

21st Century Teacher Education Research: Challenges, Opportunities, and Emerging Models

Preparing Teachers for the Growing English Language Learner Population

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The Challenge...

Title 1 mandates that school report assessments and be held accountable for “protected classes”

Title III requires schools to measure and improve students’ English proficiency

***"In terms of resources, the shortage of teachers in High-LEP schools with experience, adequate academic preparation, and appropriate credentials poses the most significant problem for LEP students"* (p. 16).**

**Who's Left Behind?
Immigrant Children in
High and Low LEP Schools**
(Cosentino de Cohen, Deterding, & Clewell 2005)
The Urban Institute
Washington, DC



Observations

- Rising immigrant and LEP population
- Disproportionate representation in special education (SE)
- Increasing demands on meeting NCLB requirements for LEP and SE students
- Growing shortages of ESOL, special education teachers, and related service personnel

Observation

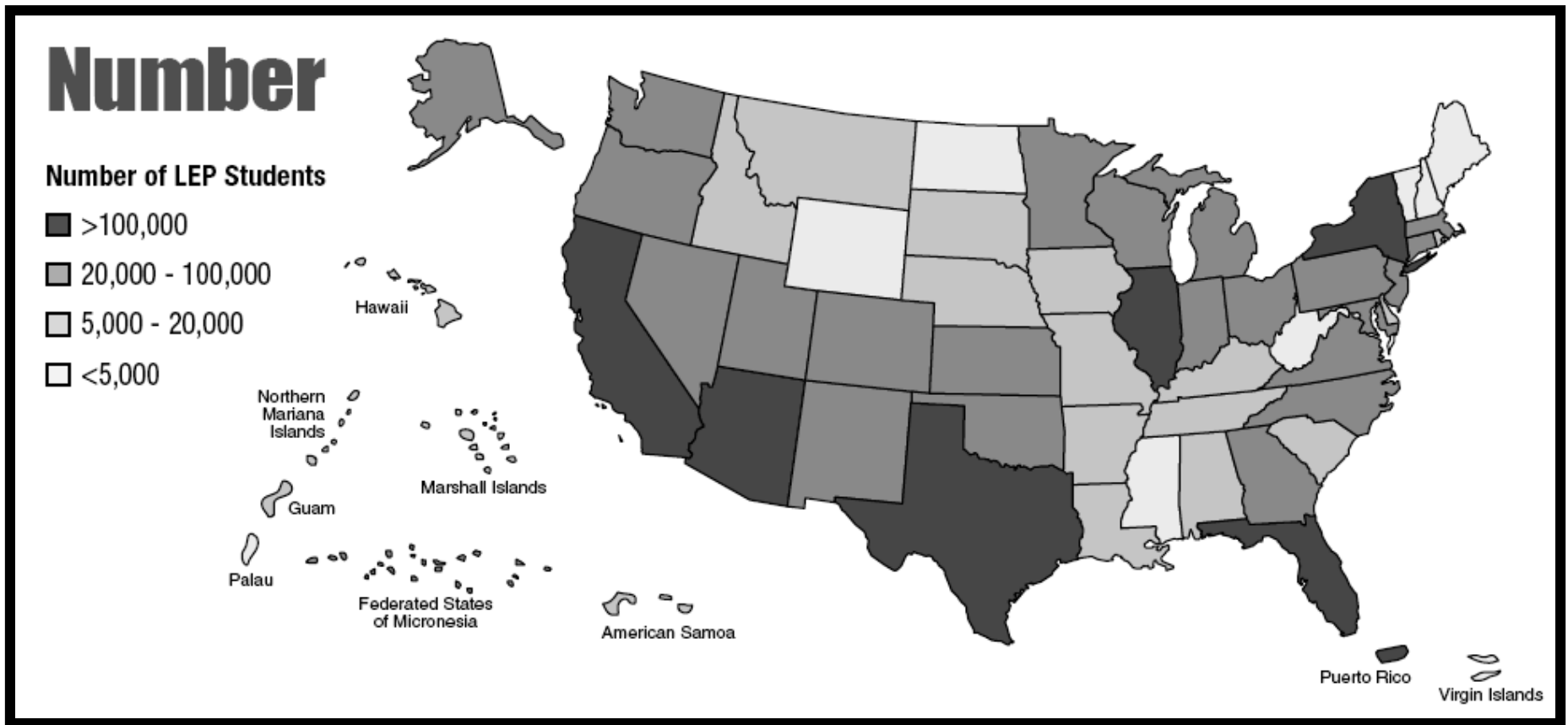
- We are lacking in a research base for the combined field of English-language learners with disabilities (Gersten & Baker, 2003; Ortiz, 1997).

Growth of LEP

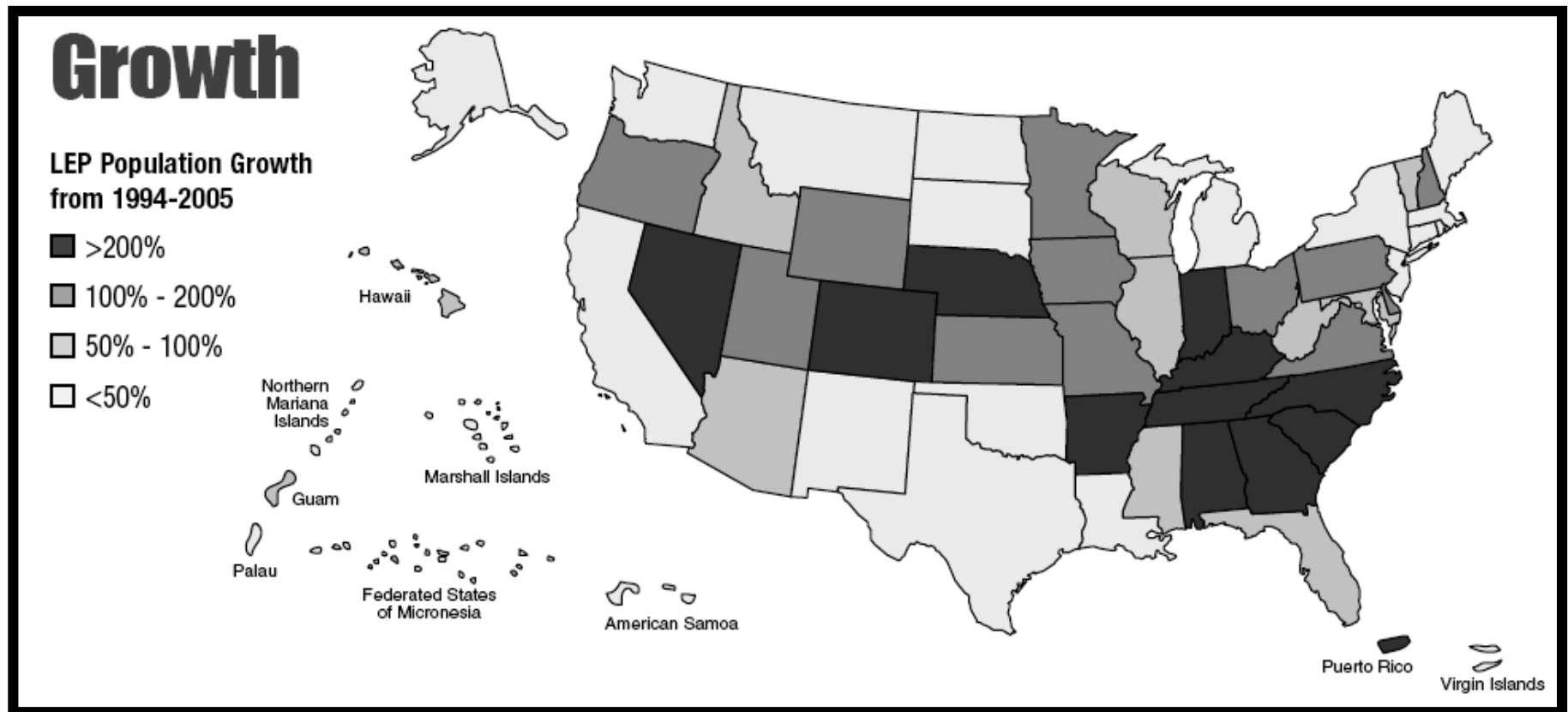
- Limited English proficient students are also known as English language learners.
- There are 5.5 million ELL students in U.S. public schools who speak more than 400 different languages.
- Eighty percent of ELL students speak Spanish as their first language.
- Under Title I and Title III, NCLB provides more than \$13 billion (FY 04 funding) for English language acquisition and academic achievement.

<http://www.ed.gov/nclb/accountability/schools/factsheet-english.html>

High immigrant states may be prepared...



New destination states may not be prepared...



LEP and Special Education

HOPSTOCK & STEPHENSON, 2003

- SpEd-LEP students represented **7.9 percent** of the overall LEP population, while **12.4 percent** of all students were reported in special education
- LEP students in special education ranged from 0.0 to 17.3 percent
- The E&S Survey counts specific learning disability, emotional disturbance, developmental delay, mild retardation, moderate retardation, and severe retardation
- The E&S Survey did not ask for counts of LEP in speech and language impairment category, which in the Descriptive Study was the **second most common category for SpEd-LEP students.**

LEP/Disability Interface

E&S Survey: Individual School Report, 2003

Disability Category	Percentage of All Students	Percentage of All LEP Students
Mild retardation	0.9%	0.3%
Moderate retardation	0.3%	0.2%
Severe retardation	0.1%	0.2%
Emotional disturbance	0.9%	0.2%
Specific learning	6.1%	4.7%
Gifted & Talented	6.4%	1.4%

Preparedness of the Workforce

State	Total number of public school teachers	Taught students with an IEP	Teachers with IEP students who had 8 or more hours of training in the last 3 years on how to teach special education students	Taught students with LEP	Teachers with LEP students who had 8 or more hours of training in the last 3 years on how to teach LEP students
50 states and DC	2,984,781	82.0%	31.0%	41.2%	12.5%
South Carolina	43,721	77.0%	17%	29.3%	2.4%
Florida	127,879	81.5 %	36.7%	50.9%	34.9%

School and Staffing Survey (SASS, 2002)

Shortages of Highly Qualified Teachers

- Teachers in High-LEP schools are typically less qualified
- Teachers in Low-LEP schools lack the training

Challenges for Preparing Special Educators and Related Services Personnel

- Adding courses to an already full curriculum
- Infusing content into courses without trained faculty
- ESOL or Bilingual orientation

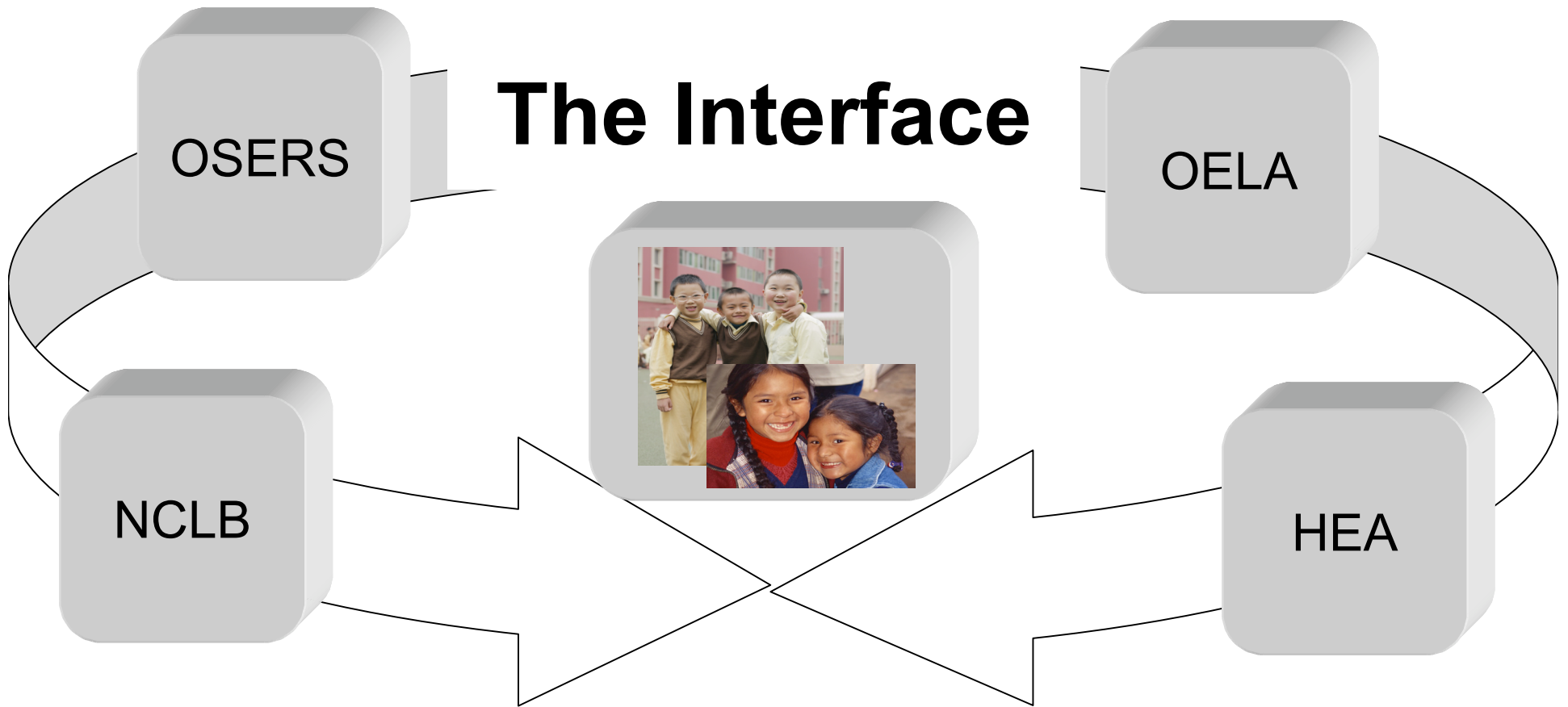
ESOL/ESL Preservice Training

- Available in fields of:
 - Education
 - English
 - Foreign languages
 - Linguistics
- Sample Requirements:
 - Methods of teaching English to speakers of other languages (ESOL)
 - Testing and Evaluation for ESOL Teachers
 - Cross Cultural Communication and Understanding for Teachers
 - Curriculum and Materials Development in ESOL Programs
 - Applied Linguistics and Second Language Acquisition

Promising Resources...

- **Bueno Center**
 - <http://www.colorado.edu/education/BUENO/>
- **The National Center for Culturally Responsive Educational Systems (NCRESt)**
 - <http://www.nccrest.org/>
- **Center for Research on Education, Diversity and Excellence (CREDE)**
 - <http://www.cal.org/crede/>
- **Center for Applied Linguistics**
 - <http://www.cal.org/about/index.html>
- **National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs**
 - <http://www.ncela.gwu>

The Interface



¿Dónde vamos nosotros de aquí?

Where do we go from here?