

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

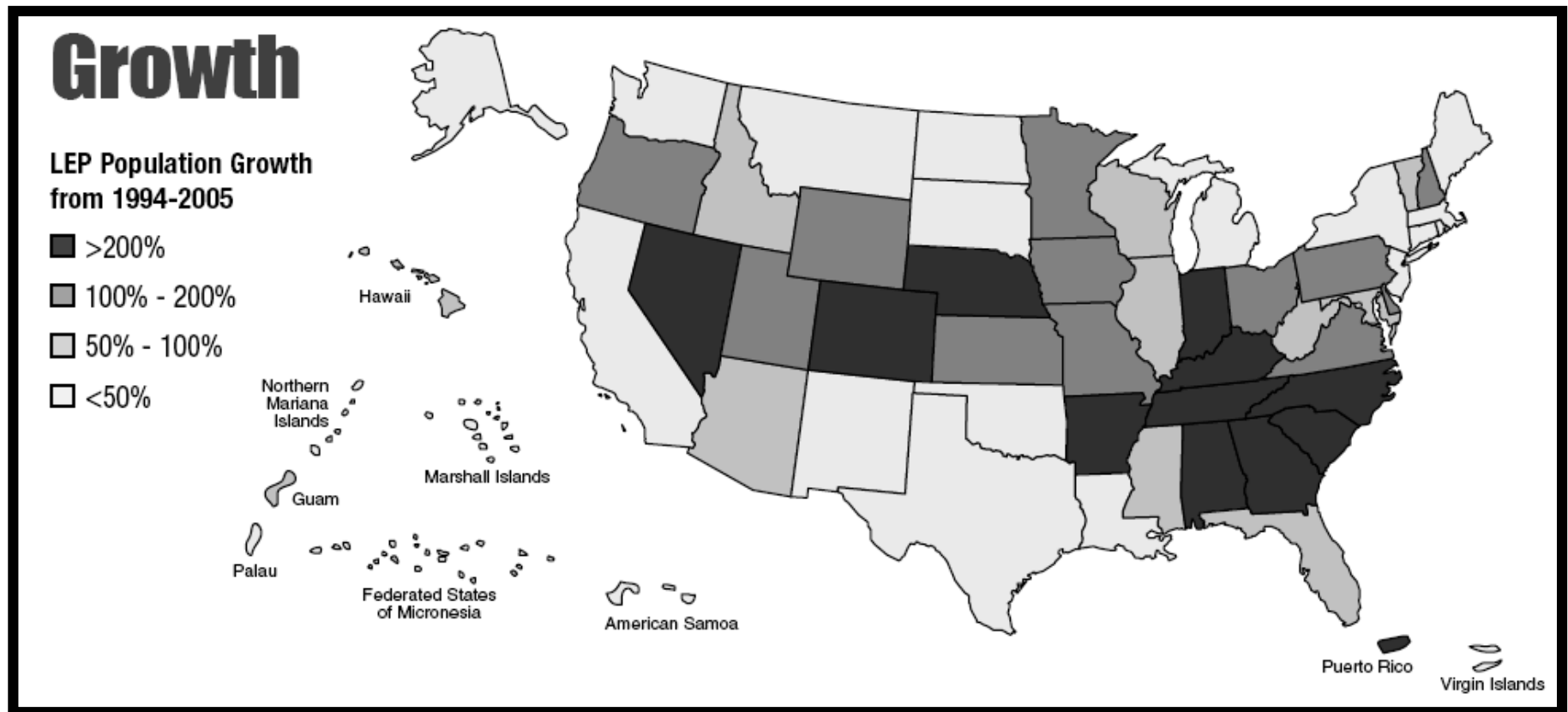
- We are lacking in a research base for the combined field of **English-language learners with disabilities** (Gersten & Baker, 2003; Ortiz, 1997).

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>

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

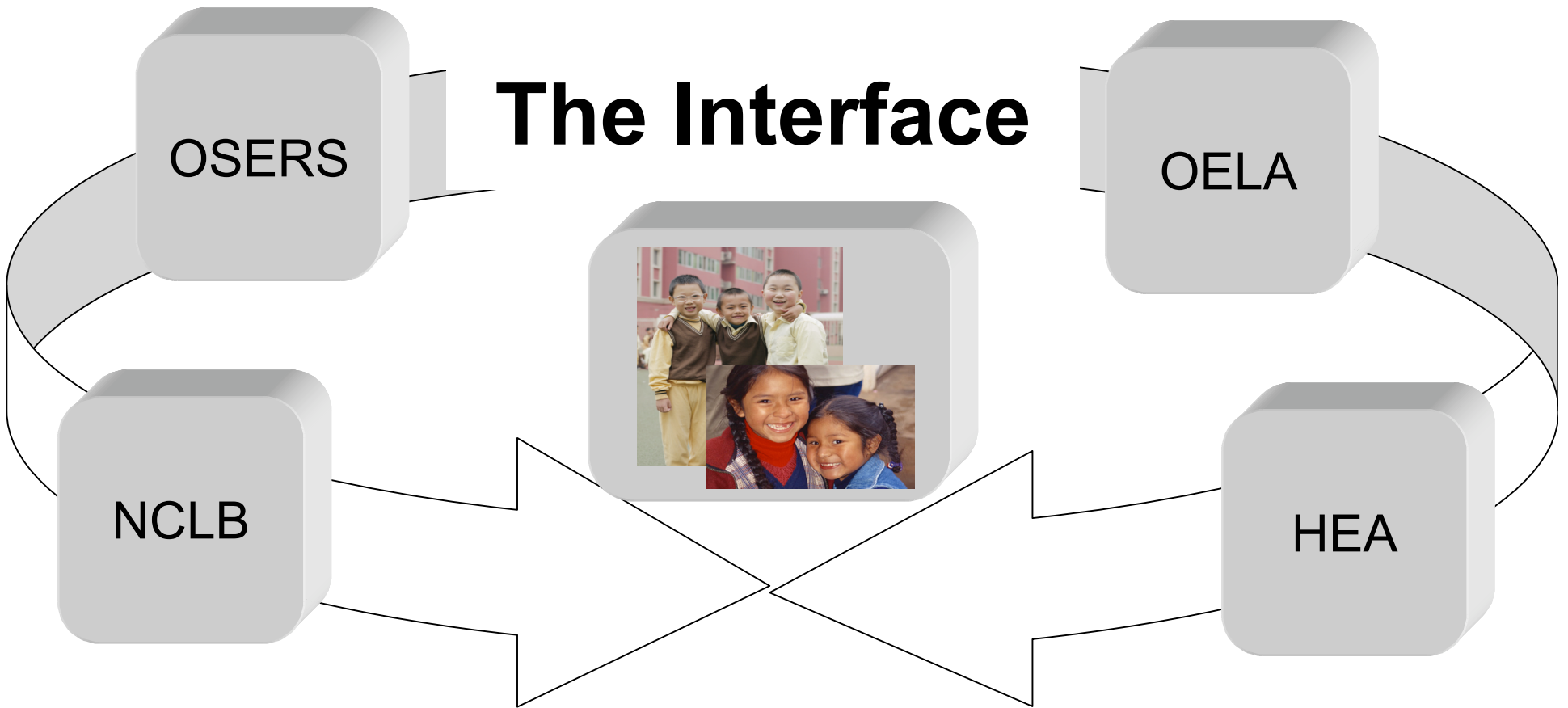
ESOL/ESL Preservice Training

- 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?