TAMU Online ESL Certification Prep Course

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Texas Hispanic and ELL Demographics

- 44% of K-12 students were Hispanic (PEIMS, 2003-2004)
- 660,000 ELLs (TEA, LEP Census 2003)
- Projections of 1 million ELLs in Texas by 2010, which would be 31% of all K-12 students (IDRA, 2004)
Texas ELL Growth Trends - 56% in last decade

**OFFICE OF ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT for LIMITED ENGLISH PROFICIENT STUDENTS**

**TEXAS**


<table>
<thead>
<tr>
<th></th>
<th>Total Enrollment</th>
<th>Growth from 93-94</th>
<th>LEP Enrollment</th>
<th>Growth from 93-94</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993-1994</td>
<td>3,788,769</td>
<td>0.0%</td>
<td>422,677</td>
<td>0.0%</td>
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<tr>
<td>1994-1995</td>
<td>3,788,308</td>
<td>0.0%</td>
<td>457,437</td>
<td>8.2%</td>
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<tr>
<td>1995-1996</td>
<td>3,985,569</td>
<td>5.1%</td>
<td>478,297</td>
<td>13.2%</td>
</tr>
<tr>
<td>1996-1997</td>
<td>4,031,028</td>
<td>6.4%</td>
<td>513,624</td>
<td>21.5%</td>
</tr>
<tr>
<td>1997-1998</td>
<td>3,981,877</td>
<td>5.1%</td>
<td>507,262</td>
<td>20.0%</td>
</tr>
<tr>
<td>1998-1999</td>
<td>3,954,434</td>
<td>4.4%</td>
<td>513,351</td>
<td>26.2%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>3,991,783</td>
<td>5.4%</td>
<td>554,949</td>
<td>31.3%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>4,059,619</td>
<td>7.1%</td>
<td>570,022</td>
<td>34.9%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>4,128,429</td>
<td>9.0%</td>
<td>601,791</td>
<td>42.4%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>4,159,864</td>
<td>12.4%</td>
<td>630,148</td>
<td>49.1%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>4,128,028</td>
<td>14.2%</td>
<td>660,707</td>
<td>56.3%</td>
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</table>


December 2004
Bilingual/ESL Teacher Shortage in Texas

A study conducted by TAMU determined that the greatest teacher shortage in 2001-2002 occurred in the elementary bilingual/ESL area where figures soared to 2,906; the study also determined that school districts were unable to fill 40% of open secondary bilingual/ESL positions (TAMU, 2002); nearly 50% of teachers serving ELLs were not fully certified.
Recruitment and Retention

- Recruitment and retention of Bilingual/ESL teachers is a major concern among state superintendents (Lara, Galloway & Irby, 2004)
- School districts that report the least number of bilingual/ESL vacancies are the ones that provide professional development opportunities and funds, and stipends as benefits/incentives to their bilingual/ESL teachers.
- However, only 51% of ISDs paid for professional development
- Only about 10% of ISDs paid for/reimbursed for college credit/graduate classes.
Innovative Responses

• To the growing need for certified bilingual and ESL teachers
• To the need for continuing professional development for bilingual and ESL teachers
Texas A&M University
Bilingual Education Programs

- Undergraduate Program
- Master’s Program
- Online ESL Certification Prep Course
- Doctoral Program
Texas A&M University
Bilingual Education Initiatives

• **Undergraduate Program**
  – Currently 105 undergraduate students working toward teaching degree and certification in Bil/ESL

• **Master’s Program**
  – First Master’s Degree in Bilingual/ESL Education in the nation offered totally via distance
  – Served over 250 in-service teachers and certified over 120 from over 20 school districts since 1999
  – Currently delivers instruction to 4 different sites across Texas
    • Region VIII ESC in Mt. Pleasant
    • University Center at The Woodlands
    • Black Research Center in Temple
    • TAMU-College Station
Texas A&M University
Bilingual Education Initiatives

• **Doctoral Program**
  – PhD in Educational Psychology with a Specialization in Hispanic Bilingual Education
  – Prepares graduates for university positions or leadership positions in the field of Hispanic bilingual education

• **Online ESL Certification Course**
  – In partnership with the Office of Continuing Education & Public Outreach
  – Distance education course to prepare teachers for ESL certification
  – Started Phase I in the fall of 2004
TAMU Online ESL Certification
Course Overview

• 7-week course
• 10 Lesson modules
  – Organized around the domains and competencies tested on the TExES ESL Supplemental Exam #154
• 180 clock hours of professional development credit are awarded upon completion of course
• Cost: $450 per course
  – Group discounts for school districts or Region ESCs
Lesson Modules consist of:

- PowerPoint lectures
- Electronic readings and internet resources
- Discussion board assignments
- Online chats with instructor (weekly)
- Quizzes (modeled after TExES #154)
Course Home Page

ONLINE ESL CERTIFICATE PREP COURSE

- Syllabus
- Step 1 - INTRODUCTION
- Step 2: ESL STANDARDS AS SPECIFIED BY SBEC
- Step 3: TEA and LPAC
- Step 4: DOMAIN I
- Resources
Sample Lesson Module

Lesson
Competency 3
Lesson Power Point

C3 Readings
Click here for Readings and Resources for Competency 3.

Readings
Discussion Board for questions about C3 readings

Issues
Discussion Board for C3 Issues

Competency 3 - Quiz
1. Please review your notes before taking the quiz.
2. Each response is worth 2 points.
3. Once the quiz is submitted you will automatically receive your grade and instructor.
Curriculum Overview

- Language acquisition theories and linguistic approaches
- Approaches, methods, and techniques of second language teaching
- Instructional activities for second language development (all four language domains)
- Effective instruction and assessment of ELLs
- Content area instruction across the curriculum for ELLs
- Cultural awareness and strategies for parent/family/community involvement
The curriculum is focused on preparing teachers:

1) to work with linguistically and culturally diverse students

2) to pass the TExES ESL Supplemental Exam.

But most importantly...
Curriculum Overview

The curriculum prepares teachers to be more effective teachers of ELLs with the goal of enhancing student achievement.
TAMU Online ESL Certification Prep Course
2004-05 Enrollment
## Enrollment by ESC Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC I</td>
<td>1</td>
</tr>
<tr>
<td>ESC II</td>
<td>1</td>
</tr>
<tr>
<td>ESC III</td>
<td>1</td>
</tr>
<tr>
<td>ESC IV</td>
<td>10</td>
</tr>
<tr>
<td>ESC V</td>
<td>1</td>
</tr>
<tr>
<td>ESC VI</td>
<td>2</td>
</tr>
<tr>
<td>ESC VII</td>
<td>1</td>
</tr>
<tr>
<td>ESC VIII</td>
<td>40</td>
</tr>
<tr>
<td>ESC IX</td>
<td>2</td>
</tr>
<tr>
<td>ESC X</td>
<td>3</td>
</tr>
<tr>
<td>ESC XI</td>
<td>6</td>
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<td>ESC XII</td>
<td>12</td>
</tr>
<tr>
<td>ESC XIII</td>
<td>1</td>
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<tr>
<td>ESC XIV</td>
<td>2</td>
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<tr>
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<td>0</td>
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<td>ESC XIX</td>
<td>0</td>
</tr>
<tr>
<td>ESC XX</td>
<td>10</td>
</tr>
</tbody>
</table>
Participants Enrolled From Across Texas
Enrollment Goal . . .

Teachers from every district in the state
“…the readings helped me make sense of why we teach the way we teach. I am more committed to bilingual education than before. I love the challenge, and I feel that I have the tools to make it work for my kids.”

–3rd grade teacher
Participant Comments

“[The online ESL course] gave me information that I can use in my classroom beginning on Day One. I am very excited about working with ESL students and believe I can do a good job. I know what I am doing because of this course.”

–2nd grade teacher
Participant Comments

“I have a greater understanding of the English language. I have a greater understanding and respect for the different cultures of my students. I have more information and more self-confidence...There are many wonderful resources out there to guide me! [This] course showed me how to find the resources on my own.”

—Pre-K teacher
“I am so thankful that I took the online ESL course. I feel that way not just occasionally, but at least once an hour every day. I have applied so much of what I learned in my classroom already. I can’t imagine how I’d have even begun to teach this year without it.”

–2nd grade teacher
For the Future…

- We have secured at least 100 scholarships for teachers working in non-urban school districts to participate in the course during the 2005-06 school year.
- Research to track success rates and scores of participants on the TExES #154.
- Phase II (under development)
  - Online ESL Mentoring Course
For More Information

• This presentation has been posted on the TAMU Bilingual Education Program website:
  – [http://ldn.tamu.edu](http://ldn.tamu.edu)

• For information and/or registration in the TAMU Online ESL Certification Prep Course, please visit:
  – [http://cecoe.tamu.edu/bilingual.htm](http://cecoe.tamu.edu/bilingual.htm)