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.edu.gov/nclb/accountability/schools/factsheet-english.html
High immigrant states may be prepared...
New destination states may not be prepared...

**Growth**

LEP Population Growth from 1994-2005

- **>200%**
- **100% - 200%**
- **50% - 100%**
- **<50%**
• 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


<table>
<thead>
<tr>
<th>Disability Category</th>
<th>Percentage of All Students</th>
<th>Percentage of All LEP Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild retardation</td>
<td>0.9%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Moderate retardation</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Severe retardation</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Emotional disturbance</td>
<td>0.9%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Specific learning</td>
<td>6.1%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td>6.4%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>
## Preparedness of the Workforce

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

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

OSERS

NCLB

OELA

HEA
¿Dónde vamos nosotros de aquí?

Where do we go from here?