interview transcripts using *a priori* themes that had emerged during my pilot study (*support, information, and relationships*). I then created a master list to reflect on the enumeration of certain codes. The second time I read through the interview transcripts, I open coded inductively, generating the codes as I examined the data. I then created a hierarchical coding chart to organize my codes into categories. I met with my committee chair to review the initial codes. I then met with a colleague to validate my findings and asked a professor to also open code my interview data to further validate my findings. To validate the themes identified, I utilized the expertise of a colleague by member-checking my interview transcriptions. High levels of reliability were established through similar coding of the transcriptions. I triangulated my data collection through the use of interviews, prompt responses, and survey data. In an effort to ensure trustworthiness, I utilized tools such as member checking, peer debriefing, triangulation, reflective journaling, and maintaining an audit trail (Erlandson et. al, 1993; Lincoln & Guba, 1985; Lincoln & Guba, 1981).

Quality Criteria for Trustworthiness

Lincoln and Guba describe the evolution of four major concerns relating to trustworthiness: truth value (credibility), applicability (transferability), consistency (dependability), and neutrality (confirmability). “And it is to these concerns that the criteria must speak” (Lincoln & Guba, 1981, p. 79). These four concerns combine to

establish the trustworthiness in one's study. I have addressed these four concerns in the following sections. Valid inquiry must "demonstrate its truth value, provide the basis for applying it, and allow for external judgments to be made about the consistency of its procedures and the neutrality of its findings or decisions" (Erlandson et al., 1993, p. 29).

Credibility

Credibility or truth value is concerned with the degree of confidence in the truth of the findings relating to both the participants and context in which an inquiry is carried out (Lincoln & Guba, 1985). These elements of establishing trustworthiness in naturalistic inquiry can be addressed through the use of these naturalistic techniques: triangulation, referential adequacy, peer debriefing, member checks, and journaling (Erlandson et al., 1993). Member checking was established during interviews as summaries following questions in an effort to make answers clear. The participants were also able to summarize their feelings at the end in an effort to clarify their beliefs. Reflections on interview transcriptions and peer debriefing were completed in a timely manner allowing for future interviews to run more smoothly. Documents, which according to Lincoln and Guba (1985), are also a stable source of information and thus prompt responses were collected from willing participants. A field journal was also kept with a log of interview notes, reflections, day-to-day notes, methods decisions as they were developed, and questions (Lincoln & Guba, 1985). Triangulation was used throughout the use of interviews, survey responses, and bi-monthly prompt responses. An audit trail was established throughout the study.

Transferability

Transferability or applicability concerns the extent to which the findings could be applied in other contexts and with other participants (Lincoln & Guba, 1985). These elements of establishing trustworthiness in naturalistic inquiry can be addressed through the use of these naturalistic techniques: thick description, purposive sampling, and reflexive journaling. I attempted to account for transferability as I planned, executed, and analyzed the data from my study. Through my quantitative methods, I was able to include a large number of participants. My purposive sampling allowed me to study highly and less efficacious participants in order to develop more depth and understanding from the inquiry. In my analysis, I attempted to provide a thick description that clarified the complexities that teachers face in their efforts to teach refugees. I journaled throughout the process of executing and analyzing my study data, constantly reflecting on themes and developments.

Dependability

Dependability or consistency is the concern that evidence must be provided that the inquiry findings would be repeated if it were replicated with similar participants and context (Lincoln & Guba, 1985). These elements of establishing trustworthiness in naturalistic inquiry can be addressed through the use of these naturalistic techniques: dependability audit and reflexive journaling. Again, in order to address the dependability throughout my study, I maintained a reflexive journal. I also used multiple forms of data collection such as survey data, interviews, and writing prompts to triangulate my data. I also employed member checking and peer debriefing to ensure that my analysis was consistent with the findings of others.

Confirmability

Confirmability or neutrality is concerned with the findings being reflective of the inquiry eliminating the biases of the researcher (Lincoln & Guba, 1985). These elements of establishing trustworthiness in naturalistic inquiry can be addressed through the use of these naturalistic techniques: confirmability audit and reflexive journaling. Again I kept a reflexive field journal throughout my data collection and analysis to document my viewpoints throughout the study and monitor my shifts and developments in my thinking. I kept an audit trail that was confirmed by a colleague to ensure the findings of my inquiry could be followed and examined similarly by another researcher.

CHAPTER FOUR: FINDINGS

Overview of the Findings

The purpose of this study was to examine teachers' feelings of efficacy, empathy, and preparedness and to explore what variables contribute to these feelings. My study focused on these research questions:

1. How efficacious do teachers feel to meet the needs of refugee students within their classroom?
2. How empathetic do teachers feel to meet the needs of refugee students within their classroom?
3. How prepared do teachers feel to meet the needs of refugee students within their classroom?
4. Is there a relationship between a teacher's self-efficacy, empathy, and/or preparedness as it applies to teaching refugee students?
5. How do personal characteristics, coursework, professional development, and experience influence teachers' levels of efficacy, empathy, and feelings of preparedness?

For this study, I surveyed 140 teachers of refugees about their feelings of efficacy, empathy, and preparedness in teaching refugees. I then interviewed the seven most highly efficacious teachers and the six least efficacious teachers and asked them to complete bi-monthly prompt responses. The findings of this research are presented in two

forms. The first type of analysis reported will be the quantitative results calculated through statistical analyses of each research question. The second will explore qualitatively and discuss the themes that emerged from the interview data.

I began my analysis with the calculation of the reliability of the three scales: OSTES, IRI, and PTRS. I calculated the three OSTES subscales. The Efficacy in Student Engagement subscale was found to have a Cronbach's alpha coefficient of internal reliability of .69, which is somewhat lower than .90, the value reported in the instrument validation study. The Efficacy in Instructional Strategies subscale was found to have a Cronbach's alpha of .85, which is slightly higher than .81 reported in the instrument validation study. The Efficacy in Classroom Management subscale was found to have .87, which was consistent with the value reported on the instrument validation study (Tschannen-Moran & Wollfolk Hoy, 2001). Overall, the OSTES survey reported a Cronbach's alpha of .92. I calculated the internal reliability of the two IRI subscales that were used. The Empathetic Concern subscale was found to have a Cronbach's alpha of .39, which was significantly lower than the .72 and .70 reported in the instrument validation study and also much lower than the .89 calculated in the pilot study. The Perspective Taking subscale was found to have a Cronbach's alpha of .53, which was somewhat lower than the values reported in the instrument validation study (Davis, 1980) and also lower than the pilot study, .63. These low reliability scores should be noted and conclusions drawn from empathy related correlations will be discussed cautiously. Overall the IRI survey reported a Cronbach's alpha of .61. The Cronbach's alpha of the PTRS scale was found to have a Cronbach's alpha of .97. This is somewhat higher than its pilot run, .80.

Table 4.1 Reliabilities of Surveys

	Cronbach's Alpha	N of Items
Teacher Self Efficacy Scale (TSES)	.92	12
Student Engagement Subscale (SES)	.69	4
Classroom Management Subscale (CMS)	.87	4
Instructional Strategies Subscale (ISS)	.85	4
Interpersonal Reactivity Index (IRI)	.61	14
Empathetic Concern Subscale (ECS)	.39	7
Perspective Taking Subscale (PTS)	.53	7
Preparedness to Teach Refugees Scale (PTRS)	.97	20

How Efficacious, Empathetic, and Prepared Do Teachers Feel to Meet the Needs of Refugee Students within Their Classroom?

I answered this question by calculating the means of the preparedness, empathy, and efficacy scores. The results of the 9-point Likert scale, OSTES, revealed that the participants held a mean of Efficacy in Student Engagement of 6.6 (N=132, SD=4.3), which is significantly higher than the mean of the norming group from the Tschannen-Moran and Woolfolk Hoy (2001) study (Z=5.90), a mean of Efficacy in Instructional Strategies of 6.9 (N=132, SD=5.2), which is significantly higher than the mean of the norming group (Z=4.05), a mean of Efficacy in Classroom Management of 7.1 (N=132, SD=4.6), which is significantly higher than the mean of the norming group (Z=3.47). The results of the five point Likert scale, IRI, revealed that our participants held a mean of Empathetic Concern of 3.2 (N=132, SD=2.8) and a mean of Perspective Taking of 3.4 (N=133, SD=3.4). The results of PTRS revealed that our participants held a mean of Preparedness to Teach Refugees of 5.3 (N=114, SD=33.1). This mean is neutral neither showing high levels of preparedness nor significantly low, however it is higher than the 4.52 revealed in the pilot study. This tells us that the participants feel prepared to teach refugee students to some degree.

Table 4.2 Descriptive Statistics of Survey Results

	Mean	Standard Deviation
Teacher Self Efficacy Scale (TSES)	82.07	12.92
Student Engagement Subscale (SES)	26.33	4.34
Classroom Management Subscale (CMS)	28.25	4.58
Instructional Strategies Subscale (ISS)	27.49	5.19
Interpersonal Reactivity Index (IRI)	45.81	5.19
Empathetic Concern Subscale (ECS)	22.30	2.83
Perspective Taking Subscale (PTS)	23.52	3.37
Preparedness to Teach Refugees Scale (PTRS)	105.96	33.06

Is There a Relationship Between a Teacher's Self-Efficacy, Empathy, and/or Preparedness as It Applies to Teaching Refugee Students?

I answered this question by running a correlation analysis using the scores for teacher efficacy, empathy, and preparedness. There were more than a few significant correlations exposed. The most significant correlations were: the PTRS and the Student Engagement subscale, the PTRS and the Instructional Strategies subscale, the Instructional Strategies subscale and the Student Engagement subscale, Classroom Management subscale, and the Student Engagement subscale, the Instructional Strategies subscale and the Classroom Management subscale and finally between the Perspective Taking subscale and the Empathetic Concern subscale. This result suggests, supporting the literature, that teachers' sense of efficacy and preparedness are highly correlated. Additionally, teachers that are able to take other perspectives also have higher levels of empathetic concern. There was also a significant correlation between Student Engagement subscale and the Perspective Taking subscale. This suggests that teachers who feel they are better able to engage their students also are able to see other perspectives.

Table 4.3 Correlations Among Subscales

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>(1.) efficacy: student engagement</i>						
<i>(2.) efficacy: instructional strategies</i>	.730**					
<i>(3.) efficacy: classroom management</i>	.755**	.741**				
<i>(4.) empathy: perspective taking</i>	.184*	.115	.133			
<i>(5.) empathy: empathetic concern</i>	.114	.179*	.105	.386**		
<i>(6.) preparedness</i>	.530**	.654**	.551**	.150	.109	

NOTE. * indicates significance at the .05 level; ** indicates significance at the .01 level.

How Do Personal Characteristics, Coursework, Professional Development, and Experience Influence Teachers' Levels of Efficacy, Empathy, and Feelings of Preparedness?

I answered this question by running a series of correlations using the measures of participant demographics as the factor and the measures of teacher efficacy, empathy, and preparedness as the dependent variables. I tested for relationships to Teacher Efficacy in Students Engagement first, and then repeated the tests for Efficacy in Instructional Strategies, Efficacy in Classroom Management, Perspective-Taking, Empathetic Concern, and finally Preparedness. There were more than a few significant correlations revealed. Three significant correlations were revealed: between the PTRS and number of diversity trainings attended, also between PTRS and diversity courses attended, and finally between PTRS and number of refugee specific trainings attended. This result suggests that teachers who attended both diversity and refugee specific trainings and courses felt more prepared to teach refugee students. However, the participants that answered the trainings and courses questions dropped substantially possibly due to a lack of clarity on what professional developments constituted diversity trainings versus

diversity courses. Language specifically only had 17 responses possibly due to the open-ended way the questions were asked. There were several other correlations revealed that were significant: between PTRS and specific schools, Perspective Taking subscale and age, Classroom Management subscale and number of diversity trainings, Student Engagement subscale and number of diversity trainings, and finally between Instructional Strategies and number of diversity trainings. This result suggests that teachers who are at particular schools feel more prepared to teach refugees. It also suggests that older teachers are better able to see other perspectives, though it is important to note that this result may be flawed due to the questionable reliability of the empathy scale. Finally, it reveals that the number of diversity trainings that teachers attend directly correlates to the three types of efficacy measured: classroom management, student engagement, and instructional strategies.

Table 4.4 Correlations Between Subscales and Demographics

	<i>preparedness</i>	<i>empathy: empathic concern</i>	<i>empathy: perspective taking</i>	<i>efficacy: classroom management</i>	<i>efficacy: student engagement</i>	<i>efficacy: instructional strategies</i>
<i>Diversity Trainings</i>	.404**	.077	.145	.260*	.235*	.260*
<i>Diversity Courses</i>	.376**	-.002	.181	.080	.070	.199
<i>Refugee Trainings</i>	.344**	.055	.055	.140	.076	.115
<i>Languages</i>	-.110	.103	.060	-.078	-.347	-.200
<i>Degree</i>	.167	.019	.167	-.025	.000	.081
<i>Community</i>	.041	-.010	-.110	.031	.031	.072
<i>Ethnicity</i>	.177	-.073	-.094	.070	.084	.059
<i>Age</i>	.114	.113	.208*	-.012	-.038	-.012
<i>SES</i>	-.022	.070	.031	.023	.024	-.008

<i>Teaching Experience</i>	.128	.078	.170	.001	-.006	-.036
<i>School</i>	.207*	-.010	-.031	.015	.065	.151

NOTE. * indicates significance at the .05 level; ** indicates significance at the .01 level.

Specific Educational Experiences Make Teachers Feel Prepared and Efficacious to Teach Refugees

After running my correlational analysis of the survey data, I found that there was a significant correlation between people who scored high on the preparedness scale and people who had a high amount of diversity trainings, a high amount of diversity courses, and also to people who had a high amount of refugee-specific trainings. There was interview data that confirmed these findings. For example, Mindy attributes her preparedness to her university-based educational background when she says,

I feel pretty prepared because I have a Master's in cross cultural language development so I spent a lot of time studying cultures and just how people are feeling when they are coming into the country and different strategies to help them learn.

Michelle attributes her preparedness to district supported trainings when she states, "our school has had a lot of trainings and different instructional strategies trainings through the ELL department and different stuff so I'd say pretty prepared." Miranda echoes their reports as she adds, "I have put a lot of time and energy, getting the educational background in order to do a good job so personally, professionally, I do feel prepared."

Interestingly, highly efficacious teacher participants did not mention wanting more trainings compared to less efficacious teacher participants who overwhelmingly did. Of the seven less efficacious teacher participants, six mentioned the SIOP training and site specific mini-trainings, but felt they needed something that was more refugee-specific in order to help them feel prepared to meet the needs of refugee students. Jill supports that she is “not as prepared as I would like to be.” Jackie knew about SIOP but has not had the opportunity to take the class; “We get all the little SIOP cards, which I’ve never taken SIOP before so I don’t know a lot about that too.” Julie has an educational background in ELL, however she doesn’t feel that it has prepared her for her work with refugees. She says,

I think one of the reasons I got the job here was because I had that certification, but I don’t think it applies well to refugees. So it has been a struggle to figure out how to best meet their needs.

Jaime has had similar feelings as she has come from an area where there wasn’t the population of refugees;

When I came here I felt a large surprise at the amount of refugee kiddos that were ...That it has been a surprise and I don’t feel like I have a lot of knowledge and background specifically for refugee students coming in.

Less efficacious teachers also felt that they often didn’t have enough information in order to address the needs of their refugee students, oftentimes confusing immigrants and refugees. Jill demonstrated this lack of knowledge when she volunteered,

But actually you know taking some classes that are specific to teaching kids, ELL kids or refugee kids, but they come from all different places so I'm wondering is it the same for teaching kids that speak Spanish from teaching kids from Iraq or Africa?

Jaime voices, "I don't feel like I have a lot of knowledge and background specifically for refugee kids coming in with no full transition other than the little support from, oh the language has changed, ESL oh ELL department." Participants that were brand new to teaching refugees mentioned needing the information before they started their work with these students. Jackie reiterates her frustration when she protests, "So I guess I'm really not prepared and to me that's the only way that I've been able to get any information is to go ask, but it's not forthcoming." Jim feels the same way declaring,

If I could tell a school, school X over there, you're going to become an ELL student, not necessarily all the programs you'll have to learn but just some basic information like, how to structure, what to do with your non-English speakers your first couple weeks, activities to allow them to acclimate them into the culture and some things that the teacher can have the kids and the whole class can do and the teacher has so much to do to begin with but a whole bunch more of this, this and this. But here are some things that your class can do for the student.

Generally these teachers want to know how to address the needs of their refugee students, though no teacher mentioned having requested training. They want the trainings and experience and discussion, though it is unclear how they went about advocating for those things. Jill confirms, "I would love to be able to meet their needs

and you know incorporate some of their culture into what I teach and teach tolerance and the more I know about them the better.” Jackie seconds,

I think we need a course, you know a workshop, something on how to teach the ELL students and give us some pointers, give us some what if this happens, we could do this. If this happens, we could do this. You know but ya, I just think there needs to be a lot more... I just feel like they, well we can all, everybody can do it. You know you teach the kids that you get. But these are not... these are different children now with different needs. They have different needs than American children.

Highly efficacious teacher participants attributed their efficacy levels to their formal educational backgrounds and their experience working with refugees. They felt that they had refugee specific knowledge that helped them to feel prepared to work with this population. Miranda feels that she has a “strong understanding of the system that new families, the system that new families come into and how they need to maneuver through the system in order to successfully resettle in the United States.” She thinks this is an understanding that helps her to address the needs of her refugee students.

Half of each group, highly efficacious and less efficacious teacher participants mentioned having knowledge of strategies that helped them support their efforts to teach refugees. Mary has an interesting perspective,

It’s an accumulation of experience that helps me to work with each group. And I think there are some things that um, you can’t just teach, that you have to learn through experience and a class on working with refugees that a class is not going to be able to teach you.

She also has an extensive background in teaching refugees as well as has had multiple refugee-specific trainings.

There was a significant correlation between people who scored high on the preparedness scale and people at a particular school. Further research may inquire as to what supports or trainings did this school provide to its teachers that made them feel so prepared in their work with refugees. Further research may also inquire as to how long those schools had served a refugee population. Several teachers from the same school mentioned wishing they had been provided some support for their work with refugees earlier, or before they became an ELL school.

There was also a significant correlation between people who scored high on the perspective taking subscale and their age. There was no data from the interviews that supported this correlation.

The survey data revealed a significant correlation between people who scored high on the efficacy: Classroom Management subscale and people who had a high number of diversity trainings. This means that participants who have attended more diversity trainings believe that they can effectively address classroom management issues for their refugee students. Highly efficacious teacher participants discussed addressing the emotional needs first as a way of dealing with the issue so that they could then address the academic concerns. Marci offers,

You know I definitely feel prepared to meet the academic needs but so many of my kids come with other emotional needs that I have to meet those needs first. So as long as I'm willing to put the academic need second to the emotional then ya.

By addressing these concerns first, the teacher and student can work to get past the disturbance and get back to the academic task at hand. She discusses creating an environment that is safe for the child and addressing the most pressing concern so that the child can get back to work. Miranda approaches classroom management in largely the same way as she believes, “what I try to do is create an environment that addresses needs, the different types of needs that a child might have and then to work through the child’s experience to the family.” Mary agrees that, “The kids have to know that you care for them and that you pay attention to their moods and you try to read them.” All of these highly efficacious teacher participants strive to create a safe and comforting environment that sets the tone for a trusting, structured approach to classroom management. Jim spoke more of not feeling in control of the class, trying to reach his refugee kids while juggling classroom behaviors. However, there were also some concerns from highly efficacious teachers regarding classroom management. Mindy said that behavior problems were the most difficult for her to deal with. Monica admits that, “it is harder when they don’t speak English. You have to learn the difference between them acting out and them disobeying you and them just not understanding what you are saying.”

The survey data revealed a significant correlation between people who scored high on the efficacy: student engagement subscale and people who had a high number of diversity trainings. This means that participants who have attended more diversity trainings believe that they can effectively engage refugee students in the classroom. As supported by Gay (2000), students that have positive relationships with their teachers perform better academically. In fact, all of the highly efficacious participants felt that relationships were of prime importance in their work with refugee students.

Most of the less efficacious participants interviewed felt they needed support in addressing the academic needs of their refugee students. However, some of the same participants mentioned that they felt they had some strategies that helped to engage their refugee students. Take Jim for example. He uses activities that,

Get them up and engaged and moving around the room. The paper and pencil, I just can't imagine sitting in a room where I didn't speak the language and they are all doing paperwork that I can't read and have no idea what they are doing. I mean that is insane. You can't do that.

Yet there were others who talked about having their refugee students copy other student's work and not being sure they even understood what they were doing. Jackie reflects about her newcomer refugee student,

You know the language barrier and not being able to, sometimes I feel like she doesn't even understand what I'm saying but I think she does. I think she's catching on a lot and I think she wants, she really wants to learn and she knows how to copy real well.

The survey data revealed a significant correlation between people who scored high on the efficacy: instructional strategies subscale and people who had a high number of diversity trainings. This means that participants who have attended more diversity trainings believe that they have the knowledge of instructional strategies to effectively teach refugee students. Mindy concurs, "I feel pretty prepared because I have ...different strategies to help them learn." Michelle agrees with this finding. She said that she felt most prepared in her ability to adapt her teaching and in her knowledge of instructional strategies, "I'd say that instructional techniques and just in the modifying of materials or

know because we do such hands-on learning anyway, um a lot of picture learning within the class itself.” Misty agrees, “I am very flexible at adapting things.” Mary sums it up when she says, “you need to have lots of tools in your toolbox for that because they are a diverse group and they have very diverse needs.” Highly efficacious teachers do feel like they have a wealth of instructional strategies that help them to address the needs of refugee students.

A few participants from each group felt their knowledge of strategies helped support their efforts in teaching refugees. In fact, a few less efficacious participants mentioned using trial and error methods to address their refugee students’ needs in the classroom. Other instructional strategies that less efficacious participants mentioned using were visual clues. Jane says, “I just think a lot of patience and understanding and a lot of visual clues.” Jill also uses this strategy, “what I basically figured out was ok, use more visuals and repeat a lot of the same words, you know try to keep it simple.” Jim feels like he can, “take what I have and I can adapt it down and modify it to fit a basic raw concept that I am teaching.”

Jackie talks about her experience with a new refugee student and how her approach developed as she worked with this student. She went from admitting to not asking her student to do anything, to giving her the same assignments as the other kids and letting her copy from them.

I think this speaks to the level of training this teacher has had in adapting instruction to meet the needs of newly arrived refugee students. Five less efficacious participants mentioned using other students to help their refugee students complete assignments and explain instruction. Jim uses this technique;

I think the kids could get that information across much better than I could, because I think she even perceives me as this authoritarian figure and that everything coming from me was the way it is and the kids have a much better insight into getting that type of information.

Jaime makes it clear that she is struggling with adapting her instruction in a way that reaches the newest refugee students when she says,

I know that, that newcomers class, I didn't see such a huge, I didn't know, I didn't see such a huge discrepancy. Ya when they had that newcomer class to support and be there and go, here's some basics and this is school and this is where we are at. And here is some basic vocabulary of the things you see.

Emergent Themes

Though I asked each interview participant to also complete bi-monthly prompt responses, only a few participants were able to complete these prompts, which was discussed in the Methods section. I used the data that was collected from these though the majority of my qualitative data was collected from interview data. After transcribing and analyzing the data collected from the interviews, I found that three themes, beyond those that contextualized the quantitative data, emerged:

- Teachers' level of efficaciousness directly reflects their feelings of adequacy in providing refugee students support necessary.
- Regardless of how teachers scored on the efficacy survey, they felt high levels of stress and conflict around their role as teachers of refugees.

- While all teachers reported empathy, only highly efficacious teachers had positive relationships with refugees.

I explored each of these themes and provided examples to begin to develop some discussion points.

Teachers' Level of Efficaciousness Directly Reflects Their Feelings of Adequacy in Providing Refugee Students the Support Necessary

Highly efficacious teachers feel prepared to address the specific needs of refugee students whereas less efficacious teachers feel inadequate to address these same needs: academic, emotional/social, behavioral, and limited experience with schooling. The following table charts the amount of participants in each category that discussed the subthemes.

Table 4.5 Theme 1 Tally Chart

	Highly Efficacious	Less Efficacious
How do we address the spectrum of student needs?	6	6
Teachers recognize that academic needs must be met.	0	5
Teachers see students' emotional needs as presenting unique challenges beyond students' academic needs.	1	6
Students' context of schooling impacts their learning and school success and teachers' perceptions of adequacy.	2	5
Teachers doubt their ability to successfully address the behavioral needs of their refugee students.	2	3
Teachers question how to	3	6

access resources necessary to feel prepared to meet students' needs.		
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How Do We Address the Spectrum of Student Needs?

According to the interview data collected, highly efficacious teachers felt that experience was a primary reason that they felt prepared to address the needs of refugee students. Though the survey data collected demographic information, data asking for years experience teaching refugees was not collected. Instead, I only asked for total years of certified experience, which showed no significant relationship to feelings of preparedness, efficacy, or empathy. According to highly efficacious participants, refugee students present broad and diverse challenges for teaching as Mary points out,

So that really makes a difference, what they come with, the background that they come with makes such a difference and you've got to have that experience with the different groups to have a good idea of what their needs are as individuals.

Less efficacious participants were more likely to place refugees into their own category with needs that are unique to only the refugee population. For example, Julie discusses that she "had some great strategies and skills but refugees are a whole other population." Regardless of the way participants viewed the needs of refugee students, it is clear that the needs cover a large spectrum.

More efficacious teachers discussed having a lot of tools in their toolboxes, contrary to less efficacious teachers who felt they needed more. However, all teacher participants discussed the need for further support of some kind in helping to address the needs of their refugee students. These needs seem to break down into four specific

categories of support: academic, behavioral, experiential, and emotional supports.

Participants' requests vary for the different supports they feel like they need in order to more efficiently address the needs of refugee students, so I will address those as they arise.

Teachers Recognize That Academic Needs Must Be Met, though Less Efficacious Teachers Are Unsure as to How to Address Them

Less efficacious participants felt they needed support in meeting the academic needs of their refugee students. Some, like Julie, felt they needed support in the way of refugee specific trainings,

And I'm not sure how to best meet those needs but I would love for the district to give more training specifically toward refugees, not... I know we have the SIOP but and that's great for second language learners, but if a student isn't literate in their own language then how do you help them become literate in a second language?

Other participants, like Jackie and Jim, felt that when a refugee was brand new with very limited English skills, they didn't know exactly what to do with that student. Jackie said,

And then just um, what do I do? Do I not have her, you know at first I wasn't having her do any of the activities and then I thought that didn't seem fair, you know when there is a person who wants to be successful and everything.

The grade level content is often beyond what the new refugee student can perform individually so the difficulty lies in how to engage that student in the content for meaning. Several participants discussed having students copy off of other children, like

Jackie, “I think she wants, she really wants to learn and she knows how to copy real well and the kids have been very open to that” while others like Jim and Jaime have other kids explain concepts or instructions to new refugee students. In fact nearly all of the less efficacious teachers talked of using other students in the class to help bridge the gap by explaining assignments to refugee students.

Teachers See Students’ Emotional Needs as Presenting Unique Challenges Beyond Students’ Academic Needs

Overwhelmingly, less efficacious participants felt like they needed support in meeting the emotional needs of their refugee students. Emotional needs, particularly some of the more severe emotional needs that stem from trauma, are difficult to address in the classroom setting and the average classroom teacher has had minimal preparation in addressing these needs. Often participants talked of having a context for what refugee camps are like, but with the diversity of camp life and the individual experiences refugees endure, it is hard to know what our students have actually experienced. Julie admits, she doesn’t “know what kind of horrors they have seen in refugee camps and I don’t always feel like I’m prepared to handle their emotional needs.” Jaime discusses the difference in the transitions into school that some refugees have, which are so different from others depending on their previous experiences; “and some of them can come in and make that transition a little more smoothly, but some of them just have more challenges with their social and emotional from wherever they came from.” Jane acknowledges, “I’ve taken all three SIOP classes, but the emotional needs are very hard to meet and I don’t know what they are or how to help them. And they can’t really express what they are.” Jane is able to see that there is an emotional need though she doesn’t know what has caused it or how

to then address that need. Even when she does know some of the history of the child, she still admits that she doesn't know how to address it;

We have a young man here that is in fourth grade that definitely has different needs than others and it's just because he was beaten so severely in the camps that it's really hard to know how to reach him. Because a lot of them you just pull them close and give them a hug but he, no it does not work at all. And it's really hard to know what does work with him.

In this case, her experience with other refugee students has not prepared her to meet this child's emotional needs.

Marci shares that she has worked with refugees suffering from different types of trauma;

Many of the students I have served who are refugee students who have experienced things that are pretty horrific or seen things that are horrific and I think it kind of goes back to that piece of really I can't make progress in an academic thing until I'm willing to address whatever that social-emotional piece is, however you want to define that and that really needs to come first.

Marci offers the advice to address these needs first though there seems to be no one way to address each need because they are so unique to the child's experience.

Students' Context of Schooling Impacts Their Learning and School Success and Teachers' Perceptions of Adequacy

All participants brought up the difficulty presented when a new refugee student starts school having minimal or no formal schooling in the United States, their refugee

camps or relocation centers, or their native countries. Not having experienced schooling in the same context as their current school presents difficulties and provides unique challenges for both students and their teachers, but couple this experiential need with academic needs, limited English skills and often emotional needs and an enigma exists. Jackie explains her difficulty with a brand new refugee student,

The other ELL kids that I have in my classroom, they were more able to do it, but they had been in school. They'd been in the US longer. I think she just barely came over like this year. The other kids were a little better prepared so they knew what school was. They knew how to do all of this, and they had been in the states longer.

Perhaps these other refugee students she refers to were better prepared prior to their arrival but they may have presented the same challenges upon their initial arrival in U.S. schools. Jaime agrees that "there is definitely a big difference between kiddos that are new to country and those that are not." Mindy talks to the cultural differences for refugee students as they resettle in the United States, "Just because the other mainstream students, this is not culturally new to them, the holidays etc. but for refugees this whole experience is brand new." Jackie asks for support to address these experiential needs for refugee students when she acknowledges,

Um just being acclimated to school, you know what is school? What do we do in school? You know especially for the ones that didn't have school before, you know that have not been in school. I think we need some, you know the ones that have been in school, the kinds of things you need, the ones that haven't been in

school, do these kind of things. Kind of give us some guidelines, some pointers. You know, how-tos.

Less efficacious teachers feel they need support in addressing the experiential needs of their refugee students in the midst of meeting the other needs students present.

Teachers Doubt Their Ability to Successfully Address the Behavioral Needs of Their Refugee Students

Five participants mentioned struggling to address the behavioral needs of refugee students. This is interesting because often times, behavioral problems originate from traumatic events the refugees have witnessed or been exposed to. This subtheme sheds some light on the knowledge of the participants as they make meaning from their experiences with students. One of the teachers scoring high in efficacy, Marci identifies student behaviors as a response to an experience when she recognizes,

Um the kids, you know there have been students who come and their initial behavior is just kind of like, acting out. You know and it's just very overt and I always figure that overt stuff is just response to what has happened, what they have internalized, what they've experienced.

Other participants aren't clear about where these behaviors stem from, but relish the fact that they are difficult as Mindy,

The hardest part is when you have a behavior problem for me, a refugee with a behavior problem and finding strategies to help get them past it and get them back on track. And sometimes it gets frustrating if it is like a daily thing and I just, kids like that, it just seems like they are missing so much because they are

spending their time getting in trouble or distracted or whatever is going on with them.

She identifies that there is something going on with these students, but doesn't see the possible correlation between traumatic experiences and behaviors. Another potential for confusion Monica identifies as, "when they don't speak English. You have to learn the difference between them acting out and them disobeying you and them just not understanding what you're saying." Mary feels as if she could begin to address certain issues when she had the time,

I think they needed really positive individual attention and I'm not sure how I would arrange that but I would, but looking back at it, the most positive times I had with them was actually when I was talking about their bad behavior with them just one on one, but they were nice. Their filter came down at that time, during that one on one. I think they needed more one on one.

This positive experience could only be possible she talked about if there was more time so that she could address needs like this one.

Teachers Question Access to Resources Necessary to Feel Prepared to Meet Students' Needs

I have spent some time discussing the different needs that were identified by the participants, ways that they have or have not addressed them and the support needs they have in order to address them. However, concern arose from several participants over where they could get the things they felt they needed in order to address the needs of their students. Typically, these concerns were voiced from less efficacious participants,

however some highly efficacious participants also discussed the need for certain things that would help them feel more prepared to teach refugees.

Less efficacious participants primarily mentioned wanting to know more about their refugee students backgrounds, preparations, and trainings. Though eight participants mentioned wanting more knowledge of their students backgrounds, none talked about attempts to find that information themselves. Julie describes the difficulty in knowing anything about her refugee students before they arrive when she says,

When students come in from a refugee camp, I have no idea and it can be really tough when they come in and don't speak English or they speak very little English but their backgrounds can vary so much and I don't ever know.

Jackie felt like she had no supportive expectations or preparation when refugees were placed in her school; "we were told that we were going to be an ELL school but we weren't given any pre-preparation, for how to deal with them, what do I expect?" Misty felt she could use more training, "it's very, very different and so I think I could use more training but I do what I can do." There is a sense here of helplessness, passivity even, in the approaches to finding support. While teachers admitted they need support and training, they didn't discuss how they had been assertive in addressing the discrepancy.

Highly efficacious participants wanted support in the way of time, money, and personnel about the direction of the programs. Several times these participants voiced concerns over the high demand that refugee students can yield, so they felt that one refugee student may have more significant needs than a group of other students. They felt they needed more personnel to help address these more significant needs. Marci asserts,

I think we have to realize that staffing programs, you know there are kids who yes they are one body and they're one number on a chart somewhere, but their needs may be such that they are really more like 3 students because of the needs that they have and we need to acknowledge that and just stop the bean counting and take a more holistic look at yes they might have that number but given the needs the students have, we may want to consider the fact that we need more staffing to address those needs.

Miranda agrees that more personnel would help to address refugee student's needs. "Oh we are talking money, we are talking about personnel, like FTEs in this school, you know, people on the job, hands on deck."

In addition to hands on deck, time was another major request on the part of highly efficacious teacher participants. Mary and Marci agree that if they could have more time with the higher needs students, it would make a huge difference. Marci states,

Sometimes it's just that I wish there were more adults, you know even more people and sometimes I would like to have students for a little bit more time, longer time. Just because we could do more with more time.

Mary reiterates the sentiment when she says,

It's always time. Um you know when I was talking earlier about those two boys with the chips on their shoulders and that's about time. That's, you know why can't I take the time out to spend just with them or time out to get them extra social support or something, and its time. So I would say that that's the greatest need.

Regardless of How Teachers Scored on the Efficacy Survey, They Felt High Levels of Stress and Conflict Around Their Role as Teacher of Refugees

There is a consistent theme of turmoil that runs throughout each of the interviews; turmoil because there is the feel of conflict and agitation and confusion. Often it is present in the actual words, but it is also present in the eyes, expressions, and raw emotion of the teacher participants. Though the feelings stem from different classroom experiences and approaches to teaching refugees, one thing is clear: there is a constant struggle, an often uncomfortable and arduously long embankment that teachers continue to climb through each experience, each day and each year in their effort to teach refugee students. This chapter searches to explore the myriad of participants' struggles. The following table charts the amount of participants in each category that discussed the subthemes.

Table 4.6 Theme 2 Tally Chart

	Highly Efficacious	Less Efficacious
What expectations should I have for my students?	0	4
What are the expectations for me as teacher and refugee as student? Lack of clarity around expectations is a source of stress.	0	4
Participants' expectations for support varied.	4	5
Teachers desire a dialogue about their practice.	6	6
Teachers recognize a culture of conflict.	2	5
Feeling overwhelmed is an outcome of participants' context.	0	4
Less efficacious teachers reveal feelings of isolation.	0	4

“There Is So Much Push and Pull”

What Expectations Should I Have for My Students?

Throughout the interviews, teacher participants felt conflicted about their ability and desire to address the complex needs of their refugee students while also addressing the various needs of the other students in class. Jaime stresses this feeling in her statement,

I want to support and give him what he needs but at the same time I can't just go and run over there when there are still these heavy expectations for the other students and he is expected to be right here...There is so much push and pull. I just feel like I have so much push and pull with this.

This particular quote contributed to the title of this section because though it is speaking to one conflict in particular, I believe that it gives words to the feelings shared by all teacher participants as they spoke of addressing refugee students' needs. She goes on to reiterate this conflict that she has been weighing saying,

I feel the push of wanting the compassion for them to celebrate their victories and needs but at the same time, I do continue to feel the weight of expectations for the whole other group of students that I have who are not in that situation.

This speaks to the feeling that often there is so much being demanded of teachers that they are conflicted in the way they think about and in turn approach engaging their students. It also speaks to the feeling that some students demand more support while others are more energy efficient. This idea was discussed earlier in that some students have greater needs and demand more focused attention from the teacher. Mary reflected on two boys that she had not been able to reach,

I so wanted to get through that barrier that they had built up and I don't feel like I was ever successful at breaking down that barrier and helping them see um the value in learning, the value in life because I think that they just uh built this shell around themselves that was negative and sad.

The only time she was able to get through to them at all, she reflects, was during one-on-one situations. Misty also describes a similar situation where she had trouble reaching some boys.

I just have some boys that I know are continually, continuing to get in trouble in junior high and I don't know how you address that because they are looking for that belonging and they are looking for it any way that they can get it and that's the tough guy, you know I'm the cool gang member. I don't know how you reach those kids.

In cases like this, perhaps more personnel would help to alleviate the feelings of push and pull in an effort to better reach the child and address the particular needs of the student.

So often the push and pull discussed by participants came from wanting to meet the needs of the students but not necessarily knowing how. Jim confesses, "I don't know what to do! How do I talk to her? And it kind of freaked me out and it was very stressful for me." Jill demonstrates not even knowing basic differences in populations when she confesses, "of course just because they come from different countries doesn't make them refugee right?" Different participants expressed emotions in different ways and acted on these emotions in different ways. Julie had feelings where she was frustrated and often discouraged about what else to try. Julie reflects, "Everyday I go home and wonder what

else could I have done, how could I have reached them, how could I have done a better job with them? So, it's tough." Jackie talks about making progress with a student but is attempting to reach her through copying of other students work instead of working to engage her in the content.

You know the language barrier and not being able to, sometimes I feel like she doesn't even understand what I'm saying but I think she does. I think she's catching on a lot and I think she wants, she really wants to learn and she knows how to copy real well and the kids have been very open to that.

She struggles here to know how to engage this student, and relies on her traditional approach to teaching coupled with letting the student copy from others. Jim sums up his feelings of push and pull when he recalls,

That first month, I felt like the worst teacher in the world. I was not doing anything for these kids. The rest of my class is going bananas and I have to get them under control and but yet I am trying to figure out how to reach these kids.

Because teachers have these feelings of not being able to meet the needs of their refugee students, they will sometimes attempt to push off these students onto another teacher that they see as more capable. This, however, can cause a conflict between the classroom teacher and the ELL teacher, as is apparent in this sentiment from Jackie, "You know she's (referring to the student) not able to do this." So Jackie pushed the ELL teacher to take her for a longer period of time. Sometimes stress eases when the source of stress is out of site.

Sometimes the push and pull comes from the parts of our job that we feel we have to do versus the things we want to do, that we see as best for our students. Miranda reflects about her experience that she wished had gone differently.

I had, it was when our job started changing and I had a tremendous amount of paperwork to do and I don't know if I had all these reports on my desk or something. All this stuff that had to get done and I had this student who was leaving for California and he asked me to come say goodbye. And I was overwhelmed by the deadline and I was like I can't come say goodbye. And I didn't. And to this day I feel sick every time I think about it. Because I loved him and I loved his family and I chose, and it happens because we work in a bureaucracy, I chose the paperwork instead of the child and that was... I've only done that maybe two times, and it's just a poisonous memory and it makes me incredibly sad. What can you do? It's hard to live a life without regrets.

As reflective practitioners, many teachers have had experiences similar to this one, where they felt regretful over a seemingly wrong choice that was made. Stress manifests itself in different ways and, in this case, the teacher regretted how she dealt with it.

What Are the Expectations for Me as Teacher and Refugee as Student? Lack of Clarity Around Expectations Is a Source of Stress.

Much of teachers' turmoil centers on expectations. They don't know what the expectations are for them as teachers and they aren't sure what their expectations should be for their refugee students. For some, they have little experience in refugee schools and haven't been prepared, nor has a dialogue about what they are expected to do with these

students ensued. Confusion slowly morphs into other emotions as teachers begin to feel the push and pull in different directions. When teachers don't have consensus of clear expectations to guide them, they feel isolated and unsupported.

Jackie is frustrated that after all her experience teaching, she has a new challenge in the form of refugee students and she doesn't feel that the expectations for her or her students have been clear cut. "This is my 35th year of teaching and this is the first year where I've felt that ...I don't really know what is expected of me and what I should expect of them?" Perhaps this could be remedied through trainings offered by the district, or perhaps basic communication between district and staff of the school that is to be receiving the new population of students. Teachers might request clarification of expectations that they are unsure on unclear of. Misty has some knowledge of the language levels of her students, but then isn't sure when addressing issues like grades. The expectations for grading these students have not been made clear to her. She admits,

I just think that knowing their backgrounds, knowing what they actually know, like what is that I know they are a level 2 or 3 but what does that mean in terms of what I should expect from them and how should I grade these kids.

Jaime talks about the changes in education stemming from the adoption of the Common Core standards. With the new adoption, she is unclear as to what the new expectations will be for her in relation to teachers her refugee students. Jaime complains,

I know that I did do the SIOP (Sheltered Instruction Observation Protocol) which was good but at the same time, there is a lot of language richness in kindergarten so there is a lot of context, but I know some of the complication in regards to this

year have been the shift in education as a whole with common core and just the new expectations even with kindergarten.

Julie voices her feelings of isolation and lack of voiced expectations when she sums it up, “we just get them and we do the best we can with them.” Jill supports,

She’s our ELL teacher I guess. Um and talking to other teachers. Though I’m not even sure you’re supposed to talk about what they know and what they don’t know, you know? The thing is I wonder if a student doesn’t speak English, are we okay to talk about okay this student doesn’t speak English? How can we reach this student? I mean is it, as an educator it seems to me you have to talk about it but then there is always these confidentiality things and I don’t know in this district it seems like it’s more strict and I’m not sure the rules.

This quote reveals quite a bit. First off, I think there is a feeling of isolation in part because of the lack of communication of expectations, but also because the teacher did not speak up and ask. Expectations for how teachers communicate about refugees are unclear. This was not the only teacher to voice concerns about confidentiality of student information.

“The Horses Were Already Out of the Barn”

Participants’ Expectations for Support Varied

Preparation by definition means being made ready for use (Merriam-Webster.com). This speaks to the assumption that preparation comes before; it is to make ready. One reason highly efficacious teachers felt prepared to teach refugees was because they largely felt supported. Support, however, is not an all or nothing construct and it

was obvious how every interview participant mentioned some kind of support that they felt they could use to better meet the needs of their refugee students.

Over half of the participants who reported low efficacy scores on the survey revealed feeling isolated and alone in their effort to address the needs of refugees. Overwhelmingly, less efficacious participants felt that they needed information and trainings earlier, before they started their work with refugees. Most were either at schools who were new to working with refugees or were new to teaching at a refugee school. There was enough emphasis on the need for pre-preparation that I felt that I needed to dedicate a small section to this alone. Though the types of support vary, the bottom line is the same: teacher participants felt that they needed the support before they began work with refugee students. Jackie says, “It’s been hard. It’s been a real learning curve. You know? Yes we knew we were getting them, but we didn’t really know what to expect and everything like that and it’s been hard.” For some less efficacious participants like Jackie and Jim, they knew they would be getting refugees in their classes, but they didn’t know what that would mean and didn’t feel they were given adequate preparation for this population of students. Jim said,

This year is the first year I had a student who spoke no English, kind of dropped in the class in the middle of the year, and I had no support at the beginning. You know and I had to kind of figure it out as I went.

Jim felt that he had some preparation, though it came too late to be of real use.

You know just kind of at first they made us aware that we were becoming an ELL student, and then you know we got some SIOP stuff, activities and strategies and ya they have done a few things but for me it was like the horses were already out

of the barn. I'm already in my year and going. I needed these a year before so I could use them I'm so busy right now getting my 25 and doing my regular curriculum that now you want me to take SIOP classes and continuing ed classes which is fine and I need them but the time constrictions are just. I have a family too. I can't do that too.

There are feelings of isolation present here as he is left to find his own approach initially since he wasn't given that set of expectations and skills upfront. Jim didn't mention requesting preparation and so he realized once he had a refugee student in his classroom that he needed some training, but at that point it felt too late. He felt he had too much on his plate at that point.

In a similar vein, some teachers wanted more information upfront about their refugee students. They felt they had little background information on the children who were in their classes. They felt they could have done their jobs better had they had the information before the student arrived. Julie revealed,

It would just be nice to know a little more about the students because they are coming from a completely different environment and you know I just look at a name on a roster and welcome them in but it would be nice to have some information about them.

She discovered that one of her refugee students had a disability; "it would have been nice to know at the beginning of the year so that I could've put him right up front and been more aware of that." Jackie agrees that she would have liked some more information upfront possibly from her ELL teacher if available.

I asked the ELL teacher, but it wasn't forth cut, but upfront. And maybe you don't do that. I don't know. Like I said I'm brand new at this so maybe you don't give all that information but as a classroom teacher that would have been nice to know, saying oh by the way, she's never seen a pencil, so she's never been in school, she doesn't know what school is, she doesn't know any of these things we do...

There is still some turmoil voiced here and lack of ownership in finding the background information herself. This teacher feels like she is on her own to address these new and complicated needs.

The heart of this issue is really positive communication of expectations. Teachers need to feel that they know what is coming, what is being expected of them and how to address the expectations, particularly if they are new to the situation. Perhaps positive communication on the part of both the ELL teacher and the classroom teacher would aid to the clarity of expectations.

Teachers Desire a Dialogue About Their Practice

Teachers discussed feelings of support or lack of support coming from the district. Miranda answered the question honestly when she said, "On a good year, I'm able to bring some of my ideas to the table and the school will say hey, that's a really good idea. We would like to support you in that effort."

Other teachers felt confused about their feelings of support as voiced here by Monica,

They, I don't, I mean I'm supported by the teachers 100%. I don't know if they have. They don't really have a system in place to talk about that. I'm not talked to by the administration, you know, the staff, we don't talk about. I mean and we have our PLC time where we could, um where we could talk about any time we are having a difficult student but what's going on at home with so and so. We have that time as a staff so I would say, the best support system is the other staff members who have been doing this for a long time, not necessarily on an administrative level, there's not really any talk about what involves, what there is involved with teaching a refugee student.

Monica says that she feels supported though there is no system in place to discuss it and so they don't discuss it. There is however, district allotted collaboration time to dialogue with teachers and where professional development can be requested. This is certainly not a voice of confidence in the amount or type of support offered by either school or district.

Several times teachers reported wanting to see more dialogue and planning when addressing the needs of this diverse population of students. Miranda reveals that "there is no dialogue about the needs of the program and the mission or the future of the program and money available to support the efforts to secure a future." Teachers reflected that there currently is no dialogue happening, but that indeed there must be if we are to develop our programs in a way which effectively addresses the needs of our population by looking at programs that are successful. Marci advocates that,

We have to keep questioning and to be pushing ourselves and not trying to go back to some model that didn't work... So I'd prefer that we be forward thinking

and I don't have the answer to that but we have to keep asking the question and we have to, if there are places where it is working, let's take a look at it and try to learn from that or pick the best pieces. But if things aren't working, don't keep doing it.

Teachers Recognize a Conflict of Culture

We as teachers come into education with our own set of cultural beliefs along with the cultural capital we have inherited growing up in this country. Peter McLaren discussed the fact that teachers often privilege students whose cultural capital is similar to their own (1997). Often times these cultural beliefs conflict with others from different parts of the world, as it did for Mindy in trying to organize a family activity night and not getting the turnout she expected. She said,

But in hindsight I didn't know that was going to happen and so I might have tried to reach out to them more through phone calls or something. I just remember thinking you know we've got to do something. We've got to get these parents involved and comfortable coming here, and meet their kid's teacher and learn about what they are learning in school.

We must remember that our system of education, along with our cultural norms may vary drastically from those of the refugees we are serving. This cultural conflict is evident in Michelle's discussion of western versus home medicines. Michelle says,

You know in the way they had always done and not understanding why they can't do that here. Or why we are telling them, don't give them that home medicine because we don't know how that home medicine is going to do with the actual

medicines. Um so it's just them doing what they've known for so long, has helped them cope. Us not necessarily understanding that and them not understanding the resources we have here so they no longer have to do that.

These differences must be addressed openly if we are to move past them. One must not be taken as correct and another incorrect. We must find balance between the cultural norms so that we are able to educate in harmony.

Miranda had an experience with a family where she was discussing a child's behavior with the family and the father said to her

You are the professional; you know you have a behavior problem, you have this problem, you have that problem. You are the professional, why are you asking me? I was a truck driver. Actually somebody said that to me once. What do we do about your son? I'm a truck driver what do I know?

Students come to school from different cultural backgrounds including norms about the way families regard teachers, teachers' expertise and responsibilities. This vignette encompasses that cultural difference. On the contrary, often we as American teachers feel the parent has an equally influential role into the behaviors of their child as indicated in this sentiment from Mindy,

Um I think the hard part too, is the lack of parent support, or its not lack of they just don't know what to do and so maybe there could be more resources for parents or different things parents could do to help their kids if they are having issues in the classroom.

Here, Mindy's initial reaction is that the parents are not doing their job, possibly as she adds because they don't know how or don't have the resources. Perhaps parents see these behavioral concerns as needing to be addressed by the teacher as the professional.

Feeling Overwhelmed Is an Outcome of Participants' Context

Less efficacious teachers often outright admitted to or alluded to feeling overwhelmed in their effort to address the needs of refugee students. This feeling of being overwhelmed stemmed from a number of things like: lack of support for teachers, "I would love to see our district do more if we're going to accept these students into our schools, we better support our teachers" argued Julie; large numbers, "It is just that there are so many here and I think that is the difference too. And it's just such a huge span with so many," volunteered Jaime; and brand new students, "at first I was just like, what do I do? I don't know what to do!" admitted Jim. Each of these feelings ties back into feelings of being overwhelmed and not having the tools needed.

Two participants talked about feeling overwhelmed because of what they want to do versus what they feel they are able to do. Jaime admitted, "I love the students and I would love to be able to come in and feel supported rather than overwhelmed." Jim seconded this sentiment when he talked about having a brand new English speaker,

You know and I had to kind of figure it out as I went, how, what kind of activities I could do with her because I still have 25 others and you can't, in my group this year there was a little bit more of a management challenge for me this year so I couldn't work with individual small groups independently without having to put out fires.

Jim adds, “I like the diversity that it adds; it’s just that I feel bad.”

Less Efficacious Teachers Reveal Feelings of Isolation

Jill openly admits her feelings of isolation when she says,

But um, I think the administration and other teachers are good support if I need it, but I’m down here in the basement, kind of teaching my own thing. I’m kind of alienated as it is, you know? I mean not purposefully but that’s the way it is as a music teacher so...

Here Jill discusses feeling physically isolated. Other teachers reflected feelings of isolation through not feeling supported. Perhaps this perceived isolation may be a product of the passive nature of the participants. I use passive because at no point was I able to document teachers advocating for more trainings or support.

While All Teachers Reported Empathy, Only Highly Efficacious Teachers Had Positive Relationships with Refugees

Regardless of how teachers scored on the efficacy survey, high levels of empathy were reported in interviews. However, highly efficacious teachers described positive relationships and direct experiences with refugees while less efficacious teachers did not. Walker et al. (2004) found teachers who have had positive experiences with ELLs appear to feel a sense of self-efficacy in being able to make a difference in an ELL student’s education (p. 153). Tse (2001) supports that teachers who hold negative, racist, or ethnocentric views of English Language Learners or who buy into the cultural stereotypes, more often than not, fail to meet the academic and social needs of the students.

It is the relationships that we forge as teachers each year that tells our students we care for them and their education. Teacher participants that reported high levels of efficacy also spoke much more of their positive relationships with their refugee students. They were also more likely to have had an experience that they would go back and change. A perfect example of how building relationships pays off is this one given by Mary,

And but what I noticed about him, was that because I had him a couple years ago I noticed that we had, he was respectful to me and he would do things for me and he wouldn't get that chip on his shoulder with me and he would turn around. And (the other teacher) tried to deal with him and said oh that kid is just rude because she didn't have that relationship with him and that was really like whoa, very different behavior toward me than toward her.

Often times these relationships begin in the classroom but cross over to experiences outside the school building and into the home and life of the student. In fact, all of the highly efficacious teachers interviewed highlighted the importance of creating that family connection with their students. Even teachers who felt they needed help in making that home connection saw that there was a need like Misty who said, "You know it's I could just very much see that and so that's what I wish we could do better is strengthen that out of school connection." Conversely, participants reporting lower efficacy scores often found it difficult to describe a specific positive or negative (learning) experience with a refugee child or family. Mary said,

I'm trying to think of what beyond that (experience) has really helped me and you know it's trying different things, working with them, going into the homes and

knowing what their homes are like, uh talking to the parents about their needs, but for the most part its, each kid you start working with them, you kind of get a sense of where they are, you start here and something doesn't work, you try something else.

The following table charts the amount of participants in each category that discussed the subthemes.

Table 4.7 Theme 3 Tally Chart

	Highly Efficacious	Less Efficacious
Personal experiences with refugees are a major influence on one's efficacy.	7	0
Highly efficacious teachers reflect compassion.	5	2
Additive vs. deficit approaches to teaching refugees	5	6
A collegial environment is paramount to feelings of support.	6	5
How does school fit into the realm of student needs in the community?	4	2

Personal Experiences with Refugees Are a Major Influence on Ones' Efficacy

As mentioned earlier, participants who scored themselves high on the efficacy scale had more positive experiences with refugees than did those who scored low on the efficacy scale. Participants who reported being more efficacious also took more responsibility for making contact with the refugee students and families, often going outside of the school to further develop these relationships. It appears that the more one participates in life experiences outside of the educational setting the more they develop

an understanding of cultural differences and perhaps become more accepting of these differences.

Less efficacious participants talked more about refugees not initiating contact in the school setting. They left it up to the student or family to become involved with the teacher. Sometimes teachers spoke of cultural misunderstandings perpetuated by a lack of communication as in the case of Jill. Jill described an event where a refugee student of hers had gotten into trouble in orchestra because she was taking her instrument home to practice. This student's little brother had gotten hold of the instrument and done some damage. The orchestra teacher warned that she would have to pay for any damages as so the student's mother would not allow her daughter to bring the instrument home anymore since they did not have the money to buy it. The student did not tell her teacher that she had not been taking the instrument home to practice but was soon found out. Jill wondered,

I don't know why the mom didn't make sure that the younger siblings just stay away from it. But then that could be because it's the male child or I don't know. So finally we got that solved, but ya that was kind of surprising to me. That was kind of difficult because there was a communication issue where you know and probably cultural as well.

Because our refugee students don't necessarily have the same background experiences, it is pertinent that we communicate effectively with families as to avoid experiences like this. This also gives credence to all teachers being trained in these ways because it is not only the classroom teachers who teach refugee students.

Other times, less efficacious teachers may not have understood the intent of her students. We see this with Jill as she is recalling the event where she,

Had one of my students invite me to her sister's wedding reception, I don't know. I go I don't even know your sister. But you should come. It'll be fun. And I'm going I don't think so. I kinda went oh thanks; that's real nice.

Her choice of response may have invalidated that student's perception of closeness. A more efficacious teacher may have probed the student more in order to determine the cultural piece behind an invitation of this nature. Jackie explains that she has minimal contact with her refugee families when she says, "The families do not come around. I've not met the families. They don't come around a lot." A more efficacious teacher may have tried to contact the families through an interpreter or talked with the child about inviting the parent into the school.

Other teachers have discussed developing relationships because of the attributes or willingness of the child as in Julie, "once they pick up enough English they can share with me," and Jim, "Her sister is kind of she is a little bit different and a little more challenging. And so I have had a lot of experiences with my little girl from Jordan. But she is a positive, gung-ho person so it's not just really challenging to get things out of her because she's very eager." Again this puts emphasis on the child instead of the teacher as facilitator.

More efficacious participants have so many positive experiences that it is difficult for them to share one specifically as in the case of Misty, "So I have numerous... and it's just fun and I take them home sometimes," and Miranda,

Let me lump them all into one because I can certainly tell you really great funny stories that have to do with making that human connection in terms of language or culture. ...A bond is created when there is understanding and everyone laughs. It like when we can start telling jokes with each other.

Other times the experiences go beyond the classroom where the student sees the teacher in a different context as was described by Marci,

I mean I see so many of the kids from my school because our kids from Ash Street go to the Fred Meyer grocery store where I go and so I see them over at the shoe shop, riding through the neighborhoods on their bikes. I see them not just here and they always kind of catch themselves when they see me not in the school environment and then it's really fun, that part of it.

Misty supported this when she said, "I have one little girl who is a ninth grader now and still calls me and invites me to her birthday parties."

Highly Efficacious Teachers Reflect Compassion

One aspect of forming positive relationships with students that was found present in efficacious teachers was that of empathy and compassion. This characteristic emotion manifested itself in different ways often taking the form of trying to make students as comfortable and engaged in their learning as possible as told by Mindy, "I think just one of my major strengths is compassion for them and um I feel like I am able to get to know them and make them feel comfortable so it makes it easier for them to learn new things."

Some teachers modeled compassion through their willingness to address the emotional needs of the child first as in "So I guess trying to meet the social-emotional

needs and the survival needs.” Here Marci recognizes that students come in with a diverse set of needs beyond the academic needs that we as teachers are held accountable for addressing. It is a constant juggling act to be able to address these needs simultaneously. She adds the importance of creating a safe space for students who are struggling to find their place in the context of school. This is evidenced when she talks about how

there is always going to be a place at the table for them. It doesn’t matter, you know today happens, the hour happened, you know whatever happened and maybe it didn’t go so well for them or maybe it wasn’t a great experience, but there is always a place at the table.

This quote tells so much. Not only does it show how she is able to create a trusting and nurturing environment where her students feel safe, but it also reflects an additive approach to teaching refugees as I will discuss further in the section to follow.

Mary shows her compassion through paying close attention to each child, constantly reflecting and changing approaches.

You know I think a lot of loving, caring attention. The kids have to know that you care for them and that you pay attention to their moods and you try to read them, probably more than the kids that have fewer needs and so as you’re reading them, you’re anticipating, you read them as they come in the door and throughout the class and you also think about how you present things and the material you’re presenting because there are things in the materials that might trigger a flashback.

Yet some teachers like Mindy value the golden rule and simply do for others as they would want done for themselves. “Um I am able to kind of put myself in other people’s shoes easily and if I were coming into the country, I would want certain things and I feel like I can do that for other people.”

Additive vs. Deficit Approaches to Teaching Refugees

How we approach children reflects the ideologies we carry and the experiences we have had. There is no way around this fact. We are biased by our backgrounds, by our political beliefs, by our religious beliefs, our income levels and even by our philosophies of teaching. As teachers we cannot help but carry these biases into the classroom with us. Throughout the data analysis, two types of thinking were revealed, an additive approach to teaching refugees and a deficit approach to teaching refugees. This may sound simplistic; however, it is indeed very complex. No teacher is solely one or the other, all or nothing, good or bad.

An additive approach might define diversity as embracing or getting to meet the challenges offered by refugees, whereas a deficit approach might refer to an us-and-them model or a zero model where children start with nothing. These approaches are often evidenced through our language and attitudes to and about the children we teach. They may also take form in stereotyping, assuming, or generalizing.

In terms of teaching refugees, in a deficit model, students start with no language or no knowledge. When talking about new refugee student Jackie admits, “she had *no* language when she came either so it was very difficult, very, very difficult.” Certainly our meaning is not that the child comes to us with no concept of any language, however, a deficit way of thinking assumes that because a child does not know any English or has

limited English skills that they have no language. Another example of deficit thinking as evidenced in Mary's quote denotes that the student though having no formal schooling came with zero skills. "The brand new beginners are more of a challenge because they, especially when they come from a zero formal education background, when they are coming to me with *no* skills whatsoever." Again, as a teacher professional, I don't think if I asked this participant if she felt the student had absolutely no skills she would agree. She might clarify that the student had very few skills that prepared her or him for American schools. Other language used to address our refugee students can also model deficit thinking, though much more subtly. Take Jill's quote here for an example. "But to come here and meet kids that speak languages I've never hear of is *actually* kind of cool." This language assumes that most people might not agree that having new languages in their schools would be cool. Sometimes the way we speak to and about each other as professionals and also the way we think about meeting the needs of our students, models this deficit way of thinking as well. Jackie models this when she says,

You know they attend ELL class, they go like 45 minutes. You know the one little girl I was talking about, she goes a little longer because I made sure of that. I kind of said you know, is there any way she could go longer because she doesn't fit into our leveled reading groups? You know she's not able to do this. So finally I was able to *persuade* I guess is the, not the right word but to get the ELL teacher to understand that you know that she's not...

When we think and communicate with each other in this way, our students pick up on our attitudes even if they are not yet able to understand what is being said.

When we generalize or make assumptions about our students because they fall into a particular category, we dehumanize them, taking their individuality away from them. “I found most of them, they are fairly, they want to learn and they are eager to learn and appreciate a lot more than the like the *normal* students that live here” admitted Jim. This generalization does not appreciate the identities of each child and it makes refugees sound as if they are *not normal*. When discussing strategies to help support teachers of refugees, Monica offers, “any written, like even a packet of information on refugee students especially for someone who has never taught them before because it is a different dynamic... information about *typical* behavior and um would be great.” Again, this generalization places all refugees into the same category and assumes that they will all act in the same way under the same circumstances.

There are those less efficacious participants who discussed immigrants instead of refugees, sometimes aware of the differences and sometime unaware. Jim openly admitted his initial mistake upon hearing his school was to become an ELL site.

Well at the beginning of the school year we were told that we were to become an ELL school and we were told last year we were going to have all of the ... kids bussed here and so I stereotyped that. Well okay, we have a lot of Hispanic kids here already and so I stereotyped it as some Spanish speaking students.

Not so subtle as a deficit approach is Jamie’s experience in a discriminatory model of education where students are segregated based on their knowledge of English, their previous school experiences, and lack of cultural capital.

Well my gut reaction goes back to a model I had seen but I don’t know if that is a legal model anymore. I don’t know what kind of legality has come in with kiddos

that are new to country with that kind of scenario. But I know having that full, you know if they don't meet, that they if they haven't met these certain levels of social awareness, basic background of a cultural context, I know that that newcomers class, I didn't see such a huge, I didn't know, I didn't see such a huge... discrepancy.

While she felt students came into the regular education setting more prepared to be successful in school, the way she discusses the legality aspect makes one assume that she at least suspects that it is a deficit way of thinking. Conversely a more efficacious participant referenced our nation's history as a way of putting segregation of refugees into perspective. Marci argues,

I think we've figured out that segregating kids doesn't really work to their advantage, that whole idea of let's separate kids. In this country, we knew that didn't work in the 40s, 50s and 60s. So why Idaho thought it would work now, I don't get that. I think we have to keep questioning and to be pushing ourselves and not trying to go back to some model that didn't work. Magnet schools, you know, when you look at the magnet school model after white flight from the inner cities was going to bring kids back into schools and we were going to have magnet schools. Well that didn't work. So I'd prefer that we be forward thinking and I don't have the answer to that but we have to keep asking the question and we have to, if there are places where it is working, let's take a look at it and try to learn from that or pick the best pieces. But if things aren't working, don't keep doing it.

On the flip side, our language and attitude can also be used as a powerful motivator and relationship builder with our refugee students. An additive approach embraces students in a way that make them feel valued and accepted. I felt this approach more in the feeling behind the words than the actual words that were said by Marci.

You know I just always feel so *appreciative* of the kids that I get to work with. Sorry. And so last year I had some students, I always have kids who aren't really special ed. but they can fit in the groups I'm doing and because I'm working with kids who might need things at a different pace and differentiated at a different pace and so I get to have kids who are refugees.

She talked about meeting the needs of refugee students by taking them into her groups even when that wasn't necessarily part of her assignment. She also chose to use the word *get* as a way of showing that she felt lucky to be having these students instead of Jackie's approach where she persuades the ELL teacher to take them for longer or Rose's experience of placing them at a different school entirely.

Michelle talks about wanting to learn about her kids directly from the source as indicated through this comment. "You know I'd like to say we could learn more about where they came from, but then that in a way would take some of the learning out of it for us. So I wouldn't change a whole lot." Instead of having information given to her, she appreciates the learning that takes place while meeting with families and getting to know the child. Misty seconds this idea of the importance of getting to know students when she admits, "I have always tended to, that is my strength, my relationship with the kids and I have kids that come back forever." It is evident by her kids returning years

after they have left her class that they knew they were cared for and valued by this teacher.

More holistically, Marci addressed how refugee resettlement brings diversity to our local community in a way that changes us when she said,

We have some people here who are from other places and we have people who will bring and change us. You know they'll bring us along in ways that we couldn't ever see so I'm grateful kind of on a bigger level.

A Collegial Environment Is Paramount to Feelings of Support

Overwhelmingly, the biggest resource available participants agreed, was other teachers and their school communities. Based on the survey data, there was a significant relationship between certain schools and preparedness meaning that certain schools had a higher number of well prepared participants. Interview data offers the possibility of collegial environments being one rationale. Marci gives the example of the school she is currently working at being extremely cooperative whereas this wasn't always the case in other buildings. She says,

We have a strong team here. I mean I don't do this alone. Aside from the paraprofessional that we have, I know that in my building I have administrators who support what we do. We have a school counselor that supports what we do. There's, I can go to my ELD teacher and ask for help and I do. And so I don't ever feel isolated. You know I might be the only person in my room with a group at a given time but I am not alone in this building. And I worked at another building and having worked in other buildings that could be different, so I think

that the tone in my building is really, makes me feel prepared because we are a team.

Marci reiterates this sentiment throughout her interview. Michelle agrees that her school has the resources and if by chance they do not she goes to the neighboring school that can help to fill the need. She says,

You know we don't have a huge ELL population anymore. We did, so we had ample resources to go to if we said hey, we have this student, new to the country, been the country for how many years, where do I go with them? You know we had so many nationalities that we had, an ELL teacher we could go to, a principal... But now even we go to our principal and she is in touch with Palm or with the district, you know. Now it's we go out to our neighboring school.

She discusses a collegial environment in both her own school and a partnership between her neighboring school.

One less efficacious participant discussed her feelings that the staff is still a support for her; however, she admits that they could address these kinds of issues during PLC time, but they don't really. Monica states,

They don't really have a system in place to talk about what... I'm not talked to by the administration, you know, the staff, we don't talk about... I mean and we have our PLC time where we could, um where we could talk about any time we are having a difficult student but what's going on at home with so and so. We have that time as a staff so I would say, the best support system is the other staff members who have been doing this for a long time, not necessarily on an

administrative level, there's not really any talk about what involves, what there is involved with teaching a refugee student.

The school may not have the same type of collegial environment, which likely adds to this feeling of disorientation.

How Does School Fit into the Realm of Student Needs in the Community?

In building relationships with refugee students and their families, an insight into their struggles is inevitable. Often these arise within the school setting and teachers then take on a number of different roles in addition to that of educator in order to meet these needs. For some educators who know the system of resettlement that may be somewhat easier, though as you will see in these discussions addressing these needs is typically messy. Quite a few of the participants talked about issues beyond education arising, such as health care concerns, trauma and emotional concerns, or linking parents with appropriate services. Often these teachers are questioning their role within the school and community and acting as a bridge to try to get the students and families the services they need. Marci sees that the key to addressing the needs of the student means sometimes addressing the needs of the entire family when she talks about the “need to help kids and families have services. Sometimes it's not just the student, it's the whole family.”

Others like Miranda talk about addressing the needs of families through building relationships with the resettlement agencies,

Now I've tried really hard over the years to develop relationships with the agencies so that when I call, one I don't call often because I know that they are

overburdened, but when I call that people know who I am and they kind of take me seriously. They know that I'm not wasting their time.

Though she works closely with the agencies, she still hopes that the community can engage in dialogue about working together to meet these needs:

I think we, I'm not sure why we aren't working more closely together as a community? I know we have made huge progress, but we are still very, very fragmented. It's like why am I having to look so closely into my student health issues? Where are the agencies? Where are their doctors? It's like why haven't those connections been made and be stronger? So I'm just looking forward to that. I hope that there will be more dialogue.

Still others like Julie recognize a need, but are not able to define it, and are likewise uncertain which resources would help.

Um I have one this year who I just love to death but she is blind in one eye and has her eardrum ruptured so she has limited hearing and mom seems overwhelmed at best with her children. They all have suffered from some sort of trauma, physical trauma and I don't know about the emotional trauma. And I don't know how we could have reached out more to her. But this girl has now been in the country just over a year and is just really struggling. And I just don't know if there are other things that are going on as well. And I don't um, I don't know how we can better help this mom navigate through.

Without the framework for knowing how resettlement works, teachers like Julie find it difficult not only to address the particular need, but also to know where to go for information and support.

Discussion of Hypotheses

There were two hypotheses based on multicultural teacher efficacy literature that I hoped to confirm in my study: that there would be a positive relationship between teachers' multicultural experiences and teachers' feeling of high self-efficacy because the more positive multicultural experiences, the more likely teachers will be to have a high sense of efficacy with regards to teaching refugee students. Conversely, I hypothesized that the majority of teachers would have low sense of self-efficacy in relation to working with refugee students and families because they have had little or no professional preparation or much personal experience and background in working with diverse populations. These hypotheses were indeed confirmed by both the quantitative survey correlation data and by interview data.

As described by the interviewed participants in this study, the themes surrounding teaching refugees are complex. However, it was confirmed that trainings and courses on both diversity issues and refugee specific issues help teachers to feel prepared and in turn efficacious in teaching refugees. Less efficacious teachers showed interest in these trainings; however, no teacher mentioned asking for these trainings in their allotted professional development opportunities. It was also confirmed that positive experiences, developing relationships, and adequate levels of district support are imperative to teachers' high levels of preparedness and efficacy. These findings will be discussed in more detail in the next chapter.

CHAPTER 5: DISCUSSION

In this concluding chapter, I begin with an overview of the study. I then link my study to the previous literature and discuss my findings. I then make recommendations for further research and identify limitations from my study. I conclude this chapter with a discussion of implications to be taken from this study.

Overview of This Study

The purpose of this study was to determine teachers' levels of efficacy, empathy, and preparedness in working with refugee students. I then sought to find out how these three constructs were related and what contributed to each of these constructs. I approached these questions through multiple means using surveys, interviews, and bi-monthly prompt responses. One hundred forty certified teachers at eleven different elementary schools were surveyed for their levels of efficacy, empathy, and preparedness. Teachers that scored highest in efficacy and lowest in efficacy were asked to participate further in interviews and bi-monthly prompt responses. This mixed methods approach revealed significant correlations, ($r=.647$, $P<.01$) between teachers sense of efficacy in teaching refugees and their preparedness levels. It also revealed a significant correlation between preparedness to teach refugees and the number of diversity ($r=.404$, $P<.01$), and refugee specific trainings ($r=.344$, $P<.01$), and courses taken ($r=.376$, $P<.01$). It also revealed a significant correlation between each of the efficacy subscales: Classroom Management ($r=.260$, $P<.01$), Instructional Strategies ($r=.260$, $P<.01$), Student

Engagement ($r=.235$, $P<.01$), and the number of diversity trainings taken. Interview data revealed that teachers' efficacy levels reflect their feelings of adequacy in meeting their refugee students' needs. Interview data also suggests that all teachers feel high levels of stress and conflict in their attempts to meet their refugee students' needs. Finally, interview data revealed that all teachers felt empathy towards their refugee students, though only the highly efficacious teachers reported positive relationships and direct experiences with their refugee students.

Link of Study with Previous Research Literature

In the review of literature for my study, I summarized previous research on teacher efficacy, empathy, and preparedness in teaching refugees and other multicultural populations. I also revealed gaps in research particularly on research dealing with teachers of refugees. Schooling can be an important experience in the integration of a refugee student into society in addition to helping students learn to navigate new social and cultural norms. However, there has been very little research on teachers of refugees, particularly as it pertains to their feelings of efficacy, empathy, and preparedness. A few studies have focused on the challenges that teachers of refugees face, though not specifically on these three constructs (Hones, 2002; Lee, 2005). However, overall little research has focused on how teachers and institutions have responded to the influx of refugee students (Arnot et al., 2009). "There is a need for further research on the extent to which these inclusionary models have affected most teachers' perceptions and classroom practices and their implications and impact are likely to have on the education experiences and achievements of asylum-seeker and refugee children" (Pinson & Arnot, 2010, p. 263). "Research about refugee children in the U.S. public schools is generally

under-studied in the field of education” (Roxas, 2010, p. 515). I sought to explore teachers’ perceptions of their practice and preparation in teaching refugee students. This study’s interview data detailed the challenges that teachers of refugees face and provides insight into the theme of stress and conflict within their occupation.

There has been some literature on the constructs of efficacy, empathy, and preparedness. “One of the major outcomes of our interviews with teachers was that they did not feel prepared to address the emotional stress experienced by refugee children” (Szente et al., 2006, p.16). This finding is supported by both my survey data as well as interview data and will be discussed further in the following section. Humpage (1999) found that teachers displayed a lack of cultural knowledge as well as a lack of understanding of refugee experiences and of the special learning needs of refugee students. Teachers of refugees reported feeling ill-equipped to respond to the challenges that the existing curriculum offered, and resources were reported to be inadequate to meet the needs of these students (Miller et al., 2005; Sangster 2001; Gebhard 2004). According to Goodwin (2002), refugee students enroll in schools in which many of their teachers have little awareness of the nature of their refugee students’ backgrounds and have been afforded little professional development or in-class support in working with refugee children. Yau (1996) on the contrary found that ESL teachers knew more than classroom teachers about refugee students’ backgrounds and needs. “The opportunity to engage in diverse classroom experiences seemed to help the students to develop respect for diversity, empathy for refugees, and confidence in their ability to teach students from other countries” (Walker-Dalhouse et al., 2009, p. 345). Hones (2002) found that teachers

became more compassionate and willing to work with refugee students when they gained knowledge about their backgrounds.

There however has been substantial research on multicultural teacher efficacy and preparedness. Research on teacher efficacy has shown mixed results with how well coursework and professional development experiences affect teachers' sense of efficacy, empathy and preparedness (Tschannen-Moran & Woolfolk Hoy, 2007; Wasonga, 2005; Walker et al. 2004; Wiggins, 1999). Darling Hammond (2000) identifies empathy as a key characteristic in being effective in urban diverse schools. "Research indicates that empathy has a host of beneficial effects on attitudes and behavior, whereas a lack of empathy has a host of negative effects on attitudes and behavior" (Stephan & Finlay, 1999, p.730). "Mainstream teachers who have never had training in working with ELLs often feel overwhelmed when an ELL is first placed in their classroom" (Walker et al., 2004, p. 142). "For even the most well-intentioned teacher, the experience of not knowing how to help an ELL can quickly turn negative (not to mention how detrimental the experience can be for the student)" (Walker et al., 2004, p. 142).

Discussion

Many of my findings support literature associated with teachers of refugee students. As identified in my findings, survey results reflect participants having overall average levels of empathy and preparedness to teach refugee students. Survey results indicated that my participants had much higher levels of efficacy than the norm population. This was also supported by interviews with participants. Interviews revealed that some teachers felt very prepared while others self disclosed that they felt extremely unprepared to teach refugee students. In all but one case, the teacher participants

interviewed had a clear and accurate view of their levels of preparedness. The one exception involved a participant who scored very high on the efficacy survey but admitted as the interview progressed that she was only as prepared as a first year teacher could be, indicating that she was perhaps not as prepared as indicated in her high survey score. Participants reinforced the idea that they are capable of being self reflective and accurately assessing their preparedness to teach refugees. Open dialogue on the part of school and district administrators with teachers can serve as an effective means for determining professional development and in some cases individualized professional development. That is, finding out exactly where teachers are lacking in preparedness may be an appropriate place to focus professional development opportunities. Based on the results from one hundred forty teachers taking the Preparedness to Teach Refugees Scale (PTRS), participants' highest rated subscale scores were associated with them wanting to have refugees in their classroom, which speaks to the construct of empathy. This willingness and openness to wanting refugees in their classroom was reinforced often throughout the interviews. Several less efficacious teachers mentioned having experience and training in working with ELL students but that refugee students offered different challenges that they were not prepared for. These teachers' comments make it clear that ELL training is not in and of itself comprehensive of the training teachers of refugees need. The PTRS subscales that received the lowest scores included teachers' capacity to identify and address the refugee students' emotional needs. This finding was supported by interview data as teachers talked about the difficulty of addressing some of the refugee specific needs particularly when so little about refugee's backgrounds was known. This finding is similar to that of Szente et al., (2006) who reported teachers interviewed felt

they lacked the necessary preparation to address the emotional stress of their refugee students. Clearly teachers are often in situations where they must help students address the emotional aspects of being youth in a school setting. Whether or not those teachers that reported feeling unprepared to address the emotional needs of their refugee students would feel the same way about addressing the needs of non-refugee students is unclear. However, their comments do give teacher educators and school administrators reason to ask if there is additional training that teachers of refugee students could request and attain. For example, would professional development for teachers of refugee students be beneficial if it were aligned to the training of social workers who are trained to recognize and address an individual's emotional needs?

Participant's responses on the Ohio State Teacher Self Efficacy Scale (OSTES) reflected that participants felt higher levels of efficacy for classroom management. However, data revealed that teachers felt most prepared to control classroom behavior and to establish a classroom management system while they reported the lowest scores on the subscale that considered their ability to craft good questions for their refugee students. While it is not uncommon to report differing levels of efficacy on various subscales, "Self-efficacy has been defined as a situation-specific construct" (Knoblauch & Woolfolk Hoy, 2008, p. 167). It is worth noting that pedagogical practice associated with asking good questions was reported by participants as lacking yet they indicated that the classroom environment as one of being in control is maintained. Perhaps an initial focus for educators is classroom control, whereas focus on effective practice, meaningful question crafting, in this case, takes a back seat. Noted educator and author Herbert Kohl

in his autobiographical text *36 Children* (1967) recognized similar phenomena and commented on its effect.

I was afraid that if one child got out of control the whole class would quickly follow, and I would be overwhelmed by chaos. It is the fear of all beginning teachers and many never lose it.... Thus one finds a phenomena in ghetto school of classes that seem well disciplined and at work all year long performing on tests as poorly as those that have made the fear and chaos overt. (p. 30)

All too often teachers' pedagogical inadequacies are addressed by enhanced classroom management training. Teacher training programs and administrators responsible for staff development must ensure that all teachers, especially those of refugee students are well versed in effective practice. Just as importantly, teachers must demand professional development that addresses the areas of struggle, including effective practice for teaching refugees.

According to the Interpersonal Reactivity Index (IRI), participants reported high levels of having concerned feelings for others and feeling touched by things observed. Though IRI data reported average levels of empathy, interview data supported that although teachers may not know how to address the needs of their refugee students, they wanted them in their classes and thought they were good additions to their schools. Compassion for refugees and the refugee experience was common throughout all the interviews, not only the highly efficacious teacher interviews.

Survey data revealed significant correlations between efficacy for teaching refugees and preparedness to teach refugees. This is consistent with previous research on multicultural efficacy and preparedness. Multiple studies (Knoblauch & Woolfolk Hoy,

2008; Peeler & Jane, 2005; Ashton, 1985) link teachers' sense of efficacy to both teacher measures of success and preparedness, and also to student success and preparedness. My interview data also supported that teachers' levels of efficaciousness was directly reflective of their feelings of adequacy in providing support for refugee students. It is not a reach to say that teachers are caring individuals who care about the well being of their students. It is thus not unlikely that in an open dialogue teachers can and will engage in discussion about what specific trainings and supports they need to better serve their students. It would serve teacher educators, policy makers, and school administrators well to engage teachers in this crucial conversation about specific professional development needs. It would also serve teachers well to request professional developments that target their specific needs.

This research showed a significant correlation between teacher's feelings of preparedness and the number of diversity and refugee specific trainings and courses in which they had participated. Approximately 30% of participants have attended five or more diversity trainings, 38% have attended one or two diversity courses, and nearly 50% of participants have yet to attend a refugee-specific training. Those teachers that reported high levels of efficacy also had high numbers of diversity trainings, which is consistent with previous research (Wasonga, 2005; Price 2002; de Jong & Harper, 2005) that states that trainings and courses help teachers to feel prepared to meet the needs of their diverse students. Teachers that reported higher levels of efficacy had trainings and courses that prepared them for teaching diverse populations. Teachers that reported lower scores in turn had fewer diversity and refugee-specific trainings and courses. The implications for teachers, schools, and districts here is huge. Specific trainings to teachers of refugees can

influence their efficacy and feelings of being prepared, thus teachers must request these specific trainings.

A significant correlation was revealed between levels of preparedness and teachers at particular schools. This tells us that some schools had a large percentage of highly prepared teachers while other schools had a large percentage of less efficacious teachers. One school in particular stands out because it was in its first year as an ELL school and participants from that school consistently in their interviews voiced a lack of preparation. Thus it seems reasonable to ask how staffing and staff development decisions were made and to seek to better understand the optimal mix of highly efficacious teachers necessary to positively influence less sure teachers of refugee students.

An interesting correlation was exposed between participants scoring high on the Perspective Taking subscale and age. There was no indication from the interview data that older participants held stronger empathy levels. Another interesting correlation was found between the Perspective Taking subscale and the Student Engagement subscale. Participants that felt better equipped to engage their students were also able to take other's perspectives into account. However, please note that the Perspective Taking subscale held an extremely low reliability and we should be wary of the results of that subscale. This finding reflects a teacher's ability to design engaging instruction based on their ability to put themselves in the shoes of their students. Professional developers may want to develop trainings that encourage discussion and forethought regarding perspective taking.

The themes that emerged from the interview data supported much of the survey data as already discussed. However, themes also emerged that were not apparent from the survey data. One key finding was that highly efficacious teachers have positive relationships with refugee students and their families. Highly efficacious teachers often spoke of their experiences with their refugee students and their families in contexts beyond the school setting. They spoke of positive experiences as well as learning experiences that they might do differently next time. Less efficacious teachers often found it difficult to pinpoint one specific positive experience and oftentimes they could not think of an experience that they would change. School administrators and teacher training programs may want to provide opportunities for teachers to interact with refugee families outside of the classroom, something that is just the opposite of many school norms. Teachers may also want to take advantage of opportunities to engage with refugees outside the walls of the school.

Interview data also supported that teachers felt superficial trainings did more damage than good. “Most teachers receive uninspired and often poor-quality professional development and related learning opportunities” (Hill, 2009, p. 470). Teachers reported feeling as if they only scratched the surface at trainings or were supplied with resources without receiving the training to use them properly. School administrators and professional developers may want to be conscious of where teachers are at in their educational backgrounds and experiences with refugees so that they are able to tailor their trainings to maximize teachers’ time and energy. As discussed earlier, teachers have been able to accurately reflect on their levels of efficacy, empathy, and preparedness. School administrators should consult their teachers on the type of

professional development they feel will assist them in better addressing refugee students' needs. Teachers should also advocate for professional developments that will assist them in their preparation to teach refugees.

Possibly the most interesting theme that emerged from the interview data was that of conflict. Regardless of the level of efficacy, all teachers talked about different stresses and conflicts that made addressing the needs of refugees very challenging. Conflict for less efficacious teachers centered largely on lack of communication between teacher and ELL specialist, teacher and district, or teacher and school administration. Unclear expectations for teachers were also a source of stress: expectations for self and for student. Coupled with not feeling prepared, these teachers were unsure of what was expected of them and didn't feel they had been communicated with and these things were a huge source of stress. Highly efficacious teachers often felt stress over not having the tools (time, money, personnel) to meet the needs of their refugee students, even though they felt personally prepared. Some teachers seemed to lack a sense of responsibility for gaining the trainings and support needed to create feelings of preparedness when teaching refugees. It is important to note the encouragement through this discussion of teachers to take ownership of their professional development opportunities so that they are able to maximize their efforts in teaching refugees. Stress is a real part of many jobs including that of effective and efficient educators. There are two ways to address stress, to change the environment or to provide an individual with coping mechanisms to combat stress. It may be helpful for teacher training programs and professional developers to assist pre-service teachers and teachers in developing stress management behaviors along with developing a mastery of effective pedagogy.

Recommendations for Further Research

The implications from this study are worth noting. Survey and interview data supported that teachers were able to accurately identify their levels of efficacy, empathy, and preparedness. Further research might address how these feelings of efficacy, empathy, and preparedness are displayed in classroom practice and how they in fact reflect student performance. Do high levels of these constructs reflect more impressive student performance? Further research might also explore correlation data between years of experience in working directly with refugee students and levels of efficacy, preparedness, and empathy. Highly efficacious teachers felt that direct personal experience with refugees to be their most potent tool for feeling prepared to meet the needs of their refugee students. It is likely that there is a positive relationship between efficacy, empathy, and preparedness and a teacher's years of experience working directly with refugees. Further research may also address the impact of ELL teachers with school-wide efficacy. Do positive relationships between ELL teachers and classroom teachers create more efficacious staff? Additionally, further research might explore effective programs in districts that are successfully and innovatively meeting the needs of their refugee students. A possibility may be to explore schools with large populations of highly efficacious teachers to figure out what aids them in becoming so prepared and efficacious. By studying what works, we may craft our strategies for addressing refugee needs more appropriately.

Limitations of this Study

One limitation of this study was the lack of teacher response to the bi-monthly prompt responses. Unfortunately, due the demanding nature of the end of the school

year, many teachers reported feeling too busy to complete these in addition to the interviews. Had I been able to financially compensate teachers for their participation, perhaps I would have been able to collect more of the prompt responses.

A similar limitation was the smaller response (80-90 responses instead of 140) to questions of diversity trainings, diversity courses, and refugee trainings. It is likely that there was confusion over what professional development opportunities constituted each of these. Next time, I would clarify and provide examples of each diversity trainings, diversity courses, and refugee specific trainings.

Perhaps the biggest limitation of this study was the low reliability of the empathy scales. The construct of empathy was not measured reliably and so the conclusions about empathy in relation to other demographics could not be accurately assessed.

Another limitation of this study is that it collected self-report data from teachers regarding their own feelings of efficacy, empathy, and preparedness. This study does not evaluate teachers' success in practice with refugees within the school context, though feelings of efficacy and preparedness are reflective of actual practice. There is always the chance, as we saw with our first year teacher, that the survey scores may not necessarily reflect teachers' actual levels of efficacy, empathy, and preparedness. However, the interviews helped to triangulate the data in a way that revealed the error in self-reporting.

Another potential limitation of my study is the context of my relationship with peer teachers within the school district. Teachers may have felt more or less compelled to reveal accurate information as a researcher within the district. However, every attempt was made to maintain a professional relationship as to avoid this possible limitation.

Conclusion

This study's findings offer potential implications for districts and schools as they are working to prepare their teachers for working with refugees. Refugees are a growing population particularly in growing smaller cities within the United States. Traditionally, many of these smaller cities have been primarily white, middle class. As populations become increasingly diverse, it is imperative that we prepare our teachers and schools.

One implication from my study involves access to and participation in meaningful diversity and refugee specific trainings. It is imperative that teachers request, have access to, and are encouraged to attend refugee specific trainings if they are to be teaching refugee students. Coupled with this implication is the design that these trainings come before the teacher has refugees placed in his or her classroom or school if possible. Ideally professional development that continues the refugee training after class assignments are complete may have an opportunity to individualize the professional development to meet the immediate needs of the teacher. In this study, several teachers moved to schools with refugees and though they often had backgrounds working with ELL students, they felt that they were not prepared to address their refugee students' needs specifically. Others taught in a school that became an ELL school, but received no preparation or background into what that meant and the lack of expectations for teaching ELLs made for a very stressful and difficult school year. If the district or school knows they are to become an ELL school or a refugee serving school, then prior and ongoing trainings should be mapped out. When teachers realize they will be working with a new population of students, it is imperative that they request trainings in order to be prepared.

Another implication from my study encourages positive relationships and experiences with refugee students and their families. Highly efficacious teachers reported having positive relationships and experiences with their refugee students and their families while less efficacious teachers did not. Creating an environment within schools and districts that promotes family involvement both in school and teacher and family interaction beyond school may be an approach to teacher preparation. By providing resources including financial support, encouragement, and time for educators to make home visits and to attend community events may assist in helping teachers better understand refugee students' lives. In addition, district administrators and teacher training programs should utilize opportunities to promote teacher and refugee interactions outside the typical school day and setting. Teacher must seize opportunities to develop relationships with the refugee students as often as possible.

Teaching refugees within the current context of traditional schooling can be difficult and stressful. Highly efficacious teachers felt stress not because they felt ill-prepared, but because they felt that they lacked support. Specifically they felt that particular students came with a host of needs that needed to be addressed but they didn't have the time for direct individual attention, nor the personnel to provide the attention in order to address the need. Less efficacious teachers also felt high levels of stress often stemming from their lack of preparation and communication in addressing the various needs of their refugee students. Thinking outside the realm of traditional schooling may benefit schools and districts in addressing this need. One way to address this may be rethinking the structure of classroom instruction, the way the school day is scheduled, and the use of support personnel.

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APPENDIX A

Recruitment Email to Principals

Dear Principals,

I am an ELL teacher at Koelsch Elementary here in Boise School District. I am also currently working on my dissertation through the doctoral program at BSU. I would like to ask for your permission to conduct research within your school in a study that I am conducting this spring semester, titled Teacher Efficacy, Preparedness, and Empathy in Working with Refugee Students.

Your permission would allow me to contact your certified teachers and ask for their voluntary participation. As a participant in this study, teachers will be asked to participate in an online survey. Teachers may be asked to participate in one 30-minute interview and to complete brief, bimonthly written responses to several prompts that I will provide. Privacy is a priority and no real names or leading demographic information will be included in the writeup of this study. Teacher participation in this study is solely on a volunteer basis and at any time, should they become uncomfortable with any portion of the study, they have every right to leave. There will be no monetary compensation for participation in this study, but their efforts will be greatly appreciated by the researcher. Participants will also have access to the results of the study upon completion.

If you choose to give permission for your teachers to participate in this study, more detailed information will soon follow as well as a schedule of events. Thank you for considering giving permission for me to conduct this research in your school. **Please contact me with a quick email granting permission if you so choose to support this study.**

Thank you,
Kelley Moneymaker

APPENDIX B

Recruitment Email to Participants

Dear Colleagues,

I am an ELL teacher at Koelsch Elementary here in Boise School District. I am also currently working on my comprehensive exams through the doctoral program at BSU. I would like to ask for your participation in a pilot study that I am conducting this spring semester.

As a participant in this study, you will be asked to participate in an online survey and two focus group sessions. You will also be asked to complete brief, biweekly written responses to several prompts that I will give you. Privacy is a priority and no real names or leading demographic information will be included in the writeup of this study. Your participation in this study is solely on a volunteer basis and at any time, should you become uncomfortable with any portion of the study, you have every right to leave. There will be no monetary compensation for your participation in this study, but your efforts will be greatly appreciated by the researcher. Participants will also have access to the results of the study upon completion.

If you choose to participate in this study, more detailed information will soon follow as well as a schedule of events. Thank you for considering participation in this study.

Kelley Moneymaker
Boise State University
208-854-5326
kelleymoneymaker@u.boisestate.edu

APPENDIX C

Interview Questions

Interview Questions

1. Do you feel prepared to meet the various needs of refugee students in your classroom? In what ways do you feel prepared? What kinds of things add to this sense of preparedness?
2. In what ways do you feel supported in your effort in working with refugee students? In what ways could you use additional support? How is this addressed at your site/school?
3. Have you had a positive experience with a refugee student or family? Please tell me about it.
4. Have you had an experience with a refugee student or family that you wish had gone differently? If so, what would you have changed?
5. Do you think refugee students have specific needs that are different from ELL or native English speakers? Like for example.... How do you address these needs?
6. Do you have anything else you would like to share with me?

APPENDIX D

Bi-monthly Prompt Response Questions

Writing Prompts

1. What are three things that you have learned about refugees or a refugee student in your class this week?
2. What are three challenges that you have faced regarding refugee students this week?
3. What are a couple ways that you have tried to tie in these learned ideas or challenges into your teaching lessons?

APPENDIX E

Ohio State Teacher Efficacy Survey (OSTES)

Ohio State Teacher Efficacy Scale (short form)

Teacher Beliefs How much can you do?

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

- (1) Nothing
- (3) Very Little
- (5) Some
- (7) Quite A Bit
- (9) A Great Deal

1. How much can you do to control disruptive behavior in the classroom?
2. How much can you do to motivate students who show low interest in school work?
3. How much can you do to get students to believe they can do well in school work?
4. How much can you do to help your students value learning?
5. To what extent can you craft good questions for your students?
6. How much can you do to get children to follow classroom rules?
7. How much can you do to calm a student who is disruptive or noisy?
8. How well can you establish a classroom management system with each group of students?
9. How much can you use a variety of assessment strategies?
10. To what extent can you provide an alternative explanation or example when students are confused?
11. How much can you assist families in helping their children do well in school?
12. How well can you implement alternative strategies in your classroom?

APPENDIX F

Internal Reactivity Index (IRI)

Interpersonal Reactivity Index

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate letter on the scale at the top of the page: A, B, C, D, or E. When you have decided on your answer, fill in the letter on the answer sheet next to the item number. **READ EACH ITEM CAREFULLY BEFORE RESPONDING.** Answer as honestly as you can. Thank you.

ANSWER SCALE:

A	B	C	D	E
DOES NOT				DESCRIBES ME
DESCRIBE ME				VERY
WELL				WELL

1. I often have tender, concerned feelings for people less fortunate than me. (EC)
2. I sometimes find it difficult to see things from the "other guy's" point of view. (PT) (-)
3. Sometimes I don't feel very sorry for other people when they are having problems. (EC) (-)
4. I try to look at everybody's side of a disagreement before I make a decision. (PT)
5. When I see someone being taken advantage of, I feel kind of protective towards them. (EC)
6. I sometimes try to understand my friends better by imagining how things look from their perspective. (PT)
7. Other people's misfortunes do not usually disturb me a great deal. (EC) (-)
8. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments. (PT) (-)
9. When I see someone being treated unfairly, I sometimes don't feel very much pity for them. (EC) (-)
10. I am often quite touched by things that I see happen. (EC)

11. I believe that there are two sides to every question and try to look at them both. (PT)
12. I would describe myself as a pretty soft-hearted person. (EC)
13. When I'm upset at someone, I usually try to "put myself in his shoes" for a while. (PT)
14. Before criticizing somebody, I try to imagine how I would feel if I were in their place. (PT)

APPENDIX G

Preparedness to Teach Refugees Survey (PTRS)

Preparedness to Teach Refugees Survey

none at all	very little	some degree	quite a bit	a great deal				
1	2	3	4	5	6	7	8	9

1. How comfortable are you teaching refugee students?
2. How prepared are you to identify the academic needs of refugee students?
3. How prepared are you to address the academic needs of refugee students?
4. How prepared are you to identify the social needs of refugee students?
5. How prepared are you to address the social needs of refugee students?
6. How prepared are you to identify the emotional needs of refugee students?
7. How prepared are you to address the emotional needs of refugee students?
8. How prepared are you to teach ELL students?
9. How much knowledge do you have of your refugee students' backgrounds so that you can effectively address their needs?
10. How much knowledge do you have of your refugee students' cultures so that you can effectively address their needs?
11. How knowledgeable are you of second language acquisition strategies necessary to effectively teach refugee students?
12. How skilled are you at implementing second language acquisition strategies necessary to effectively teach refugee students?
13. How well did the district sponsored staff development prepare you to effectively teach refugee students?
14. How well did the course work\experiences taken in the university setting prepare you to effectively teach refugee students?
15. To what extent are you knowledgeable of resources that can assist you in teaching refugee students?
16. To what extent are you able to access the resources that can assist you in teaching refugee students?

17. How prepared are you to assess refugee students?
18. To what extent do you feel you have adequate professional development resources for teaching refugee students?
19. Overall, how prepared are you to effectively teach refugee students?
20. If given a choice, how likely would you be to choose to have refugee students in your classroom?

Created by Investigators Moneymaker & Willison

APPENDIX H

Reflective Summaries: Less Efficacious Teacher Participants

Reflective Summaries: Less Efficacious Teacher Participants

All participants agreed that they did not feel prepared to teach refugee students. Differing experience levels and educational preparation.

Jill: Have some ELL tools and strategies, though didn't seem to know the difference in immigrant or ELL and refugee needs. She felt like she had support in the way of other teachers though she felt isolated as a music teacher. She felt like she could use support of classes to learn about ELLs and refugees and strategies. Several times she clumped all ELLs together and didn't give reference to refugees, assuming they are one and the same. Also she talked about ELLs as similar to students of poverty. She had some positive experiences with student however some experiences were hampered by cultural assumptions that differed from her own cultural lens. There was a distinct feeling of being unsure and not wanting to offend her diverse students. However she felt as if time to prep for these needs was not enough. She wanted a list of what to do or not do with different cultures. Overall she stated liking the diversity and needing more preparation, as long as it was a list and offered credits. "And it goes through waves where you have a lot of refugees and you hear a lot about it and then you don't and it kind of goes away."

Jamie: Has experience with ELLS though very little with refugees, also very little information about them although she was able to identify refugee specific needs: cultural and social. She doesn't feel the support of ELL because the district approach and she came from a district that used the newcomer class model and liked that. She felt like it gave those newcomers the support they needed before they entered the regular classroom. She openly stated that she doesn't feel prepared to meet their needs and there is a sense of overwhelmed throughout the interview. She states several times that her resource kids have the IEP and goals and yet her ELLs do not have anything like this. There is a lack of trauma informed practice though she isn't able to ask for this kind of training. She talks about using other students as a support for her refugee students. She did not have one positive experience to share but talked at length about the difficulty of communicating with families regarding school issues and medical issues. She mentioned having support from a cultural broker that aided in the communication and this was very positive for her. Overall she had a positive attitude towards refugee kids though she is overwhelmed and feels a lack of support. "And I know I feel the push of wanting the compassion for them to celebrate their victories and needs but at the same time, I do continue to feel the weight of expectations for the whole group of students that I have who are not in that situation."

Jim: Some experience with Spanish speakers but first year with refugees. He explains that he knew they were becoming an ELL school but he stereotyped or made assumptions that it would mean more Spanish speakers and he wasn't prepared for the needs of refugees. He identified cultural needs of refugees but he also lumped in a Korean girl whose family was in country for a year on a work visa. He also was freaked out by newcomer language needs that he had not been prepared for or had experience with. ELL support came for him 3 weeks in, and at that point he felt there was a severe lack of

communication. He felt that her learning program was extremely fragmented and most of her core instruction was coming from pullout groups and there was little communication happening between teachers. He felt that when she was in the classroom the other students were able to support her better than he was. He had some knowledge of SIOP and strategies for engagement. Scheduling was a difficulty with the large amounts of special programs and he would like to see a push-in model instead of a pullout. He was not able to provide one specific positive experience with a refugee child. He felt like he needed the classes and SIOP before the year started instead of mid-year. He wants information on things like: how to structure, what to do with ELLs the first few weeks, activities to allow them to acclimate into the culture etc. He plans to attend summer classes this year. His major concern is enabling the students by giving them too much. "And I like the diversity that it adds, it's just that I feel bad. That first month, I felt like the worst teacher in the world. The rest of my class is going bananas and I have to get them under control and but yet I am trying to figure out how to reach these kids."

Jackie: Jackie admitted that she was indeed not prepared, but that the district had offered no pre-preparation as they just became an ELL school last year. She sees a big difference in students who have been in school before and those that have not. Academic and language needs were her main focus. She talked of persuading the ELL teacher to take her new refugee student for longer each day because in second grade she was so far behind the others. She spoke of the student in a deficit model saying that she had no language before she entered school. She spoke of needing to know what her expectations should be for her refugee student. She had some SIOP support but that did not seem to influence her classroom practice through strategies. She supported her refugee student through having the other kids let he copy from them. She wanted to have better communication with the ELL teacher on what they were covering. She felt at a loss as to what to do with this refugee student. She had no specific positive or negative experience to share. She mentioned having no family connection and then backtracked a bit. She feels completely alone in her effort to teacher refugees.

Julie: Julie has a background in ESL though refugees have presented a very different set of needs. She talks about the emotional needs that are not being filled through the district and the trauma that is present with no programs to address it. She is very aware of the specific needs of refugees but is frustrated in that she doesn't know how to address those needs particularly with a student with limited formal schooling. She has a deficit thought process when thinking about refugees and it is apparent in the way she words things. She feels that having more information up front about her incoming refugee students would help and would also like to see the district provide refugee specific training. The only support she feels that she receives is through the ELL teacher on staff. She was able to give me an example of a positive experience with a student though she attributes much of the success of the student to the parents and the students' previous schooling. She would like more information regarding identifying ELLs with a learning disability. She feels somewhat defeated and unsupported by the district.

Jane: Jane identifies emotional needs of refugees though doesn't have the strategies other than listening and talking with other teachers to address these needs. She feels like the

collaborative school environment along with the physical resources provided by the school make them prepared. She has had access to SIOP and a refugee video that have helped her to have some background of her refugee students. She feels supported by her ELL teacher and the other teachers at her school. She feels like she needs more support in way of translators. Her positive experiences all center around her giving things to needy families, though she talks about wanting to give to the families that are most appreciative. She talks several times of students that are not refugees but rather immigrants. Most of the strategies she uses with her refugees are through trial and error. She is able to identify trauma needs in her refugee students though she does not know how to address these needs.

It seems like on many of these pink interviews, participants are very worried about meeting the academic needs of their refugee students. It is not that they are completely unaware of the emotional, social, cultural needs, but that academic needs are their one track. Those that identify emotional needs are not prepared to meet those needs and don't know how to address them. Some also do not have basic language development knowledge to facilitate activities to promote language learning. Many talk about the ELL teacher as their primary supportive resource and have ideas about how the district could better support its teachers.

APPENDIX I

Reflective Summaries: Highly Efficacious Teacher Participants

Reflective Summaries: Less Efficacious Teacher Participants

Michelle: Michelle has had some trainings and strategies trainings that make her feel pretty prepared to work with refugees. As an ERR teacher, she has the strategies and techniques for difficult populations, however she also feels like she has a lot of support in the way of resources, teachers, admin, her department, neighboring schools, resettlement agencies, strategies, cultural brokers, and ELL resources. Some difficulties have arisen because of the lack of knowledge of different cultures although, she wouldn't necessarily change that. "You know I'd like to say we could learn more about where they came from, but then that in a way would take some of the learning out of it. So I wouldn't change a whole lot." She looks at refugee students in a positive additive way. Her struggles and negative experiences have come because of misunderstanding or cultural conflicts largely centered around sped issues. She says the most apparent difference in her refugee students is their lack of exposure to schools and western cultures. She thinks diversity and exposure to other cultures is so important that she placed her own kids specifically in a diverse school.

Mary: Mary attributes her confident preparedness to her experience alone and believes that classes can't possibly prepare you as well. She makes an effort to build relationships with her student and their families and has learned so much through those experiences. She has a vast knowledge of refugees and refugee specific needs including emotional needs, trauma, reading the kids. She sees that refugees need more/ different support and tries to provide that. She often reflects on her practice and believes that with more time, she would be able to support the refugee community within her school that much better. She feels that she has the support of her staff and her admin. Relationships, she believes, are the key to her success. "They require extra effort, but it is rewarded."

Miranda: Miranda is confidently prepared she feels because she has put a lot of time and energy into getting the educational background she needs to be successful. She has experience not only within the confines of the classroom, but she also gets involved in other facets of refugee life, housing, medical care, finances etc. She feels great support from her family though not consistent support from the school or resettlement agencies. She feels able to support her students and their families by focusing on the whole picture. Relationships are an incredibly important part of her professional life. She feels like she could use support in the form of time, money and hands on deck, though those are not being addressed within her school. "No, there is no dialogue about the needs of the program and the mission or the future of the program and money available to support the efforts to secure a future." She is very focused on relationships and the human connection. "A bond is created when there is understanding and everyone laughs." She feels strongly that as the community looks toward the future, it is so important to work together in our effort to support refugees. "I chose the paperwork instead of the child and that was...a poisonous memory and it makes me incredibly sad"

Mindy: Mindy feel prepared because she has a strong educational background in cross cultural language development. She feels that her personality lends itself to compassion and making the student feel at ease. She feels supported by the internet, her educational

background, school personnel and the district. She feels like she could use some support with behavior issues and getting them back on track. She feels that there needs to be more resources for parents, some deficit talk of parents not supporting or not knowing how. There was little depth on her positive experience and had no negative experiences. She believes that refugees have different needs because the whole experience is new. She has reflected on ways to get parents involved though she is not currently working with refugees.

Marci: Marci feel prepared to meet the various needs of her refugee students though she admits that it important to address the emotional first otherwise there will be no change at the academic. "I can't make progress in an academic thing until I'm willing to address whatever the social-emotional piece is, however you want to define that and that really needs to come first." Ashe talks constantly of the importance of relationships and children feeling safe. "You know there is always going to be a place at the table for them." She feels support from her staff and admin, counselor, ELD teacher, and praises the school's collaborative community. She also feels like research is there to support her effort and questions. She feel strongly that more support is needed in time and people and interpreters. She has a very positive, additive approach to building relationships with students and their families. She believes in supporting the whole child and the whole family. She has an understanding beyond the behavior to the why of the behavior. She is able to connect students to supportive services. She is fully supportive and profoundly grateful of the refugee community. "We have some people here who are from other places and we have people who will bring and change us." She talks about the future of support for refugees in our community and the need to find things that work and not fall into models that haven't worked for years. She makes it clear that more staffing is needed because of the needs this population brings with them.

Misty: Misty feels like she is becoming more prepared each day. She feels her strengths are at adapting things and individualizing them and giving students the things they need for success. She feels supported by her ELD teacher and her Americorps. She would like to know more about her students' backgrounds but she does lots of home visits and is strongly involved with her refugee students. She has incredibly strong bonds with current and former students as evidenced by this quote. "That is my strength, my relationship with the kids and I have kids that come back forever." She has a positive, additive approach to refugees and building and maintaining relationships. She believes they are the best thing that happened to her school.

Monica: Monica is a first year teacher who feels more prepared on some days than on others. She has a strong background in her content area and in classroom management. She is supported by her mentors, educational background, staff and vice principal. She has had no refugee specific training and tends to lump refugees and low ses students all into the same category. She feels like it would benefit her to have a packet of information on typical refugee behavior which shows that she is not seeing the whole picture. She was not able to come up with an experience she would change.

In the yellow interviews, I have heard a lot of reference to experience being the best teacher and also to the collaboration that happens among staff adding to the overall sense of preparedness. Relationships are a huge piece that has come up over and over. Consistently it has been mentioned that the teachers need to support the whole family and child in different ways. There is a theme of just getting started in the process of building a supportive community, and that there is work that needs to be done. These teachers seem to have taken their preparedness into their own hands to a certain degree and place high priority on meeting students' and family needs.

APPENDIX J

Demographic Survey

Demographic Information Survey
Boise State University
PARTICIPANT INFORMATION

Demographic Information

1. Age: 21-29 ____ 30-39 ____ 40-49 ____ 50+ ____
2. Gender: Female ____ Male ____
3. Ethnicity: African American ____ Native American ____ Asian ____ Latino ____
Caucasian ____
4. Description of type of community of the primary location you grew up: Urban ____,
Suburban ____ Rural ____
5. Highest degree of college education earned: B.A. or B.S. ____ M.A., M.Ed. or M.S.
____ Ph.D. or Ed.D. ____ other ____
6. Number of multicultural or diversity courses _____ multicultural or diversity
trainings _____ refugee trainings _____
7. Languages that you speak fluently other than English:
8. Please indicate your socio-economic status: Lower ____ Lower Middle ____ Middle ____
Upper Middle ____ Upper ____