Texas A&M University
Bilingual Education Program

Region Service Center VIII

Texas A&M University
Bilingual Education Program
There is a severe shortage of Bilingual/ESL teachers in Texas.
Over 20% of the vacant positions remain unfilled.
40% of the BIL/ESL teachers are less than fully certified.
Bilingual had the highest number individuals teaching under emergency permit (23.6%).

(Texas A&M University Regent’s Report, 2002).
Texas Hispanic and ELL Demographics

- 44% of K-12 students are Hispanic (PEIMS, 2003-2004)
- 660,000 ELLs (TEA, LEP Census 2003)
- Projection of 1 million ELLs in Texas by 2010 or 31% of all students (IDRA, 2004)
Texas Demographic Trends

- African-American: -3.07%, 4.61%, -3.00%
- Caucasian: 1.96%, 16.74%
- Hispanic: 35.81%, 47.20%, 47.00%

Side-by-Side Comparison

1972

- Hispanic, 618986
- African American, 430154
- Caucasian, 1680894

2003

- Hispanic, 1866319
- African American, 614714
- Caucasian, 1669842
Where is the shortage?

- Estimated 200,000 bilingual/ESL teachers needed nationally.
- Greatest need is in urban areas where nearly 50% of ELLs reside.
- Rural areas are also experiencing rapid increases in ELL populations and BIL/ESL teacher shortages.
- In seven years, the ELL enrollment in Region VI has more than doubled (AEIS, 2003).
Lack of Access to Bilingual/ESL Master and Certification Programs

- Some regions within the state are limited in their access to bilingual/ESL higher education programs
- University / school district/ region partnerships are limited (Lara, et al 2004)
- This has contributed to the Bilingual/ESL teacher shortage
- In part due to shortage of bilingual/ESL university faculty and lack of innovation in delivery systems
Texas data shows that students who are in schools with a greater proportion of uncertified teachers or teachers teaching out-of-field score lower on and are more likely to fail Texas assessment tests (TEA, 2003).

The shortage of qualified bilingual teachers negatively impacts an equitable learning environment for ELLs.
Bilingual Education Program

- Doctoral Program
- Masters Program
- Distance Masters and Certification
- Undergraduate
- Certification/Endorsement Bilingual Ed.
Master’s Program

- Main competency areas within the 36 hour Masters program (MEd or MS)
  - Academic and Language Learning
  - School Improvement
  - Family and Community Partnerships
- No. of Bilingual Masters Distance Education Graduates to date: 33
- Impacted over 16 districts to date
Certification/Endorsement in Bilingual Education

- Competency areas in Bilingual Certification program (15 semester hours)
  - Bilingual and Dual Language Methodologies
  - Biliteracy (English/Spanish)
  - Spanish in Bilingual and Dual Language Programs

- No. of Bilingual/ESL Certification Distance Education Graduates to date: 52
Delivery

- Teleconferencing using TTVN (TAMU system)
- WebCT- online course format
- Face-to-face
- Over 50 students taking coursework currently
Undergraduate Program

- 131 hr Interdisciplinary Degree
- Over 100 students in the program
- Over 50 students on scholarship at community colleges
Scholarships

- Project BEST
- Project 2+2
- Teacher Aide Waiver
- Loan Forgiveness Programs
- SB 61 and HB 1027
Ways to reduce shortage

- **GYO**: Grow your own programs (paraprofessionals, high school students, community members)
- Provide release time, tuition and support for paras
- Use state monies to certify teachers
- Start Future Teacher Clubs, Ready, Set, Teach classes
- Provide stipends and increase professional development funds
- Develop partnerships with COEs, ESCs and ACP programs
- Make recruitment a priority
  - (Lara, Galloway, Irby and Brown, 2004)
School districts must develop and implement policies and strategic plans aimed at addressing the need for bilingual/ESL teachers, and if this does not occur, our schools will continue to have shortages of certified, knowledgeable, bilingual/ESL educators in classrooms, severely limiting the academic preparation of the growing ELL population.
Contact

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